# DRAFT Red Wing School District Administrative Procedures

# 2020-21

Red Wing Public Schools
2451 Eagle Ridge Drive
Red Wing, Minnesota 55066

651-385-4500
[www.rwps.org](http://www.rwps.org)

*Approved by the Board on TBD*

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# Article 1: Introduction

### Section 1.1: Purpose and Scope of Guidelines

The purpose of this set of guidelines is to serve as a guide in answering questions about a variety of school issues and procedural questions. The guidelines are not intended to establish a contract or additional terms and conditions of employment. However, the guidelines are expected to be followed unless exceptions are granted by the Superintendent. Consistent with managerial rights, the district reserves the discretion to make changes in the set of guidelines at any time without board approval in order to ensure compliance with legal requirements or effectuate more efficient or appropriate operation of the district.

### Section 1.2: Equity Framework for Decision-Making

By December 31, 2021, the administrative team will develop and implement a framework for making significant recommendations and decisions based on equity.

### Section 1.3: Distribution

These guidelines will be distributed to each district-level administrator, site administrator, district office worker, and site secretary.

### Section 1.4: Designations

These guidelines identify specific positions responsible for completing tasks. Responsibilities may be designated to others as appropriate.

# Article 2: Non-Discrimination

### Section 2.1: Non-Discrimination Statement

The district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, age, or sexual orientation, including gender identity and expression. The district also ensures a free appropriate public education for students with disabilities, including regular or special education and related aides and services. For claims of discrimination, the district has designated the following individuals to coordinate compliance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and Title IX of the Education Amendments Act of 1972.

| ADA and Section 504 Coordinator | Alternate |
|---|---|
| Cherie Johnson<br>Executive Director<br>Goodhue County Education District<br>395 Guernsey Lane<br>Red Wing, MN 55066<br><br>651-388-4441<br>cljohnson@rwps.org | Amy French<br>Human Resources Manager<br>Red Wing Public Schools<br>2451 Eagle Ridge Drive<br>Red Wing, MN 55066<br><br>651-385-4511<br>asfrench@rwps.org |

| Title IX Coordinator | Alternate |
|---|---|
| Jess Whitcomb<br>Director of Teaching and Learning<br>Red Wing Public Schools<br>2451 Eagle Ridge Drive<br>Red Wing, MN 55066<br><br>651-385-4501<br>jswhitcomb@rwps.org | Amy French<br>Human Resources Manager<br>Red Wing Public Schools<br>2451 Eagle Ridge Drive<br>Red Wing, MN 55066<br><br>651-385-4511<br>asfrench@rwps.org |

## Section 2.2: Human Rights Officers

The board has designated the following individuals as the district's human rights officers:

| Human Rights Officer | Human Rights Officer |
|---|---|
| Jess Whitcomb<br>Director of Teaching and Learning<br>Red Wing Public Schools<br>2451 Eagle Ridge Drive<br>Red Wing, MN 55066<br><br>651-385-4501<br>jswhitcomb@rwps.org | Amy French<br>Human Resources Manager<br>Red Wing Public Schools<br>2451 Eagle Ridge Drive<br>Red Wing, MN 55066<br><br>651-385-4511<br>asfrench@rwps.org |

## Section 2.3: Policies Prohibiting Discrimination

*Note: District policies are available at rwps.org > District > Policies, Handbooks, and Notices or from the District Office.*

| | |
|---|---|
| Policy 102:<br>Equal Educational Opportunity | The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the district. |
| Policy 401:<br>Equal Employment Opportunity | The purpose of this policy is to provide equal employment opportunity for all applicants for district employment and district employees. |
| Policy 402:<br>Disability Nondiscrimination | The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law. |
| Policy 413:<br>Harassment and Violence | The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. |
| Policy 514:<br>Bullying Prohibition | The purpose of this policy is to assist the district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior. |

| | |
|---|---|
| Policy 521:<br>Student Disability Nondiscrimination | The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need special services, accommodations, or programs in order that such learners may receive a free appropriate public education. |
| Policy 522:<br>Student Sex Nondiscrimination | 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. |
| Policy 526:<br>Hazing Prohibition | The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the district and are prohibited at all times. |
| Policy 528:<br>Student Parental, Family, and Marital Status Nondiscrimination | Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status. |
| Policy 1000:<br>Inclusive Education Plan | The purpose of this policy is to establish and maintain a written plan to assure an inclusive education program as defined in Minnesota Statutes 3500.0550. |

## Section 2.4: Assurance of Compliance with Laws Prohibiting Discrimination

*General Responsibilities*

The following actions are taken to complete the Assurance of Compliance with State and Federal Laws Prohibiting Discrimination:

1. Each building administrator ensures that the office has a notebook containing the 18 items listed under the Statement of Assurance section.

2. Each building administrator ensures that each student and/or parent has access to the district's student handbook and that a copy of the handbook is maintained in an office in each building.

3. Each building administrator ensures the "Assurance of Compliance" section of the district's student handbook and all associated policies are posted throughout each building.

The Superintendent completes the State's Assurance of Compliance online form.

*District Policies*

1. Harassment and Violence (Policy 413). This policy addresses aspects of the requirements identified under the State Human Rights Acts Requirements section of the Assurance of Compliance.

2. Student Disability Nondiscrimination (Policy 521). This policy addresses aspects of the requirements identified under the Federal Section 504 Requirements section of the Assurance of Compliance. Each office also has a notebook with additional information about Section 504 compliance, including provisions for grievance procedures and impartial hearings.

3. Student Sex Nondiscrimination (Policy 522). This policy addresses aspects of the requirements identified under the Federal IX Requirements section of the Assurance of Compliance.

4. Student Parental, Family and Marital Status Nondiscrimination (Policy 528). This policy addresses aspects of the requirements identified under the Federal IX Requirements section of the Assurance of Compliance.

*Checklist for State Human Rights Act Requirements*

1. The district has developed, posted throughout every building, published in all student handbooks and employee guidelines and discussed with students and employees a policy prohibiting sexual, racial and religious harassment and violence. Policy 413 satisfies this requirement.

2. The district has developed, disseminated and posted a grievance procedure providing prompt and equitable resolution of a complaint regarding harassment and violence. Policy 413 includes a grievance procedure.

3. Students are assigned to required and elective health, physical education, industrial arts, vocational, home economics, music and all other courses without regard to identified classifications. The administrative team will ensure that this requirement is satisfied.

4. Students are treated equally regardless of their identified classification in regard to extracurricular activities, insurance benefits, health services, pregnancy, employment assistance, honors or awards, rules for behavior and dress codes. The administrative team will ensure that this requirement is satisfied.

5. All testing and appraisal materials are non-biased and normed and validated for the purpose for which they were intended without regard to gender disability and race. The administrative team will ensure that this requirement is satisfied.

*Checklist for Federal Section 504 Requirements (Prohibition of Discrimination Based on Disability)*

1. The district has developed and disseminated a 504 policy that notifies participants, beneficiaries, applicants and employees that it does not discriminate on the basis of disability. Policies 402 and 521 satisfy this requirement.

2. The district has developed and disseminated a 504 grievance procedure that incorporates appropriate due process standards and provides for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504. Policy 521 satisfies this requirement.

3. The district has developed and disseminated procedures for impartial hearing and reviews of Section 504 issues. Policy 521 satisfies this requirement.

4. As per Policy 521, the district has appointed a Section 504 coordinator and alternate and disseminated his/her name and telephone number.

*Checklist for Federal Title IX Requirements (Prohibition of Discrimination Based on Sex)*

1. The district has developed and disseminated a Title IX policy which includes continuing steps to notify participants, beneficiaries, applicants and employees that is does not discriminate on the basis of sex. Policy 522 satisfies this requirement.

2. The district has developed and disseminated a Title IX grievance procedure providing prompt and equitable resolution of a complaint in these matters. Policy 522 includes a grievance procedure.

3. The district has appointed a Title IX coordinator and alternate and disseminated their names and telephone numbers.

4. The district has developed a written policy which specifies that pregnant and/or married students shall not be excluded from any educational program or activity except when the student requests voluntarily to participate in a separate portion of the program or activity. Policy 528 satisfies this requirement.

5. A medical certificate is required of pregnant students, only if it is also required for all other students with physical and/or emotional conditions currently under the care of a doctor. The administrative team will ensure that this requirement is satisfied.

6. The district has no athletic programs or all district athletic programs are designated for and opened to members of both sexes on an equal basis, except when separate teams are necessary in grades seven and above or for 12 years old and older, to provide equal opportunity to members of both sexes. The administrative team will ensure that this requirement is satisfied.

7. The district has no athletic programs or equity is assured annually in all areas, such as equipment and supplies, scheduling games and practice times, travel, overnight and per diem allowances, coaching expertise, assignment and compensation of coaches, athletic facilities, locker rooms and publicity if the district provides separate teams for each sex. The administrative team will ensure that this requirement is satisfied.

# Article 3: Budget and Finance Procedures

## Section 3.1: Preliminary Budget Determination Timeline

| Item | Issue | General Deadline | 2020-21 |
|---|---|---|---|
| 1 | Preliminary audit figures shared with superintendent | December 1st | By 11/30/20 |
| 2 | RWHS Principal presents suggested registration booklets to Director of Teaching and Learning | December 1st | By 11/30/20 |
| 3 | Board action on RWHS registration booklet. | January 1st | 2/1/21 |
| 4 | Board action on audit. | January 1st | 11/16/20 |
| 5 | Current year enrollment revised. Next year enrollment projections developed except for Kindergarten. | January 1st | By 12/31/20 |
| 6 | Superintendent will provide high school principal with tentative total FTE allocation for high school teachers. | January 15th | By 1/15/21 |
| 7 | Deadline for teachers to submit retirement letters to be eligible for severance benefits, Extended Leave of Absence requests, and Sabbatical Leave requests. | February 1st | By 2/1/21 |
| 8 | Board action on revised current year budget. | February 15th | 3/8/21 |
| 9 | Board review of 5-year financial plan. | February 15th | 3/8/21 |
| 10 | Administrative report to board on need for reductions | February 15th | 3/8/21 |
| 11 | Adoption and promulgation of tentative seniority lists | As per contracts | |
| 12 | Deadline for objections to tentative seniority lists | As per contracts | |
| 13 | Kindergarten roundup sessions held and Kindergarten projections made. | February 15th | By 3/15/21 |
| 14 | Deadline for high school registration. | March 1st | By 3/1/21 |
| 15 | High school principal presents recommended teacher allocations to superintendent. | March 15th | By 3/15/21 |

| | | | |
|---|---|---|---|
| 16 | Establish any proposed shared staffing agreements with other districts. Inform the Exclusive Representative of the proposed shared agreements and potential impact on current or future teachers or positions. | April 1st | 3/22/21-3/26/21 |
| 17 | Meetings with exclusive representatives to review bumping rights of employees. | April 1st | 3/22/21-3/26/21 |
| 18 | Meetings with employees potentially impacted by proposed reductions | April 1st | 3/31/21 |
| 19 | Personnel Committee and board review proposed classroom teacher allotments and proposed support personnel plan | April 7th | 4/5/21 |
| 20 | Board action on classroom teacher allotments. | April 21st | 4/19/21 |
| 21 | Board action on administrative recommendations for reductions. | April 21st | 4/19/21 |
| 22 | Board resolutions and notices of termination and nonrenewal of probationary teachers and board resolutions and notices including hearing dates to individual teachers proposed for placement on unrequested leave. | April 21st | 4/19/21 |
| 23 | Hearings, if any, 14 days from receipt of notice | April 21st-June 15th | 4/21/21-6/15/21 |
| 24 | Preliminary Notices of Assignment issued to support personnel. | May 1st (Tentative) | 4/30/21 (Tentative) |
| 25 | Service of board decision on teachers placed on unrequested leave. | June 15th-30th | 6/15/21-6/30/21 |
| 26 | Board action on next year budget. | June 30th | 6/21/21 |

## Section 3.2: Budget Change Requests

Administrators submit budget change requests to the Business Manager. If approved, the District Accountant makes budget changes on the financial management system.

## Section 3.3: Contracts

As per Minnesota Statute 123B.52, the board may authorize the Superintendent or Business Manager to lease, purchase, and contract for goods and services within the board-approved budget. Other employees may be part of the review process, but no one other than the board, Superintendent, or Business Manager may enter into contracts.

## Section 3.4: Receipts and Receivables

*Receivables*

The District Accountant and Business Manager compute and record receivables (accounts, taxes, IDEAS, and state and federal programs), including reconciling amounts with the IDEAS and various grant agreements. The Business Manager works with individual program directors to identify federal financial assistance and to reconcile differences between EDRS and UFARS.

*Food Service Receipts*

Food service receipts are given to Accounts Payable Clerk daily via interschool mail. Deposit slips are prepared by food service staff prior to delivery. The Accounts Payable Clerk counts the money and double checks the deposit slip given to the District Office from Food Service. The cash is kept in the locked safe in the Business Office until the actual bank deposit is made. The District Accountant posts the cash receipts to the financial management system on a weekly basis.

*District Activity Receipts*

Fees from athletic and other events are collected at the event and given to the Activities Secretary who counts the money received and prepares a summary of cash. The Activities Secretary takes the cash and summary form to the Accounts Payable Clerk who recounts the money received and prepares a deposit ticket. The cash is kept in a locked safe until the bank deposit is made. The District Accountant posts the cash receipts to the financial management system on a weekly basis.

*Elementary School Receipts*

Building secretaries prepare a summary of cash and delivers it to the Accounts Payable Clerk. He/she then recounts the money and prepares the deposit ticket. The cash is kept in a locked safe until the bank deposit is made. The District Accountant posts the receipts to the financial management system on a weekly basis.

*Student Activity Receipts*

Building secretaries issue a receipt and deposit ticket each time he/she receives cash for a particular student activity fund. A deposit ticket is made and kept in the locked safe until taken to the bank. The Accounts Payable Clerk sends a copy of the receipt and the bank deposit receipts to the District Accountant to enter on the financial management system. The Business Manager prepares the monthly bank reconciliations for bank accounts. The completed bank reconciliations are reviewed by the Treasurer who initials and dates the bank reconciliation to indicate that it has been reviewed.

*Community Education Receipts*

1. All registrations and payments for Community Education and Recreation classes are entered into the Community Education and Recreation registration software program.

    a. Bank deposit reports for cash/check payments are created based on coded cash register receipts and delivered weekly to the Accounts Payable Clerk who deposits it with the bank. Receipts can be given if requested.

    b. Credit card payments are accepted on-line for registrations for Community Education and Recreation. When received by Community Education and Recreation, the registration is entered into the software program. Receipts are issued on-line when an email address is made available. Receipts are mailed if requested. Credit card deposits are reconciled monthly with the district's on-line bank statement by Community Education and Recreation and delivered to the accounting department.

2. Class registrations are generally pre-paid. Instructors are given an attendance roster of paid participants. At the completion of the class, the attendance roster is returned to Community Education and Recreation. If a participant does not show up for the activity, the instructor may call Community Education and Recreation to contact said participant. Occasionally, an instructor may choose to accept additional participants the night of a class. He/she may either accept payment from the participant and turn it in with the attendance roster at the end of class with participant's name and contact information, or he/she may notify Community Education and Recreation of the additional participant along with contact information so Community Education and Recreation can request payment.

3. The Community Education and Facilities Secretary bills facility rentals, including additional custodial fees, after the event. Payments are received, coded and deposited by the Community Education and Facilities Secretary, and recorded on the facility scheduling program. Deposits are delivered to the Accounts Payable Clerk for delivery to the bank. If payment is made by credit card, the Community Education and Facilities Secretary reconciles the report and submits to the Accounts Payable Clerk.

4. Tuition and payments to other departments within Community Education and Recreation are submitted by the respective coordinators and are coded and deposited according to department. Cash and checks are delivered weekly to the Accounts Payable Clerk, and credit card payments are entered and reconciled monthly with the district's online bank statement by Community Education and Recreation.

5. All credit card information is destroyed after entered into the registration software program.

6. The Community Education and Facilities Secretary involved with the cash receipts counts the money, prepares a deposit form, and delivers the cash to the Accounts Payable Clerk. He/she then recounts the cash and prepares a deposit ticket. The cash is kept in the locked safe until the bank deposit is made. The District Accountant posts the receipts to the financial management system on a weekly basis.

## Section 3.5: Disbursements

*Expenditure Approval Authorization*

The following individuals have authority to approve non-salary expenditures that are within budgetary guidelines (pending final approval by the Business Manager and/or board):

| Position | Area |
|---|---|
| Director of Teaching and Learning | Staff Development, English Learner program, curriculum, targeted services, gifted and talented program |
| Director of Buildings and Grounds | Buildings and grounds, facilities, health and safety, utilities. |
| Director of Technology | Technology-related equipment and supplies |
| Nutrition Services Director | Food Services |
| Activities Director | Activities |
| Licensed School Nurse | Health Services |
| Business Manager | Transportation and District Office |
| Director of Special Education | Special Education and individualized transportation requests |
| Early Childhood Director | Preschool, ECFE, and ECSE |
| Sunnyside Principal | Title I |
| Director of Community Education and Recreation | All Other Community Education and Recreation |
| Building Administrator | Non-SPED School Buildings, media center, and refunds |

*Regular District Disbursements*

1. Requisitions are completed at the building level. To place an order, employees submit an online or paper requisition to the building secretary. Technology purchases are routed through the technology department to ensure specifications are met. Textbook purchases are coordinated by the Director of Teaching and Learning. If there is not adequate budget available, the administrator must request a budget transfer. If the budget is adequate, the purchase order is e-routed to the administrator for online approval. Purchase requisitions are not completed for routine, reoccurring payments such as utility and payroll withholdings.

2. After the purchase order is approved it is printed and sent to the vendor.

3. All orders must be delivered to school property; deliveries to home addresses are not allowed. If orders will be received during the summer months when an office may not be open, materials should be shipped to the District Office.

4. Employees are expected to forward packing slips to the building secretary and note any items that were not received. The building secretary matches the packing slip with the purchase order and sends to the Accounts Payable Clerk who prepares a voucher.

5. The Accounts Payable Clerk enters invoices and processes purchase orders for payment. The Business Manager approves each batch before printing. Board members are provided copies of check registers and approve lists of checks at meetings. Board members also have access to supporting documentation.

6. Checks are printed (every Friday in general) from the financial management system after vouchers are approved for payment.

7. The Accounts Payable Clerk attaches copies of the Purchase Order / Packing Slip / Invoice to the check stub and files the information.

8. Documentation is filed and scanned into the Laserfiche system organized by year and check number.

9. The monthly bank statements are given to the Business Manager who prepares the monthly bank reconciliations. Summaries of bank reconciliations are presented in the Treasurer's Report that is reviewed by the Finance Committee and approved by the Treasurer.

10. On occasion, emergency checks are needed for items such as staff travel or petty cash. The Business Manager must approve these requests. Approval is shown with a signature on the requisition. These checks are processed using the same procedures listed previously.

11. Cancelled checks are microfilmed and stored for 7 years. Copies of checks are available from the bank upon request.

*Wire Transfers*

The board annually authorizes those who can make wire transfers on behalf of the district.

*Non-Public School Requisitions*

1. To request reimbursement for textbooks and other eligible supplies, non-public schools e-mail a district requisition form to the District Office Receptionist who enters the orders onto the financial management system. After the Business Manager approves the requisition, the District Office Receptionist e-mails a pdf version of the purchase order to the non-public school verifying the order has been placed.

2. As per state guidelines, the district's only obligation is to obtain and lend new eligible textbooks / workbooks / individual learning materials up to the maximum reimbursement amount for each eligible non-public student. Any costs beyond the reimbursement rate are the responsibility of the non-public school.

3. The district may loan out surplus copies of textbooks but is not obligated to do so.

4. To qualify for reimbursement, non-public schools must return a signed and completed ED-01650-23 form on or before October 1st.

*Journal Entries*

Requests for journal entries (for example, to move expenditures from one account to another), along with appropriate documentation, are made to the District Accountant and/or Business Manager.

*Credit Cards*

The Employee Guidelines provides expectations for use of school-issued credit cards.

*Procurement Procedures for Special Education Programs and Federal Grants*

Employees must comply with the procurement procedures for special education programs and Federal grants. A "Special Education Procurement Request" is completed for special education expenditures as required. Contact Jackie Paradis, Business Manager, at jsparadis@rwps.org or 651-385-4505 for a copy of the district's procedures and "Special Education Procurement Request."

## Section 3.6: Investments

1. The district's investment policy conforms to State law and is reviewed periodically by the Finance Committee, Business Manager, and Superintendent.
2. The Business Manager, in consultation with PMA Financial Network, maintains cash-flow estimates used to determine investments.
3. Each year, the board approves a list of investors, who agree to adhere to the district's investment policy. The Business Manager makes investments an approved vendor based on the best rates available.
4. At the end of each month, the Finance Committee reviews bank reconciliations (including investments) prepared by the Business Manager.
5. The Business Manager reviews the quarterly statement of the OPEB Trust Fund, prepares associated journal entries quarterly, arranges a meeting between Wells Fargo and the Finance Committee, and prepares all necessary year-end disclosures.

## Section 3.7: Bank Statements and Reconciliation

The Business Manager receives bank statements, compares accounts payable and payroll register lists with check numbers on the statement, reviews missing checks and checks out of sequence, enters debits and credits onto the financial management system, and shares the bank reconciliation and treasurer's report with the Finance Committee.

## Section 3.8: Use of Facsimile Signatures

Facsimile signatures of the chair, clerk, and treasurer may be used on checks, drafts, vouchers, or other orders of district funds deposited in depositories designated by the board. The Business Manager, District Accountant, Accounts Payable Clerk, and Payroll Coordinator are authorized to affix the mechanical signatures of the Chair, Clerk, and Treasurer, on district-issued checks.

## Section 3.9: Non-Public Transportation Payments to Schools

The district pays a portion of its non-public transportation aid to eligible out-of-district non-public schools that serve resident students if the non-public schools follow all timelines outlined in this section. Because there is a Lutheran-affiliated non-public school within district boundaries, the district will not reimburse Lutheran-affiliated schools located outside of district boundaries if they serve the same age range. Payments will be $25 for each eligible student. If a student attends the school for fewer than 150 days during the year, the payment will be prorated.

The following deadlines are established for transportation aid payments:

October 15th: Non-public schools send Form 1001 (Non-Public School Application and Certification) and a roster of resident students attending the school to the District Office. If this form is not received in the District Office by the stated deadline, the payment is forfeited.

May 1st: Red Wing will mail a claim form to each school that responded with information due on October 15th.

July 1st: Non-public school send the claim form and associated attendance sheet for each student to the District Office. If this claim form is not received in the District Office by the stated deadline, the payment is forfeited.

August 1st: Red Wing will mail payments to non-public schools if they have followed all timelines identified in this section.

## Section 3.10: Fixed Asset Tracking

The district's capitalization threshold is $1,500.

The Accounts Payable Clerk enters invoices and makes copies if they are coded to a "500" object code and exceed $1,500. He/she places a copy in a fixed asset folder given to the District Accountant. Capital assets additions are updated annually during the audit preparation process. The District Accountant reviews the copies of invoices to determine if they should be capitalized. He/she prepares a fixed asset form, which includes the fixed asset number, location, asset total, and UFARS code.

The District Accountant then enters the asset into the financial management system, where the asset is categorized by location, useful life, and program code. The fixed asset tag is attached to the form and sent to the appropriate buildings and grounds department, which places the tag on the fixed asset.

Fixed asset disposals happen throughout the year. When assets are disposed of, a fixed asset disposal form is filled out and sent to the District Accountant to be recorded in the financial management system.

The District Accountant depreciates capital assets each year in preparation for the audit. At the same time, the District Accountant also reviews the general ledger and reconciles the General Fixed Asset Account Group to the detailed fixed asset records.

## Section 3.11: Payroll Disbursements

1. The Human Resources Manager maintains personnel files. Files include employee contracts, licensing information, and benefit information such as health, life, and disability insurance.
2. The Human Resources Manager obtains all appropriate information and elections (for example, W4, I9, TRA number, etc.) for each new hire and prepares contracts for teachers and administrators;
3. The Payroll Coordinator, in consultation with the Business Manager, determines the proper expenditure code based on information from the building administrator.
4. The Payroll Coordinator enters payroll information (including direct deposit data) and benefit enrollments into the human resources management system. Section 125 deductions are maintained in the bank account.
5. Payroll is run on the 15th and the end of the month. Employee contracts specify the timing of payments for different employee groups. An employee's immediate supervisor signs all time sheets and forwards them to the Payroll Coordinator for payment.
6. Employees enter leaves on an online leave reporting system. The Payroll Coordinator uploads leaves into the human resources management system.
7. The Payroll Coordinator enters information on the human resources management system and runs all required reports. He/she double-checks information prior to printing checks and/or initiating the ACH. The Business Manager or District Accountant transfers the necessary funds to the appropriate accounts to ensure availability for the payroll. The Business Manager reviews a summary of payroll transactions and then makes transfer of funds. The Payroll Coordinator then electronically sends the ACH information to the banks.
8. All regular employees have their pay directly deposited to their bank account, but casual or new employees may receive a paper check.

9. Employees on direct deposit may view their paystub summaries online via "SMARTeR." Each employee is assigned an access key to access their information; employees then create their own username and password. The District does not prepare individual paper stubs for direct deposit employees.

10. The Accounts Payable Clerk processes checks for pension plans such as PERA, TRA, and 403B on the 15th and at the end of the month.

11. The Payroll Coordinator wires Federal, State, and Social Security taxes on each payroll date, prepares payroll tax reports on a quarterly basis, and provides monthly bank statements to the Business Manager who prepares and signs monthly bank reconciliations.

12. The Payroll Coordinator summarizes HRA, VEBA, and Health Savings Account funds for review by the Business Manager. The Business Manager transfers these funds into an HRA/VEBA account at the district-approved bank and uploads a file to the bank and selected vendor or HRA/VEBA funds. The vendor then performs a draw on the HRA/VEBA account. HRA/VEBA funds remain in the account until drawn by the employee via Blue Cross Blue Sheild (BCBS). BCBS emails notification to the Human Resources Manager. This process may vary slightly if different vendors are selected. Flex (plan 125) allotments may be transferred into an account or paid to the vendor by check as needed. The Business Manager and District Accountant establish a process to efficiently place funds where needed in a timely manner, with appropriate documentation.

# Article 4:  Human Resource Procedures

## Section 4.1:  Staffing Plan

Each year, the Superintendent presents a Human Resources Plan to the Personnel Committee and/or board for review.  This plan includes proposed staff positions for the upcoming school year, outlines ratios to justify additional hiring, and indicates when resignations or retirements will trigger a thorough review of the organizational structure. The Personnel Committee and/or board review positions to be added or restructured after review of the personnel plan unless there are extenuating circumstances (such as the need for a 1:1 paraprofessional for a student with disabilities).

## Section 4.2:  Background Checks

Background checks are completed for all employees and selected volunteers using the following procedures:

1. The administrator contacts the Human Resources Manager via email with the following information:

    - Name of prospective employee or volunteer
    - Email of prospective employee or volunteer
    - Department or location requesting the information
    - Reason (for example, parent volunteer, new hire, direct staff, etc.)

2. The Human Resources Manager emails a link to the individual to complete the background screen.

3. The Human Resources Manager reviews all completed reports.

4. The Superintendent reviews questionable results.

5. The Human Resources Manager emails confirmation of approval to requesting department.

## Section 4.3:  Posting of Positions

1. The administrator or department head completes an online “Approval to Post” form (including additional questions that should be asked on the online application program) and compiles background information if requesting a new position.

2. The Superintendent reviews the online request form.

3. The Human Resources Manager oversees the internal and external posting of positions.

    3.1 Internal postings consist of an email or in accordance with agreements.

    3.2 External postings are completed through the online application program.  Teaching and administrative positions may also be posted on EdPost, MASA job site, Republican Eagle, social media accounts, and other publications.

## Section 4.4:  Application Procedures for All Positions

1. Internal candidates for a posted position complete an internal application through the online application program.

2. External candidates for any district position, including long-term substitutes, submit a full online application through the online application program and provide all required supporting documentation.

3. Building administrators and department heads access Internal and external candidate applications online.

## Section 4.5: Selection Procedures for Teachers Using Numerical Scale

An administrator may interview all candidates, use a numerical scale, or use another method for selecting interviewees for teaching positions. For this section, the term teacher includes long-term substitutes and administrators classified as teachers per State law. Variations must be approved in advance by the Superintendent.

The administrator implements the following steps when selecting interviewees:

1. Prior to reviewing applicants, the administrator determines the selection process, minimum qualifications, number of interviewees, and the minimum score for initial screening.

2. The administrator assesses each candidate meeting minimum qualifications using a 100-point scale. Individuals who meet the minimum score on the 100-point scale will be in the "Potential Interview Pool."

3. Applicants who are part of the Potential Interview Pool and claim Veteran's Preference will receive the following additional points:

   | | |
   |---|---|
   | Nondisabled veteran: | 10 points for new hire |
   | Disabled veteran: | 5 points during a promotional exam<br>15 points for new hire |
   | Spouse: | The preference points that are available to a veteran may be used by the surviving spouse of a deceased veteran or by the spouse of a disabled veteran who, because of disability, is unable to qualify. |

4. The top scoring applicants in the potential interview pool (not to exceed the maximum number of candidates to be interviewed unless there is a tie for the final spot) are offered an initial interview.

5. The administrator conducts one or more interview rounds in person, via video conferences, or on the phone. Preferably, at least one round will have multiple interviewers. Similar protocols, such as asking the same questions in the same order, will be used for each candidate during each round of interviews.

6. Prior to offering a teaching position, the administrator completes reference checks using a standardized process and checks the Teacher Discipline Inquiry System to review any disciplinary action taken against the teacher's license.

7. Prior to offering an administrative position, the administrator checks the Teacher Discipline Inquiry System and contacts the Minnesota Board of School Administrators for information about the disciplinary history of the applicant.

8. The administrator confers with the Human Resources Manager <u>prior to</u> offering a wage or salary to the selected candidate. The wage or salary must be in compliance with district contracts and policies.

9. The administrator offers the position to the applicant either via phone or email <u>contingent</u> upon the results of a background check, verification of licensure and/or appropriate certification, and board approval. The candidate may begin employment prior to approval by the board with approval by administration under extenuating circumstances.

### Section 4.6: Selection Procedure for Teachers Not Using Numerical Scale

An administrator may interview all candidates, use a numerical scale, or use another method for selecting interviewees for teaching positions. For this section, the term teacher includes long-term substitutes and administrators classified as teachers per State law. Variations must be approved in advance by the Superintendent.

The administrator implements the following steps when selecting interviewees:

1. Prior to reviewing applicants, the administrator determines the selection process, minimum qualifications, and number of interviewees.

2. Only candidates meeting minimum qualifications will be in the "Potential Interview Pool."

3. The top applicants in the potential interview pool (not to exceed the maximum number of interviewees unless there is a tie for the final spot) <u>and all qualified candidates claiming Veteran's Preference</u> will be offered an initial interview.

4. The administrator conducts one or more interview rounds in person, via video conferences, or on the phone. Preferably, at least one round will have multiple interviewers. Similar protocols, such as asking the same questions in the same order, will be used for each candidate during each round of interviews.

5. Prior to offering a teaching position, the administrator completes reference checks using a standardized process and checks the Teacher Discipline Inquiry System to review any disciplinary action taken against the teacher's license.

6. Prior to offering an administrative position, the administrator checks the Teacher Discipline Inquiry System and contacts the Minnesota Board of School Administrators for information about the disciplinary history of the applicant.

7. The administrator confers with the Human Resources Manager <u>prior to</u> offering a wage or salary to the selected candidate. The wage or salary must be in compliance with district contracts and policies.

8. The administrator offers the position to the applicant either via phone or email <u>contingent</u> upon the results of a background check, verification of licensure and/or appropriate certification, and board approval. The candidate may begin employment prior to approval by the board with approval by administration under extenuating circumstances.

### Section 4.7: Selection Procedure for Non-Teaching Positions

The administrator implements the following steps when interviewing and hiring individuals. Variations must be approved in advance by the Superintendent.

1. Prior to reviewing applicants, the administrator determines the selection process, minimum qualifications, number of interviewees, and the minimum score for initial screening.

2. Unless the administrator interviews all applicants, he/she assesses each candidate meeting minimum qualifications using a 100-point scale determined by the responsible administrator. Individuals who meet the minimum cut score on the 100-point scale will be part of the "Potential Interview Pool."

3. Applicants who are part of the potential interview pool and claim Veteran's Preference will receive the following additional points:

   | | |
   |---|---|
   | Nondisabled veteran: | 10 points for new hire |
   | Disabled veteran: | 5 points during a promotional exam<br>15 points for new hire |

Spouse: The preference points that are available to a veteran may be used by the surviving spouse of a deceased veteran or by the spouse of a disabled veteran who, because of disability, is unable to qualify.

4. The top scoring applicants in the potential interview pool (not to exceed the maximum number of candidates to be interviewed unless there is a tie for the final spot) and <u>all qualified internal candidates</u> are offered an initial interview.

5. The administrator conducts one or more interview rounds in person, via video conferences, or on the phone. Preferably, at least one round will have multiple interviewers. Similar protocols, such as asking the same questions in the same order, will be used for each candidate during each round of interviews.

6. Prior to offering a position, the administrator completes reference checks using a standardized process.

7. The administrator confers with the Human Resources Manager <u>prior to</u> offering a wage or salary to the selected candidate. The wage or salary must be in compliance with district contracts and policies.

8. The administrator offers the position to the employee via phone or email <u>contingent</u> upon the results of a background check, verification of licensure and/or appropriate certification, and board approval. The candidate may begin employment prior to approval by the board with approval by administration under extenuating circumstances.

### Section 4.8: Hiring Procedures after Selection

The following processes are followed after an offer has been tentatively accepted.

1. The administrator completes a “New Hire / Reassignment Form,” which is reviewed by the Human Resources Manager.

2. The administrator enters relevant notes in the candidate’s online application program file.

3. Using the online application program, the Human Resources Manager sends a formal contingent offer email to the candidate explaining next steps, including completion of a background check, electronic payroll packet, and information specific to their assignment.

4. After the candidate completes the required steps during the contingency period, the Human Resources Manager notifies the administrator to schedule the candidate’s first work day.

5. Using the online application program, the Human Resources Manager marks the candidate as hired with the appropriate requisition number.

6. The Human Resources Manager verifies appropriate licensure and/or certification for teaching and administrative positions. If a Tier 1 license is needed, the Human Resources Manager assists the candidate in completing the required paperwork and submitting it to the Professional Educator Licensing and Standards Board (PELSB).

7. The Human Resources Manager prepares a tentative contract for licensed staff members or notice of assignment for non-licensed staff members. The candidate returns a signed copy of the contract to the Human Resources Manager for board signatures. A signed copy is returned to the candidate.

8. The building administrator notifies the candidate of their start/end time, location, and other reporting information such as where to park, what to wear, and other expectations.

9. Unsuccessful candidates are notified by phone or email as soon as possible after the selection is finalized. Emails may be sent to candidates not interviewed indicating that Veteran's Preference points were included in the selection process. Statements may include "a candidate whose credentials were a better fit was selected" or "you were not selected for the current opening." Do not provide a detailed explanation.

10. All information related to the interview process, including all handwritten notes, must be provided to the Human Resources Manager who maintains them according to district data retention schedules.

### Section 4.9: Evaluations

Evaluations of district employees will be conducted according to state law, applicable contracts, and district policies.

### Section 4.10: Payroll Deadlines

At the beginning of each year, the Payroll Coordinator distributes tentative deadlines for submitting timecards and other payroll requests, processing payroll, and paying payroll taxes to employees as needed. If a deadline needs to change, the Payroll Coordinator notifies each department head so they can meet the altered deadline. Exceptions to the payroll deadlines may be granted at the discretion of the Payroll Coordinator. The deadline for timesheets is generally three days after the previous payroll.

### Section 4.11: Timesheets

Timesheets are completed by non-exempt (hourly) employees. Compensatory time incurred during a work week should be used during that week.

### Section 4.12: Substitute Teachers

The district may hire substitutes for teaching positions or secure substitute teachers through a private entity. If the district hires a substitute teacher to temporarily fill a position, the district pays the daily sub teacher rate until he/she qualifies as a long-term substitute teacher. Once the district hires an appropriately licensed substitute to work for over thirty (30) working days for the same teacher, he/she shall earn all lanes, steps, and benefits as per the Master Agreement.

Example: Suppose the district hires an appropriately licensed teacher to substitute for the same teacher for an entire semester. Prior to the substitute's first day of service, the district knows the substitute will serve for the entire semester. Beginning with the 1st day of employment, the substitute shall earn all lanes, steps, and benefits as per the Master Agreement.

Example: Suppose the district hires an appropriately licensed teacher who is subbing day-to-day for the same teacher. Initially, the district does not know how long the assignment will last. Then, on the 18th working day, the district determines the assignment will last for more than 30 working days. The district will pay this substitute at its short-term rate for 17 days. Beginning with the 18th day of employment, the substitute shall earn all lanes, steps, and benefits as per the Master Agreement.

### Section 4.13: Personnel Records

All personnel records shall be kept and preserved by the District Office. All evaluations and files generated within the district relating to each employee shall be available to each individual employee upon his/her written request. The employee shall have the right to reproduce any of the contents of the files at the employee's expense and to submit for inclusion in the file written information in response to any material contained therein; however, the district may destroy such files as provided by law.

### Section 4.14: Timelines for Extracurricular Contracts

| Fall Activities | Winter Activities | Spring Activities | Process |
|---|---|---|---|
| July 15th | October 15th | February 15th | The Activities Director ensures each newly-hired coach completed an application through the online application system, finalizes a Google Document listing coaches for that season.<br><br>The Human Resources Manager sends payroll packets though the online application system. |
| August 1st | November 1st | March 1st | Under the oversight of the Human Resources Manager, the Activities Secretary prepares contracts and distributes to coaches/advisors. |
| August 15th | November 15th | March 15th | The Activities Secretary delivers signed contracts to the Human Resources Manager after all have been received. |

### Section 4.15: Position Descriptions, Position Ratings, and Pay Equity

The Human Resources Manager oversees the development and refinement of position descriptions, banding of positions, and pay equity processes.

Each position with current regular employees should have a position description that includes:

- General Information
- Position Summary
- Essential Duties and Responsibilities
- Required Education, Training, and Work Experience
- Essential Knowledge, Skills, and/or Competencies
- Typical Physical Demands
- Clarification History and Approval

The Human Resources Manager submits position descriptions to a compensation consultant for evaluation and assignment of position ratings. If there are significant changes in position descriptions, they are re-evaluated with possible changes in ratings. Ratings are considered when pay structures are established to help ensure fairness and the district's compliance with the federal Equal Pay Act's requirement that men and women receive equal pay for equal work.

The Human Resources Manager is responsible for completing the pay report required by the State of Minnesota.

# Article 5: Data Privacy and Sharing

## Section 5.1: Directory Information

Policy 515 provides information about Directory Information—information that is considered public unless a parent or eligible student asks for it to be "private." To require consent prior to disclosure of Directory Information, the parent or eligible must submit a written request to the building principal within thirty days of the last publication of a notice given to parents. This written request must include the following information:

1. Name of student and parent, as appropriate
2. Home address
3. School presently attended by student
4. Parent's legal relationship to student, if applicable
5. Specific category or categories of Directory Information which is not to be made public without the parent's or eligible student's prior written consent.

The building principal emails the request to the Student Services and Ed-Fi Coordinator who marks the data as private on the student's record in Synergy.

## Section 5.2: Student Surveys Administered by the District

Policy 520 governs the administration of student surveys by the district.

## Section 5.3: Student Surveys Administered by Other Students

Students are expected to obtain prior approval from their teacher before administering a survey to students for a classroom assignment, club activity, or other school-related purpose. The student sends a written copy of the proposed survey as well as a written plan detailing the purpose of the survey and explaining how results will be used to his/her teacher or advisor. Students are not allowed to ask for another student's name in the survey.

## Section 5.4: Parent Surveys

Except for routine matters (such as signing up for parent-teacher conferences or determining which students might be interested in the Online-Only Option), employees are expected to obtain prior approval before administering a parent survey. The employee provides their supervising administrator with a pdf version of the proposed survey, including an introductory paragraph for parents explaining the survey's purpose and how results will be used.

Unless otherwise indicated in the written plan, gender, race, and free/reduced lunch status, will not be requested from parents or retrieved from the student management system. If the intent of the survey is to share results by gender, race, and/or free/reduced lunch status, the Superintendent may request review by the Legislative and Policy Committee. Survey data results may be subject to the Minnesota Data Practices Act.

## Section 5.5: Educational Data Privacy Agreements

Educational data privacy agreements with community organizations are presented to the Legislative and Policy Committee for review and then the board for approval.

## Section 5.6:  Authorization to Release Student Information

Prior to releasing non-public data to a Representative or Organization, the district receives signed releases from parents or eligible students.  Signed student releases will be maintained by the Representative or Organization, Every Hand Joined (if data is shared through Every Hand Joined's datamart), and the Student Services and Ed-Fi Coordinator (majohnson@rwps.org). The Student Services and Ed-Fi Coordinator will email the authorization form to the student's school secretary who will add the student to the appropriate group for the Individual or Representative and keep a copy in the student's cumulative file.

## Section 5.7:  Data Privacy and Sharing with Non-School Entities

Background Information

Every Hand Joined and i3Works provide data management and analysis services for the district including, but not limited to, the following:

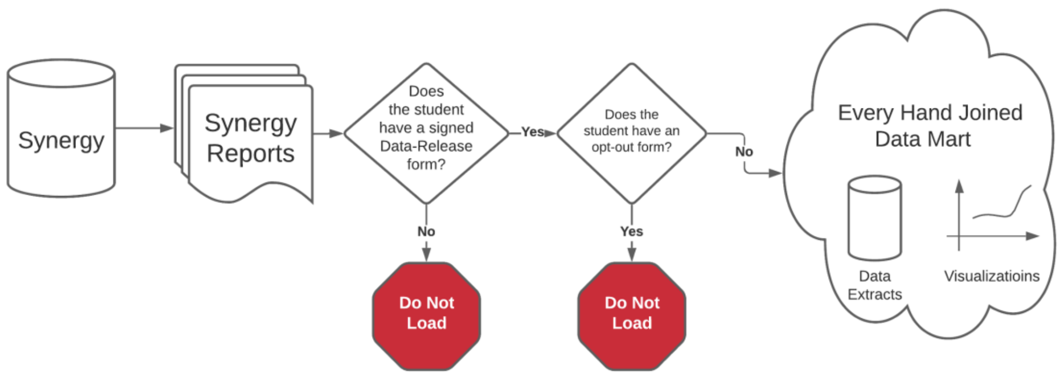
1. Every Hand Joined uploads aggregate data from the Minnesota Department of Education and the National Student Clearinghouse into Tableau Server, an online platform of data tables and visualizations.  Student-level data is not available from this aggregate data.  The data mart provides reports based on aggregate data that are shared with the public.

2. Community partners also use the data mart to access student-level data, but only if the district and the community partner have a board-approved Educational Data Privacy Agreement and a signed Authorization to Release Student Information for each student.  By submitting an opt-out form, the district will not share student-level data with Every Hand Joined for use by community partners.  Opt-in and opt-out processes are described below.

3. Every Hand Joined and i3works also provide other data management and analysis services for the district.  This work does not result in student-level data being shared with community partners through Every Hand Joined's data mart.

Data Flow:

Data is transferred from the district's student data management system into Every Hand Joined's data mart as shown in the graphic below.  Student-level data is uploaded into the data mart only if there is a signed Authorization to Release Student Information and there is no opt-out form.



Opt-Out of Data Sharing with Community Partners

1. Parents who wish to opt their children out of data sharing with a community partner through Every Hand Joined's data mart will noitify the Ed-Fi and Student Services Coordinator.

2. The Ed-Fi and Student Services Coordinator adds the student(s) to the specific group in Synergy.

3. Using a standard letter or email communication, the Ed-Fi and Student Services Coordinator notifies the parent that their student has been placed in a group that prevents their individual data from being shared with community partners through Every Hand Joined's data mart. The letter should also explain that data may still be shared with entities acting as school officials in accordance with Federal law.

4. The student is automatically included in Synergy Report GRP401: Student Group List Report. GRP401 is used as a filter in the data upload process to the Every Hand Joined data mart.

Opt-In Data Sharing with Community Partners:

1. Parents who wish to opt their children in the data sharing with a community partner through Every Hand Joined's data mart must submit an Authorization to Release Student Information to the authorized contact within the community partner.

2. The authorized contact within the community partner ensures the form has been appropriately completed, signed and dated. The community partner maintains the original signed document.

3. The authorized contact within the community partner scans and emails the completed form to the Ed-Fi and Student Services Coordinator (if the form is in English) or the Language Interpreter (if the form is not in English). The Interpreter attaches the English translation of the form and emails a scanned copy to the Ed-Fi and Student Services Coordinator.

4. The Ed-Fi and Student Services Coordinator ensures the form has been appropriately completed, signed and dated. If there are issues with form completion, the Ed-Fi and Student Services Coordinator contacts the parent, Data Manager at Every Hand Joined, and authorized contact with the community partner to fully complete the form.

5. The Ed-Fi and Student Services Coordinator adds the student with the Authorization to Release Student Information to the specific group in Synergy.

6. The Ed-Fi and Student Services Coordinator notifies the parent with a standard letter or email that their student has been placed in a group that enables student-level data to be shared with the community partner.

7. The Ed-Fi and Student Services Coordinator emails a scanned copy of the Authorization to Release Student Information to the appropriate building secretary so it can be added to the student's cumulative file.

8. The Data Manager for Every Hand Joined ensures specific students were added to the appropriate Synergy group.

9. System: The student is automatically included in Synergy Report GRP401: Student Group List Report. GRP401 is used as a filter in the data upload process to Every Hand Joined's data mart.

### Section 5.8: Data Searches

The Superintendent, generally after consultation with the district's attorney, is authorized to conduct searches of school-owned technology devices as per board policy. If the search involves the Superintendent, authorization must come from the district's attorney. The following procedures are followed when data searches of employee technology are conducted:

1. Requests are made to the Information Technology Systems Administrator unless the data search involves him/her or other arrangements are made with the district's attorney.

2. The Information Technology Systems Administrator pulls log reports from system logs applicable to the investigation (for example, web filtering).

3. If the investigation requires access to the actual computer, the technology department goes onsite, connects remotely, or takes the computer to the technology office depending on the circumstances.

4. If the search involves potential illegal activity or otherwise controversial content, the technology department makes a copy of the drive to investigate to make sure the integrity of the original drive is kept intact.

5. Two staff members are typically part of the investigation to ensure integrity of the process if ever called to testify in court.

6. All findings are submitted to the Superintendent or district attorney for review. Typically, the technology department stores the computer, if seized, in a locked area until further notice.

7. The technology department documents its work and findings as appropriate.

# Article 6: Other Administrative Procedures

## Section 6.1: Administrative Responsibilities and Tentative Deadlines

| Item | Person Responsible | Deadlines |
|---|---|---|
| Kindergarten Orientation<br>Kindergarten Registration | Principals<br>Principals | 1/31<br>2/28 |
| Title Programs<br>Parent meeting<br>Non-Public School meeting(s)<br>Title programs<br>Safe schools<br>Title VI grant | <br>Burnside Principal<br>Superintendent<br>Burnside Principal<br>Superintendent<br>Superintendent | <br>10/31<br>5/31<br>5/31<br>5/31<br>5/31 |
| English Learner program<br>Curriculum and Assessment<br>Gifted and Talented Program<br>Instructional equipment needs<br>Testing coordination<br>World's Best Workforce Report<br>Carl Perkins | GCED Executive Director<br>Director of Teaching and Learning<br>Director of Teaching and Learning<br>Superintendent<br>School Counselor/Others<br>Director of Teaching and Learning<br>Flight Paths Coordinator | |
| Staff Development for Early Childhood and Community Education<br><br>Staff Development for Other | Director of Community Education and Recreation<br><br>Director of Teaching and Learning | |
| Handbooks<br>HS Registration Handbook<br>District Student Handbook<br>Building Student Handbooks<br>Employee Guidelines<br>Administrative Procedures<br>School Board Procedures<br>Crisis Management Plan<br>Nuclear Incident Procedures | <br>RWHS Principal<br>Superintendent<br>Principals<br>Superintendent<br>Superintendent<br>Superintendent<br>Health and Safety Consultant<br>Superintendent | <br>Board: 1/31<br>Board: 8/31<br>Board: 8/31<br>Board: 8/31<br>Board: 8/31<br>Board: 8/31<br>Board: 8/31<br>As required |
| Policies<br>Review attendance policy<br>Review discipline policy<br>Review policies 214, 413, 414, 415, 514, 522, 524, 806, and 1000 | <br>Superintendent<br>Superintendent<br>Superintendent | <br>One month after MSBA review |
| School Calendar | Superintendent | Recommendation:2/1<br>Meet and confer: 3/1<br>Board: 3/31 |
| Weapons Committee | Burnside Principal | |
| Assurance of Compliance with Laws Prohibiting Discrimination | Superintendent | 11/15 |
| Summer Project & Maintenance List<br>Long-Term Facilities Maintenance Plan | Director of Buildings and Grounds<br>Director of Buildings and Grounds | 3/31<br>7/31 |

## Section 6.2 Administrator Coverage Due to Absences

Before leaving the district, an administrator contacts his/her backup. When a situation requiring attention occurs, the secretary contacts the following backup personnel. The Superintendent is the back-up whenever no one else appropriately licensed is available.

| Position | Backup |
|---|---|
| Superintendent | Temporary Superintendent: The board will consider hiring a temporary Superintendent if the Superintendent will be absent for an extended period of time. This person will conduct all work that requires a Superintendent's license. MSBA provides additional information and resources.<br><br>RWHS Principal: Responsibility for oversight of all district programming and personnel as long as a Superintendent's license is not required. Supervision responsibilities include all positions supervised by the Superintendent unless a Superintendent's license is needed.<br><br>Oversight of special education and Section 504 services. Serves as link with GCED. Official contact with legal counsel. School closure decisions. All other responsibilities not supervised by the Business Manager and/or Director of Teaching and Learning as long as an official Superintendent's license is not required.<br><br>Business Manager: Supervision of Director of Buildings and Grounds, Director of Technology, Food Service Director, and transportation services. |
| Early Childhood Coordinator | Director of Community Education and Recreation<br>Director of Special Education<br>Executive Director of GCED |
| Sunnyside<br>Principal | Sunnyside Student Support Coordinator<br>Twin Bluff Principal<br>Burnside Principal |
| Burnside<br>Principal | Burnside Student Support Coordinator<br>Sunnyside Principal<br>Twin Bluff Principal |
| Jefferson<br>Dean of Students | Sunnyside Principal<br>Twin Bluff Principal |
| Twin Bluff<br>Principal | Twin Bluff Assistant Principal<br>Sunnyside Principal<br>Burnside Principal |
| RWHS Principal | High School Assistant Principal |
| Dir. of Comm. Ed and Rec | Superintendent |
| Nutrition Services Director | Business Manager<br>Superintendent |
| Buildings and Grounds Dir. | Director of Buildings, Grounds, and Technology |
| Business Manager | Superintendent |

## Section 6.3: Drug and Alcohol Testing Contact Information

Policy 416: Drug and Alcohol Testing provides information about drug and alcohol testing for current and potential employees. The contact information for the company that drug and alcohol testing will be included when formal arrangements are finalized.

## Section 6.4: Lactating Rooms

Each building administrator provides for a lactating room for students and/or staff members. The room may not be a bathroom or closet. However, the room may be used for other purposes and then vacated at certain times to accommodate a nursing student or employee; in this case a “Do Not Disturb” sign will be available to protect the privacy of the individual.

The room must have doors that lock from the inside and window treatments (such as drapes or blinds) that maintain the user’s privacy. In addition, the room must have a chair, a flat surface for working off of, a nearby basin, and electrical outlet(s) within reach of work space.

The district provides a reasonable amount of break time to accommodate an employee desiring to express breast milk for her child. If possible, the break time should coincide with the employee’s paid break time. If not, the break time need not be paid.

## Section 6.5: Memorials / Living Memorials

Memorials or living memorials may be given to the district in the form of scholarships or tree planting. Individuals desiring to establish a scholarship should contact the Business Manager for information. A request for the planting of a tree will be considered by the Superintendent to honor a former student or staff member if:

1. The Director of Buildings and Grounds approves all aspects of the request.

2. The tree is part of the district’s landscaping plan and purchased from a nursery.

3. A plaque purchased using non-school funds may be placed near the tree if it has been approved by the Director of Building and Grounds in advance of installation. The plaque must be inset into the ground so a mower can ride over the plaque and cut grass on all sides.

4. The plaque solely contains factual information such as “This tree was planted in honor of XXX, a former teacher at XXX for XXX years.” Sayings and quotes are not permitted on the plaque.

5. The district desires to respect the person for whom the tree was planted and to provide well-maintained outdoor areas. Due to financial constraints, however, the district expects that the tree be maintained by those who planted the tree.

6. The district reserves the right to move or remove the tree and/or plaque.

## Section 6.6: Safety Committee Notes

The District Office Receptionist or a member of the Safety Committee takes minutes of each safety committee meeting. Private information is not included in the minutes. He/she emails minutes to each school, safety committee members, and all employees. Minutes are posted in the staff lounge and online.

## Section 6.7: School Closing Information and Chart

Student and employee handbooks provide information about school closing procedures. Generally, school starts late or closes if there is a sustained -20 degree temperature reading or sustained -40 degree wind chill reading as predicted by the National Weather Service for 6:30 am.

The School Closing Information Chart, which is found in Appendix A, shows how various programs determine if they are open or closed when a late start or closure is made.

## Section 6.8: Special Education Transportation Scheduling

When special transportation is needed, the case manager submits Emergency Health Information (EHI) to the Special Education Director. If authorized, a notice with a specific starting date and EHI are provided to the transportation router. The router routes buses and vans, notifies the bus manager who notifies contractor-employed drivers, and notifies the Special Education Director's Administrative Assistant who notifies school-employed drivers. The transportation router then follows up with the family with all busing information.

## Section 6.9: Visitor/Contractor Entry Procedures

*Entry*

To enhance the security of our students, most exterior doors are locked during the regular school day. When entries are locked and equipped with buzz-in systems, secretaries may be expected to allow entry after the visitor/contractor presses the buzzer and explains the reason for entry.

*Badges*

Badges are not needed for individuals who will remain in the office area during the visit. Others will be required to show an appropriate identification card to the secretary. State-issued identification cards are scanned into the visitor access system. Tribal membership cards, passports, and military identification cards are also acceptable, but they do not register in the visitor access system.

1. If no alert appears, a badge is printed for the visitor.
2. If an alert appears, the secretary will contact the building administrator.
3. If no identification is provided, the secretary will contact the building administrator.

When leaving, the visitor is expected to reenter the office area and scan his or her identification card.

*Timing of Locking of Exterior Doors*

Custodians will lock the main entries shortly after the beginning of the regular school day, and the doors will remain locked throughout the school day. Custodians will unlock the main door(s) for special events.

*Contractors and Vending Company Workers*

Contractors and vendors are expected to wear school-issued badges when they are visiting the district. These individuals are expected to check in with the main office like other visitors, wait for custodians to escort them if they buzz-in the back door, or purchase a school-issued "permanent" identification card by contacting the District Office.

*Special Events*

During special events during the school day, main entries may or may not be unlocked and visitors may or may not be expected to wear badges.

*Addition of Alerts*

Upon notification by an administrator, a building or district secretary can enter an alert into the system. The alerts may be local or global; notes can also be added to the system.

# Article 7: Student Enrollment Procedures

## Section 7.1: Eligibility Requirements

To attend a school in Red Wing, a student must:

- reside in the district;
- reside elsewhere in Minnesota and have either a signed open enrollment application or signed non-resident agreement;
- participate in a sanctioned international student program; or
- pay tuition in advance if approved by the Superintendent

Upon registration, a parent/guardian moving into the Red Wing's attendance area presents an original, signed lease of a property located within the district for the duration of the school year, or a signed copy of the closing paperwork for the purchase of a home within the district. A parent/guardian already residing in the district attendance area must present sufficient evidence proving residency (for example, driver's license, utility bill, etc.).

## Section 7.2: Enrollment Packets

Enrollment packets contain the following information:

- Letter outlining process
- Enrollment form
- Release of records request
- Application for Educational Benefits
- Transportation form
- MDE Ethnic and Racial Demographic Designation Form
- Minnesota Language Survey
- US Department of Education Office of Indian Education Form

Parents must submit all of the required information for each student, <u>in addition to a copy of an official government-sponsored birth certificate</u> (not a hospital's version) or passport before the student is accepted into the district.

Parents of students who will reside at any time in another Minnesota district during their enrollment in Red Wing must also submit the statewide open enrollment form and/or non-resident agreement form prior to acceptance of enrollment. These forms will be available on the district's website, in the District Office, and in each site office.

## Section 7.3: Distribution of Enrollment Packet

Enrollment packets are available at each school office and at www.rwps.org > District > Student Enrollment. When parents ask for enrollment information, please give them one copy of the enrollment packet for each student enrolling. If a school office receives a phone call or email message requesting information, please give them the choice of downloading forms off the district website or receiving them through the mail. If they prefer the mail option, the site secretary will mail the needed number of packets to the parent.

## Section 7.4: Parent Drop-Off of Enrollment Packet

A parent may drop off an enrollment packet for his or her child at the District Office or any school office, regardless of the grade level of the student.

If a parent drops off an enrollment packet at a school office, the building secretary:

- Reviews the packet for completeness and help the parent complete missing portions.
- Explains the enrollment process to the parent.
- Asks the parent if he/she wants to take the packet to the District Office or have the packet scanned/emailed to the District Office.
- Faxes the records release form(s) to the appropriate school(s) and mark on the records release form(s) the date of the fax.
- Scans/emails the enrollment packet to the District Office. If time is not an issue, a copy of the enrollment packet may be sent via interdistrict mail.
- Keeps original copy of the enrollment packet in the site office.

## Section 7.5: Receipt of Enrollment Packet at the District Office

The Student Services / Ed-Fi Coordinator reviews enrollment packets for completeness and work with parents to ensure that all materials are received and processed. Questions about eligibility are referred to the Business Manager. Parents may be required to complete additional paperwork before being accepted.

When the Student Services / Ed-Fi Coordinator receives all completed information, he/shel:

- Enters student information onto the student management system;
- Assigns school after conferring with principals as needed;
- Determines transportation eligibility in conjunction with the district's bus contractor;
- Emails the building secretary that a student has been accepted for enrollment;
- Scans/emails the enrollment packet (including the records release form) to the appropriate school secretaries if time is an issue.
- Sends the original copy of the enrollment packet to the building secretary via interdistrict mail for inclusion in the student's cumulative file.
- Emails the building secretary that a student has been accepted for enrollment;

## Section 7.6: Building Responsibilities after Acceptance

Site secretaries make arrangements to complete the following:

- Fax or email the records release form to the appropriate school(s) and follow-up if the information has not been returned;
- Contact the Director of Special Education as needed;
- Contact the building administrator if a student has a home language other than English or has received English language learner services;
- Contact the Section 504 building designee as needed;
- Contact the Licensed School Nurse if a student has an Individual Health Plan or other significant health needs;
- Assign classroom teacher and/or register students in classes;
- Send information to family including acceptance letter, free and reduced lunch application, and building contact information for tours, registration, and testing; andsignificant health needs;
- Start cumulative file for the student;
- Set up registration meetings if they have not already occurred.

### Section 7.7: Change in Student Information and/or Change in Status

- The Student Services / Ed-Fi Coordinator enters data for students entering K-12 in Red Wing Public Schools for the first time. Site secretaries put students into a school and enroll them.
- After initial data entry by the Student Services / Ed-Fi Coordinator, site secretaries enter changes to student contact information. If there is change in address, the site secretary makes the change on the student management system, completes a Change in Status Form, and submits it to the District Office for auditing purposes. Requests to add an address not in the census file must be processed by the Student Services / Ed-Fi Coordinator.
- The bus contractor and transportation department notify the Student Services / Ed-Fi Coordinator if there is a change in address requested at their office.
- Site secretaries update student information on the student management system when changes are made on emergency cards.
- Site secretaries submit the Change in Status Form to the District Office when there is a change in the student's status at school. Examples include beginning school, withdrawing from school, transferring to a different school within the district, qualifying for special services, etc.

### Section 7.8: Special Education Intake Process at RWHS

- Melinda Johnson receives the intake information.
- If the student is a special education student, Melinda Johnson lets Tina Grinager know.
- Tina Grinager asks the appropriate counselor to do a credit check.
- Tina Grinager asks the sending school to transfer special education records electronically (email preferred).
- Tina Grinager alerts Rebecca Susag about the new student and email special education documents to her.
- Rebecca Susag works with counselors to make a schedule for the student. The student will be placed in the appropriate comp/trans studies class. Comp studies: Grade 8 with Kari Mathies; Grades 9-10; and Trans Studies for Grades 11-12
- The student attends school. The counselor appoints a student to show the new student around. If a case manager has been assigned, the case manager helps with this, or Rebecca Susag is notified.
- After special education records are received, the student's schedule is revisited and adjusted as needed.
- The Special Education Director is alerted so a case manager can be assigned, but the student may need to start school before someone is assigned. Rebecca Susag serves as the temporary case manager until a permanent one is assigned.
- After a case manager is assigned, he/she contacts the parent to introduce themselves and ask about additional concerns.
- The previous Individualized Education Program (IEP) stays in place until a new one is adopted.
- If special education bussing is already included in the incoming IEP, an EHI (located in SpEd Forms) is submitted to the Special Education Director to set up transportation.

### Section 7.9: Additional Notes about Enrollment Procedures

- The standard wait time between receipt of a completed enrollment packet and the start of school for students is at least three business days.
- Homeless students are considered residents of the district.
- Parents/guardians of children staying at a homeless shelter within the district must provide the address for the shelter as proof of residence.
- Parents or guardians of the Prairie Island Indian Reservation must provide the address of the Reservation as proof of residence.
- Families who plan to move into the district are not given an exception toresidency requirements.
- Undocumented aliens are entitled to enroll in school and are considered residents of the district in which they live. It is a violation of Federal law to request a student's immigration/visa status.

- Students living with someone other than the parent/legal guardian are residents of where the student resides if students receive financial, emotional, medical, food, clothing, shelter (and other) support from the person(s) with whom they live; do not spend weekends and/or summers with the parent/legal guardian; and are not living in the district solely to receive a public education in Minnesota.
- Exceptions may be granted under special circumstances but only with the written authorization of the Superintendent.

### Section 7.10: Open Enrollment (In) & Non-Resident Agreements (In)

When the district receives an open enrollment application or non-resident agreement for a student who resides in another district but desires to attend Red Wing Public Schools, District Office personnel will complete the following:

1. The Ed-Fi and Student Services Coordinator reviews each application and checks the residence of the student.

2. The Superintendent signs the application.

4. The Ed-Fi and Student Services Coordinator mails the application to the resident district.

### Section 7.11: Open Enrollment (Out) & Non-Resident Agreements (Out)

When the district receives an open enrollment application or non-resident agreement for a student who resides in Red Wing but desires to attend another district, District Office personnel will complete the following:

1. The Student Services and Ed-Fi Coordinator verifies that the student resides in the district.

2. The Student Services and Ed-Fi Coordinator notifies the Director of Special Education as needed.

3. The Superintendent signs the application.

4. The Student Services and Ed-Fi Coordinator keeps a copy in the District Office.

5. The Student Services and Ed-Fi Coordinator mails non-resident agreements to serving district.

### Section 7.12: Student Acknowledgement & Tuition Agreements (Out)

Student Acknowledgement and Tuition Agreements (including Care and Treatment Tuition Agreements) for regular education students are sent to the Student Services and Ed-Fi Coordinator who verifies the residency and obtains the Director of Special Education’s signature, if necessary.

Student Acknowledgement and Tuition Agreements (including Care and Treatment Tuition Agreements) for special education students are sent to the Director of Special Education who verifies the status of the IEP, verifies the time period of service, signs the form, and sends a copy to the appropriate building secretary and District Office. The Student Services and Ed-Fi Coordinator verifies residency obtains the Director of Special Education’s signature, if necessary.

## Section 7.13: Setting IV Student Enrollment Procedures

Scenario 1: Red Wing resident who goes directly to GCED without ever attending Red Wing Schools:

1. Director of Special Education checks student file and sets file to inactive status
2. RWPS is sent a copy of the Change of Status Form
3. Secretary processes it at building and sends to the Student Services and Ed-Fi Coordinator.

Scenario 2: Red Wing student at GCED who will be transitioning to Red Wing program part-time:

1. GCED is still funding
2. RWPS needs student in ICUE system for attendance and grades
3. IEP meeting is held. The Director of Special Education, Assistant Principal or Principal, and the RWPS case manager are invited to attend. The meeting is held in the spring if the student plans to transition in the fall. The meeting is held three weeks prior to the first day of the 2nd Semester if the student plans to transition at the start of the 2nd Semester.
4. Change of Status form is sent to building secretary, processed and forwarded to the Student Services and Ed-Fi Coordinator.
5. The student cumulative folder is moved from inactive to active status
6. GCED asks student fill out an Enrollment Card and Emergency Notification card, which are sent to the child's school.

Scenario 3: Red Wing resident attends GCED fulltime and wants to drop out of school

1. GCED holds an IEP meeting, completes the Election to Withdraw Form, and completes the Change of Status Form
2. The Election to Withdraw form and Change of Status forms are sent to the County Attorney and to the RWHS Principal's Secretary
3. The RWHS Principal's Secretary processes Change of Status as stated previously

Scenario 4: Red Wing student attends GCED, drops out, and wants to re-enroll

1. Student contacts previous GCED program.
2. An IEP meeting is held. The Director of Special Education is invited to attend.
3. Change of Status Form is completed by GCED and forwarded to RWHS Principal's Secretary for processing.