

**School Board Business Meeting**

*School Board Work Session will begin 15 minutes after adjournment of the Business Meeting.*

1. Call to Order and Roll Call	3
<i>ReNae Bowman, School Board Chair</i>	
2. Acceptance of the Agenda (Voice Vote)	4
<i>ReNae Bowman, School Board Chair</i>	
3. Superintendent's Report	5
<i>Dr. Teri Staloch, Superintendent</i>	
4. Operations	
A. Action: Changes to 2024-2025 School Board Meeting Calendar (Roll Call Vote)	46
<i>ReNae Bowman, School Board Chair</i>	
B. Non-Action: Memorandum of Understanding (MOU) - READ Act	51
<i>Marti Voight, Assistant Superintendent</i>	
<i>Bridget Hall, Director of Elementary Curriculum and Federal Programs</i>	
C. Ad Hoc Safety and Security Committee Update	55
<i>Member(s) of the Committee</i>	
D. Ad Hoc Transportation and Capital Infrastructure Committee Update	56
<i>Member(s) of the Committee</i>	
E. Governance Policy and Procedure Manual Task Force	57
<i>ReNae Bowman, School Board Chair</i>	
<i>Dr. Greta Evans-Becker, School Board Clerk</i>	
F. Administrative Updates	58
1. A Guide to Student Support and Behavior	59
<i>John Groenke, Executive Director of Student Services</i>	
2. Levy Certification Update	91
<i>Kristen Hoheisel, Chief Financial Officer</i>	
5. Action - Consent Agenda (Roll Call Vote)	92
<i>ReNae Bowman, School Board Chair</i>	
A. Appointments and Renewals	
1. Appointment of Auditor	93
<i>Kristen Hoheisel, Chief Financial Officer</i>	
2. Appointment of Legal Counsel	94
<i>Kristen Hoheisel, Chief Financial Officer</i>	
3. Workers Compensation Renewal for FY25	95
<i>Kristen Hoheisel, Chief Financial Officer</i>	
B. Administrative	
1. Policies for Review	101
<i>Member(s) of the Policy Committee</i>	
<i>Marti Voight, Assistant Superintendent</i>	
2. Draft Minutes	253
C. Personnel Matters	
1. Licensed Staff Personnel Report	259
2. Non-Licensed Staff Personnel Report	261
D. Financial Matters	

1. Bi-Monthly Disbursement Report	262
6. Announcements	269
7. Adjournment (Voice Vote)	270
<i>ReNae Bowman, School Board Chair</i>	



## School Board of Robbinsdale Area Schools

Business Meeting - September 4, 2024

**AGENDA SECTION:** Call to Order

**ITEM:** Roll Call Attendance

	<b>PRESENT</b>	<b>ABSENT</b>
Helen Bassett	<hr/>	<hr/>
ReNae Bowman	<hr/>	<hr/>
Sharon E. Brooks	<hr/>	<hr/>
Dr. Greta Evans-Becker	<hr/>	<hr/>
Kim Holmes	<hr/>	<hr/>
Caroline Long	<hr/>	<hr/>
John Vento	<hr/>	<hr/>
Dr. Teri Staloch, ex-officio Superintendent	<hr/>	<hr/>



## School Board of Robbinsdale Area Schools

Business Meeting – September 4, 2024

**AGENDA SECTION:** Acceptance of Agenda

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**ITEM:** 2. Acceptance of Business Meeting Agenda

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**COMMENTS BY:** ReNae Bowman, School Board Chair

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**Recommended Action:** Approve Business Meeting agenda.

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_



## School Board of Robbinsdale Area Schools

Business Meeting – September 4, 2024

**AGENDA SECTION:** Superintendent's Report

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**ITEM:** 3. Superintendent's Report

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**PRESENTED BY:** Dr. Teri Staloch, Superintendent

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Superintendent Staloch will provide an update on things going on in the district.



# Launching the 2024-25 Academic Year

Dr. Teri Staloch, Superintendent  
September 4, 2024



ROBBINSDALE  
Area Schools

# Our mission

*The mission of  
Robbinsdale Area Schools  
is to inspire and educate  
all learners to develop  
their unique potential and  
positively contribute to  
their community.*



# Land Acknowledgement

*We acknowledge Robbinsdale Area Schools is located on the homelands of the Dakota and Ojibwe people.*

*We recognize the painful history of genocide and forced assimilation of the Indigenous inhabitants of this land.*

*We honor and respect the many Indigenous peoples who live on and hold sacred these lands, and we stand with members of these Nations to fight injustice in all of its forms.*

*We uphold the preservation of Dakota and Ojibwe languages, land based education, and tribal sovereignty.*



ROBBINSDALE  
Area Schools

**IT'S TIME TO**

**(Re)Discover**

**Rdale**

**Believe** in yourself

**Belong** to a school community

**Become** anything you want to be

**2024-25**



STRATEGIC PLAN

**MISSION**

The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

**DISTRICT VISION**

-  Robbinsdale Area Schools is committed to ensuring **every student** graduates career, articulated skilled trades and college ready.
-  We believe each student has **limitless possibilities** and we strive to **ignite the potential** in every student.
-  We expect **high intellectual performance** from all our students.
-  We are committed to **ensuring an equitable and respectful educational experience** for every student, family and staff member.

**STRATEGIC THEMES**

District priority work and goals focused on strategic themes will help achieve our mission for each student.

- A** Academic Achievement
- B** Student Engagement and Wellness
- C** Collaboration and Partnerships
- D** Staff Investment and Impact

**PRIORITY OUTCOMES GROUNDED IN EQUITY**

- **Improve achievement** for students of color
- All students are **ready for school**
- **Every child** reading at or above grade-level
- Academic and social-emotional growth in **middle grades**
- **Student engagement** in school and learning
- Student **support** from families to learn and achieve
- Clear path and **readiness for career, college and life**

Believe. Belong. Become.



STRATEGIC PLAN

**A Academic Achievement**

- Enhance **cultural relevance of curriculum for students**
- Enhance an **equitable learning system from early childhood to adults**
- Deepen preparation for **life, college and career**

**B Student Engagement and Wellness**

- Improve **student-staff connection**
- Strengthen practices around **student, staff, and school safety**

**C Collaboration and Partnerships**

- Strengthen mutual communication and responsiveness with **all stakeholders**
- Expand equitable inclusion and influence of **student, family, staff, and community voice**

**D Staff Investment and Impact**

- Cultivate the district culture to be **inclusive, supportive, and welcoming**
- Increase consistency and accountability for **common district practices**

Believe. Belong. Become.



# 2024-25 Strategic Priorities

## **Theme A: Academic Achievement**

- Enhance cultural relevance of curriculum for students
- Enhance an equitable learning system from early childhood to adults
- Deepen preparation for life, college and career

## **Theme B: Student Engagement and Wellness**

- Improve student-staff connection
- Strengthen practices around student, staff, and school safety

## **Theme C: Collaboration and Partnerships**

- Strengthen mutual communication and responsiveness with all stakeholders
- Expand equitable inclusion and influence of student, family, staff, and community voice

## **Theme D: Staff Investment and Impact**

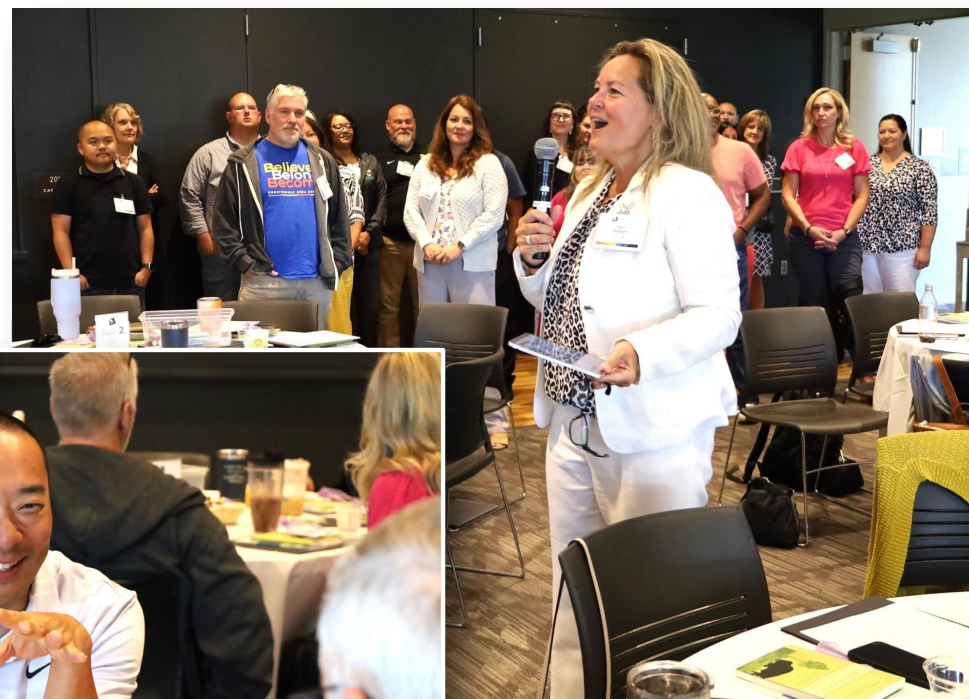
- Cultivate the district culture to be inclusive, supportive, and welcoming
- Increase consistency and accountability for common district practices

# *YOU Matter*

- **What do people say about Robbinsdale Area Schools?**
- **What do we want people to say about Rdale?**
- **What does that mean for how we show up every day and in every interaction with our students, staff, colleagues and families?**

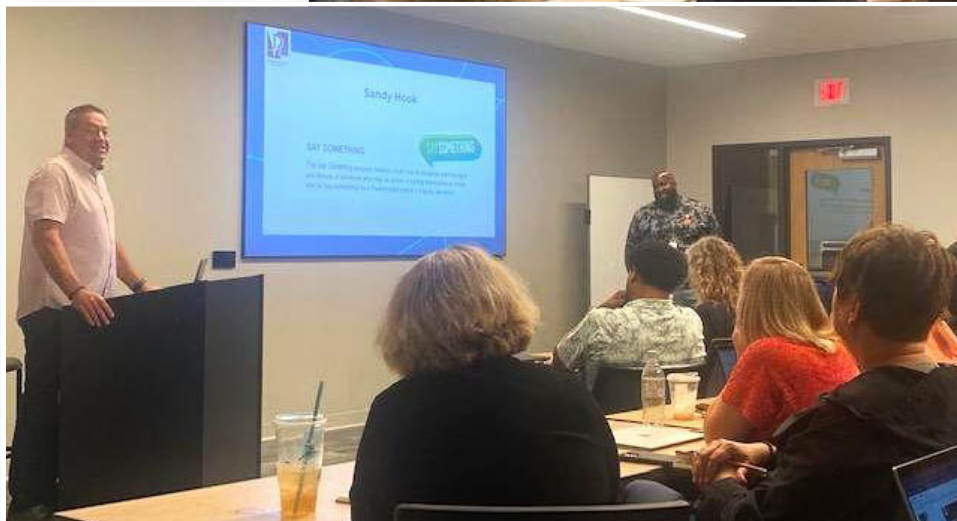
# System Leaders Advance

August 12, 2024



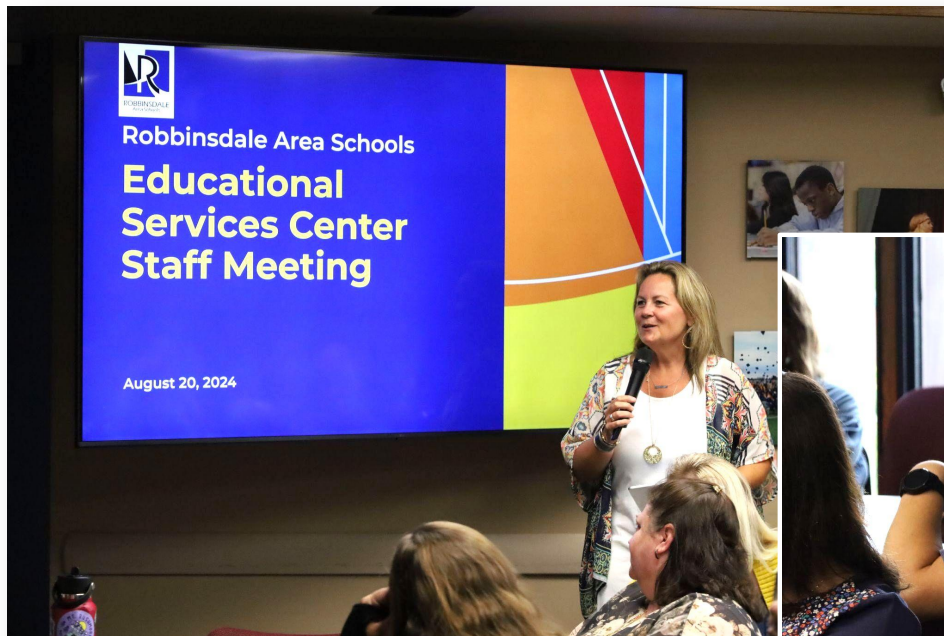
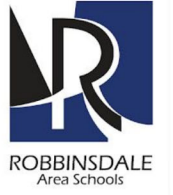
# Safety Training

August 14, 2024



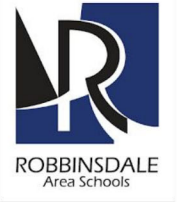
# ESC Staff Meeting

August 20, 2024



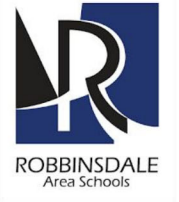
# Capital Levy Site Team Kick-off!

August 20, 2024



# New Teachers' Welcome

August 23, 2024





# Staff Kick-off Prep and State Fair





# All District Kick-off!

August 26, 2024

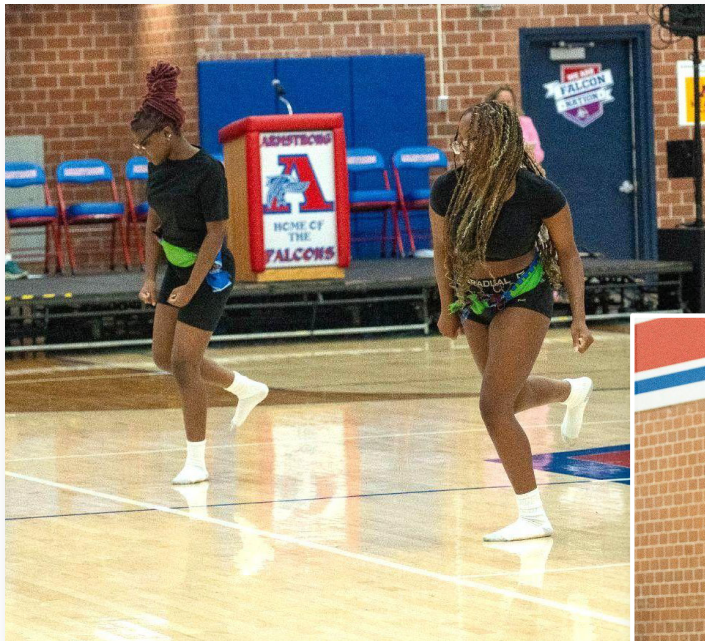
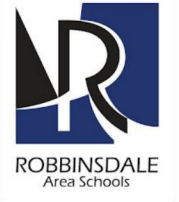
[Recap Video](#)



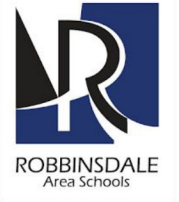
# All District Kick-off!



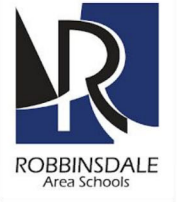
# All District Kick-off!



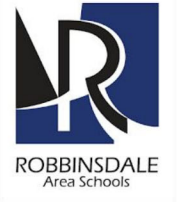
# All District Kick-off!



# All District Kick-off!



# All District Kick-off!



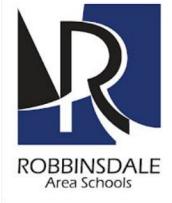
# Staff Meetings (Workshop Week)



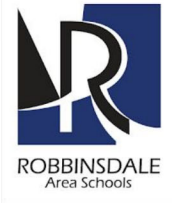
# Staff Meetings (Workshop Week)



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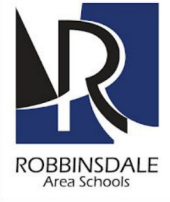
# Staff Meetings (Workshop Week)



# Staff Meetings (Workshop Week)



# District Professional Development (Workshop Week)



# District Professional Development (Workshop Week)



# District Professional Development (Workshop Week)



# District Professional Development (Workshop Week)



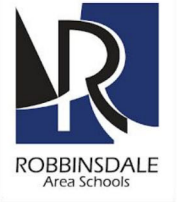
# Back to School Open Houses



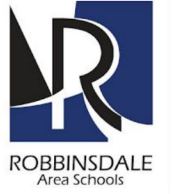
# Back to School Open Houses



# Back to School Open Houses



# First Day of School!



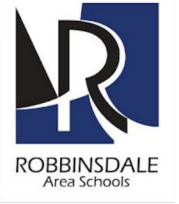
# First Day of School!



# First Day of School!

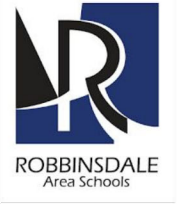


# First Day of School!

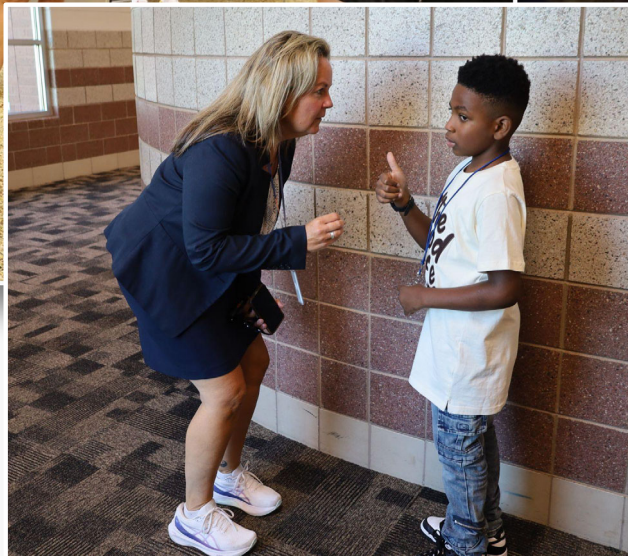


[Recap Video](#)

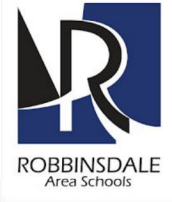
# Second Day of School!



# Second Day of School!



# Second Day of School!



Let's  
make  
it a  
**GREAT**  
year!



**IT'S TIME TO**

**(Re)Discover**



**Rdale**

**2024-25**

- Believe** in yourself
- Belong** to a school community
- Become** anything you want to be



**Thank you!**



## School Board of Robbinsdale Area Schools

Business Meeting – September 4, 2023

**AGENDA SECTION:** Operations

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**ITEM:** 4.A. Changes to 2024-2025 School Board Meeting Calendar

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**PRESENTER:** ReNae Bowman, School Board Chair

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### November 4, 2024

Move Comprehensive Achievement and Civic Readiness (formerly World's Best Work Force) Annual Report Public Hearing into the Business Meeting as the first discussion item (to include public forum), instead of separately prior to the Business Meeting

### December 2, 2024

Move the Truth in Taxation Public Hearing from 5:00 p.m. to 6:00 p.m. due to Minnesota Statutes 2023, section 275.065, subdivision 3(c). With this change, the Business Meeting would start at 6:30 p.m. after the conclusion of the Truth in Taxation Public Hearing.

**Recommendation:** Approve the above-mentioned changes to the 2024-2025 School Board Meeting Calendar.

	Yes	No	Abstention
Helen Bassett			
ReNae Bowman			
Sharon E. Brooks			
Dr. Greta Evans-Becker			
Kim Holmes			
Caroline Long			
John Vento			

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_



## 2024-2025 School Board Meetings

Meetings are typically held the first and third Monday of each month (except when the calendar does not permit) at the Education Service Center, 4148 Winnetka Avenue North, New Hope, MN, in the Boardroom on the third floor. School Board Work Sessions typically start ten minutes after the adjournment of the preceding School Board Business Meeting.

2024			
Monday	July 8	6 p.m.	<ul style="list-style-type: none"> <li>• Business Meeting</li> <li>• Work Session</li> <li>• Closed Session pursuant to Minnesota Statute 13D.03 for Labor Negotiations Strategy (Moved from July 22)</li> </ul>
Friday	July 19	6 p.m.	School Board Professional Development
Saturday	July 20	9 a.m.	School Board Professional Development
Monday	July 22	6 p.m. 7 p.m.	<ul style="list-style-type: none"> <li>• Listening Time</li> <li>• Business Meeting</li> <li>• Work Session</li> </ul>
Monday	August 5	6 p.m.	Business Meeting/Work Session
Monday	August 19	6 p.m. 7 p.m.	<ul style="list-style-type: none"> <li>• Listening Time</li> <li>• Business Meeting</li> <li>• Work Session</li> </ul>
Wednesday	September 4	5:00 p.m. 6 p.m.	<ul style="list-style-type: none"> <li>• Closed Session pursuant to Minnesota Statute 13D.03 for Labor Negotiations Strategy</li> <li>• Business Meeting</li> <li>• Work Session</li> </ul>
Monday	September 16	6 p.m. 7 p.m.	<ul style="list-style-type: none"> <li>• Listening Time</li> <li>• Business Meeting</li> <li>• Work Session</li> <li>• Closed session pursuant to Minnesota Statutes 13D.05 subdivisions 2(a)(3) and subdivision 3(d) to receive security briefings, and discuss all facilities' security systems and emergency response</li> </ul>



			procedures
Monday	October 7	6 p.m.	<ul style="list-style-type: none"> <li>• Business Meeting</li> <li>• Work Session</li> </ul>
Monday	October 21	6 p.m. 7 p.m.	<ul style="list-style-type: none"> <li>• Listening Time</li> <li>• Business Meeting - <i>Safety and Security Report</i></li> <li>• Work Session</li> </ul>
Monday	November 4	5 p.m.  6 p.m.	<ul style="list-style-type: none"> <li>• <del>Comprehensive Achievement and Civic Readiness (formerly World's Best Work Force) Annual Report</del></li> <li>• Business Meeting (addition of Comprehensive Achievement and Civic Readiness (formerly World's Best Work Force) Annual Report as the first discussion item (to include public forum))</li> <li>• Work Session</li> <li>• Closed Session pursuant to Minnesota Statute 13D.03 for Labor Negotiations Strategy</li> </ul>
Tuesday	November 5		<ul style="list-style-type: none"> <li>• Election Day</li> </ul>
Tuesday	November 12	6 p.m.	<ul style="list-style-type: none"> <li>• Canvassing the Election Results</li> </ul>
Monday	November 18	6 p.m. 7 p.m.	<ul style="list-style-type: none"> <li>• Listening Time</li> <li>• Business Meeting</li> <li>• Work Session</li> </ul>
Monday	December 2	6 p.m. 6:30 p.m.	<ul style="list-style-type: none"> <li>• Truth in Taxation Public Hearing</li> <li>• Business Meeting</li> <li>• Work Session</li> </ul>
Monday	December 16	6 p.m.  7 p.m.	<ul style="list-style-type: none"> <li>• Truth in Taxation Public Hearing Extension (if needed) or Listening Time</li> <li>• Business Meeting</li> <li>• Work Session</li> <li>• Closed Session, pursuant to Minnesota Statute 13D.05, Subdivision 3(a) for Superintendent Mid-Year Evaluation</li> </ul>



2025			
Monday	January 6	6 p.m.	<ul style="list-style-type: none"> <li>• Organizational Meeting/ Business Meeting</li> <li>• Work Session - <i>Safety and Security Data</i></li> </ul>
Tuesday	January 21	6 p.m. 7 p.m.	<ul style="list-style-type: none"> <li>• Listening Time</li> <li>• Business Meeting</li> <li>• Work Session</li> </ul>
Monday	February 3	6 p.m.	<ul style="list-style-type: none"> <li>• Business Meeting</li> <li>• Work Session</li> </ul>
Tuesday	February 18	6 p.m. 7 p.m.	<ul style="list-style-type: none"> <li>• Listening Time</li> <li>• Business Meeting/Work Session</li> </ul>
Monday	March 3	6 p.m.	<ul style="list-style-type: none"> <li>• Business Meeting</li> <li>• Work Session</li> </ul>
Monday	March 17	6 p.m. 7 p.m.	<ul style="list-style-type: none"> <li>• Listening Time</li> <li>• Business Meeting</li> <li>• Work Session</li> </ul>
Monday	April 7	6 p.m.	<ul style="list-style-type: none"> <li>• Business Meeting</li> <li>• Work Session</li> </ul>
Monday	April 21	6 p.m. 7 p.m.	<ul style="list-style-type: none"> <li>• Listening Time</li> <li>• Business Meeting</li> <li>• Work Session</li> </ul>
Monday	May 5	6 p.m.	<ul style="list-style-type: none"> <li>• Business Meeting</li> <li>• Work Session</li> </ul>
Monday	May 19	6 p.m. 7 p.m.	<ul style="list-style-type: none"> <li>• Listening Time</li> <li>• Business Meeting</li> <li>• Work Session</li> </ul>
Tuesday	June 3 <i>(Due to commencement on Monday, June 2)</i>	6 p.m.	<ul style="list-style-type: none"> <li>• Business Meeting</li> <li>• Work Session</li> </ul>
Monday	June 16	6 p.m. 7 p.m.	<ul style="list-style-type: none"> <li>• Listening Time</li> <li>• Business Meeting</li> </ul>



			<ul style="list-style-type: none"><li>• Work Session</li><li>• Closed Session, pursuant to Minnesota Statute 13D.05, Subdivision 3(a) for Superintendent Evaluation</li></ul>
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August 28, 2024

Draft



## School Board of Robbinsdale Area Schools

Business Meeting – September 4, 2024

<b>AGENDA SECTION:</b>	Operations
<b>ITEM:</b>	<u>4.B. Memorandum of Understanding (MOU) for the READ Act</u>
<b>PRESENTER:</b>	Marti Voight, Assistant Superintendent Bridget Hall, Director of Elementary Curriculum and Federal Programs

Assistant Superintendent Voight and Ms. Hall will be available to answer any questions regarding the MOU for the READ Act between Independent School District 281 and the Robbinsdale Federation of Teachers, Local 872 attached in tonight's agenda.

**Recommended Motion:**

Approve the MOU for the READ Act at the September 16, 2024 Business Meeting.

**MEMORANDUM OF UNDERSTANDING**

**BETWEEN**

**Independent School District 281 (hereinafter referred to as “District”)**

**AND**

**Robbinsdale Federation of Teachers, Local 872 (hereinafter referred to as “Union”)**

WHEREAS the District and Union are parties to a collective bargaining agreement (CBA) for the period from July 1, 2023, through June 30, 2025; and,

WHEREAS the District and Union desire to address the time commitment, compensation, schedule, location of training, and deadlines for teachers required to complete the state of Minnesota mandated READ Act training; and,

WHEREAS the District and Union have agreed that teachers will participate in **LETRS**; and,

WHEREAS the total anticipated number of hours of training required for **LETRS** is **22 hours per unit**;

NOW THEREFORE, be it resolved that the parties agree to the following:

1. Eligibility

The Union and District will establish a list of eligible teachers, who must:

- a. Hold a license issued by the Professional Educator Licensing and Standards Board; and,
- b. Be employed by the District between **July 1, 2024** and **June 30, 2025**; and,
- c. Be required by the District to complete approved training described under Minn. Stat. § 120B.123, subdivision 5.

2. Compensation earned for READ Act training

Teachers will earn compensation as follows:

Teachers will complete **LETRS** training during **3** professional development days scheduled throughout the 2024-2025 school year, which will encompass **6** hours of the training each scheduled day.

Teachers will have a session of LETRS outside the duty day. They would select one of the following:

- 1 - 6 hour session on a Saturday
- 2 - 3 hour sessions after the work day

These professional development days will be provided, as follows:

- 3 days will be scheduled as district wide professional development days.

The remainder of the LETRS training shall be compensated, as follows:

- Up to 16 hours per **unit** of District-approved READ Act-related training hours worked outside the contracted duty day shall be compensated at the professional development rate of pay as described in Appendix B, Article V of the CBA.

Participants are required to pass with 80% proficiency. If a participant receives a score less than 80% per unit, they are required to attend a paid two hour study session with a trained district team.

3. Board Credit

- Created by RAS to honor teachers' professional learning
- Credits only acknowledged by RAS
- Lower fee than what most colleges would charge
- 12 hours: 1 board credit
- Cost: \$55 per board credit
- You must complete [THIS FORM](#) as you complete 12 hours of professional learning.

4. Proof of completion and payment timeline

In all cases, teachers shall submit proof of training completion to **the Director of Curriculum & Instruction**.

5. Failure to comply with the READ Act

Compliance with the Minnesota READ Act (Minn. Stat. § 120B.123) is mandatory for both the District and eligible teachers. Failure by the District to comply with these requirements may result in action taken by the Minnesota Department of Education. Failure by an eligible teacher to comply with the training requirements may result in a teacher being out of compliance with READ Act requirements related to reading instruction in accordance with state statute and could result in discipline pursuant to Article 9-1 of the CBA.

6. Effective Date and Duration

This MOU shall continue in effect until June 30, 2025. The MOU will be reviewed annually.

NOW THEREFORE, be it further resolved that the parties agree to the following:

- **Impact on Precedent.** Nothing in this MOU may be deemed to establish a precedent or practice or to alter any established precedent or practice arising out of or relating to the CBA between the District and the Union. Neither the District nor the

Union may refer to this MOU or submit it in any proceeding or case as evidence of a precedent or practice.

- **Entire Agreement.** This MOU constitutes the entire agreement between the parties related to compensation for teachers for completing READ Act training. Neither party has relied on any statements, promises, or representations that are not stated in this MOU. The terms of this MOU constitute the entire agreement between the parties and supersede any prior written or oral, or other agreement, statement, or practice between the parties relating to the subject matter of this MOU. No changes to this MOU will be valid unless they are in writing and signed by both parties. A copy of this MOU will have the same legal effect as the original.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOU on the dates shown by their signatures. This MOU will not become effective unless and until it is approved by the District's School Board and is signed by both parties.

For the District:

For the Union:

\_\_\_\_\_

\_\_\_\_\_

ReNae Bowman, Chair

Dated: \_\_\_\_\_

Dated: \_\_\_\_\_

\_\_\_\_\_

Dr. Greta Evans-Becker

Dated: \_\_\_\_\_



## School Board of Robbinsdale Area Schools

Business Meeting – September 4, 2024

**AGENDA SECTION:** Operations

**ITEM:** 4.C. Ad Hoc Safety and Security Committee Update

**PRESENTER:** Member(s) of the Committee

The Ad Hoc Safety and Security Committee will provide an update.



## School Board of Robbinsdale Area Schools

Business Meeting – September 4, 2024

**AGENDA SECTION:** Operations

**ITEM:** 4.D. Ad Hoc Transportation and Capital Infrastructure  
Committee Update

**PRESENTER:** Member(s) of the Committee

The Ad Hoc Transportation and Capital Infrastructure Committee are working to schedule a meeting at the end of this month.



## School Board of Robbinsdale Area Schools

Business Meeting – September 4, 2024

**AGENDA SECTION:** Operations

**ITEM:** 4.E. Governance Policy and Procedure Manual Task Force Update

**PRESENTER:** ReNae Bowman, School Board Chair  
Dr. Greta Evans-Becker, School Board Clerk

Chair Bowman and Clerk Evans-Becker will provide an update regarding their work on the Governance Policy and Procedure Manual.



## School Board of Robbinsdale Area Schools

Business Meeting – August 19, 2024

**AGENDA SECTION:** Operations

**ITEM:** 4.H. Administrative Updates

**PRESENTER:** Dr. Teri Staloch, Superintendent

Superintendent Staloch will introduce the following administrative updates for this evening:

- A Guide to Student Support and Behavior  
*John Groenke, Executive Director of Student Services*
- Levy Certification Update  
*Kristen Hoheisel, Chief Financial Officer*

# A GUIDE TO **Student Support and Behavior**



The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

# TABLE OF CONTENTS

## Section 1: Creating and maintaining a positive school climate

- Letter to our community ..... 3
- Purpose of this guide ..... 4
- What is “school climate”? ..... 4
- How we create a positive school climate ..... 4-5
- Land Acknowledgement ..... 4

## Section 2: Prevention and support

### PREVENTION

- Multi-Tiered System of Supports ..... 6
- Early identification and screening ..... 7
- Say Something Anonymous Reporting System and Gaggle ..... 7
- Risk assessment ..... 7
- Threat assessment ..... 7
- Cell phone use in our schools ..... 7

### SUPPORT

- Mental health supports in schools ..... 8
- Family and Community Engagement (FACE) team ..... 8
- Climate and culture specialists ..... 8
- Full service community schools ..... 8
- Restorative practices ..... 8
- Non-exclusionary discipline ..... 9
- Help for bullying ..... 9
- Help for those experiencing homelessness ..... 9
- Title IX ..... 9
- FERPA ..... 10
- External support resources ..... 10

## Section 3: Responses to disciplinary action

- Complaints about discipline ..... 11
- Collaborative conversations ..... 11

## Section 4: Expectations for riding the bus

- Rules at the bus stop ..... 12
- Rules on the bus ..... 12

## Section 5: Levels of misbehavior and response

- Glossary of terms related to school discipline ..... 13
- A progressive approach to correcting behavior ..... 13
- Determining the disciplinary response ..... 13
- Discipline guidance for Early Learning ..... 14
- Discipline for students in kindergarten through third grade ..... 14
- Levels of corrective strategies for all grades ..... 14
- Behavior violations and response levels ..... 17

## Section 6: Information and resources

- How to reach us ..... 24
- Links to additional information ..... 25
- State testing ..... 26
- Student-Family Use Agreement: Digital Devices ..... 29
- School Board policies and procedures ..... 29
- Guide to addressing parent and community concerns ..... 30
- Emergency response guide ..... 31

To access the information in this guide from a device, scan this QR code or visit this link: [bit.ly/3M8PWm0](https://bit.ly/3M8PWm0)



# Section 1: Creating and maintaining a positive school climate

## Letter to our community



**Dr. Teri Staloch**

Dear Robbinsdale Area Schools students, families and staff,

At Robbinsdale Area Schools (Rdale), our goal is to create a safe and supportive learning environment that allows each student to thrive academically, socially, and emotionally. Each year, the School Board of Robbinsdale Area Schools adopts guidelines for teaching and implementing expected behaviors.

For us to deliver the best possible education to our students, we all have responsibilities to understand and uphold. In Rdale we believe positive relationships are critical for achieving our desired outcomes. Whether you're a student, a family member, or a staff member, this guide delineates these responsibilities in detail. I urge you to devote your attention to it.

Our district places the highest possible priority on keeping students and staff members safe in our buildings. To do this, we count on everyone in our schools to do three important things:

- **Be safe**
- **Be engaged**
- **Be responsible**

We know there will be times when our students do not observe these core values. Staff members take various actions in these cases, depending on what has occurred. Our goal is not to punish students, but to teach them. Focusing on teaching replacement behaviors rather than punitive measures is more constructive but also aligns with fostering growth and development.

By emphasizing the preservation of integrity and relationships, we are creating an environment where students feel supported in their journey toward understanding. Our (Re)Discover Rdale Strategic Plan is committed to Student Engagement and Wellness, one of the plan's four key themes.

Our approach is designed to promote empathy, understanding, and long-term positive change.

Sincerely,

A handwritten signature in blue ink that reads "Teri Staloch".

Dr. Teri Staloch, Superintendent

## Purpose of this guide

This guide is for students, families and staff. The first four sections, written primarily for students and families, contain information about the approach we take to school climate in Robbinsdale Area Schools. Perhaps most important, the second section – Prevention and Support – details our resources for creating schools that strive to support every person: whoever they are, wherever they're from.

The third section (Responses to Disciplinary Action) helps families understand the actions they can take if their student receives disciplinary action, and the fourth section details Expectations for Riding the Bus for students and their families.

While section five is primarily for the use of school administrators in determining steps to take to respond to infractions in discipline, this can also be a useful reference for families if their student receives discipline. The final section includes a variety of resources you may want to reference throughout the year.

## What is “school climate”?

When we talk about school climate, we mean a host of conditions that affect how both young people and adults feel in each school building. Are you welcomed and safe in the building? Do staff members know each student's name? Do you see your culture or ethnicity reflected in school decor? Do you feel comfortable asking for help? Are you confident your student will be treated with fairness? Do students receive respectful lessons on social and emotional learning?

Just as school climate is made up of many factors, it takes many different kinds of resources to create a healthy school climate. These include guiding philosophies, staffing and programs that seek to create and maintain calm and peaceful environments in our schools.

For American Indian students and others, smudging is a practice that leads to a positive school climate in culturally affirming spaces including school buildings. [SF 2998, introduced to the Minnesota legislature in March 2024](#), states, “An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices.” More pertinent to Rdale, [see also Board Policy 419, Item IV](#).

Undergirding everything we do in our schools is the Multi-Tiered System of Supports, which we detail on page 6.

## How we create a positive school climate

Everyone has responsibilities in a safe and respectful school, beginning with the adults: all staff who work in the building, and the extended family members who prepare and support students to attend it. Students, too, bear their share of responsibility: they need to come to school, listen, treat adults and each other with kindness, and do their best to learn.

All members of the school community also have rights.

The table on the next page lists some of the rights and responsibilities Rdale sets out for students, their parents or guardians, and our staff.

## Land Acknowledgement

**We acknowledge Robbinsdale Area Schools is located on the homelands of the Dakota and Ojibwe people. We recognize the painful history of genocide and forced assimilation of the Indigenous inhabitants of this land. We honor and respect the many Indigenous peoples who live on and hold sacred these lands, and we stand with members of these Nations to fight injustice in all of its forms. We uphold the preservation of Dakota and Ojibwe languages, land based education, and tribal sovereignty.**

## How we create a positive school climate

Students	Parents/Guardians	Robbinsdale Area Schools Staff
Believe that you have the capacity to be your best self and achieve your hopes and dreams.	Believe your student has the capacity to be their best self and achieve their hopes and dreams.	Believe students are capable of being their best selves and achieving their hopes and dreams, and that staff have the capacity to support students.
Build and maintain positive relationships with all staff and other students.	Build and maintain a positive relationship with staff at the school.	Build and maintain positive relationships with all students and their families.
Respect yourself, the learning environment, other students, their parents/guardians, families and all staff.	Respect and support the learning environment and emphasize the importance of being prepared for school.	Develop a learning community and a respectful environment that supports social-emotional and academic success.
Ask for and accept help when you need assistance.	Ask for help when you need assistance. Advocate for your child through regular communication with school staff.	Regularly communicate with students and families. Support them when they ask for assistance.
Go to school every day on time, ready to learn and give your best effort.	Make sure your student arrives at school every day on time and prepared to learn.	Create a welcoming environment. Have high expectations for all students.
Learn and follow school expectations and procedures.	Learn, and speak with your student about the expectations and procedures at their school.	Teach, model and reinforce school expectations and procedures. Follow the school-wide discipline plan.
Use technology and equipment in a responsible way.	Review the technology agreement with your student.	Tailor instruction for student voice and choice within a technology-rich learning environment.
Personalize your learning by bringing your creativity to your assignments.	Encourage your student's passion to learn and grow around their own goals for college, articulated skilled trades and career.	Provide personalized, engaging and academically appropriate instruction, including culturally-responsive teaching which represents and invites students' identities.
Conduct yourself in a manner to ensure your safety and the safety of others.	Contact your student's school if you observe or are aware of potentially unsafe activities or conditions.	Create and monitor safe conditions in the school environment.

**Rdalen prohibits harassment, violence, discrimination and bullying in all forms, including on the basis of a person's actual or perceived race, color, creed, religion, national origin, sex/gender (including harassment based on gender identity and expression), marital status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status.**

# Section 2: Prevention and support

Rdale supports students in many ways, including staffing and programs designed to make our schools calm, safe environments for learning. These are efforts to prevent difficulties before they arise. Even so, our best efforts at prevention aren't enough. Sometimes students and families need extra support, whether for basic needs or in response to specific issues that take place at school. Rdale uses many supportive strategies and programs to assist students and families.

## Prevention

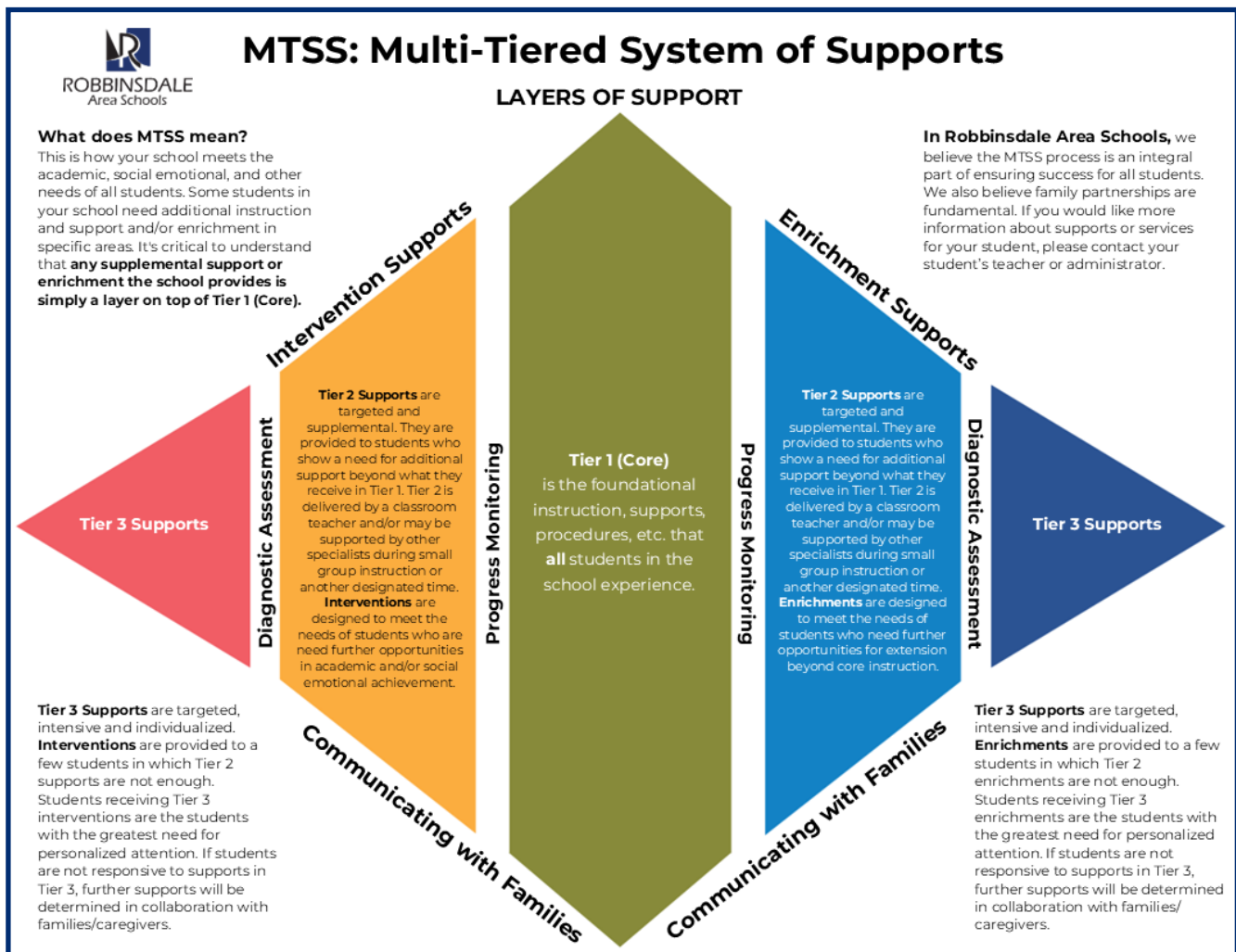
### Multi-Tiered System of Supports

Multi-Tiered System of Supports (MTSS) is a way of thinking about what students need – academically, socially, and through every other aspect of school. It's important to this guide because MTSS is the foundation for how we think about everything that happens in our classrooms.

In MTSS, we talk about “tiers.” Tier 1 is the core of our program: what every student experiences and can

expect in every school, academically and personally. If a student requires more help to learn or behave – or if they need more academic challenge than the Tier 1 curriculum provides – they might receive Tier 2 interventions targeted to their specific needs. Tier 3 works the same way.

Most students succeed within Tier 1. The principles of MTSS help us provide additional support to those who need it. MTSS reflects our approach to support, behavior and discipline.



## Early identification and screening

Early Childhood Screening is a way to check in on your child's development to help identify specific needs that may affect learning, growth, and development. The screening is conducted by trained staff and covers the following areas:

- Fine and gross motor skills
- Speech and language development
- Cognitive and social development
- Vision and hearing
- Height and weight
- Immunizations

Offered free by Rdale's Early Learning division, screening is an easy way to make sure your student is ready for school. Screening is preferred at age 3-1/2, but can be done anytime between 3 and 5 years old. Make an appointment online at [rdale.ce.eleyo.com](http://rdale.ce.eleyo.com), or call 763-504-4180.

## Say Something Anonymous Reporting System and Gaggle

The safety and well-being of our students and staff is our top priority – and requires a proactive approach to violence prevention. That is why Rdale now partners with Sandy Hook Promise and its *Say Something* Anonymous Reporting System to Rdale.

The [Say Something Anonymous Reporting System](#) is designed specifically for use by students and staff in grades 6-12 – the grades more likely to observe concerning behavior. Students in earlier grades, as well as staff, family or community members, can contact their school principal or another trusted adult if they wish to report concerns.

The *Say Something* Anonymous Reporting System is a research-based violence prevention program offered by Sandy Hook Promise, a national nonprofit organization. It teaches the warning signs of potential violence or self-harm and provides students and staff with secure ways to share safety concerns through a mobile app, website, or phone call.

Rdale also uses Gaggle, software that stops tragedies with real-time content analysis of student activity on school-provided devices and around-the-clock alerts.

## Risk assessment

Risk assessment is a process of estimating the likelihood for a person to attempt or die by suicide. If a tip comes into the *Say Something* Anonymous Reporting System, or if school staff hear or see something that suggests potential acts of self harm, they should quickly inform mental health staff to conduct a risk assessment. Threats can include: ideation (“I just want to die”); direct threats (“I’m going to kill myself”); concerns contained in student work (journaling about suicide or death in a way that is concerning); or behavior.

Mental health staff in our district, professionals such as social workers, school psychologists, and counselors – are trained to conduct such assessments, and then to take appropriate action.

## Threat assessment

In recent years and particularly since the pandemic, Rdale and other public school districts have experienced an increase in threats, especially via social media. Most of these threats are not credible, but we investigate all of them. Typically, building administrators conduct threat assessments. Depending on the nature of the threat, they may seek assistance from district-level support staff.

Threat assessment techniques and principles help our staff members determine how viable a threat is and decide how to respond. Violence prevention is always the first goal of threat assessment. If a student is found to have made a threat, it is important to determine why they did so, and to address whatever conflict or problem led to the threat.

## Cell phone use in our schools

To promote the most positive and productive learning environment for our students and staff – and to align with the themes and objectives of the (Re)Discover Rdale Strategic Plan – Rdale has updated policies and procedures regarding the use of devices in classrooms. In broad terms, the new rules regarding cell phone use are as follows:

- **In grades K-8**, we expect cell phones to be put “away for the day.” This includes all electronic communication devices such as smart watches, pens, glasses, earbuds, etc. If brought to school, these devices must be stored in a backpack or locker and remain out of sight and not in use during the school day.

- **In grades 9-12**, phones must be put away during instructional time. They can be used during passing periods and lunch.

### **Contacting students during the school day**

We understand there will be times when a parent/guardian needs to contact their student during the school day. When this is the case, please email your student's teacher or call the main office of your student's building.

Students who need to contact a parent/guardian should discuss this with their teacher. Should a student become ill, the health office staff will contact the parent/guardian.

### **Medical exemption**

Please note that students who require devices for medical reasons (diabetes, epilepsy, hearing impairment) may be eligible for an exemption with a letter from a medical provider. Please contact your school's licensed school nurse to discuss eligibility.

## **Support**

### **Mental health supports in schools**

Rdale employs school psychologists, school counselors, and school social workers who help students with mental health and other areas. The district also contracts with school based mental therapists.

### **Family and Community Engagement (FACE) team**

The district-wide FACE team works to assist students and families in navigating and feeling more comfortable within their schools. For the district, they organize family engagement events and provide support for enrollment, transportation, technology, and more. FACE team members also help support parents, provide interpretation, and connect families with community resources.

### **Climate and culture specialists**

Climate and culture specialists collaborate with school staff and the administrative team to create a positive school environment that supports academic success and a sense of belonging. They help to build and sustain strong relationships between school staff and families by encouraging communication between teachers and parents/guardians and providing

necessary resources. Additionally, school climate and culture specialists are involved in the school's leadership groups.

### **Full service community schools**

Research and experience tell us that young people need a wide range of opportunities and support to be successful. All children, regardless of their economic, racial, or family circumstances, deserve access to an array of opportunities. Full service community schools support all aspects of students' lives to help them succeed academically.

Rdale has three full service community schools:

- Cooper High School  
8230 47th Ave. N.  
New Hope, MN 55428
- Robbinsdale Middle School  
3730 Toledo Ave. N.  
Robbinsdale, MN 55422
- Sandburg Learning Center  
(Sandburg Middle School and Robbinsdale Academy)  
2400 Sandburg Lane  
Golden Valley, MN 55427

Full service community schools promote academic excellence by offering an array of health and social services to students, families and community. Schools become community hubs that help meet the diverse needs of students, their families and the neighborhood.

Full service community schools may not be able to serve all students at all schools. Please check with your school social worker or school nurse for referrals to assistance with food, clothing, housing, etc.

### **Restorative practices**

Restorative practices strengthen school climate by developing a restorative mindset in the adults, building community, and responding to harm. Rdale uses restorative practices to increase student engagement and build academic and social achievement. Restorative practices allow a school community to build relationships, problem solve, repair harm, and learn. Practices include collaborative negotiation, circle process, peer mediation, conflict resolution, and formal restorative conferencing. In this

approach, relationships are the most important way we learn about the world and ourselves.

A restorative practice school and community believes:

- Everyone in the school community is good, wise and powerful
- We are all connected to one another
- All of us want to be in good, healthy relationships with others
- We all have talents and gifts we bring to school
- It takes time, habits, and support to build and maintain positive relationships

In our schools, we may use restorative practices to address conflicts between students, and between students and staff, between family members and staff.

## Non-exclusionary discipline

Sending our students away from school is often the opposite of what they need. With a focus on non-exclusionary discipline, we try everything we can to keep students in school, even when they break the rules. This means that expulsion is a last resort.

The State of Minnesota defines non-exclusionary discipline as “policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services.”

## Help for bullying

Rdale is committed to creating an inclusive and welcoming climate in all of its schools, where every student feels comfortable, safe and ready to learn.

If you or someone you know has experienced harassment, violence, discrimination or bullying at school or at any school-related event for any reason, you may request to have the incident(s) investigated by the District.

To report an incident or pattern of bullying, use the [Bullying Incident Form](#).

## Help for those experiencing homelessness

Rdale receives funding to assist students and their families who may be experiencing homelessness. To find out more, check with your school social worker.

## Title IX

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. Schools receiving any Federal funds must comply with Title IX. See [Board Policy No. 522 - Student Gender or Sexual Orientation Nondiscrimination](#).

If you have a concern that might be addressed by Title IX, contact your school's administrators.

*Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved.*

- Anti-Bullying Alliance

## FERPA

FERPA stands for Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). This is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

## External support resources

Families in need of immediate support outside of school hours can refer to our [Tools for Families](#) on the district website. Scroll down to Social-Emotional/Mental Health Resources for contact information for community crisis services and more.

# Section 3: Responses to disciplinary action

Family members may sometimes disagree with disciplinary action taken by school or district staff. If this happens, options are available.

## Complaints about discipline

State law now allows students, parents/guardians, or staff to file a formal complaint if they think school discipline has been implemented inappropriately or discriminately.

Specifically, the Robbinsdale Area Schools [discipline complaint procedure form](#) allows students, parents/guardians, or staff to seek corrective action if they believe a student's discipline falls outside of the district's [506 Policy: Student Discipline](#), the [Minnesota Pupil Fair Dismissal Act](#), or if they believe it was based on discrimination. The complaint procedure cannot be used as an appeal to a suspension.

Complaint forms must be completed within three days of the alleged disciplinary action and no more than 10 school days following an expulsion/exclusion decision. From there, the next steps include:

- A school or district investigation will occur within three school days of receiving the complaint.
- A district representative will reach out to the person making the complaint.
- Issuance of findings and conclusions will be shared.
- A corrective action plan will be created and applied if the discipline policy has not been implemented appropriately or is being discriminately applied.

The [discipline complaint procedure form](#) (also in [Spanish](#) and [Somali](#)) can be found on the district's website under [School Board Policies](#), and the link for [506 Policy: Student Discipline](#).

## Collaborative conversations

When a student who chronically violates school rules disrupts the learning of students (with substantial disruptions, harmful physical contact, fights, and/or repeated behaviors that persist despite MTSS interventions), that student may be referred for a Collaborative Conversation. These involve the Executive Director of Student Services, Assistant Superintendent, school principal or assistant principal, parent(s), and student.

*Rdale is committed to creating an inclusive and welcoming climate in all of its schools, where every student feels comfortable, safe and ready to learn.*

# Section 4: Expectations for riding the bus

Riding the school bus is a privilege, not a right. For students who are eligible to ride the bus, our goal is to transport you to and from school as safely as possible. While students are riding a school bus, Rdale expects the same behavior as when students are on any other on school property or at school activities, functions or events.

Transportation expectations and consequences are based on the [Board Policy 709: Student Transportation](#) and are mandated by state statute. Safety rules are posted on every bus. All school rules are in effect while a student is riding the bus or at the bus stop. Students who do not follow the rules will receive consequences and may lose their bus privileges as a result of progressive discipline.

School bus drivers report school bus/bus stop misconduct to the district's transportation personnel. Serious misconduct is reported to the Department of Public Safety and may be reported to local law enforcement.

## Rules at the bus stop

- Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at your bus stop.
- Keep your arms, legs and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- 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.
- No fighting, harassment, intimidation or horseplay.
- No use of alcohol, tobacco or drugs.

## Rules on the bus

- Immediately follow the directions of the driver.
- Sit in your seat facing forward.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep your arms, legs and belongings to yourself.
- No fighting, harassment, intimidation or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

*Understanding discipline as a  
“teachable moment” is fundamental to  
a positive approach.*

# Section 5: Levels of misbehavior and response

## Glossary of terms related to school discipline

**Dismissal:** When students lose access to the current educational program through suspension, expulsion, or exclusion for less than one day. Does not include removal from class.

**Exclusion:** An action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year.

**Expulsion:** A school board action to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled.

**Investigation:** Investigations are conducted by building administration prior to consequences. Students may be suspended while an investigation is occurring. The district issues a [Tennessee Warning Notice](#) when an investigation takes place.

**Readmission Plan:** A readmission plan is required for students suspended from school. This is a critical step in helping students connect back to the school community.

**Removal from Class:** Any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days. Students on an IEP can not be removed from class.

**Suspension:** Removal of a student from school for one day or more. Does not apply to dismissal for less than one school day, except as provided under federal law for a student with a disability. See the Pupil Fair Dismissal Act for more information.

## A progressive approach to correcting behavior

Understanding discipline as a “teachable moment” is fundamental to a positive approach. The goal of progressive discipline is to prevent recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is assisting students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused.
- Understand what they could have done differently in the same situation.
- Take responsibility for their actions.
- Learn strategies and skills to use in the future.
- Model and practice replacement strategies.
- Understand the progression of consequences with recurring behavior.

### Appropriate disciplinary responses:

- Emphasize prevention and effective intervention and resiliency.
- Prevent disruption to students' education.
- Promote a positive school climate.

Rdale staff make every reasonable effort to address student behavior through school-based, non-exclusionary interventions such as restorative practices.

Sometimes inappropriate behavior or rule violations reflect more serious problems that students are experiencing. It is important for school personnel to be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.

## Determining the disciplinary response

School officials must consult this document when determining disciplinary measures. In determining how best to address inappropriate behavior, it is necessary to evaluate the totality of the circumstances surrounding the behavior. The following must be considered prior to determining the appropriate disciplinary measures:

- The student's age, maturity, culture, and developmental level.
- The student's disciplinary record including the nature of any prior misbehavior, the number of prior instances of misbehavior, and the

disciplinary and guidance. intervention measures applied for each.

- The nature, severity and scope of the behavior.
- The circumstances/context in which the conduct occurred.
- The frequency and duration of the behavior.
- The number of persons involved in the behavior.
- The social-emotional status/needs of all persons involved in the behavior.
- The student's Behavior Intervention Plan (BIP), if applicable.
- The student's Individualized Education Program (IEP), BIP and/or 504 Accommodation Plan, if applicable.

- A student causes or is likely to cause serious physical harm to other students or staff.
- The student's parent or guardian specifically consents to the use of recess detention.
- For students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

## Discipline guidance for Early Learning

Rdale recognizes that students enter early learning programs with varying school experiences and from a variety of backgrounds.

Early Learning students demonstrate a wide range of developmentally appropriate behaviors and skills. Early Learning staff use relationships, supportive environments, proactive measures, positive reinforcement, and responsive strategies to guide and teach expected student behavior. Children in Early Learning programs may not be suspended or expelled without approval by the Assistant Superintendent.

## Discipline for students in kindergarten through third grade

Minnesota law (policy 506) prohibits disciplinary removals for students enrolled in kindergarten through grade 3. Exceptions to this are:

- Schools have exhausted all non-exclusionary resources and there continues to be an ongoing serious safety threat to the child or others
- Does not apply to dismissal of less than one day

Minnesota law ([Board Policy No. 506 AP: Student Discipline](#)) prohibits disciplinary removals for students from recess. Exceptions to this are:

## Levels of corrective strategies for all grades

School and district staff in Rdale hold students accountable for their behavior. Behavior violations are grouped into five levels based on the severity of the infraction.

The table beginning on page 17 lists potential violations in alphabetic order, along with the level of the violation.

Whenever possible and appropriate, the response to misconduct begins with the lowest level of disciplinary response and includes appropriate support and interventions.

Below we describe potential supports and interventions at each level.

**Level 1** interventions are generally addressed by school staff members when a student has minimal or no prior infractions. The staff response is to teach and practice the expected behavior so students learn and demonstrate safe and respectful behaviors. Staff members are expected to use a variety of teaching and management strategies.

Choices to address student infractions:

- Restorative practices
- Making amends to those harmed or offended
- Verbal correction
- Providing a reflective activity
- Re-teaching behavioral expectations
- Creating a behavior contract that includes expected student behaviors and consequences for infractions and/or incentives for demonstrating expected behavior
- School community service

- Loss of privileges
- In-class time-out
- Removal from class to another supervised classroom (less than one hour)
- Mediation
- Detention, during which the student completes school work
- Alternative in-school educational programming, during which school work is completed, for less than half a day
- In-school suspension, during which school work is completed, for more than half a day
- Restitution

Appropriate staff interventions may involve the parent/guardian and other members of the school community. Interventions may include:

- Parent/guardian notification
- Parent/guardian/teacher conference
- Parent/guardian accompanying student to school or class
- Requiring students to remove, adjust, or cover up clothing that violates student dress requirements
- Conflict resolution
- Mentoring program participation
- Contract between teacher, student and parent/guardian
- Peer mediation
- Referral

Repeated instances of a Level 1 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.

**Level 2** violations will generally result in interventions and/or disciplinary responses that involve the school administration. These actions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

Choices to address student infractions:

- Restorative practices
- Making amends to those harmed or offended
- Verbal correction
- Providing a reflective activity
- Re-teaching behavioral expectations
- Creating a behavior contract that includes expected student behaviors and consequences for infractions and/or incentives for demonstrating expected behavior
- Parent/guardian notification
- Parent/guardian conference
- Loss of privileges
- School community service
- Monetary restitution
- Consecutive day removal (up to five days) to another supervised classroom during a designated subject
- Mediation
- Detention, during which the student completes school work
- Alternative in-school educational programming, during which school work is completed, for less than half a day
- In-school suspension time, during which school work is completed, for more than half a day
- Referral to behavioral interventionist for tobacco/chemical infraction
- Potential police notification

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.

**Level 3** violations will generally result in interventions and/or disciplinary responses that involve the school administration. These actions aim to correct behavior by stressing the seriousness of the behavior while providing access to educational programming.

Choices to address student infractions:

- Restorative practices
- Making amends to those harmed or offended
- Verbal correction
- Providing a reflective activity
- Re-teaching behavioral expectations
- Creating a behavior contract that includes expected student behaviors and consequences for infractions and/ or incentives for demonstrating expected behavior
- Parent/guardian notification
- Parent/guardian conference
- Alternative in-school educational programming, during which school work is completed, for less than half a day
- In-school suspension, during which school work is completed, for more than half a day
- Monetary restitution
- Out-of-school suspension (partial day and up to five days)
- Potential police notification
- Removal from classroom
- Referral to behavioral interventionist for tobacco/ chemical infraction
- Collaborative conversation meeting at District Office
- Administrative review

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.

**Level 4** interventions may involve the removal of the student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior. Due to the severity of the behavior, police notification has the potential to be used for all Level 4 infractions.

Choices to address student infractions:

- Restorative practices
- Out-of-school suspension (partial day and up to five days)
- Administrative transfer
- Monetary restitution
- Interim alternative educational placement
- Referral to behavioral interventionist for tobacco/ chemical infraction
- Potential police notification
- Administrative hearing in lieu of expulsion
- Expulsion referral

**Level 5** violations require the principal to notify the Office of Security and Emergency Management and make a referral for expulsion to the Superintendent or designee. Due to the severity of the behavior, police notification has the potential to be used for all Level 5 infractions.

Choices to address student infractions:

- Restorative practices
- Out-of-school suspension (partial day and up to five days)
- Administrative transfer
- Monetary restitution
- Interim alternative educational placement
- Referral to behavioral interventionist for tobacco/ chemical infraction
- Potential police notification
- Administrative hearing in lieu of expulsion
- Expulsion referral

Behavior violations and response levels	Levels				
	1	2	3	4	5
<p><b>Arson</b> Students must obey fire safety laws and keep school property safe. Students must not plan and/or participate in malicious burning of property. The use of a combustible or flammable liquid is prohibited. Minn. Stat § 609.561 - 609.5632 (arson in 1st through 5th degrees)</p>				✓	
<p><b>Assault</b> Students must get help when needed to solve problems nonviolently. Students must not commit an act with intent to cause fear in another of immediate bodily harm or death, or intentionally inflict or attempt to inflict bodily harm upon another. Minn. Stat § 609.224</p>				✓	
<p><b>Bullying</b> Communication should be conducted with kindness. Bullying is intimidating, threatening, abusive or harming conduct that is objectively offensive and:</p> <ul style="list-style-type: none"> <li>• There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior, and the conduct is repeated or forms a pattern; or</li> <li>• Action materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges. This includes using technology or other electronic communication that disrupts students’ learning or the school environment.</li> </ul> <p>See Board Policy 514: Bullying Prohibition for more information.</p>			✓		
<p><b>Cheating</b> Students are expected to do their own work. Students must not use, submit or attempt to obtain data or answers dishonestly, or by deceit, collusion, or means other than those authorized by the teacher. Examples of acts of cheating/ plagiarism include any appropriation, literary theft, falsification, counterfeiting, piracy, fraud, or unsupervised possession of any federal-, state- or district-mandated tests. Plagiarism includes, but is not limited to, copying word for word from references such as books, magazines, research materials or the internet.</p>		✓			
<p><b>Chronic Tardiness (Grades 6-12)</b> Students are expected to follow school-wide schedule expectations and arrive on time to class. Students must not habitually arrive at class after the bell or signal that class has started.</p>	✓				
<p><b>Cyber Bullying</b> Cyberbullying is bullying – unwanted, repeated, aggressive, negative behavior – that takes place using digital devices like cell phones, tablets, and computers. Cyberbullying can happen over email, through texting, on social media, while gaming, on instant messaging, and through photo sharing. Students are not to send, post or share negative, harmful, false, or mean content about anyone else. They may not post personal information, pictures, or videos designed to hurt or embarrass another person.</p>			✓		

Behavior violations and response levels	Levels				
	1	2	3	4	5
<p><b>Disruptive Behavior</b> Students are expected to follow school wide behavioral expectations and abide by classroom rules, routines and procedures. Students must not interrupt the learning of others or behave in a manner that causes disruption to the school environment. If a teacher or other school adult is prevented from starting an activity or lesson, or has to stop what they are doing to try to stop the student's behavior, the behavior is considered disruptive. For example, if a student causes a disruption in the classroom by talking, making noises, throwing objects, play-fighting, or otherwise distracting one or more classmates, the student is engaging in disruptive behavior.</p>	✓				
<p><b>Electronic Communication Devices</b> Electronic devices may be brought to school only in accordance with school policy. Students must use communication devices according to their school's policy (a school may choose to develop a specific plan related to the authorized use of electronic devices). Electronic communication devices must be turned off during school hours unless allowed by school policy.</p>	✓				
<p><b>Extortion/Robbery</b> Students are expected to respect other people and their decisions. Students must accept "no" for an answer when making a request of another person. Extortion means getting money or a promise by using threat or force. Students must not make a person do anything he or she does not want to do by using threat or force. Students must not take another person's property. Students must not take or attempt to take from another person any property by force or threat of force.</p>			✓		
<p><b>Failure to Follow Directions</b> Students are expected to follow the instructions of school staff. School staff include administrators, teachers, educational assistants (EAs), secretaries, security personnel, custodians, bus drivers, lunchroom workers, school volunteers, etc. If students do not obey the instructions and/or directions given by school staff, the behavior may be considered disobedient.</p>	✓				
<p><b>False Fire Alarms or Bomb Reports/Tampering with Fire Alarm System</b> Students must obey laws regarding fire safety. Students must not set off a fire alarm at any time unless there is an emergency. Destroying or damaging a fire alarm is prohibited. Students must not falsely call or make a report to 911 or other emergency personnel.</p>			✓		
<p><b>Fighting</b> Conflicts must be resolved peacefully. Students must not physically fight with another person. Fighting involves the exchange of mutual physical contact, e.g., shoving, kicking, hair pulling, biting and hitting, with or without injury (i.e., mutual combat).</p>			✓		
<p><b>Fraud/False Identification</b> Students are expected to be honest. Students must not sign or give a name other than their own.</p>	✓				
<p><b>Gambling</b> Students should choose games which align with the expected behaviors in the Guide to Student Support and Behavior. Students must not play games of cards, chance or dice for money or other items, except if such games are played at a school-sponsored activity for educational purposes.</p>		✓			

Behavior violations and response levels	Levels				
	1	2	3	4	5
<b>Group Violence</b> Students should interact in a positive manner with their peers. Students must not plan, instigate or participate with another or others, in an incident of group violence.				✓	
<b>Harassment</b> All communication in the school is to be conducted with kindness. Students must not use words (written, verbal, electronic), gestures, photographic images, drawings, or any form of communication to harass another person. This includes harassment based on race, gender, religious beliefs, nationality, disability or sexual orientation. See Board Policy 413: Harassment and Violence for more detailed information.		✓			
<b>Harmful Physical Contact</b> Students must seek help to solve problems nonviolently. Students must not engage in physically aggressive behavior that creates a substantial risk or results in injury.			✓		
<b>Hazing</b> Students should interact safely with peers. Hazing is committing an act or coercing a student into committing an act that creates a substantial risk of harm in order for the student to be initiated into or affiliated with a school or school group. See Board Policy 526: Hazing Prohibition for a more detailed definition and information.			✓		
<b>Inappropriate Communication</b> Students are expected to speak considerately to others. Examples of inappropriate communication include put-downs, swearing, threatening, making fun of, or negatively talking about a person or their family.	✓				
<b>Inappropriate Use of Electronic Technology</b> Students are expected to use technology and other resources in a safe and responsible manner. Students must not make, produce or distribute videos, images, sound recording or other mediums that show behavior prohibited by the Guide to Student Support and Behavior on school property or at school events, including using school-owned or personal electronic devices (e.g., laptops, Chromebooks, iPads, tablets, e-readers, cell phones or video or still cameras). Depictions of such conduct on social networking sites such as Facebook, YouTube, Instagram, Snapchat, or any other similar websites are prohibited. Any representations of prohibited behavior must be immediately turned over to the principal or the principal's designee. Reproduction and distribution of these items will result in disciplinary action.		✓			
<b>Major Theft/Possession of Stolen Property (Over \$500)</b> Students must use only their own belongings unless explicit permission from the owner is given to borrow an item. Students must not take anything that does not belong to them. Students must not possess anything that they know, or have reason to know, has been stolen. Students must not use school-owned or personal equipment to conduct illegal activity.			✓		
<b>Minor Theft/Possession of Stolen Property (Under \$500)</b> Students must use only their own belongings unless explicit permission from the owner is given to borrow an item. Students must not take anything that does not belong to them. Students must not have anything that they know, or have reason to know, has been stolen. Students must not use school-owned or personal equipment to conduct illegal activity.		✓			

Behavior violations and response levels	Levels				
	1	2	3	4	5
<p><b>Minor Theft/Possession of Stolen Property (Under \$500)</b> Students must use only their own belongings unless explicit permission from the owner is given to borrow an item. Students must not take anything that does not belong to them. Students must not have anything that they know, or have reason to know, has been stolen. Students must not use school-owned or personal equipment to conduct illegal activity.</p>		✓			
<p><b>Physical Contact (No bodily harm)</b> Students must get help when needed to solve problems nonviolently. Students must not engage in non-serious but inappropriate physical contact, such as pushing, play fighting, and intimidation.</p>		✓			
<p><b>Physical Contact with Staff</b> Students must seek help to solve problems nonviolently. Students must not engage in physical contact toward staff. Students who engage in physical contact toward staff may have up to a five-day suspension pending a school investigation. Students may be recommended for an administrative review/hearing based on the outcome of the investigation.</p>			✓		
<p><b>Possession of Other Weapon or Object</b>, not a firearm and not meeting Minnesota Statute dangerous weapon definition, with no intent. Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students must keep dangerous weapons out of school. "Other weapon" includes any device or instrument – including any non-conventional weapon – which, in the manner it is used or intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm, or fear of any degree of bodily harm. Other weapons include but are not limited to knives with blades, fake knives, look-alike weapons, clubs, metal knuckles, chains, poisons, arrows, bats, nunchucks, throwing stars, stun guns, mace and other propellants, and other objects that have been modified to serve as a weapon, etc.</p>			✓		
<p><b>Possession/Use of a Dangerous Weapon Other than a Firearm</b> Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students may not bring dangerous weapons to school. A "dangerous weapon other than a firearm" is defined as:</p> <ol style="list-style-type: none"> <li>1. Any device or instrument designed as a weapon and capable of producing death or great bodily harm;</li> <li>2. Any device modified so that it may be used as a weapon and capable of producing death or great bodily harm;</li> <li>3. Any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm;</li> <li>4. Any fire that is used to produce death or great bodily harm;</li> <li>5. Any knife with a blade;</li> <li>6. Any replica firearm, BB or pellet gun.</li> </ol> <p>Minn. Stat § 609.02, subd. 8 (def. great bodily harm) Minn. Stat § 609.02, subd. (def. of dangerous weapon) Minn. Stat § 609.66, subd. 1d, 18 U.S.C. § 930(g)(2) (def. dangerous weapon)</p>				✓	

Behavior violations and response levels	Levels				
	1	2	3	4	5
<p><b>Possession/Use of a Firearm</b>  Students are expected to bring objects and materials to school that are required for learning and participating in activities. <b>Students may not bring firearms to school.</b> Firearms are banned from all property owned or controlled by Robbinsdale Area Schools. A firearm is defined in Minn. Stat. § 609.666, subd. 1(a) as a device designed to be used as a weapon, from which is expelled a projectile by the force of explosion or by the force of combustion.</p>					✓
<p><b>Possession/Use of Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition, with use or intent to use</b>  Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students may not bring weapons to school. "Other weapon" includes any device or instrument – including any non-conventional weapon – which, in the manner it is used or intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm or fear of any degree of bodily harm. Other weapons include but are not limited to knives with blades, fake knives, look-alike weapons, clubs, metal knuckles, chains, poisons, arrows, bats, nunchucks, throwing stars, stun guns, mace and other propellants, and other objects that have been modified to serve as a weapon, etc.  Minn. Stat § 609.02, subd. 7 &amp; 7a (def. great bodily harm, substantial bodily harm)  Minn. Stat § 609.713, subd. 3 (b)(2)(def. replica firearm)</p>				✓	
<p><b>Property Damage/Vandalism (Under \$500)</b>  Students must take care of school property. Students must not damage, break, destroy or misuse school property or anything that belongs to someone else.</p>		✓			
<p><b>Property Damage/Vandalism (Over \$500)</b>  Students must take care of school property. Students must not damage, break, destroy or misuse school property.</p>			✓		
<p><b>Reckless Driving</b>  Students must abide by speed limits and traffic signals. Students must not drive on school property in such a manner as to endanger persons or property.</p>			✓		
<p><b>Selling Drugs or Controlled Substances</b>  Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students may not sell or distribute legal or illegal drugs, synthetic drugs/imitations, alcohol, or other controlled substances. Students may be referred for a chemical use assessment.  Minn. Stat § 152.01, subds. 1-22 (definition of controlled substances)  Minn. Stat § 152.02  Minn. Stat §§ 152.021-152.025 (controlled substance crimes in the 1st through 5th degrees)</p>				✓	
<p><b>Sexually Inappropriate Behavior</b>  Maintain appropriate boundaries with peers. Students must not engage in sexual behavior, including but not limited to, sexual intercourse, displaying or distributing sexually explicit materials, indecent exposure, and other sexual contact.</p>			✓		

Behavior violations and response levels	Levels				
	1	2	3	4	5
<p><b>Sexual Assault</b> Students must protect the safety and rights of others. Students must not sexually attack nor sexually abuse another person. Students must not engage in non-consensual sexual intercourse, sexual contact, or indecent exposure with another person.</p>				✓	
<p><b>Substantial Disruption</b> Students are expected to help maintain a safe and productive learning environment. Students must not engage in or cause disruptive behavior that creates a substantial risk of (or results in) injury or that significantly disrupts learning (e.g., throwing chairs, causing the evacuation of classrooms, eloping to unsafe areas).</p>			✓		
<p><b>Threats</b> Students are expected to be kind to other people. Students may not make any oral, written or physical threat, sign, or act that conveys intent to cause harm or violence, even made in jest.</p>			✓		
<p><b>Threats of Violence</b> Students are expected to be kind to other people. Threatening directly or indirectly to commit any crime of violence with intent to terrorize another or to cause evacuation of a building, place of assembly or vehicle, or otherwise to cause serious public inconvenience or in reckless disregard of the risk of causing such terror or inconvenience, is prohibited.  Minn. Stat § 609.713 (def. of terrorist threats)</p>				✓	
<p><b>Tobacco/Smoking</b> Students are expected to protect their own health and safety and that of others. Students must not possess, smoke or use any kind of tobacco product or associated paraphernalia including e-cigarettes and vaping. American Indian students may possess tobacco which is used for traditional and ceremonial purposes.</p>		✓			
<p><b>Trespassing, Including During Periods of Dismissal or Suspension</b> Students must stay in designated areas of the school to which they have been assigned. Students must have permission from a building administrator, or be escorted by a parent/caregiver or emergency contact person, to enter a building other than their own. Students must not return to any school while assigned to the Alternative Education Services programs, or under expulsion or removal, except with permission from a building administrator and under escort by a parent/caregiver or emergency contact person. During Alternative Education Services placement, students may not go to any school, or school activity, other than the school to which they are assigned, except with specific permission and supervision as described in this paragraph.  Minn. Stat § 609.605, subd. 4</p>			✓		
<p><b>Truancy (Grades 6-12)</b> Students are expected to be at school. Students may not receive an “unexcused absence” for a half day or more.</p>		✓			

Behavior violations and response levels	Levels				
	1	2	3	4	5
<p><b>Use/Possession of Combustibles - Elementary</b>            Students must obey the law regarding combustibles. Students must not use or be in possession of substances/objects capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid, etc.).</p>		✓			
<p><b>Use/Possession of Combustibles - Secondary</b>            Students must obey the law regarding combustibles. Students must not use or be in possession of substances/objects capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid, etc.).</p>			✓		
<p><b>Use/Possession of Drugs, Alcohol or Other Controlled Substances</b>            Students are expected to protect their own health and safety and that of others. Students must not bring alcohol or illegal drugs to school or school activities. Students must not use, be under the influence of, or buy or sell alcohol or illegal drugs. This section also applies to any substance made to look like, or represented to be, illegal drugs or alcohol and any related paraphernalia. Students are permitted to bring prescribed or over-the-counter medication to school only with permission from parents/guardians and with the authorization and supervision of their health care provider and school administrator or administrator's designee. Prescribed or over-the-counter medication is for the student's use only. A student must not sell or give prescribed or over-the-counter medication to anyone at school.</p>			✓		

# Section 6: Information and resources

How to reach us			
SCHOOLS			SERVICES
<p><b>ELEMENTARY SCHOOLS</b></p> <p><b><a href="#">Forest Elementary</a></b> 6800 47th Ave. N. Crystal 763-504-7900</p> <p><b><a href="#">Lakeview Elementary</a></b> 4110 Lake Dr. Robbinsdale 763-504-4100</p> <p><b><a href="#">Meadow Lake Elementary</a></b> 8525 62nd Ave. N. Brooklyn Park 763-504-7700</p> <p><b><a href="#">Neill Elementary</a></b> 6600 Medicine Lake Rd. Crystal 763-504-7400</p> <p><b><a href="#">Noble Elementary</a></b> 2601 Noble Ave. N. Golden Valley 763-504-4000</p> <p><b><a href="#">Northport Elementary</a></b> 5421 Brooklyn Blvd. Brooklyn Center 763-504-7800</p> <p><b><a href="#">Sonneshyn Elementary</a></b> 3421 Boone Ave. N. New Hope 763-504-7600</p> <p><b><a href="#">Zachary Lane Elementary</a></b> 4350 Zachary Lane Plymouth 763-504-7300</p>	<p><b>MIDDLE SCHOOLS</b></p> <p><b><a href="#">Plymouth Middle School</a></b> 10011 36th Ave. N. Plymouth 763-504-7100</p> <p><b><a href="#">Robbinsdale Middle School</a></b> 3730 Toledo Ave. N. Robbinsdale 763-504-4800</p> <p><b><a href="#">Sandburg Middle School</a></b> 400 Sandburg Lane Golden Valley 763-504-8200</p> <p><b>HIGH SCHOOLS</b></p> <p><b><a href="#">Armstrong High School</a></b> 10635 36th Ave. N. Plymouth 763-504-8800</p> <p><b><a href="#">Cooper High School</a></b> 8230 47th Ave. N. New Hope 763-504-8500</p> <p><b><a href="#">Robbinsdale Academy-Highview</a></b> 2400 Sandburg Lane Golden Valley 763-504-8703</p> <p><b><a href="#">Robbinsdale Virtual Academy</a></b> 2400 Sandburg Lane, Golden Valley 763-504-8700</p>	<p><b>MAGNET SCHOOLS</b></p> <p><b><a href="#">FAIR School Crystal</a></b> (grades 6-8) 3915 Adair Ave. N. Crystal 763-971-4501</p> <p><b><a href="#">FAIR School Pilgrim Lane</a></b> (grades K-5) 3725 Pilgrim Lane N. Plymouth 763-504-8400</p> <p><b><a href="#">Robbinsdale Spanish Immersion School (RSIS)</a></b> (grades K-5) 8808 Medicine Lake Rd. New Hope 763-504-4400</p> <p><b><a href="#">School of Engineering and Arts (SEA)</a></b> (grades K-5) 1751 Kelly Dr. Golden Valley 763-504-7200</p>	<p><b>Education Service Center</b> 4148 Winnetka Ave. N. New Hope 763-504-8000</p> <p><b>Student Services</b> 763-504-8027</p> <p><b>Early Childhood Family Education</b> 763-504-4170</p> <p><b>Early Childhood Preschool</b> 763-504-5330</p> <p><b>Food Services/Nutrition Services</b> 763-504-8050</p> <p><b>Robbinsdale Virtual Academy</b> 763-504-8700</p> <p><b>Transportation</b> 763-504-8107</p>

## Links to additional information

### [Multi-Tiered System of Supports \(MTSS\)](#)

The Multi-Tiered System of Supports is the district's framework for helping all students succeed by matching instruction, interventions and assessment to the personalized needs of students.

### [Student Services](#)

The Robbinsdale Area Schools Student Services website includes helpful information on activities and athletics, alternative programs, behavior resources, health resources, targeted services and Section 504 plans.

### [Pupil Fair Dismissal Act](#)

The Pupil Fair Dismissal Act includes the policies, grounds and procedures for dismissing students from public schools in Minnesota (Minn. Stat. §§ 121A.40-121A.56).

### [Minnesota State High School League](#)

Robbinsdale Area Schools participates in the Minnesota State High School League. The League exists to provide competitive, equitable and uniform opportunities for high school students to learn valuable lessons through participation in athletics and fine arts. Policies regarding eligibility, sportsmanship, chemical health and scholarship recognition are listed on the League's website.

### [Minnesota Department of Education: Parental Rights](#)

State laws governing parental rights related to topics in pre-K through grade 12 education.

### [Health Services](#)

Rdale's Health Services Department seeks to create and sustain a school environment that promotes and supports student health, well-being and academic achievement. Research shows healthy students are better learners.

### [Transportation](#)

The Transportation department is committed to providing a positive, safe experience for those who ride the district school buses. School bus schedule information is mailed to families in the Robbinsdale Area Schools district before the first day of school. Additional transportation information can be found on the department's website.

### [Special Education](#)

Rdale's special education programs and services are designed to meet the needs of children and youth ages birth through 21 years with various disabilities. The Special Education Department has information and resources for families along with district practices.

## State testing

Statewide tests, the Minnesota Comprehensive Assessments (MCAs) and Minnesota Test of Academic Skills (MTAS) help school districts measure student progress toward Minnesota's reading, math, and science academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA).

The ACCESS for ELLs and WIDA Alternate ACCESS are English language proficiency tests used to meet federal and state legislative requirements. These assessments are used to monitor English learners' progress as they develop academic language skills in reading, writing, listening, and speaking.

**PLEASE NOTE:** Minnesota Comprehensive Assessment scores are used in determining course placement at Minnesota State Colleges and Universities. A student's MCA score could save families significant money by demonstrating that students do not need to take non-credit-bearing courses. For more information, please visit MDE's website.

### Cell phones

Students may not use cell phones, wearable technology (e.g., smart watches, fitness trackers) or any other device (except the school-owned device being used for testing) during testing, including during breaks. Students cannot receive or view calls, texts, or alerts during test administration. Students may not wear or access wearable technology during testing if the device can electronically send or receive information. If one of these devices is worn during testing, the student's test must be invalidated because the device is visible and accessible.

If a student has a cell phone or other electronic device in a testing room, the student must turn their cell phone (or other device) off, place it in an envelope (provided by the school) and store the envelope where it will be inaccessible during testing.

See [rdale.org/academics/Minnesota-assessments](http://rdale.org/academics/Minnesota-assessments) for more information.

### Test security concerns

If you have any concerns about suspected incidents of cheating or other improper or unethical behavior on statewide assessments, you can report that information to your school principal, the district's Research, Evaluation and Assessment department ([REA@rdale.org](mailto:REA@rdale.org) or 763-504-8103), or by submitting the District Test Security Report.

### Why statewide test results matter

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school.

Assessments are a way to gather information used for making educational decisions. Teachers and school districts use a variety of assessment types to guide instruction and support students. Minnesota students take statewide assessments to provide school districts and the public with information about equitable opportunities for all students to engage with high quality content in school.

The Minnesota Department of Education (MDE) uses MCAs to find out how well schools have aligned curriculum to and instructed students in the Minnesota Academic Standards in reading, mathematics, and science. Schools use the information to improve classroom teaching and learning. Teachers and principals look for areas where students do well so they can reinforce the ways they teach these skills. They also look for areas that need improvement so they can increase instructional time or modify their instruction. For more information about statewide testing, see [MDE's statewide testing website](#).

## Statewide Assessments:

### Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

#### Assessments Connect to Standards

Statewide assessments are based on the [Minnesota Academic Standards](#) or the [WIDA English Language Development Standards](#). These standards define the knowledge and skills students should be learning in K–12 districts and charter schools. Minnesota prioritizes high-quality education and statewide assessments give educators and leaders an opportunity to evaluate student and school success.

#### Minnesota Comprehensive Assessments (MCA)

MCA and the alternate assessments (Minnesota Test of Academic Skills (MTAS)/Alternate MCA) are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

#### ACCESS and WIDA Alternate ACCESS for English Learners

The ACCESS and WIDA Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English, based on the WIDA English Language Development Standards.

### Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For Postsecondary Enrollment Options (PSEO) in grade 10.
- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.

English learners who take the ACCESS or WIDA Alternate ACCESS and meet certain requirements, have the opportunity to exit from English learner programs.

### Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions on how to use money and resources to support all students.

### Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form below. Contact your student's school to learn more about locally required assessments.

## Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and WIDA Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.



(education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing)

Check with your local school or district to see if there are any additional consequences for not participating.

### Additional Information

- On average, students spend less than 1% of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

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## Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results.

First Name: \_\_\_\_\_ Middle Initial: \_\_\_\_\_ Last Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Current Grade in School: \_\_\_\_\_ Student ID Number (if known): \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

Parent/Guardian Name (print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Reason for Refusal: \_\_\_\_\_

**Please indicate the statewide assessment(s) you are opting your student out of this school year:**

- |   |   |
|---|---|
| <input type="checkbox"/> MCA/MTAS Reading     | <input type="checkbox"/> MCA/Alternate MCA Science    |
| <input type="checkbox"/> MCA/MTAS Mathematics | <input type="checkbox"/> ACCESS/WIDA Alternate ACCESS |

Contact your school or district for more information on how to opt out of local assessments.

(Note: This form is only applicable for the 20\_\_\_\_ to 20\_\_\_\_ school year.)

## Student-Family Use Agreement: Digital Devices

The digital device provided to students is a Chromebook or an iPad. Internet access is needed for most student work to be saved and shared. If your student does not have internet access, please contact their school for information on low-cost internet options for your family. Various locations in the community also provide free wireless Internet, including public libraries. Media centers have a limited number of hotspots (mobile internet Wi-Fi devices).

Digital devices and accessories are the property of Robbinsdale Area Schools and must be returned to Robbinsdale Area Schools. Fees will be assessed for negligent damage or a lost device, charger, or case. Devices and accessories not returned on the date of student withdrawal from school will be reported as stolen to the local police department.

More information can be found in the Family and Student Technology Handbook.

## School Board policies and procedures

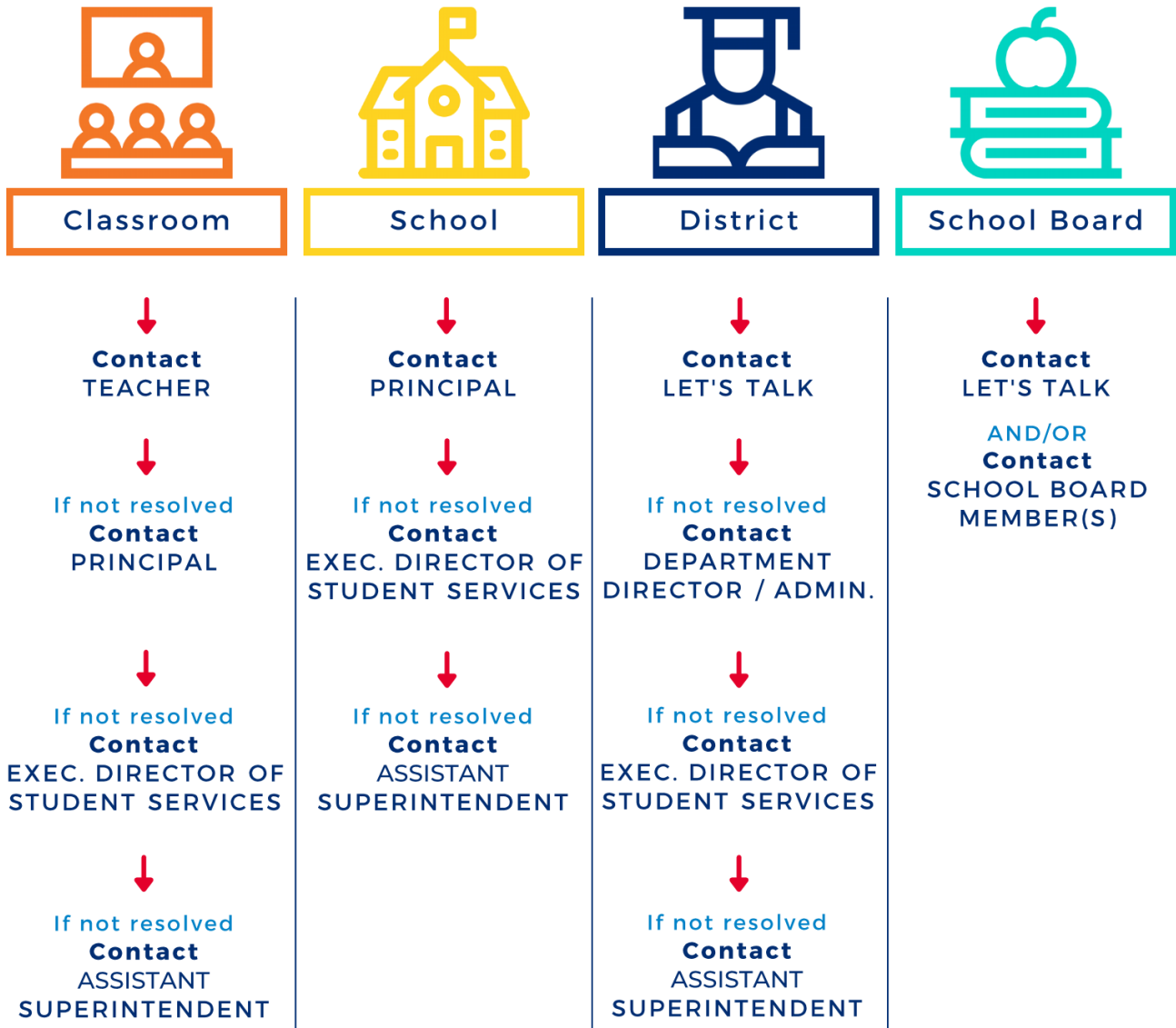
Additional policies and procedures can be found in the [School Board section](#) of Rdale's website. Below is a list of policies relevant to the Guide to Student Support and Behavior with a link to the policy.

- [Board Policy No. 102 - Equal Educational Opportunity](#)
- [Board Policy No. 102.1 - Equity Policy](#)
- [Board Policy No. 413 - Discrimination, Harassment and Violence](#)
- [Board Policy No. 502 - Search of Student Lockers, Desks, Personal Possessions, and Student's Person](#)
- [Board Policy No. 503AP - Student Attendance](#)
- [Board Policy No. 504AP - Student Dress and Appearance](#)
- [Board Policy No. 505AP - Distribution of Nonschool -Sponsored Materials on School Premises by Students and Employees](#)
- [Board Policy No. 506 AP: Student Discipline](#)
- [Board Policy No. 507AP- Corporal Punishment](#)
- [Board Policy No. 510AP - School Activities](#)
- [Board Policy No. 512AP - School Sponsored Student Publications and Activities](#)
- [Board Policy No. 514 - Bullying Prohibition Policy](#)
- [Board Policy No. 515 - Protection and Privacy of Student Records](#)
- [Board Policy No. 516 - Student Medication](#)
- [Board Policy No. 521 - Student Disability Nondiscrimination](#)
- [Board Policy No. 522 - Title IX Student Gender or Sexual Orientation Nondiscrimination](#)
- [Board Policy No. 524 - Internet Acceptable Use and Safety Policy](#)
- [Board Policy No. 525AP - Violence Prevention](#)
- [Board Policy No. 526 - Hazing Prohibition](#)
- [Board Policy No. 527AP - Student Use and Parking of Motor Vehicles: Patrols, Inspections, and Searches](#)
- [Board Policy No. 528AP - Student Parental, Family, and Marital Status Nondiscrimination](#)
- [Board Policy No. 529 - Staff Notification of Violent Behavior by Students](#)
- [Board Policy No. 531 - The Pledge of Allegiance](#)
- [Board Policy No. 532 - Use of Peace Officers and Crisis Team to Remove Students with IEP's from School Grounds](#)
- [Board Policy No. 580AP - Education of Homeless Students](#)
- [Board Policy No. 707AP - Transportation of Public School Students](#)
- [Board Policy No. 708AP - Transportation of Nonpublic School Students](#)
- [Board Policy No. 709 - Student Transportation Safety](#)
- [Board Policy No. 710AP - Extracurricular Transportation](#)
- [Board Policy No. 711AP - Video Recording on School Buses](#)
- [Board Policy No. 712AP - Video Surveillance Other Than On Buses](#)
- [Board Policy No. 801AP - Equal Access to School Facilities](#)
- [Board Policy No. 806 - Crisis Management](#)
- [Board Policy No. 807- Health and Safety](#)
- [Board Policy No. 899 - Unmanned Aerial Vehicles/ Drones](#)



# Guide to Addressing Parent and Community Concerns

## What kind of concern do you have?



If you're unsure who to call, contact the DISTRICT OFFICE at 763-504-8000.

**BELIEVE. BELONG. BECOME.**

# EMERGENCY RESPONSE GUIDE



## **HOLD** Medical Emergency/ Individual Crisis

- Move students away from the incident location. Students outside may remain outside.
- Staff should scan and keep hallways clear. Instruction and normal activity may continue unless directed via PA system. Await further instructions.
- Remain at current location until an announcement is made to resume the normally scheduled activities and movement in the building.



## **LOCKDOWN** Threat **INSIDE** the building

- Scan the hallway quickly and move students and others into the nearest room.
- Close and lock all doors. Consider putting objects in front of the door as a barricade.
- Turn off lights, stay out of sight and instruct students to stay quiet, calm and alert.
- No one should leave the room.
- In the event of a fire alarm during a lockdown, do not evacuate.
- Students and Staff: SILENCE cell phones.
- Stay put, pending further instruction. If confronted with a life or death situation, use your judgment to evade, distract or defend with any object available.



## **SECURE** (inside) Threat **OUTSIDE** the building

- Alert and bring all students and staff inside from outside activities (recess, gym, science class, etc.)
- Close and lock exterior windows and doors. Cover exterior windows, if possible.
- Instruction and all normal indoor activity may continue unless otherwise directed.



## **EVACUATE** Threat **INSIDE** the building

- Follow posted evacuation routes, fire exit routes or exit signs to get outside. Choose the safest route.
- Teachers should bring a class roster, if possible, when leaving the building.
- Move to the designated meeting areas outside the building, a safe distance away.
- For situations involving hazardous materials, move upwind.
- Once outside at the designated meeting area, teachers should take attendance. Report any missing students to the building administrator immediately.
- Remain in the safe areas until further instruction is given or the event is cleared.



## **SEVERE WEATHER** Threat **OUTSIDE** the building

- Direct all people to the nearest severe weather shelter or safe area within the building.
- When appropriate, instruct students to "duck and cover" with backs against the wall. Remain in the sheltered areas until further instructions are given or the warning is cleared.



# ROBBINSDALE Area Schools

## BOARD OF EDUCATION

ReNae Bowman, Chair • Kim Holmes, Vice Chair • Dr. Greta Evans-Becker, Clerk • John Vento, Treasurer  
Helen Bassett, Director • Sharon E. Brooks, Director • Caroline Long, Director

## SUPERINTENDENT

Dr. Teri Staloch

To access the  
information in this  
guide from a device,  
scan this QR code or  
visit this link:  
[bit.ly/3M8PWm0](https://bit.ly/3M8PWm0)



ROBBINSDALE AREA SCHOOLS, 4148 WINNETKA AVE N., NEW HOPE, MN 55427

MAIN: 763-504-8000 • ENROLLMENT CENTER: 763-504-8080

[WWW.RDALE.ORG](http://WWW.RDALE.ORG)



# Levy Certification Timeline

## **September 8, 2024**

- Deadline for MDE to certify levy limitations to school districts

## **September 30, 2024**

- Deadline for districts to submit data changes to MDE
- Deadline for School Boards to certify proposed levies to county auditor

## **December 2, 2024**

- ISD 281 scheduled (Truth in Taxation) meeting to discuss Pay 2025 final levy
- Districts are required to hold hearing in regularly scheduled meeting between November 25 and December 30.

## **December 16, 2024**

- ISD 281 scheduled meeting to adopt final Pay 2025 levy

## **December 28, 2023**

- Deadline to submit final levy to county – Copy to MDE by January 8, 2024



## School Board of Robbinsdale Area Schools

Business Meeting – September 4, 2024

**AGENDA SECTION:** Consent Agenda

**ITEM:** 5. Consent Agenda

**PRESENTER:** ReNae Bowman, School Board Chair

**Description:** Consent Agenda items are considered routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member so requests, in which the item will be removed as a Consent Agenda item and addressed. Consent Agenda items include administrative, personnel matters and financial matters.

**Recommended Motion:** Approve the Consent Agenda items.

	Yes	No	Abstention
Helen Bassett			
ReNae Bowman			
Sharon E. Brooks			
Dr. Greta Evans-Becker			
Kim Holmes			
Caroline Long			
John Vento			

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_



To: Members of the School Board  
Dr. Teri Staloch, Superintendent  
From: Kristen Hoheisel, Chief Financial Officer  
Date: September 4, 2024  
Re: Audit Services

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**RECOMMENDATION:** Administration recommends School Board approval of the audit services proposal from Abdo Solutions, LLP.

**DISCUSSION:** The District received proposals for audit services effective for the 2023-2024 fiscal year audit. Abdo Solutions, LLP provided the best overall audit proposal. Estimated fees and expenses are as follows:

- 2023-2024: \$84,600.00
- 2024-2025: \$88,700.00
- 2025-2026: \$92,600.00



To: Members of the School Board  
Teri Staloch, Superintendent  
From: Kristen Hoheisel, Chief Financial Officer  
Date: September 4, 2024  
Re: Appoint Legal Counsel

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**RECOMMENDATION:**

Administration recommends that the legal services of Anne Becker from Becker Law be retained to support the district in policy review, writing and consulting for the 2024-2025 fiscal year. Authorized district staff to contact legal counsel is the School Board Chair, Superintendent, Assistant Superintendent, Chief Business Official, Executive Director of Human Resources.

**QUESTIONS:** For questions, please contact Kristen Hoheisel at [kristen\\_hoheisel@rdale.org](mailto:kristen_hoheisel@rdale.org)



**To:** School Board Members and Superintendent  
**From:** Kristen Hoheisel – Chief Financial Officer  
**Date:** September 4, 2024  
**Re:** Workers Compensation Renewal - Consent Agenda

## **RECOMMENDATION:**

It is recommended that we renew our Workers' Compensation Insurance Policy for the policy year October 1, 2024 through September 30, 2025 with SFM Insurance Company for the guaranteed cost of \$913,919.

## **DISCUSSION:**

The renewal premium is a decrease of \$62,247 from the previous year premium. The Experience Modification Factor increased from .93 to .97, the District received a premium discount which is reflected in the renewal decrease. The Experience Modification Factor is a term used in the American insurance business and more specifically in workers' compensation insurance. It is the adjustment of annual premium based on previous loss experience. Usually three years of loss experience are used to determine the experience modifier for a workers' compensation policy. The District also takes part in a loss to premium retention program, which resulted in a premium return of \$61,587.

Resource document:

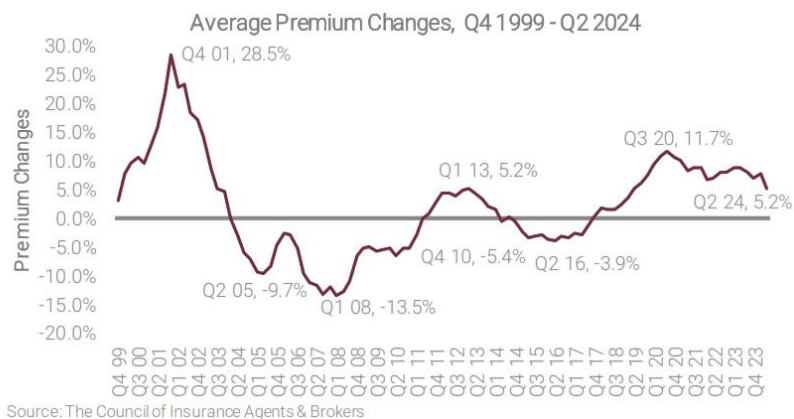
- USI Executive Summary Memo

# Executive Summary Memo – ISD 281 Robbinsdale Area Schools

Your USI School Focus Group Team thanks you for the opportunity to handle your workers compensation risk management & insurance program. The following are key takeaways from The Council of Insurance Agents & Brokers' Commercial Property/Casualty Market Report for Q2 2024 (April 1 – June 30):

- Premiums increased by an average of 5.2% across all account sizes in Q2 2024, down from the previous quarter's 7.7%. Medium-sized account premium increases slowed the most, falling from 8.5% in Q1 2024 to 5.1% in Q2 2024.
- Signs of softened market conditions were clear. Premiums increased by 5.6% across the lines of business, slightly down from last quarter. More importantly, four separate lines of business recorded premium decreases this quarter: workers compensation, cyber, D&O, and employment practices liability.
- Cyber premiums' 1.7% average decrease was the second highest among all lines (behind the 2.2% drop for workers' compensation), a stark contrast to just two years ago when the line recorded multiple quarters of increases of over 20%. Increased capacity for the line may have contributed to this decrease in premiums.
- Conversely, commercial auto premiums rose the most in Q2 2024 at 9.0%, just overtaking commercial property's 8.9% average increase. Nevertheless, these increases were still lower than Q1's 9.8% and 10.1%, respectively.
- Technology, especially AI and automation, was a focus in responses this quarter, but opinions on it diverged. While one respondent from a large Midwestern firm said carriers were using AI to source information in areas such as roof ages, another respondent from a medium Northwestern firm criticized a dependence on "automated" underwriting.

Market conditions softened further in Q2 2024. The average premium increase across all account sizes was 5.2%, down from 7.7% last quarter. Small accounts had the lowest average premium increase at 5.0%, but medium account increases slowed the most, from 8.5% in Q1 2024 to 5.1% in Q2. "It seems every carrier wanted to win the small business segment," said one respondent from a large Southeastern firm.



## PREMIUM PRICING BY LINE OF BUSINESS

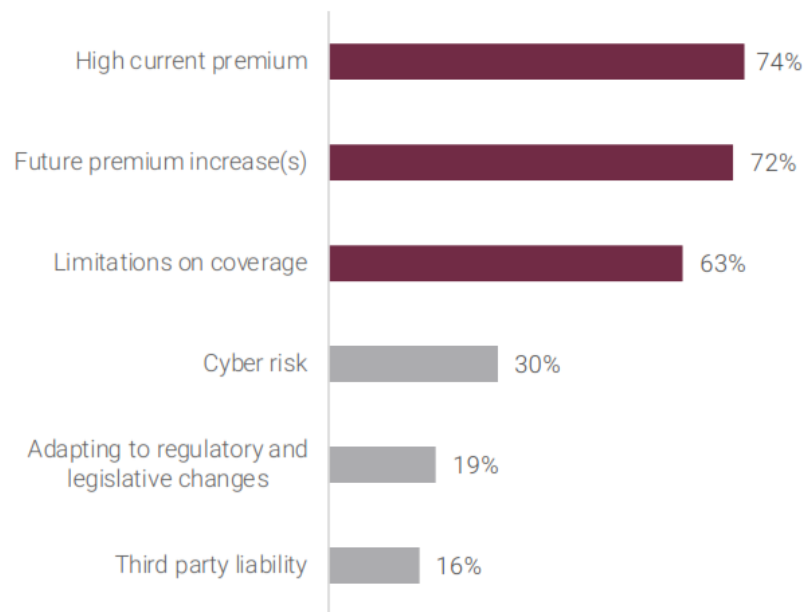
As in the previous quarter, moderation in premium increases continued. The average premium increase across the lines of business were 5.6%, down slightly from Q1 2024. For the first time since Q3 2019, no line of business recorded an average premium increase of over 10%, and premium increases for all lines were either lower or comparable to the previous quarter.

Q2 2024 was also the first quarter since Q4 2022 when a line of business other than commercial property reported

the highest average premium increase: commercial auto, at 9.0%, just overtaking commercial property's average increase of 8.9%.

While workers compensation premiums continued to decrease this quarter—with respondents reporting that carriers leveraged decreases in that line to offset increases in other lines—premiums for three other lines of business also decreased in Q2 2024. Most notable was cyber, with an average decrease of 1.7%, followed by D&O and employment practices liability with average decreases of 1.0% and 0.1%, respectively.

### Top Client Concerns in Q2 2024



#### **HOW USI CAN HELP:**

Organizations should take advantage of risk control strategies to place their enterprises in the best light with insurance carriers, and use all available tools to ensure asset values are in line with industry expectations. Opportunities exist to make positive impacts on insurance costs, coverage, and risk quality.

To help clients navigate complex business challenges, USI shares expert insights and key solutions through our Executive Series. Our cross-functional teams work to provide timely information on new and evolving topics in risk management, employee benefits, personal insurance, and retirement. We then share tailored solutions to help you guide your organization successfully, enhance insurance coverage, and control costs.

#### **RISK MANAGEMENT PLAN ASSESSMENT & IMPLEMENTATION:**

Given these and other market changes and challenges, experts recommend that commercial brokers such as ours who have the resources begin the renewal process early and explore multiple market strategies, in tandem with implementing a robust risk management plan. That way, we stay ahead of surprises with innovative and creative renewal strategies which transition the outcomes in our clients' best favor. It is our responsibility to keep you informed of the challenging market we continue to face.

Nonetheless, we would have strongly recommended our team implement a robust risk management plan to combat these conditions as it related to your entity, as losses have crept up in the last few years and we want to implement mitigation strategies to derive positive results in both frequency of losses, leading to premium reductions and a better risk profile. See suggested sample below titled '**Targeted Risk Management Plan**'.

## Targeted Risk Management Plan

Your USI's Property/Casualty & Risk Management team suggests using a holistic risk management approach which should coincide with a strong ERM (enterprise risk management) program. This risk management plan tends to focus on the following five operational areas:

1. Strategic/Business Operations
2. Legal/Transaction Liability
3. Workers Compensation/Safety/Loss Control
4. General Insurance/Health Insurance
5. Corporate Governance/Information Security

In turn, when assessing and reporting on risk in each area, we suggest applying the following evaluative model:

- Identification of the specific risk evaluated.
- Assignment of the degree of risk the identified practices present.
- Determination of the urgency with which the identified risk should be addressed.
- The USI Risk Management Team's methodology in completing a risk management assessment takes a broad assessment of your organization in tandem with what is assessed by your insurance carriers, utilizing various reports to help provide guidance to help manage the areas of greatest concern. This gives our clients a comprehensive continuous improvement plan that creates a vision and course of action for its — helping better protect the hard and soft costs of its organization.
- Description of our recommendations for mitigating the identified risk(s).

Like any organization, your enterprise is confronted with numerous challenges and risks, of which the following are amongst the most common for your industry (not in any order):

- I. **Cyber/Crime Risks & Financial Controls**
- II. **Contractual Risk Transfer Liability**
- III. **Employee Training**
- IV. **PCA Employment Status/Wage and Hour and Joint Status of Employer/Employee, Malpractice Exposure**
- V. **Network Employment/Privacy Liability Business Continuity & Strategy**
- VI. **Corporate Governance**
- VII. **Fleet Safety/Controls**
- VIII. **Safety Implementation Strategy**
- IX. **Insurance Risk Transfer**
- X. **OSHA Compliance**

*For additional information and resources, please visit our Executive Insights page:*

<https://www.usi.com/executive-insights>

*In going through this plan, please direct any questions to your Consultants, Mohammad ElSawaf & Mark Kraemer.*

**Robbinsdale Area School ISD 281 Workers Compensation Risk Management & Insurance Renewal  
Key Takeaways for 10/1/2024 to 10/1/2025:**

- Targeted Risk Management Plan in full force with workers compensation loss control in Brian Plautz, Mohammad ElSawaf, and engagement from ISD 281 led by Amy O’Hern
- Payrolls decreased by 3%. Experience Modification Factor went from .93 to .97
- Overall total cost dropped from \$ 1,047,936 to \$ 988,560
- Nurse line usage resulted in a 75% self-care rate
- Total incurred claims (dollars) as of July, decreased for the third straight year
- Base rates decreased in all codes
- Claim reviews resulted in 15 closures and \$ 183,418 in reserve reductions
- Provided positive information to District that they will receive \$61,587, based on the Fourth Calculation period from 10/1/18 – 10/1/20, in the amount of \$61,587 from SFM’s Retention program. Check to be issued by SFM Mutual

This summary is provided as a quick comparison of exposure and rates for the expiring and proposed terms.

**Workers’ Compensation Schedule of Exposures**

**State: MN**

Classification	Class Code	Expiring Rate	Expiring Payroll	Expiring Premium	Proposed Rate	Proposed Payroll	Proposed Premium
Colleges or Schools Professional	8868	0.61	\$119,600,000	\$729,560	0.51	\$115,000,000	\$586,500
Colleges or Schools All Other	9101	5.42	\$7,900,000	\$428,180	4.86	\$8,500,000	\$413,100
Bus Company All Other Employees	7382	5.32	\$500,000	\$26,600	4.77	\$500,000	\$23,850
Bus Company: Garage Employees	8385	2.96	If Any	\$0	2.57	If Any	\$0
Drivers, Chauffeurs and Their Helpers	7380	7.56	If Any	\$0	6.75	If Any	\$0
<b>Total</b>				<b>\$1,184,340</b>	<b>Total</b>		<b>\$1,023,450</b>

**24-25 Premium Breakdown:**

**Workers' Compensation Schedule of Exposures**

**State: MN**

Class Code	Classification Description	Estimated Annual Payroll	Rate	Premium
8868	Colleges or Schools Professional	\$115,000,000	0.51	\$586,500
9101	Colleges or Schools All Other	\$8,500,000	4.86	\$413,100
7382	Bus Company All Other Employees	\$500,000	4.77	\$23,850
8385	Bus Company: Garage Employees	If Any	2.57	\$0
7380	Drivers, Chauffeurs and Their Helpers	If Any	6.75	\$0
<b>Total Estimated Standard Premium (without Premium Adjustments)</b>				<b>\$1,023,450</b>

Premium Adjustments	Amount
Increased Limits	\$8,188
Experience Modification Factor	(30,949)
Premium Discount	(115,430)
Expense Constant	\$205
Terrorism	\$6,200
State of MN Special Compensation Fund Assessment	\$22,255
<b>Total Estimated Annual Premium Including Premium Adjustments</b>	<b>\$913,919</b>

*All in all, the terms provided are quite favorable given the risk profile at ISD 281. Please consult with the School Focus Group Team at USI on the details of the provided proposal, CSP, Stewardship, and reports.*



## School Board of Robbinsdale Area Schools

Business Meeting – September 4, 2024

<b>AGENDA SECTION:</b>	Consent Agenda
<b>ITEM:</b>	5.B.1. Policies for Review
<b>PRESENTER:</b>	Policy Committee Members Marti Voight, Assistant Superintendent

The following policy and administrative procedure drafts have minor updates for review:

- [102 - Equal Educational Opportunity](#)
- [104 - Mission Statement](#)
- [104.1 AP - Mission Statement](#)
- **Annual Review:** [410 - Family and Medical Leave](#)
- **Annual Review:** [413 - Discrimination, Harassment, and Violence](#)
- [413.1 AP - Discrimination, Harassment, and Violence](#)
- **Annual Review:** [414 - Mandated Reporting of Child Neglect or Physical or Sexual Abuse](#)
- **Annual Review:** [415 - Mandated Reporting of Maltreatment of Vulnerable Adults](#)
- [416 - Drug, Alcohol, and Cannabis Testing](#)
- [416.1 AP - Drug, Alcohol, and Cannabis Testing](#)
- [418 - Drug-Free Workplace/Drug-Free School](#)
- [418.1 AP - Drug-Free Workplace/Drug-Free School](#)
- [419 - Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices](#)
- [419.1 AP - Tobacco-Free Environment; Possession and Use of Tobacco-Related Devices, and Electronic Delivery Devices](#)
- **Annual Review:** [506 - Student Discipline](#)
- **Annual Review:** [506.1 AP - Student Discipline](#)
- [512 - School-Sponsored Student Publications and Activities](#)
- [512.1 AP - School-Sponsored Student Publications and Activities](#)
- [514 - Bullying Prohibition](#)
- **Annual Review:** [522 - Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process](#)
- **Annual Review:** [522.1 AP - Gender Identity](#)
- [532 - Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds](#)
- [532.1 AP - Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds](#)
- **Annual Review:** [616 - School District System Accountability](#)

- **Annual Review:** [616.1 AP - School District System Accountability](#)
- **Annual Review:** [806 - Crisis Management](#)
- **Annual Review:** [806.1 AP - Crisis Management](#)



To: School Board Directors and Superintendent Staloch  
Re: 24-25 Policy Legislation Language Changes Key  
Date: Wednesday, September 4, 2024

### Legislation language changes for the 24-25 school year policies.

<b>RAS POLICY</b>	<b>UPDATED LANGUAGE CHANGE IN DISTRICT POLICIES 24-25</b>
102 - Educational Opportunity	Adds legislative change to “discrimination” definition
104 - Mission Statement	Removes World’s Best Workforce from statutory reference
413 - Harassment and Violence	Updates “familial status” definition
416 - Drug, Alcohol, and Cannabis Testing	Adds “oral fluid testing”
418 - Drug Free Workplace/Drug Free School	Adds protection for persons in MN Patient Registry Program
419 - Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices	Adds smudging as a permissible activity
506 - Student Discipline	Adds unscheduled student removal provision  School Resource officer definition (no a school employee or agent of the district)
512 - School-Sponsored Student Publications and Activities	Add student and school sponsored media
532 - Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds	Add school resource officer language
616 - School District Accountability	Remove World's Best Workforce Add curriculum cycle

## **RAS POLICY 102 - EQUAL EDUCATIONAL OPPORTUNITY**

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

### **I. PURPOSE**

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

### **II. GENERAL STATEMENT OF POLICY**

- A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not discriminate on the basis of one **or more of the following**: race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school district also makes reasonable accommodations for disabled students.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. Every school district employee shall be responsible for complying with this policy conscientiously.
- E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex;

whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

***Legal References:***

Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)

Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972) 42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

***Cross References:***

RAS Policy 402 (Disability Nondiscrimination)

RAS Policy 413 (Harassment and Violence)

RAS 521 (Student Disability Nondiscrimination)

RAS Policy 522 (Student Sex Nondiscrimination)

RAS Equity Policy 102.1

## **RAS POLICY 104 - MISSION STATEMENT**

### **I. PURPOSE**

The purpose of this policy is to establish a clear statement of the purpose for which the school district exists.

### **II. GENERAL STATEMENT OF POLICY**

The school board believes that a mission statement should be adopted. The mission statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The school board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

### **III. PROCESS**

The superintendent is directed to develop administrative procedures for the mission statement for the School District that meet the state and federal requirements established in law or rule.

#### **Legal References:**

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement **Goals**; Striving for **Comprehensive Achievement and Civic Readiness**)

**Cross References:** [RAS Policy 102.1 - Equity](#)

*Robbinsdale Area Schools*  
*Independent School District 281*  
*Original Adoption: November 11, 2014*  
*Revised: December 4, 2020*  
*Approved: February 8, 2021*  
*Revised: ~~July 18, 2022~~ August 2024*

## **ADMINISTRATIVE PROCEDURE 104.1 - MISSION STATEMENT**

### **I. PURPOSE**

The purpose of this policy is to establish a clear statement of the purpose for which the school district exists.

### **II. GENERAL STATEMENT OF POLICY**

The school board and superintendent believes that a mission statement should be adopted. The mission statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The school board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

### **III. MISSION STATEMENT**

*The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community."*

### **V. REVIEW**

The school board will review the school district's mission every two years, especially when members of the board change. The school board will conduct a comprehensive review of the mission, including the beliefs and values of the community, every five to seven years.

### **Legal References:**

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement **Goals**; Striving for **Comprehensive Achievement and Civic Readiness**)

**Cross References:** [RAS Policy 102.1 - Equity](#)

## **410 - FAMILY AND MEDICAL LEAVE**

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

Procedures and policies regarding family and medical leave will be adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

### **III. PROCESS**

The superintendent is directed to develop Family and Medical Leave administrative procedures for the School District that meet the state and federal requirements established in law or rule.

***Legal References:*** Minn. Stat. §§ 181.940-181.944 (Parenting Leave)  
10 U.S.C. § 101 et seq. (Armed Forces General Military Law)  
29 U.S.C. § 2601 et seq. (Family and Medical Leave Act)  
38 U.S.C. § 101 (Definitions)  
29 C.F.R. Part 825 (Family and Medical Leave Act)

***Cross References:*** None

*Robbinsdale Area Schools  
Independent School District 281  
Adopted: November 16, 2015  
Revised: ~~December 13, 2023~~ August 2024  
Approved: January 8, 2024*

## **RAS Policy 413 - DISCRIMINATION, HARASSMENT, AND VIOLENCE**

### **I. PURPOSE**

The purpose of this policy is to articulate the school board's commitment to fostering learning and working environments that are free from discrimination, harassment, and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity and/or expression, or disability (Protected Class).

### **II. GENERAL STATEMENT OF POLICY**

A. The school district prohibits any form of discrimination, harassment, or violence on the basis of a person's protected class. Any student or school district personnel who discriminates against and/or harasses an individual or group of students or school district personnel based on the individual or group's Protected Class is in violation of this policy.

B. Any student or school district personnel who inflicts, threatens to inflict, or attempts to inflict violence upon an individual or group of students or school district personnel based on the individual or group's Protected Class is in violation of this policy.

C. The school district will take appropriate action, which may include, but is not limited to: conducting an investigation; placing one or more individuals in a different setting or location or on administrative leave; restorative justice; remedial response and/or corrective action, including discipline; in response to complaints or reports of discrimination, harassment, or violence against an individual or group of students or school personnel based on the individual or group's Protected Class.

D. The superintendent is directed to develop administrative procedures to implement this policy.

### **III. PROCESS**

The superintendent is directed to develop administrative procedures for Discrimination/Harassment and Violence for the School District that meet the state and federal requirements established in law or rule.

#### **Legal References:**

- Minn. Stat. § 120B.232 (Character Development Education)
- Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
- Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
- Minn. Stat. § 121A.031 (School Student Bullying Policy)
- Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

Minn. Stat. § 609.341 (Definitions)  
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)  
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)  
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)  
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)  
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)  
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)  
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)  
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

**Cross References:**

RAS Policy 102 (Equal Educational Opportunity)  
RAS Policy 401 (Equal Employment Opportunity)  
RAS Policy 402 (Disability Nondiscrimination Policy)  
RAS Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
RAS Policy 406 (Public and Private Personnel Data)  
RAS Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
RAS Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
RAS Policy 506 (Student Discipline)  
RAS Policy 514 (Bullying Prohibition Policy)  
RAS Policy 515 (Protection and Privacy of Pupil Records)  
RAS Policy 521 (Student Disability Nondiscrimination)  
RAS Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)  
RAS Policy 524 (Internet Acceptable Use and Safety Policy)  
RAS Policy 525 (Violence Prevention)  
RAS Policy 526 (Hazing Prohibition)  
RAS Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

RAS Administrative Procedure 413.1

## **413.1 AP - DISCRIMINATION, HARASSMENT, AND VIOLENCE**

### **I. PURPOSE**

The purpose of this administrative procedure is to implement Policy 413 and foster learning and working environments free from discrimination, harassment, and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity and/or expression, or disability (Protected Class).

### **II. GENERAL STATEMENT OF PROCEDURE**

- A. The school district prohibits any form of discrimination, harassment, or violence on the basis of a person's protected class. Any student or school district personnel who discriminates and/or harasses an individual or group of students or school district personnel based on the individual or group's Protected Class is in violation of this Procedure.
- B. Any student or school district personnel who inflicts, threatens to inflict, or attempts to inflict violence upon an individual or group of students or school district personnel based on the individual or group's Protected Class is in violation of this Procedure.
- C. The school district will take appropriate action, which may include, but is not limited to: conducting an investigation; placing one or more individuals in a different setting or location or on administrative leave; restorative justice; remedial response and/or corrective action, including discipline, in response to reports or complaints of discrimination, harassment, or violence against an individual or group of students or school personnel based on the individual or group's Protected Class.

### **III. DEFINITIONS**

Many of the terms used in Policy 413 and this Procedure are defined in the Minnesota Human Rights Act, Minn. Stat. Chap. 363A, specifically 363A.03. To the extent there are terms used in the Policy or Procedure which are not defined in the Minnesota Human Rights Act, and/or are specific to the educational setting, they are included below:

A. "Assault" is:

- 1. an act done with intent to cause fear in another of immediate bodily harm or death;
- 2. the intentional infliction of or attempt to inflict bodily harm upon another; or 3. the

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

1

. B: “Harassment” consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals’ protected status when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
2. has the purpose or effect of substantially interfering with an individual’s work or academic performance; or
3. otherwise adversely affects an individual’s employment or academic opportunities.

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

D. Protected Classification Definitions:

I. Definitions

1. “Disability” means, with respect to an individual who
  - a. a physical sensory or mental impairment that materially limits one or more major life activities of such individual;
  - b. has a record of such an impairment; or
  - c. is regarded as having such an impairment.
2. “Familial status” means the condition of one or more minors having legal status or custody with:
  - a. the minor’s parent or parents or the minor’s legal guardian or guardians; or
  - b. the designee of the parent or parents or guardian or guardians with the written permission of the parent or parents or guardian or guardians. Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential requirements for physical health, safety, or self-care because the individual or individuals are unable to receive and evaluate information or make or communicate decisions. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

**[NOTE: The 2024 Minnesota legislature revised the definition of “familial status”].**

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

4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.
5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
6. "Sexual orientation" means to whom someone is, or is perceived of as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities.

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

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

E. "Remedial Response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of the person who is the target of the prohibited conduct.

F. Sexual Harassment:

1. "Sexual harassment" includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
  - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
  - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
  - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
2. Sexual harassment may include, but is not limited to:
  - a. unwelcome verbal harassment or abuse;
  - b. unwelcome pressure for sexual activity;
  - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;

- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

. G Sexual Violence:

- 1. "Sexual violence" is a physical act of aggression or force, or the threat of aggression or force, which involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
  - a. touching, patting, grabbing, or pinching another person's intimate parts;
  - b. coercing, forcing, or attempting to coerce or force the touching of anyone's 3 intimate parts;
  - c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
  - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

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

I. "Restorative Justice" examines the harmful impact of an action or actions and considers what can be done to repair that harm. This cooperative model includes trained facilitators in a process that aims to hold accountable the person(s) who caused the harm, provide the opportunity for those harmed to communicate as little or as much about the impact of the harm on them as they want to, and allows for full participation by all parties impacted.

**N. IV. REPORTING PROCEDURES**

A. Any person who believes they have been the target or victim of discrimination, harassment, or violence on the basis of that person's Protected Class by a student or school district personnel, or any person with knowledge<sup>114</sup> or belief of conduct which may constitute

discrimination, harassment, or violence prohibited by this Procedure toward an individual or group of students or school district personnel must report the alleged acts immediately to an appropriate school district official designated by this Procedure.

B. The school district encourages the reporting party or complainant to use the report form available on the district's website or from the school building or district office, but oral reports or written documents other than the form are considered complaints as well.

C. Nothing in this Procedure prevents any person from reporting discrimination, harassment, or violence directly to a school district human rights officer or to the superintendent.

D. In Each School Building. The building principal, the principal's designee, or the building supervisor (a "building leader") is the person responsible for receiving oral or written reports of discrimination, harassment, or violence at the building level. Any school district personnel who receives a report of discrimination, harassment, or violence must inform the building leader immediately. If the complaint involves the building leader, the complaint may be made, or sent directly, to the superintendent or the school district human rights officer by the reporting party or complainant. The Human Rights Officer must ensure that Board policy and related procedures, practices, and appropriate action(s), including discipline, are equitably and fully implemented and serve as the primary contact on policy and procedural matters.

E. School personnel must be alert to possible situations, circumstances, or events that might include acts of discrimination, harassment, or violence. Any school personnel who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute discrimination, harassment, or violence must make reasonable efforts to address the discrimination, harassment, or violence and inform the building leader immediately. School district employees who fail to inform the building leader or school district administration of conduct that may constitute discrimination, harassment, or violence or who fail to make reasonable efforts to address and/or resolve the discrimination, harassment, or violence immediately may be subject to action(s) up to and including discipline.

F. Upon receipt of a report, the building leader must notify the school district human rights officer immediately, without screening or investigating the report. The building leader may request, but may not insist upon, a written complaint. A written statement of the facts alleged must be forwarded within 24 hours by the building leader to the human rights officer. If the report was given verbally, the building leader must reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any discrimination, harassment, or violence report or complaint as described above may result in action(s) up to and including discipline against the building leader who received the report.

G. The school board designated the Executive Director of Human Resources as the school district Human Rights Officer. If the complaint involves the Human Rights Officer, the complaint must be filed directly with the superintendent.

H. Submission of a good faith complaint or report of discrimination, harassment, or violence will not negatively affect the complainant or reporter's future employment, grades, work

assignments, or educational or work environment.

- I. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and any witnesses, as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- J. Retaliation against anyone who, in good faith, complains of, reports, witnesses, and/or participates in an investigation of discrimination, harassment, or violence is strictly prohibited.
- K. Knowing and intentional false accusations or reports of discrimination, harassment, or violence are prohibited.
- L. Potential Responses to Substantiated Violations of this Procedure:
  - 1. Students who commit, or are a party to, acts of discrimination, harassment, or violence, or who engage in reprisal or intentional false reporting may receive remedial responses, positive behavioral interventions, corrective action, and/or discipline up to and including suspension and/or expulsion.
  - 2. Employees who permit, condone, or tolerate discrimination, harassment, or violence, or engage in an act of reprisal or intentional false reporting of discrimination, harassment, or violence may face disciplinary action up to and including termination.
  - 3. Consequences for other individuals engaging in prohibited acts of discrimination, harassment, or violence may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

## V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

**vi. SCHOOL DISTRICT ACTION**

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.
- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

**VII. RETALIATION OR REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies,

assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

## **VII. DISSEMINATION OF PROCEDURE AND TRAINING**

The District is committed to providing professional development and training to employees and students about it.

## **VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES**

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

## **IX. HARASSMENT OR VIOLENCE AS ABUSE**

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes, chapter 260E may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

## **X. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

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

**Cross References:**

RAS Policy 102 (Equal Educational Opportunity)  
RAS Policy 401 (Equal Employment Opportunity)  
RAS Policy 402 (Disability Nondiscrimination Policy)  
RAS Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
RAS Policy 406 (Public and Private Personnel Data)  
RAS Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
RAS Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
RAS Policy 506 (Student Discipline)  
RAS Policy 514 (Bullying Prohibition Policy)  
RAS Policy 515 (Protection and Privacy of Pupil Records)  
RAS Policy 521 (Student Disability Nondiscrimination)  
RAS Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)  
RAS Policy 524 (Internet Acceptable Use and Safety Policy)  
RAS Policy 525 (Violence Prevention)  
RAS Policy 526 (Hazing Prohibition)  
RAS Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

## 414 - 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. The policy of the school district is to fully comply with Minn. Stat. Ch. 260E requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails 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.
- C. This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature.

### III. PROCESS

The superintendent is directed to develop Mandated Reporting of Child Neglect or Physical or Sexual Abuse administrative procedures for the School District that meet the state and federal requirements established in law or rule.

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

**Cross References:** [RAS Policy 415 \(Mandated Reporting of Maltreatment of Vulnerable Adults\)](#)

## **415 - 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. The policy of the school district is to fully comply with Minn. Stat. § 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. It shall be a violation of this policy for any school personnel to fail 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. PROCESS**

The superintendent is directed to develop Mandated Reporting of Maltreatment of Vulnerable Adults administrative procedures for the School District that meet the state and federal requirements established in law or rule.

**Legal References:** Minn. Stat. § 13.02 (Collection, Security, and Dissemination of Record 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:** None

Robbinsdale Area Schools  
Independent School District 281  
Original 1995

Adopted: November 4, 2013

Revised and Approved: ~~August 7, 2023~~ August 2024

## **RAS POLICY 416 - DRUG, ALCOHOL AND CANNABIS TESTING**

~~Adopted: April 22, 2013~~ August 2024

***[NOTE: Drug, alcohol, and cannabis testing of school bus drivers and **driver** applicants is mandatory under federal law. The mandatory testing is described under Part III. of the policy. Drug and alcohol testing of other employees or drug and alcohol testing of school bus drivers beyond that mandated by federal law is optional and can be done under state law only if a policy containing provisions, such as the provisions of Part IV. of this policy, is adopted. Cannabis testing of school employees and school bus drivers shall conform to federal and Minnesota law. To preserve the right to request or require school district employees who are not bus drivers and applicants to undergo cannabis testing or drug and/or alcohol testing or to require bus drivers to submit to testing that is not federally mandated, a school district should adopt Part IV. as part of its drug and alcohol testing policy.]***

### **I. PURPOSE**

A. The school board recognizes the significant problems created by drug and alcohol use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.

B. The school board believes that a work environment free of drug and alcohol use will be not only safer, healthier, and more productive but also more conducive to effective learning. Therefore, to provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in federal law and Minn. Stat. §§ 181.950-181.957.

### **II. GENERAL STATEMENT OF POLICY**

A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957.

B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957.

C. The use, possession, sale, purchase, transfer, or ~~dispensing~~ dispensing of any drugs not medically

prescribed is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs which are not medically prescribed is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under influence of drugs which are not medically prescribed are prohibited from entering or remaining on school district property.

D. The use, possession, sale, purchase, transfer, or dispensing of alcohol is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol are prohibited from entering or remaining on school district property.

E. Any employee who violates this section shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge.

F. The school district may discipline, discharge, or take other adverse personnel action against an employee for cannabis flower, cannabis product, lower-potency hemp edible, or hemp-derived consumer product use, possession, impairment, sale, or transfer while an employee is working, on school district premises, or operating a school district vehicle, machinery, or equipment as follows:

1. if, as the result of consuming cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product, the employee does not possess that clearness of intellect and control of self that the employee otherwise would have;
2. if cannabis testing verifies the presence of cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product following a confirmatory test;
3. as provided in the school district's written work rules for cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products and cannabis testing, provided that the rules are in writing and in a written policy that contains the minimum information required by [Minnesota Statutes, section 181.952](#); or
4. as otherwise authorized or required under state or federal law or regulations, or if a failure to do so would cause the school district to lose a monetary or licensing-related benefit under federal law or regulations.

### **III. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS**

#### **A. General Statement of Policy**

All persons subject to commercial driver's license requirements shall be tested for alcohol, marijuana, cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

### **IV. POSTING**

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

## V. PROCESS

The superintendent is directed to develop administrative procedures for Drug, Alcohol, Cannabis Testing Administrative Procedure and Processes for the School District that meet the state and federal requirements established in law or rule.

*Legal References:*

- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
- Minn. Stat. Ch. 43A (State Personnel Management)
- Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
- Minn. Stat. § 152.01 (Definitions)
- Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
- Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
- Minn. Stat. § 152.32 (Protections for Registry Program Participation)
- Minn. Stat. § 176.011, subd. 16 (Definitions; Personal Injury)
- Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
- Minn. Stat. § 221.031 (Motor Carrier Rules)
- 49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
- 49 U.S.C. 31306a (National Clearinghouse for Controlled Substance and Alcohol Test Results of Commercial Motor Vehicle Operators)
- 49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
- 49 C.F.R. Parts 40 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)
- 49 C.F.R. Part 382 (Controlled Substances and Alcohol Use and Testing)

*Cross-References:*

- RAS Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
- RAS Model Policy 406 (Public and Private Personnel Data)
- RAS Model Policy 417 (Chemical Use and Abuse)
- RAS Model Policy 418 (Drug-Free Workplace/Drug-Free School)

RAS AP 416.1 - Drug, Alcohol, and Cannabis Testing

## **RAS ADMINISTRATIVE PROCEDURE 416 - DRUG, ALCOHOL, AND CANNABIS TESTING**

### **I. PURPOSE**

- A. The school board recognizes the significant problems created by drug and alcohol use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.
- B. The school board believes that a work environment free of drug and alcohol use will be not only safer, healthier, and more productive but also more conducive to effective learning. Therefore, to provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in federal law and Minn. Stat. §§ 181.950-181.957.

### **B. Definitions**

1. “Actual Knowledge” means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee’s use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee’s admission, except when made in connection with a qualified employee self-admission program.
2. “Alcohol Screening Device” (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. “Breath Alcohol Technician” (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.
4. “Commercial Motor Vehicle” (CMV) includes a vehicle which is designed to transport 16 or more passengers, including the driver.
5. “Designated Employer Representative” (DER) means a designated school district representative authorized to take immediate action to remove employees from safety-sensitive duties, to make required decisions in the testing and evaluation process, and to receive test results and other communications for the school district.
6. “Department of Transportation” (DOT) means United States Department of Transportation.
7. “Direct Observation” means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.

8. “Driver” is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers, and independent owner operator contractors.

9. “Evidential Breath Testing Device” (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.

10. “Licensed Medical Practitioner” means a person who is licensed, certified, and/or registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.

11. “Medical Review Officer” (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district’s drug testing program and for evaluating medical explanations for certain drug tests.

12. “Refusal to Submit” (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver’s provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and it has been determined that there was no adequate medical explanation for the failure; (f) fails or declines to take an additional test as directed; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer’s instructions, in an observed collection, to raise the driver’s clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.

13. “Safety-sensitive functions” are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.

14 “Screening Test Technician” (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.

15. “Stand Down” means to temporarily remove an employee from performing safety sensitive functions after a laboratory reports a confirmed positive, an adulterated, or a substituted test result but before the

MRO completes the verification process.

16. “Substance Abuse Professional” (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

### C. Policy and Educational Materials

[NOTE: Federal regulations require that school districts provide materials to bus drivers explaining the school district’s policies and procedures and the federal requirements with respect to the mandatory drug and alcohol testing of bus drivers. 49 Code of Federal Regulations, section 382.601. Most of the required information is contained within this model policy. Additional materials to be provided to employees are described in Paragraph 2. of Section C.]

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.

2. The school district shall provide to each driver information concerning the effects of alcohol and controlled substances use on an individual’s health, work, and personal life; signs and symptoms of an alcohol or drug problem; and available methods of intervening when an alcohol or drug problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.

416-3

3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.

4. The school district shall require each driver to sign a statement certifying that he or she has received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

**[NOTE: The federal regulations require a school district to obtain a signed statement from each driver certifying that he or she received a copy of these materials. 49 Code of Federal Regulations, section 382.601(d). The original signed certificate must be maintained by the school district and a copy may be provided to the driver.]**

### D. Alcohol and Controlled Substances Testing Program Manager

[NOTE: School districts are required by federal regulations to designate a person to answer driver questions about the policy and the education materials described in Section C. above and to notify the drivers of the designation. 49 Code of Federal Regulations, section 382.601(b)(1).]

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.

2. The school district shall designate a program manager and provide written notice of the designation to

each driver along with this policy.

E. Specific Prohibitions for Drivers

[NOTE: The specific prohibitions for drivers are contained, in large part, in 49 Code of Federal Regulations, sections 382.201-382.215.]

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
  2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.
  3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
  4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
  5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until he or she undergoes a post-accident alcohol test, whichever occurs first.
  6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
  7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV.
  8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances or has adulterated or substituted a test specimen for controlled substances.
- 416-4
9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district which prohibit the possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and policy of the school district.

## G. Prescription Drugs

A driver shall inform his or her supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV.

## H. Testing Requirements

### 1. Pre-Employment Testing

- a. A driver applicant shall undergo testing for alcohol and controlled substances before the first time the driver performs safety-sensitive functions for the school district.
- b. Tests shall be conducted only after the applicant has received a conditional offer of employment.
- c. In order to be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.
- d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety sensitive transportation work covered by DOT testing rules.
- e. Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License (CDL) Drug and Alcohol Clearinghouse ("Clearinghouse") to obtain information about whether the driver (1) has a verified positive, adulterated, or substituted controlled substances test result; (2) has an alcohol confirmation test with a concentration of 0.04 or higher; (3) has refused to submit to a test in violation of federal law; or (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law. The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query (see Attachment C to this policy). The school district shall retain the consent for three (3) years from the date of the query.

### 2. Post-Accident Testing

- a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.

416-5

- b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.
- c. Drivers should be tested for controlled substances no later than thirty-two (32) hours after the accident.
- d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
- e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.
- f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.
- g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

### 3. Random Testing

- a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.
- b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.
- c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made.
- d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.
- e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

### 4. Reasonable Suspicion Testing

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances on duty or within four (4) hours before coming on duty. The test shall be done as soon as practicable following the

observation of the behavior indicative of the use of controlled substances or alcohol.

b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.

c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.

d. The supervisor or school district official who makes observations leading to a controlled substance's reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

5. Return-To-Duty Testing. A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances.

6. Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

#### 7. Refusal to Submit and Attendant Consequences

a. A driver or driver applicant may refuse to submit to drug and alcohol testing.

b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 U.S.C. § 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.

c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.

d. An employee who refuses to submit to testing shall not be permitted to perform safety sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety sensitive functions.

e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment C to this policy.

## I. Testing Procedures

### 1. Drug Testing

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.
- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.
- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.
- d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that there is a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether there is an acceptable medical reason for the positive result. The MRO shall confirm and report a positive test result to the DER and the employee when there is no legitimate medical reason for a positive test result as received from the testing laboratory.
- e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.
- f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:

416-8

- (1) The donor expressly declines the opportunity to discuss the test results;
- (2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
- (3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

## 2. Alcohol Testing

- a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.
- b. Any test result less than 0.02 alcohol concentration is considered a “negative” test.
- c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor’s inability to provide a breath sample is genuine or constitutes a refusal to test.
- d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.
- e. Alcohol tests are reported directly to the DER.

## J. Driver/Driver Applicant Rights

1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver’s or driver applicant’s expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.
2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
  - a. The school district has first given the employee an opportunity to participate in, at the employee’s own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and
  - b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.

c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

#### K. Testing Laboratory

The testing laboratory for controlled substances will be a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

#### L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minn. Stat. Ch. 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

#### M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

2. The required records shall be retained for the following minimum periods: Basic Records 5 Years  
“Basic records” includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers 3 years

Collection records 2 years

Negative and cancelled drug tests 1 year

Alcohol tests with less than 0.02 concentration 1 year

Education and training records

indefinite

“Education and training records” must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

#### 3. Personal Information

Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse (“Clearinghouse”) as required under federal law, including:

- a. The name of the person tested;
- b. Any verified positive, adulterated, or substituted drug test result;
- c. Any alcohol confirmation test with a BAC concentration of 0.04 or higher;
- d. Any refusal to submit to any test required hereunder;
- e. Any report by a supervisor of actual knowledge of use as follows
  - i. Any on-duty alcohol use;
  - ii. Any pre-duty alcohol use;
  - iii. Any alcohol use following an accident; and

iv. Any controlled substance use.

F. Any report from a substance abuse professional certifying successful completion of the return-to-work process;

g. Any negative return-to-duty test; and

h. Any employer's report of completion of follow-up testing.

#### N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

#### O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.

#### 2. Referral, Evaluation, and Treatment

a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.

B. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.

**[NOTE: School districts are not required to comply with state law governing drug and alcohol testing when the individuals are subject to the federal laws and regulations (i.e., bus drivers). If a school district, after consultation with legal counsel, chooses to comply voluntarily with these requirements, Subparagraph b., above, can be modified as follows:**

C. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.

d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

#### 3. Disciplinary Action

a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing

not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.

b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.

c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

#### P. Other Testing

The school district may request or require that drivers submit to drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minn. Stat. §§ 181.950-181.957, For purposes of such additional testing, drivers fall within the definition of "other employees" covered by Section IV of this policy.

#### Q. Report to Clearinghouse

The school district shall promptly submit to the Clearinghouse any record generated of an individual who refuses to take an alcohol or controlled substance test required under Title 49, Code of Federal Regulations, tests positive for alcohol or a controlled substance in violation of federal regulations, or violates subpart B of Part 382 of Title 49, Code of Federal Regulations (or any subsequent corresponding regulations).

#### R. Annual Clearinghouse Query

1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or substitute controlled substance test, no alcohol confirmation test with a concentration of 0.04 or higher, refuses to submit to a test, or was reported to have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where the driver completed the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations 382.701.

2. The school district may not access an individual's Clearinghouse record unless the school district

(1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.

3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.

4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

#### **IV. CANNABIS TESTING OR DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES**

The school district may request or require drug and alcohol testing or cannabis testing for other school district personnel, i.e., employees who are not school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing or cannabis testing as authorized in this policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing. (See Section III. of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. of this policy will be applicable to such testing.

##### **A. Definitions**

1. "Cannabis testing" means the analysis of a body component sample according to the standards established under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of cannabis flower, as defined in Minnesota Statutes, section 342.01, subdivision 16, cannabis products, as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, hemp-derived consumer products as defined in section 342.01, subdivision 37, or cannabis metabolites in the sample tested. The definitions in this section apply to cannabis testing unless stated otherwise.

2. "Confirmatory test" and "confirmatory retest" mean a drug or alcohol test that uses a method of analysis allowed under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.

3. "Drug" means a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, but does not include marijuana, tetrahydrocannabinols, cannabis flower as defined in section 342.01, subdivision 16, cannabis products as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, and hemp-derived consumer products as defined in section 342.01, subdivision 37.

4. "Drug and Alcohol Testing," "Drug or Alcohol Testing," and "Drug or Alcohol Test" mean analysis of a body component sample by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" do not include cannabis or cannabis testing, unless stated otherwise.

5. "Employee" means a person, independent contractor, or person working for an independent

contractor who performs services for compensation, in whatever form, for an employer.

6. "Initial screening test" means a drug or alcohol test or cannabis test which uses a method of analysis under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1. "Job Applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III).

7. "Oral fluid test" means analysis of a saliva sample for the purpose of measuring the presence of the same substances as drug and alcohol testing and cannabis testing that:

a. can detect drugs, alcohol, cannabis, or their metabolites in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1; and

b. does not require the services of a testing laboratory under section 181.953, subdivision 1.

**[NOTE: The 2024 Minnesota legislature added oral fluid tests.]**

8. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the district's drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."

9. "Positive Test Result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.

10. "Random Selection Basis" means a mechanism for selection of employees that:

a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and

b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.

11. "Reasonable Suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.

12. "Safety-Sensitive Position" means a job, including any supervisory or management position, in which an impairment caused by drug, alcohol, or cannabis usage would threaten the health or safety of

any person.

**B. Circumstances Under Which Drug or Alcohol Testing May Be Requested or Required: 1. General Limitations**

a. The school district **may** request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or cannabis testing, unless the testing is done pursuant to this policy; and either (1) is conducted by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1; or (2) complies with the oral fluid test procedures under section 181.953, subdivision 5a.

b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing on an arbitrary and capricious basis.

**2. Cannabis Testing Exceptions**

For the following positions, cannabis and its metabolites are considered a drug and subject to the drug and alcohol testing provisions in Minnesota Statutes, sections 181.950 to 181.957:

- a. a safety-sensitive position, as defined in Minnesota Statutes, section 181.950, subdivision 13;
- b. a position requiring face-to-face care, training, education, supervision, counseling, consultation, or medical assistance to children;
- c. a position requiring a commercial driver's license or requiring an employee to operate a motor vehicle for which state or federal law requires drug or alcohol testing of a job applicant or an employee;
- d. a position of employment funded by a federal grant; or
- e. any other position for which state or federal law requires testing of a job applicant or an employee for cannabis.

**3. Job Applicant Testing**

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer which is contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.

**4. Oral fluid testing**

a. **When drug and alcohol testing or cannabis testing is otherwise authorized under Minnesota Statutes, section 181.951, the school district may request an employee or job applicant to undergo oral fluid testing according to the procedures under Minnesota Statutes, section 181.953, subdivision 5a as an alternative to using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1.**

b. The employee must be informed of the test result at the time of the oral fluid test. Within 48 hours of an oral fluid test that indicates a positive test result or that is inconclusive or invalid, the employee or job applicant may request drug or alcohol testing or cannabis testing at no cost to the employee or job applicant using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1, and according to the existing laboratory testing standards in subdivisions 1 to 5. The rights, notice, and limitations in Minnesota Statutes, section 181.953, subdivision 6, paragraph (b), and subdivisions 7 to 8 and 10 to 11 apply to an employee or job applicant and a laboratory test conducted pursuant to this paragraph.

c. If the laboratory test under paragraph (b) above indicates a positive result, any subsequent confirmatory retest, if requested by the employee or job applicant, must be conducted following the retest procedures provided in Minnesota Statutes, section 181.953, subdivision 6, paragraph (c), and subdivision 9 at the employee's or job applicant's own expense.

d. Nothing in this subdivision is intended to modify the existing requirements for drug and alcohol testing or cannabis testing in the workplace under Minnesota Statutes, sections 181.950 to 18.957, unless stated otherwise.

**[NOTE: The 2024 Minnesota legislature enacted this provision.]**

#### 5. Random Testing

The school district may request or require “other employees” to undergo cannabis testing or drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

#### 6. Reasonable Suspicion Testing

The school district may request or require any employee to undergo drug and alcohol testing if the school district has a reasonable suspicion that the employee:

- a. is under the influence of drugs or alcohol;
- b. has violated the school district’s written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol while the employee is working or while the employee is on the school district’s premises or operating the school district’s vehicles, machinery, or equipment;
- c. has sustained a personal injury, as that term is defined in Minn. Stat. § 176.011, Subd. 16, or has caused another employee to sustain a personal injury; or
- d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

#### 7. Treatment Program Testing

The school district may request or require any employee to undergo drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

## 8. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks' written notice that a drug or alcohol test may be requested or required as part of the physical examination.

### C. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

### D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

#### 1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2. and 3. of this Section D.

#### 2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

#### 3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

### E. Reliability and Fairness Safeguards

#### 1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment D to this policy on which to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing policy.

#### 2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

#### 3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test

result report on any drug or alcohol test.

#### 4. Notice of and Right to Explain Positive Test Result

a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide him or her with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information.

b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.

c. Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

d. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if an employee claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

e. Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

#### 5. Notice of and Right to Request Confirmatory Retests

a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide him or her with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.

b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. § 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug or alcohol, or cannabis threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform him or her of other rights provided under Sections F, or G, below, whichever is applicable.

Attachments E and F to this policy provide the Notices described in Paragraphs 2. through 6. of this

Section E.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.

2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:

a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and

b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.

4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.

5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon or after hire.

6. An employee must be given access to information in his or her personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

7. An employee must be given access to information in the individual's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process or cannabis testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial

## Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

## H. Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;
2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;
3. A sample must be accompanied by a written chain-of-custody record; and must record the time the possession of the sample was transferred and must sign and date the chain of-custody record at the time of transfer.
4. An employee must be given access to information in the individual's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process or cannabis testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

## I. Privacy, Confidentiality and Privilege Safeguards

### 1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

### 2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minn. Stat. Ch. 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

### 3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding Paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minn. Stat. Ch. 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of

the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

#### 4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

#### J. Notice of Testing Policy to Affected Employee

The school district shall provide written notice of this drug and alcohol testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant's passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment G to this policy.

#### V. POSTING

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

***Legal References:*** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. Ch. 43A (State Personnel Management)  
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)  
Minn. Stat. § 152.01 (Definitions)  
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)  
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)  
Minn. Stat. § 152.32 (Protections for Registry Program Participation)  
Minn. Stat. § 176.011, subd. 16 (Definitions; Personal Injury)  
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)  
Minn. Stat. § 221.031 (Motor Carrier Rules)  
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)  
49 U.S.C. 31306a (National Clearinghouse for Controlled Substance and Alcohol Test Results of Commercial Motor Vehicle Operators)  
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)  
49 C.F.R. Parts 40 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)  
49 C.F.R. Part 382 (Controlled Substances and Alcohol Use and Testing)

***Cross-References:*** RAS Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
RAS Policy 406 (Public and Private Personnel Data)  
RAS Model Policy 417 (Chemical Use and Abuse)  
RAS Model Policy 418 (Drug-Free Workplace/Drug-Free School)

## **418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL**

### **I. PURPOSE**

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, non intoxicating cannabinoids, (edible cannabinoid products), and controlled substances without a physician's prescription.

### **II. GENERAL STATEMENT OF POLICY**

A. Use or possession of alcohol, toxic substances, medical cannabis, non intoxicating cannabinoids, (edible cannabinoid products), and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.

B. It shall be a violation of this policy for any student, teacher, administrator, other school district personnel, or member of the public to use alcohol, toxic substances, medical cannabis, non intoxicating cannabinoids, (edible cannabinoid products), or controlled substances in any school location.

C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.

D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

### **III. PROCESS**

The superintendent is directed to develop administrative procedures for Drug Free Workplace/Drug Free School Administrative Procedure and Processes for the School District that meet the state and federal requirements established in law or rule.

**Legal References:** Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)  
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)  
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)  
Minn. Stat. § 152.01, Subd. 15a (Definitions)  
Minn. Stat. § 152.0264 (Cannabis Sale Crimes)  
Minn. Stat. § 152.22, subd. 6 (Medical Cannabis; Definitions; Medical Cannabis)  
Minn. Stat. § 152.23 (Medical Cannabis; Limitations; Medical Cannabis)

Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving) Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)  
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)  
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)  
Minn. Stat. § 342.56 (Limitations)  
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)  
Minn. Stat. § 609.684 (Abuse of Toxic Substances)  
Minn. Stat. § 624.701 (Liquor in Certain Buildings or Grounds)  
20 U.S.C. § 7101-7165  
21 U.S.C. § 812 (Schedules of Controlled Substances)  
41 U.S.C. §§ 701-707 (Drug-Free Workplace Act)  
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)  
34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)

**Cross References:** RAS Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
RAS Policy 416 (Drug and Alcohol Testing)  
Policy 417 (Chemical Use and Abuse)  
RAS Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)  
RAS Policy 506 (Student Discipline)  
RAS Policy 516 (Student Medication)

RAS AP 418.1 (Drug-Free Workplace/Drug-Free School)

## **RAS ADMINISTRATIVE PROCEDURE 418 - DRUG FREE WORKPLACE/DRUG FREE SCHOOL**

### **I. PURPOSE**

The purpose of this administrative procedure is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, non intoxicating cannabinoids, (edible cannabinoid products), and controlled substances without a physician's prescription.

### **II. DEFINITIONS**

A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.

B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.

C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.

D. "Nonintoxicating cannabinoid" means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.

E. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; or (4) combustion with use of dried raw cannabis; or (5) any other method, excluding smoking, approved by the commissioner.

F. "Toxic substances" includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the commissioner of health.

G. "Use" means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other

immediate means.

H. “Sell” means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.

I. “Possess” means to have on one’s person, in one’s effects, or in an area subject to one’s control.

J “School location” includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

### **III. EXCEPTIONS**

A. It shall not be a violation of this policy for a person to bring onto a school location, for such person’s own use, a controlled substance, except medical cannabis, non intoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician’s prescription for the substance. The person shall comply with the relevant procedures of this policy.

B. It shall not be a violation of this policy for a person to possess an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota . Statutes section § 624.701, Subdivision. 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).

C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.

**D. The school district may not refuse to enroll or otherwise penalize a patient or person enrolled in the Minnesota Patient Registry Program as a pupil solely because the patient or person is enrolled in the registry program, unless failing to do so would violate federal law or regulations or cause the school to lose a monetary or licensing-related benefit under federal law or regulations.**

**[NOTE: The 2024 Minnesota legislature amended this law to add this protection.]**

### **IV. PROCEDURES**

A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, non intoxicating cannabinoids, or edible cannabinoid products, must comply with the school district’s student medication policy.

***[Note: School districts are required by Minnesota. Statutes., §section 121A.22 to develop procedures***

*for the administration of drugs and medicine. If the school district does not have a student medication policy such as MSBA/MASA Model Policy 516, this Paragraph A. can be modified to provide: “Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, non intoxicating cannabinoids, or edible cannabinoid products, must provide a copy of the prescription and the medication to the school nurse, principal, or other designated staff member. The school district’s licensed school nurse, trained health clerk, principal, or teacher will administer the prescribed medication except medical cannabis, non intoxicating cannabinoids, or edible cannabinoid products, in accordance with school district procedures.”]*

B. Employees who have a prescription from a physician for medical treatment with a controlled substance are permitted to possess such controlled substance, except medical cannabis, non intoxicating cannabinoids, or edible cannabinoid products, and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.

C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

*[Note: The Drug-Free Workplace Act requires that school district employees be notified by a published statement of the prohibition of the use of controlled substances and actions that will be taken against employees for violations of such prohibition. 41 United States Code section U.S.C. § 8103; 34 C.F.R. Code of Federal Regulations Part 84. An acknowledgment will document satisfaction by the school district of this federal requirement.]*

D. Employees are subject to the school district’s drug and alcohol testing policies and procedures.

E. Members of the public are not permitted to possess controlled substances, except medical cannabis, non intoxicating cannabinoids, or edible cannabinoid products, in a school location except with the express permission of the superintendent.

F. No person is permitted to possess or use medical cannabis, non intoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, non intoxicating cannabinoids, or edible cannabinoid products.

G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes section. § 624.701, Subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

## **V. SCHOOL PROGRAMS**

A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:

1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and
2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.

B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.

C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

## **VI. ENFORCEMENT**

### **A. Students**

1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes, and nonintoxicating cannabinoids, and edible cannabinoid products),

2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counseling service. which may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.

3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

### **B. Employees**

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction.

2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

### C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

**Legal References:**

- Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)
- Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
- Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
- Minn. Stat. § 152.01, Subd. 15a (Definitions)
- Minn. Stat. § 152.0264 (Cannabis Sale Crimes)
- Minn. Stat. § 152.22, subd. 6 (Medical Cannabis; Definitions; Medical Cannabis)
- Minn. Stat. § 152.23 (Medical Cannabis; Limitations; Medical Cannabis)
- Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
- Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)
- Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
- Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)
- Minn. Stat. § 342.56 (Limitations)
- Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
- Minn. Stat. § 609.684 (Abuse of Toxic Substances)
- Minn. Stat. § 624.701 (Liquor in Certain Buildings or Grounds)
- 20 U.S.C. § 7101-7165
- 21 U.S.C. § 812 (Schedules of Controlled Substances)
- 41 U.S.C. §§ 701-707 (Drug-Free Workplace Act)
- 21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
- 34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)

**Cross References:**

- RAS Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
- RAS Policy 416 (Drug and Alcohol Testing)
- Policy 417 (Chemical Use and Abuse)
- RAS Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness)

and Prevention Instruction)  
RAS Policy 506 (Student Discipline)  
RAS Policy 516 (Student Medication)

Robbinsdale Area Schools  
Independent School District 281  
Adopted: August 8, 2016  
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**RAS POLICY 419 - TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES**

*[Note: School districts are not required by statute to have a policy addressing these issues. However, Minn. Stat. § 144.416 requires that entities that control public places must make reasonable efforts to prevent smoking in public places, including the posting of signs or any other means which may be appropriate.]*

**I. PURPOSE**

The purpose of this policy is to maintain a learning and working environment that is tobacco free. **II.**

**GENERAL STATEMENT OF POLICY**

A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off campus events sponsored by the school district.

C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school sponsored events.

## **VI. DISSEMINATION OF POLICY**

A. This policy shall appear in the student handbook.

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

## **III. PROCESS**

The superintendent is directed to develop administrative procedures for Tobacco Free Environment; Possession and Use of Tobacco, Tobacco Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction for the School District that meet the state and federal requirements established in law or rule.

***Legal References:*** Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)  
**Minn. Stat. § 121A.08 (Smudging Permitted)**  
Minn. Stat. § 609.685 (Sale of Tobacco to Children)  
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

***Cross References:*** RAS Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
RAS Policy 506 (Student Discipline)

RAS AP 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco Related Devices and Electronic Delivery Devices)

## **RAS ADMINISTRATIVE PROCEDURE 419 - TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES**

### **I. PURPOSE**

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

### **III. TOBACCO AND TOBACCO-RELATED DEVICES DEFINED**

A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of vapor from the product. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device does not include any product that has been approved or certified by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco-dependence product, or for other medical purposes, and is marketed and sold for such an approved purpose.

B. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco.

C. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.

D. “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

### **IV. EXCEPTIONS**

A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An American Indian student may

carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. Indian is a person who is a member of an Indian tribe as defined under Minnesota law.

B. A violation of this policy does not occur when an adult non student possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

C. An American Indian student or staff member may use tobacco, sage, sweetgrass, and cedar to conduct individual or group smudging in a public school. The process for conducting smudging is determined by the building or site administrator. Smudging must be conducted under the direct supervision of an appropriate staff member, as determined by the building or site administrator.

## **V. ENFORCEMENT**

A. All individuals on school premises shall adhere to this policy.

B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.

C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.

D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.

E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.

F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.

G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke free environment provided by the Freedom to Breathe Act of 2007 or other law.

**Legal References:** Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)  
Minn. Stat. § 121A.08 (Smudging Permitted)  
Minn. Stat. § 609.685 (Sale of Tobacco to Children)  
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

***Cross References:*** RAS Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
RAS Policy 506 (Student Discipline)  
RAS Student Handbook

*Robbinsdale Area Schools  
Independent School District 281  
Adopted: June 3, 2019  
Revised: January 11, 2024  
Approved: ~~March 4, 2024~~*

## **506 - STUDENT DISCIPLINE**

### **I. PURPOSE**

The purpose of student discipline is to: prevent or minimize harm to the student and others; minimize disruption to the learning and working environments; and ensure that students are held accountable for their actions to the extent their behavior was knowing and intentional, unsafe or dangerous and/or in violation of the Student Conduct Procedure, Board policy, or the law. The purpose of this policy is to articulate the school board's commitment to professional development for employees designed to result in: the use of discipline only when other corrective actions are not effective and/or practicable; equity in student discipline; and the use of non-exclusionary discipline whenever possible.

Effective responses to student misconduct consider the age and cognitive development of the student and include: framing instruction and coaching to the needs of the particular student; building or strengthening relationships; repair of harm; restorative practices designed to restore relationships, and re-engage students in the learning community. Effective discipline is educational, not punitive.

### **II. GENERAL STATEMENT OF POLICY**

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes, section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

### **III. PROCESS**

The superintendent is directed to develop administrative procedures for TITLE Administrative Procedure and Processes for the School District that meet the state and federal requirements established in law or rule.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.26 (School Pre Assessment Teams)  
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)  
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. §§ 121A.60 (Definitions)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.611 (Recess and Other Breaks)  
Minn. Stat. § 122A.42 (General Control of Schools)  
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)  
Minn. Stat. Ch. 125A (Special Education and Special Programs)  
Minn. Stat. § 152.22, Subd. 6 (Definitions)  
Minn. Stat. § 152.23 (Limitations)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)  
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)  
29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)  
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

**Cross References:** [RAS Equity Policy 102.1](#)  
RAS Policy 413 (Harassment and Violence)  
RAS Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)  
RAS Policy 501 (School Weapons)  
RAS Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
RAS Policy 503 (Student Attendance)  
RAS Policy 505 (Distribution of Non School-Sponsored Materials on School

Premises by Students and Employees)  
RAS Policy 507.5 (School Resource Officers)  
RAS Policy 514 (Bullying Prohibition Policy)  
RAS Policy 524 (Internet Acceptable Use and Safety Policy)  
RAS Policy 525 (Violence Prevention)  
RAS Policy 526 (Hazing Prohibition)  
RAS Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections,  
and Searches)  
RAS Policy 610 (Field Trips)  
RAS Policy 709 (Student Transportation Safety Policy)  
RAS Policy 711 (Video Recording on School Buses)  
RAS Policy 712 (Video Surveillance Other Than on Buses)

RAS AP 506.1 (Student Discipline)

## **RAS ADMINISTRATIVE PROCEDURE 506 - STUDENT DISCIPLINE**

### **I. PURPOSE**

A safe and positive environment is essential for learning. Knowing and following expectations and procedures will support students in making positive choices and academic progress. When students engage in behaviors that do not follow their school's expectations, school staff members are expected to respond promptly, appropriately and consistently.

Students, their parents/guardians, and school staff are responsible for working collaboratively to support the expectations and procedures outlined in this Procedure and the Student Handbook.

### **II. GENERAL STATEMENT OF PROCEDURE**

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Positive discipline provides options and stresses student self-direction, decision making, and responsibility. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this procedure emphasizes the development of self-discipline, there are instances when it is necessary to administer corrective action and/or disciplinary measures. The school district is committed to the implementation of an equitable district-wide student discipline procedure. This discipline procedure was written in accordance with and is subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes Sections 121A.40-121A.56.

In keeping with Policy 506, the following factors must be considered prior to the development of interventions, deciding upon corrective actions, and/or administering disciplinary responses to student conduct:

- The consistency and equity of responses to similar behavior by similarly-situated students ;<sup>1</sup>
- The student's age, maturity and understanding of the impact of the behavior;
- The student's ability to repair harm caused by the behavior;
- The student's willingness to repair harm caused by the behavior;
- The student's disciplinary record including the nature of prior behavior, the number of prior instances of behavior, and the interventions and disciplinary response applied;
- The nature, severity, and scope of the behavior;
- The circumstances and context in which the behavior occurred, including its impact on the learning environment;
- The student's individualized Education Plan (IEP) or 504 plan, if applicable.

### **III. DEFINITIONS**

<sup>1</sup> Whether one student is similarly-situated to another is determined by whether, and to what extent, they

share the other factors listed.

A. "Non Exclusionary disciplinary policies and practices" are alternatives to dismissing a student from school including, but not limited to, evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services.<sup>2</sup> Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minnesota Statutes, sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

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

#### **IV. POLICY**

A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include non exclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

<sup>2</sup>Non Exclusionary disciplinary policies and practices include, but are not limited to, the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

## **V. AREAS OF RESPONSIBILITY**

A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising the person's lawful authority, may use reasonable

force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

#### I. Reasonable Force Reports

The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

1. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

2. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

## **VI. STUDENT RIGHTS**

All students have the right to an education and the right to learn.

## **VII. STUDENT RESPONSIBILITIES**

All students have the responsibility:

A. For their behavior and for knowing and obeying all school rules, regulations, policies, and

procedures;

- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

## **VIII. CODE OF STUDENT CONDUCT**

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities may be disciplined in accordance with this procedure.

This procedure applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This procedure also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the

safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
2. The use of profanity or obscene language, or the possession or distribution of obscene, slanderous, libelous, or pornographic materials;
3. Gambling including, but not limited to, playing a game of chance for stakes;
4. Violation of school district or school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this procedure, and/or State, federal, and local laws;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Physical force, threats of violence, violence, bullying, or hazing;
7. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia;
8. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include sharing prescription medication with another student);
10. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
11. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
12. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
13. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
14. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;

15. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
16. Acts disruptive of the educational process including, but not limited to, defiance of authority, failure to identify oneself, improper activation of fire alarms, or bomb threats;
17. Use of the school district's technology and equipment, in violation of the school district's Internet Acceptable Use and Safety Policy or other school rules regarding the use and possession of devices;
18. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
19. Violation of parking or school policies or procedures relating to traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property or otherwise violating school district;
20. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker, or any other violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
21. Criminal activity;
22. Falsification of any records, documents, notes, or signatures, and/or tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
23. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
24. Violation of the school district's Harassment and Violence Policy;
25. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or others;
26. Committing an act which inflicts great bodily harm upon another person, even if accidental or as a result of poor judgment;
27. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal sexual harassment or conduct, or indecent exposure;
28. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, obscene, threatening, or intimidating, or threats to school property;

29. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

30. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel, or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interfere with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

31. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;

32. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;

33. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;

34. Violation of the school district's one-to-one device rules and regulations;

## **IX. RECESS AND OTHER BREAKS**

A. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

B. The school district must not use recess detention unless:

1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention; or

3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student

C. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.

D. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request.

The school district is encouraged to use the data in professional development promoting the use of non exclusionary discipline.

E. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

### **VIII. DISCIPLINARY ACTIONS**

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. In general, at a minimum, violations of the Code of Conduct, and other school district rules, regulations, policies, or procedures will result in a discussion of the violation and consideration of remedial and/or corrective actions. The school district will, however, impose disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or State or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention, or restriction or loss of school privileges;
- I. Restorative justice;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;

- O. Out-of-school suspension under the Pupil Fair Dismissal Act;
- P. Preparation of an admission or readmission plan;
- Q. Expulsion under the Pupil Fair Dismissal Act;
- R. Exclusion under the Pupil Fair Dismissal Act; and/or
- S. Other disciplinary action as deemed appropriate by the school district.
- T. A request for a petition to be filed in district court for juvenile delinquency adjudication

## **IX. REMOVAL OF STUDENTS FROM CLASS**

A. The teacher of record shall have the general control and government of the classroom. Teachers are responsible for attempting to modify disruptive student behavior by actions such as: conferring with the student; using positive behavioral supports and reinforcement, assigning detention or other consequences, and/or contacting the student's parents/ guardians. When such measures fail, or when the teacher determines it is necessary based upon the student's conduct, an administrator has the authority to remove the student from class pursuant to this procedure. Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school; or
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this procedure.
4. Other conduct, which is at the discretion of the teacher or administration, requires removal of the student from class. Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.
5. A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

B. If a student is removed from class more than ten (10) times in a school year, teacher/ administration shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the issue that is causing the student to be removed from class.

C. Procedures for Removal of a Student From a Class.

1. Specify procedures to remove a student from a class to be followed by a teacher, school administrator, or other school district employee;
  2. Specify required approvals necessary;
  3. Specify paperwork and reporting procedures.
- D. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)
1. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.
- E. Responsibility for and Custody of a Student Removed from Class.
1. Designation of where student is to go when removed;
  2. Designation of how student is to get to designated destination;
  3. Whether student must be accompanied;
  4. Statement of what student is to do when and while removed;
  5. Designation of who has control over and responsibility for student after removal from class.
- F. Procedures for Return of a Student to a Specific Class from Which the Student was Removed.
1. Specification of procedures;
  2. Actions or approvals required such as notes, conferences, readmission plans.
- G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;
1. Specification of Procedures;
  2. Actions or approvals required, such as notes, conferences, readmission plans.
- H. Students with a Disability; Special Provisions.
1. Procedures for consideration of whether there is a need for further assessment;
  2. Procedures for consideration of whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a student with a disability who is removed from class or disciplined; and

3. Any procedures determined appropriate for referring students in need of special education services to those services.

I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.

1. Establishment of a chemical abuse pre assessment team pursuant to Minnesota Statutes, section 121A.26;

2. Establishment of teacher reporting procedures to the chemical abuse pre assessment team pursuant to Minnesota Statutes, section 121A.29.

J. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.

K. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.

L. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.

M. Any Procedures Determined Appropriate for Referring a Student in Need of Special Education Services to Those Services;

N. Any Procedures Determined Appropriate for Ensuring Victims of Bullying who Respond with Behavior not Allowed under the School's Behavior Policies have Access to a Remedial Response, Consistent with Minnesota Statutes, section 121A.031; and

**O. Unscheduled Student Removal From Class**

The district may consult with child abuse prevention experts to ensure best practices are followed when an unscheduled removal of a student from class may occur. Staff will also receive information on child abuse prevention within the school setting.

**X. DISMISSAL**

This procedure emphasizes the prevention of dismissals through early detection of problems and the use of non exclusionary discipline prior to dismissal. It also provides, in the event dismissal is necessary, uniform criteria for dismissal consistent with the Pupil Fair Dismissal Act.

When a student is dismissed from the school district, the student's school has a continuing responsibility for the student's education during the dismissal period. The school must ensure that alternative educational services offered to the student are adequate to allow the student to make progress toward meeting the graduation standards and prepare the student for readmission.<sup>3 4</sup>

A. The school district must not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district must not dismiss any student without attempting to use non

exclusionary disciplinary policies and procedures before dismissal proceedings or student withdrawal agreements, except in those situations in which there is a reasonable belief that a student presents an immediate and substantial danger to themselves or to surrounding persons or property.

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425 is prohibited. The use of exclusionary practices to address attendance and truancy issues is also prohibited.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this procedure;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school-sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or school district property.

#### C. Disciplinary Dismissals Prohibited

<sup>3</sup> See Minn. Stat. Sec. 120B.02.

<sup>4</sup> See Minn. Stat. Sec. 121A.46, Subd. 5.

1. A student enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

- a. a preschool or pre kindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
- b. kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes Chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after non exclusionary discipline options have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the student or others.

#### D. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator

shall provide the superintendent designee with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

2. School administration must allow a suspended student the opportunity to complete all school work assigned during the period of the student's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the student's teachers to allow the suspended student to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district must make reasonable attempts to convene a meeting with the student and parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense.

4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan must include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension.

A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student presents an immediate and substantial danger to themselves or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

5. A student with a disability may be suspended. When a student with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the student's IEP team, including at least one of the student's teachers, must meet and determine the extent to which the student needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.

6. Alternative education services must be provided to a student who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to: special tutoring; modified curriculum, modified instruction, other modifications or adaptations; instruction through electronic media; special education services as indicated by appropriate assessments; homebound instruction; supervised homework; or enrollment in another district or in an alternative

learning center under Minnesota Statutes Section 123A.05, selected to allow the student to make progress toward meeting graduation standards under Minnesota Statutes Section 120B.02, although in a different setting.

7. The school administration must not suspend a student from school without an informal administrative conference with the student. The informal administrative conference must take place before the suspension, except where school administration has a reasonable belief that the student presents an immediate and substantial danger to themselves or to surrounding persons or property, in which case the conference must take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator must notify the student of the grounds for the suspension, provide an explanation of the evidence the school district has, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, refer to the Student Rights and Responsibilities Handbook.

9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Pupil Fair Dismissal Act, must be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.

10. The school administration must make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

11. In the event a student is suspended without an informal administrative conference on the grounds that the student presents an immediate and substantial danger to surrounding persons or property, the written notice must be served upon the student and the student's parent or guardian within forty eight (48) hours of the suspension. Service by mail is complete upon mailing.

12. Notwithstanding the provisions above, the student may be suspended pending a hearing officer's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that the suspension exceeds five (5) consecutive school days.

#### E. Expulsion and Exclusion Procedures

1. All expulsion and exclusion proceedings must be held pursuant to and in accordance with the provisions of the Pupil Fair Dismissal Act.

2. No expulsion or exclusion can be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

3. The student and parent or guardian must be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice must be served upon the student and their parent or guardian personally or by mail, and must include: a complete statement of the facts; a list of the witnesses and a description of their testimony; the date, time and place of hearing; a copy of the Pupil

Fair Dismissal Act; describe the non exclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel, at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education and is posted on its website. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

4. The hearing must be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.

12

5. All hearings must be held at a time and place reasonably convenient to the student, parent, or guardian and must be closed, unless the student, parent, or guardian requests an open hearing.

6. The school district must record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

7. The school board may appoint an attorney to represent the school district in any proceeding.

8. All expulsion or exclusion hearings must take place before and be conducted by an independent hearing officer designated by the school district. The hearing must be conducted in a fair and impartial manner. Testimony must be given under oath and the hearing officer has the power to issue subpoenas and administer oaths.

9. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative, must be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

10. The student, parent or guardian, or authorized representative, has the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based.

11. The student, parent or guardian, or authorized representative, has the right to present evidence and testimony, including expert psychological or educational testimony.

12. The student cannot be compelled to testify in the dismissal proceedings.

13. The hearing officer must prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be provided to the school board and served upon the parties within two (2) days after the close of the hearing.

14. The school board must base its decision upon the findings and recommendation of the hearing officer and render its decision at a meeting held within five (5) days after receiving the findings and

recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must: be based on the record; in writing; and state the controlling facts on which the decision was made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.

15. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of

13

school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board must be implemented during the appeal to the Commissioner.

16. The school district must report any suspension, expulsion or exclusion action taken to the appropriate public service agency when the student is under the supervision of such agency.

17. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

18. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator must inform the student and parent or guardian by U.S. mail of the student's right to attend and be reinstated in the school district.

## **XI. ADMISSION OR READMISSION PLAN**

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures designed to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes Section 120B.232, Subd. 1, social and emotional learning, counseling, social work services, mental health services, referral for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parent/guardian involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents/guardians to provide a sympathomimetic medication for their student as a condition of readmission.

## **XII. NOTIFICATION OF PROCEDURE VIOLATIONS**

Notification of any violation of this procedure and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each

exclusion or expulsion, each physical assault of a school district employee by a student, and each withdrawal agreement within thirty (30) days of the effective date of the dismissal action, withdrawal, or assault, to the Commissioner. This report must include a statement of the non exclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault which is imposed upon or provided to the student and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

### **XIII. STUDENT DISCIPLINE RECORDS**

Complete and accurate student discipline records must be maintained. The collection, dissemination, and maintenance of student discipline records must be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Chap. 13.

### **XIV. STUDENTS WITH DISABILITIES**

Students who are currently identified as eligible under the IDEA or Section 504 are subject to the provisions of this procedure, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the student's IEP team and the student's parent or guardian must, consistent with federal law, conduct a manifestation determination to determine whether the student's behavior was (i) caused by or had a direct and substantial relationship to the student's disability and (ii) whether the student's conduct was a direct result of a failure to implement the IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district may proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team must conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) for the student provided that the school district had not conducted such an assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district must continue to provide special education and related services during the period of expulsion or exclusion.

### **XV. OPEN ENROLLED STUDENTS**

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minn. Stat. Sec. 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 (Minn. Stat. Chap. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not

lawfully withdrawn from school.

## **XVI. DISCIPLINE COMPLAINT PROCEDURE**

A. Students, parents and guardians, and school staff may file a complaint and seek corrective action when the requirements of the Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies and procedures, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this procedure including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three (3) school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies or procedures that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

B. Expulsion and exclusion dismissals and student withdrawal agreement requirements: <sup>5</sup>

1. When the student is still enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes:
  - a. reviewing the student's schoolwork and grades on a quarterly basis to ensure the student is on track for readmission with their peers; and
  - b. communicating on a regular basis with the student's parent/guardian to ensure the student is completing the work assigned through the alternative educational services. These services are required until the student enrolls in <sup>6</sup>

another school or returns to the same school;

2. A student receiving school-based or school-linked mental health services in the <sup>7</sup> school district continues to be eligible for those services until the student is enrolled in a new district; and

3. The school district must provide the student's parent/guardian with information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

## **XVII. DISTRIBUTION OF PROCEDURE**

The school district will notify students and parents of the existence and contents of this procedure in such manner as it deems appropriate. Copies of this discipline procedure will be made available to all students and parents/guardians at the commencement of each school year and to all new students and parents/guardians upon enrollment. This procedure will also be available upon request in each principal's office.

## **XVIII. REVIEW OF POLICY**

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.26 (School Pre Assessment Teams)  
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)  
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. §§ 121A.60 (Definitions)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.611 (Recess and Other Breaks)  
Minn. Stat. § 122A.42 (General Control of Schools)  
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)  
Minn. Stat. Ch. 125A (Special Education and Special Programs)  
Minn. Stat. § 152.22, Subd. 6 (Definitions)  
Minn. Stat. § 152.23 (Limitations)

Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)  
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)  
29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)  
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

***Cross References:*** [RAS Equity Policy 102.1](#)

RAS Policy 413 (Harassment and Violence)  
RAS Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)  
RAS Policy 501 (School Weapons)  
RAS Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
RAS Policy 503 (Student Attendance)  
RAS Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
RAS Policy 507.5 (School Resource Officers)  
RAS Policy 514 (Bullying Prohibition Policy)  
RAS Policy 524 (Internet Acceptable Use and Safety Policy)  
RAS Policy 525 (Violence Prevention)  
RAS Policy 526 (Hazing Prohibition)  
RAS Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)  
RAS Policy 610 (Field Trips)  
RAS Policy 709 (Student Transportation Safety Policy)  
RAS Policy 711 (Video Recording on School Buses)  
RAS Policy 712 (Video Surveillance Other Than on Buses)

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Independent School District 281  
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## RAS Policy 512 - SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

A. The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities.

B. Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.

C. Students who believe their right to free expression has been unreasonably restricted in **an official student school-sponsored media publication** or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.

1. Students producing **official schooschool-sponsored media publications** and activities shall be under the supervision of a faculty advisor and the school principal. **School-sponsored media Official-publications** and activities shall be subject to the guidelines set forth below.

2. **Official school-publicationsSchool-sponsored media** may be distributed at reasonable times and locations.

### III. PROCESS

The superintendent is directed to develop administrative procedures, school sponsored student publications and activities.

**Legal References:** U. S. Const., amend. I  
*Morse v. Frederick*, 551 U.S. 393 (2007)  
*Hazelwood School District v. Kuhlmeier*, 484 U.S. 260 (1988)  
*Bystrom v. Fridley High School, I.S.D. No. 14*, 822 F. 2d 747 (8<sup>th</sup> Cir. 1987)  
[Minn. Stat. § 121A.03 \(Model Policy\)](#)  
[Minn. Stat. § 121A.031 \(School Student Bullying Policy\)](#)  
[Minn. Stat. § 121A.80 \(Student Journalism; Student Expression\)](#)

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

**RAS AP 512 (School-Sponsored Student Publications and Activities)**

## **RAS ADMINISTRATIVE PROCEDURE 512.1 - SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES**

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

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

### **III. DEFINITIONS**

- A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing materials in internal staff or student mailboxes.
- B. "Material and substantial disruption" of a normal school activity means:
1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
  2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods)

“material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

C. “Minor” means any person under the age of eighteen (18).

D. “Obscene to minors” means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and
3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

E. “School activities” means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

F. “School-sponsored media” means material that is:

1. prepared, wholly or substantially written, published, broadcast, or otherwise disseminated by a student journalist enrolled in the school district;
2. distributed or generally made available to students in the school; and
3. prepared by a student journalist under the supervision of a student media adviser.

School-sponsored media does not include material prepared solely for distribution or transmission in the classroom in which the material is produced, or a yearbook.

G. “Student journalist” means a school district student in grades 6 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares information for dissemination in school-sponsored media.

H. “Student media adviser” means a qualified teacher, as defined in Minnesota Statutes, section 122A.16, that the school district employs, appoints, or designates to supervise student journalists or provide instruction relating to school-sponsored media.

#### IV. GUIDELINES

A. Except as provided in paragraph B below, a student journalist has the right to exercise freedom of speech and freedom of the press in school-sponsored media regardless of whether the school-sponsored media receives financial support from the school or district, uses school equipment or facilities in its production, or is produced as part of a class or course in which the student journalist is enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent with paragraph B below, a student journalist has the right to determine the news, opinion, feature, and advertising content of school-sponsored media. The school district must not discipline a student journalist for exercising rights or freedoms under this paragraph or the First Amendment of the United States Constitution.

B Student expression in school-sponsored media, a yearbook, or school-sponsored activity is prohibited when the material:

1. is obscene to minors;
2. is defamatory;
3. is profane, harassing, threatening, or intimidating;
4. constitutes an unwarranted invasion of privacy;
5. violates federal or state law;
6. causes a material and substantial disruption of school activities;
7. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;
8. advertises or promotes any product or service not permitted for minors by law;
9. expresses or advocates sexual, racial, or religious harassment or violence or prejudice; or
10. is distributed or displayed in violation of time, place, and manner regulations.

C. The school district must not retaliate or take adverse employment action against a student media adviser for supporting a student journalist exercising rights or freedoms under paragraph A above or the First Amendment of the United States Constitution.

D. Notwithstanding the rights or freedoms of this Article or the First Amendment of the United States Constitution, nothing in this Article inhibits a student media adviser from teaching professional standards of English and journalism to student journalists.

These professional standards may include, but are not limited to, the following:

1. assuring that participants learn whatever lessons the activity is designed to teach;

2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;
3. assuring that the views of the individual speaker are not erroneously attributed to the school;
4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;
5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;
6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

#### E. . Time, Place, and Manner of Distribution

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

##### 1. Time

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

##### 2. Place

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

##### 3. Manner

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

#### **V. POSTING**

The school district must adopt a student journalist policy consistent with Minnesota Statutes, section 121A.80 and post it on the district website.

**Legal References:** U. S. Const., amend. I  
*Morse v. Frederick*, 551 U.S. 393 (2007)  
*Hazelwood School District v. Kuhlmeier*, 484 U.S. 260 (1988)  
*Bystrom v. Fridley High School, I.S.D. No. 14*, 822 F. 2d 747 (8<sup>th</sup> Cir. 1987)  
Minn. Stat. § 121A.03 (Model Policy)

Minn. Stat. § 121A.031 (School Student Bullying Policy)

Minn. Stat. § 121A.80 (Student Journalism; Student Expression)

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

## **RAS POLICY 514 - BULLYING PROHIBITION**

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
1. on the school premises, at the school functions or activities, on the school transportation;
  2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
  3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a co-curricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the

mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

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

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

- E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- H. False accusations or reports of bullying against another student are prohibited.
- I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
  - 1. The developmental ages and maturity levels of the parties involved;
  - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
  - 3. Past incidences or past or continuing patterns of behavior;
  - 4. The relationship between the parties involved; and
  - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective

discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

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

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

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

### III. DEFINITIONS

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

- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
  - 1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
  - 2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

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

- B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts students’ learning or the school environment.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
  - 1. Causes physical harm to a student or a student’s property, or causes a student

to be in reasonable fear of harm to person or property;

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA).

However, prohibited conduct need not be based on any particular characteristic defined in this paragraph of the MHRA.

- E. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- F. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- G. "Prohibited conduct" means bullying, or cyberbullying as defined in this policy, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.
- H. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- I. "Student" means a student enrolled in a public school or a charter school.

#### **IV. REPORTING PROCEDURE**

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district

official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

- B. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to the Executive Director of Schools and Student Services or the Executive Director of Human Resources. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Executive Director of Schools and Student Services or the Executive Director of Human Resources by the reporting party or complainant.

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

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any

legal disclosure obligations.

## **V. SCHOOL DISTRICT ACTION**

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct who have been involved in a reported and confirmed incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## **VI. RETALIATION OR REPRISAL**

The school district will discipline or take appropriate action against any student, teacher,

administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

## **VII. TRAINING AND EDUCATION**

- A. The school district shall annually provide information, discuss this policy with school personnel and volunteers, and provide appropriate training to school district staff regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional learning, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional learning includes, but is not limited to the following:
1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
  2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
  3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
  4. The incidence and nature of cyberbullying; and
  5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable programs and initiatives to prevent bullying and other prohibited conduct.

- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

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

1. Engage all students in creating a safe and supportive school environment;
  2. Partner with parents and other community members to develop and implement prevention and intervention programs;
  3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
  4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
  5. Teach students to advocate for themselves and others;
  6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
  7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
  - G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and

privacy of pupil records policy in the student handbook.

## VIII. NOTICE

- A. This policy shall appear in the student handbook. The school district will give annual notice of this policy to students, parents or guardians, and staff.
- B. This policy must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.
- C. This policy must be distributed to each school district or school employee and independent contractor at the time of hiring or contracting.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.
- G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.

## IX. POLICY REVIEW

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

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

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

## **RAS POLICY 522 - TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS**

### **I. GENERAL STATEMENT OF POLICY**

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

**Amy O'Hern, Executive Director of Human Resources**  
[amy\\_ohern@rdale.org](mailto:amy_ohern@rdale.org) | 763-504-8014

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020 and applies to alleged violations of this policy occurring on or after August 14, 2020.

### **II. DEFINITIONS**

- A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive

notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.

- B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. “Day” or “days” means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State- recognized holidays).
- D. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. “Education program or activity” means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- F. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
  - 1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
  - 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
- G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.

- I. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. “Sexual harassment” means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:
  - 1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
  - 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
  - 3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).
- L. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
- M. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
  - 1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administrating the grievance process.

2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.
5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision- maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

**\*\* See page 522- 17 for contact information. \*\***

### **III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS**

#### **A. Equitable Treatment**

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

#### **B. Objective and Unbiased Evaluation of Complaints**

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
  2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.
- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, or FERPA's regulations, and State law under Minn. Stat. § 13.32 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the

date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.

5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

**IV. REPORTING PROHIBITED CONDUCT**

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be

made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

## **V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR**

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
  - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
  - 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
  - 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
  - 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
  - 5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting

false information; and

6. A copy of this policy.

## **VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT**

### **A. Emergency Removal of a Student**

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
  - a. The school district undertakes an individualized safety and risk analysis;
  - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
  - c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

### **B. Employee Administrative Leave**

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

## **VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT**

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.

- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

### **VIII. DISMISSAL OF A FORMAL COMPLAINT**

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
  - 1. Would not meet the definition of sexual harassment, even if proven;
  - 2. Did not occur in the school district's education program or activity; or
  - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
  - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
  - 2. The respondent is no longer enrolled or employed by the school district; or
  - 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

### **IX. INVESTIGATION OF A FORMAL COMPLAINT**

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the

formal complaint.

- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

## **X. DETERMINATION REGARDING RESPONSIBILITY**

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of

the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:

1. Identification of the allegations potentially constituting sexual harassment;
  2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
  3. Findings of fact supporting the determination;
  4. Conclusions regarding the application of the school district's code of conduct to the facts;
  5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
  6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker 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 incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

## **XI. APPEALS**

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
  2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of

the matter; and

3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

## **XII. RETALIATION PROHIBITED**

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

## **XIII. TRAINING**

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
1. The Title IX definition of sexual harassment;
  2. The scope of the school district's education program or activity;
  3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
  4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
  5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
  6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.
1. The Title IX definition of sexual harassment;
  2. The scope of the school district's education program or activity;
  3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
  4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
  5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
  6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- D. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- E. Materials used to train Title IX Personnel must be posted on the school district's

website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

#### **XIV. DISSEMINATION OF POLICY**

- A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
  - 1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
  - 2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
  - 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
  - 4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

#### **XV. RECORDKEEPING**

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
  - 1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
  - 2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
  - 3. If the school district does not provide a complainant with supportive measures,

then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.

4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven calendar years records of:
1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient’s education program or activity;
  2. Any appeal and the result therefrom;
  3. Any informal resolution and the result therefrom; and
  4. All materials used to train Title IX Personnel.

**Legal References:** Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)  
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)  
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)  
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)  
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)  
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act of 1990, as amended)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)  
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

**Cross References:** MSBA/MASA Model Policy 102 (Equal Educational Opportunity) MSBA/MASA Model Policy 413 (Harassment and Violence) MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

RAS AP 522.1 - Gender Identity

**Robbinsdale Area Schools Contacts:**

**Title IX Coordinator and Facilitator of Informal Resolution Processes:** Amy O’Hern, Executive Director of Human Resources  
[Amy\\_ohern@rdale.org](mailto:Amy_ohern@rdale.org) | 763-504-8014

**Investigators:**

District and Building Administrators

**Decision-maker:**

John Groenke, Executive Director of Student Services

[John\\_groenke@rdale.org](mailto:John_groenke@rdale.org) | 763-504-8189

**Appellate Decision-maker:**

Marti Voight, Interim Superintendent

[Marti\\_voight@rdale.org](mailto:Marti_voight@rdale.org) | 763-504-8070

## **RAS ADMINISTRATIVE PROCEDURE 522.1 - GENDER IDENTITY**

### **I. PURPOSE**

Our efforts in this district in addressing safety and bullying should be in compliance with the expectations embedded in the Minnesota Safe and Supportive Schools Act.

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and on the basis of sex and sexual orientation pursuant to the Minnesota Human Rights Act. Under Title IX, sex includes failure to conform to sex-based stereotypes.

Under the Minnesota Human Rights Act, sexual orientation includes gender identity and gender expression. The purpose of this administrative procedure is to assist administrators and district staff in providing a safe, secure and dignified educational and work atmosphere for all students and staff. Please review this guidance in preparation for future situations that may arise involving transgender and gender diverse students and staff and refer back to it when needed. If issues arise that are not addressed within this administrative procedure or more information and support is desired, please contact the superintendent or superintendent designee for assistance.

### **II. DEFINITIONS**

#### **A. Gender**

Our body, identity and social gender (how we present our gender in the world and how individuals, society, culture, and community perceive, interact with, and try to shape our gender) are three distinct, but interrelated, components that comprise a person's experience of gender. Each of these dimensions can vary greatly across a range of possibilities. A person's comfort in their gender is related to the degree to which these three dimensions feel incongruence.

#### **B. Gender Identity**

Our deeply held, internal sense of self as masculine, feminine, a blend of both, neither, or something else. Identity also includes the name we use to convey our gender. Gender identity can correspond to, or differ from the sex we are assigned at birth.

#### **C. Gender Expression**

How an individual expresses or shows their gender to the world around them. This is our "public" gender. How we present our gender in the world and how society, culture, community, and family perceive, interact with, and try to shape our gender. Gender expression is also related to gender roles and how society uses those roles to try to enforce conformity to current gender norms.

D. Transgender

Sometimes this term is used broadly as an umbrella term to describe anyone whose gender identity differs from their assigned sex. It can also be used more narrowly as a gender identity that reflects a binary gender identity that is “opposite” or “across from” the sex they were assigned at birth.

E. Gender Non-Conforming

Denoting or relating to a person whose behavior or appearance does not conform to prevailing cultural and social expectations about what is appropriate to their sex.

### III. SAFETY AND BULLYING

Address bullying and name-calling consistently and equitably. This includes name-calling and bullying based on gender stereotypes. Address claims of discrimination or harassment based on the person’s gender identity as one would all other types of claims.

### IV. NAMES AND PRONOUNS

A. “Chosen name” is a name that a person chooses to use for oneself, that is different from a person’s legal name.

B. "preferred gender pronoun" is the pronoun a person chooses to use for oneself. Examples of pronouns:

1. She, her, hers
2. He, him, his
3. They, them, theirs
4. Xe (“zee”), xir (“zeer”), xirs (“zeers”)

This is not a comprehensive list and students and staff should be allowed to identify their preferred pronouns.

Procedure: Staff are expected to refer to all students and staff by their chosen name and preferred gender pronouns.

### V. FACILITIES

The district will work to provide options-based universal access to facilities, based on need. This is considered a best practice for all students as it allows equitable access for all.

A. Bathrooms

Provide students and staff with access to restrooms that correspond to the gender identity the student or staff consistently asserts at school and make accessible a single-stall gender neutral restroom that is available to all students and staff and required of none.

**B. Locker Rooms**

Provide students with access to a locker room that corresponds to the gender identity the student consistently asserts at school. Alternate changing facilities are available to all students and required of none. Schools will work with students to make reasonable accommodations based on individual situations. For example, the person could be given access to a single stall gender non-specific or staff restroom, use of the Physical Education Office facility, or a private room for changing purposes.

**VI. GENDERED ACTIVITIES**

Avoid using gender as a characteristic for divisions whenever possible. When groups are separated by gender, allow students to self-select the group in which they would feel most comfortable.

**VII. FORMS, STUDENT RECORDS, AND STUDENT DATABASE**

The district is committed to updating forms and records to allow for students and families to report preferred name in addition to legal name and gender identity (male, female or non-binary) in addition to sex assigned at birth.

Students have the option to either update their preferred name and pronouns in the system (requires student signature) and/or to amend their identity in district technology systems (requires both student and parent/guardian signature for students under 18). Diplomas, transcripts and state testing materials will reflect the student's legal name. Students may request a duplicate diploma reflecting their preferred name.

[Name or Gender Identification Change Request](#)

**VIII. PRIVACY**

School staff will be mindful of and uphold the right to privacy of our transgender and gender non-conforming students. Information will be shared with school staff about a specific student on a need-to-know basis. The student's well-being will be at the center of all decisions.

**IX. DISSEMINATION OF ADMINISTRATIVE PROCEDURE AND EVALUATION**

- A. This administrative procedure shall be made available to all students, parents/guardians of students, staff members, employee unions and organizations.
- B. The school district shall review this administrative procedure 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)  
20 U.S.C. § 1232g; 34 CFR Part 99 (Federal Educational Rights and Privacy Act)

*Cross Reference:* [RAS Policy 102.1 Equity Policy](#)

*Robbinsdale Area Schools  
Independent School District 281  
Adopted: July 9, 2012  
Reviewed and Approved: August 17, 2020  
Reviewed and Approved: ~~August 7, 2023~~*

## **RAS POLICY 532 - USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

### **I. PURPOSE**

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

### **II. GENERAL STATEMENT OF POLICY**

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. It is the administrator's responsibility to implement positive behavior support and follow the Student Responsibility Handbook.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

### **III. IV. Process**

The superintendent is directed to develop Administrative Procedure for School Attendance for the School District that meet the state and federal requirements established in law or rule.

### ***Legal References***

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.67, Subd. 2 (Aversive and Deprivation Procedures)  
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)  
Minn. Stat. § 609.06 (Authorized Use of Force)  
Minn. Stat. § 609.379 (Permitted Actions)

20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))  
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004  
(IDEA)) 34 C.F.R. § 300.535 (IDEA Regulation Regarding Involvement of Law Enforcement)

***Cross References***

RAS Policy 506 (Student Discipline)  
RAS Model Policy 507 (Corporal Punishment)  
RAS Policy 515 (Protection and Privacy of Pupil Records)  
RAS Policy 525 (Violence Prevention)  
RAS Policy 806 (Crisis Management Policy)

RAS AP 532.1 - Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School  
Grounds

## **RAS ADMINISTRATIVE PROCEDURE 532 - USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

### **I. PURPOSE**

The purpose of this procedure is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

### **II. GENERAL STATEMENT OF POLICY**

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. It is the administrator's responsibility to implement positive behavior support and follow the Student Responsibility Handbook.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

### **III. DEFINITIONS**

For purposes of this policy, the following terms have the meaning given them in this section:

A. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.

B. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.

C. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer

Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term “peace officer” includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

D. "Physical holding" means physical intervention intended to hold a child immobile or limit a child's movement, where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury.

E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.

F. “School Resource Officer” means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer’s regular responsibilities through the terms of a contract entered between the peace officer’s employer and the designated school district or charter school.

[NOTE: The 2024 Minnesota legislature enacted this definition of “school resource officer.” MSBA deleted the definition of “police liaison officer” as part of this change. School districts should use the term that reflects their local circumstances.]

G. “Student with an IEP” or “the student” means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).

H. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

#### IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

##### A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student’s behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team may be summoned. The crisis team may attempt to de-escalate the student’s behavior by means including, but not limited to, those described in the student’s IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student’s behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student’s behavior cannot be safely managed, school personnel may immediately request assistance from the **school resource officer** or a peace officer.

B. Removal By School Resource Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the **school resource officer** or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

1. In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the **school resource officer** or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another

2. In removing a student with an IEP from school grounds, **school resource officers** and school district personnel are further prohibited from engaging in the following conduct:

a. Corporal punishment prohibited by Minnesota Statutes, section 121A.58;

b. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;

- c. Totally or partially restricting a child's senses as punishment;
- d. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
- e. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes, Chapter 260E;
- f. Physical holding (as defined **above and** in Minnesota Statutes, section 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
- g. Withholding regularly scheduled meals or water; and/or
- h. Denying a child access to toilet facilities.

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's

IEP, IIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minnesota Statutes, section 125A.0942, subdivision 5, and otherwise comply with the requirements of section 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.67 (Removal by Police Officer)  
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)  
Minn. Stat. § 609.06 (Authorized Use of Force)  
Minn. Stat. § 609.379 (Permitted Actions)  
**Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)**  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))  
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Act)  
34 C.F.R. § 300.535 (Referral to and Action by Law Enforcement and Judicial Authorities)

**Cross References:** RAS Policy 506 (Student Discipline)  
RAS Policy 507 (School Resource Officer)  
RAS Model Policy 507 (Corporal Punishment)  
RAS Policy 515 (Protection and Privacy of Pupil Records)  
RAS Policy 525 (Violence Prevention)  
RAS Policy 806 (Crisis Management Policy)

Robbinsdale Area Schools  
Independent School District 281  
MSBA/MASA Model Policy 616, Orig. 1997  
Last Approved: May 7, 2018  
Revised & Approved: February 18, 2020  
Revised: ~~July 25, 2023~~ **September 2024**  
Approved: August 7, 2023

## **616 - SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**

*[Note: Minnesota Statutes, section 120B.11 requires school districts to adopt a comprehensive long term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. Model Policies 601, 603, and 616 address these statutory requirements. In addition, Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]*

### **I. PURPOSE**

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota K-12 Academic Standards and federal law.

### **II. GENERAL STATEMENT OF POLICY**

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

### **III. Process**

The superintendent is directed to develop administrative procedures for School District System Accountability for the School District that meet the state and federal requirements established in law or rule.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement **Goals**; Striving for the ~~World's Best Workforce~~ **Comprehensive Achievement and Civic Readiness** Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)  
Minn. Stat. § 120B.36 (School Accountability)  
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123B.04 (Site Decision Making, Individualized Learning Agreement; Other Agreements)  
Minn. Stat. § 123B.147 (Principals)  
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)  
Minn. Rules Parts 3501.0640-3501.0655 ~~0655~~ 0660 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts ~~3501.0800-3501.0815~~ 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 ~~0955~~ 0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References:*** RAS 104 Policy 104 (School District Mission Statement) MSBA/MASA Model  
Policy 601 (School District Curriculum and Instruction Goals)  
RAS Policy 613 (Graduation Requirements)  
RAS Policy 614 (School District Testing Plan and Procedure)  
RAS Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
RAS Policy 617 (School District Ensurance of Preparatory and High School Standards)  
RAS Policy 618 (Assessment of Student Achievement) MSBA/MASA  
RAS Policy 619 (Staff Development for Standards) MSBA/MASA  
RAS Policy 620 (Credit for Learning)

RAS AP 616.1 (School District System Accountability)

## **RAS ADMINISTRATIVE PROCEDURE 616 - SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**

### **I. PURPOSE**

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota K-12 Academic Standards and federal law.

### **II. GENERAL STATEMENT OF POLICY**

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

### **III. DEFINITIONS**

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

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

### **IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING**

#### **A. School District Goals**

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school District’s Advisory Committee.

2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district’s goal setting process will include consideration of individual site goals.

School district goals may also be developed through an education effectiveness program, or through some other locally determined process.

**B. System for Reviewing All Instruction and Curriculum**

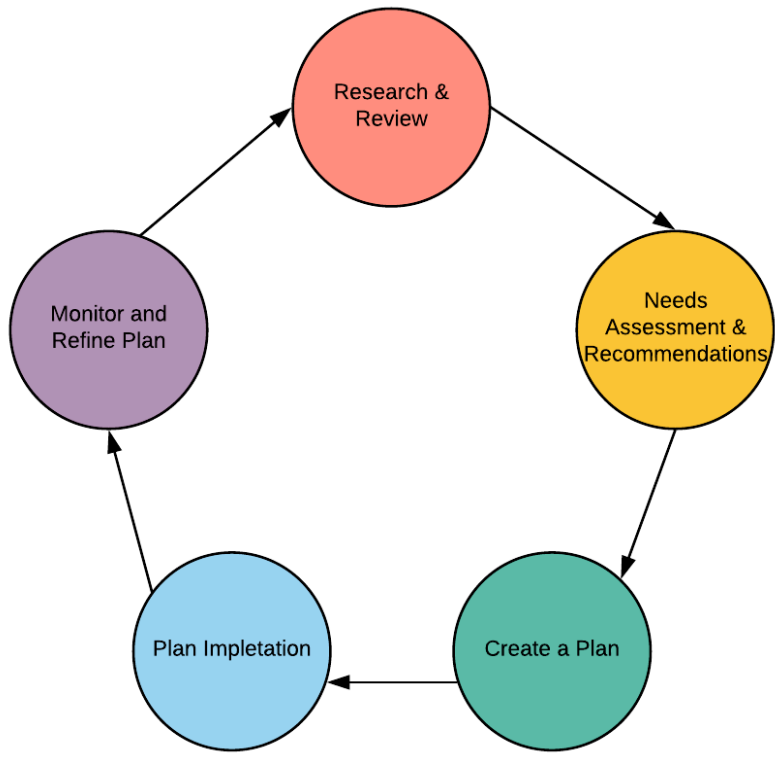
Incorporated in the process will be analysis of the school district’s progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best

practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40 or 122A.41.

**District Curriculum Cycle**

**Stages of the Instructional and Curricular Program Review and Development**

Stage	Name	Purpose
Stage 1	<b>Research and Review</b>	To plan and prepare for an upcoming curriculum review by soliciting stakeholder membership, identifying and collecting relevant data and a shared understanding of the Curriculum Review Process.
Stage 2	<b>Comprehensive Needs Assessment/ Recommendations</b>	To assess the current effectiveness of a specific program area by conducting a comprehensive analysis of achievement data, and identifying areas for improvement and curricular resources needed.
Stage 3	<b>Create Plan</b>	To examine options for a specific program area, plan professional development and develop an implementation, coaching and monitoring plan. 3A: purchasing material 3B: modifying curriculum and/or instructional practices
Stage 4	<b>Plan Implementation</b>	To implement a plan for delivering professional learning, organizing and distributing materials for implementation and collecting data to evaluate whether revisions are needed. Curriculum and instruction will support this process. 4A: purchasing material 4B: modifying curriculum and/or instructional practices
Stage 5	<b>Monitor/Refine</b>	To establish a standard process for large-scale implementation, have an ongoing professional learning and design a data collection system to ensure implementation fidelity.



<b>Curriculum Review Cycle Matrix</b>							
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Reading/ ELA Elementary	Monitor & Adjust	Monitor & Adjust	Stage 1-3	Stage 4	Stage 5	Monitor & Adjust	Monitor & Adjust
Reading/ ELA Secondary	Stage 1-2	Stage 3-4	Stage 5	Monitor & Adjust	Monitor & Adjust	Monitor & Adjust	Stage 1-3
Social Studies	Stage 1-2	Stage 3-4	Stage 5	Monitor & Adjust	Monitor & Adjust	Monitor & Adjust	Stage 1-3
Math	Stage 4	Stage 5	Monitor & Adjust	Monitor & Adjust	Stage 1-3	Stage 4	Stage 5
Science	Stage 1-3	Stage 4	Stage 5	Monitor & Adjust	Monitor & Adjust	Stage 1-3	Stage 4
Health/PE	Stage 1-3	Stage 4	Stage 5	Monitor & Adjust	Monitor & Adjust	Stage 1-3	Stage 4
Arts/Music	Stage 4	Stage 5	Monitor & Adjust	Monitor & Adjust	Stage 1-3	Stage 4	Stage 5
World Language	Stage 1-2	Stage 3-4	Stage 5	Monitor & Adjust	Monitor & Adjust	Monitor & Adjust	Stage 1-3
CTE	Monitor & Adjust	Monitor & Adjust	Stage 1-3	Stage 4	Stage 5	Monitor & Adjust	Monitor & Adjust
GT Education	Stage 5	Monitor & Adjust	Monitor & Adjust	Stage 1-3	Stage 4	Stage 5	Monitor & Adjust

C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state

and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.

2. The district administration shall annually review and determine if student achievement levels at each school site meet federal expectations. If the district administration determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

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

#### D. Comprehensive Continuous Improvement of Student Achievement

1. By January 1 of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The District Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:

a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;

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

c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,

d. Advising the school board about development of the annual budget. 3. 3. 3. The District Advisory Committee shall meet the following criteria:

a. The District Advisory Committee shall ensure active community

participation in all planning for instruction and curriculum affecting Graduation Standards.

b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.

c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.

d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

4. Translation services should be provided to the extent appropriate and practicable.

5. The District Advisory Committee shall meet the following timeline each year:

October: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

November: Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

March: Review evaluation results and prepare recommendations.

May: Present recommendations to the school board for its input and approval.

#### E. Evaluation of Student Progress Committee

A committee of professional staff shall develop a plan for assessment of student progress, the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

#### F. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in

realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the **comprehensive achievement and civic readiness** world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

3. The school district must annually report the district's class size ratios by each grade to the Commissioner of education in the form and manner specified by the Commissioner.

4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement **Goals**; Striving for the ~~World's Best Workforce~~ **Comprehensive Achievement and Civic Readiness** Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)  
Minn. Stat. § 120B.36 (School Accountability)  
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.04 (Site Decision Making, Individualized Learning Agreement; Other Agreements)  
Minn. Stat. § 123B.147 (Principals)  
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)  
Minn. Rules Parts 3501.0640-3501.0655 **0660** (Academic Standards for Language Arts) Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics) Minn. Rules Parts ~~3501.0800-3501.0815~~ 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 **0960** (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** RAS 104 Policy 104 (School District Mission Statement) MSBA/MASA

Model Policy 601 (School District Curriculum and Instruction Goals)  
RAS Policy 613 (Graduation Requirements)  
RAS Policy 614 (School District Testing Plan and Procedure)  
RAS Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
RAS Policy 617 (School District Ensurance of Preparatory and High School Standards)  
RAS Policy 618 (Assessment of Student Achievement) MSBA/MASA  
RAS Policy 619 (Staff Development for Standards) MSBA/MASA  
RAS Policy 620 (Credit for Learning)

Robbinsdale Area Schools  
Independent School District 281  
Revised: March 16, 2016  
Approved: March 21, 2016  
Revised: August 2, 2023  
Approved: August 7, 2023

## **806 - CRISIS MANAGEMENT**

***[Note: The Commissioner of the Minnesota Department of Education is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minnesota Statutes section 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort among the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]***

### **I. PURPOSE**

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district building should develop tailored building-specific crisis management plans.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

### **II. GENERAL INFORMATION**

#### The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall submit tailored building-specific crisis management plans to the district Safety and Emergency Services Manager annually for review and approval. The building-specific crisis management plans will

include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

**Legal References:** Minn. Stat. Ch. 12 (Emergency Management)

Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)

Minn. Stat. § 121A.035 (Crisis Management Policy)

Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)

Minn. Stat. § 121A.038 (Students Safe at School)

Minn. Stat. § 299F.30 (Fire Drill in School)

Minn. Stat. § 326B.02, Subd. 6 (Powers)

Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)

Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

20 U.S.C. § 1681, *et seq.* (Title IX)

20 U.S.C. § 6301, *et seq.* (No Child Left Behind)

20 U.S.C. § 7912 (Unsafe School Choice Option)

42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

**Cross References:** 407AP (Employee Right to Know - Exposure to Hazardous Substances) Policy 413 (Harassment and Violence)

Policy 501 (School Weapons Policy)

Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)

903AP (Visitors to School District Buildings and Sites)

The Student Behavior Handbook

## **806 - CRISIS MANAGEMENT PROCEDURE**

### **I. PURPOSE**

The purpose of this Model Crisis Management Procedure is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by step procedures suggested will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district building should develop tailored building-specific crisis management plans.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

#### Elements of the District Crisis Management Procedure

##### 1. General Crisis Procedures

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building will have access to the district Emergency

Management Manual. All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

a. Lockdown Procedures

Lockdown procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the Lockdown over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a Lockdown. Each building administrator will submit lockdown procedures for their building as part of the building-specific crisis management plan.

b. Evacuation Procedures

Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility, visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

c. Sheltering Procedures

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

## 2 Crisis-Specific Procedures

The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

## 3. School Crisis Response Teams

### a. Composition

The building administrator in each school building will select a school crisis response team that will be trained to respond to emergency situations. All school crisis response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school crisis response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school crisis response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office.

### b. Leaders

The building administrator or his or her designee will serve as the leader of the school crisis response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the crisis response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to crisis response officials.

## **III. PREPARATION BEFORE AN EMERGENCY**

## Communication

### 1. District Employees

All staff shall be aware of the school district's Crisis Management Policy, their own building's crisis management plan, and their role in responding to crisis situations. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role working with students in response to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building specific crisis management plans and shall receive periodic training on plan implementation.

### 2. Students

Students shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management procedures for each school building. Each school district's building-specific crisis management plan shall set forth how students are made aware of the district and school-specific procedures. Students shall receive specific information on procedures implementation and shall participate in a required number of drills and practice sessions throughout the school year.

### 3. Families

Families shall be made aware of the school district's Crisis Management Policy and relevant school-level management procedures. Each building-specific crisis management plan shall set forth how families are made aware of the district policy and school-specific procedures.

## Planning and Preparing for Fire

1. Each building shall designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be

extended.)

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff in each building will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in each building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically in each building without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.
6. A record of fire drills conducted in each building will be maintained in the building administrator's office.
7. The school district will have pre arranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in each building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

#### Facility Diagrams and Site Plans

All school district buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement

personnel.

#### Emergency Communication

School district building plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use.

It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency.

A copy of this list will be kept on file in the school district office.

#### Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs to staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

#### Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians

to listen to designated local radio and TV stations for school closing announcements, where possible.

### Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The Executive Director of Strategic Communications, Equity and Inclusion will notify the media in the event of a crisis or early school closure.

The Executive Director of Strategic Communications, Equity and Inclusion shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

### Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis interventionists, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrators will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

### Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

- Physical/structural recovery
- Fiscal recovery
- Academic recovery
- Social/emotional recovery

#### IV. ACTIVE SHOOTER DRILL

##### A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
  
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
  
3. "Evidence-based" means a program or practice that demonstrates any of the following:
  - a. a statistically significant effect on relevant outcomes based on any of the following:
    - i. strong evidence from one or more well designed and well implemented experimental studies;
    - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
    - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
  - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes,  
including the ongoing efforts to examine the effects of the program or

practice.

4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

#### B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

#### C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

#### D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is

conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

#### E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

#### F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

#### G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
  - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
  - b. the importance of taking threats seriously and seeking help; and

c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.

3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not

limited to:

a. student opportunities for leadership related to prevention and safety;

b. encouragement and support to students in establishing clubs and programs focused on safety; and

c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

#### H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and

2. the effect of active shooter drills on the mental health and wellness of students and staff

#### **IV. DISTRICT EMERGENCY PROCEDURES HANDBOOK**

Sample procedures for the various hazards/emergencies listed below are contained in the district's Emergency Procedures Handbook. Sample procedures include, but are not limited to the following:

- Fire
- Hazardous Materials
- Severe Weather: Tornado/Severe Thunderstorm/Flooding
- Medical Emergency
- Fight/Disturbance
- Assault
- Intruder
- Weapons
- Shooting
- Hostage
- Bomb Threat
- Chemical or Biological Threat
- Checklist for Telephone Threats

- Demonstration
- Suicide
- Lock-down Procedures
- Shelter-In-Place Procedures
- Evacuation/Relocation
- Media Procedures
- Post-Crisis Procedures
- School Crisis Response Team
- Emergency Phone Numbers
- Highly Contagious Serious Illness or Pandemic Flu

## V. MISCELLANEOUS PROCEDURES

### Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

### Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

### Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

#### **Legal References:** Minn. Stat. Ch. 12 (Emergency Management)

Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)

Minn. Stat. § 121A.035 (Crisis Management Policy)

Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones) Minn. Stat. § 121A.038 (Students Safe at School)

Minn. Stat. § 299F.30 (Fire Drill in School)

Minn. Stat. § 326B.02, Subd. 6 (Powers)

Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry) Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

20 U.S.C. § 1681, *et seq.* (Title IX)

20 U.S.C. § 6301, *et seq.* (No Child Left Behind)

20 U.S.C. § 7912 (Unsafe School Choice Option)

42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

#### **Cross References:** 407AP (Employee Right to Know - Exposure to Hazardous

Substances) Policy 413 (Harassment and Violence)

Policy 501 (School Weapons Policy)

Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)

903AP (Visitors to School District Buildings and Sites)

The Student Behavior Handbook

*\*\*Approved September 4, 2024*

A Business Meeting of the School Board of Robbinsdale Area Schools (RAS) was held Monday, August 19, 2024, beginning at 7:01 p.m. in the Boardroom at the Robbinsdale Area Schools Education Service Center (ESC). A recording of the meeting can be found at: <https://www.rdale.org/discover/school-board> under "Watch School Board Meeting Webcasts."

### **Call to Order and Roll Call**

Chair Bowman called the meeting to order at 7:01 p.m. Directors present: Helen Bassett, ReNae Bowman, Sharon E. Brooks, Dr. Greta Evans-Becker, Kim Holmes, Caroline Long, and John Vento; and Dr. Teri Staloch, Superintendent. There was a quorum, and the meeting was called to order.

### **Acceptance of the Agenda**

Chair Bowman asked for a motion to approve the Business Meeting agenda.

MOTION: Director Brooks moved to remove Operations item 4.A. Board of Education Professional Development (PD) Agreements from the Retreat from the agenda, and add it to tonight's Work Session for discussion. Director Bassett seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors Bassett and Brooks. And the following voted against the same: Directors Bowman, Evans-Becker, Holmes, Long, and Vento. 253  
Said motion failed.

Director Long called the question, requesting a vote to close the discussion on the proposed amendment to the agenda. Upon vote being taken thereon, the following voted in favor thereof: Directors Bowman, Evans-Becker, Holmes, Long, and Vento. And the following voted against the same: Directors Bassett and Brooks. Said motion was declared duly passed.

MOTION: Director Vento moved to accept the Business Meeting agenda with no changes, Director Bassett seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors Bassett, Bowman, Evans-Becker, Holmes, Long, and Vento. And the following voted against the same: none. Director Brooks abstained from voting. Said motion was declared duly passed.

### **Superintendent's Report**

*Dr. Teri Staloch, Superintendent*

Superintendent Staloch talked about the district's mission to inspire and educate all learners to develop their unique potential and positively contribute to their community, and how RAS is committed to ensuring every student graduates career, articulated trades and college ready. She provided an update on activities, which included:

- Superintendent Staloch met individually with elementary principals
- She welcomed the custodial/maintenance and curriculum and instructions team back
- Facilitated the System Leader Advance meeting with district leadership including Cabinet, principals, assistant principals, and directors
  - Aligning our work to the strategic plan
- Facilitating a meeting tomorrow with all ESC staff
  - Aligning our work to the strategic plan
  - Introducing new staff
  - Recognizing years of service milestones
- Enrollment
  - Enrollment Center is all hands on deck as we near the start of the school year - team is meeting every couple of days
  - As of today, enrollment is at 10,401 - which is up from the projected enrollment of 10,146
- Capital Projects Levy Renewal
  - District site teams for each building/program will be training tomorrow in preparation for putting the word out to our families and the community

### **Operations**

A. *Action: Board of Education Professional development (PD) Agreements from Retreat*

MOTION: Director Holmes moved approval of the agreements, and Director Long seconded the motion.

Upon vote being taken thereon, the following voted in favor thereof: Directors Bassett, Bowman, Evans-Becker,

Holmes, and Vento. And the following voted against the same: Director Brooks. Said motion was declared duly passed.

**B. Action: Delegation of Deputy Treasurer**

MOTION: Director Vento moved approval of Kristen Hoheisel, RAS Chief Financial Officer, as Deputy Treasurer, and Director Evans-Becker seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors Bassett, Bowman, Brooks, Evans-Becker, Holmes, Long, and Vento. And the following voted against the same: none. Said motion was declared duly passed.

**C. Action: Resolution Accepting July 2024 Donations**

MOTION: Director Evans-Becker moved approval of \$36,163.62 in donations, and Director Bassett seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors Bassett, Bowman, Brooks, Evans-Becker, Holmes, Long, and Vento. And the following voted against the same: none. Said motion was declared duly passed.

**D. Ad Hoc Safety and Security Committee Update**

The committee met Thursday, August 15 with Superintendent Staloch (Bo Powell, Director of Security arrived during the meeting). Discussion occurred around: Sandy Hook Promise, wrap around services, vape detectors, Security Education Assistants (EAs) regarding de escalation training, October Safety and Security meeting topic.

**E. Ad Hoc Transportation and Capital Infrastructure Committee update.**

The committee is working to get a meeting set in September.

**F. Governance Policy and Procedure Manual Task Force Update**

Chair Bowman provided copies of the MSBA School Board Handbook template to the Directors for review and notation. It was requested that the review and notations be completed by Tuesday, September 3.

**G. Policy Committee Update**

A list of all Policy Committee meeting dates was attached in tonight's agenda. The meeting scheduled for Wednesday, August 7, 2024 did not have a quorum - resulting in cancellation. Their next meeting is scheduled for Tuesday, August 27, 2024 at 6:00 p.m. at ESC. 254

**H. Administrative Updates - Human Resources from Amy O'Hern, Executive Director of Human Resources**

Ms. O'Hern noted that as of today the district has 1,843 staff = 97% fully-staffed!

### **Consent Agenda**

Consent Agenda items include administrative, personnel matters, and financial matters.

MOTION: Director Evans-Becker moved approval of the Consent Agenda, and Director Bassett seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors Bowman, Evans-Becker, and Vento. And the following voted against the same: Directors Bassett, Brooks, Holmes, and Long. Said motion failed.

Separate votes were taken for each of the Consent Agenda sections as follows:

- **Administrative Items 5.A.1. Monthly PD Report and 5.A.2. Draft Minutes**  
MOTION: Director Bassett moved approval, and Chair Bowman seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors Bassett, Bowman, Brooks, Evans-Becker, Holmes, Long, and Vento. And the following voted against the same: none. Said motion was declared duly passed.
- **Personnel Matters Items 5.B.1. Licensed Staff Personnel Report and 5.B.2. Non-Licensed Staff Personnel Report**  
MOTION: Director Evans-Becker moved approval, and Director Bassett seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors Bassett, Bowman, Brooks, Evans-Becker, Holmes, Long, and Vento. And the following voted against the same: none. Said motion was declared duly passed.
- **Financial Matters Items 5.C.1. Business Office Monthly Contract Report, 5.C.2. Bi-Monthly Disbursement Report, and 5.C.3. July 2024 Disbursements**  
MOTION: Director Evans-Becker moved approval, and Director Vento seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors Bassett, Bowman, Brooks, Evans-Becker, and Vento. And the following voted against the same: Directors Holmes and Long. Said motion was declared duly passed.

### **Unfinished Business - School Board Investigation Report Update**

A Special Business Meeting has been set for Monday, August 26, 2024 at 6:00 p.m. for attorney James Martin from Martin Law PLLC, and investigator Isaac Kaufman from Red Cedar Consulting LLC to review the report from the investigation of allegations between Board Directors, and provide possible next steps. Board Directors will receive the report prior to this meeting for review. Mr. Martin and Mr. Kaufman will take questions at the conclusion of their presentation.

### **Board Reports**

Each month Board Members share updates from their different committee assignments and attendance at district and community events. Before the Business Meeting, Director Bassett facilitated the listening time held at 6 p.m. in the Boardroom at the Education Service Center. Six individuals submitted requests and spoke in regard to:

- Donation request and acknowledgement process - should be consistent across district
- District 287 gifted education programs her student experienced, and the equity of information and communication of these programs in our district and District 287 being disseminated to eligible students in the future
- Modern Classroom Project large expenditure and contract - concerning with budget cuts happening, and T-Mobile hot spot expenses
- District leadership, dysfunctionality of the Board - need to stop traumatizing one another, request that they reflect, regroup, and focus
- New beginnings at the start of a new year
- Capital Projects Levy Renewal - why are technology and building safety and security together and not separate, and what will be district's means of showing accountability and transparency in the use of these funds? T-Mobile billing questions - hot spots being paid for but not being utilized. Questions not answered previously regarding graduation expenses at Minneapolis Convention Center versus at the high schools.
- Capital Projects Levy Renewal questions on this and safety

**Announcements** (posted announcements can be found on our website)

### **Adjournment**

MOTION: Director Bassett moved to adjourn the Business meeting, and Director Evans-Becker seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors Bassett, Bowman, Brooks, Evans-Becker, Holmes, Long, and Vento. And the following voted against the same: none. Meeting was adjourned ~~at~~<sup>at</sup> 8:31 p.m.

Prepared and submitted by:

Molly Olson

Assistant Clerk, Robbinsdale Area Schools

Executive Assistant to the Superintendent and School Board

Signed: *Greta Evans-Becker*  
Dr. Greta Evans-Becker, School Board Clerk, ISD 281

Date: *Sept 4, 2024*

*\*\*Reviewed September 4, 2024*

A Work Session of the School Board of Robbinsdale Area Schools (RAS) was held Monday, August 19, 2024 at 8:45 p.m. in the Boardroom at the Robbinsdale Area Schools Education service Center. Complete agendas, reports, and presentations are available at the office and on our website. A recording of the meeting can be found at: <https://www.rdale.org/discover/school-board> under "Watch School Board Meeting Webcasts." ***Work session summary minutes are not approved by the School Board.***

Director(s) present: Helen Bassett, ReNae Bowman, Sharon E. Brooks, Dr. Greta Evans-Becker, Kim Holmes, Caroline Long, and John Vento; and Dr. Teri Staloch, Superintendent. Director(s) absent: none.

### **Introductions**

All in attendance introduced themselves.

### **School Board Participation in Rdale Promotional and/or Levy Campaign Events**

*ReNae Bowman, School Board Chair*

256

Documents were provided to the Board Directors with information for staff, and information for the Board relevant to what they can and cannot do at district events. In particular, reminding Board Directors who are running for reelection that campaign materials, attire, etc may not be used when representing the district and School Board. Promoting advocacy language encouraging the vote for the levy renewal is okay, but campaigning is not.

### **Government Data Practices Act**

*Marti Voight, Assistant Superintendent and Amy O'Hern, Executive Director of Human Resources*

Assistant Superintendent Voight and Ms. O'Hern clarified the difference between the Minnesota Government Data Practices Act (MGDPA) and the Freedom of Information Act (FOIA), and reviewed RAS Policy 722 regarding Public Data. They also reminded the Board that School Board Directors are not employees of the district, under the data practices act they are elected officials. Meaning if there are data requests involving Board Directors, they are public entities - names are not redacted. However, if district staff are listed in the requested information - their names will be redacted.

### **200 Series of Policies**

*ReNae Bowman, School Board Chair*

The Policy Committee's August 7, 2024 meeting was canceled due to lack of quorum. Several Board Directors have submitted suggestions/notes regarding the 200 series of policies. It is requested that those who have not, please do so as soon as possible so they can be organized. The Policy Committee will then review to determine which of them can be passed quickly with minimal changes, and which will require Work Session discussions in an effort to have all of them completed by the end of December leading into winter break.

Work Session adjourned at 9:21 p.m.

Prepared and submitted by:

Molly Olson

Assistant Clerk, Robbinsdale Area Schools

Executive Assistant to the Superintendent and School Board

*\*\*Approved September 4, 2024*

A Special Business Meeting of the School Board of Robbinsdale Area Schools (RAS) was held Monday, August 26, 2024, beginning at 6:02 p.m. in the Boardroom at the Robbinsdale Area Schools Education Service Center. A recording of the meeting can be found at: <https://www.rdale.org/discover/school-board> under "Watch School Board Meeting Webcasts."

### **Call to Order and Roll Call**

Chair Bowman called the meeting to order at 6:02 p.m. Directors present: Helen Bassett, ReNae Bowman, Sharon E. Brooks, Dr. Greta Evans-Becker, Kim Holmes, Caroline Long, and John Vento; and Dr. Teri Staloch, Superintendent. Director(s) absent: none. There was a quorum; and the meeting was called to order.

### **Acceptance of the Agenda**

Director Holmes moved to accept the Special Business Meeting agenda, and Director Evans-Becker seconded the motion. Upon vote being taken thereon the following voted in favor thereof: Directors Bassett, Bowman, Brooks, Evans-Becker, Holmes, Long, and Vento. And the following voted against the same: none. Said motion was declared duly passed. 257

### **Special Report: Presentation of the Investigation Report**

*James Martin, Martin Law PLLC and Isaac Kaurman, Red Cedar Consulting LLC*

Mr. Martin recapped what led to this investigation - beginning in April with cross complaints between Board members. A Special Closed Meeting was held, in which preliminary allegations were considered. Per Minnesota (MN) Statute 13D.05, subdivision 2(b), "A public body shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open." Therefore, this and any additional meetings on this topic must be open. Furthermore, when the Board hires an investigator discipline may occur as a result - which also requires an open meeting.

There was one objection to the report provided as an error, which was identified and corrected.

School Board members are not district employees. If data requests are submitted for this report, the Board members' names will not be redacted - as they are elected officials. However, any employees listed in the report may not be disclosed, and must be redacted.

Mr. Martin and Mr. Kaufman reviewed the report from the investigation of allegations between Board Directors. The Board Directors had received the report for review prior to the meeting. At the conclusion of their presentation, Mr. Martin and Mr. Kaufman provided a list of possible next steps:

1. Do nothing
2. Pass a resolution directing Board of Education members to follow norms and policies
3. Undergo training or professional development
4. Reopen and/or complete mediation
5. Censure Board of Education members - which requires basis of censure, and vote of at least four members
6. Remove Board of Education members per MN Statute 123B.09, subdivision 9, which states: "The board may remove, for proper cause, any member or officer of the board and fill the vacancy; but such removal must be by a concurrent vote of at least four members, at a meeting of whose time, place, and object the charged member has been duly notified, with the reasons for such proposed removal and after an opportunity to be heard in defense against the removal."

Mr. Martin reminded the Board members that they are not fulfilling their fiduciary duty and obligation as district trustees for constituents in taking action for the benefit of students, and a safe environment for students and staff. He also stated that the demoralizing and disruptive behavior has got to stop

Recessed at 6:58 p.m. due to a severe thunderstorm warning in the area. Moved to the basement till cleared to return to the Boardroom.

Reconvened the meeting at 7:20 p.m.

Board members were each provided time to speak.

MOTION: Director Holmes moved to censure Directors Bassett and Brooks, and Director Long seconded the motion. A friendly amendment by Director Holmes, and seconded by Director Long changed the motion to censure Director Bassett for reasons listed in Governance Policy 1.4 Board Member Code of Conduct:

- Item 5. Recognize that a School Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a posted School Board meeting
- Item 7. Abide by majority decisions of the School Board, while retaining the right to seek changes in such decisions through appropriate and constructive channels.
- Item 10. Acknowledge that my interaction with the public, press or other entities must recognize the lack of authority vested in individuals and the inability of any Board member to speak for the Board except to repeat explicitly state Board decisions.

Discussion occurred.

Director Long called the question requesting a vote to close the discussion. Upon vote being taken thereon, the following voted in favor thereof: Directors Bassett, Bowman, Brooks, Evans-Becker, Holmes, Long, and Vento. And 258 the following voted against the same: none. Said motion was declared duly passed.

Upon vote being taken thereon, the following voted in favor thereof: Directors Bowman, Holmes, and Long. And the following voted against the same: Directors Bassett, Brooks, and Vento. Director Evans-Becker abstained from voting. Said motion to censure Director Bassett failed.

MOTION: Director Long moved to remove Director Brooks for a violation of Policy 413 - Discrimination, Harassment and Violence, and Director Holmes seconded the motion.

Mr. Martin reiterated MN Statute 123B.09, subdivision 9 (as stated in the list above) has more requirements for removal, and it would not be concluded at the meeting tonight.

MOTION: Director Long amended her motion to censure Director Brooks for a violation of Policy 413 - Discrimination, Harassment and Violence, and Director Holmes seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors Bowman, Holmes, Long, and Vento. And the following voted against the same: Directors Bassett and Brooks. Director Evans-Becker abstained from voting. Said motion was declared duly passed, censuring Director Brooks.

#### Adjournment

MOTION: Director Evans-Becker moved to adjourn the Special Business meeting, and Director Holmes seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors Bowman, Evans-Becker, Holmes, Long, and Vento. And the following voted against the same: Director Brooks. Director Bassett abstained from voting. Meeting was adjourned at 8:55 p.m..

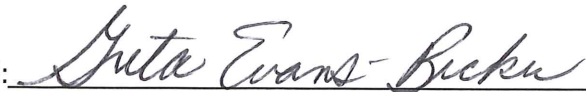
Prepared and submitted by:

Molly Olson

Assistant Clerk, Robbinsdale Area Schools

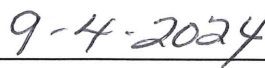
Executive Assistant to the Superintendent and School Board

Signed:



School Board Clerk, Independent School District 281

Date:



## LICENSED STAFF - September 4, 2024

### CHANGE IN LEVEL

Name	Building	Title	Lane/Step	Effective Date
Harris, Shayla D	FOE	Special Ed WAVE	BA/2	8/26/2024

### NEW HIRE

Name	Building	Title	Lane/Step	Effective Date
Beardsley, David	CHS	Building Sub	BA/2	8/26/2024
Benson, Michelle	FOE	Special Ed RISE	MA60/10	8/26/2024
Bohne, Bryce	RSI	PE	SPEC/10	8/26/2024
Carver, Emily	MLE	Grade 1	BA/7	8/26/2024
Christopher, Jelani	RMS	Building Sub	BA/4	8/26/2024
Cross, Brianna	LVE	Grade 5	BA/2	8/26/2024
DoBrava, Kristen	NHCL	Early Childhood Sp Ed	BA/2	8/26/2024
Evers, Rosemary	CHS	Business	MA60/9	8/26/2024
Henningsgaard, Carrie	.5 ZLE .5 NOE	Special Ed Resource	MA/10	8/26/2024
Kretlow, Sydney	MLE	Grade 4	MA/2	8/26/2024
Loken, Crystal	SMS	Grade 2	MA/2	8/26/2024
Malecha, Elizabeth	MLE	Grade 5	BA/2	8/26/2024
Marti, Eleanor	FAIR-C	Math	BA/4	8/26/2024
Morales, Sofia	RSI	PE	BA/5	8/26/2024
Moreno, Stephanie	NOE	Special Ed WAVE	MA/2	8/26/2024
Nau, Andrew	CHS	Business	BA/2	8/26/2024
Olson, Abigail	NHLC	Early Childhood Sp Ed	BA/2	8/26/2024
Olson, Anna	CHS	FACS	BA/10	8/26/2024
Reisdorf, Katherine (Katie)	NPE	Kindergarten	BA/10	8/26/2024
Rennan, Kathleen	FAIR-PL	Counselor	MA/10	8/26/2024
Robb, Christina	ZLE	Kindergarten	MA/9	8/26/2024
Rodriguez, Daniela	RSI	Grade 1	BA/8	8/26/2024
Shire, Sudi	NOE	Special Ed WAVE	BA/2	8/26/2024
Swenstad, Rianna	RMS	Art	BA/2	8/26/2024
Villa Florentino, Fernando	SMS	.8 Spanish	BA15/6	8/26/2024
Wheeler, Erica	MLE	Grade 2	MA/9	8/26/2024
Youngdahl, Cindy	RMS	English	BA/3	8/26/2024

### REHIRE

Name	Building	Title	Lane/Step	Effective Date
Adams, Alexandria	SOE	Special Ed Resource	BA/3	8/26/2024
Archibald, Matthew	RSI	Special Ed Resource	BA/4	8/26/2024
Burnett, Kelly	AHS	Special Ed WAVE	MA/11	8/26/2024
Cesare, Matthew D	ENE	Special Ed WAVE	MA/4	8/26/2024
Eberle, Robert E	RMS	PE	BA/3	8/26/2024
Flores Castellanos, Jhoseline	FOE	Special Ed Resource	BA/3	8/26/2024
Gust, Matt C	RVA	Social Studies	MA/11	8/26/2024
Holman, Jamily	SMS	.5 PE	BA/11	8/26/2024
Marsh, Laurel F	ZLE	Special Ed RISE	BA/4	8/26/2024
McCusker, Mara	ENE	Grade 3	MA/10	8/26/2024
Mitchell, Eva	SMS	Special Ed RISE	BA/4	8/26/2024
Nord, Robert H	SOE	Special Ed WAVE	MA/11	8/26/2024
Peterson, Gregory A	NOE	Special Ed WAVE	BA/3	8/26/2024
Vistad, Chantel C	NHLC	Early Childhood Sp Ed	MA60/14	8/26/2024

<b>RESIGNATION/RETIREMENT</b>				
<b>Name</b>	<b>Building</b>	<b>Title</b>		<b>Effective Date</b>
Ambrosius, Megan	NHLC	.09 Early Learning		8/26/2024
Fox, Jill	RMS	OT		6/6/2024
Sevald, Catherine	MLE	Grade 1		6/6/2024
Weinand, Jennifer	ENE	Grade 5		6/6/2024

**NON-LICENSED STAFF - 09/04/2024**

**CHANGE OF ASSIGNMENT**

<b>Name</b>	<b>Building</b>	<b>Title</b>	<b>Effective Date</b>
Merchant, Katelyn	ENE	AC EA to Program Assistant	08/26/2024
Sampson, Diamond	MLE	Teacher to REA	08/19/2024

**NEW HIRE**

<b>Name</b>	<b>Building</b>	<b>Title</b>	<b>Step/Lane</b>	<b>Effective Date</b>
Anderson, Leo	SMS	Program Assistant	LV7, Step 2	08/26/2024
Benefeld, Sarah	FOE	Special Ed EA	CL3, Step 3	09/03/2024
Biedler, Tricia	LVE	Special Ed EA	CL3, Step 3	09/03/2024
Corcoran, Annalise	ENE	Tutor EA	CL3, Step 3	09/03/2024
Hall, Isabella	ZLE	AC EA	CL2, Step 3	08/26/2024
Jentzen, Breanna	NHLC	Preschool EA	CL3, Step 3	09/03/2024
Kriedeman, Laura	FAIR-PL	Tutor EA	CL3, Step 3	09/03/2024
Kvalsten, Annabelle	CLC	ECFE EA	CL3, Step 3	09/03/2024
McCale, Travis	PMS	Program Assistant	LV4, Step 5	08/22/2024
McGuire, Quentin	CLC	Special Ed EA	CL3, Step 3	09/03/2024
O'Brien, Leah	ENE	AC EA	CL2, Step 3	08/26/2024
Phan, Trini	NHLC	ECSE EA	CL3, Step 3	09/03/2024
Reinholz, Emma	FOE	Tutor EA	CL3, Step 3	09/03/2024
Saavedra Guerra, Sindy	RSI	Nutrition Services	CAT2, Step 3	09/03/2024
Tracy, Julia	LVE	Special Ed EA	CL3, Step 3	09/03/2024
White, Timothy	FAIR-PL	Special Ed EA	CL3, Step 3	09/03/2024
Wilson, Stephanie	CHS	Nutrition Services	CAT3, Step 3	09/03/2024

**REHIRE**

<b>Name</b>	<b>Building</b>	<b>Title</b>	<b>Effective Date</b>
Smith, Carin	RMS	Clerical EA	09/03/2024
Stewart, Angela	SMS	Special Ed EA	09/03/2024

**RESIGNATION/RETIREMENT**

<b>Name</b>	<b>Building</b>	<b>Title</b>	<b>Effective Date</b>
Bogan, Erica	NOE	Tutor EA	06/05/2024
Carranza, Alfredo	RSI	Tutor EA	06/05/2024
Geiger, Jessica	ZLE	Tutor EA	06/05/2024
Maki, Crystal	RVA	Special Ed EA	06/05/2024
Powell, Joshua	SMS	Nutrition Services	09/03/2024
Smith, McKenzie	NOE	Clerical EA	09/03/2024
Ste Marie, Sue	ESC	Service Employee	10/04/2024
Williams, Jordan	SMS	Special Ed EA	06/05/2024
Wobbeking Fox, Dana	CHS	Health EA	06/05/2024

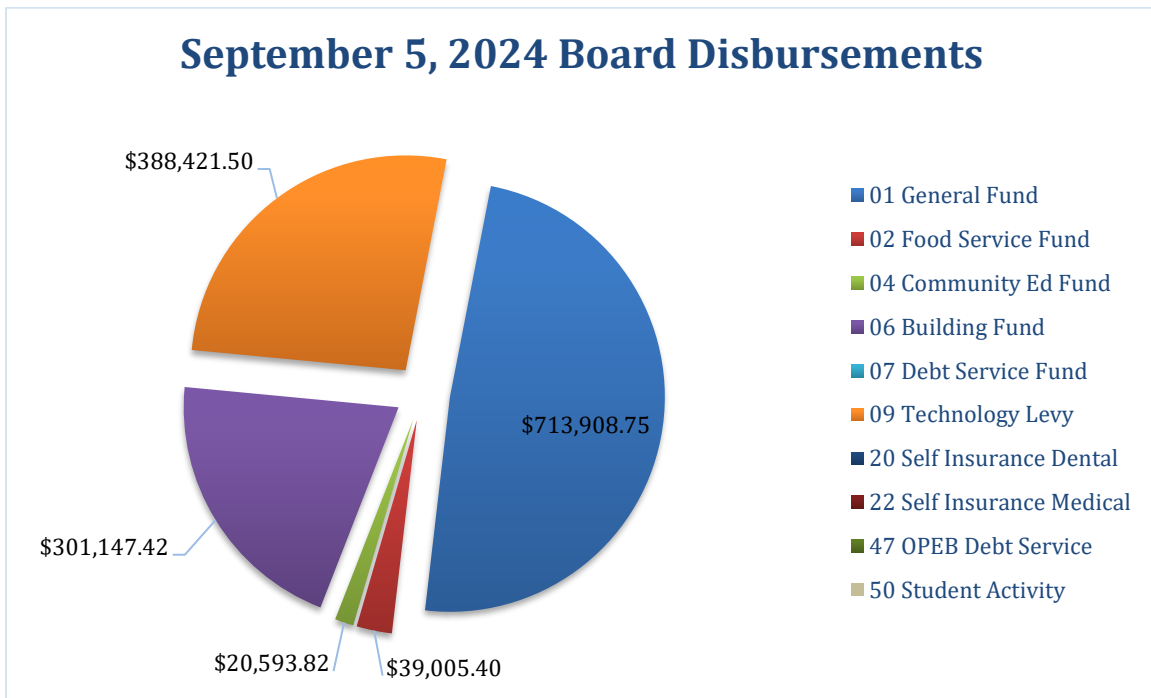


To: School Board Members and Superintendent  
From: Kristen Hoheisel, Chief Financial Officer  
Date: September 4, 2024  
Re: Consent: Approve September 5, 2024 Disbursements

**Description:**

School Board approve the disbursements for payroll, accounts payable, ACH and transfers.

The following is a summary of claims for September 5, 2024.



01	General Fund	\$713,908.75
02	Food Service Fund	\$39,005.40
04	Community Ed Fund	\$20,593.82
06	Building Fund	\$301,147.42
07	Debt Service Fund	\$0.00
09	Technology Levy	\$388,421.50
20	Self Insurance Dental	\$0.00
22	Self Insurance Medical	\$0.00
47	OPEB Debt Service	\$0.00
50	Student Activity	\$0.00
	<b>Total</b>	<b>\$1,463,076.89</b>

Robbinsdale Area Schools  
Board Disbursement Report  
September 5, 2024

	A	B	C	D	E	F
1	CHECK NUMBER	CHECK TYPE	DATE	VENDOR	AMOUNT	INVOICE DESCRIPTION
2	844132	R	9/5/2024	AAA MOVERS	\$851.00	LTFM: Meadow Lake Moving for Construction
3	844133	R	9/5/2024	MN PETROLEUM SERVICE, INC.	259.50	PH-5/6 ALARM MONITORING DX FLEET TROUBLESHOOTING
4	844133	R	9/5/2024	MN PETROLEUM SERVICE, INC.	259.50	PH-5/6 ALARM MONITORING DX FLEET TROUBLESHOOTING
5	844134	R	9/5/2024	A.J. MOORE ELECTRIC, INC.	315.00	Removal of electrical conduit prior to demo Armstrong High
6	844135	R	9/5/2024	AMERICAN BUILDERS CONSTRUCTION COMPANY LLC	3,941.60	Warehouse - flooring
7	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	1,722.50	LTFM at FAIR Crystal: mechanical controls material
8	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	3,380.00	LTFM at FAIR Crystal: mechanical controls material
9	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	3,380.00	LTFM at FAIR Crystal: mechanical controls material
10	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	511.06	BLANKET - CONTROLS/ MATERIAL - WAREHOUSE
11	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	511.06	BLANKET - CONTROLS/ MATERIAL - WAREHOUSE
12	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	1,177.58	BLANKET - CONTROLS/ MATERIAL - MLE
13	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	65.82	BLANKET - CONTROLS/ MATERIAL - RMS
14	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	32.48	BLANKET - CONTROLS/ MATERIAL - RMS
15	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	195.50	BLANKET - CONTROLS/ MATERIAL - RMS
16	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	376.59	BLANKET - CONTROLS/ MATERIAL - FAIRC
17	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	1,157.10	BLANKET - CONTROLS/ MATERIAL WAREHOUSE THERMISTOR
18	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	1,180.80	BLANKET - CONTROLS/ MATERIAL - RMS
19	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	1,558.00	BLANKET - CONTROLS/ MATERIAL - WAREHOUSE
20	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	270.60	BLANKET - CONTROLS/ MATERIAL - RMS
21	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	630.00	BLANKET - CONTROLS/ MATERIAL - RMS
22	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	980.00	BLANKET - CONTROLS/ MATERIAL - RMS
23	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	1,029.35	BLANKET - CONTROLS/ MATERIAL - RMS
24	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	3,453.96	BLANKET - CONTROLS/ MATERIAL - RMS
25	844140	R	9/5/2024	BUILDING CONTROLS GROUP, LLC	883.70	BLANKET - CONTROLS/ MATERIAL - RMS
26	844141	R	9/5/2024	INFRARED CONSULTING SERVICES	2,324.00	LTFM Infrared Roof Study - Various facilities
27	844141	R	9/5/2024	INFRARED CONSULTING SERVICES	1,662.00	LTFM Infrared Roof Study - Various facilities
28	844141	R	9/5/2024	INFRARED CONSULTING SERVICES	2,407.00	LTFM Infrared Roof Study - Various facilities
29	844142	R	9/5/2024	INSPEC INC	3,000.00	Civil Design Services for Cooper and Armstrong High Schools
30	844142	R	9/5/2024	INSPEC INC	3,000.00	Civil Design and Construction Administration Services for
31	844146	R	9/5/2024	KFI ENGINEERS, PC	3,800.00	LTFM Lakeview - 2025 MEP Design Services
32	844146	R	9/5/2024	KFI ENGINEERS, PC	8,360.00	LTFM Zachary Lane - 2025 MEP Design Services
33	844146	R	9/5/2024	KFI ENGINEERS, PC	8,360.00	LTFM Forest - MEP Design Services
34	844146	R	9/5/2024	KFI ENGINEERS, PC	434.00	Sandburg grease trap installation
35	844146	R	9/5/2024	KFI ENGINEERS, PC	3,069.49	Robbinsdale Middle School Dust Collection Rooms 030 and 109
36	844146	R	9/5/2024	KFI ENGINEERS, PC	217.00	Neill Elem - MEP design for LTFM funded chiller replacement
37	844146	R	9/5/2024	KFI ENGINEERS, PC	2,235.00	SEA Olson Summer 22 - Commissioning for LTFM construction
38	844146	R	9/5/2024	KFI ENGINEERS, PC	4,169.20	Proposal for Commissioning Services - Meadow Lake Chiller
39	844146	R	9/5/2024	KFI ENGINEERS, PC	14,964.29	Meadow Lake - MEP design for LTFM construction project
40	844146	R	9/5/2024	KFI ENGINEERS, PC	9,279.66	MEP Engineering Services - Armstrong High School LTFM MEP
41	844146	R	9/5/2024	KFI ENGINEERS, PC	20,000.00	Building Automation Services for RMS
42	844146	R	9/5/2024	KFI ENGINEERS, PC	18,500.00	Building Automation Services BAS for FAIR Crystal
43	844146	R	9/5/2024	KFI ENGINEERS, PC	5,590.00	Mechanical and Plumbing Engineering Services for Sonnesyn
44	844147	R	9/5/2024	KRAUS-ANDERSON CONSTRUCTION COMPANY	116,186.93	MEADOW LK ELEMENTARY 2023 LTFM
45	844148	R	9/5/2024	NELSON-RUDIE & ASSOCIATES, INC.	7,300.00	LTFM: RSI - Engineering Services
46	844150	R	9/5/2024	OPN ARCHITECTS	5,325.00	Professional Design Services - Revit Model Creation & LIDAR
47	844150	R	9/5/2024	OPN ARCHITECTS	6,950.00	Professional Design Services: LIDAR Scan and Revit Model
48	844150	R	9/5/2024	OPN ARCHITECTS	2,975.00	Professional Services: Neill Elementary Schematic Design
49	844150	R	9/5/2024	OPN ARCHITECTS	4,410.00	Professional Services: FAIR Crystal Architectural Design
50	844151	R	9/5/2024	PARKOS CONSTRUCTION COMPANY	7,150.00	Remove damaged half walls, patch and repair wall and floor.
51	844152	R	9/5/2024	SOCIAL MORPHOLOGY, LLC	4,756.84	LTFM Architectural Services -Sonnesyn Elementary School
52	844152	R	9/5/2024	SOCIAL MORPHOLOGY, LLC	621.80	LTFM Architectural Services - Warehouse
53	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	31.77	DIST WIDE - CUSTODIAL SUPPLIES - RSI
54	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	58.73	DIST WIDE - CUSTODIAL SUPPLIES - FAIRC
55	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	12.99	DIST WIDE - CUSTODIAL SUPPLIES - AHS
56	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	22.58	DIST WIDE - CUSTODIAL SUPPLIES - WAREHOUSE
57	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	4.27	DIST WIDE - CUSTODIAL SUPPLIES - RSI
58	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	88.65	DIST WIDE - CUSTODIAL SUPPLIES - SEA
59	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	9.98	DIST WIDE - CUSTODIAL SUPPLIES - WAREHOUSE
60	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	10.49	DIST WIDE - CUSTODIAL SUPPLIES - NOB
61	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	31.75	DIST WIDE - CUSTODIAL SUPPLIES - WAREHOUSE
62	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	64.86	DIST WIDE - CUSTODIAL SUPPLIES - FAIRC
63	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	14.49	DIST WIDE - CUSTODIAL SUPPLIES - WAREHOUSE CHS
64	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	22.99	DIST WIDE - CUSTODIAL SUPPLIES - WAREHOUSE
65	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	23.96	DIST WIDE - CUSTODIAL SUPPLIES - WAREHOUSE
66	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	34.45	DIST WIDE - CUSTODIAL SUPPLIES - WAREHOUSE
67	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	26.73	DIST WIDE - CUSTODIAL SUPPLIES - RSI
68	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	55.99	DIST WIDE - CUSTODIAL SUPPLIES - SEA
69	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	45.91	DIST WIDE - CUSTODIAL SUPPLIES
70	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	41.34	DIST WIDE - CUSTODIAL SUPPLIES - RSI
71	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	52.35	DIST WIDE - CUSTODIAL SUPPLIES - FAIRC
72	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	22.77	DIST WIDE - CUSTODIAL SUPPLIES - SON
73	844157	R	9/5/2024	FRATTALLONE'S HARDWARE STORES	14.49	DIST WIDE - CUSTODIAL SUPPLIES - RSI
74	844158	R	9/5/2024	3P Learning Inc	732.00	MATHSEEDS
75	844159	R	9/5/2024	A-1 ACRYLIC'S INC	873.00	FAIR PL Tech Flex
76	844160	R	9/5/2024	A-1 OUTDOOR POWER	663.98	SPRINGS AND CAPS
77	844160	R	9/5/2024	A-1 OUTDOOR POWER	24.00	SPRINGS AND CAPS SPOOL COVER
78	844161	R	9/5/2024	ACCELERATE LEARNING INC	1,737.95	Non Public Text Books FY25 - Quote# 00108914
79	844162	R	9/5/2024	ACCO BRANDS USA LLC	647.80	Laminante GBC CARTRIDGE
80	844165	R	9/5/2024	ADAMS PEST CONTROL - MAIN	50.00	DIST WIDE - Pest Control - NHLC
81	844165	R	9/5/2024	ADAMS PEST CONTROL - MAIN	50.00	DIST WIDE - Pest Control - MLE
82	844165	R	9/5/2024	ADAMS PEST CONTROL - MAIN	90.00	DIST WIDE - Pest Control - CHS
83	844165	R	9/5/2024	ADAMS PEST CONTROL - MAIN	50.00	DIST WIDE - Pest Control - SEA
84	844165	R	9/5/2024	ADAMS PEST CONTROL - MAIN	50.00	DIST WIDE - Pest Control - NPE
85	844165	R	9/5/2024	ADAMS PEST CONTROL - MAIN	50.00	DIST WIDE - Pest Control - LVE
86	844165	R	9/5/2024	ADAMS PEST CONTROL - MAIN	50.00	DIST WIDE - Pest Control - FAIRC
87	844165	R	9/5/2024	ADAMS PEST CONTROL - MAIN	50.00	DIST WIDE - Pest Control - ESC
88	844165	R	9/5/2024	ADAMS PEST CONTROL - MAIN	50.00	DIST WIDE - Pest Control - FAIRPL

Robbinsdale Area Schools  
Board Disbursement Report  
September 5, 2024

	A	B	C	D	E	F
1	CHECK NUMBER	CHECK TYPE	DATE	VENDOR	AMOUNT	INVOICE DESCRIPTION
89	844165	R	9/5/2024	ADAMS PEST CONTROL - MAIN	75.00	DIST WIDE - Pest Control - PMS
90	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	14.99	NAME PLATE HOLDERS/EXEC CABINET
91	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	186.99	OFFICE - TBL
92	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	87.87	FOT - PHONE CASE/CHARGER/PROTECTOR
93	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	27.75	Bluestiks for 24-25 supplies order
94	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	49.08	RSI Maud Hart Books
95	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	784.21	24-25 Supply order
96	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	48.51	Supplies
97	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	105.32	24-25 Phy Ed re-order
98	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	36.02	FACILITIES - SCREEN PROTECTORS
99	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	-12.53	Mystery Science #2 Re-order - CREDIT MEMO for
100	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	325.15	Mystery Science #2 Re-order
101	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	159.16	Snacks for KinderCamp & Camp 1st Grade in August
102	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	304.06	Mystery Science #3 Re-Order
103	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	114.34	Misc classroom supplies
104	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	32.98	CE Admin supplies
105	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	2,532.40	Books for Indian Education Students
106	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	1,017.68	OFFICE SUPPLIES
107	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	318.50	Final Mystery Science order
108	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	649.58	Mystery Science Order
109	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	17.99	Mystery Science Order
110	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	18.64	Plastic Bus Sleeves
111	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	60.07	Plastic Bus Sleeves
112	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	89.07	Plastic Bus Sleeves
113	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	39.35	Plastic Bus Sleeves
114	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	79.98	Student Pickup Cards for Car Riders for 24-25
115	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	41.97	ZLE pom poms
116	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	20.48	Supplies
117	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	267.84	Flags for Parking Lot and Open House materials
118	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	72.37	Office Supplies - Replacement
119	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	421.65	Office and Media Center Needs
120	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	207.73	scarves, supplies
121	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	33.99	Supplies for Preschool classes
122	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	109.52	Supplies for Preschool classes
123	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	162.39	Supplies for Preschool classes
124	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	71.76	Supplies for Preschool classes
125	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	36.99	Cash Bags - For deposits to Courier-TRUCKER.
126	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	65.67	Supplies for Dramatic Play kits
127	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	313.80	Supplies for Dramatic Play kits
128	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	138.66	Supplies for Dramatic Play kits
129	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	211.63	Supplies for Dramatic Play kits
130	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	1,212.55	Mystery Science Consumables
131	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	-15.93	HHM supplies for families CREDIT MEMO FOR 17XK-FG9F-4D7W
132	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	-15.92	HHM supplies for families CREDIT MEMO FOR 17XK-FG9F-4D7W
133	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	-25.03	HHM supplies for families CREDIT MEMO FOR 17XK-FG9F-4D7W
134	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	-25.02	HHM supplies for families CREDIT MEMO FOR 17XK-FG9F-4D7W
135	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	-9.59	Mystery Science Order CREDIT MEMO FOR 1DQQ-9NR3-H7TD
136	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	43.13	Office Supplies
137	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	22.77	Supplies
138	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	240.98	classroom supplies and office supplies
139	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	13.57	Supplies for Dramatic Play kits
140	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	64.82	Supplies for Dramatic Play kits
141	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	28.64	Supplies for Dramatic Play kits
142	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	43.71	Supplies for Dramatic Play kits
143	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	21.93	Mystery Science re order - product was cancelled and
144	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	219.48	NHLC Motor Room equipment
145	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	19.44	BOOK
146	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	656.43	Chemistry/Biology Order fall
147	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	40.38	Pathways - Oxford Composition Notebooks, Graph Ruled Paper,
148	844175	R	9/5/2024	AMAZON CAPITAL SERVICES, INC	2.49	Math Dept fall order
149	844176	R	9/5/2024	ANCHOR PAPER	714.42	Paper Order
150	844177	R	9/5/2024	APEC	1,109.00	RSI - HVAC filter purchase from APEC 24 X 24 X 4 - 25@
151	844178	R	9/5/2024	APPLE COMPUTER INC	2,303.00	iPads for SpEd Staff
152	844179	R	9/5/2024	AQUA LOGIC, INC.	684.42	BLANKET PURCHASE ORDER FOR POOL CHEMICALS AND EQUIPMENT
153	844180	R	9/5/2024	ARVIG ENTERPRISES, INC	4,697.90	Monthly Internet Charges - JULY
154	844180	R	9/5/2024	ARVIG ENTERPRISES, INC	4,697.90	Monthly Internet Charges - AUGUST
155	844181	R	9/5/2024	ATMOSPHERE COMMERCIAL INTERIORS, LLC	10,813.48	Bird Bash - Wellness Rooms - Atmosphere Purchase
156	844181	R	9/5/2024	ATMOSPHERE COMMERCIAL INTERIORS, LLC	17,552.07	Bird Bash - Wellness Room - West Elm
157	844182	R	9/5/2024	AVID CENTER	24,000.00	AVID Training 8/13-8/14/2024
158	844183	R	9/5/2024	AVID CENTER	3,197.00	AVID Training 8/13-8/14/2024 SUMMER INSTITUTE
159	844184	R	9/5/2024	BARNES & NOBLE INC.	5.76	Maud Hart for FAIR PL, FOE, LVE, ENE, NOE, NPE, RSI, SEA,
160	844184	R	9/5/2024	BARNES & NOBLE INC.	7.11	Maud Hart for FAIR PL, FOE, LVE, ENE, NOE, NPE, RSI, SEA,
161	844184	R	9/5/2024	BARNES & NOBLE INC.	7.77	Maud Hart for FAIR PL, FOE, LVE, ENE, NOE, NPE, RSI, SEA,
162	844184	R	9/5/2024	BARNES & NOBLE INC.	14.82	Maud Hart for FAIR PL, FOE, LVE, ENE, NOE, NPE, RSI, SEA,
163	844184	R	9/5/2024	BARNES & NOBLE INC.	3.51	Maud Hart for FAIR PL, FOE, LVE, ENE, NOE, NPE, RSI, SEA,
164	844184	R	9/5/2024	BARNES & NOBLE INC.	9.76	Maud Hart for FAIR PL, FOE, LVE, ENE, NOE, NPE, RSI, SEA,
165	844184	R	9/5/2024	BARNES & NOBLE INC.	17.72	Maud Hart for FAIR PL, FOE, LVE, ENE, NOE, NPE, RSI, SEA,
166	844185	R	9/5/2024	BLUE RIBBON BUILDERS LLC	1,633.00	HALL OF FAME WALL BUILDOUT
167	844185	R	9/5/2024	BLUE RIBBON BUILDERS LLC	5,804.50	HALL OF FAME WALL BUILDOUT
168	844187	R	9/5/2024	BLUUM OF MINNESOTA, LLC	21,198.25	PLE Classrooms interactive display refresh
169	844187	R	9/5/2024	BLUUM OF MINNESOTA, LLC	82,408.66	SEA Classrooms interactive display refresh
170	844187	R	9/5/2024	BLUUM OF MINNESOTA, LLC	112,038.41	MLE Classrooms interactive display refresh
171	844187	R	9/5/2024	BLUUM OF MINNESOTA, LLC	14,429.56	Additional Newline classroom display panels are needed for
172	844187	R	9/5/2024	BLUUM OF MINNESOTA, LLC	594.20	Classroom AV repairs
173	844188	R	9/5/2024	BRAIT TREE CO	938.00	tree treatment
174	844189	R	9/5/2024	BSN SPORTS, LLC	67.98	SOCCER NET TWIST LOCK CLIPS
175	844189	R	9/5/2024	BSN SPORTS, LLC	242.00	hall of fame gear

Robbinsdale Area Schools  
Board Disbursement Report  
September 5, 2024

	A	B	C	D	E	F
1	CHECK NUMBER	CHECK TYPE	DATE	VENDOR	AMOUNT	INVOICE DESCRIPTION
176	844191	R	9/5/2024	CDW GOVERNMENT	13,025.00	EA Chromebook Add-on
177	844191	R	9/5/2024	CDW GOVERNMENT	2,619.12	Chromeboxes for ESC, replaces the Chromeboxes on 0042500004
178	844191	R	9/5/2024	CDW GOVERNMENT	112,000.00	Additional High School Chromebooks
179	844191	R	9/5/2024	CDW GOVERNMENT	174.64	FAIR PL Headset for Chris Bush
180	844191	R	9/5/2024	CDW GOVERNMENT	1,361.00	Wireless keyboards and mice for stock
181	844191	R	9/5/2024	CDW GOVERNMENT	2,928.26	Print Shop and Dina Printer refresh
182	844192	R	9/5/2024	CINTAS CORPORATION	533.73	Cintas Uniform Contract
183	844192	R	9/5/2024	CINTAS CORPORATION	533.73	Cintas Uniform Contract
184	844193	R	9/5/2024	CROWN MARKING, INC	59.81	Notary Self Inking Stamp for Kelley L. Booth
185	844198	R	9/5/2024	DALCO ENTERPRISES INC	388.99	Dalco blanket PO for supplies - FAIRC
186	844198	R	9/5/2024	DALCO ENTERPRISES INC	944.94	Dalco blanket PO for supplies - NPE
187	844198	R	9/5/2024	DALCO ENTERPRISES INC	1,548.04	Dalco blanket PO for supplies - FOR
188	844198	R	9/5/2024	DALCO ENTERPRISES INC	176.70	Dalco blanket PO for supplies - NPE
189	844198	R	9/5/2024	DALCO ENTERPRISES INC	245.24	Dalco blanket PO for supplies - LVE
190	844198	R	9/5/2024	DALCO ENTERPRISES INC	224.31	Dalco blanket PO for supplies - SMS
191	844198	R	9/5/2024	DALCO ENTERPRISES INC	245.24	Dalco blanket PO for supplies - FAIRC
192	844198	R	9/5/2024	DALCO ENTERPRISES INC	847.80	CUSTODIAL EQUIPMENT - REPAIRS - FOR
193	844198	R	9/5/2024	DALCO ENTERPRISES INC	40.00	CUSTODIAL EQUIPMENT - REPAIRS - FAIRC
194	844198	R	9/5/2024	DALCO ENTERPRISES INC	374.53	Dalco blanket PO for supplies - FAIRC
195	844198	R	9/5/2024	DALCO ENTERPRISES INC	96.44	Dalco blanket PO for supplies - FAIRC
196	844198	R	9/5/2024	DALCO ENTERPRISES INC	29.00	Dalco blanket PO for supplies - RSI
197	844198	R	9/5/2024	DALCO ENTERPRISES INC	971.47	Dalco blanket PO for supplies - CLC
198	844198	R	9/5/2024	DALCO ENTERPRISES INC	230.05	Dalco blanket PO for supplies - NPE
199	844198	R	9/5/2024	DALCO ENTERPRISES INC	1,399.53	Dalco blanket PO for supplies - RSI
200	844198	R	9/5/2024	DALCO ENTERPRISES INC	131.24	Dalco blanket PO for supplies - FAIRC
201	844198	R	9/5/2024	DALCO ENTERPRISES INC	143.65	Dalco blanket PO for supplies - RSI
202	844198	R	9/5/2024	DALCO ENTERPRISES INC	165.07	Dalco blanket PO for supplies - NOB
203	844198	R	9/5/2024	DALCO ENTERPRISES INC	389.00	CUSTODIAL EQUIPMENT - REPAIRS - AHS
204	844199	R	9/5/2024	DELL MARKETING L.P.	3,774.96	Laptops for SpEd Staff
205	844200	R	9/5/2024	DISCOUNT SCHOOL SUPPLY	136.69	Misc classroom supplies
206	844201	R	9/5/2024	DK CONCRETE, LLC	16,095.00	Concrete work at FAIR Pilgrim Lane
207	844201	R	9/5/2024	DK CONCRETE, LLC	10,000.00	Asphalt patching at Noble Elementary
208	844201	R	9/5/2024	DK CONCRETE, LLC	4,000.00	Replace damaged bollard in ESC parking lot. It was hit by a
209	844202	R	9/5/2024	EBSCO INFORMATION SERVICES LLC	674.13	EBSCO Magazine order for the CHS Media Center
210	844202	R	9/5/2024	EBSCO INFORMATION SERVICES LLC	75.07	EBSCO Magazine order for the CHS Media Center
211	844203	R	9/5/2024	ECM PUBLISHERS, INC.	77.52	BLANKET FOR ADVERTISING PAYMENTS
212	844203	R	9/5/2024	ECM PUBLISHERS, INC.	77.52	BLANKET FOR ADVERTISING PAYMENTS
213	844203	R	9/5/2024	ECM PUBLISHERS, INC.	230.64	BLANKET FOR ADVERTISING PAYMENTS
214	844203	R	9/5/2024	ECM PUBLISHERS, INC.	230.64	BLANKET FOR ADVERTISING PAYMENTS
215	844203	R	9/5/2024	ECM PUBLISHERS, INC.	55.44	BLANKET FOR ADVERTISING PAYMENTS
216	844203	R	9/5/2024	ECM PUBLISHERS, INC.	55.44	BLANKET FOR ADVERTISING PAYMENTS
217	844203	R	9/5/2024	ECM PUBLISHERS, INC.	93.36	BLANKET FOR ADVERTISING PAYMENTS
218	844203	R	9/5/2024	ECM PUBLISHERS, INC.	93.36	BLANKET FOR ADVERTISING PAYMENTS
219	844204	R	9/5/2024	ELECTRIC MOTOR REPAIR	356.12	EMR - DW electric motor purchases. Price must be under
220	844205	R	9/5/2024	EMS LINQ INC	1,181.25	Titan/LINQ Student Management w/application processing
221	844206	R	9/5/2024	FLINN SCIENTIFIC, INC.	149.42	Science Physics Order
222	844206	R	9/5/2024	FLINN SCIENTIFIC, INC.	186.78	AP supplies - Vogel
223	844207	R	9/5/2024	FOLLETT CONTENT SOLUTIONS, LLC	159.99	Online subscription - IB Questionbank renewal- for CHS IB
224	844208	R	9/5/2024	GOODIN COMPANY	4,716.05	RMS - Order Water bottle filler from Goodin Company
225	844209	R	9/5/2024	GRAINGER	89.46	2024-2025 Grainger (PPE)
226	844210	R	9/5/2024	HORIZON COMMERCIAL POOL SUPPLY	1,684.95	Pool chemical supplies by Horizon Commercial Pool Supply
227	844211	R	9/5/2024	INDROTEC	3,615.84	INDROTEC STAFFING BLANKET PO FOR CLEANING (4)
228	844211	R	9/5/2024	INDROTEC	2,002.52	INDROTEC STAFFING BLANKET PO FOR CLEANING (2)
229	844211	R	9/5/2024	INDROTEC	7,018.25	INDROTEC STAFFING BLANKET PO FOR CLEANING (7)
230	844212	R	9/5/2024	INSTITUTE FOR ENVIRONMENTAL ASSESSMENT	2,238.68	IEA Professional Services 3 year proposal
231	844212	R	9/5/2024	INSTITUTE FOR ENVIRONMENTAL ASSESSMENT	995.08	Warehouse IAQ assessment
232	844212	R	9/5/2024	INSTITUTE FOR ENVIRONMENTAL ASSESSMENT	104.00	FAIR Crystal office asbestos samples
233	844212	R	9/5/2024	INSTITUTE FOR ENVIRONMENTAL ASSESSMENT	420.00	Districtwide 3rd year AHERA samples
234	844213	R	9/5/2024	JEFF'S S.O.S. DRAIN & SEWER	550.00	District-wide drain and sewer system repairs by SOS
235	844213	R	9/5/2024	JEFF'S S.O.S. DRAIN & SEWER	735.00	District-wide drainage and sewage scheduled preventive
236	844213	R	9/5/2024	JEFF'S S.O.S. DRAIN & SEWER	645.00	District-wide drainage and sewage scheduled preventive
237	844214	R	9/5/2024	KULLY SUPPLY INC	169.67	COOPER - IPS BALL VALVE 6 ELKAY STRAINER
238	844214	R	9/5/2024	KULLY SUPPLY INC	139.33	COOPER - IPS BALL VALVE 6 ELKAY STRAINER
239	844215	R	9/5/2024	LAKESHORE LEARNING MATERIALS	883.47	Early Learning
240	844215	R	9/5/2024	LAKESHORE LEARNING MATERIALS	85.49	NHLC Motor Room equipment
241	844216	R	9/5/2024	LEGACY SERVICES CORPORATION	14,905.00	Kitchen Hood Exhaust System Cleaning 2024
242	844217	R	9/5/2024	LVC COMPANIES INC	860.00	DW - LVC INTRUSION System service call repairs - Card
243	844217	R	9/5/2024	LVC COMPANIES INC	308.00	2024- Fire alarm, Sprinkler, kitchen hood, and Fire
244	844218	R	9/5/2024	MACKIN EDUCATIONAL RESOURCES	155.16	SEA Print Book Order
245	844219	R	9/5/2024	MACMILLAN HOLDINGS LLC	7,049.00	AP - Human Geography QUOTE Quote 00109909
246	844222	R	9/5/2024	MCGRAW HILL LLC	0.00	4 YEAR CONTRACT for Inspire Science 2020 - 9th Grade Earth
247	844222	R	9/5/2024	MCGRAW HILL LLC	92.49	4 YEAR CONTRACT for Inspire Science 2020 - 9th Grade Earth
248	844222	R	9/5/2024	MCGRAW HILL LLC	0.00	4 YEAR CONTRACT for Inspire Science 2020 - 9th Grade Earth
249	844222	R	9/5/2024	MCGRAW HILL LLC	57,600.00	4 YEAR CONTRACT for Inspire Science 2020 - 9th Grade Earth
250	844222	R	9/5/2024	MCGRAW HILL LLC	26,510.73	4 YEAR CONTRACT for Inspire Science 2020 - 9th Grade Earth
251	844223	R	9/5/2024	MENARDS	61.79	DIST WIDE - PARTS/SUPPLIES
252	844223	R	9/5/2024	MENARDS	45.93	chains and grease fittings
253	844224	R	9/5/2024	MENARDS	65.24	MENARDS BLANKET PO SUPPLIES GOLDEN VALLEY
254	844224	R	9/5/2024	MENARDS	59.59	MENARDS BLANKET PO SUPPLIES GOLDEN VALLEY
255	844225	R	9/5/2024	MIDWEST PLAYSCAPES INC	16,768.00	BT-1201 Balance Trax Playground - NEILL
256	844225	R	9/5/2024	MIDWEST PLAYSCAPES INC	26,417.00	Playworld Structure #500-2174 - NEILL
257	844225	R	9/5/2024	MIDWEST PLAYSCAPES INC	24,959.00	Playworld Structure #350-2074 - NEILL
258	844225	R	9/5/2024	MIDWEST PLAYSCAPES INC	21,018.00	NEILL - Playworld Structure #PE-905 - NEILL
259	844226	R	9/5/2024	NOKOMIS SHOE SHOP	189.95	2024-2025 Nokomis Safety Shoes (PPE) - CUSTODIAL - BS
260	844226	R	9/5/2024	NOKOMIS SHOE SHOP	250.00	2024-2025 Nokomis Safety Shoes (PPE) - CUSTODIAL - VP
261	844226	R	9/5/2024	NOKOMIS SHOE SHOP	159.95	2024-2025 Nokomis Safety Shoes (PPE) - CUSTODIAL - RC
262	844228	R	9/5/2024	NORTHLAND MECHANICAL CONTRACTORS, INC.	24,363.00	MLE Domestic hotwater boiler replacement. NMC

Robbinsdale Area Schools  
Board Disbursement Report  
September 5, 2024

	A	B	C	D	E	F
1	CHECK NUMBER	CHECK TYPE	DATE	VENDOR	AMOUNT	INVOICE DESCRIPTION
263	844228	R	9/5/2024	NORTHLAND MECHANICAL CONTRACTORS, INC.	3,666.00	Meadow Lake - NMC to re-pipe the domestic Lochinvar boiler
264	844229	R	9/5/2024	PERFECTION LEARNING CORP.	3,320.24	AP US History Print/eBook and AP Human Geography
265	844230	R	9/5/2024	POWERSCHOOL GROUP LLC	24,500.00	Unified Talent Subscription Renewal
266	844231	R	9/5/2024	QUICKSILVER EXPRESS COURIER	203.19	FOR PAYMENT OF DELIVERY BILLS FROM 7/1/24 - 6/30/25
267	844244	R	9/5/2024	RICOH USA, INC	4.77	Copier for room 15 at New Hope - ADDITIONAL IMAGES
268	844244	R	9/5/2024	RICOH USA, INC	0.25	FAIR - 60 MONTH LEASE HIGH VOLUME COPIER S/N #: C84368661
269	844244	R	9/5/2024	RICOH USA, INC	0.87	WAREHOUSE - COPY MACHINE S/N#: C84301756 - ADDITIONAL
270	844244	R	9/5/2024	RICOH USA, INC	7.59	FLT at SLC MP3015PF S/N #: C84021954 - ADDITIONAL IMAGES
271	844244	R	9/5/2024	RICOH USA, INC	59.18	2nd FLOOR TEACHING & LEARNING S/N #: C84331893 -
272	844244	R	9/5/2024	RICOH USA, INC	34.92	NHLC SCREENING - ADDITIONAL IMAGES
273	844244	R	9/5/2024	RICOH USA, INC	7.65	LAKEVIEW PRO8200S S/N #: C84387756 - ADDITIONAL IMAGES
274	844244	R	9/5/2024	RICOH USA, INC	5.22	HIGHVIEW MP7503 S/N #: C84387774 - ADDITIONAL IMAGES
275	844244	R	9/5/2024	RICOH USA, INC	0.72	RMS PRO8200S S/N #: C84387712/C84387709 - ADDITIONAL
276	844244	R	9/5/2024	RICOH USA, INC	1.44	ARMSTRONG PRO8200S S/N#: C84387995/C84387996 - ADDITIONAL
277	844244	R	9/5/2024	RICOH USA, INC	0.03	ARMSTRONG PRO8200S S/N#: C84387995/C84387996 - ADDITIONAL
278	844244	R	9/5/2024	RICOH USA, INC	5.43	ZACHARY LN PRO8200S S/N #: C84387710 - ADDITIONAL IMAGES
279	844244	R	9/5/2024	RICOH USA, INC	4.34	SMS MP4055SP S/N#: C84387748 - ADDITIONAL IMAGES
280	844244	R	9/5/2024	RICOH USA, INC	16.85	CLC MP4055SP S/N #: C84387746 - ADDITIONAL IMAGES
281	844244	R	9/5/2024	RICOH USA, INC	0.00	PLYMOUTH MP7503 S/N#: C84387961 - ADDITIONAL IMAGES
282	844244	R	9/5/2024	RICOH USA, INC	14.16	FOREST PRO8200S S/N #: C84387752 - ADDITIONAL IMAGES
283	844244	R	9/5/2024	RICOH USA, INC	0.09	SONNESYN PRO8200S C84387999 - ADDITIONAL IMAGES
284	844244	R	9/5/2024	RICOH USA, INC	0.23	RESEARCH & EVAL 2ND FLR MP4055SP S/N #: C84387750 -
285	844244	R	9/5/2024	RICOH USA, INC	1.43	SMS MP50551P S/N #: C84387707 - ADDITIONAL IMAGES
286	844244	R	9/5/2024	RICOH USA, INC	25.61	FAIR@PILGRIM LANE MP4055SP S/N#: C84387747/C84387749 -
287	844244	R	9/5/2024	RICOH USA, INC	149.48	NOBLE PRO8200S S/N #: C84387711 - ADDITIONAL IMAGES
288	844244	R	9/5/2024	RICOH USA, INC	5.47	FOT MP5055SP S/N #: C84387706 - ADDITIONAL IMAGES
289	844244	R	9/5/2024	RICOH USA, INC	0.10	FAIR@PILGRIM LANE MP4055SP S/N#: C84387747/C84387749 -
290	844244	R	9/5/2024	RICOH USA, INC	0.66	NORTHPORT PRO8200S - SN# C844387997 - ADDITIONAL IMAGES
291	844244	R	9/5/2024	RICOH USA, INC	0.06	RSI PRO8200S S/N #: C84387754 - ADDITIONAL IMAGES
292	844244	R	9/5/2024	RICOH USA, INC	4.24	RMS MP4055SP S/N #: C84387770 - ADDITIONAL IMAGES
293	844244	R	9/5/2024	RICOH USA, INC	0.15	SEA@OLSON PRO8200S S/N #: C84387998 - ADDITIONAL IMAGES
294	844244	R	9/5/2024	RICOH USA, INC	12.29	NEILL PRO8200S S/N #: C84387713 - ADDITIONAL IMAGES
295	844244	R	9/5/2024	RICOH USA, INC	63.53	ESC/PRINT SHOP - S/N#: C84388015 - ADDITIONAL IMAGES BW
296	844244	R	9/5/2024	RICOH USA, INC	2,366.03	ESC/PRINT SHOP - S/N#: C84388015 - ADDITIONAL IMAGES COLOR
297	844244	R	9/5/2024	RICOH USA, INC	127.83	COOPER MP7503 S/N #: C84387960 - ADDITIONAL IMAGES
298	844244	R	9/5/2024	RICOH USA, INC	0.06	MEADOW LK PRO8200S S/N #: C84387753 - ADDITIONAL IMAGES
299	844244	R	9/5/2024	RICOH USA, INC	0.00	RMS PRO8200S S/N #: C84387712/C84387709 - ADDITIONAL
300	844244	R	9/5/2024	RICOH USA, INC	0.00	PLYMOUTH PRO8200S S/N#: C84390336 - ADDITIONAL IMAGES
301	844244	R	9/5/2024	RICOH USA, INC	364.92	COOPER PRO8200S S/N #: C84390298 - ADDITIONAL IMAGES
302	844244	R	9/5/2024	RICOH USA, INC	1.88	Copier for office S/N #: C84027770 - ADDITIONAL IMAGES
303	844244	R	9/5/2024	RICOH USA, INC	33.61	MAINTENANCE FOR EXISTING COPIERS - ADDITIONAL IMAGES
304	844244	R	9/5/2024	RICOH USA, INC	10.77	ARMSTRONG ATHLETIC COPIER - ADDITIONAL IMAGES
305	844244	R	9/5/2024	RICOH USA, INC	801.67	COLOR COPIER, 60 MONTH S/N #: C84292422 - ADDITIONAL
306	844244	R	9/5/2024	RICOH USA, INC	15.80	COPY MACHINE S/N #: C26000245 - ADDITIONAL IMAGES
307	844244	R	9/5/2024	RICOH USA, INC	160.72	ESC - 1ST FLOOR COPIER LEASE IM5000 S/N #: C84351806
308	844244	R	9/5/2024	RICOH USA, INC	120.83	NEW HOPE LEARNING CENTER, MEDIA 1ST FLR LEASE S/N#:
309	844244	R	9/5/2024	RICOH USA, INC	35.72	3rd FLOOR S/N #: C84331629 - LEASE
310	844244	R	9/5/2024	RICOH USA, INC	35.71	3rd FLOOR S/N #: C84331629 - LEASE
311	844244	R	9/5/2024	RICOH USA, INC	147.32	IM4000 S/N #: C84398099 EARLY CHILDHOOD - LEASE
312	844244	R	9/5/2024	RICOH USA, INC	143.21	ENROLLMENT CENTER S/N #: C84390487 - LEASE
313	844244	R	9/5/2024	RICOH USA, INC	9.45	Copier/fax for SEA Office - ADDITIONAL IMAGES
314	844244	R	9/5/2024	RICOH USA, INC	0.55	Ricoh Copier Refresh FAIR School S/N #: C84335969 -
315	844244	R	9/5/2024	RICOH USA, INC	20.54	Ricoh Copier Refresh Fair School @ Pilgrim Lane S/N#:
316	844244	R	9/5/2024	RICOH USA, INC	7.69	Sandburg Middle School S/N #: C84335967 - ADDITIONAL
317	844244	R	9/5/2024	RICOH USA, INC	33.24	3rd FLOOR S/N #: C84331629 - ADDITIONAL IMAGES
318	844244	R	9/5/2024	RICOH USA, INC	33.24	3rd FLOOR S/N #: C84331629 - ADDITIONAL IMAGES
319	844245	R	9/5/2024	SCHOOL SPECIALTY, LLC	98.64	Phy ed order
320	844248	R	9/5/2024	SCHUMACHER ELEVATOR COMPANY	373.50	DW - Schumacher Elevator Company technicians to repair
321	844248	R	9/5/2024	SCHUMACHER ELEVATOR COMPANY	2,159.62	DW - Schumacher Elevator Company technicians to repair
322	844248	R	9/5/2024	SCHUMACHER ELEVATOR COMPANY	838.37	DW - Schumacher Elevator Company technicians to repair
323	844249	R	9/5/2024	SHRED-IT USA	94.70	BLANKET ORDER FOR SHREDDING NEEDS
324	844249	R	9/5/2024	SHRED-IT USA	54.27	BLANKET ORDER FOR SHREDDING NEEDS
325	844249	R	9/5/2024	SHRED-IT USA	51.66	BLANKET ORDER FOR SHREDDING NEEDS
326	844249	R	9/5/2024	SHRED-IT USA	43.06	BLANKET ORDER FOR SHREDDING NEEDS
327	844249	R	9/5/2024	SHRED-IT USA	43.06	BLANKET ORDER FOR SHREDDING NEEDS
328	844249	R	9/5/2024	SHRED-IT USA	43.06	BLANKET ORDER FOR SHREDDING NEEDS
329	844249	R	9/5/2024	SHRED-IT USA	51.66	BLANKET ORDER FOR SHREDDING NEEDS
330	844249	R	9/5/2024	SHRED-IT USA	43.06	BLANKET ORDER FOR SHREDDING NEEDS
331	844249	R	9/5/2024	SHRED-IT USA	43.06	BLANKET ORDER FOR SHREDDING NEEDS
332	844249	R	9/5/2024	SHRED-IT USA	43.06	BLANKET ORDER FOR SHREDDING NEEDS
333	844249	R	9/5/2024	SHRED-IT USA	51.66	BLANKET ORDER FOR SHREDDING NEEDS
334	844249	R	9/5/2024	SHRED-IT USA	51.66	BLANKET ORDER FOR SHREDDING NEEDS
335	844249	R	9/5/2024	SHRED-IT USA	30.14	BLANKET ORDER FOR SHREDDING NEEDS
336	844249	R	9/5/2024	SHRED-IT USA	51.66	BLANKET ORDER FOR SHREDDING NEEDS
337	844249	R	9/5/2024	SHRED-IT USA	43.06	BLANKET ORDER FOR SHREDDING NEEDS
338	844249	R	9/5/2024	SHRED-IT USA	24.15	BLANKET ORDER FOR SHREDDING NEEDS
339	844251	R	9/5/2024	SITEONE LANDSCAPE SUPPLY HOLDING, LLC	133.50	SiteOne/Hedberg Landscaping blanket
340	844251	R	9/5/2024	SITEONE LANDSCAPE SUPPLY HOLDING, LLC	133.50	SiteOne/Hedberg Landscaping blanket
341	844251	R	9/5/2024	SITEONE LANDSCAPE SUPPLY HOLDING, LLC	133.50	SiteOne/Hedberg Landscaping blanket
342	844251	R	9/5/2024	SITEONE LANDSCAPE SUPPLY HOLDING, LLC	133.50	SiteOne/Hedberg Landscaping blanket
343	844251	R	9/5/2024	SITEONE LANDSCAPE SUPPLY HOLDING, LLC	133.50	SiteOne/Hedberg Landscaping blanket
344	844251	R	9/5/2024	SITEONE LANDSCAPE SUPPLY HOLDING, LLC	133.50	SiteOne/Hedberg Landscaping blanket
345	844251	R	9/5/2024	SITEONE LANDSCAPE SUPPLY HOLDING, LLC	133.50	SiteOne/Hedberg Landscaping blanket
346	844251	R	9/5/2024	SITEONE LANDSCAPE SUPPLY HOLDING, LLC	133.50	SiteOne/Hedberg Landscaping blanket
347	844252	R	9/5/2024	SLOMKOWSKI, DAVID	1,195.00	Annual Safety Data Sheet Subscription Service 24-25 School
348	844253	R	9/5/2024	SOUTHPAW ENTERPRISES INC	1,033.92	NHLC Motor Room equipment replacement parts
349	844254	R	9/5/2024	SOUTHERN MINNESOTA INSPECTION CO. LLC	6,500.00	DISTRICT THEATER INSPECTIONS AHS, CHS, RMS, FAIR Crystal

Robbinsdale Area Schools  
Board Disbursement Report  
September 5, 2024

	A	B	C	D	E	F
1	CHECK NUMBER	CHECK TYPE	DATE	VENDOR	AMOUNT	INVOICE DESCRIPTION
350	844260	R	9/5/2024	STAPLES ADVANTAGE	315.00	office color printer cartridge
351	844260	R	9/5/2024	STAPLES ADVANTAGE	21.98	Math Dept Order Fall
352	844260	R	9/5/2024	STAPLES ADVANTAGE	50.70	Math Dept Order Fall
353	844260	R	9/5/2024	STAPLES ADVANTAGE	386.18	Math Dept Order Fall
354	844260	R	9/5/2024	STAPLES ADVANTAGE	116.71	Ink for printer
355	844260	R	9/5/2024	STAPLES ADVANTAGE	73.54	Misc office and classroom supplies
356	844260	R	9/5/2024	STAPLES ADVANTAGE	57.96	Misc office and classroom supplies
357	844260	R	9/5/2024	STAPLES ADVANTAGE	1,100.25	Chemistry/Biology Order fall
358	844260	R	9/5/2024	STAPLES ADVANTAGE	119.13	Chemistry/Biology Order fall
359	844260	R	9/5/2024	STAPLES ADVANTAGE	302.85	Pathways supplies
360	844260	R	9/5/2024	STAPLES ADVANTAGE	16.10	Pathways supplies
361	844260	R	9/5/2024	STAPLES ADVANTAGE	685.14	General Office/Toner
362	844260	R	9/5/2024	STAPLES ADVANTAGE	24.61	General Office/Toner
363	844260	R	9/5/2024	STAPLES ADVANTAGE	214.80	General Office/Toner
364	844260	R	9/5/2024	STAPLES ADVANTAGE	30.76	Office Supplies
365	844260	R	9/5/2024	STAPLES ADVANTAGE	334.87	Classroom Supplies
366	844260	R	9/5/2024	STAPLES ADVANTAGE	101.46	Office Supplies
367	844260	R	9/5/2024	STAPLES ADVANTAGE	56.67	Supplies for Kindergarten Classrooms
368	844260	R	9/5/2024	STAPLES ADVANTAGE	133.50	Classroom Supplies
369	844260	R	9/5/2024	STAPLES ADVANTAGE	24.87	Office Supplies
370	844260	R	9/5/2024	STAPLES ADVANTAGE	316.40	Ink
371	844260	R	9/5/2024	STAPLES ADVANTAGE	42.87	Office supplies needed
372	844260	R	9/5/2024	STAPLES ADVANTAGE	107.83	Supplies
373	844260	R	9/5/2024	STAPLES ADVANTAGE	2.77	OFFICE SUPPLIES
374	844260	R	9/5/2024	STAPLES ADVANTAGE	108.92	OFFICE SUPPLIES
375	844260	R	9/5/2024	STAPLES ADVANTAGE	36.24	Neill - Office
376	844260	R	9/5/2024	STAPLES ADVANTAGE	68.32	Supplies
377	844260	R	9/5/2024	STAPLES ADVANTAGE	88.91	Office Supplies
378	844260	R	9/5/2024	STAPLES ADVANTAGE	132.09	Toner for the Health Office printer
379	844260	R	9/5/2024	STAPLES ADVANTAGE	1,231.97	office supplies
380	844260	R	9/5/2024	STAPLES ADVANTAGE	861.37	Ink
381	844260	R	9/5/2024	STAPLES ADVANTAGE	109.60	Office supplies needed
382	844261	R	9/5/2024	TALK IT ROCK IT, LLC	2,084.00	Talk It Rock It - Books, Early Intervention Team, BOOKS
383	844262	R	9/5/2024	THE AMAZING CHICKPEA	1,102.50	Chickpea Sandwiches
384	844263	R	9/5/2024	TURNITIN, LLC	18,028.00	Turnitin Software
385	844264	R	9/5/2024	TYLER TECHNOLOGIES INC	25.63	Web based Software for Transportation for Tyler Tech
386	844264	R	9/5/2024	TYLER TECHNOLOGIES INC	25.62	Web based Software for Transportation for Tyler Tech
387	844264	R	9/5/2024	TYLER TECHNOLOGIES INC	102.50	Web based Software for Transportation for Tyler Tech
388	844264	R	9/5/2024	TYLER TECHNOLOGIES INC	102.50	Web based Software for Transportation for Tyler Tech
389	844265	R	9/5/2024	ULINE	1,632.09	Work Platform - Safety Steps - Health and Safety Paying
390	844267	R	9/5/2024	ULTRASOURCE LLC	525.84	Forest: 18- 6" chill trays #500500 & 1- dolly, single
391	844267	R	9/5/2024	ULTRASOURCE LLC	430.12	RSI: 8- 6" chill trays #500500 & 1- dolly, single #508904
392	844267	R	9/5/2024	ULTRASOURCE LLC	464.36	Neill: 10- 6" chill trays #500500 & 1- dolly, single
393	844267	R	9/5/2024	ULTRASOURCE LLC	621.97	Sandburg: 15- 6" chill trays #500500 & 1- dolly, single
394	844268	R	9/5/2024	VENTRIS LEARNING LLC	9,782.50	UFLI Teacher Manuals
395	844268	R	9/5/2024	VENTRIS LEARNING LLC	3,762.50	UFLI Teacher Manuals
396	844269	R	9/5/2024	ZAHL EQUIPMENT CO	440.00	SMS fuel oil high water alarm repair
397	844270	R	9/5/2024	NCS PEARSON INC	325.75	GED TESTING SERVICES FOR MAY 2024 (MEN'S)
398	844270	R	9/5/2024	NCS PEARSON INC	175.21	GED TESTING SERVICES FOR MAY 2024 (WOMEN'S)
399	844271	R	9/5/2024	SEABOY, ALFRED	200.00	AMERICAN INDIAN DRUM AND DANCE EVENT
400	844271	R	9/5/2024	SEABOY, ALFRED	400.00	AMERICAN INDIAN WINTER STORYTELLING EVENT
401	844272	R	9/5/2024	TOSHIBA AMERICAN BUSINESS SOLUTIONS INC	77.43	COPIER USAGE MAY 2024
402	844273	R	9/5/2024	BARNETT, JACK	100.00	NUTRITION SERVICES REFUND FOR STUDENT PB
403	844274	R	9/5/2024	BAYEFALL DJEMBE LLC	4,000.00	SUMMER FREEDOM SCHOOLS 2024 PERFORMANCE
404	844275	R	9/5/2024	BLAZERWORKS	1,768.14	SERVICES DATES: 7/15/2024 - 7/19/2024
405	844275	R	9/5/2024	BLAZERWORKS	4,393.75	SERVICES DATES: 7/15/2024 - 7/19/2024
406	844275	R	9/5/2024	BLAZERWORKS	1,768.14	SERVICE DATES: 7/22/2024 - 7/26/2024
407	844275	R	9/5/2024	BLAZERWORKS	3,720.00	SERVICE DATES: 7/22/2024 - 7/26/2024
408	844276	R	9/5/2024	CITY OF NEW HOPE	1,872.00	SOCCER CAMP YA51P224 7/22/2024 - 7/25/2024= \$416, TENNIS
409	844277	R	9/5/2024	DANCE UNLIMITED LLC	1,197.00	SWIFFTES DANCE CAMP SA 3= \$693, HIP HOP & ROLL SA 5= \$504
410	844278	R	9/5/2024	FUTURA LANGUAGE PROFESSIONALS	845.00	SPANISH SUMMER CAMP SA 7 8/5/2024-8/8/2024 - 6 STUDENTS @
411	844279	R	9/5/2024	ISD 287	4,474.22	AUGUST 2024: SPECIAL EDUCATION, TEACHING & LEARNING, AREA
412	844279	R	9/5/2024	ISD 287	9,952.16	AUGUST 2024: SPECIAL EDUCATION, TEACHING & LEARNING, AREA
413	844279	R	9/5/2024	ISD 287	4,560.79	AUGUST 2024: SPECIAL EDUCATION, TEACHING & LEARNING, AREA
414	844279	R	9/5/2024	ISD 287	13,727.98	AUGUST 2024: SPECIAL EDUCATION, TEACHING & LEARNING, AREA
415	844279	R	9/5/2024	ISD 287	74,792.97	AUGUST 2024: SPECIAL EDUCATION, TEACHING & LEARNING, AREA
416	844279	R	9/5/2024	ISD 287	56,533.65	AUGUST 2024: SPECIAL EDUCATION, TEACHING & LEARNING, AREA
417	844279	R	9/5/2024	ISD 287	13,682.38	AUGUST 2024: SPECIAL EDUCATION, TEACHING & LEARNING, AREA
418	844279	R	9/5/2024	ISD 287	11,245.35	AUGUST 2024: SPECIAL EDUCATION, TEACHING & LEARNING, AREA
419	844279	R	9/5/2024	ISD 287	462.09	AUGUST 2024: SPECIAL EDUCATION, TEACHING & LEARNING, AREA
420	844280	R	9/5/2024	JILLY BEANS	359.00	ICE CREAM TREATS FOR 8/20/24 EVENT
421	844281	R	9/5/2024	MALLOY, MONTAGUE, KARNOWSKI, RADOSEVICH & CO.	14,450.00	FY23 AUDITING SERVICES - PROGRESSIVE BILLING FOR SERVICES
422	844282	R	9/5/2024	MASA	379.00	REGISTRATION FOR MASA FALL CONFERENCE FOR DR. TERI STALOCH
423	844282	R	9/5/2024	MASA	860.00	MASA MEMBERSHIP RENEWAL JOHN GROENKE
424	844282	R	9/5/2024	MASA	249.00	2024 MDE/MASA BACK TO SCHOOL CONFERENCE FOR BRIDGET HALL
425	844283	R	9/5/2024	MASBO	110.00	ACTIVE MEMBERSHIP - BETH TOMLINSON
426	844284	R	9/5/2024	MCDOWELL AGENCY (THE)	71.50	BACKGROUND CHECK SCREENINGS - EMP PREPAY CC
427	844285	R	9/5/2024	MESPA - MN ELEMENTARY SCHOOL PRINCIPAL ASSOC	962.00	MESPA RENEWAL MICHAEL RIECKENBERG NOBLE
428	844285	R	9/5/2024	MESPA - MN ELEMENTARY SCHOOL PRINCIPAL ASSOC	922.00	MESPA RENEWAL EMILY JAMES ZACHARY LANE
429	844285	R	9/5/2024	MESPA - MN ELEMENTARY SCHOOL PRINCIPAL ASSOC	452.00	MESPA RENEWAL FOR BRIDGET HALL
430	844286	R	9/5/2024	METRO VOLLEYBALL OFFICIAL ASSOCIATION, LLC	2,160.00	VOLLEYBALL OFFICIALS
431	844287	R	9/5/2024	MIRROR PROMOTIONS	224.84	OPAQUE CARABINER BADGE REELS
432	844287	R	9/5/2024	MIRROR PROMOTIONS	224.84	OPAQUE CARABINER BADGE REELS
433	844289	R	9/5/2024	MN ASSOC OF SECONDARY SCHOOL PRINCIPALS	984.00	JOSEPH PURVIS MASSP MEMBERSHIP DUES
434	844289	R	9/5/2024	MN ASSOC OF SECONDARY SCHOOL PRINCIPALS	865.00	LAKIMBERLY JEFFERSON MASSP MEMBERSHIP DUES
435	844289	R	9/5/2024	MN ASSOC OF SECONDARY SCHOOL PRINCIPALS	865.00	NED NELSON MASSP MEMBERSHIP DUES
436	844289	R	9/5/2024	MN ASSOC OF SECONDARY SCHOOL PRINCIPALS	865.00	COLLEEN KENNEDY MASSP MEMBERSHIP DUES

Robbinsdale Area Schools  
Board Disbursement Report  
September 5, 2024

	A	B	C	D	E	F
1	CHECK NUMBER	CHECK TYPE	DATE	VENDOR	AMOUNT	INVOICE DESCRIPTION
437	844289	R	9/5/2024	MN ASSOC OF SECONDARY SCHOOL PRINCIPALS	885.00	TODD GOGGLEEY MASSP MEMBERSHIP DUES
438	844289	R	9/5/2024	MN ASSOC OF SECONDARY SCHOOL PRINCIPALS	885.00	SHIRRIE JACKSON MASSP MEMBERSHIP DUES
439	844289	R	9/5/2024	MN ASSOC OF SECONDARY SCHOOL PRINCIPALS	885.00	MICHAEL BURY MASSP MEMBERSHIP DUES
440	844289	R	9/5/2024	MN ASSOC OF SECONDARY SCHOOL PRINCIPALS	865.00	SHAUNECE SMITH MASSP MEMBERSHIP DUES
441	844290	R	9/5/2024	MINNESOTA SCHOOL BOARDS ASSOCIATION	315.00	2024 MSBA SUMMER SEMINAR - BASSETT
442	844290	R	9/5/2024	MINNESOTA SCHOOL BOARDS ASSOCIATION	315.00	2024 MSBA SUMMER SEMINAR - BOWMAN
443	844290	R	9/5/2024	MINNESOTA SCHOOL BOARDS ASSOCIATION	315.00	2024 MSBA SUMMER SEMINAR - BROOKS
444	844291	R	9/5/2024	NASHKE NATIVE GAMES	2,988.00	CULTURAL GAMES AND SUPPLIES FOR ACHIEVEMENT AND INTEGRATION
445	844291	R	9/5/2024	NASHKE NATIVE GAMES	6,000.00	TEACHING CULTURAL GAMES AND ACTIVITIES FOR AMERICAN INDIAN
446	844292	R	9/5/2024	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	1,799.55	MAIL MACHINE LEASE 06/30/24 THRU 09/29/24
447	844293	R	9/5/2024	PITNEY BOWES INC	91.29	BLK INK CART.
448	844293	R	9/5/2024	PITNEY BOWES INC	15.00	MULTICARRIER SHIPPING
449	844294	R	9/5/2024	RED CEDAR CONSULTING, LLC	10,516.09	INVESTIGATION REGARDING RDALE SCHOOL BOARD
450	844296	R	9/5/2024	REVOLUTIONARY SPORTS, LLC	3,518.60	VOLLEYBALL CAMP SA 3= \$1439.10, BASKETBALL CAMP SA 5=
451	844296	R	9/5/2024	REVOLUTIONARY SPORTS, LLC	1,072.00	BASEBALL CLASS 7/15/2024 - 8/5/2024= \$750.40, YOUTH
452	844296	R	9/5/2024	REVOLUTIONARY SPORTS, LLC	174.20	BASEBALL CLASS 7/15/2024 - 8/5/2024= \$750.40, YOUTH
453	844297	R	9/5/2024	Ross, Lyndsey	840.00	COORDINATE YOUTH AND ADULT AQUATIC PROGRAMMING 8/5/2024 -
454	844298	R	9/5/2024	STUDEMAM, VICTORIA	12.37	REFUND FOR CASH PAYMENR FOR ENROLLMENT IN LEVEL 2:
455	844299	R	9/5/2024	SYMMETRY ENERGY SOLUTIONS, LLC	245.42	NATURAL GAS DELIVERIES JULY 2024 - CHS, NEI, LKV, MLE, AHS,
456	844299	R	9/5/2024	SYMMETRY ENERGY SOLUTIONS, LLC	180.05	NATURAL GAS DELIVERIES JULY 2024 - CHS, NEI, LKV, MLE, AHS,
457	844299	R	9/5/2024	SYMMETRY ENERGY SOLUTIONS, LLC	1,906.38	NATURAL GAS DELIVERIES JULY 2024 - CHS, NEI, LKV, MLE, AHS,
458	844299	R	9/5/2024	SYMMETRY ENERGY SOLUTIONS, LLC	378.74	NATURAL GAS DELIVERIES JULY 2024 - CHS, NEI, LKV, MLE, AHS,
459	844299	R	9/5/2024	SYMMETRY ENERGY SOLUTIONS, LLC	91.20	NATURAL GAS DELIVERIES JULY 2024 - CHS, NEI, LKV, MLE, AHS,
460	844299	R	9/5/2024	SYMMETRY ENERGY SOLUTIONS, LLC	349.20	NATURAL GAS DELIVERIES JULY 2024 - CHS, NEI, LKV, MLE, AHS,
461	844299	R	9/5/2024	SYMMETRY ENERGY SOLUTIONS, LLC	95.76	NATURAL GAS DELIVERIES JULY 2024 - CHS, NEI, LKV, MLE, AHS,
462	844299	R	9/5/2024	SYMMETRY ENERGY SOLUTIONS, LLC	235.25	NATURAL GAS DELIVERIES JULY 2024 - CHS, NEI, LKV, MLE, AHS,
463	844299	R	9/5/2024	SYMMETRY ENERGY SOLUTIONS, LLC	199.20	NATURAL GAS DELIVERIES JULY 2024 - CHS, NEI, LKV, MLE, AHS,
464	844299	R	9/5/2024	SYMMETRY ENERGY SOLUTIONS, LLC	242.50	NATURAL GAS DELIVERIES JULY 2024 - CHS, NEI, LKV, MLE, AHS,
465	844299	R	9/5/2024	SYMMETRY ENERGY SOLUTIONS, LLC	199.20	NATURAL GAS DELIVERIES JULY 2024 - CHS, NEI, LKV, MLE, AHS,
466	844299	R	9/5/2024	SYMMETRY ENERGY SOLUTIONS, LLC	181.20	NATURAL GAS DELIVERIES JULY 2024 - CHS, NEI, LKV, MLE, AHS,
467	844300	R	9/5/2024	TECH ACADEMY	2,148.00	EXTREME ROBOTICS BIONIC BEASTS SA 8= \$480, VIRTUAL REALITY
468	844301	R	9/5/2024	UNIVERSITY OF MINNESOTA	1,500.00	PRESS SITE LICENSE RENEWAL (1 YEAR SUBSCRIPTION - 30 SEATS)
469	844302	R	9/5/2024	UNIVERSITY OF MINNESOTA, TWIN CITIES	1,000.00	SANDHOFF SCHOLARSHIP AWARDED TO PB - U OF MN TWIN CITIES
470	844303	R	9/5/2024	UPS FREIGHT	26.23	COMMERCIAL GROUND
471	844303	R	9/5/2024	UPS FREIGHT	2.10	LATE FEE
472	844304	R	9/5/2024	VISUAL IMPACT LLC	825.00	11x4 CINTRA PRINT
473	844304	R	9/5/2024	VISUAL IMPACT LLC	1,320.00	40"x57" LAMINATED POSTERS
474	844304	R	9/5/2024	VISUAL IMPACT LLC	160.00	30x36 LIGHT POLE BANNERS
475	844304	R	9/5/2024	VISUAL IMPACT LLC	160.00	84x72 FABRIC BACKDROP
476	844305	R	9/5/2024	WELD & SONS PLUMBING	274.00	PLUMBER LABOR RATE & SERVICE CALL FEE
477	844306	R	9/5/2024	WOLVERT, TAMMY	390.00	BARRA FUSION AS-EX706B 6/25/2024 TO 8/8/2024 9 STUDENTS @
478	844307	R	9/5/2024	YOUTH ENRICHMENT LEAGUE	2,539.00	SA 3 WOODWORKING= \$888, SA 4 FENCING= \$720, SA 5 PROJECT
479	844308	R	9/5/2024	ZACHARIAS, JOANNE	500.00	1 HOUR PRESENTATION OF BOOK READING
480	844309	R	9/5/2024	ADVANCED COMMERCIAL KITCHENS	577.23	LAKVIEW REPAIRS
481	844309	R	9/5/2024	ADVANCED COMMERCIAL KITCHENS	3,468.10	FAIR CRYSTAL REPAIRS
482	844310	R	9/5/2024	BIX PRODUCE COMPANY, LLC	70.08	SUMMER PRODUCE
483	844311	R	9/5/2024	GREEN BOY BRAND, INC.	5,105.00	Uniforms
484	844312	R	9/5/2024	PAN-O-GOLD BAKING CO	48.22	SUMMER BREAD
485	844313	R	9/5/2024	ST PAUL BEVERAGE SOLUTIONS, LLC	-11.08	MILK CREDIT FG001438
486	844313	R	9/5/2024	ST PAUL BEVERAGE SOLUTIONS, LLC	127.79	MILK SUMMER
487	844313	R	9/5/2024	ST PAUL BEVERAGE SOLUTIONS, LLC	108.00	MILK SUMMER
488	844313	R	9/5/2024	ST PAUL BEVERAGE SOLUTIONS, LLC	226.14	MILK SUMMER
489	844315	R	9/5/2024	UPPER LAKES FOODS, INC.	5,269.13	PMS LUNCH
490	844315	R	9/5/2024	UPPER LAKES FOODS, INC.	660.10	PMS LUNCH
491	844315	R	9/5/2024	UPPER LAKES FOODS, INC.	36.00	PMS LUNCH
492	844315	R	9/5/2024	UPPER LAKES FOODS, INC.	110.85	PMS SUPPLIES
493	844315	R	9/5/2024	UPPER LAKES FOODS, INC.	1,820.89	PMS BREAKFAST
494	844315	R	9/5/2024	UPPER LAKES FOODS, INC.	1,490.21	CHS BREAKFAST
495	844315	R	9/5/2024	UPPER LAKES FOODS, INC.	1,641.44	AHS BREAKFAST
496	844315	R	9/5/2024	UPPER LAKES FOODS, INC.	44.00	CHS LUNCH
497	844315	R	9/5/2024	UPPER LAKES FOODS, INC.	4,721.92	CHS LUNCH
498	844315	R	9/5/2024	UPPER LAKES FOODS, INC.	8,604.77	AHS LUNCH
499	844315	R	9/5/2024	UPPER LAKES FOODS, INC.	44.00	AHS LUNCH
500	844315	R	9/5/2024	UPPER LAKES FOODS, INC.	190.62	AHS LUNCH
501	844315	R	9/5/2024	UPPER LAKES FOODS, INC.	225.95	DISTRICT BEEF
502					\$1,463,076.89	



# Announcements | September 4, 2024

## Policy Committee Meeting

Wednesday, September 11, 2024 at 6:00 p.m.

*Visit the district calendar on our website for additional details regarding these meeting/events.  
Visit our school websites for activities and sporting event details.*



## School Board of Robbinsdale Area Schools

Business Meeting – September 4, 2024

**AGENDA SECTION:** Adjournment

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**ITEM:** 7. Adjournment of Business Meeting

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**COMMENTS BY:** ReNae Bowman, School Board Chair

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**Recommended Action:** Adjourn the business meeting.

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_