



Robbinsdale Area Schools School Board Meeting Agenda

Monday, June 13, 2011 at 5:15 PM

Work Session

Education Service Center Boardroom, 4148 Winnetka Avenue North,
New Hope, Minnesota

1. Welcome
Presenter: Chair Van Heel
Time: 5:15 p.m.
2. Review 2011-2012 Budgets 2
Presenter: Lonnie Smith
Time: 5:15 - 5:55 p.m.
3. Student Behavior Handbook Task Force Report 50
Presenter: Lori Simon and Ellen Voit
Time: 5:55 - 7:00 p.m.
4. Break
Time: 7:00 - 7:15 p.m.
5. Adjourn
Presenter: Chair Van Heel
Time: 7:15 p.m.



MEMO

DATE: June 8, 2010

TO: Members of the School Board
Superintendent Aldo Sicoli

FROM: Al Ickler
Executive Director – Community Education

RE: Proposed Increase in Facilities Fees

Al Ickler will present the Facility Use Hourly Fee Comparisons and Proposed Fee Increases for 2011-12.

Facility Use Hourly Fee Comparisons and Proposed Fee Increases for 2011-2012



FACILITY	FREE WITH EXCEPTIONS		LOCAL			HIGHER EDUCATION			IN-DISTRICT COMMERCIAL			NON-DISTRICT		
	2010-11 Rate Class I (A)	2011-12 Proposed Rate	2010-11 Rate Class II (A)	2011-12 Proposed Rate	Average Rate Districts #1-11	2010-11 Rate Class II (B)	2011-12 Proposed Rate	Average Rate Districts #1-11	2010-11 Rate Class II (C)	2011-12 Proposed Rate	Average Rate Districts #1-11	2010-11 Rate Class II (D)	2011-12 Proposed Rate	Average Rate Districts #1-11
Auditorium – HS	\$25.00	\$25.00	\$42.75	\$43.75	\$52.54	\$83.75	\$83.75	\$68.00	\$89.25	\$90.25	\$98.18	\$118.25	\$118.25	\$117.36
Gym – HS (1 section)	\$10.00	\$10.00	\$18.25	\$19.25	\$23.14	\$31.00	\$32.00	\$34.18	\$36.00	\$37.00	\$43.63	\$45.75	\$46.75	\$60.90
Gym – MS (1 section)	\$10.00	\$10.00	\$17.25	\$18.25	\$20.68	\$31.00	\$31.00	\$27.36	\$36.00	\$37.00	\$40.64	\$44.75	\$45.75	\$48.00
Gym – Elementary	\$5.00	\$5.00	\$15.25	\$15.25	\$15.13	\$28.00	\$28.00	\$21.00	\$30.00	\$30.00	\$29.90	\$39.75	\$39.75	\$35.09
Cafeteria – Elementary	\$0.00	\$0.00	\$13.25	\$13.25	\$12.36	\$28.00	\$28.00	\$16.95	\$30.00	\$30.00	\$24.40	\$39.75	\$39.75	\$31.90
Cafeteria – MS/HS	\$0.00	\$0.00	\$25.50	\$25.50	\$18.36	\$54.00	\$54.00	\$25.77	\$57.00	\$57.00	\$38.77	\$76.00	\$76.00	\$48.31
Classroom – Elementary	\$0.00	\$0.00	\$9.25	\$10.25	\$9.36	\$16.25	\$16.25	\$12.86	\$19.25	\$19.25	\$18.40	\$23.50	\$24.50	\$24.18
Classroom – MS/HS	\$0.00	\$0.00	\$9.25	\$10.25	\$9.36	\$16.25	\$16.25	\$12.86	\$20.25	\$20.25	\$18.40	\$23.50	\$24.50	\$24.18
Multipurpose Room – Elementary	\$0.00	\$0.00	\$13.25	\$14.25	^(4,5) \$30.00	\$21.50	\$22.50	^(4,5) \$30.00	\$29.00	\$30.00	^(4,5) \$50.00	\$31.00	\$32.00	^(4,5) \$50.00
Media Center – Elementary	\$0.00	\$0.00	\$13.25	\$14.25	⁽¹⁻⁹⁾ \$21.72	\$24.50	\$25.50	⁽¹⁻⁹⁾ \$24.67	\$29.00	\$30.00	⁽¹⁻⁹⁾ \$41.00	\$36.00	\$37.00	⁽¹⁻⁹⁾ \$47.89
Media Center – MS/HS	\$0.00	\$0.00	\$15.25	\$16.25	^(Omit 2,10,11) \$20.93	\$30.00	\$30.00	^(Omit 2,10,11) \$27.50	\$33.00	\$34.00	^(Omit 2,10,11) \$42.13	\$41.75	\$42.75	^(Omit 2,10,11) \$55.13
Faculty Lounge	\$0.00	\$0.00	\$8.25	\$8.25	^(5,8,9) \$7.00	\$16.25	\$16.25	^(5,8,9) \$15.50	\$17.25	\$17.25	^(5,8,9) \$14.75	\$23.50	\$23.50	^(5,8,9) \$19.25
High School Stadium (turf only)	\$0.00	\$0.00	\$50.00	\$50.00	Not applicable	\$100.00	\$100.00	Not applicable	\$150.00	\$150.00	Not applicable	\$200.00	\$200.00	Not applicable

- Districts by Number
Hourly Fee Comparison Chart**
1. Bloomington Public Schools
 2. Hopkins School District
 3. Richfield Public Schools
 4. Roseville Area Schools
 5. St. Louis Park Public Schools
 6. Anoka-Hennepin Public Schools
 7. Osseo Area Schools
 8. South Washington County Schools
 9. Stillwater Area Schools
 10. Wayzata Public Schools
 11. West St. Paul Area Schools

User Classifications for Fee Purposes

Class I - Free

- Curricular, co-curricular, extra-curricular (booster club fundraisers) and Community Education activities sponsored by the district.
- Meetings of the District school organizations (PTA, advisory committees, etc.).
- Organizations in which the District is a member and dues are paid from District funds.
- Local, state and national election voting and regular party precinct caucuses.
- Youth groups (Boy or Girl Scouts, 4-H, Camp Fire, faith-based, etc.)
- Special hearings and other city public governmental meetings.
- Organizations promoting civic engagement (League of Women Voters, etc.)
- Neighborhood groups.
- Robbinsdale Area Schools alumni groups.

Class I (A) - Free with Exceptions

Free use except auditoriums, elementary and secondary gyms

- City recreational programs.
- Athletic organizations located within a city in the District.
- Northwest YMCA.

Class II - Fees Charged (A-D)

Local Users II (A)

- City or state governmental groups not qualifying under Free Users.
- Community-based organizations holding area meetings involving groups outside of the community.
- District employees who sponsor or supervise an activity (fundraisers, sports, etc.) that has not been approved by the superintendent and/or his/her designee as a regular day-school activity.
- Non-profit organizations 501(c) (3) in District, including faith-based, sectarian or similar groups.
- Fundraising events sponsored by non-profit, community-based organizations.
- Political conventions.
- Professional organizations of which District employees may be members.

Higher Education II (B)

- State universities, community and private colleges.

In-District Commercial Users II (C)

- Commercial organizations located within the District.

Non-District Users II (D)

- Individuals and organizations located outside the District.



Community Use of Facilities

Summary of Hourly Fee Comparisons

and Proposed Fee Increases for 2011-12





TO: Members of the School Board
Dr. Aldo Sicoli, Superintendent

FROM: Lonnie Smith, Executive Director of Business Services

DATE: June 13, 2011

RE: 2011-2012 Budget Draft

DISCUSSION:

Attached to this memo is a draft of the 2011-2012 Budget for your review.

QUESTIONS:

For questions please contact Lonnie Smith at 763-504-8037 or Lonnie_Smith@rdale.org

BUDGET OVERVIEW

THE DISTRICT

The legal name of the District is Independent School District Number 281 and is often referred to as Robbinsdale Area Schools. The District, a Minneapolis suburban school district, serves a general population of approximately 100,852 and covers an area of about 32 square miles. The District owns and operates facilities in the cities of Robbinsdale, New Hope, Golden Valley, Crystal, Brooklyn Center, Brooklyn Park and Plymouth. The District has two senior high schools, two middle schools, nine elementary schools and eight multi-purpose facilities which serve over 11,000 students. The District also operates Alternative Learning Centers, which utilize some of the multi-purpose buildings.

The laws of the State of Minnesota give the authority to direct the District's business operations and educational functions to the District's School Board whose members are elected officials. The School Board has the authority to levy taxes, set fees, approve budgets, and staff positions along with other business and educational functions without prior approval from any other governmental unit. However, there are limits set in state statute. The amount of the levy components are either voter approved, derived from formulas set in statute or approved by the Minnesota Department of Education under guidelines set in statute. The School Board does have the authority to not levy the maximum levy permitted but in certain instances this causes a proportionate decrease in related state aid which is determined by the state legislature. The School Board does not have the authority to set the market value of property within the District nor to arbitrarily levy amounts needed to cover its expenditures. The expenditure budget must stay within predetermined revenue parameters determined through statutory formulas or reduce its fund balance or cut expenditures. The School Board can increase fees for those fees authorized in statute and seek grants. The School Board can issue debt with prior District voter approval or, as in the alternative facilities program, with prior approval of the Minnesota Department of Education. The Minnesota Department of Education does have some oversight responsibility over the District that is generally related to compliance and approval of certain laws and procedures. The School Board is responsible for the fiscal health of the District and the educational development of its students.

BUDGET POLICIES, DEVELOPMENT, ADMINISTRATION AND MANAGEMENT

The Robbinsdale Area School District's fiscal year commences July 1 of each year, which is consistent with most school districts and is law in Minnesota. The School Board, by law, must have a budget adopted for the upcoming fiscal year prior to July 1. Budgeting is a difficult process since many decisions regarding revenue are determined by the state legislature, which often doesn't adjourn until the middle of May.

The budget sets forth the financial plan for the forthcoming fiscal year. It is based on the projected financial needs of the District to allocate limited resources in the best possible way

to give the best educational opportunities to students. The budget process starts with the development of the plan and timeline with completion and adoption in June. The plan is disseminated to board members and administration and the preparation of the budget is implemented. The process begins in July of the preceding fiscal year as this is when tax levy planning starts. Several levy components such as the lease levy, health & safety levy and the alternative facility levy requests need to be completed in July so that the Department of Education has time to study and approve the amounts for the proposed levy process in September. The proposed tax levy is approved by the board in September so that the county has time to inform taxpayers of their total tax impact in November. Taxpayers have an opportunity to express their concerns about their tax burden during hearings that take place in December. The board can then adjust the levy to reflect taxpayers concerns but must adopt the final levy in December. The board cannot increase the levy above the proposed amount without meeting certain exceptions such as a voter approved levy referendum.

The administration reviews enrollment projections and determines staffing levels needed for the forthcoming year. A preliminary financial forecast is prepared by the Executive Director of Business Services and staffing levels are determined. The administration then recommends staff changes to the board for approval.

The budget process continues and involves staff at all levels as they inform administration of their needs and anticipated expenditures. These requests are then reviewed by their budget administrator who determines their appropriateness and if appropriate includes them in his/her budget. Each building principal is allocated an amount for supplies, materials and equipment, based on student enrollment of that building, which he/she must allocate to those accounts under his/her control. When each administrator has his/her budget assembled he/she enters it in the finance system.

The Executive Director of Business Services prepares the salary and benefits budget and updates this data to the budget. The finance department staff, along with the Executive Director of Business Services prepares estimates of other areas for inclusion in the budget. Staff in the finance department review the data entered by each budget administrator and makes any necessary corrections. Preliminary budgets are compiled and presented to the School Board. The School Board considers these preliminary budgets, makes recommendations and changes, and adopts the final budget in June.

Budgeting for capital expenditures is slightly different as some of the expenditures are linked to previously determined revenue amounts. Lease and health & safety expenditures are estimated the prior July for the tax levy approval purpose and so the budget is set. Other capital expenditures are determined by the business office after consultation with cabinet administrators. A portion of capital revenue is allocated to each building based on estimated enrollment.

The budget is then implemented and administered. Administrators are responsible for approving purchase requisitions from their buildings or areas of responsibility. They must remain within the budget constraints and monitor their budgets from periodic reports they receive from the finance department. They also have the ability to review their budgets

online through their computer terminal. The Executive Director of Business Services has responsibility for the financial integrity of the District. The availability of funds, the proper code classification, the maintenance of the coding structure and compliance with legal purchasing directives are all monitored by the finance and purchasing departments continuously. All bids and contracts must be authorized and approved by the School Board. The revenue and expenditure budgets are monitored and changed as conditions change. All revisions to the budget are approved by the School Board.

Independent auditors audit the District's financial operations annually. An audited Comprehensive Annual Financial Report is presented to the board annually which evaluates the District's results of operations. The District has a finance advisory council which advises the board on financial matters.

FINANCIAL STRUCTURE

The financial activity of the District is accounted for in several funds. Each fund is an independent accounting entity having its own set of accounts, assets, liabilities, fund balances, revenues and expenditures. The District uses eight funds: General, Child Nutrition, Community Service, Building Construction, Debt Service, Agency, Expendable Trust and Internal Service.

FUND DESCRIPTION

GENERAL FUND

The General Fund is used to account for K-12 educational activities, instructional and student support programs, expenditures for the superintendent, administration, operations and maintenance, pupil transportation, capital expenditures, and legal expenditures not specifically designated to be accounted for in any other fund. A district may use General Fund revenues for capital purposes except when the requirements for a specific categorical revenue state that it may not be used for capital purchases.

Transportation Services

The General Fund is also used to show all financial activities of the District's pupil transportation program. Charge backs will be made against other operating funds when appropriate.

Capital Expenditures

Revenue for total operating capital, the capital lease levy and revenue from bonds for certain capital facilities must be recorded in the reserve for operating capital in the General Fund. Revenue for Health and Safety and for Disabled Accessibility must be recorded in the Reserves for these purposes in the General Fund.

Capital expenditures may be made from either the Unreserved General Fund, or from one of the appropriate reserves in the General Fund.

Proceeds from the sale or exchange of school buildings or real property must be used according to the requirements of M.S. 123.36, Subd. 13. Where this statute permits deposit in the Capital Expenditure Fund, the proceeds must be deposited in the Reserve for Operating Capital in the General Fund.

Miscellaneous General Provisions

If the unreserved fund balance in the Child Nutrition or Community Service Fund is in deficit, the deficit may be eliminated by a transfer from the General Fund (M.S. 121.912). See the following description of each fund to determine when a fund transfer is required. Such a transfer requires School Board action.

Extra-curricular activities under the control of the School Board must be recorded in the General Fund (M.S. 123.38, Subd. 2). If the extra-curricular activities are not under School Board control, only the direct salary costs and indirect costs for use of school facilities are to be recorded in this fund. Other revenues and expenditures for extra-curricular activities not under board control should not be reported as part of UFARS reporting (M.S. 123.38, Subd 2b).

CHILD NUTRITION FUND

The Child Nutrition Fund is used to record financial activities of a school district's food service program. Food service includes activities for the purpose of preparation and service of milk, meals and snacks in connection with school and community service activities.

All expenditures relating to meal preparation must be recorded in the Child Nutrition Fund. Eligible expenditures include application processing, meal accountability, food preparation, meal service and kitchen custodial service (M.S. 124.646, Subd. 4 (c)).

Generally excluded from the Child Nutrition Fund are the costs of lunchroom supervision, lunchroom custodial services, lunchroom utilities, or any other administrative costs that are the responsibility of the General Fund. These costs may only be included if a surplus exists in the Child Nutrition Fund at the end of a fiscal year for three successive years. A district may then reclassify these costs for the third fiscal year, not to exceed the amount of the surplus in the Child Nutrition Fund (M.S. 124.646, Subd. 4 (h)).

Capital expenditures may be made from the Child Nutrition Fund only if (1) the Child Nutrition Fund's year-end unreserved fund balance is greater than the cost of the equipment to be purchased, and (2) prior approval has been obtained from the Minnesota Children's Nutrition Section. If these conditions are not met, then the equipment may only be purchased from the General Fund (M.S. 124.646, Subd. 4 (d)).

If a deficit in the Child Nutrition Fund exists on June 30, and if that deficit is not eliminated by operations during the following year, it must then be eliminated by a permanent fund transfer from the General Fund. As an alternative to a fund transfer, a district may incur a deficit for up to three years without making the permanent transfer if the district submits to the Minnesota Children's Nutrition Section, By January 1 of the second fiscal year, a plan for eliminating the deficit at the end of the third fiscal year (M.S. 124.646, Subd. 4 (g)).

COMMUNITY SERVICE FUND

The Community Service Fund is used to record all financial activities of the Community Service program. The Community Service Fund is comprised of three components, each with its own fund balance. The three components are Community Service, Community Education and Early Childhood Family Education (ECFE).

Community Education includes only those activities authorized in M.S. 121.88. The focus of these activities is enrichment programs for any age level that are not part of the K-12 education program. This section may also be used for K-12 summer school enrichment activities which, although educational in nature, are not for credit and are not required for graduation. A district may spend up to 10 percent of its community education revenue (levy, aids and fees) to purchase or lease computers and related items, equipment for instructional programs and library books used exclusively for community education (M.S. 124.2713, Subd. 8). The fund balance for Community Education is recorded in Fund Balance Code 431, Reserved for Community Education.

Early Childhood Family Education includes only activities authorized in M.S. 121.882. The focus of these activities is to improve parenting skills of new and expectant parents, and to provide learning experiences for parents and children. The fund balance for Early Childhood Family Education is recorded in Fund Balance Account Code 432, Reserved for Early Childhood Family Education.

The Community Service Fund also includes other community programs such as School Readiness, Preschool Screening, Adult Farm Management, and Nonpublic Pupil Aid programs. The fund balance for these community programs is recorded in Fund Balance Account Code 422, Unreserved Undesignated.

When federal monies are expended for community service purposes as part of a program primarily for elementary/secondary children, the General Fund is used. Federal programs such as Adult Basic Education, which are predominately or totally directed toward adult groups, are recorded in the appropriate account of the Community Service Fund.

Funds may be transferred from the General Fund to the Community Service Fund for the employer contributions for TRA and FICA-Medicare for members of TRA who are paid from the Community Service Fund and who are not paid for by a fully funded grant or special project. The funds transferred must be recorded in the specific program areas from which the employer contribution expenditures were incurred (M.S. 121.912, Subd, 1 (b)).

If there is a deficit in the unreserved portion of the Community Education Fund, a transfer may be made from the General Fund. Such transfer requires school board action.

BUILDING CONSTRUCTION FUND

The Building Construction Fund is used to record all operations of a district's building construction program that are funded by the sale of bonds or by capital loans.

Construction costs for buildings and additions consist of the following: expenditures for general construction, advertisement for contracts, payments on contracts for construction, installations of plumbing, heating, lighting, ventilating and electrical systems, expenditures for lockers, elevators, and other equipment, architectural and engineering services, travel expenses, paint and decorating expenses, and any other related costs. Also, include the costs of floating the bond issue in this fund by reclassification from the General Fund.

All revenues and expenditures for projects being funded under the Capital Loan Program and the Alternative Bonding Program must be reported in this fund. Where a balance from a bond issue remains in the Building Construction Fund after the project has been completed and all claims against the Building Construction fund have been paid. The balance must be permanently transferred (residual equity transfer) by official board resolution to the Debt Service Fund and used to pay the bonded indebtedness incurred in the project (M.S. 475.61).

There can be no borrowing from the Building Construction Fund. Any cash balance or investment in a Building Construction Fund is held in trust for authorized building projects for which the bonds were sold and must not be used to support cash deficits in other funds (M.S. 121.911, Subd 4).

DEBT SERVICE FUND

The Debt Service Fund is used to record revenue and expenditures for a school district's outstanding bonded indebtedness, whether for building construction or operating capital, and whether for initial or refunding bonds.

When a bond issue is sold, the school board must levy a direct general tax upon the property of the District for the payment of principal and interest on such bonds as due. The revenue from such a tax and related state aid must be separately accounted for in a Debt Service Fund (M.S. 475.61).

When an excess is accumulated in a Debt Service Fund due to interest earnings, lower than anticipated tax delinquency, or excess building funds, the levy for debt service may be reduced in whole or part as dictated by fund balances and debt retirement requirements. When there are accumulations in the fund as the process of debt repayment nears an end, the accumulations should be used to reduce debt levies. When there is any balance left in the

Debt Service Fund after all obligations have been discharged, such balance shall be permanently transferred to the General Fund, with an equal levy reduction (M.S. 475.61).

Include in this fund, net revenue (revenue minus operating expenditures) from rental or lease of property not currently being used for school purposes when there is outstanding debt on the property. The net revenue should be used to reduce the debt service levy in accordance with M.S. 123.36, Subd. 10. Revenue from sale or reimbursement from loss of property shall be deposited in this fund if the property had outstanding bonds. Amounts in excess of the amount required to retire the bonds may remain in the Debt Service Fund or be deposited in the Balance Sheet Code 424, Reserve for Operating Capital, in the General Fund according to M.S. 123.36, Subd. 13.

There can be no borrowing from the Debt Service Fund. Any cash balance or investment in the Debt Service Fund is held in trust for bondholders, and must not be used to support cash deficits in other funds (M.S. 121.911, Subd. 4).

EXPENDABLE TRUST FUND

The Expendable Trust Fund is used to account for funds held by the district as trustee for others. These include the Memorial Scholarship Funds and the District's Internal Revenue Code Section 125 Cafeteria Plan.

AGENCY FUND

The Agency Fund is established to account for transactions and assets that the District is holding as an agent for others. The Robbinsdale Redesign money is accounted for in the Agency Fund.

INTERNAL SERVICE FUND

The Internal Service Fund is used to collect premiums and to pay invoices for the District's self-insured dental plan and self-insured medical plan.

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
BUDGET COMPARISON**

REVENUE BUDGET COMPARISON

Fund	Revised Budget 2010-11	Proposed Budget 2011-12	\$ Change	% Change
GENERAL /TRANSPORTATION	\$ 131,728,804	\$ 128,395,595	\$ (3,333,209)	-2.53%
CHILD NUTRITION	5,888,814	6,033,192	\$ 144,378	2.45%
COMMUNITY SERVICES	7,647,220	7,805,522	\$ 158,302	2.07%
CAPITAL EXPENDITURE	6,956,582	5,248,428	\$ (1,708,154)	-24.55%
BUILDING CONSTRUCTION	18,650,000	7,159,928	\$ (11,490,072)	-61.61%
DEBT SERVICE	22,983,789	16,503,887	\$ (6,479,902)	-28.19%
TOTAL	<u>\$ 193,855,209</u>	<u>\$ 171,146,552</u>	<u>\$ (22,708,657)</u>	<u>-11.71%</u>

EXPENDITURE BUDGET COMPARISON

Fund	Revised Budget 2010-11	Proposed Budget 2011-12	\$ Change	% Change
GENERAL/TRANSPORTATION	\$ 128,339,800	\$ 127,875,487	\$ (464,313)	-0.36%
CHILD NUTRITION	5,970,604	6,155,026	184,422	3.09%
COMMUNITY SERVICES	7,863,949	7,855,410	(8,539)	-0.11%
CAPITAL EXPENDITURE	7,025,263	6,362,613	(662,650)	-9.43%
BUILDING CONSTRUCTION	12,033,981	14,097,887	2,063,906	17.15%
DEBT SERVICE	15,665,828	16,494,369	828,541	5.29%
TOTAL	<u>\$ 176,899,425</u>	<u>\$ 178,840,792</u>	<u>\$ 1,941,367</u>	<u>1.10%</u>

Note: The above does not include other financing sources or uses.

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
GENERAL FUND
GENERAL AND TRANSPORTATION ACCOUNTS
ASSUMPTIONS AND CHANGES TO PROGRAMS**

Projected General Fund revenue for the 2011-12 school year will decrease due to a small enrollment and pupil unit decline along with the reduction of federal stimulus funds and a reduction in some federal revenues. There is also uncertainty in what will be the changes in State funding. Expenditures for 2011-2012 will decrease due to budget adjustments and changes in programs and staffing. Total revenues are expected to be about \$.5 million more than expenditures so the unreserved fund balance is estimated to increase from \$ 10.9 million to about \$ 11.4 million.

Highlights...

- Board approved student / teacher ratios range from 25 to 30 for the elementary schools, 24.22 for the middle schools and 27.10 for the high schools. These ratios do not include compensatory funds. These are the staffing ratios and staffing resources assigned to schools. Based on these ratios, specific grade levels or subjects at specific schools will usually be somewhat smaller or larger depending on staffing decisions and enrollment patterns at the specific schools.
- Tuition will be paid to the West Metro Education Program (WMEP) for students continuing to attend the WMEP Fine Arts Interdisciplinary and the InterDistrict Downtown schools. Tuition is also paid for special education, vocational and alternative services the District receives from Intermediate District #287.

Revenue...

- The General Education Formula allowance is \$5,124 which is no increase from the previous year. Marginal cost pupil units are projected at 13,768, a 165 pupil unit decrease.
- Basic Skills / Compensatory Revenue will increase due to additional students eligible for the free and reduced lunch program. The estimated percent of students that will qualify for free and reduced lunch program is 46%.
- Special education revenue represents about 10% of the revenue budget. The District qualifies for aid for the “excess costs” in special education.
- The Marginal cost rate remains constant at 23%. This helps districts with declining enrollments.
- Gift, paid by student and all grant revenue are budgeted to equal expenditures.

Expenditures...

- Salaries reflect step and lane changes and a zero percent contract increase.
- Benefits reflect estimated expenditure decreases.
- Budget adjustments presented to the Board in January 2011 and May 2011 for 2011-2012 are included. The projected 2011-2012 budget has carryover amounts as approved to provide for specific circumstances only.

INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
GENERAL FUND
GENERAL AND TRANSPORTATION ACCOUNTS
SUMMARY STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES

	Actual 2007-2008	Actual 2008-2009	Actual 2009-2010	Revised Budget 2010-2011	Proposed Budget 2011-2012
REVENUES:					
General Education Formula	\$ 84,274,958	\$ 83,715,875	\$ 72,306,538	\$ 79,673,373	\$ 79,408,532
Referendum Property Taxes/Aid	12,738,632	12,631,642	21,253,185	21,775,189	20,922,697
Other Property Taxes	3,041,725	3,333,541	3,309,975	2,351,280	2,434,724
State Categorical Aids	18,890,851	12,217,274	11,625,607	12,261,437	13,087,195
Federal Aids	2,549,550	2,721,838	11,941,326	3,857,959	4,556,520
Grants	3,675,378	5,516,053	4,421,201	5,586,991	4,160,927
Tuition and Other Revenue	<u>5,656,787</u>	<u>5,362,083</u>	<u>6,246,182</u>	<u>6,222,575</u>	<u>3,825,000</u>
TOTAL REVENUE	<u>\$ 130,827,881</u>	<u>\$ 125,498,306</u>	<u>\$ 131,104,014</u>	<u>\$ 131,728,804</u>	<u>\$ 128,395,595</u>
EXPENDITURES:					
Salaries and Wages	\$ 79,878,439	\$ 77,815,578	\$ 78,788,161	\$ 75,777,903	\$ 77,653,888
Employee Benefits	23,521,521	21,639,279	23,790,661	27,393,070	25,884,484
Purchased Services	24,228,641	18,704,310	18,514,469	18,637,692	18,252,942
Supplies	4,529,589	4,098,639	5,084,955	5,078,554	4,671,200
Equipment and Capital Chargeback	321,331	674,868	1,239,931	1,044,393	809,880
Short Term Borrowing	255	-	-	-	-
Tuition and Other Expenses	<u>421,167</u>	<u>896,313</u>	<u>477,953</u>	<u>408,188</u>	<u>603,093</u>
TOTAL EXPENDITURES	<u>\$ 132,900,943</u>	<u>\$ 123,828,987</u>	<u>\$ 127,896,130</u>	<u>\$ 128,339,800</u>	<u>\$ 127,875,487</u>
REVENUES OVER (UNDER)					
EXPENDITURES	<u>\$ (2,073,062)</u>	<u>\$ 1,669,319</u>	<u>\$ 3,207,884</u>	<u>\$ 3,389,004</u>	<u>\$ 520,108</u>
OTHER FINANCING SOURCES (USES):					
Transfers to Other Funds	\$ (36,667)	\$ (16,187,258)	\$ (37,505)	\$ -	\$ -
Sale of Bonds	-	16,139,328	-	-	-
Transfers from Other Funds	<u>797,973</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
TOTAL OTHER SOURCES (USES)	<u>\$ 761,306</u>	<u>\$ (47,930)</u>	<u>\$ (37,505)</u>	<u>\$ -</u>	<u>\$ -</u>
REVENUES AND OTHER SOURCES					
OVER (UNDER) EXPENDITURES	<u>\$ (1,311,756)</u>	<u>\$ 1,621,389</u>	<u>\$ 3,170,379</u>	<u>\$ 3,389,004</u>	<u>\$ 520,108</u>
BEGINNING FUND BALANCE	<u>\$ 4,072,338</u>	<u>\$ 2,760,582</u>	<u>\$ 4,381,971</u>	<u>\$ 7,552,350</u>	<u>\$ 10,941,354</u>
ENDING FUND BALANCE	<u>\$ 2,760,582</u>	<u>\$ 4,381,971</u>	<u>\$ 7,552,350</u>	<u>\$ 10,941,354</u>	<u>\$ 11,461,462</u>

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
GENERAL FUND REVENUE
GENERAL AND TRANSPORTATION ACCOUNTS**

	Actual 2007-08	Actual 2008-09	Actual 2009-10	Revised Budget 2010-11	Proposed Budget 2011-12
ENROLLMENT					
K	965	866	842	842	849
1	931	903	849	854	852
2	892	904	864	833	908
3	936	855	898	845	879
4	953	892	822	869	865
5	972	914	839	791	891
6	922	933	862	816	821
7	971	930	939	841	852
8	1,009	959	885	910	862
9	1,056	1,022	982	905	1,020
10	1,039	1,009	974	941	977
11	979	967	906	943	928
12	940	915	871	883	856
TOTAL ENROLLMENT	12,565	12,069	11,533	11,273	11,560
WEIGHTED PUPIL UNITS					
KINDERGARTEN	591	530	515	515	520
1-6	6,094	5,871	5,586	5,448	5,674
7-12	7,792	7,543	7,224	7,050	7,144
TUITION & ALC & PRE KGN	800	595	535	757	431
TOTAL WEIGHTED PUPIL UNITS *	15,277	14,539	13,860	13,770	13,768
MARGINAL COST ADJUSTMENT	85	72	160	163	-
TOTAL MARGINAL COST PUPIL UNITS *	15,362	14,611	14,020	13,933	13,768

2007-08 thru 2011-2012 Computed using weighting factors: .612 for K, 1.115 for 1-3, 1.060 for 4-6 and 1.300 for 7-12.

GENERAL EDUCATION FORMULA ALLOWANCE	5,074	5,124	5,124	5,124	5,124
BASIC FUNDING	\$ 77,946,204	\$ 75,393,421	\$ 72,126,954	71,393,739	70,547,232
PENSION ADJUSTMENT	(745,734)	(754,953)	(757,936)	(733,154)	(726,052)
TRANSITION AID	-	-	-	-	-
GIFTED & TALENTED	184,348	178,471	170,157	167,198	165,643
EXTENDED TIME	1,013,876	959,815	1,021,628	972,180	973,321
OTHER AIDS	3,533	762,070	3,514	3,400	3,313
ADJUSTMENTS	(907,185)	(552,893)	-	(12,332)	(6,485)
FEDERAL STIMULUS OFFSET	-	-	(7,930,818)	-	-
REFERENDUM AID	437	437	437	-	437
COMPENSATORY REV(BASIC SKILLS)	5,845,096	5,980,752	6,670,969	6,963,433	7,507,624
COMPENSATORY REV(LIMITED ENGLISH)	934,383	934,430	1,001,633	918,909	943,499

	Actual 2007-08	Actual 2008-09	Actual 2009-10	Revised Budget 2010-11	Proposed Budget 2011-12
EQUITY AID	-	-	-	-	-
TOTAL GENERAL EDUCATION REVENUE	\$ 84,274,958	\$ 82,901,550	\$ 72,306,538	\$ 79,673,373	\$ 79,408,532
REFERENDUM PROPERTY TAX	\$ 13,209,025	\$ 12,738,632	\$ 21,253,185	21,775,189	20,922,697
OTHER PROPERTY TAXES					
REEMPLOYMENT	\$ 106,000	\$ 106,000	\$ 115,000	280,000	550,000
ABATEMENTS	75,226	35,298	3,010	149,202	121,410
TAX INCREMENT - CITIES	25,000	-	58,765	-	-
COUNTY APPORTIONMENT	410,477	329,824	410,346	200,000	300,000
MISCELLANEOUS COUNTY	16,626	5,118	12,000	-	-
STATE PROPERTY TAX SHIFT	-	-	-	-	-
STATE HOMESTEAD MARKET VALUE CREDIT	(558,141)	(558,221)	(445,820)	(446,200)	(446,200)
CRIME/SAFE SCHOOLS	413,729	458,684	443,878	368,965	408,803
CRIME/SAFE SCHOOLS INTERMEDIATE	-	152,895	147,959	122,988	136,267
CAREER AND TECHNICAL	239,185	240,255	240,255	240,255	240,255
TRANSITION	278,964	278,372	269,730	254,274	461,609
INTEGRATION	593,011	590,732	570,621	475,111	522,945
REFERENDUM ADJUSTMENT	(269,847)	86,161	504,920	499,814	(942,478)
TRANSITION ADJUSTMENT	225,775	-	7,433	-	17,337
INTEGRATION ADJUSTMENT	(7,264)	(24,718)	(11,495)	(95,519)	53,165
EQUITY	1,602,304	1,720,253	990,034	565,747	1,044,822
OTHER ADJUSTMENTS	(109,319)	31,609	(6,661)	(263,357)	(33,211)
TOTAL OTHER PROPERTY TAXES	\$ 3,041,725	\$ 3,452,261	\$ 3,309,975	\$ 2,351,280	\$ 2,434,724
STATE AIDS					
SPECIAL EDUCATION	\$ 14,430,245	\$ 9,477,592	\$ 8,100,427	8,272,526	9,846,016
VOCATIONAL	-	-	-	-	-
ENDOWMENT FUND APPORTIONMENT	455,463	451,769	371,502	-	-
SHARED TIME	14,823	18,948	9,581	12,060	12,000
ABATEMENT	41,885	2,259	-	-	-
STATE PROPERTY TAX SHIFT	-	-	-	-	-
STATE HOMESTEAD MARKET VALUE CREDIT	558,141	558,221	445,820	446,200	446,200
ENERGY ASSISTANCE	-	-	-	-	-
INTERNATIONAL BACCALAUREATE	152,969	-	-	-	-
ADVANCE PLACEMENT	57,676	-	-	-	-
ALTERNATIVE ATTENDANCE	176,400	178,080	(12,343)	208,845	-
INTEGRATION	1,387,817	1,398,785	1,373,633	1,433,642	1,480,527
NONPUBLIC TRANSPORTATION	388,348	622,910	501,519	503,326	485,177
SUCCESS FOR FUTURE	67,275	67,275	60,666	67,275	67,275
1ST GRADE PREPAREDNESS	329,925	378,475	-	-	-
INTEGRATION TRANS. (CHOICE IS YOURS)	826,584	1,225,647	774,802	1,317,563	750,000
ALL OTHER	3,300	3,300	-	-	-
TOTAL STATE AIDS	\$ 18,890,851	\$ 14,383,261	\$ 11,625,607	\$ 12,261,437	\$ 13,087,195
FEDERAL AIDS					

	Actual 2007-08	Actual 2008-09	Actual 2009-10	Revised Budget 2010-11	Proposed Budget 2011-12
TITLE VI, SPECIAL EDUCATION (INCLUDES STIMULUS)	\$ 2,358,417	\$ 2,368,149	\$ 3,731,449	3,553,045	2,336,423
HANDICAPPED EARLY CHILDHOOD	81,911	82,031	77,312	121,513	120,000
SPECIAL EDUCATION DISCRETIONARY	11,417	101,621	12,380	18,023	18,000
PRESCHOOL 619 ARRA	-	-	25,671	-	-
PART C IEIC ARRA	-	-	10,713	-	-
INFANTS AND TODDLERS	95,350	113,886	116,209	165,378	160,000
STAFF DEVELOPMENT	-	20,050	36,774	-	-
FEDERAL STIMULUS OFFSET	-	-	7,930,818	-	-
OTHER	2,455	-	-	-	-
FEDERAL JOBS BILL	-	-	-	-	1,922,097
TOTAL FEDERAL AIDS	\$ 2,549,550	\$ 2,685,737	\$ 11,941,326	\$ 3,857,959	\$ 4,556,520
GRANTS					
FEDERAL GRANTS					
TITLE I	\$ 1,152,766	\$ 1,504,798	\$ 1,874,419	2,281,056	2,253,756
TITLE I FEDERAL STIMULUS	-	-	534,640	1,037,951	-
READING FIRST	293,228	130,157	35,227	-	-
TITLE II, PART A	542,593	417,712	453,521	753,759	415,408
TITLE V, BLOCK GRANT	18,147	14,085	-	-	-
TITLE III, PART A	150,761	220,672	145,832	227,319	160,540
PERKINS	82,118	93,218	80,934	90,000	76,500
TITLE IV, DRUG FREE SCHOOLS	36,324	49,462	38,743	17,618	-
IMMIGRANT	22,305	80,190	-	-	-
TECH PREP	5,962	-	-	-	-
TITLE II-D ENHANCING	18,025	72,649	146,487	20,502	-
TITLE II, PART D, TECH LITERACY	14,740	-	-	-	-
REFUGEE CHILDREN	73,373	64,717	55,565	19,750	-
TITLE IVB, 21ST CENTURY COMMUNITIES LEARNING E2T2 GRANT	75,091	50,047	-	-	-
TITLE VII, INDIAN EDUCATION	45,010	30,702	154,407	213,820	-
JOHNSON O'MALLEY	4,741	2,905	32,623	38,507	32,623
CAROL WRIGHT PHYSICAL EDUCATION	97,436	214,917	8,208	22,901	-
SMALLER LEARNING COMMUNITIES	307,722	302,842	224	-	-
READING IS FUNDAMENTAL	1,493	-	280,054	344,626	946,755
TOTAL FEDERAL GRANTS	\$ 2,941,835	\$ 3,249,073	\$ 3,840,884	\$ 5,067,809	\$ 3,885,582
STATE GRANTS					
MATH COMPENSATORY PILOT	\$ 143,803	\$ 169,162	\$ 133,517	\$ 160,000	160,000
PHYSICAL ACTIVITY AND NUTRITION	-	-	-	-	-
IB GRANT	85,607	457,034	12,988	-	-
STEM	-	-	-	-	-
ADVISING/COUNSELING	-	99,995	-	-	-
ADVANCED PLACEMENT	166,417	287,581	-	-	-
TOTAL STATE GRANTS	\$ 395,827	\$ 1,013,772	\$ 146,505	\$ 160,000	\$ 160,000
OTHER GRANTS					
SEVEN DREAMS	\$ 16,315	\$ 3,011	\$ -	15,106	15,345
SAFE ROUTES TO SCHOOL	-	-	8,594	16,000	-
FED EX	-	-	25,187	22,196	-
TEAM UP	2,900	-	-	-	-
ORGANIC RECYCLING	-	-	-	-	-

	Actual 2007-08	Actual 2008-09	Actual 2009-10	Revised Budget 2010-11	Proposed Budget 2011-12
AVID	4,630	-	-	-	-
COPS/SECURE OUR SCHOOLS	41,621	103,785	-	-	-
CARGILL	25,460	77,918	26,622	100,000	100,000
LSTA	-	-	67,774	-	-
PACER	-	-	787	-	-
SHIP	-	-	17,121	51,640	-
AMERICAN HONDA	454	-	-	-	-
SCHOOL MENTAL HEALTH	-	-	-	-	-
HTC GRANT	6,290	-	-	-	-
SOUTHERN POVERTY LAW GRANT	-	1,250	6,782	-	-
EDEN PARK APARTMENTS	-	-	57,987	-	-
HUG - HENNEPIN COUNTY	115,297	74,813	53,489	38,692	-
HEALTH CARE CAREER	-	-	-	-	-
CHILDREN'S INSTITUTE	9,867	-	-	-	-
CHOICE IS YOURS - WMEP	70,291	100,358	61,593	58,091	-
LIFE'S HEADWATERS	-	-	-	25,750	-
HUG - MCKNIGHT FOUNDATION	40,000	18,768	63,793	26,207	-
NW MENTAL HEALTH	-	-	-	-	-
ENVIRONMENTAL RESPONSE FUND	4,591	97,742	36,257	-	-
PERPICH ASAP GRANT AT RMS	-	-	-	5,500	-
COMPETITIVE EMPLOYMENT	-	-	7,826	-	-
TOTAL OTHER GRANTS	<u>\$ 337,716</u>	<u>\$ 477,645</u>	<u>\$ 433,812</u>	<u>\$ 359,182</u>	<u>\$ 115,345</u>
TOTAL GRANTS	<u>\$ 3,675,378</u>	<u>\$ 4,740,490</u>	<u>\$ 4,421,201</u>	<u>\$ 5,586,991</u>	<u>\$ 4,160,927</u>
OTHER					
TUITION	\$ 534,268	\$ 601,455	\$ 747,977	627,023	400,000
GIFTS	687,923	950,729	509,766	650,000	700,000
RENTALS & LEASES	1,595,317	2,292,016	1,634,343	1,500,000	1,500,000
INVESTMENT INCOME	305,851	151,698	18,041	50,000	5,000
LOCAL COLLABORATIVE TIME STUDY (LCTS)	488,958	20,611	8,875	36,414	-
SALES, FEES & MISC.	2,044,470	1,513,524	3,327,180	3,359,138	1,220,000
TOTAL OTHER	<u>\$ 5,656,787</u>	<u>\$ 5,530,033</u>	<u>\$ 6,246,182</u>	<u>\$ 6,222,575</u>	<u>\$ 3,825,000</u>
TOTAL REVENUE	<u>\$ 131,298,274</u>	<u>\$ 126,431,964</u>	<u>\$ 131,104,014</u>	<u>\$ 131,728,804</u>	<u>\$ 128,395,595</u>
OTHER FINANCING SOURCES					
SALE OF BONDS	\$ -	\$ 16,139,328	\$ -	\$ -	-
TRANSFERS FROM OTHER FUNDS	797,973	-	-	-	-
TOTAL OTHER FINANCING SOURCES	<u>\$ 797,973</u>	<u>\$ 16,139,328</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
TOTAL REVENUE AND OTHER SOURCES	<u>\$ 132,096,247</u>	<u>\$ 142,571,292</u>	<u>\$ 131,104,014</u>	<u>\$ 131,728,804</u>	<u>\$ 128,395,595</u>

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
GENERAL FUND AND TRANSPORTATION
EXPENDITURES BY OBJECT AND PROGRAM**

	<u>Actual</u> <u>2007-2008</u>	<u>Actual</u> <u>2008-2009</u>	<u>Actual</u> <u>2009-2010</u>	<u>Revised</u> <u>Budget</u> <u>2010-2011</u>	<u>Proposed</u> <u>Budget</u> <u>2011-2012</u>
TOTAL ALL OBJECTS AND PROGRAMS:					
Administration	\$ 5,128,759	\$ 6,028,830	\$ 4,125,985	\$ 4,826,198	\$ 4,912,833
District Support Services	3,836,577	4,881,637	4,257,532	3,943,222	3,473,571
Regular Instruction	59,871,235	63,360,823	61,439,621	60,626,825	61,252,402
Vocational Education Instruction	3,532,437	3,715,802	3,243,971	3,111,854	2,680,684
Special Education Instruction	24,685,187	23,189,734	21,739,748	22,490,360	23,169,167
Instructional Support Services	7,416,202	8,027,299	7,943,045	6,703,221	6,961,015
Pupil Support Services	14,717,928	15,756,244	11,840,482	11,247,266	11,678,057
Sites and Buildings	13,205,639	14,510,987	12,756,516	14,807,073	13,163,977
Fiscal and Other Fixed Cost Programs	<u>543,646</u>	<u>496,960</u>	<u>511,724</u>	<u>583,781</u>	<u>583,781</u>
TOTAL ALL OBJECTS AND PROGRAMS	<u>\$ 132,937,610</u>	<u>\$ 139,968,316</u>	<u>\$ 127,858,624</u>	<u>\$ 128,339,800</u>	<u>\$ 127,875,487</u>
TOTAL EXPENDITURES	<u>\$ 132,937,610</u>	<u>\$ 139,968,316</u>	<u>\$ 127,858,624</u>	<u>\$ 128,339,800</u>	<u>\$ 127,875,487</u>

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**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
GENERAL FUND
TRANSPORTATION ACCOUNTS
EXPENDITURES BY PROGRAM**

Description	Actual 2007-2008	Actual 2008-2009	Actual 2009-2010	Revised Budget 2010-2011	Proposed Budget 2011-2012
REGULAR TRANSPORTATION:					
Regular Home to School	\$ 3,954,480	\$ 3,782,065	\$ 2,850,508	\$ 3,305,044	\$ 3,541,780
NON-REGULAR:					
Noon Kindergarten	\$ 105,863	\$ 141,996	\$ 147,368	\$ 140,000	\$ 140,000
Pupils with Disabilities	4,810,459	4,336,590	4,281,007	3,324,465	3,420,150
Between Schools - Public	50,402	60,623	84,937	85,000	-
Between Schools - Non-Public	72,685	66,926	16,329	30,000	20,000
TOTAL NON-REGULAR	\$ 5,039,409	\$ 4,606,135	\$ 4,529,641	\$ 3,579,465	\$ 3,580,150
OTHER TRANSPORTATION:					
Integration	\$ 1,360,712	\$ 1,367,253	\$ 832,865	\$ 1,050,000	\$ 900,000
Late Activity	143,910	274,605	131,504	200,000	200,000
Student Transportation Safety	-	1,260	35,250	39,119	18,199
Summer School	99,129	16,240	25,894	-	-
Non-Authorized	12,604	11,138	445,780	15,477	41,000
Ineligible Students	971	6,250	-	6,250	-
TOTAL OTHER	\$ 1,617,326	\$ 1,676,746	\$ 1,471,293	\$ 1,310,846	\$ 1,159,199
TOTAL EXPENDITURES	\$ 10,611,215	\$ 10,064,946	\$ 8,851,442	\$ 8,195,355	\$ 8,281,129

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
GENERAL FUND
TRANSPORTATION EXPENDITURES BY FUND AND OBJECT**

	Actual <u>2007-2008</u>	Actual <u>2008-2009</u>	Actual <u>2009-2010</u>	Revised Budget <u>2010-2011</u>	Proposed Budget <u>2011-2012</u>
Salary and Wages	\$ 3,775,367	\$ 3,582,758	\$ 3,608,783	\$ 3,175,350	\$ 3,405,975
Fringe Benefit	1,165,844	2,128,131	993,916	1,076,508	1,116,779
Purchased Services	4,540,934	4,454,496	3,369,837	2,921,997	2,707,850
Supplies and Materials	1,115,981	922,934	878,198	1,006,023	1,009,400
Capital Expenditures	12,604	10,687	708	15,477	41,000
Other	486	50	-	-	125
Total	\$ 10,611,216	\$ 11,099,056	\$ 8,851,442	\$ 8,195,355	\$ 8,281,129

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**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
2011-2012
CHILD NUTRITION FUND
ASSUMPTIONS AND CHANGES TO PROGRAMS**

Revenue

Reimbursement	Federal Rates	Federal Severe Need Rate	State Rates	Total Federal/State Rate	Total Federal/State Severe Need Rate
Paid lunch	0.27		0.12	0.39	
Reduced lunch	2.34*		0.12	2.46	
Free lunch	2.76**		0.12	2.88	
Paid breakfast	.026	.26	0.55	0.81	
Reduced breakfast	1.18	1.46	0.30	1.48	1.76
Free breakfast	1.48	1.76			

Severe need; Sites that serve over 40% free/reduced

- The above table shows Federal and State reimbursement rates for each meal served. Schools that serve at least 40% lunches at free/reduced price qualify for Severe Need (SV) breakfast rates.
- We anticipate in 2011-2012 reduced-price breakfast will continue to be provided at no cost to reduced price students.
- Full pay lunch prices will increase \$.10 at each school level due to the implementation of Healthy, Hunger –Free Kids Act of 2010, which requires increasing fruit/vegetable and whole grain servings and to bring our pricing up to federal requirements. Pricing for 2011-2012 will be \$2.20at elementary; \$2.40 at the middle schools and \$2.55 at the high schools .
- Milk and juice prices will remain at \$.50 for milk and \$.40 for juice.
- Breakfast prices will increase \$.10 to \$1.30 for all grade levels due to increased fruit requirements. Adult increase from \$1.70 to \$1.80 per federal requirement.
- The Summer Food Service Program will be available at area eligible sites for enrolled students.

Expenditures

- Salary changes include step increase and percentage increase per the Child Nutrition contract. All staff will have an annual uniform allowance of \$130.
- Assumed budget adjustment for lunchroom supervision.
- The replacement cycle for child nutrition computers on a four-year cycle will continue.
- Purchase and implementation for scanning and on-line submission of Application for Educational Benefits. All district families will receive Application for Educational Benefits forms and instruction for completing the application on-line.
- Food costs are expected to rise with the implementation of the Healthy, Hunger- Free Kids Act of 2010 which increases fruit/vegetable and whole grain product requirements.
- Commodity processing is expected to be minimal for 2011-2012. Costs for delivery of commodity products will not increase from 2010-2011 rate. Rebates for commodities will offset the cost of purchased food. We will continue to take advantage of manufacturer pricing through cooperative purchasing as part of the Minnesota Food Service Buyers group.
- The prime vendor contract includes a fuel surcharge clause that will allow the fixed fee per case to fluctuate based on fuel costs.
- Additional staff development opportunities are planned to assist in the implementation of new standards of the Healthy, Hunger-Free Kids Act of 2010 and reauthorization of Child Nutrition Programs.
- Local State health inspection fees of \$230 to \$700 per site dependent on the size of operation.
- Fees for nutrient analysis software and point of service system.
- Equipment replacement.

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
CHILD NUTRITION FUND
SUMMARY STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES**

	Actual 2007-08	Actual 2008-09	Actual 2009-10	Revised Budget 2010-11	Proposed Budget 2011-12
REVENUES:					
School Meal Sales	\$ 2,988,684	\$ 2,869,964	\$ 2,573,998	\$ 2,466,896	\$ 2,502,547
Other Local Revenue	114,920	51,472	61,244	37,500	33,500
State Revenue	249,789	244,084	236,145	233,250	230,384
Federal Revenue	<u>2,780,791</u>	<u>2,809,819</u>	<u>3,143,671</u>	<u>3,151,168</u>	<u>3,266,760</u>
 TOTAL REVENUES	 \$ 6,134,184	 \$ 5,975,339	 \$ 6,015,058	 \$ 5,888,814	 \$ 6,033,191
EXPENDITURES:					
Pupil Support Services	<u>6,247,128</u>	<u>5,653,347</u>	<u>5,908,126</u>	<u>5,970,064</u>	<u>6,145,026</u>
REVENUES OVER (UNDER) EXPENDITURES					
	\$ (112,944)	\$ 321,992	\$ 106,932	\$ (81,250)	\$ (111,835)
 BEGINNING FUND BALANCE	 <u>1,076,989</u>	 <u>964,045</u>	 <u>1,286,037</u>	 <u>1,392,969</u>	 <u>1,311,719</u>
 ENDING FUND BALANCE	 <u>\$ 964,045</u>	 <u>\$ 1,286,037</u>	 <u>\$ 1,392,969</u>	 <u>\$ 1,311,719</u>	 <u>\$ 1,199,884</u>

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
CHILD NUTRITION FUND
REVENUE BY PROGRAM - DETAILED**

Description	Actual 2007-08	Actual 2008-09	Actual 2009-10	Revised Budget 2010-11	Proposed Budget 2011-12
Type A Lunch	\$ 4,506,035	\$ 4,318,436	\$ 4,612,480	\$ 4,520,900	\$ 4,486,621
Breakfast	714,525	800,343	601,335	715,221	796,703
A La Carte/Other	913,624	856,560	784,414	652,693	749,868
Lunch Equipment ARRA	-	-	21,705	-	-
TOTAL REVENUE	<u>\$ 6,134,184</u>	<u>\$ 5,975,339</u>	<u>\$ 6,019,934</u>	<u>\$ 5,888,814</u>	<u>\$ 6,033,192</u>

DRAFT

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
CHILD NUTRITION FUND
EXPENDITURES BY PROGRAM AND OBJECT**

	Actual 2007-2008	Actual 2008-2009	Actual 2009-2010	Revised Budget 2010-11	Proposed Budget 2011-12
PUPIL SUPPORT SERVICES:					
Salaries and Wages	\$ 1,946,321	\$ 1,963,672	\$ 1,921,777	\$ 1,834,827	\$ 1,930,886
Employee Benefits	699,408	716,674	754,205	759,623	647,249
Purchased Services	174,313	178,494	162,169	226,400	180,700
Supplies	2,876,813	2,743,685	2,818,893	3,061,754	3,242,288
Capital	520,985	41,781	245,415	80,000	136,903
Other Expenditures	<u>29,288</u>	<u>9,041</u>	<u>5,667</u>	<u>8,000</u>	<u>7,000</u>
TOTAL PUPIL SUPPORT SERVICES	<u>\$ 6,247,128</u>	<u>\$ 5,653,347</u>	<u>\$ 5,908,126</u>	<u>\$ 5,970,604</u>	<u>\$ 6,145,026</u>

DRAFT

**CHILD NUTRITION FUND
COMPUTATION OF REVENUE
2011-2012**

SALES

High School meals - full price	188,989	x	\$ 2.55	=	\$	481,922	
Middle School meals - full price	185,527	x	2.40	=		445,265	
Elementary meals - full price	296,891	x	2.20	=		653,160	
Reduced-price meals	<u>153,782</u>	x	.40	=		<u>61,513</u>	
Total student lunch sales	825,189						\$ 1,641,860
Student food sales, milk and juice					\$	553,951	
Adult lunch,bkfst and ala carte sales						129,104	
Student breakfast sales	73,179	x	1.30			95,133	
Coffee and food sales						35,000	
Cooks fund raiser						8,000	
Vending machines						4,500	
School program snacks						<u>35,000</u>	
Total other sales							<u>860,688</u>
TOTAL SALES							\$ 2,502,547

AIDS

Federal:							
Basic (per student lunch)	1,442,365	x	0.27	=	\$	389,439	
Reduced-price reimbursement	153,782	x	2.07	=		318,329	
Free lunch reimbursement	617,175	x	2.49	=		1,536,766	
Breakfast reimbursement (per full paid student)	73,180	x	0.26			19,027	
Breakfast reimbursement (per reduced pd stdnt)	11,033	x	1.18			13,019	
Breakfast reimbursement (per free student)	51,545	x	1.48			76,287	
Breakfast reimbursement (reduced, severe need stdnt)	45,803	x	1.46			66,872	
Breakfast reimbursement (free, severe need stdnt)	264,116	x	1.76			464,844	
Value of commodities & rebates						305,888	
Summer Food Service Program						<u>76,289</u>	
TOTAL FEDERAL AID							3,266,760
State Lunch Aid (per student meal)	1,442,365	x	0.12	=	\$	173,084	
State Breakfast Aid (per full paid student meal)	73,180	x	0.55	=		40,249	
State Breakfast Aid (per reduced paid student meal)	56,836	x	0.30			<u>17,051</u>	
TOTAL STATE AID							230,384

OTHER REVENUE

Refunds					\$	2,500	
Investment income						-	
tuition from other districts						31,000	
TOTAL OTHER REVENUE							<u>33,500</u>
TOTAL REVENUE							<u><u>\$ 6,033,192</u></u>

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
CHILD NUTRITION FUND
LUNCH PRICE HISTORY**

YEAR	LUNCH			BREAKFAST			ADULT	MILK/JUICE
	ELEMENTARY	MIDDLE	HIGH	ELEMENTARY	MIDDLE	HIGH		
1980-81	\$ 0.60		\$ 0.65					
1981-82	0.90		1.00					
1982-83	0.90		1.00					
1983-84	0.90		1.10					
1984-85	0.90		1.10					
1985-86	1.00		1.25					
1986-87	1.00		1.25					
1987-88	1.10		1.35					
1988-89	1.10		1.35					
1989-90	1.10		1.35					
1990-91	1.15		1.40					
1991-92	1.25		1.45					
1992-93	1.30		1.50					
1993-94	1.30		1.50					
1994-95	1.30		1.50					
1995-96	1.35		1.55					
1996-97	1.35		1.55					
1997-98	1.40		1.60					
1998-99	1.40		1.60	\$ 0.95	\$ 1.00	\$ 1.00	\$	0.35
1999-00	1.60	\$ 1.80	1.85	1.10	1.10	1.10		0.35
2000-01	1.70	1.90	2.00	1.15	1.15	1.15		0.35
2001-02	1.70	1.90	2.00	1.15	1.15	1.15		0.35
2002-03	1.80	2.00	2.10	1.15	1.15	1.15		0.35
2003-04	1.80	2.00	2.10	1.15	1.15	1.15		0.35
2004-05	1.80	2.00	2.10	1.15	1.15	1.15		0.40
2005-06	1.80	2.00	2.10	1.15	1.15	1.15		0.40
2006-07	1.90	2.10	2.25	1.20	1.20	1.20		0.40
2007-08	2.00	2.20	2.35	1.20	1.20	1.20		0.40
2008-09	2.10	2.30	2.45	1.20	1.20	1.20		0.50
2009-10	2.10	2.30	2.45	1.20	1.20	1.20	\$ 1.70	0.50
2010-11	2.10	2.30	2.45	1.20	1.20	1.20	1.90	0.50
2011-12	2.20	2.40	2.55	1.30	1.30	1.30	2.00	0.50

**Robbinsdale Area Schools
Community Education
2011-12 BUDGET ASSUMPTIONS**

Revenue

- Levy amounts for the following revenue streams will remain the same: General Community Education, Youth Development/ Service, Youth Enrichment, Adults with Disabilities, Early Childhood Screening, and School Readiness.
- The ECFE per capita levy amount will remain level, but the number of 0-4 year olds (from Hennepin County Birth Statistics) has increased from 7,075 to 7,312. Revenue from fees is expected to be similar to 2010-11.
- ECFE Even Start grant funds of \$170,000 have been eliminated due to federal budget cuts.
- School Readiness revenue is expected to increase because of increased screening of three-year-olds.
- Fees will increase slightly: Adventure Club, 1-2%; Creative Play, 4%; Kindergarten Choice, 3%; ECFE, 5%.
- Adult Basic Education expects no change in state reimbursement allocated per student contact hour (\$5/hr). Federal funding is calculated at \$0.41/contact hour; a small increase in the PANDA supplemental services grant is expected.
- Adventure Club Special Needs Levy will increase to \$600,000 because of increasing use of the program by families with children with special needs.
- The decrease in interest income from the fund balance will continue due to economic conditions.
- The Kindergarten Choice budget is based on 91 paying students. Scholarships for low income students are based on the percentage of students eligible for free and reduced lunch attending the school. A total of 30 scholarships are awarded among the schools. Additionally, Fund 01 will transfer funds for 11 scholarship students at RSI based on a recent board action if necessary to maintain a sufficient fund balance.

Expenditures

- Salaries are projected assuming no increase in general salaries, but reflect step and lane increases. Benefits include anticipated 2% increase in district contribution toward health insurance; PERA and TRA will increase as set forth by the legislature.
- Community Education programs will pay \$5.46 per square foot (a 3% increase) for dedicated office and classroom space. Additionally, Community Education will pay \$20,000 for Human Resource support, and \$35,343 in partial support of three district technology staff.
- Workers' Compensation is budgeted at 0.71% of salaries, based on current rates.
- Each Community Education program area contributes resources to fund administrative infrastructure. This contribution appears in the budget as a program expense transfer to Community Education Administration.
- The General Fund (01) receives all revenue from facilities rental and leases, and pays for salary and benefits of the facilities scheduler.

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
COMMUNITY SERVICE FUND
SUMMARY STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES**

	Actual 2007-2008	Actual 2008-2009	Actual 2009-2010	Revised Budget 2010-2011	Proposed Budget 2011-2012
REVENUE:					
Local Levy	\$ 1,529,506	\$ 1,451,032	\$ 1,555,934	\$ 1,473,831	\$ 1,800,053
State Revenue	1,853,696	2,015,719	2,000,817	2,191,174	2,130,901
Federal Revenue	332,012	299,016	347,834	243,635	74,373
Other Local Revenue	<u>4,049,095</u>	<u>4,000,990</u>	<u>3,690,999</u>	<u>3,738,580</u>	<u>3,800,195</u>
 TOTAL REVENUE	 \$ 7,764,309	 \$ 7,766,757	 \$ 7,595,584	 \$ 7,647,220	 \$ 7,805,522
EXPENDITURES:					
Community Education and Services	<u>7,572,149</u>	<u>7,981,112</u>	<u>7,605,937</u>	<u>7,863,949</u>	<u>7,855,410</u>
REVENUES OVER (UNDER) EXPENDITURES					
	\$ 192,160	\$ (214,355)	\$ (10,353)	\$ (216,729)	\$ (49,888)
OTHER FINANCING SOURCES:					
Operating Transfers In (Out)	<u>36,667</u>	<u>36,745</u>	<u>37,505</u>	<u>-</u>	<u>-</u>
REVENUES AND OTHER SOURCES OVER (UNDER) EXPENDITURES					
	\$ 228,827	\$ (177,610)	\$ 27,152	\$ (216,729)	\$ (49,888)
BEGINNING FUND BALANCE	<u>1,408,540</u>	<u>1,637,367</u>	<u>1,459,757</u>	<u>1,486,909</u>	<u>1,270,180</u>
ENDING FUND BALANCE	<u>\$ 1,637,367</u>	<u>\$ 1,459,757</u>	<u>\$ 1,486,909</u>	<u>\$ 1,270,180</u>	<u>\$ 1,220,292</u>

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
COMMUNITY SERVICE FUND
EXPENDITURES BY PROGRAM AND OBJECT**

	Actual 2007-2008	Actual 2008-2009	Actual 2009-2010	Revised Budget 2010-2011	Proposed Budget 2011-2012
COMMUNITY EDUCATION AND SERVICES:					
Salaries and Wages	\$ 5,121,179	\$ 5,331,166	\$ 5,044,304	\$ 5,153,796	\$ 5,171,621
Employee Benefits	1,393,183	1,502,640	1,500,931	1,567,244	1,561,516
Purchased Services	625,692	685,716	602,194	614,421	677,060
Supplies	303,025	327,274	321,736	352,278	343,789
Capital	63,162	63,351	82,643	127,593	62,114
Other Expenditures	65,908	70,965	54,129	48,617	39,310
TOTAL COMMUNITY EDUCATION AND SERVICES	<u>\$ 7,572,149</u>	<u>\$ 7,981,112</u>	<u>\$ 7,605,937</u>	<u>\$ 7,863,949</u>	<u>\$ 7,855,410</u>

* 2008-2009 Does not include OPEB Bonds

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
COMMUNITY SERVICE FUND
2011-2012 BUDGET SUMMARY**

	Estimated Beginning Fund Balance 7/01/11	Estimated Revenue	Estimated Expenditures	Projected Ending Fund Balance 6/30/12
Non-Public Services	\$ -	\$ 120,307	\$ 120,307	\$ -
Early Childhood Screening	-	55,780	55,780	-
Total Unreserved Fund Balance	<u>\$ -</u>	<u>\$ 176,087</u>	<u>\$ 176,087</u>	<u>\$ -</u>
Administration	\$ 171,051	\$ 189,618	\$ 195,801	\$ 164,868
Tuition Based Kindergarten	42,322	311,220	313,748	39,794
Community Use of Facility	35,968	148,000	148,000	35,968
Continuing Ed Enrichment	18,847	147,507	147,507	18,847
Adults with Disabilities	(67)	64,390	64,390	(67)
GED	(128)	17,174	17,046	-
Community Volunteers in the Schools	10,673	90,000	90,000	10,673
Youth Development/Youth Service	36,190	100,852	100,852	36,190
Senior Citizens	17,769	133,880	133,880	17,769
Creative Play	105,422	368,201	386,142	87,481
Adventure Club	306,406	3,213,691	3,211,345	308,752
After School Enrichment/Swimming	<u>74,070</u>	<u>282,793</u>	<u>285,793</u>	<u>71,070</u>
Total Reserved for Comm. Ed. Fund Balance	<u>\$ 818,523</u>	<u>\$ 5,067,326</u>	<u>\$ 5,094,504</u>	<u>\$ 791,345</u>
Early Childhood & Family Education	\$ 237,895	\$ 1,005,139	\$ 1,024,837	\$ 218,197
Learning Readiness	29,422	174,420	177,300	26,542
Adult Basic Education	169,040	1,382,550	1,382,682	168,908
Reserved for Severance	<u>15,300</u>	<u>-</u>	<u>-</u>	<u>15,300</u>
Total Reserved for Other Programs	<u>\$ 451,657</u>	<u>\$ 2,562,109</u>	<u>\$ 2,584,819</u>	<u>\$ 428,947</u>
COMMUNITY SERVICE FUND TOTAL	<u>\$ 1,270,180</u>	<u>\$ 7,805,522</u>	<u>\$ 7,855,410</u>	<u>\$ 1,220,292</u>

NOTE: Revenue and expenditure columns include transfers between funds and other financing sources.

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
GENERAL FUND
CAPITAL EXPENDITURE ACCOUNTS
ASSUMPTIONS AND CHANGES TO PROGRAMS**

Operating capital revenue replaces two former capital formulas known as equipment revenue and facilities revenue. Operating capital revenue must be reserved and used for equipment and facility needs. A school board may spend other general fund money for operating capital expenses, but general fund money generated by the operating capital revenue component must be reserved and spent only for eligible equipment and facilities needs. The capital expenditure accounts are also funded with health and safety levy proceeds and lease levy proceeds. Expenditures from these revenue sources are controlled by state law and the levy along with expenditures must be approved by the Minnesota Department of Education. Because operating capital expenditure accounts have their own funding sources the effect on the general operations of the district is minimal.

Operating capital revenue is computed by adding a fixed dollar amount for all districts to a variable amount per pupil unit based on the age of the District's school facilities. The age index is called the facilities age index.

Operating capital revenue provides \$100 per AMCPU times the District's facilities age index. Districts with older buildings receive more revenue because of the facilities age index. Districts with newer buildings receive less revenue because of the index.

Revenue

- The operating capital revenue formula is projected at \$215.66 per 13,803 pupil units. This will generate total revenue of approximately \$2,976,754 which will come from state aid and local property tax levies. The aid component totals \$848,893.
- The Intermediate District #287 building lease levy is \$686,574.
- The levy for various athletic leases such as ice rental total \$130,635.
- The net health and safety levy is \$1,106,316.
- The lease purchase levy for the Noble Multi-purpose addition is \$196,811.
- The warehouse lease levy is \$151,344.

Expenditures

- Operating capital expenditures are grouped into four categories: technology, equipment, facilities, teaching and learning curriculum.
- There are significant lease payments relating to prior years' acquisition of equipment and infrastructure.
- Health and safety includes budgets for hazardous substances, physical hazard control, environmental management, asbestos abatement and fire and life safety.
- The largest single capital project is the renovation of Northport Elementary School.
- Bus purchases to be made include 11 large buses and 5 small buses.

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
GENERAL FUND
CAPITAL EXPENDITURE ACCOUNTS
REVENUE BY SOURCE AND PROGRAM**

	Actual 2007-08	Actual 2008-09	Actual 2009-10	Revised Budget 2010-11	Proposed Budget 2011-12
SOURCE:					
Property Taxes	\$3,624,762	\$ 5,727,282	\$ 4,655,927	\$ 3,880,184	\$ 3,293,225
State Aids	1,776,477	1,697,853	771,386	474,878	848,893
Other Local Revenue	<u>466,337</u>	<u>3,179,760</u>	<u>856,603</u>	-	-
TOTAL REVENUE BY SOURCE	<u>\$5,867,576</u>	<u>\$10,604,895</u>	<u>\$ 6,283,916</u>	<u>\$ 4,355,062</u>	<u>\$ 4,142,118</u>
PROGRAM:					
Health and Safety	\$ 478,570	\$ 1,736,772	\$ 562,445	\$ 435,839	\$ 1,106,316
Operating Capital	<u>5,389,006</u>	<u>5,778,567</u>	<u>5,340,401</u>	<u>4,355,062</u>	<u>4,142,118</u>
TOTAL REVENUE BY PROGRAM	<u>\$5,867,576</u>	<u>\$ 7,515,339</u>	<u>\$ 5,902,846</u>	<u>\$ 4,790,901</u>	<u>\$ 5,248,434</u>
OTHER FINANCING SOURCES:					
Sale of Fixed Assets	\$ -	\$ 3,089,556	\$ 381,070	\$ 1,175,000	\$ -
Capital Lease Proceeds	-	-	-	-	-
Hennepin County Grant	-	-	-	990,681	-
TOTAL OTHER FINANCING SOURCES	<u>\$ -</u>	<u>\$ 3,089,556</u>	<u>\$ 381,070</u>	<u>\$ 2,165,681</u>	<u>\$ -</u>
TOTAL REVENUE AND OTHER SOURCES	<u>\$5,867,576</u>	<u>\$10,604,895</u>	<u>\$ 6,283,916</u>	<u>\$ 6,956,582</u>	<u>\$ 5,248,434</u>

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
GENERAL FUND
CAPITAL EXPENDITURE ACCOUNTS
REVENUE CALCULATIONS**

	<u>Property Taxes</u>	<u>Aid</u>	<u>Other</u>	<u>Total</u>
OPERATING CAPITAL:				
Operating Capital Formula	\$ 2,127,861	\$ 848,893	\$ -	\$ 2,976,754
Building Lease Levy (Int. 287)	686,574	-	-	686,574
Lease Levy (various athletic leases)	130,635	-	-	130,635
Warehouse Lease Levy	151,344	-	-	151,344
Noble Lease Purchase	196,811	-	-	196,811
Lease Levy Adjustment	-	-	-	-
Hennepin County Grants	-	-	-	-
Property Sale	-	-	-	-
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL OPERATING CAPITAL	<u>\$ 3,293,225</u>	<u>\$ 848,893</u>	<u>\$ -</u>	<u>\$ 4,142,118</u>
HEALTH AND SAFETY:				
Health and Safety Levy	\$ 1,511,545	\$ -	\$ -	\$ 1,511,545
Levy Adjustments for Health and Safety	(405,229)	-	-	(405,229)
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL HEALTH AND SAFETY	<u>\$ 1,106,316</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,106,316</u>
TOTAL REVENUE	<u>\$ 4,399,541</u>	<u>\$ 848,893</u>	<u>\$ -</u>	<u>\$ 5,248,434</u>

The above does not include other financing sources.

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
GENERAL FUND
CAPITAL EXPENDITURE ACCOUNTS
EXPENDITURES BY PROGRAM AND OBJECT**

	Actual 2007-2008	Actual 2008-2009	Actual 2009-2010	Revised Budget 2010-2011	Proposed Budget 2011-2012
CAPITAL EXPENDITURES:					
Salaries and Wages	\$ 57,789	\$ 59,153	\$ 54,054	\$ 60,489	\$ 59,216
Employee Benefits	20,711	21,382	21,503	20,301	22,145
Purchased Services	1,253,175	2,193,414	214,964	1,379,520	1,202,052
Supplies	532,672	317,621	304,148	136,023	120,600
Capital	4,050,335	3,785,497	5,042,796	5,428,930	4,958,600
Fixed Costs	-	1,546	-	-	-
Other Expenditures	3,594	-	4,575	-	-
TOTAL CAPITAL EXPENDITURES	<u>\$ 5,918,276</u>	<u>\$ 6,378,613</u>	<u>\$ 5,642,040</u>	<u>\$ 7,025,263</u>	<u>\$ 6,362,613</u>
OTHER FINANCING USES (SOURCES):					
Capital Lease (Contra-Expenditure)	\$ (1,369,645)	\$ (1,103,671)	\$ -	\$ -	\$ -
Transfers to Other Funds	-	(797,973)	-	-	-
TOTAL OTHER USES (SOURCES)	<u>\$ (1,369,645)</u>	<u>\$ (1,901,644)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
TOTAL EXPENDITURES AND OTHER USES (SOURCES)	<u>\$ 4,548,631</u>	<u>\$ 4,476,969</u>	<u>\$ 5,642,040</u>	<u>\$ 7,025,263</u>	<u>\$ 6,362,613</u>

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
GENERAL FUND
CAPITAL EXPENDITURE ACCOUNTS
EXPENDITURE PLAN**

Operating Capital

Technology		
District Phone System Upgrade	\$ 533,000	
District Network Systems & Hardware	15,000	
Media Centers (collection, reference, equipment)	71,000	
Data Switch Upgrades	260,000	
School Technologies	300,000	
Total Technology		\$ 1,179,000
Equipment		
Allocation to Buildings	\$ 251,700	
GPS in Buses	60,000	
Buses - Lease Purchase Principal and Interest Payment	246,404	
Bus Purchases and New Lease	599,670	
Buildings and Grounds Floor Care Equipment	87,900	
Security System Equipment	200,000	
Grounds Equipment-Tractor and Snowblowers	153,000	
Special Education	10,000	
Arts	20,000	
Business Office Copier/Fax	8,000	
West Metro Education Program Capital Share	35,000	
Event Tables	12,300	
Total Equipment		1,683,974
Facilities		
Buildings and Grounds School Requests	\$ 200,000	
Special Assessment by Cities	80,000	
RMS South Field (with Grant)	125,000	
Armstrong Field, Lights and Storage (with Grant)	155,000	
Meadow Lake and Neill Flammable Storage	60,000	
Northport Deferred Maintenance	943,315	
Noble Site Sign	<u>8,000</u>	
Total Facilities		1,571,315
Total Operating Capital		\$ 4,434,289

Lease Levy Program

Ice Rental	\$ 99,535	
Misc Facility Rental - Golf - Skiing - Diving	31,100	
Warehouse Space	151,344	
Noble Lease Purchase Principal and Interest Payment	196,811	
District #287 Lease	<u>686,574</u>	
Total Lease Levy Program		\$ 1,165,364

Health and Safety Program

Physical Hazard Control (Finance Code 347)	\$ 120,600	
Hazardous Substance (Finance Code 349)	40,000	
Environmental, Health, and Safety Management (Finance Code 352)	181,340	
Asbestos Abatement (Finance Code 358)	234,500	
Fire and Life Safety (Finance Code 363)	98,520	
Violence Prevention (Finance Code 365)	-	
Indoor Air Quality (Finance Code 366)	<u>88,000</u>	
Total Health and Safety Program		<u>\$ 762,960</u>

Total Capital Expenditure Fund

\$ 6,362,613

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
BUILDING CONSTRUCTION FUND
ASSUMPTIONS AND CHANGES TO PROGRAMS**

A school district eligible for the alternative facilities program may issue general obligation bonds without voter approval to finance the approved facilities plans. The district may then levy to repay the bonds. This levy qualifies for debt service equalization aid. Alternatively, an eligible district may make an annual levy for the costs incurred under the ten-year facility plan. The 1997 and 1998 Legislatures provided ongoing state aid payments to reduce these levy amounts for districts that qualified at that time.

Revenue

- State aid includes one sixth of the alternative facilities levy to a maximum of \$900,000. The alternative facilities levy is \$6.25 million for fiscal year 2012.
- A total of \$192.3 million in alternative facility bonds has been issued to date.

Expenditures

- Bids will be completed on many of the identified projects and are expected to be completed this and next summer.
- More projects will be identified during the course of the year with some work commencing in late winter or early spring.

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
BUILDING CONSTRUCTION FUND
SUMMARY STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES**

	Actual 2007-2008	Actual 2008-2009	Actual 2009-2010	Revised Budget 2010-11	Proposed Budget 2011-2012
REVENUE:					
Property Taxes	\$ 8,500,000	\$ 7,000,000	\$ 5,700,000	\$ 5,700,000	\$ 6,254,928
Other Local Revenue	325,603	140,123	9,350	50,000	5,000
State Revenue	<u>900,000</u>	<u>900,000</u>	<u>900,000</u>	<u>900,000</u>	<u>900,000</u>
TOTAL REVENUE	\$ 9,725,603	\$ 8,040,123	\$ 6,609,350	\$ 6,650,000	\$ 7,159,928
EXPENDITURES:					
Building Construction	<u>25,975,174</u>	<u>14,502,719</u>	<u>4,948,487</u>	<u>12,033,981</u>	<u>14,273,726</u>
REVENUE OVER (UNDER) EXPENDITURES	\$ (16,249,571)	\$ (6,462,596)	\$ 1,660,863	\$ (5,383,981)	\$ (7,113,798)
OTHER FINANCING SOURCES:					
Transfers In (Out)	\$ -	\$ -	\$ -	\$ -	\$ -
Bond Proceeds	<u>10,344,640</u>	<u>9,174,812</u>	<u>-</u>	<u>12,000,000</u>	<u>-</u>
TOTAL OTHER SOURCES	\$ 10,344,640	\$ 9,174,812	\$ -	\$ 12,000,000	\$ -
REVENUES AND OTHER SOURCES OVER (UNDER) EXPENDITURES	\$ (5,904,931)	\$ 2,712,216	\$ 1,660,863	\$ 6,616,019	\$ (7,113,798)
BEGINNING FUND BALANCE	<u>7,359,592</u>	<u>1,454,661</u>	<u>4,166,877</u>	<u>5,827,740</u>	<u>12,443,759</u>
ENDING FUND BALANCE	<u>\$ 1,454,661</u>	<u>\$ 4,166,877</u>	<u>\$ 5,827,740</u>	<u>\$ 12,443,759</u>	<u>\$ 5,329,961</u>

**ROBBINSDALE AREA SCHOOLS
BUILDING CONSTRUCTION FUND
REVENUE BY SOURCE**

Description	Actual 2007-2008	Actual 2008-2009	Actual 2009-2010	Revised Budget 2010-2011	Proposed Budget 2011-2012
REVENUE FROM LOCAL SOURCES:					
Alternate Facilities Levy	\$ 8,500,000	\$ 7,000,000	\$ 5,700,000	\$ 5,700,000	\$ 6,254,928
Interest Income	325,603	99,495	95,000	50,000	5,000
Other	-	40,628	-	-	-
TOTAL LOCAL REVENUE	<u>\$ 8,825,603</u>	<u>\$ 7,140,123</u>	<u>\$ 5,795,000</u>	<u>\$ 5,750,000</u>	<u>\$ 6,259,928</u>
REVENUE FROM STATE:					
State Aid	<u>\$ 900,000</u>	<u>\$ 900,000</u>	<u>\$ 900,000</u>	<u>\$ 900,000</u>	<u>\$ 900,000</u>
TOTAL STATE REVENUE	<u>\$ 900,000</u>	<u>\$ 900,000</u>	<u>\$ 900,000</u>	<u>\$ 900,000</u>	<u>\$ 900,000</u>
TOTAL REVENUE	<u>\$ 9,725,603</u>	<u>\$ 8,040,123</u>	<u>\$ 6,695,000</u>	<u>\$ 6,650,000</u>	<u>\$ 7,159,928</u>
OTHER FINANCING SOURCES:					
Bond Proceeds	<u>\$10,344,640</u>	<u>\$ 9,174,812</u>	<u>\$ -</u>	<u>\$12,000,000</u>	<u>\$ -</u>
TOTAL OTHER SOURCES	<u>\$10,344,640</u>	<u>\$ 9,174,812</u>	<u>\$ -</u>	<u>\$12,000,000</u>	<u>\$ -</u>
TOTAL REVENUE AND OTHER SOURCES	<u>\$20,070,243</u>	<u>\$17,214,935</u>	<u>\$ 6,695,000</u>	<u>\$18,650,000</u>	<u>\$ 7,159,928</u>

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
BUILDING CONSTRUCTION FUND
EXPENDITURES BY PROGRAM AND OBJECT**

	Actual 2007-2008	Actual 2008-2009	Actual 2009-2010	Revised Budget 2010-2011	Proposed Budget 2011-2012
BUILDING CONSTRUCTION:					
Salaries and Wages	\$ 193,509	\$ 200,284	\$ 150,664	\$ 131,458	\$ 134,613
Employee Benefits	57,331	60,225	47,988	40,260	41,226
Purchased Services	39,413	45,429	23,861	-	-
Bond Sale Costs	-	42,023	-	-	-
Capital	<u>25,684,921</u>	<u>14,154,758</u>	<u>4,725,974</u>	<u>11,862,263</u>	<u>14,097,887</u>
TOTAL BUILDING CONSTRUCTION	<u>\$ 25,975,174</u>	<u>\$ 14,502,719</u>	<u>\$ 4,948,487</u>	<u>\$ 12,033,981</u>	<u>\$ 14,273,726</u>

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**Proposed Alternative Facilities 9 Year Plan
2010-2018**

Deferred Maint Type	CRS	FY	Individual Building	Description of Work	FY 2012
				TOTAL PROJECTS FOR 2012:	14,097,887
Fees, Testing, Printing	125	12	Armstrong High School	Consultant, Roof - Reroof project consultant services for Areas 4, 15 & 16	33,000
Fees, Testing & Printing	125	12	Armstrong High School	Roof Systems - Areas 6, 8, 14, 20 & 24 - Roofing Consultant	50,000
Fees, Testing & Printing	150	12	Armstrong High School	Roof Systems - Roof Drainage Consultant	10,000
Fees, Testing, Printing	150	12	Armstrong High School	Site - Upper Physical Education and Ballfield Turf and Drainage Repairs	60,000
Structural / Architectural	300	12	Armstrong High School	Door Hardware: Replacement of Deteriorated	50,000
Mechanical & Electrical	325	12	Armstrong High School	Electrical - Electrical Inverter Unit Replacement	38,000
Site	500	12	Armstrong High School	Pavement- Exterior C Pod & Retaining Wall Repairs and Section Replacement	45,000
Site	595	12	Armstrong High School	Site - Upper Physical Education and Ballfield Turf and Drainage Repairs	145,000
Mechanical & Electrical	675	12	Armstrong High School	Mechanical - HVAC Fire Smoke Damper System Repars	95,000
Structural & Architectural	800	12	Armstrong High School	Roof Systems - Areas 6, 8, 14, 20 & 24 - Reroofing	150,000
Structural / Architectural	800	12	Armstrong High School	Roof Systems: Reroofing of Areas 4, 15 & 16	732,000
				Armstrong High School Total	1,408,000
Structural / Architectural	125	12	Cooper High School	Roof Systems - B-Pod Reroofing - Consultant	45,000
Structural / Architectural	475	12	Cooper High School	Flooring: Classroom Floor Tile Repairs	20,000
Mechanical & Electrical	675	12	Cooper High School	Mechanical - Hot Water Heater Replacement	72,000
Mechanical & Electrical	675	12	Cooper High School	Mechanical: Drinking Fountain Replacement	24,000
Structural / Architectural	800	12	Cooper High School	Roof Systems - B-Pod Reroofing	820,000
Structural / Architectural	800	12	Cooper High School	Roof Systems	14,300
				Cooper High School Total	995,300
Fees, Testing & Printing	175	12	District Wide	Employees include: Director of Facilities (Jim) 0.3 FTE; Office Clerical Assistant (Mary) 1.0 FTE;	290,000
				District Wide Total	290,000
Structural / Architectural	850	12	Education Service Center	Wall - Exerior Foundation Plaza Wall Resurfacing	150,000
				Education Service Center Total	150,000

**Proposed Alternative Facilities 9 Year Plan
2010-2018**

Deferred Maint Type	CRS	FY	Individual Building	Description of Work	FY 2012
Structural / Architectural	100	12	Lakeview Elementary School	Deferred Maintenance - ADA Upgrades for accessibility in restrooms - Architect Consultant	8,958
Structural / Architectural	100	12	Lakeview Elementary School	Deferred Maint General Construction - Mechanical Room Additions & Chases (7,847SF x \$150/SF) - Architect Consultant	254,402
Structural / Architectural	100	12	Lakeview Elementary School	Windows: Replacement due to deterioration & glass type - Architect Consultant	16,315
Structural / Architectural	100	12	Lakeview Elementary School	Masonry/Brick - Tuckpointing of exterior brick mortar that is deteriorated - Architect Consultant	10,033
Fees, Testing, Printing	125	12	Lakeview Elementary School	Roof Systems - Consulting services for roof system conditions survey and reporting of repair recommendations	4,000
Mechanical & Electrical	150	12	Lakeview Elementary School	Mechanical - Boiler No. 1 - Replacement of deteriorated - Engineering consultant	79,057
Fees, Testing, Printing	150	12	Lakeview Elementary School	Electrical System - ME & EE Eng consulting services for condition survey and reporting of repair recommendations	4,000
Structural / Architectural	250	12	Lakeview Elementary School	Deferred Maint General Construction - Mechanical Room Additions & Chases (7,847SF x \$150/SF)	1,272,009
Structural / Architectural	251	12	Lakeview Elementary School	Deferred Maintenance - ADA Upgrades for accessibility in restrooms	44,789
Structural / Architectural	625	12	Lakeview Elementary School	Masonry/Brick - Tuckpointing of exterior brick mortar that is deteriorated	50,164
Mechanical & Electrical	675	12	Lakeview Elementary School	Mechanical - Boiler No. 1 - Replacement of deteriorated	395,285
Structural / Architectural	875	12	Lakeview Elementary School	Windows: Replacement due to deterioration & glass type	81,576
				Lakeview Elementary School Total	2,220,588
Structural / Architectural	275	12	Meadow Lake Elementary School	Door & Entrance Systems - South Wing Exterior Door System Replacement	22,000
Mechanical & Electrical	675	12	Meadow Lake Elementary School	Mechanical - Hot Water Heater Replacement	32,000
Structural / Architectural	800	12	Meadow Lake Elementary School	Roof Systems: Reroofing of east and west pods 1, 2, 9, 11 & 12	1,250,000
				Meadow Lake Elementary School Total	1,304,000
Mechanical & Electrical	325	12	Neill Elementary School	Electrical - Electrical Inverter Unit Replacement	17,000
Mechanical & Electrical	675	12	Neill Elementary School	Mechanical - Water heater equipment replacement	25,000
				Neill Elementary School Total	42,000
Fees, Testing & Printing	125	12	Noble Elementary School	Roof Consultant: Consultant for reroofing of areas 6 & 7 (22,000 sf)	20,000
Fees, Testing, Printing	125	12	Noble Elementary School	Roof Systems - Consultant	37,244
Mechanical & Electrical	625	12	Noble Elementary School	Wall: Brick exterior wall refacing - 4,500 SF to address moisture infiltration problem in existing brick wall.	230,000
Structural / Architectural	800	12	Noble Elementary School	Roof Systems : Reroofing of areas 6 & 7 (22,000 sf)	400,000

**Proposed Alternative Facilities 9 Year Plan
2010-2018**

Deferred Maint Type	CRS	FY	Individual Building	Description of Work	FY 2012
Structural / Architectural	800	12	Noble Elementary School	Roof Systems - Site Drainage	90,000
				Noble Elementary School Total	777,244
Health & Safety	025	12	Northport Elementary School	Abatement of Asbestos, Lead, Microbial Contaminated Materials	118,783
Health & Safety	075	12	Northport Elementary School	Abatement of Asbestos, Lead, Microbial Contaminated Materials - CONSULTANT	23,757
Structural / Architectural	100	12	Northport Elementary School	Ceilings - Gymnasium/Multipurpose Room deteriorated - replacement	4,081
Structural / Architectural	100	12	Northport Elementary School	Flooring - Gymnasium/Multipurpose Room Vinyl ACM & Composition flooring replacement	8,824
Structural / Architectural	100	12	Northport Elementary School	Wall Repair -Kitchen Ceramic wall & floor tiles deteriorated, broken & delaminated - Replacement	9,927
Structural / Architectural	100	12	Northport Elementary School	Walls - Exterior tuckpointing of eroded areas of mortar and replacement of cracked/broken brick.	52,431
Structural / Architectural	125	12	Northport Elementary School	Roof Systems - Reinforce the roof structure in conjunction with roof area 6: 13159 SF, and the 6600 SF of area	28,589
Structural / Architectural	125	12	Northport Elementary School	Roof Systems - Roof Areas 1 , 2A, 2B, & 5 replacement	293,333
Mechanical & Electrical	150	12	Northport Elementary School	Mechanical - Sprinkler system installation in classroom, admin, corridor & common room areas - Mechanical	450
Mechanical & Electrical	150	12	Northport Elementary School	Mechanical - Steam & Condensate Replacement - Replacement of deteriorated and damaged unit ventilators	13,514
Mechanical & Electrical	150	12	Northport Elementary School	Electrical - Lighting systems throughout the facility replacement.	6,728
Mechanical & Electrical	150	12	Northport Elementary School	Electrical - Power distribution panel boards in miscellaneous arear replacement of deteriorated.	46,526
Mechanical & Electrical	150	12	Northport Elementary School	Mechanical - AHUs serving Administration Rooms, AHU Multipurpose Room Replacement	214,543
Mechanical & Electrical	150	12	Northport Elementary School	Mechanical - Pneumatic Control System - replacement of deteriorated actuators, devices & control regulators.	44,120
Mechanical & Electrical	150	12	Northport Elementary School	Mechanical - Boilers 1 & 2 - Oil pump replacement - included with boilers 1& 2 replacement	3,309
Mechanical & Electrical	150	12	Northport Elementary School	Mechanical - Boilers 1 & 2 - Oil tankreplacement - included with boilers 1& 2 replacement	9,177
Mechanical & Electrical	150	12	Northport Elementary School	Mechanical - Boilers 1 & 2 , pumps, piping, stacks - replacement of deteriorated.	122,029
Health & Safety	150	12	Northport Elementary School	Mechanical - Kitchen equipment replacement to meet current health standards.	24,266
Mechanical & Electrical	150	12	Northport Elementary School	Mechanical - Air cooled chiller installation to provide humidity control of ventilation air - Mechanical Engineering	95,020
Structural / Architectural	225	12	Northport Elementary School	Ceilings - Gymnasium/Multipurpose Room deteriorated - replacement	20,406
Mechanical & Electrical	325	12	Northport Elementary School	Electrical - Lighting systems throughout the facility replacement.	33,642
Mechanical & Electrical	325	12	Northport Elementary School	Electrical - Power distribution panel boards in miscellaneous arear replacement of deteriorated.	232,632

**Proposed Alternative Facilities 9 Year Plan
2010-2018**

Deferred Maint Type	CRS	FY	Individual Building	Description of Work	FY 2012
Structural / Architectural	475	12	Northport Elementary School	Flooring - Gymnasium/Multipurpose Room Vinyl ACM & Composition flooring replacement	44,120
Mechanical & Electrical	675	12	Northport Elementary School	Mechanical - Sprinkler system installation in classroom, admin, corridor & common room areas.	2,252
Mechanical & Electrical	675	12	Northport Elementary School	Mechanical - Steam & Condensate Replacement - Replacement of deteriorated and damaged unit ventilators	270,270
Mechanical & Electrical	675	12	Northport Elementary School	Mechanical - AHUs serving Administration Rooms, AHU Multipurpose Room Replacement	1,072,714
Mechanical & Electrical	675	12	Northport Elementary School	Mechanical - Pneumatic Control System - replacement of deteriorated actuators, devices & control regulators.	220,600
Mechanical & Electrical	675	12	Northport Elementary School	Mechanical - Boilers 1 & 2 - Oil pump replacement - included with boilers 1 & 2 replacement	16,545
Mechanical & Electrical	675	12	Northport Elementary School	Mechanical - Boilers 1 & 2 - Oil tankreplacement - included with boilers 1 & 2 replacement	45,885
Mechanical & Electrical	675	12	Northport Elementary School	Mechanical - Boilers 1 & 2 , pumps, piping, stacks - replacement of deteriorated.	610,143
Mechanical & Electrical	675	12	Northport Elementary School	Mechanical - Air cooled chiller installation to provide humidity control of ventilation air.	118,775
Health & Safety	790	12	Northport Elementary School	Mechanical - Kitchen equipment replacement to meet current health standards.	121,330
Structural / Architectural	800	12	Northport Elementary School	Roof Systems - Reinforce the roof structure in conjunction with roof area 6: 13159 SF, and the 6600 SF of area	571,783
Structural / Architectural	800	12	Northport Elementary School	Roof Systems - Roof Areas 1 , 2A, 2B, & 5 replacement	1,466,664
Structural / Architectural	850	12	Northport Elementary School	Wall Repair -Kitchen Ceramic wall & floor tiles deteriorated, broken & delaminated - Replacement	49,635
Structural / Architectural	850	12	Northport Elementary School	Walls - Exterior tuckpointing of eroded areas of mortar and replacement of cracked/broken brick.	262,153
				Northport Elementary School Total	6,278,954
Fees, Testing & Printing	150	12	Olson School	Pavement: Parking Lot Overlay Repairs - Engineering / Consultants	21,000
Fees, Testing & Printing	150	12	Olson School	Wall: Brick exterior wall refacing: Exterior wall pan anchorage repairs CONSULTANT	8,000
				Olson School Total	29,000
Structural / Architectural	300	12	Robbinsdale Middle School	Door Hardware: Replacement of Deteriorated	50,000
Mechanical & Electrical	675	12	Robbinsdale Middle School	Mechanical - Hot Water Heater Replacement	60,000
Fees, Testing, Printing	700	12	Robbinsdale Middle School	Mechanical - Fire Smoke Damper -Commissioning	4,000
				Robbinsdale Middle School Total	114,000
Fees, Testing, Printing	125	12	RSIS @ SH	Consultant, Roof - Reroof project consultant services for Areas 3, 4 & 5	35,000
Site	500	12	RSIS @ SH	Site: North parking lot reconstruction	100,000

**Proposed Alternative Facilities 9 Year Plan
2010-2018**

Deferred Maint Type	CRS	FY	Individual Building	Description of Work	FY 2012
				RSIS @ SH Total	135,000
Structural / Architectural	475	12	Sandburg Learning Center	Flooring: Office flooring replacement	16,000
Mechanical & Electrical	675	12	Sandburg Learning Center	Mechanical - HVAC Fire Smoke Damper System Repars	65,000
Mechanical & Electrical	675	12	Sandburg Learning Center	Mechanical - Heating and Ventilation Equipment Control Repairs	65,000
Mechanical & Electrical	675	12	Sandburg Learning Center	Mechanical -Mechanical System Actuator and Controller Replacements	45,000
Structural / Architectural	850	12	Sandburg Learning Center	Wall/Partition Repair: Restroom partition stall replacement	8,000
Structural / Architectural	850	12	Sandburg Learning Center	Wall/Partition Repair: Restroom wall tile repairs	12,000
Structural / Architectural	850	12	Sandburg Learning Center	Wall - Pool Room Tile Repairs at Delaminated Wall Tile Location	25,000
				Sandburg Learning Center Total	236,000
Structural / Architectural	475	12	Sonnesyn Elementary School	Flooring: Flooring replacement	10,000
				Sonnesyn Elementary School Total	10,000
Health & Safety	025	12	Transportation / Bus Garage	Abatement Asbestos -Flooring	9,333
Health & Safety	075	12	Transportation / Bus Garage	Abatement Asbestos -Flooring - Air Monitoring	1,800
Structural / Architectural	475	12	Transportation / Bus Garage	Flooring - Install New Replacement Flooring	18,667
Mechanical & Electrical	675	12	Transportation / Bus Garage	Mechanical - Address IAQ Negative Pressure Condition - Separation at Vehicle Bay	48,000
Fees, Testing, Printing	675	12	Transportation / Bus Garage	Mechanical - Address IAQ Negative Pressure Condition - Separation at Vehicle Bay - Mechanical Engineering	5,000
				Transportation / Bus Garage Total	82,800
Structural / Architectural	850	12	Zachary Lane Elementary School	Wall - gymnasium Wing Restroom Wall Tile System Replacement	25,000
				Zachary Lane Elementary School Total	25,000

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
DEBT SERVICE FUND
ASSUMPTIONS AND CHANGES TO PROGRAMS**

Minnesota's local school districts have generally financed the construction of new school buildings through the sale of bonds. The bonds are repaid with revenue raised from the local district's property tax receipts. The total amount of bonds issued by the district determines the yearly debt service that the district must pay; and the amount of bonds issued is, of course, directly related to the district's building needs. The tax rate that the district levies in order to make its debt service payments depends both on the amount of debt and the size of the district's property tax base. The larger the debt, and the smaller the property tax base, the greater the district's tax rate for debt service needs.

The debt service equalization aid program provides state aid to local school districts to help repay the bonds issued to finance construction. The amount of a school district's debt service that the state will pay depends on two factors: the district's total amount of annual debt service and the district's taxable property tax base (net tax capacity) per pupil. The District does not qualify for state aid.

The District has issued a total of \$232.8 million of bonds to date. Current principal outstanding on the bonds is \$173.9 million. The District's remaining legal debt margin is \$1.2 billion.

Revenues

- The tax levy includes revenue necessary to pay interest and principal payments on all bonds issued to date.
- Local revenue is interest earned on investments of levy proceeds.
- State revenue is homestead market value credits.

Expenditures

- Bond principal and interest payments on the eight alternative facilities bond issues are included. Also included are interest and principal payments related to the Forest Elementary building bond issue which is not under the alternative facilities program.

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
DEBT SERVICE FUND
SUMMARY STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES**

	<u>Actual 2007-2008</u>	<u>Actual 2008-2009</u>	<u>Actual 2009-2010</u>	<u>Revised Budget 2010-2011</u>	<u>Proposed Budget 2011-2012</u>
REVENUE:					
Property Taxes	\$ 14,325,985	\$ 13,419,687	\$ 15,227,953	\$ 14,412,485	\$ 15,703,887
Other Local Revenue	4,155,803	2,608,935	245,953	304,500	150,000
State Revenue	<u>628,661</u>	<u>545,994</u>	<u>647,315</u>	<u>545,000</u>	<u>650,000</u>
TOTAL REVENUE	\$ 19,110,449	\$ 16,574,616	\$ 16,121,221	\$ 15,261,985	\$ 16,503,887
EXPENDITURES:					
Fixed Costs	<u>18,117,975</u>	<u>18,431,228</u>	<u>16,337,445</u>	<u>15,665,828</u>	<u>16,494,369</u>
REVENUES OVER (UNDER) EXPENDITURES	<u>\$ 992,474</u>	<u>\$ (1,856,612)</u>	<u>\$ (216,224)</u>	<u>\$ (403,843)</u>	<u>\$ 9,518</u>
OTHER FINANCING SOURCES (USES):					
Bond Proceeds	\$ 7,285,056	\$ 6,131,945	\$ 22,355,666	\$ 7,721,804	\$ -
Bond Refunding Payments	<u>(6,582,971)</u>	<u>(72,000,000)</u>	<u>-</u>	<u>-</u>	<u>-</u>
TOTAL OTHER SOURCES (USES)	<u>\$ 702,085</u>	<u>\$ (65,868,055)</u>	<u>\$ 22,355,666</u>	<u>\$ 7,721,804</u>	<u>\$ -</u>
REVENUES AND OTHER SOURCES OVER (UNDER) EXPENDITURES	\$ 1,694,559	\$ (67,724,667)	\$ 22,139,442	\$ 7,317,961	\$ 9,518
BEGINNING FUND BALANCE	<u>84,915,735</u>	<u>86,610,294</u>	<u>18,885,627</u>	<u>41,025,068</u>	<u>\$ 48,343,029</u>
ENDING FUND BALANCE	<u>\$ 86,610,294</u>	<u>\$ 18,885,627</u>	<u>\$ 41,025,068</u>	<u>\$ 48,343,029</u>	<u>\$ 48,352,547</u>

**INDEPENDENT SCHOOL DISTRICT #281
ROBBINSDALE AREA SCHOOLS
DEBT SERVICE FUND
EXPENDITURES BY OBJECT-DETAILED**

Description	Actual 2007-08	Actual 2008-09	Actual 2009-10	Revised Budget 2010-11	Proposed Budget 2011-12
BOND PRINCIPAL:					
Series 1998 Bonds	\$ 400,000	\$ 425,000	\$ -	\$ -	\$ -
Series 1999 Bonds	425,000	-	-	-	-
Series 2000 Bonds	1,580,000	1,665,000	-	-	-
Series 2001 Bonds	1,975,000	2,055,000	-	-	-
Series 2002 Bonds	750,000	775,000	800,000	835,000	865,000
Series 2003A Bonds	1,150,000	1,200,000	1,250,000	1,250,000	1,300,000
Series 2003B Bonds - Forest	450,000	450,000	475,000	475,000	500,000
Series 2006B Bonds	435,000	455,000	470,000	490,000	505,000
Series 2008A Bonds	-	-	390,000	405,000	420,000
Series 2008B Bonds	-	-	220,000	340,000	345,000
Refunding 2007 Bonds (1999)	-	430,000	455,000	455,000	505,000
Refunding 2002 Bonds (2000)	-	-	1,775,000	1,870,000	1,965,000
Refunding 2005A Bonds (2001)	-	-	2,335,000	2,390,000	2,460,000
Refunding 2006A Bonds (2002)	-	-	-	-	-
Refunding 2008C Bonds (1998)	-	-	425,000	480,000	480,000
Refunding 2010A (2003A)	-	-	-	-	-
Refunding 2010B (2003B)	-	-	-	-	-
TOTAL BOND PRINCIPAL	\$ 7,165,000	\$ 7,455,000	\$ 8,595,000	\$ 8,990,000	\$ 9,345,000
BOND INTEREST:					
Bond Interest *	\$ 3,358,525	\$ 3,358,522	\$ 573,706	\$ -	\$ -
Series 1998 Bonds	290,850	274,050	-	-	-
Series 1999 Bonds	312,713	-	-	-	-
Series 2000 Bonds	1,731,401	1,652,402	-	-	-
Series 2001 Bonds	2,059,500	1,960,750	-	-	-
Series 2002 Bonds	832,162	807,788	780,663	750,663	719,350
Series 2003A Bonds	1,187,250	1,152,750	1,110,750	1,063,875	1,013,875
Series 2003B Bonds - Forest	410,831	399,582	386,081	370,644	354,019
Series 2006B Bonds	553,581	536,182	517,981	499,182	479,581
Series 2008A Bonds	-	490,297	452,581	436,982	420,781
Series 2008B Bonds	-	-	535,039	404,536	390,935
Refunding 2007 Bonds (1999)	-	285,869	244,000	225,800	207,600
Refunding 2002 Bonds (2000)	-	-	1,335,419	1,264,420	1,189,619
Refunding 2005A Bonds (2001)	-	-	1,449,400	1,379,350	1,301,675
Refunding 2006A Bonds (2002)	-	-	-	-	573,706
Refunding 2008C Bonds (1998)	-	-	261,856	218,376	202,775
Refunding 2010A (2003A)	-	-	-	-	-
Refunding 2010B (2003B)	-	-	-	-	-
Series 2011Bonds	-	-	-	-	280,453
TOTAL BOND INTEREST	\$ 10,736,813	\$ 10,918,192	\$ 7,647,476	\$ 6,613,828	\$ 7,134,369
OTHER DEBT EXPENSE:					
Other Debt Service Expense	\$ 211,214	\$ 58,036	\$ 94,969	\$ 62,000	\$ 15,000
Bond Discount	-	-	-	-	-
TOTAL OTHER DEBT EXPENSE	\$ 211,214	\$ 58,036	\$ 94,969	\$ 62,000	\$ 15,000
STATE LOAN:					
State Loan Principal	\$ 4,690	\$ -	\$ -	\$ -	\$ -
State Loan Interest	258	-	-	-	-
TOTAL STATE LOAN	\$ 4,948	\$ -	\$ -	\$ -	\$ -
TOTAL FIXED COSTS	\$ 18,117,975	\$ 18,431,228	\$ 16,337,445	\$ 15,665,828	\$ 16,494,369
OTHER FINANCING USES:					
Bond Proceeds	\$ -	\$ (6,696,493)	\$ -	\$ -	\$ -
Bond Premium	-	\$ (51,945)	-	-	-
Bond Refunding Payments	\$ 6,582,971	\$ 72,000,000	\$ -	\$ -	\$ -
TOTAL OTHER FINANCING USES	\$ 6,582,971	\$ 72,000,000	\$ -	\$ -	\$ -
TOTAL EXPENDITURES AND OTHER USES	\$ 24,700,946	\$ 90,431,228	\$ 16,337,445	\$ 15,665,828	\$ 16,494,369

* 2010-11 & 2011-12 Does not include interest paid by escrow



MEMO

DATE: 6-8-11

TO: Members of the School Board
Aldo Sicoli, Superintendent of Schools

FROM: Lori Simon, Executive Director of Educational Services

RE: Revised Student Behavior Handbook

The board will hear an overview of the revised Student Behavior Handbook. The new handbook has been restructured to align with the recommendations from the national research on discipline policy best practices. In the new handbook, incidents of student behavior are coded into four levels of infractions:

Level 1: Generally addressed at the classroom/teacher level

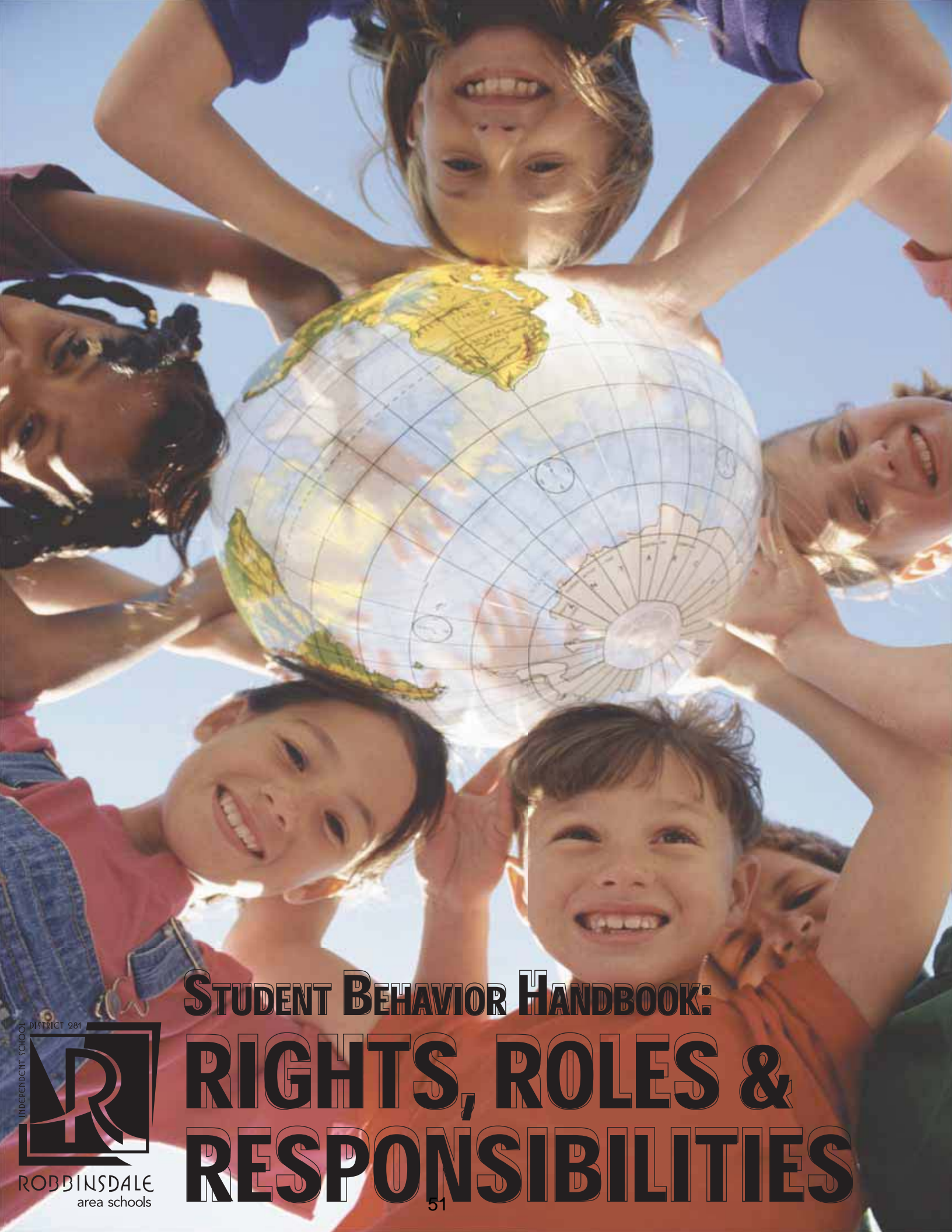
Level 2: Generally addressed by an administrator and focused on keeping a student in school

Level 3: Generally results in dismissal or suspension from school

Level 4: Results in a referral for expulsion

Given that the research strongly recommends that expulsion be reserved only for the most severe behaviors, some offenses that were previously referred for expulsion have been moved to level 3.

The presenters will be Lori Simon, Executive Director of Educational Services; and Ellen Voit, Program Director for Special Education.



STUDENT BEHAVIOR HANDBOOK: RIGHTS, ROLES & RESPONSIBILITIES

TABLE OF CONTENTS

August 2011

Dear Families and Students of Robbinsdale Area Schools,

The pages that follow are the newly updated Student Behavior Handbook: Rights, Roles and Responsibilities for the 2011-2012 school year.

The school district's five-year Strategic Plan identifies the following core values:

- Respectful of one another
- Responsible for one's actions
- Responsive to the needs of others
- Results that exceed expectations

When every student, family, and staff member takes personal responsibility for creating supportive, orderly and safe schools, we give each student the opportunity to meet their educational goals. We are implementing Positive Behavioral Interventions and Supports (PBIS) throughout the Robbinsdale Area Schools to create positive learning environments and to demonstrate effective classroom management practices.

It is important that families read and discuss this handbook and keep it in a place where you can reference it. It is in your student's best interest to become familiar with their rights at school, their responsibilities for positive behavior and the procedures and consequences for unacceptable student behavior. Please also discuss your own expectations for your student's behavior at school and the effect of positive self-discipline on learning.

We look forward to a productive year in Robbinsdale Area Schools where our mission is "to inspire and educate all learners to discover their potential and positively contribute to their community." Thank you for your support and assistance.

Sincerely,



Aldo Sicoli

Superintendent, Robbinsdale Area Schools



SHARED RESPONSIBILITIES

Increasing Respect, Responsibility and Engagement

To provide a safe and welcoming environment and inspire and educate all learners to discover their potential and positively contribute to their community, the Robbinsdale Area Schools has incorporated changes to the *Student Behavior Handbook: Rights, Roles and Responsibilities*, the district's policy handbook. The changes include an increase in respect, responsibility and engagement from all stakeholders. To ensure a positive learning environment at all district sites all stakeholders have an important role:

Students

- Build and maintain positive, respectful relationships with your teachers and school staff.
- Observe and follow the routines and expectations taught by your teachers.
- Accept redirection from all adults in your school.
- Show respect to other students, their families, and all staff.
- Be responsible and accountable for your academic success and all school materials.

Parents/Guardians

- Establish a positive relationship with someone at the school – this may be a principal, teacher, social worker, counselor or advisor.
- Respect and support school and district rules and policies.
- Show respect for each student and their family and teach your child to respect the rights of others.
- Work with staff in a mutually respectful manner focusing on the success of your child.
- Emphasize the importance of being prepared for school and following the routines and expectations taught at school to foster your child's academic success.

Teachers

- Develop a classroom community and learning environment that provides for academic success.
- Build and maintain positive, respectful relationships with your students and their families.
- Have consistently high academic and behavioral expectations for all students.
- Teach, model, practice, and positively reinforce routines and expectations.
- Treat all students fairly and consistently when addressing behavioral infractions, and model professional behavior in handling and de-escalating difficult situations.
- Communicate regularly with families regarding both positive and negative behavior choices via phone calls, emails, etc.

Non-teaching Staff

- Support teachers by modeling and positively reinforcing routines and expectations.
- Show respect for each student and their family.
- Maintain a positive attitude and a professional learning environment.
- Make positive comments to all students on a consistent basis.
- Treat all students fairly and consistently when addressing behavioral infractions, and model professional behavior in handling and de-escalating difficult situations.

Administrators

- Create a warm, welcoming, and positive learning environment.
- Have high expectations of students and staff.
- Model and reinforce routines and positive behavior expectations.
- Lead/support building-level development that improves classroom management skills of teachers, and monitor and evaluate quality of staff performance.
- Treat all students fairly and consistently when addressing behavioral infractions, and model professional behavior in handling and de-escalating difficult situations.
- Communicate regularly with families regarding both positive and negative behavior choices via phone calls, emails, etc.

“Accountability applies to all stakeholders: students, board members, parents, policy makers, teachers, administrators.”

~Douglas Reeves, Accountability in Action (2005)

STUDENT RIGHTS AND RESPONSIBILITIES

Students who attend Robbinsdale Area Schools have various rights and opportunities. Students also have responsibilities to teachers, other staff and fellow students. The following describes student rights and opportunities as well as student responsibilities.

<i>Access to Records</i>	
Rights/Opportunities	Responsibilities
<p>Students' parents and eligible students under federal law generally have the right to view their school records according to state and federal laws.</p> <p>Students have the right to privacy regarding any school records. Any disclosure of information from student records will be consistent with legal requirements and the discipline policy established by the school district.</p>	<p>Students are responsible for following established building and district procedures regarding access to their school records.</p>

<i>Dress and Grooming</i>	
Rights/Opportunities	Responsibilities
<p>Students have the opportunity to wear clothing of their choosing and to engage in personal grooming which is not potentially disruptive to the education process, which does not pose a threat to the health or safety of other students and which is not lewd, vulgar, obscene, sexually explicit or discriminatory.</p>	<p>Students are responsible for dressing in such a manner that is not disruptive or likely to disrupt the learning environment, is not a health and safety hazard, is not obscene, and is not sexually explicit, discriminatory or associated with threat/hate groups, including gangs. Clothing which displays references to alcohol, chemicals, tobacco or other products which are illegal for use by minors is not permitted.</p>

<i>Equal Opportunity</i>	
Rights/Opportunities	Responsibilities
<p>Students have the right of equal opportunity to participate in all school activities and school education programs for which they are eligible, within limits.</p>	<p>Students are responsible for following the rules and regulations of the school-sponsored activity in which they participate or others participate. Students may not discourage the participation of other students.</p>

<i>Learning</i>	
Rights/Opportunities	Responsibilities
<p>Students have the opportunity to receive a comprehensive appropriate education.</p>	<p>Students are responsible for daily attendance, for completing class assignments on time and for bringing appropriate materials required for class use.</p>
<p>Students have the opportunity to attend school in a safe environment that is free from disruptive behavior by others.</p>	<p>Students are responsible for behaving in such a manner that does not pose a potential or actual danger to themselves or others and that is not disruptive to the learning process for others.</p>
<p>Students have the opportunity to make up school work missed during an excused absence.</p>	<p>Students are responsible for obtaining and completing make-up work assigned for periods of absence.</p>
<p>Students have the right to necessary home/hospital instruction as regulated by state guidelines when absent for an extended period.</p>	<p>Students are responsible for completing work assigned as part of the home/hospital instructional process.</p>

<i>Fair Treatment</i>	
Rights/Opportunities	Responsibilities
Students have the right to due process as defined in the Pupil Fair Dismissal Act when involved in a violation of district rules. Included is the opportunity to hear the nature of the violation and to give their account of the situation.	Students are responsible for treating all persons respectfully, responding to all directive or inquiries from staff, and for following rules and regulations that apply to them.
Students have the right to be informed of all current school policies, rules and regulations that apply to them	Students are responsible for being knowledgeable about and following all school policies, rules and regulations that apply to them.
Students have the right to be informed of all classroom expectations.	Students are responsible for being knowledgeable about and meeting all classroom expectations and evaluation procedures that apply to them.
Students have the right to be treated respectfully by district employees and other students.	Students are responsible for treating other students and district employees in a respectful manner. Students are also expected to treat the property of others and the district responsibly.
Students have the right to be free from corporal punishment by school personnel.	Students are responsible for refraining from using force or physical contact for the purposes of inflicting physical and emotional harm on another.
Students have the right to be free from unreasonable physical contact from teachers and other district personnel. Reasonable force to restrain or correct a student from injuring self or other persons, however, is allowable.	Students are responsible for respecting the space and freedom of those around them. Students are also responsible for not engaging in conduct that threatens to injure themselves, other persons and property.

<i>Free Speech and Expression</i>	
Rights/Opportunities	Responsibilities
Students have the right to free speech so long as such speech does not violate the rights of others.	Students are responsible for expressing opinions, publishing written materials and distributing literature in such a manner that is not libelous, obscene, discriminatory, sexually explicit, associated with threat/hate groups, including gangs, or contains references to alcohol, chemicals, tobacco, or other products which are illegal for use by minors, that does not interfere with the rights of others or disrupt the atmosphere of learning in the school and follows school regulations regarding time, place and manner.
Students have the right of assembly within the reasonable time, place and manner restrictions of the school district. Those restrictions will be made available to all students before they are enforced.	When assembling, students are responsible for exhibiting appropriate behavior and following the restrictions of the school district.

<i>Nondiscrimination</i>	
Rights/Opportunities	Responsibilities
Students have the right to be free from discrimination based upon race, color, creed, sex, religion, national origin, marital status, sexual orientation, status with regard to public assistance or disability.	Students are responsible for treating other students and district employees in a nondiscriminatory manner.

<i>Harassment</i>	
Rights/Opportunities	Responsibilities
Students have the right to be free from sexual harassment and violence, racial harassment and violence, and religious harassment and violence and other offensive behavior arising out of the physical or verbal conduct of other students, school personnel and others.	Students are responsible for being aware of school district policies regarding harassment and for maintaining an environment free from harassment, intimidation and abuse. Students are also responsible for reporting to a teacher or administrator incidents of physical, sexual and verbal harassment, intimidation and/or abuse and other offensive behavior that they have experienced or of which they are aware.

<i>Privacy</i>	
Rights/Opportunities	Responsibilities
Students generally have the right to privacy of their persons and personal property when engaging, participating or pursuing curricular activities on a school location. In such instances, a student's person or personal property may only be searched by school officials if there is reasonable suspicion that the search will uncover evidence of a violation of a school rule or of the law.	Students are responsible for refraining from bringing onto a school location or to school-sponsored events any item or material that is in violation of school district policy, school rules, or state and federal laws if the item(s) would cause, or tend to cause, a disruptive activity or endanger the health and safety of students or other people.
Students have the opportunity to utilize school lockers, desks and other designated areas for storing appropriate items of personal property subject to the understanding that such areas are within the exclusive control of the school district and that such areas may be searched for any reason, at any time without permission, consent or requirement for a search warrant in accordance with the school district's locker policy (page TBD).	Students are responsible for keeping their lockers/desks free of any items that are illegal or that are prohibited under school rules and district policies.
Students have the right to privacy regarding information which is collected or maintained about them because they are a student. Such information will be released in accordance with state and federal law. Matters of child neglect, physical or sexual abuse must be reported to the proper authorities according to state law. Matters involving criminal behavior may also be reported to the proper authorities.	Matters of abuse or illegal activity should be reported to school personnel.

<i>Student Government</i>	
Rights/Opportunities	Responsibilities
Students have the opportunity to form and participate in student government which is open to all members of the student body being represented. The purpose of the existence of student government is to represent and to be responsive to the needs of all students.	Students are responsible, when forming a student government, for establishing purposeful bylaws. The student government is responsible for communicating with the student body, faculty and administration and being aware of and complying with any policies of the school district that may affect the formation of procedural aspects of the student government.

CREATING POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS FOR STUDENTS

Robbinsdale Area Schools uses a framework referred to as Positive Behavior Interventions and Supports (PBIS) to improve social behavior that emphasizes proactive, positive and preventative strategies. The framework is based on research showing that students learn better ways of behaving by being taught social skills directly and receiving positive feedback about what they are doing correctly. The framework includes core elements that are implemented in every student environment including:

- Identifying 3 to 5 positively stated expectations
- Teaching, modeling, and reinforcing the stated expectations (see page 28)
- Reinforcing and rewarding positive student behavior
- Identifying a multi-level system for students who need increased support

Within the core elements, all schools develop the capacity of all adults to:

- Build and maintain positive and trusting relationships with students
- Provide engaging and academically appropriate instruction
- Plan, teach and model age appropriate routines
- Treat students of all groups fairly and equitably when enforcing rules
- Show respect for the cultural heritage and cultural expectations of each student
- Develop classroom community
- Hold high behavioral expectations for students of all groups
- Recognize and celebrate the accomplishments of all students
- Teach social skills or anti-bullying
- Employ reminders, redirection techniques, and appropriate wait time
- Be reflective about classroom management practices
- Actively supervise students at all times
- Refrain from arguments and power struggles

Students demonstrating additional needs are supported by the core elements as well as one or more small group interventions such as:

- Conferences with teacher, administrator, counselor, social worker and/or family
- Small group support, either academic or behavioral
- Restitution, mediation or other similar interventions
- Mentoring

For students whose needs are not met by the combination of the core elements and the small group interventions, schools will develop individualized interventions that may include:

- A plan with the parent or family
- Individual behavior contracts
- Student self-monitoring with reporting to designated staff member
- Lessons that teach refocusing and self-control skills
- Increased supervision and monitoring
- Analysis and observation of past intervention strategies and behavioral and academic performance

Students with disabilities who receive special education can be assisted by any level within the multi-level framework and may be assisted further through an Individualized Educational Program (IEP) or a 504 Plan, as appropriate.

QUESTION AND ANSWER GUIDE ABOUT THE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT (PBIS) FRAMEWORK

Q. Is PBIS a new district initiative?

A. PBIS is simply a way of organizing what schools already do well. The PBIS framework provides a common language for every staff member and allows schools to be very intentional about helping students learn positive behaviors.

Q. Why is the district emphasizing positive behaviors and supports at this time? Is something wrong?

A. The vast majority of students in Robbinsdale Area Schools behave very well at school. Research shows, however, that when all students are directly taught about expectations and receive positive feedback for meeting these expectations, student engagement at school increases, which typically leads to improved academic achievement for all.

Q. Will every school be required to implement PBIS?

A. All schools began implementing the core components of PBIS a few years ago and will continue to strengthen their practices. All schools are expected to move toward full implementation of all components of PBIS

Q. What are the core components of PBIS?

A. PBIS includes four basic components that are to be employed by every school:

- A positive behavior team that reviews and analyzes behavior data, writes action plans and trains other members of the staff and school community.
- Three to five positively stated expectations including a system of teaching, practicing and positively reinforcing the expectations throughout the school year.
- An educational approach to teaching expectations including direct teaching of routines, transitions from one activity to another and social skills. Emphasis is placed on prevention.
- Frequent analysis of school-wide behavior reports that inform the committee about which strategies are working and which need more attention.

Q. How does PBIS address disciplinary responses to student violations of expectations?

A. A distinction is made between behaviors that are managed in the classroom and those that are managed by school administration and other professionals (see page XX). A school-wide, systematic approach, understood by all stakeholders, is used for more serious behavior violations and for crisis management. Many of these approaches are contained in this district-wide Student Behavior Handbook that is published each year and sent to families of enrolled students.

Q. Are families involved?

A. Consequences and support for poor behavior choices are communicated to families and all stakeholders.

Portions of this section were adapted from OSEP Center on Positive Behavioral Interventions and Supports and the Saint Paul Public Schools discipline policy



SAMPLE - Elementary Behavior Expectation Matrix

	Belong	Empathize	Achieve	Respect
Classroom (All settings)	Participate Work together/Teamwork Accept differences in others	Help each other make good choices Treat others kindly/Follow the Golden Rule	Come prepared Do your best Have a positive attitude Give your best effort	Use self-control: verbal and physical Be polite Follow directions
Hallways	Help keep clean Walk at all times	Respect wall art Be polite	Walk safely Be on time	Quiet voices Listen to ALL adults Use self-control: verbal & physical
Restrooms	Keep both areas clean	Use quiet voices	Use facilities appropriately Flush toilet Wash hands	Respect others' privacy Use self-control Use polite words only
Playground	Share Include others in your play	Be a good sport Help others	Follow rules and procedures	Use self-control: verbal and physical Take care of equipment Use equipment appropriately
Media Center	Put books away where they belong Push chairs in	Use quiet voices	Read quietly Use time appropriately	Treat all materials respectfully Respect everyone else using the space
Computer Lab	Push chairs in Keep lab clean	Use quiet voices	Use appropriate sites only	Use materials & equipment appropriately
Cafeteria	Clean up eating area Stay at your assigned table Be friendly to others	Use polite manners Be patient while in line	Eat slowly Eat nutritiously	Listen to ALL adults Use good table manners
Music/Gym	Remain in your assigned spot Cooperate	Encourage others Accept others abilities/talents	Participate Have a positive attitude Give your best effort	Use materials & equipment appropriately Listen and follow directions
Bus	Share seats Help others	Use quiet voices Share seats	Stay seated Be on correct bus Be at correct bus stop	Be polite to peers & driver Use self-control: verbal & physical

SAMPLE - Secondary Behavior Expectation Matrix

	Classroom	Hallway	Cafeteria	Extracurricular Activities & In the Community	Bus, Parking Lot & School Grounds	Restrooms	Media Center/ Computer Lab	Assemblies/ Emergency Procedures
BE RESPECTFUL	<ul style="list-style-type: none"> ◆ Use classroom appropriate language and volume in a positive manner ◆ Cooperate with your teacher and classmates ◆ Take turns speaking ◆ Maintain dress code and personal space 	<ul style="list-style-type: none"> ◆ Follow directives from staff ◆ Use appropriate language ◆ Maintain dress code and personal space 	<ul style="list-style-type: none"> ◆ Wait your turn in line ◆ Speak kindly to staff and students using your inside voice ◆ Maintain dress code and personal space 	<ul style="list-style-type: none"> ◆ Demonstrate good sportsmanship ◆ Be considerate of other people's property ◆ Use appropriate language 	<ul style="list-style-type: none"> ◆ Be considerate of other people and their property or vehicles ◆ Follow directives from staff 	<ul style="list-style-type: none"> ◆ Respect people's privacy ◆ Use appropriate language ◆ Model positive behavior ◆ Leave the area clean and orderly 	<ul style="list-style-type: none"> ◆ Speak quietly ◆ Use appropriate language ◆ Follow directives from staff 	<ul style="list-style-type: none"> ◆ Pay attention and show appropriate enthusiasm for performances ◆ Wait to leave until program is finished ◆ Follow directives from staff
ENGAGE IN LEARNING	<ul style="list-style-type: none"> ◆ Take pride in your work ◆ Challenge yourself ◆ Do your best ◆ Listen to/consider others' ideas 	<ul style="list-style-type: none"> ◆ Get to class on time ◆ Take pride in your halls (posters, etc.) ◆ Demonstrate positive behavior 	<ul style="list-style-type: none"> ◆ Use extra time to study or finish homework ◆ Have intellectual conversations with peers ◆ Demonstrate good manners 	<ul style="list-style-type: none"> ◆ Challenge yourself to learn new things in the community ◆ Demonstrate positive leadership ◆ Engage in conversations ◆ Volunteer 	<ul style="list-style-type: none"> ◆ Follow the bus driver's directives ◆ Engage in positive conversation ◆ Learn and enforce safety rules ◆ Demonstrate positive behavior 	<ul style="list-style-type: none"> ◆ Return back to class in a prompt fashion ◆ Use the bathroom during passing time ◆ Demonstrate positive behavior 	<ul style="list-style-type: none"> ◆ Practice academic honesty ◆ Check-out materials 	<ul style="list-style-type: none"> ◆ Learn how to make use of resources, references and librarians
BE RESPONSIBLE	<ul style="list-style-type: none"> ◆ Complete all assignments with honesty & integrity ◆ Arrive before the second bell ◆ Be ready and have materials available ◆ Pick up after yourself ◆ Use your organizer ◆ Turn off electronic devices 	<ul style="list-style-type: none"> ◆ During passing time: Avoid loitering ◆ Always have a pass in hand if class is in session ◆ Walk quietly 	<ul style="list-style-type: none"> ◆ Clean your area when you are finished ◆ Stay seated in available seats ◆ Stay current on account charges ◆ Eat all food/beverages and remain in designated areas during lunch period 	<ul style="list-style-type: none"> ◆ Use appropriate language ◆ Follow the directions of the coach or adult in charge 	<ul style="list-style-type: none"> ◆ Stay seated when the bus is in motion ◆ Pick up after yourself and other litter you may find ◆ Be on time to your bus ◆ Have/use parking permit ◆ Follow safety rules 	<ul style="list-style-type: none"> ◆ Keep the restroom clean ◆ Use the restroom during passing time or at lunch ◆ Report any inappropriate activity to staff 	<ul style="list-style-type: none"> ◆ Be gentle with equipment ◆ Return materials on time ◆ Use school appropriate websites 	<ul style="list-style-type: none"> ◆ Stay in your seat until you have been dismissed ◆ Turn off electronic devices
ALWAYS APPLY EMPATHY	<ul style="list-style-type: none"> ◆ Lend extra materials to those without ◆ Respect others' opinions ◆ Allow for yourself and others to make mistakes 	<ul style="list-style-type: none"> ◆ Look for ways to help others ◆ Follow directives from staff 	<ul style="list-style-type: none"> ◆ When finished eating, offer whole foods you left to others ◆ Let someone sit down to eat when you are finished 	<ul style="list-style-type: none"> ◆ Encourage others to do their best ◆ Help others who need assistance 	<ul style="list-style-type: none"> ◆ Help others with their materials ◆ Offer to share a seat on the bus ◆ Drive slowly through the parking lot ◆ Be cautious of vehicles and others 	<ul style="list-style-type: none"> ◆ Maintain and respect personal space and boundaries 	<ul style="list-style-type: none"> ◆ Be a positive influence ◆ Help others find information or use resources 	<ul style="list-style-type: none"> ◆ Assure others of safety when they seem afraid ◆ Show support for others ◆ Use good judgment ◆ Help others who need assistance

DISCIPLINE POLICY

Every student and employee of Robbinsdale Area Schools is entitled to learn and work in a safe school environment. To ensure this, the district and each school have established clear student discipline policies, consequences appropriate for the behavior and practices to consistently apply the policies.

Students are expected to behave in accordance with federal, state and local laws and rules, district and school policies and regulations, and in a way that respects the rights and safety of others. Corrective action to discipline a student and/or to modify a student's behavior will be taken by staff when a student's behavior violates the discipline policy.



The following are district-wide discipline policies. These discipline policies and the potential consequences apply at any time a district student is present at a school location or at a school-sponsored event, including the work experience location. In addition, the discipline policies and the potential consequences apply when a district student engages in conduct outside of a school location or a school-sponsored event when the misconduct is a continuation of or has a connection with improper conduct that occurred on school grounds, or the student's actions have a direct and immediate effect either on school discipline or on the general safety and welfare of students and faculty. Students participating in extra-curricular activities will also be held to the Minnesota State High School League rules and policies. Listed are the infractions and the recommended consequences for first, second and third offenses. The school district in its sole discretion may impose more severe consequences (i.e. expulsion) beyond those set forth in this policy based on the particular misconduct. In addition, the consequences imposed may be more severe if an adult or bystander is harmed during the course of the misconduct.

Building administrators may consult with appropriate community agencies to assist in a disciplinary situation which involves health and safety.

STANDARDS OF STUDENT BEHAVIOR

When students are disruptive or act inappropriately, school staff and administrators are expected to respond to this behavior logically, appropriately and consistently. Infractions are assigned to one or more levels of interventions or disciplinary responses. This handbook divides inappropriate and disruptive behaviors into four levels of infractions.

Disciplinary policies shall be enforced within the general guidelines as set forth in the Infractions-Levels 1-4 and the Infractions and Potential Interventions Matrix (pages). These guidelines describe the various administrative actions that may be taken for infractions of the law and the school district’s standards of behavior.

The format of this section begins with the MINIMUM disciplinary responses and potential interventions for each infraction. The MAXIMUM administrative actions are expulsion and exclusion.

The presence of an asterisk (*) in a given cell in the matrix does not imply or require that an administrator will use a “step-by-step” progression of increasing severity in dealing with an infraction. However, there shall be a logical relationship between the severity and frequency of the offense and the age of the offender and the administrative action.

Unless otherwise noted, these policies apply to student behavior occurring on any property owned or controlled by the Robbinsdale Area Schools or occurring in connection with any activity sponsored by or associated with the Robbinsdale Area Schools. The following represents the majority of infractions that occur.



Portions of the following sections were adapted from the Saint Paul Public Schools student handbook.

INFRACTIONS – LEVELS 1-4

Behavior infractions are classified in four levels. A Level 1 infraction is the least severe with intervention by the teacher in the classroom. A Level 4 infraction is the most severe and requires a principal to make a recommendation for expulsion. Each level provides recommendations for possible interventions based on the infraction and who is responsible for intervention.

In addition schools have a Student Assistant Team (SAT) to examine and determine appropriate interventions and responses. Interventions may involve support staff, both school-based and within the broader community. SAT aims to engage the student's support system to ensure successful learning and consistency of interventions and change the conditions to the student's inappropriate or disruptive behavior.

LEVEL 1

Level 1 infractions will generally be addressed by the classroom teacher using interventions or disciplinary responses that teach correct, alternative behavior so students can learn and demonstrate safe and respectful behaviors. Teachers are expected to use a variety of teaching and classroom management strategies.

Infractions

- Defiance
- Disruption
- Inappropriate Language
- Physical Contact
- Property Misuse
- Student Attire
- Tardiness
- Teasing/Name Calling
- Technology Misuse
- Truancy, Unexcused Absence (Reporting it)
- Other (Minor)

Note: A severe occurrence or repeated instances of any violation appearing in the box may be treated as a violation at a higher level. If a student is being referred to the office at a higher level, interventions should be documented.

Level 1 – Examples of Support Interventions and Responses

Support interventions aim to correct and teach alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are expected to use a variety of methods and classroom management strategies, which may include:

- Reminders and redirection
- Verbal correction
- Written reflection/apology
- Check and connect
- Seat change
- Teacher/student conference
- Daily progress sheet on behavior
- In class time-out
- Restitution
- Removal from class to another supervised classroom (less than one hour)
- Change in schedule
- Loss of privileges
- Contract between teacher, student and parents
- Other as approved by administration

Appropriate school interventions also often involve the parent/guardian and other members of the school community. They aim to identify extenuating factors contributing to inappropriate or disruptive behavior and to assist the student in working with these factors. School interventions may include other students and focus on the student's relationship with the overall school community and may include:

- Parent/guardian notification
- Parent/guardian conference
- Parent/guardian accompanying student to school or class
- Detention
- In-school community service
- Conflict resolution
- Mentoring program participation
- Contract between teacher, student and parents
- Peer mediation
- Reprimand by appropriate administrator

LEVEL 2

Level 2 infractions will generally result in interventions 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.

Infractions

- Abusive Language
- Cheating or Plagiarizing
- Disruptive Behavior to and from School
- Disruptive Physical Contact/Aggression
- Fighting – Elementary
- Forgery/Failure to Identify
- Gambling
- Gang Display/Activity
- Harassment Based on Protected Status (i.e. race, creed, sex, marital status, national origin, age, religion, sexual orientation, familial status or disability)
- Harassment/Bullying/Cyber Bullying
- Interference/Obstruction
- Property Damage/Vandalism
- Skipping Class/Unauthorized Area
- Technology Violation
- Theft-Minor
- Threats to Another Person
- Truancy
- Use/Possession of Combustibles - Elementary
- Use/Possession of Tobacco
- Other - Major

Note: A severe occurrence or repeated instances of any violation appearing in the box may be treated as a violation at a higher level.

Level 2 – Examples of Intensive Support Staff and Appropriate Administration Interventions and Responses

These interventions may involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school:

- Parent/guardian notification
- Parent/guardian conference
- School community service
- Referral to student assistance team
- Monetary restitution
- Consecutive day removal (up to five) to another supervised classroom during a designated subject
- In-school suspension
- Mediation
- Check and connect
- Detention
- Saturday school
- Possible police notification
- Other as approved by administrator



LEVEL 3

Level 3 infractions may result in the suspension of a student and notification of the police. A suspension is a removal from school for more than one school day.

Infractions

- Fighting - Secondary
- Fires and False Alarms
- Hazing
- Possession of Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition, *with no intent*
- Theft - Major
- Trespassing, including during periods of dismissal or suspension
- Use/Possession of Combustibles - Secondary
- Use/Possession of drugs, alcohol, or other controlled substances

Note: A severe occurrence or repeated instances of any violation appearing in the box may be treated as a violation at a higher level.

Level 3 – Examples of Dismissal, Suspension, and Referral Responses

These interventions may involve the temporary, short-term removal of a student from the school environment because of the severity of the behavior. The duration of the dismissal or suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior:

- Parent/guardian notification
- Parent/guardian conference
- Dismissal (up to one complete school day)
- Out of school suspension (up to ten days)
- Possible police notification
- Other as approved by administration

LEVEL 4

Level 4 violations require police notification and a mandatory referral for expulsion. See the glossary for definitions of expulsion and Minnesota Statutes that apply to the violations.

Infractions

- Arson
- Assault
- Criminal Act Against a Staff Member
- Possession/Use of a Dangerous Weapon Other than a Firearm
- Possession/Use of a Firearm
- Possession/Use of Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition, *with use or intent to use*
- Robbery/Extortion
- Selling Drugs or Controlled Substances
- Sexual Misconduct, Non-Consensual
- Terroristic Threats

Level 4 – Examples of Suspension and Referral Responses

These interventions 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:

- Parent/guardian notification
- Out of school suspension
- Interim alternative educational placement
- Expulsion Referral
- Police Referral

INFRACTIONS AND POTENTIAL INTERVENTIONS/RESPONSES MATRIX

LEVEL 1

Classroom interventions may be appropriate when a student has had minimal or no prior violations and interventions have not been put in place.

LEVEL 2

School and administrative interventions may be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to have a negative impact on the learning of the student and others.

LEVEL 3

Possible dismissal from school for up to and including one full school day; or possible suspension from 1-10 days may be appropriate including when interventions and supports have been put in place but the behavior is escalating.

LEVEL 4

Expulsion and referral may be appropriate when student's behavior has a serious impact on the safety of others in the school or disrupts the rights of others to an education or the ability of school staff to perform their duties.

- Please refer to the Glossary for additional terms, definitions, related Minnesota statutory references and other information.

*For each violation on the chart below, the first * is the minimum disciplinary action.*

INFRACTIONS	LEVELS				POLICE NOTIFICATION	
	1	2	3	4	Required	Possible
Abusive Language Student delivers verbal messages that include disrespectful or threatening language.		*				
Arson Student plans and/or participates in malicious burning of property.				*	*	
Assault Intentional infliction of bodily harm upon another or committing an act with the intent to cause fear in another of immediate bodily harm or death are prohibited.				*	*	
Bus Violations See Page						
Cheating or Plagiarizing Scholastic dishonesty that includes, but is not limited to, cheating on school assignments/tests, plagiarism or collusion is prohibited. Academic consequences may also be assigned.		*				
Criminal Act Against a Staff Member Committing an act against a staff member that would be a crime if committed by an adult.				*	*	

INFRACTIONS	LEVELS				POLICE NOTIFICATION	
	1	2	3	4	Required	Possible
Defiance Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.	*					
Disruption Student engages in behavior causing an interruption in class or activity including loud talk, yelling/screaming; noise with materials; horseplay; and/or sustained out-of-seat behavior.	*					
Disruptive Behavior to and from School Behavior which endangers or harasses students on their way to and from school, walking, at the bus stop, or on the bus.		*				
Disruptive Physical Contact/Aggression Student engages in actions involving serious physical contact where injury may occur.		*				*
Fighting Student is involved in mutual participation in an incident involving physical violence.		*	*			*
Fires/False Alarms Tampering or interfering with fire alarm system or failure to exercise caution, resulting in fire.			*			*
Forgery/Failure to Identify Signing a person's name without their permission, or refusing to identify oneself to a staff member.		*				
Gambling Playing a game of chance for stakes.		*				*
Gang Display/Activity Student displays signs or is involved in behavior that is gang related as described by the State of Minnesota's gang criteria (See Glossary).		*				*
Harassment, Based on Protected Status Harassment includes physical or verbal conduct that is based on protected status (See Glossary).		*				*
Harassment/Bullying/Cyber Bullying Harassment, bullying, cyber bullying, and other offensive behavior with intent to injure, degrade or intimidate others. (See Glossary)		*				*
Hazing Committing an act or coercing a student into committing an act that creates a substantial risk of harm to one in order for the student to be initiated into or affiliated with a school or school group.			*			*
Inappropriate Language Swearing or using words in an inappropriate way.	*					

INFRACTIONS	LEVELS				POLICE NOTIFICATION	
	1	2	3	4	Required	Possible
Interference/Obstruction Any action taken to prevent a staff member from performing their assigned duties, including an investigation.		*				*
Other (Major) Student engages in major problem behavior not listed.		*				*
Other (Minor) Student engages in minor problem behavior not listed.	*					
Physical Contact Students engage in non-serious, but inappropriate physical contact.	*					
Possession/Use of a Dangerous Weapon other than a Firearm Possession/use of any device designed or modified as a weapon, combustible used or intended to use, or fire, capable of producing death or great bodily harm; or knife with a blade equal or greater than 2.5 inches in length; or any replica firearm, BB or pellet gun (See Glossary).				*	*	
Possession/Use of a Firearm Possession/use of any firearm defined as a device designed to be used as a weapon, from which is expelled a projectile by the force of explosion or force of explosion (See Glossary).				*	*	
Possession/Use of Other Weapon/Object, not a firearm & not meeting dangerous weapon definition: (See Glossary) <ul style="list-style-type: none"> • With Intent • With No Intent 				*	*	*
Property Damage/Vandalism Student participates in an activity that results in destruction or disfigurement of property.		*				*
Property Misuse Student engages in minor/low-intensity misuse of property.	*					
Reckless or Careless Driving Driving on school property in such a manner as to endanger persons or property.			*			*
Robbery/Extortion The obtaining of property from another by force or threat of force.				*	*	

INFRACTIONS	LEVELS				POLICE NOTIFICATION	
	1	2	3	4	Required	Possible
Selling Drugs or Controlled Substances Student is selling drugs, alcohol, or other controlled substances.				*	*	
Sexual Misconduct, Non-Consensual Engaging in non-consensual sexual intercourse or sexual contact or indecent exposure with another person.				*	*	
Sexual, Inappropriate Behavior Engaging in sexual behavior, including but not limited to, sexual intercourse, displaying or distributing sexually explicit materials, indecent exposure, and other sexual contact.			*			*
Skipping Class/Unauthorized Area Student leaves or misses class without permission.		*				
Student Attire Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.	*					
Tardiness Student arrives at class after the bell or signal that class has started.	*					
Teasing/Name Calling Student engages in teasing, calling another student a name, or using hurtful language toward another student.	*					
Technology Misuse Student engages in non-serious but inappropriate use of cell phone, pager, music/video player, camera, and/or computer.	*					
Technology Violation Student engages in inappropriate use of cell phone, pager, music/video player, camera, and/or computer.		*				
Terroristic Threats Threatening to commit any crime of violence with intent to terrorize another or to cause evacuation of a building, place of assembly, or vehicle (See Glossary).				*	*	
Theft - Major Unauthorized taking/possession of the property of another including, but not limited to jackets, expensive electronics, etc.			*		*	
Theft – Minor Unauthorized taking or possession of the property of another including, but not limited to school supplies, food, etc.		*				*

INFRACTIONS	LEVELS				POLICE NOTIFICATION	
	1	2	3	4	Required	Possible
Threats to Another Person Any oral, written, or physical threat, sign, or act which conveys intent to cause harm or violence, even made in jest.		*				*
Trespassing, including Periods of Dismissal or Suspension Being physically present on school property or at a school event after being directed not to (See glossary).			*			*
Truancy Student receives an “unexcused absence” for partial day or more.	*					
Use/Possession of Combustibles Student is in possession of substances/objects capable of causing bodily harm and/or property damage (See Glossary).		*	*			*
Use/Possession of Drugs, Alcohol, or Other Controlled Substances Student is in possession of or is using illegal drugs/ substances or imitations (See Glossary)			*		*	
Use/Possession of Tobacco Student is in possession of or is using tobacco.		*				

LEVEL 4 GUIDELINES

TYPE OF INFRACTION	MANDATORY POLICE NOTIFICATION	MANDATORY EXPULSION REFERRAL
Assault	Yes	Yes
Arson – if a combustible or flammable liquid is used	Yes	Yes
Criminal Act Against Staff Member	Yes	Yes
Gang Activity, repeated offenses	Yes	Yes
Possession/Use of a Dangerous Weapon other than a Firearm	Yes	Yes
Possession/Use of a Firearm	Yes	Yes
Possession/Use of Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition, with use or intent to use	Yes	Yes
Robbery/Extortion	Yes	Yes
Sexual Mis-conduct, nonconsensual	Yes	Yes
Terroristic Threats	Yes	Yes

TRANSPORTATION CONSEQUENCES MATRIX

While riding school buses, all rules that apply to building and/or classroom behavior shall apply on school buses. Transportation consequences are mandated by state statute.

Any disruptive behavior, as defined under school policy, while riding a school bus is prohibited. This includes not remaining seated, throwing objects, disruptive behavior at a bus stop or to and from the bus stop, tampering with emergency or safety equipment, and lighting flammable devices.

For the seventh offense, students in grades K-5 are individually considered for disciplinary action. Students may be suspended from riding the bus for longer periods of time, including the remainder of the school year. Students who commit repeated offenses, may be suspended from riding the bus for the remainder of the school year. In addition to the specific loss of bus privileges, a student may receive other consequences for violation of a school district policy noted in this handbook which has taken place on the bus (See Student Transportation Policy, p.).

Grade Level	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense	Sixth Offense	Seventh Offense
Grades K-5	Warning	Warning or consequences appropriate to and within school	Consequences appropriate to and within school	Consequences appropriate to and within school or 1-3 days off bus	1-3 days off bus	4-5 days off bus	6-10 days off bus
Grades 6-8	Warning	Warning or consequences appropriate to and within school	Consequences appropriate to and within school	Consequences appropriate to and within school or 1-3 days off bus	1-3 days off bus	4-5 days off bus	6-10 days off bus
Grades 9-12+	Warning	Consequences appropriate to and within school	1-3 days off bus	4-5 days off bus	6-10 days off bus	Loss of bus privileges	NA

Note: A severe occurrence of any infraction may be treated as an infraction at a higher level.



Alternative Educational Services Procedures

If a student is suspended for more than five school days, the student is entitled to alternative educational services that will allow the student to progress toward meeting graduation requirements and the suspending administrator must provide the superintendent with a reason for the longer suspension. Generally, the Robbinsdale Area Schools (RAS) provides alternative educational services according to the following schedule:

LENGTH OF SUSPENSION	SERVICES PROVIDED	SCHOOL ADMINISTRATOR OR DESIGNEE RESPONSIBILITY	PARENT/GUARDIAN RESPONSIBILITY OF PARENT/GUARDIAN
Up to five school days	Current classroom work and homework will be made available, as soon as possible.	Arrange for collection of classroom work and homework from teachers.	Pick up classroom work and homework from school administrator or arrange to have it delivered to home. Return completed work upon student's return to school.
Six to ten school days	Current classroom work and homework will be made available no later than the sixth school day of suspension.	Arrange for collection of classroom work and homework from teachers.	Pick up classroom work and homework from school administrator or arrange to have it delivered to home. Return completed work to school administrator.
Up to 15 school days (only pending expulsion, or when a student constitutes a substantial and immediate danger)		Arrange for home bound services as soon as a determination has been made to refer student for expulsion.	Assist school administrator in establishing a schedule for the delivery of home bound services.

This schedule does not preclude school administrators from providing different alternative educational services that allow the student to progress toward meeting graduation requirements. Each suspension action may include a readmission plan. The readmission plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension.

The school principal is responsible for ensuring that the school attempts to provide required alternative educational services. Parents/guardians also have the responsibilities set forth above. Parents who have concerns about the school's compliance with these procedures should contact the school principal or the Executive Director of Educational Services.

Additional information related to special education students: RAS may have additional obligations to special education students that are not explained here. For more information about the rights of special education students, see the chart on the following page, the Procedural Safeguard Notice Parental Rights for Public School Special Education Students or contact the school principal, your student's case manager, or the special education director at 763-503-8600.

DISCIPLINE GUIDELINES FOR SPECIAL EDUCATION STUDENTS UNDER STATE LAW AND FEDERAL REGULATIONS

	IEP TEAM MEETING REQUIRED	MANEFESTATION DETERMINATION REQUIRED(1)	FUNCTIONAL BEHAVIORAL ASSESSMENT PLAN REQUIRED(2)	ALTERNATIVE EDUCATION SERVICES REQUIRED
Student removed for one school day or less	No*	No*	No*	No*
Student suspended for less than five consecutive days	No*	No*	No*	No*
Student suspended for five consecutive school days	No	No	No*	No*
Student suspended for six or more consecutive days	Yes	No*	No*	Yes
Student removed for 10 cumulative school days or less in one school year	No**	No**	No**	No**
Student removed for 11 cumulative days in a school year or more	Yes	Yes	Yes	Yes, access to FAPE required
Student placed on in-school suspension (ISS)	No***	No***	No***	No***
Student suspended from the bus	Depends****	Depends****	Depends****	Depends****
Parent requests a manifestation determination following any removal for disciplinary reasons	Yes	Yes	No**	No**

1 “Manifestation Determination” is a process to determine if a student’s behavior problem was or was not a manifestation of the student’s disability.

2 A “Functional Behavioral Assessment” is a process for gathering information to understand the structure and function of a student’s behavior(s) in order to develop an effective and efficient behavioral support plan that teaches and encourages alternative behaviors.

*Unless initiating expulsion or exclusion

**Unless the student has been removed 11 or more cumulative days in a school year. Minn. Stat. 121A.43(a).

***In-school suspension (ISS) is not considered a day of suspension for a student with a disability as long as the student continues to receive regular and special education services during the in-school suspension.

****If bus transportation is a part of the student’s IEP, a bus suspension would be treated as a removal unless the school provides transportation in some other way, because that transportation is necessary for the student to obtain access to the location where all other services will be delivered. If bus transportation is not a part of the student’s IEP, a bus suspension typically would not be a removal.

MIDDLE SCHOOL AND HIGH SCHOOL CO-CURRICULAR ACTIVITY ELIGIBILITY

It is the policy of Independent School District 281, Robbinsdale Area Schools, to follow school board-approved student discipline policy and procedures regarding chemical and tobacco use; academic eligibility of middle school and high school students to participate in the following district co-curricular activities: all fine arts activities, athletics and school-sponsored clubs/activities. Furthermore, it is the policy of Robbinsdale Area Schools to hold captains and student leaders of school activities to a higher standard of conduct than other students.

The board-approved Students Rights, Opportunities and Responsibilities, and Discipline Policy will be the first measure of discipline when a violation occurs. The second measure of discipline will be this policy. In addition, student participants must abide by all relevant Minnesota State High School League rules.

Students participating in co-curricular activities will be held accountable to meet the district policy on Student Academic Eligibility. This policy is available at all school sites, the district Education Service Center and in the Robbinsdale Area Schools Policy and Procedures Manual.

Alcohol/Chemical/Tobacco Offenses			
Grades 6-8			
First Offense	Second Offense	Third Offense	Fourth Offense
Loss of eligibility for two consecutive contests/events or two weeks (14 calendar days), whichever is greater. Two weeks loss of eligibility would normally result in ineligibility for four or more contests.	Loss of eligibility for 10 consecutive weeks. Eligibility may be regained after professional chemical evaluation (at student or family expense). MSHSL second violation rules also must be met (six contests/events or three weeks, [21 calendar days], whichever is greater).	No further participation in any activity for remainder of student's middle school years. Eligibility may be regained with a professional chemical evaluation and treatment plan (at student/family expense). Must also meet MSHSL eligibility rules for third violation (loss of eligibility for 12 contests or four weeks, [28 calendar days], whichever is greater). *	No further participation in any activity for remainder of student's middle school years.
Grades 9-12			
First Offense	Second Offense	Third Offense	Fourth Offense
Loss of eligibility for two consecutive contests/events or two weeks (14 calendar days), whichever is greater. Two weeks loss of eligibility would normally result in ineligibility for four or more contests.	Loss of eligibility for 10 consecutive weeks. Eligibility may be regained after professional chemical evaluation (at student or family expense). MSHSL second violation rules also must be met (six contests/events or three weeks, [21 calendar days], whichever is greater).	No further participation in any activity for remainder of student's high school years. Eligibility may be regained with a professional chemical evaluation and treatment plan (at student/family expense). Must also meet MSHSL eligibility rules for third violation (loss of eligibility for 12 contests or four weeks, [28 calendar days], whichever is greater). *	No further participation in any activity for remainder of student's high school years.

*The final question of eligibility shall be determined by an appeal to the activities eligibility committee.

Conduct of Captains/Student Leaders

Because students in leadership roles are role models for other students and are likely to have greater visibility than other students, the school district holds them to a higher standard of conduct than other students.

A student shall be ineligible to be a captain/leader of a team/activity for the year or for the first year

after the year in which the student was selected as a captain/leader if there has been confirmation that the student violated the MSHSL and/or District 281 alcohol, tobacco or other controlled substances policy. A captain/leader of a team/activity shall be removed from the position of captain/leader and shall forfeit all honors afforded a captain/leader.

Sexual, Physical, Racial, Religious Harassment or Hazing			
Grades 6-8			
First Offense	Second Offense	Third Offense	Fourth Offense
Loss of eligibility for two weeks (14 calendar days) or two consecutive contests/events, whichever is greater. Two weeks loss of eligibility would normally result in ineligibility for four or more contests.	Loss of eligibility for six consecutive contests/events or three weeks (21 calendar days), whichever is greater. It is recommended that the student be referred to a community agency or professional outside the school for counseling (at student/family expense).	No further participation in any activity for remainder of student's middle school years. Student may become eligible after showing evidence in writing that he or she has received counseling from a community agency or professional (at student/family expense). Must also meet the eligibility requirement, (loss of eligibility for 12 consecutive inter-scholastic contests/events or four weeks [28 calendar days], whichever is greater). *	No further participation in any activity for remainder of student's middle school years.

Grades 9-12			
First Offense	Second Offense	Third Offense	Fourth Offense
Loss of eligibility for two consecutive contests/events or two weeks (14 calendar days), whichever is greater. Two weeks loss of eligibility would normally result in ineligibility for four or more contests.	Loss of eligibility for 17 consecutive weeks. It is recommended that the student be referred to a community agency or professional outside the school for counseling (at student/family expense).	No further participation in any activity for remainder of student's high school years. Students may become eligible after showing evidence in writing that he or she has received counseling from a community agency or professional (at student/family expense). Must also meet MSHSL eligibility requirement (loss of eligibility for 12 consecutive contests or four weeks [28 calendar days], whichever is greater). *	No further participation in any activity for remainder of student's high school years.

*The final question of eligibility shall be determined by an appeal to the activities eligibility committee.

ADDITIONAL DISCIPLINE INFORMATION

Discipline Procedures

All disciplinary actions shall be processed pursuant to Robbinsdale Area Schools' Discipline Policy and the requirements of the Minnesota Pupil Fair Dismissal Act.

- a. Any student who violates the District-wide Student Discipline Policy or a school Student Discipline Policy may be subjected to the consequences established in the student handbook.
- b. Any student who violates the District-wide Student Discipline Policy or a school Student Discipline Policy that has a potential consequence of dismissal from school for more than one school day shall have an informal conference with a school administrator. An informal conference is not required where the student is creating an immediate and substantial danger to himself or herself or to surrounding persons or property.
- c. Any student who is being suspended from school for more than one day will be provided written notice containing: the grounds for suspension, facts giving rise to the dismissal, a description of the investigation, a readmission plan, and a copy of the Pupil Fair Dismissal Act. A copy of the notice will be personally served upon the student at or before the time the suspension is to take effect, unless the student will create an immediate and substantial danger to surrounding persons or property. The parents or guardians of the student shall be provided written notice of the suspension by mail within 48 hours of the informal conference. The parent's notice will include all the elements contained in the student's notice. The administration will make reasonable efforts to notify the student's parents or guardians of the suspension as soon as possible following suspension.
- d. Any suspension that exceeds five days in length will be accompanied by an explanation to the superintendent listing the reasons why the suspension exceeded five days in length.
- e. If a student's total days of removal from school exceeds ten cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parents or guardians prior to subsequently removing the student from school. The purpose of this meeting is to attempt to determine the student's need for assessment or other services.
- f. All students who violate a school policy or rule that has a potential consequence of exclusion or expulsion will be given the opportunity to have a hearing over the issue of exclusion or expulsion in accordance with Minnesota law. (See Minnesota Statute § 121A.40 to 121A.56.)
- g. A student who has been recommended for expulsion the second time should expect to receive more severe consequences.
- h. If a student has been removed from class more than 10 times in one school year, a meeting shall occur with the student's parents or guardians to discuss the problem that is causing the student to be removed from class. Grounds for removing a student from class may include but are not limited to:
 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; and
 3. Willful violation of any rule of conduct specified in the discipline policy.

Modification of Consequences

The severity of the risk to the safety of students and staff related to a specific violation may result in a more significant consequence. The school district in its sole discretion may modify consequences beyond those set forth in this policy based on the particular misconduct.

Other Situations

Because it is not possible to list every violation that occurs, those not specified will be responded to as necessary by staff on a case-by-case basis. Consequences can range from those assigned by a building administrator up to and including recommendation for expulsion.

Physical Restraint

Physical restraint may be utilized by administrators, teachers and other staff only when it is necessary to use reasonable force to restrain a student from injuring himself or herself or others. "A teacher, school employee, school bus driver or other agent of a district may use reasonable force in compliance with Minnesota Statute § 121A.582 and other laws."

Police Liaison Officer

When there is legitimate educational interest school administrators may consult with the police liaison officer. Information gained can be considered in determining an appropriate consequence for a student's violation of school policy. This does not preclude separate proceedings or consequences by local law enforcement for the actions of this student. Administrators will involve the police or other law enforcement authorities as necessary. If a student violates a district policy that also violates a law, a contact will be made with local law enforcement for possible intervention.

Publication of Behavior Policy

Each school will include the district-wide behavior policy along with their building-level behavior policy to establish their overall building behavior policy. Students and parents or guardians will be informed of the behavior policy at the beginning of the school year or when they enroll in Robbinsdale Area Schools.

Recommendation for Expulsion

Expulsion is a legal act which may be taken by the school board to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled in accordance with Minnesota Statutes § § 121A.40 to 121A.56.

Students Attending Outside Programs

Robbinsdale students who attend schools/programs outside the district will be subject to the District 281 Discipline Policy on school grounds, at sponsored activities, and while being transported to and from school programs, activities, and sites.

Students with Disabilities/Section 504 Students

Students covered by Section 504 of the Rehabilitation Act of 1973 may be disciplined for behavior related to their disabilities, unless the discipline would result in significant change of placement. A qualified student with a disability may not be suspended for more than 10 cumulative school days without a manifestation determination conducted by the student's 504 team.

Students with Disabilities and Special Education Students

School personnel may suspend a child with a disability. When a child with a disability has been suspended for more than five consecutive school days or 10 cumulative school days in the same school year, and that suspension does not involve a recommendation for expulsion or exclusion or other change of placement under federal law, relevant members of the child's individualized education program team, including at least one of the child's teachers, shall meet and determine the extent to which the child 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 child's individualized education program.

That meeting must occur as soon as possible, but no more than 10 days after the sixth consecutive day of suspension or the tenth cumulative day of suspension has elapsed.

A dismissal for one school day or less is a day or a partial day of suspension if the child with a disability does not receive regular or special education instruction during the dismissal.

A child with a disability shall be provided alternative educational services to the extent a suspension exceeds five consecutive school days.

Before initiating an expulsion or exclusion, the district, relevant members of the child's individualized education program team, and the child's parent shall, consistent with federal law, determine whether the child's behavior was caused by or had a direct and substantial relationship to the child's disability and whether the child's conduct was a direct result of a failure to implement the child's individualized education program. When a child with a disability who has an individualized education program is excluded or expelled for misbehavior that is not a manifestation of the child's disability, the district shall continue to provide special education and related services during the exclusion or expulsion.

Minn. Stat. § 121A.43.

SAFE AND ACCEPTABLE USE OF THE NETWORK/INTERNET

The school district is providing students with access to the school district computer, voice and video systems, which includes Internet access. The proper use of the district's electronic equipment, systems and internet access, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district. The purpose of the system is more specific than providing students with general access to the Internet. Students are expected to use the district's electronic equipment, systems and internet access in compliance with the Network/Internet Acceptable Use and Safety Policy, Policy 524. This policy is included in the appendix to this handbook.

The school district will not be responsible for any damage students may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district storage devices, or for delays or interruptions of service, regardless of the cause. The school district is not responsible for personal property used to access school district computers, networks or online resources. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district systems. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet including unauthorized online purchases.

The school district uses technical means to limit and monitor Internet access. These systems and filters do not provide a foolproof means for enforcing the provisions of the Network/Internet Acceptable Use and Safety Policy.

Students should expect only limited privacy in the contents of personal files on the school district system. The school district does not relinquish control over materials on the system or contained in files on the system. Routine maintenance and monitoring of the school district system may lead to a discovery that a student has violated this policy, another school district policy, or the law.

The collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records. These policies are included in the appendix of the handbook.

All provisions of the acceptable use policy are subordinate to local, state, and federal laws. Should the student violate the school district's acceptable use policy, the student's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.

Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of their child's individual account at any time. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location. The school district will provide parents the option to request alternative activities not requiring Internet access if requested.

Parental signature acknowledging and accepting the policies of the student handbook constitute notice and acceptance of the Network/Internet Acceptable Use and Safety Policy.



Sample Referral Form

Student _____ Referring Staff _____ Classroom Teacher _____
Rm # _____ Grade _____ Date _____ Time of incident _____:_____am/pm

Location

- | | | |
|---|--|--|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Media Center/Library | <input type="checkbox"/> Art Room |
| <input type="checkbox"/> Playground | <input type="checkbox"/> Bus Loading Zone | <input type="checkbox"/> Computer Lab |
| <input type="checkbox"/> Commons/common areas | <input type="checkbox"/> Parking Lot | <input type="checkbox"/> Locker Room |
| <input type="checkbox"/> Hallway/Breezeway | <input type="checkbox"/> Bus | <input type="checkbox"/> Music Room |
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Special Event/Assembly/field trip | <input type="checkbox"/> Vocational Room |
| <input type="checkbox"/> Bathroom | <input type="checkbox"/> Off Campus | <input type="checkbox"/> Other |
| <input type="checkbox"/> Gym | <input type="checkbox"/> Stadium | <input type="checkbox"/> Unknown |

Minor Problem Behavior: (Check Only ONE)

- | | |
|---|---|
| <input type="checkbox"/> Inappropriate Language | <input type="checkbox"/> Dress Code Violation |
| <input type="checkbox"/> Physical contact/aggression | <input type="checkbox"/> Technology Violation |
| <input type="checkbox"/> Defiance/disrespect/non-compliance | <input type="checkbox"/> Tardy |
| <input type="checkbox"/> Disruption | <input type="checkbox"/> Other |
| <input type="checkbox"/> Property Misuse | |

Staff Response to Behavior/Intervention:

_____ Phone call home on Date: _____ Time: _____

Major Problem Behavior: (Check Only ONE)

- | | |
|--|---|
| <input type="checkbox"/> Abusive language/inappropriate language/profanity | <input type="checkbox"/> Technology Violation |
| <input type="checkbox"/> Physical Aggression | <input type="checkbox"/> Inappropriate display of affection |
| <input type="checkbox"/> Defiance/disrespect/insubordination | <input type="checkbox"/> Inappropriate location/Out of bounds |
| <input type="checkbox"/> Lying/Cheating | <input type="checkbox"/> Gang Affiliation/display |
| <input type="checkbox"/> Harassment/Bullying | <input type="checkbox"/> Use/possession of tobacco |
| <input type="checkbox"/> Fighting | <input type="checkbox"/> Use/Possession of alcohol |
| <input type="checkbox"/> Disruption | <input type="checkbox"/> Use/Possession of drugs |
| <input type="checkbox"/> Tardy | <input type="checkbox"/> Use/Possession of combustibles |
| <input type="checkbox"/> Skipping | <input type="checkbox"/> Bomb threat |
| <input type="checkbox"/> Truancy | <input type="checkbox"/> Arson |
| <input type="checkbox"/> Property damage | <input type="checkbox"/> Use/Possession of weapons |
| <input type="checkbox"/> Forgery/Theft | <input type="checkbox"/> Other Behavior |
| <input type="checkbox"/> Dress code violation | |

Comments:

Others Involved None Peer Staff Teacher Substitute Unknown Other

Possible Motivation: Avoid Peer(s) Avoid Adult(s) Obtain Items/Activities Avoid Tasks/Activities
 Obtain Peer Attention Obtain Adult Attention Other Undetermined

Comments:

Administrative Decision: Time in office Loss of privilege Conference with student Parent contact
 Time out/detention Restitution Community service Individualized instruction Bus suspension OSS ISS
 Saturday school Expulsion Other _____ Unknown

Staff Signature: _____	Date: _____
Administrator Signature: _____	Date: _____
Parent Signature: _____	Date: _____
Student Signature: _____	Date: _____

GLOSSARY OF TERMS

Abusive Language

Student delivers verbal messages that include disrespectful or threatening language.

Arson

Student plans and/or participates in malicious burning of property.

Minn. Stat § 609.561 - 609.5632 (arson in 1st through 5th degrees).

Arson, if a combustible or flammable liquid is used

Student plans and/or participates in malicious burning of property using a combustible or flammable liquid. The Board's zero tolerance policy applies.

Minn. Stat § 609.561 - 609.5632 (arson in 1st through 5th degrees).

Assault

Intentional infliction of bodily harm upon another or committing an act with the intent to cause fear in another of immediate bodily harm or death.

Bus Suspension

An action taken by the transportation department or a school administrator to prohibit a student from riding a school bus or other district vehicles for a specific number of days per incident.

Bus Violations

Any disruptive behavior while riding a school bus.

Cheating or Plagiarizing

Scholastic dishonesty that includes, but is not limited to, cheating on school assignments/tests, plagiarism or collusion is prohibited. Academic consequences may also be assigned.

Criminal Act Against a Staff Member

Committing an act against a staff member that would be a crime if committed by an adult, if the student's act was because the person is or was a Robbinsdale Area Schools staff member. This policy applies to student acts occurring on or off school property and during or after school hours.

Defiance

Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.

Detention

The requirement that a student remain in school or attend school outside of normal class time or school hours.

Dismissal

An action taken by school administration requiring a student to leave school for up to one full school day.

Disruption

Student engages in behavior causing an interruption in class or activity including loud talk, yelling/screaming; noise with materials; horseplay; and/or sustained out-of-seat behavior.

Disruptive Behavior to and from School

Behavior which endangers or harasses students on their way to and from school, walking, at the bus stop, or on the bus.

Disruptive Physical Contact/Aggression

Student engages in actions involving serious physical contact where injury may occur.

Exclusion

An action taken by a school board to prevent enrollment or re-enrollment of a student for a period which shall not extend beyond one school year.

Expulsion

A legal action taken by the school board to prevent an enrolled student from further attendance up to 12 months from the date the student is expelled.

Fighting

Student is involved in mutual participation in an incident involving physical violence.

Fires/False Alarms

Tampering or interfering with fire alarm system or failure to exercise caution, resulting in fire.

Forgery/Failure to Identify

Signing a person's name without their permission, or refusing to identify oneself to a staff member.

Gambling

Playing a game of chance for stakes.

Gang Display/Activity

Student displays signs or is involved in behavior that is gang related as described by the State of Minnesota's gang criteria. As it relates to gangs, the State of Minnesota draws from ten gang identifiers to confirm a person as a gang member or for our purposes some of the identifiers may be useful in determining behaviors as gang related. The criteria include a person who:

1. Admits gang membership or association
2. Is observed to associate on a regular basis with known gang members
3. Has tattoos indicating gang membership
4. Wears gang symbols to identify with a specific gang
5. Is in a photograph with known gang members and/or uses gang related hand signs
6. Name is on a gang document, hit list or gang related graffiti
7. Is identified as gang member by a reliable source
8. Arrested in the company of identified gang members or associates
9. Corresponds with known gang members or writes and/or receives correspondence about gang activities
10. Writes about gangs (graffiti) on walls, books and paper

Harassment, Based on Protected Status

Harassment includes physical or verbal conduct that is based on protected status (See page XX).

Harassment/Bullying/Cyber Bullying

Harassment, bullying, cyber bullying, and other offensive behavior with intent to injure, degrade or intimidate others.

Hazing

Committing an act or coercing a student into committing an act that creates a substantial risk of harm to one in order for the student to be initiated into or affiliated with a school or school group.

Inappropriate Language

Swearing or using words in an inappropriate way.

In-School Suspension (ISS)

An action taken by school administration to prohibit a student from attending classes for a period of time while remaining under the supervision of school staff during the school day.

Interference/Obstruction

Any action taken to prevent a staff member from performing their assigned duties, including an investigation.

Loss of Privileges

Taking away participation in school sponsored activities.

Other Disciplinary Action as Approved by Administration

Consequences determined by the nature and severity of the situation as determined by the administration.

Other (Major)

Student engages in major problem behavior not listed.

Other (Minor)

Student engages in minor problem behavior not listed.

Out of School Suspension

An action taken by school administration to prohibit a student from attending school for a period of no more than 10 school days. An additional five days may be added if exclusion or expulsion is being considered, or if the student's presence will create an immediate and substantial danger.

Parent/Guardian Conference

Conference with a parent or guardian.

Physical Contact

Students engage in non-serious, but inappropriate physical contact.

Possession/Use of a Dangerous Weapon other than a Firearm

There will be zero tolerance for possession or use of a dangerous weapon by any student. A “dangerous weapon other than a firearm” is defined as

- 1) any device or instrument designed as a weapon and capable of producing death or great bodily harm,
- 2) any device modified so that it may be used as a weapon and capable of producing death or great bodily harm,
- 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,
- 4) any fire that is used to produce death or great bodily harm,
- 5) any knife with a blade equal or greater than 2.5 inches in length,
- 6) any replica firearm, BB or pellet gun.

Minn. Stat § 609.02, subd. 8 (def. great bodily harm),

Minn. Stat § 609.02, subd. 6 (def. of dangerous weapon),

Minn. Stat § 609.66, subd. 1d, 18 U.S.C. § 930(g)(2) (def. dangerous weapon),

See page XX

Possession/Use of a Firearm

There will be zero tolerance for possession or use of a firearm by any student. Firearms are banned from all property owned or controlled by the 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. See page XX

Possession/Use of Other Weapon/Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition

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 knives with blades under 2.5 inches, fake knives, look alike weapons, clubs, metal knuckles,, chains, poisons, arrows, bats, numchucks, 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 & 7a (def. great bodily harm, substantial bodily harm),

Minn. Stat § 609.713, subd. 3 (b)(2)(def. replica firearm),

See page XX

Propellants

A compound/mixture that is sprayed.

Property Damage/Vandalism

Student participates in an activity that results in destruction or disfigurement of property.

Property Misuse

Student engages in minor/low-intensity misuse of property.

Reasonable Suspicion

An objectively justifiable suspicion that is based on specific facts or circumstances and that justifies stopping and sometimes searching (as by patting) a person thought to be involved in criminal activity at the time.

Reckless or Careless Driving

Driving on school property in such a manner as to endanger persons or property.

Removal from Class

An action taken by a teacher, administrator, or other school district employee to prohibit a student from attending class for a period of time not to exceed five class or activity periods.

Restitution

Replacing items that were stolen or damaged or providing fair market value by way of compensation or service.

Robbery/Extortion

The obtaining of property from another by force or threat of force.

If force or threat of force is not used, see Theft – Major.

Saturday School

The requirement that a student attends school on Saturday outside of normal school hours.

School Location

Includes a school building, school grounds, location of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the areas of entrance or departure from school premises or events, and location of all school related functions.

Selling Drugs or Controlled Substances

Student is selling legal or illegal drugs, alcohol, or other controlled substances. Students may be referred for a chemical use assessment.

Minn. Stat § 152.01, subds. 1-22 (def. of controlled substances),

Minn. Stat § 152.02,

Minn. Stat §§ 152.021-152.025, (controlled substance crimes in the 1st through 5th degrees).

Sexual Misconduct, Non-Consensual

Engaging in non-consensual sexual intercourse or sexual contact or indecent exposure with another person.

Sexual, Inappropriate Behavior

Engaging in sexual behavior, including but not limited to, sexual intercourse, displaying or distributing sexually explicit materials, indecent exposure, and other sexual contact.

Skipping Class/Unauthorized Area

Student leaves or misses class without permission.

Student Attire

Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.

Student Conference

Conference with school personnel and student.

Tardiness

Student arrives at class after the bell or signal that class has started.

Teasing/Name Calling

Student engages in teasing, calling another student a name, or using hurtful language toward another student.

Technology Misuse

Student engages in non-serious but inappropriate use of cell phone, pager, music/video player, camera, and/or computer.

Technology Violation

Student engages in inappropriate use of cell phone, pager, music/video player, camera, and/or computer.

Terroristic Threats

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.

Minn. Stat § 609.713 (def. of terrorist threats),.

Theft - Major

Unauthorized taking/possession of the property of another including, but not limited to jackets, expensive electronics, etc.

Theft – Minor

Unauthorized taking or possession of the property of another including, but not limited to school supplies, food, etc.

Threats to Another Person

Any oral, written, or physical threat, sign, or act which conveys intent to cause harm or violence, even made in jest.

Trespassing, including Periods of Dismissal or Suspension

Being physically present on school property or at a school event after being directed to leave by a school administrator or other person lawfully responsible for the control of the premises. Being on school grounds during a dismissal or suspension period is considered trespassing.

Minn. Stat § 609.605, subd. 4.

Truancy

Student receives an “unexcused absence” for ½ day or more.

Use/Possession of Combustibles

Student is in possession of substances/objects capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid, etc.).

Use/Possession of Drugs, Alcohol, or Other Controlled Substances

Student is in possession of illegal drugs/substances or other controlled substances; or is unlawfully under the influence of any illegal drug/substance, controlled drug or substance except in accordance with a doctor’s prescription; or is in possession of equipment or devices used for preparing or taking illegal drugs/substances. Students may be referred for a chemical use assessment.

Minn. Stat § 152.01, subds. 1-22 (def. of controlled substances),

Minn. Stat § 152.02,

Minn. Stat §§ 152.021-152.025, (controlled substance crimes in the 1st through 5th degrees).

Use/Possession of Tobacco

Student is in possession of or is using tobacco.

APPENDIX

Acceptable Use Policy

What is the Internet?

The Internet is a global network of computers that connects millions of people in all countries. The Internet is an open structure with no single governing or controlling authority. It and other telecommunication services are an “electronic window” to the world and contain information we find in everyday society – both good and bad.

The school district provides student and employees with access to the school district’s computer system, which includes Internet access.

The purpose of the system is not merely to provide students and employees with general access to the Internet. The school district system has a defined educational purpose, which includes use of the system for classroom activities, professional or career development, and limited high-quality, Independent study activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses, which might be acceptable on a user’s private personal account on another system, may not be acceptable on this limited purpose network. The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use of access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension for students, or termination of employment for staff; or civil or criminal liability under other applicable laws.

How does the Internet help students learn?

The Internet:

- Requires students to think critically, organize thoughts and information, and express ideas clearly for a global audience.
- Improves computer skills.
- Improves research and inquiry skills.
- Opens the world to students for opportunities to learn and communicate.

How will the internet be used in the school setting?

Internet users will:

- Be supervised by a staff member when using the Internet.
- Be given information about how to use the Internet before starting learning activities.
- Not give out personal information or pictures unless specifically approved by staff and parents.
- Use appropriate language and view sites appropriate to learning activities.
- Immediately disclose the inadvertent access to an appropriate school staff member. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. A user may also in certain rare instances access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher.

Internet users will not:

- Use the school district system to access, review, upload, download, store, print, post, or distribute pornographic, obscene or sexually explicit material.
- Use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
- Attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person’s account, or use computer accounts, access codes or network identification other than those assigned to the user.

School staff will:

- Integrate Internet resources into the curriculum.
- Follow guidelines in the district Selection of Instructional Materials policy in selecting Internet resources and sites that are based on educational suitability (authenticity, appropriateness, quality and cost), curricular and student needs.
- Teach ethical and responsible use of telecommunications.
- Not be able to monitor all Internet activity, but will help students develop responsible use behavior.
- Hold students to the high standards of these acceptable use guidelines.

The school district will:

- Provide access to the Internet for students and staff and require responsible use.
- Use, in case of student misconduct, the district Student Rights, Opportunities and Responsibilities, Discipline Policy, which provides due process for violations and outlines consequences for misuse.
- All of the provisions of this policy are subordinate to local, state and federal statute.
- Offer your child the opportunity to use telecommunication services; Internet access is one type of service that is available.
- Give parents the option to request alternative activities not requiring Internet access (a form is available from your child’s school to request this action).
- Review other sections of the District Handbook for related information about discipline, due process and selection of materials.
- Will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities and activities not in compliance with school district policies conducted through the school district system.
- Conduct routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.

Robbinsdale Area Schools and its employees are not liable for the following:

- User-generated data stored on school district diskettes, hard drives or servers.
- User-generated data retrieved through school district computers, networks or online resources.
- Personal property used to access school district computers, networks or online resources.
- Unauthorized financial obligations resulting from use of district resources/accounts to access the Internet.

Hazing Policy

PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing 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.

DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grad levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
- C. Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

SCHOOL DISTRICT ACTION

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- C. Upon completion of the investigation, 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 deter violations and to appropriately discipline prohibited behavior. 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, school district policies and regulations.

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 retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

DISSEMINATION OF POLICY

This policy shall appear in each school's student handbook and in each school's Building and Staff handbooks.

- Legal References: Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)

Search Policy

502 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS, AND STUDENT'S PERSON

I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the school district's policies against contraband.

II. GENERAL STATEMENT OF POLICY

A. Lockers and Personal Possessions Within a Locker

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school administrators for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school administrators have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school administrators must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school administrators.

B. Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school administrators for any reason at any time, without notice, without student consent, and without a search warrant.

C. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school administrators have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

D. It shall be a violation of this policy for students to use lockers and desks for unauthorized purposes or to store contraband. It shall be a violation for students to carry contraband on their person or in their personal possessions.

III. DEFINITIONS

- A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.
- B. "Personal possessions" includes but is not limited to purses, backpacks, bookbags, packages, and clothing.
- C. "Reasonable suspicion" means that a school administrator has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school administrator's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

IV. PROCEDURES

- A. School administrators may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.
- B. School administrators may inspect the personal possessions of a student and/or a student's person based on a reasonable suspicion that the search will uncover a violation of law or school rules. A search of personal possessions of a student and/or a student's person will be reasonable in its scope and intrusiveness.
- C. As soon as practicable after a search of personal possessions within a locker pursuant to this policy, the school administrators must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school administrators.
- D. Whenever feasible, a search of a person shall be conducted in private by a school administrator of the same sex. A second school administrator of the same sex shall be present as an observer during the search of a person whenever feasible.
- E. A strip search is a search involving the removal of coverings or clothing from private areas. Strip searches, mass strip searches, or body cavity searches, are prohibited.
- F. A school administrator conducting any other search may determine when it is appropriate to have a second administrator present as an observer.
- G. A copy of this policy will be printed in the student handbook or disseminated in any other way which school administrators deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

V. DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, etc.

VI. SEIZURE OF CONTRABAND

If a search yields contraband, school administrators will seize the item and, where appropriate, turn it over to legal administrators for ultimate disposition.

VII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal.

Legal References: U. S. Const., amend. IV
Minn. Const., art. I, § 10
New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)
Minn. Stat. § 121A.72 (School Locker Policy)

Equal Educational Opportunity Policy

102 EQUAL EDUCATIONAL OPPORTUNITY

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. It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation 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 413 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. It is the responsibility of every school district employee to comply with this policy conscientiously.
- E. Any student, parent or guardian having any questions regarding this policy should discuss it with the Executive Director of Educational Services as provided by this policy.

Legal References: Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
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: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

The Pledge of Allegiance Policy

I. PURPOSE

The school board recognizes the need to provide instruction in the proper etiquette, display, and respect of the United States flag. The purpose of this policy is to provide for recitation of the pledge of allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT OF POLICY

Students in this school district shall recite the pledge of allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

- A. By each individual classroom teacher or the teacher's surrogate; or
- B. Over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

III. EXCEPTIONS

Any student may decline to participate in recitation of the pledge of allegiance to the flag. Students must respect the choice to recite or not recite the pledge.

IV. INSTRUCTION

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag and in patriotic exercises.

Policy adopted by the school board: October 7, 2003

Legal References: Minn. Stat. §121A.11, Subd. 3 (Pledge of Allegiance)

School Weapons Policy

Harassment and Violence Policy

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- B. A violation of this policy occurs when any student, teacher, administrator, or other school personnel of the school district harasses a student, teacher, administrator, or other school personnel or group of students, teachers, administrators, or other school personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, as defined by this policy. (For purposes of this policy, school personnel includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any student, teacher, administrator, or other school personnel of the school district inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school personnel or group of students, teachers, administrators, or other school personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any student, teacher, administrator, or other school personnel who is found to have violated this policy.

III. DEFINITIONS

- A. "Assault" is:
 1. an act done with intent to cause fear in another of 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.
- B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability when the conduct:
 1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 3. otherwise adversely affects an individual's employment or academic opportunities.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. Protected Classifications; Definitions
 1. "Age" means the person is over the age of 25 years.
 2. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
 3. "Familial status" means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor's legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
 4. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 5. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.
 6. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 7. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.
 8. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. Sexual Harassment; Definition

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
2. Sexual harassment may include, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of gender.

F. Sexual Violence; Definition

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

G. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability by a student, teacher, administrator, or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student teacher, administrator, or other school personnel or group of students, teachers, administrators, or other school personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent.
- B. In the District. The school board hereby designates the Executive Director of Human Resources as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- C. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- D. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, or work assignments.
- E. Use of formal reporting forms is not mandatory.
- F. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The 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 legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- G. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter building report taker) is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. School district personnel who fail to inform the building report taker of a report of harassment or violence in a timely manner may be subject to disciplinary action.
- H. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall immediately undertake or authorize an investigation, as appropriate. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, students, teachers, administrators, or other school personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation, as appropriate. 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 the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school personnel who retaliates against any person who makes a good faith report of alleged harassment or violence prohibited by this policy or any person who testifies, assists, or participates in an investigation, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 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 at the time of entering into the person's employment contract.
- 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, and resourcefulness.
- F. This policy shall be reviewed for compliance with state and federal law.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § 626.556 et seq. (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 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e et seq. (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)
Puller v. Indep. Sch. Dist. No. 701, 528 N.W.2d 273 (Minn. Ct. App. 1998)

Approved by Board on January 19, 2011

Student Records Policy

In order to provide students with appropriate instruction and educational services, it is necessary for the district to maintain adequate information about each student and to preserve a record of essential and pertinent educational achievement and progress. It is essential that these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardians or the student in accordance with law, yet be guarded as confidential information.

It will be the responsibility of the superintendent to provide for the proper administration of student records in keeping with state law and federal requirements and to standardize procedures for the collection of necessary information about individual students throughout the district.

Legal reference: Family Educational Rights and Privacy Act of 1974

Policy adopted by the school board: August 18, 2003

Transportation Policy

Revised: April 4, 2011

709 STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student Training

Expenditures for School Bus Safety Activities

A description of school district funds expended for school bus safety activities from student transportation reserved revenue is kept in the office of the superintendent and is available for review. As required by law, these expenditures will be annually reported to the Department of Public Safety.

The school district's expenditures for transportation safety are incorporated by reference into this policy.

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instructional materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.
3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by State Statute.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
9. The school district shall adopt and make available for public review a curriculum for transportation safety education.
10. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

Videotapes will be used to support bus drivers' incident reports and enforce consequences of the student discipline policy. The videotapes will be reviewed by transportation office personnel and kept for at least 30 days before they are reused. If there is a request by the transportation department or a school principal to review the tape, it will be kept until such time that a meeting can be held. If there is a complaint or claim made involving the conduct of any student for which there is a videotape, the videotape will be retained for one year.

The videotapes will only be viewed by the superintendent (and/or designee), the lead associate for transportation (and/or designee) and the principal (and/or designee) of the school building involved in the incident. The parent or guardian of the student engaged in any alleged improper conduct will be shown the tape only if deemed necessary by the principal or lead associate for transportation. Tapes revealing unlawful actions may be brought to the attention of local law enforcement agencies. Whenever a parent or guardian disputes a bus incident report and their child's actions were videotaped, it will be the responsibility of the school principal to meet with the parent or guardian to review the tape. Whenever possible, a representative from the transportation office will attend these meetings.

Videotapes which are retained in conjunction with the conduct of any particular student will be treated as private data under the Government Data Practices Act.

The intent is to use the cameras randomly but also to focus on specific problem areas. In most cases, the camera will be used when the transportation department has been made aware of a problem or a potential problem.

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or at the bus stop. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct will be reported to the Department of Public Safety and may be reported to local law enforcement.
 1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.
 2. Rules at the Bus Stop:
 - a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
 - b. Respect the property of others while waiting at your bus stop.
 - c. Keep your arms, legs, and belongings to yourself.
 - d. Use appropriate language.
 - e. Stay away from the street, road, or highway when waiting for the bus.
 - f. Wait until the bus stops before approaching the bus.
 - g. After getting off the bus, move away from the bus.
 - h. 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.
 - i. No fighting, harassment, intimidation, or horseplay.
 - j. No use of alcohol, tobacco, or drugs.
 3. Rules on the Bus:
 - a. Immediately follow the directions of the driver.
 - b. Sit in your seat facing forward.
 - c. Talk quietly and use appropriate language.
 - d. Keep all parts of your body inside the bus.
 - e. Keep your arms, legs, and belongings to yourself.
 - f. No fighting, harassment, intimidation, or horseplay.
 - g. Do not throw any object.
 - h. No eating, drinking, or use of alcohol, tobacco, or drugs.
 - i. Do not bring any weapons or dangerous objects on the school bus.
 - j. Do not damage the school bus.
 4. Consequences as required by the district's Student Rights, Opportunities and Responsibilities and Discipline Policy

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents'/Guardians' Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Assist students in understanding safety rules and encouraging them to abide by them;
3. Recognize their responsibilities for the actions of their students;
4. Respect the rights and privileges of others;
5. Support safe riding and walking practices, and recognize that students are responsible for their actions;
6. When appropriate, assist students in safely crossing local streets before boarding and after leaving the bus.
7. Communicate safety concerns to their school administrators;
8. Monitor bus stops, if possible;
9. Have their children to the bus stop five minutes before the bus arrives;
10. Have their children properly dressed for the weather; and
11. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

Driver duties and responsibilities may be found in the driver handbook and in the Model School Bus Driver Training Manual (online).

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.

[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the Model School Bus Driver Training Manual.

[Note: The school district may use alternative assessments rather than those set forth in the Model School Bus Driver Training Manual for bus driver training competencies with the approval of the Commissioner of Public Safety. A driver also may receive at least eight hours of school bus in-service training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. All routes shall be on file with the school district's school transportation safety director.

[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]

3. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
4. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
5. Drivers are to enforce the provisions of the school bus and bus stop rules as appropriate. Students may be released from the bus at only two points, the designated bus stop or at school, except in case of an emergency or as otherwise authorized.
6. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
7. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

[Note: A school district is not required to comply with Section VII.A.5. if the school board determines that alternative locations block traffic, impair student safety, or are not cost effective.]

8. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion. For purposes of this paragraph, "school bus" has the meaning given in Minn. Stat. § 169.011, Subd. 71. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.
9. Students who misbehave severely may be returned to the school immediately and reported to the building principal or other designated individual.
10. There shall be no students in the bus while the fuel tank is being filled. On leaving the vehicle when students are in the bus, the driver shall stop the bus, remove the ignition key, set the brakes and otherwise render the bus immobile.
11. Buses shall not be run backwards on the school grounds or any other point if it can be avoided. If it is necessary to run a bus backwards on school grounds, the driver shall have another responsible person act as a guard flagman in back of the bus to keep other persons out of the path and to issue warnings to the driver of approaching traffic.
12. When arriving or leaving the school grounds, the driver must not follow closer than 50 feet from the vehicle directly in front of the bus or closer than 500 feet when traveling on the highway.
13. No school bus shall pull any trailer when students are being transported on regular routes to or from school.
14. In case of an accident or breakdown of the bus, the driver shall contact the dispatcher using the two-way radio. If no radio contact is available, the driver shall not leave the bus but shall send two responsible students to the nearest house to summon help.
15. The district may adopt such additional operating rules as are deemed necessary to meet local conditions and needs, provided they do not conflict with state laws and regulations.

B. Use of Signals, Loading or Unloading

1. The driver shall activate the flashing eight-light system of the bus at least 300 feet before stopping to load or unload students when outside an incorporated municipality, and 100 feet when operating within an incorporated municipality, and shall not extinguish such lights until loading or unloading is completed and persons who must cross the roadway or highway are safely across.
2. Bring the vehicle to a complete stop in the right hand lane of the roadway parallel to the center line.
3. Prior to discharging students, open door, activate red flashing lights and extend the stop arm. Discharge students only after all traffic (front and rear) has come to a complete stop.
4. Keep door open and eight-light system operating until all students have been loaded or unloaded safely.
5. The driver should avoid loading or unloading students where the view is obstructed to other motorists for 200 feet in either direction.
6. The driver will bring the bus to a full stop and disengage gears by shifting gear shift lever into neutral position or selector into neutral or park position before loading or unloading students.

C. Crossing Highways and Streets

1. The driver shall be responsible for safely delivering the students who must cross the highway or street by one of the following methods:
 - a. Students shall pass approximately 10 feet in front of the school bus so as to be seen by the driver and cross the road only upon receiving a hand signal from the driver, or
 - b. The student shall pass approximately 10 feet in front of the bus so as to be seen by the driver and be conducted across the road by the school bus patrol, or
 - c. The driver shall personally conduct the students across the road after following required procedures for disabling the bus.
 - d. The driver shall visually ascertain that students getting off the bus who do not need to cross the road are a safe distance from the bus before moving the vehicle.

D. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. A type III vehicle cannot be older than 12 years old unless excepted by state and federal law.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b. First aid kit and body fluids cleanup kit. A minimum of a ten-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
 - c. A type III vehicle must contain at least three red reflectorized triangle road warning devices. Liquid burning "pot type" flares are not allowed.
 - d. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
13. Students riding the type III vehicle must have training required under State Statute, see Section II.B. above.

[Note: Additional Statutory and Type III Driver Training and Certification can be found online on the Minnesota Department of Public Safety State Patrol web page, the district website and at www.revisor.mn.gov.]

E. Type A-I “Activity” Buses Driven by Employees with Class D Driver’s License

1. The holder of a Class D driver’s license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the eight-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by State Statute.
 - e. The operator has a valid driver’s license and has not sustained a conviction of a disqualifying offense as set forth in State Statute.
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration’s “Guideline for the Safe Transportation of Pre-school Age Children in School Buses,” if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
 - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
3. A school bus operated under this section must bear a current certificate of inspection.
4. The word “School” on the front and rear of the bus must be covered by a sign that reads “Activities” when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. School Bus Drivers will be trained in proper procedures for the following events:
 1. Fire
 2. Injuries/Medical emergencies
 3. Tornado
 4. Evacuation.
 5. Accident
 6. Cold Weather Stop
 7. Dangerous Weapons
 8. Lights
 9. Getting Assistance
- B. If possible, school bus drivers or their supervisors shall call “911” or the local emergency phone number in the event of a serious emergency.
- C. School bus drivers shall meet the emergency training requirements contained in Unit III “Crash & Emergency Preparedness” of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]
- D. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- E. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 1. the student’s name and address;
 2. the nature of the student’s disabilities;
 3. emergency health care information; and
 4. the names and telephone numbers of the student’s physician, parents, guardians, or custodians, and some person other than the student’s parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district’s record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district’s school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by State Statute. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver’s license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123.7991 (Student with Disabilities-bus conduct)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15 and 71 (Definitions)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Driver Training Programs)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notification of Conviction for Violation by a Commercial Driver)
Minn. Stat. § 171.169 (Notification of Suspension of License of Commercial Driver)
Minn. Stat. § 171.321 (Qualifications of School Bus Driver)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)

Student Identification Badge Policy

I. PURPOSE

The school board seeks to maintain a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

II. GENERAL STATEMENT OF POLICY

Students in district high schools will wear identification badges in school buildings during the day and on buses to and from school.

III. STUDENT LIMITATIONS

An individual or group may be denied permission to attend a school or to board a school bus if the student(s) does not comply with the school district policy on wearing of student badges.

An individual or group who enters school property without complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty or other consequences as outlined in the district discipline policy handbook.

Legal References: Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

Cross Reference: Robbinsdale Area Schools Policy 506 (Student Discipline)

Bullying Policy