

A Regular Meeting of the School Board of Robbinsdale Area Schools was held Monday, June 1, 2020, beginning at 6:00 PM in the Pursuant to Minn. Statute 13D.021, the meeting will be held by teleconference..

1. Call to Order and Roll Call - *Action - Roll Call Vote*
2. Acceptance of the Agenda - *Action - Roll Call Vote*
3. Sharing the Success
- A. Student Recognition: Butterfly Award Recipients, National Merit Commended Student Recipients, and Migizi Award Recipient
- B. Recognition of EA of the Year
- C. Recognition of Teacher of the Year
- D. Robbinsdale Rapid Report
4. Special Reports
- A. Legislative Action Coalition (LAC) End of Year Report
5. Operations
- A. First Reading of Policy 533: Wellness
- B. Review of Policy 506
1. First Reading of Student Handbook
6. Consent Agenda - *Action - Roll Call Vote*
- A. Administrative
- B. Personnel Matters
- C. Financial Matters
7. Announcements
8. Adjournment - *Action - Roll Call Vote*

School Board of Robbinsdale Area Schools
Business Meeting - June 1, 2020

AGENDA SECTION: Call to Order

ITEM: Roll Call Attendance

	PRESENT	ABSENT
Helen Bassett	<hr/>	<hr/>
David Boone	<hr/>	<hr/>
Mike Herring	<hr/>	<hr/>
Pam Lindberg	<hr/>	<hr/>
Sam Sant	<hr/>	<hr/>
Sherry Tyrrell	<hr/>	<hr/>
John Vento	<hr/>	<hr/>
Carlton D. Jenkins, ex-officio	<hr/>	<hr/>

Clerk:

Date:

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School Board of Robbinsdale Area Schools

Business Meeting – June 1, 2020

AGENDA SECTION: Acceptance of Agenda
ITEM: 2. Acceptance of Agenda
COMMENTS BY: David Boone, Board Chair

Recommended Action: Approve full agenda as presented.

Roll Call Vote: Acceptance of Agenda – June 1, 2020

	Yes	No	Abstention
Helen Bassett _____	_____	_____	_____
David Boone _____	_____	_____	_____
Mike Herring _____	_____	_____	_____
Pam Lindberg _____	_____	_____	-
Sam Sant _____	_____	_____	-
Sherry Tyrrell _____	_____	_____	_____
John Vento _____	_____	_____	_____

Motion by: _____ **Yes:** _____ **Passed:** _____

Second by: _____ **No:** _____ **Failed:** _____

Abstentions: _____

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School Board of Robbinsdale Area Schools

Business Meeting – June 1, 2020

AGENDA SECTION: Sharing the Success

ITEM: 3A. Student Recognition: Butterfly Award Recipients, National Merit Commended Students, Migizi Award Recipient

COMMENTS BY: Dr. Carlton D. Jenkins, Superintendent

The School Board and Superintendent are excited to recognize students from our Class of 2020:

Butterfly Award Recipients

Each year, we recognize students who have gone through a biological transformation – moving from caterpillars crawling into the cocoon to butterflies spreading their wings and taking flight!

We are excited to recognize our Class of 2020 Butterfly Award Recipients: Luis Hammer, John Brownell, Sierra Smith, Evelyn Villalobos, and Bethany Brynteson.

National Merit Commended Students

Three seniors from Armstrong High School were named National Merit Commended Students: Melissa Peterson, Julia Pham and Priya Thomas.

According to its website, each year the National Merit Scholarship Program receives about 1.6 million entrants. The top 50,000 students with the highest PSAT/NMSQT scores qualify for recognition in the Program; two-thirds receive Letters of Commendation in recognition of their outstanding academic progress. This suggests these students performed equivalent to the top 3% of test takers.

Migizi Award Recipient

Ruby Stately from Armstrong High School is being honored with the Migizi student award. She received the highest recommendation for this award from our Indian Education staff. Athena Cloud, one of our district's American Indian Educators, will present.

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School Board of Robbinsdale Area Schools

Business Meeting – June 1, 2020

AGENDA SECTION: Sharing the Success

ITEM: 3B. Special Recognition of EA of the Year

COMMENTS BY: Dr. Carlton D. Jenkins, Superintendent

The School Board and Superintendent are pleased to recognize Cynthia Bergquist, Education Assistant (EA) of the Year!

Ms. Bergquist is an EA at Robbinsdale Spanish Immersion School and works with students one-on-one (and in small group settings) in the special education resource room and provides additional support in classrooms. Cynthia Bergquist began her career at Robbinsdale Area Schools in 2002 as a short-call substitute teacher. After ten years of substitute teaching, Ms. Bergquist transitioned into the role of Special Education EA at RSI school in the fall of 2011.

Candidates were interviewed virtually by committee members from the Seven Dreams Education Foundation and Robbinsdale Federation of Teachers on Monday, May 11, 2020. Ms. Bergquist was presented with her award on Monday, May 18, 2020. Other finalists for this year's honor included: Annette David, Cooper High School; Julia Carlstrom, Neill Elementary; and Betsy Larson, New Hope Learning Center.

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School Board of Robbinsdale Area Schools

Business Meeting – June 1, 2020

AGENDA SECTION: Sharing the Success

ITEM: 3C. Special Recognition of Teacher of the Year

COMMENTS BY: Dr. Carlton D. Jenkins, Superintendent

The School Board and Superintendent are pleased to recognize Eric Zuccola, 2020 Teacher of the Year!

Mr. Zuccola, a member of the English Department at Robbinsdale Cooper High School, was named the Robbinsdale Area Schools 2020 Teacher of the Year on Wednesday, May 20, 2020, during a virtual ceremony hosted by the Seven Dreams Education Foundation and Robbinsdale Federation of Teachers.

In Mr. Zuccola's 21 years in the district, he has taught a number of different classes, but in recent years has focused primarily on International Baccalaureate (IB) English Language and Literature 12, IB Theory of Knowledge, Film Study and Journalism. In addition, Mr. Zuccola is an advisor for Cooper's award-winning newspaper, "The Quill." Since 2004, he has also been part of the Cooper athletics program as a head boys cross country coach and assistant boys track coach. In his spare time, Mr. Zuccola enjoys art, music, long-distance running and enjoying time with his wife and daughter.

Mr. Zuccola was one of five finalists for this year's honor. Other nominees included: Anthony Bakke, Armstrong High School; Susan Cunningham, Lakeview Elementary; John Rivers, Cooper High School; and Janet Rein, Lakeview Elementary.



2020 Legislative Review

Legislative Action Coalition



ROBBINSDALE
Area Schools

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Legislative Action Coalition (LAC)

Robbinsdale Area Schools (RAS) community members advocating on behalf of public education and our district

- Involve and inform the community on the legislative process and RAS finance and policy
- Develop legislative platform
- Advocate with legislators

Developed 2020 Legislative Priorities

- 2020 Legislative Platform Presented to the Board December 2, 2019
- Board Approved Platform December 16, 2019
- Legislative Breakfast January 13, 2020

Platform



2020 Legislative Platform **Legislative Action Coalition** **lac.rdale.org**

EXCELLENCE IS OUR STANDARD

Robbinsdale Area Schools is committed to ensuring every student graduates career, articulated skilled trades and college ready. To support academic achievement and create a world-class workforce, we urge the Governor and Legislators to address the following critical issues:

Establish Governmental Parity

Allow locally elected school boards to renew an existing operating referendum at the same funding level.

Data show that over the past six years 100% of referendum renewals were approved by voters. Annual audits are performed each year to ensure school districts are run efficiently. With the Robbinsdale election cycle tied to midterm elections, money spent on renewing a referendum would be saved and put back into the classroom.

Increase Flexibility for School Districts

Expand the allowable uses of Long-Term Facilities Maintenance Revenue to allow school districts to enhance safety through security modifications to buildings, including remodeling and additions to existing space.

Increase the maximum Safe Schools Levy and/or make the one-time state aid permanent to offset the growing costs of school communication technology, to address the need for mental health support for students, and expand the permitted uses allowing school districts to enhance cyber security.

Reduce mandated paperwork requirements for Special Education students. Reducing paperwork requirements allow staff to spend more time with students.



Platform Continued

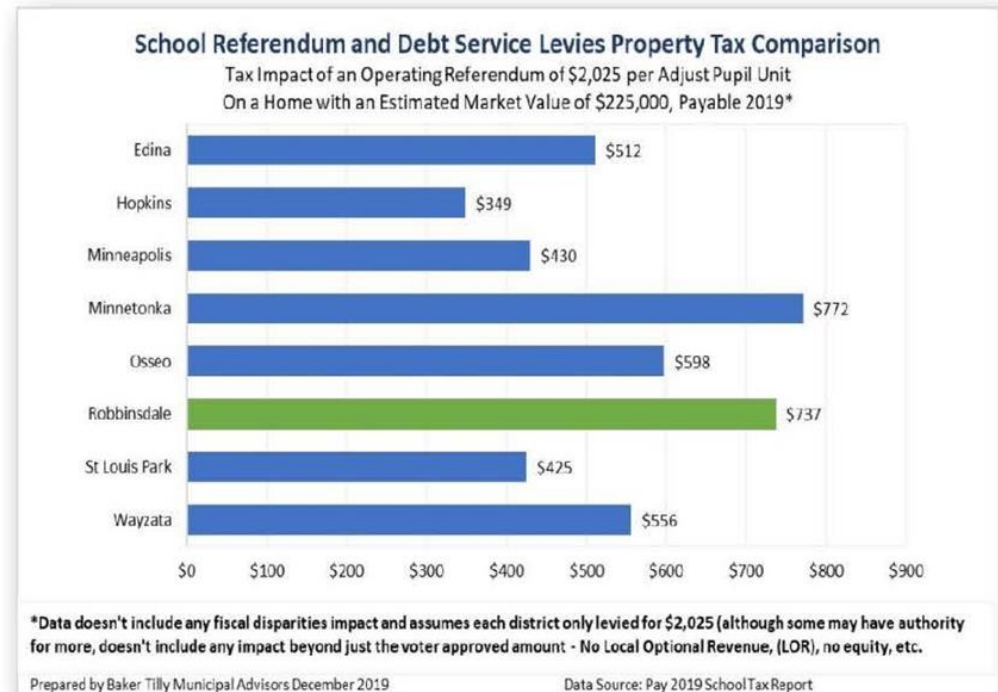
Enhance Educator Workforce

Support policies that increase diversity in the educator workforce to reflect diverse student populations. Maintain the tiered licensing system to ensure multiple pathways for licensure.

Institute Taxpayer Equity

Increase equalization for operating referendums and debt service to provide greater equity in education funding. Property tax levies play a crucial role in funding education programs and facilities. Depending on the property tax wealth in your school district, taxpayers may pay more to raise the same amount of referendum and debt service levies. For example, taxes on a home valued at \$200,000 cost homeowners in Robbinsdale Area Schools more than twice what homeowners in the Hopkins School District pay. (See comparison Chart A to the Right)

CHART A

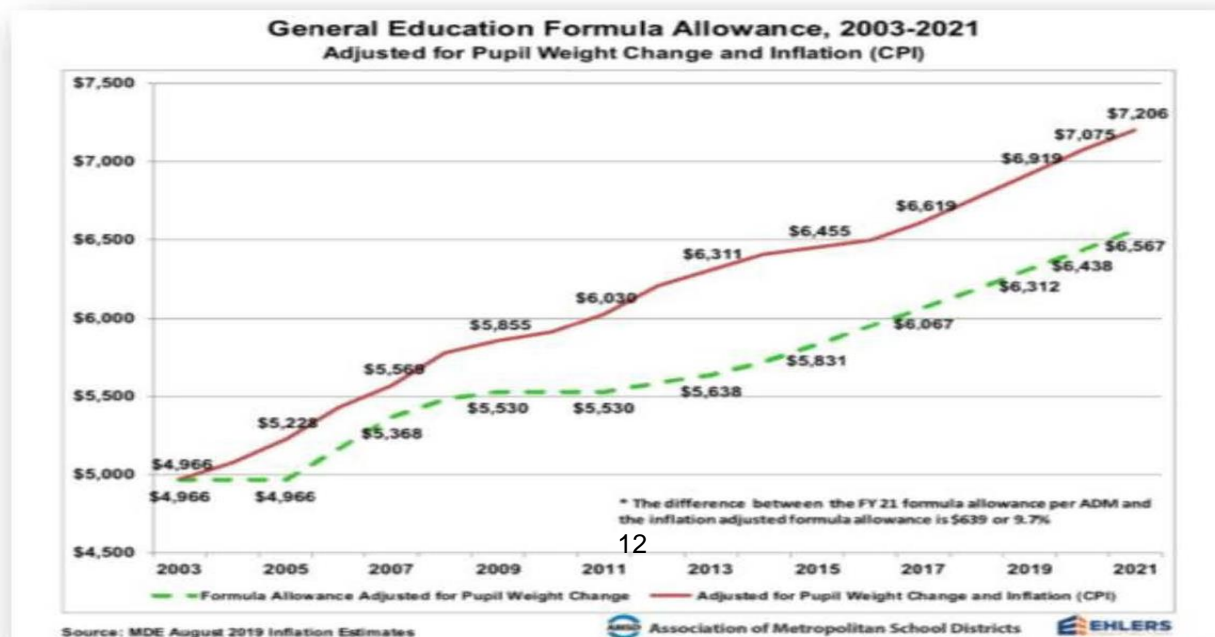


Platform Continued

Reminder: Stabilize Funding

Fix education funding and link the formula to inflation. While we recognize this is not a funding year, we want to remind you that the basic education formula is the district's primary source of operating funds and accounts for 48.8% of Robbinsdale Area Schools' general fund revenue. Increases in the basic education formula have not kept up with inflation. In fact, the basic education formula would be \$7,206 per pupil or 9.7% higher if it had kept up with inflation since 2003. Adequate, reliable and predictable funding is essential to provide programs that ensure every student graduates career, articulated skilled trades and college ready. (Please reference Chart B below)

CHART B



Youth Day at the Capitol



**Meeting with
Representative Carlson**



**Meeting with
Representative Freiberg**

COVID-19 PANDEMIC

- AMSD Day at the Capitol Canceled
- ABE Day at the Capitol Canceled
- Early Childhood Day at the Capitol Canceled

Special Advocacy

- LAC participated in the Superintendent's COVID-19 Partnership Meeting on May 13, 2020

2020 Legislative Session

- Convened February 11, 2020
- Adjourned May 18, 2020
- Special Session Expected in June, 2020

Thank You Legislators

Senator Paul Anderson

Senator Chris Eaton

Senator Ron Latz

Senator Ann Rest

Representative Ginny Klevorn

Representative Lyndon Carlson

Representative Ryan Winkler

Representative Mike Freiberg

Representative Samantha Vang

Representative Michael Nelson



LAC Committee

Mike Herring, School Board Member

John Vento, School Board Member

Abdi Badri

Andy Burns

Scott Croonquist

Carol Esnough

Beth Goers

Jennifer Griffin-Wiesner

Jenny Holte

Amanda Kascar

Tiffany Knudsen

Kim Lewis

Vanessa Murray

Dawn Sosa

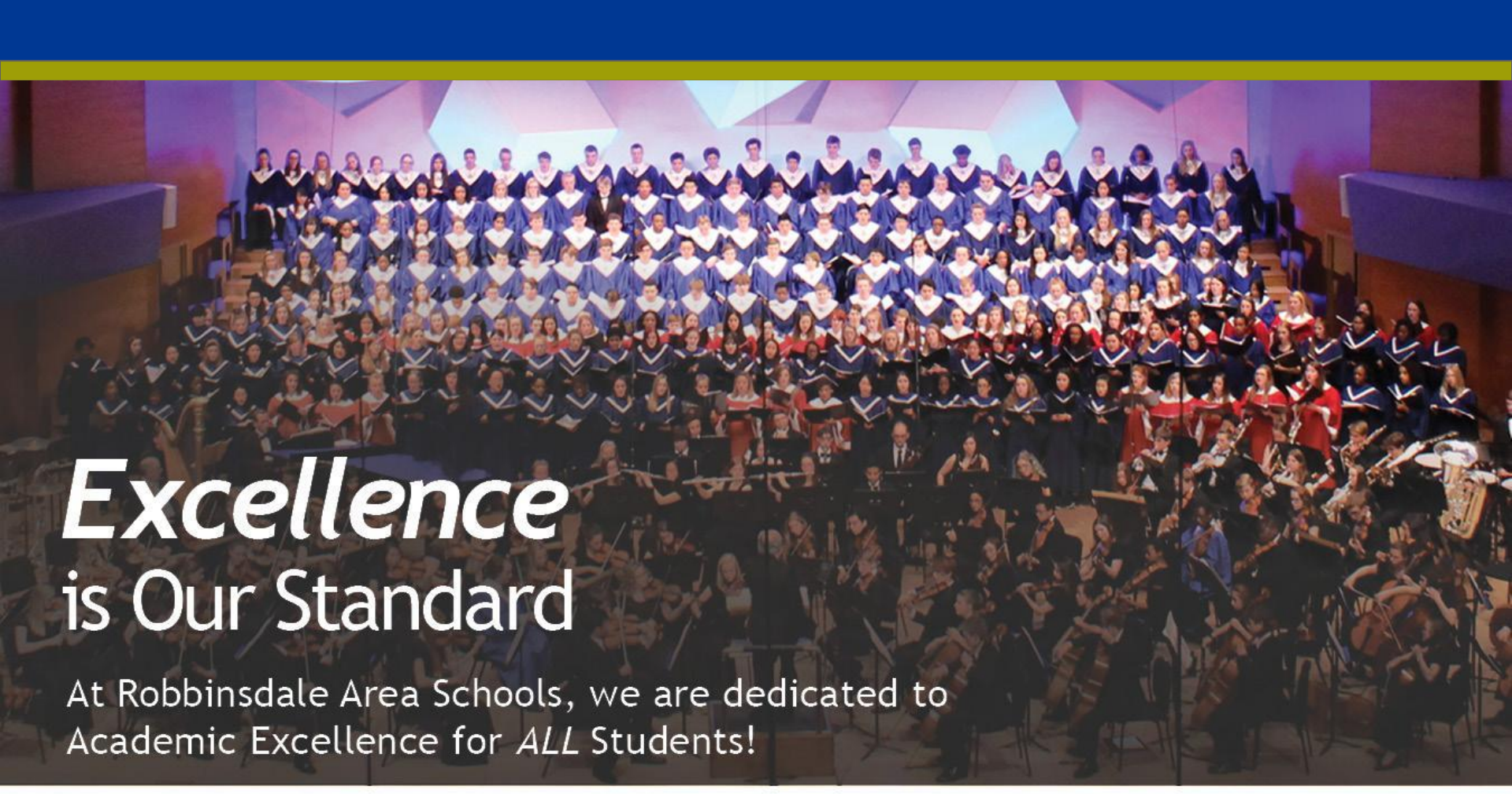
Staff Members

Kristine Wehrkamp, PhD

Aviva Hillenbrand

Debbie Fitzsimmons

Questions

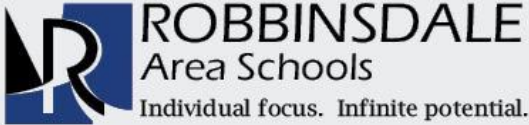


Excellence is Our Standard

At Robbinsdale Area Schools, we are dedicated to Academic Excellence for *ALL* Students!

THANK YOU
lac.rdale.org

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School Board of Robbinsdale Area Schools

Business Meeting – June 1, 2020

AGENDA SECTION: Special Report

ITEM: 4A. Legislative Action Coalition (LAC) End of Year Report

COMMENTS BY: Dr. Kristine Wehrkamp, Executive Director of Community Education;
Beth Goers and Andy Burns LAC Co-chairs

The board will receive a report from the Legislative Action Coalition (LAC) that highlights its activities throughout the session.

The 2020 legislative platform focused on advocating for the resources needed to ensure all children are successful, and policies provide effective and efficient use of resources.

Members of the Robbinsdale Area Schools LAC advocate for our public school district and the students, families and communities it serves. Members are volunteers who share an interest in legislative advocacy and a passion for public education.

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School Board of Robbinsdale Area Schools

Business Meeting – June 1, 2020

AGENDA SECTION: Operations
ITEM: 5A. First Reading of Policy 533: Wellness
COMMENTS BY: Marti Voight, Executive Director of Student Services, and Katie Wahl,
Director of Nutrition Services

The School Board and Superintendent will hear the first reading of Policy 533: Wellness. The following support documents are included in the agenda packet:

1. Current Policy 533
2. MSBA/MASA Model Policy 533, red-line version
3. Proposed Revised Policy 533

Recommended Action: Review proposed Policy 533. Will ask for approval at the June 15, 2020 Regular Board Meeting.

Motion by: _____ **Yes:** _____ **Passed:** _____

Second by: _____ **No:** _____ **Failed:** _____

Abstentions: _____

Approved: June 5, 2017

533 WELLNESS

I. PURPOSE

The purpose of this policy is to assure a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity. The Robbinsdale Area School District is committed to providing a healthy school environment, one that enhances student learning and fosters the development of lifelong wellness practices.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education.
- B. The school environment should promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The school district encourages the involvement of students, parents, teachers, food service staff, and other interested persons in implementing, monitoring, and reviewing school district nutrition and physical activity policies.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- G. Wellness goals will be identified and progress will be monitored through the continuous improvement process.

III. GUIDELINES

The Wellness Guidelines represent recognized best practices in the respective fields. The guidelines will guide the work of the Wellness Committee and will serve as a reference during the school improvement planning process. The guidelines are subject to change and will be informed by new research and other pertinent information as it becomes available.

A. Foods and Beverages

1. All meals on campus will meet or exceed current nutrition requirements established under the Healthy Hunger-Free Kids Act of 2010.
2. All food and beverages sold outside of school meal programs will meet the standards established in the USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule.
3. Schools will promote classroom snacks that represent healthy choices and appropriate portions per USDA Smart Snacks in School nutrition standards, with a strong emphasis on serving fruits and vegetables as the primary snack and water as the primary beverage.
4. Schools will adhere to non-food birthday celebrations. Non-food celebration ideas will be available on the district Health Services website.
5. Schools will restrict food and beverage marketing to only those foods and beverages that meet Smart Snacks standards.
6. Food service personnel shall adhere to all federal, state, and local food safety and security guidelines.
7. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
8. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
9. Schools will provide students adequate time to eat, at least 10 minutes for breakfast and 20 minutes for lunch, from the time the student is seated.
10. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.
11. Food and beverage providers will offer appropriate portion sizes for elementary, middle, and high school students respectively.

12. Students will be given the opportunity to provide input on cultural and ethnic favorites.
13. Each school in the district will offer a daily entrée salad with a minimum of three fruits or vegetables in addition to a mix of leafy greens. If dressing is offered, it will be portioned-controlled, not to exceed a 2 oz. serving and will include a low or no-fat dressing option.

B. School Food Service Program/Personnel

1. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure consistency with current USDA Guidelines for Americans and Smart Snacks standards.
2. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.
3. Access to the food service operations will be limited to Child Nutrition staff and authorized personnel in order to protect the safety and security of the food and facility.
4. All food products brought into the school for consumption by the student population will be commercially prepared.

C. Nutrition Education and Promotion

1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. part of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
 - c. enjoyable, developmentally-appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.

2. The school district will encourage all students to make age-appropriate, healthy selections of food and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte lines, vending machines, fundraising events, concession stands, and student stores.
3. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's Individual Education Plan or behavior intervention plan) and will not withhold food or beverages as punishment.
4. The school cafeteria will be used as a learning laboratory to help students make good decisions about their food choices.
5. The health curriculum, which includes nutrition education, is reviewed periodically by the World's Best Workforce Committee as part of the district's process of continuous improvement.
6. School nutrition services will use a self-assessment to determine ways to improve school meals and the environment. Each school will implement at least one improvement strategy based on self-assessment results.

D. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television.
2. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.
3. The physical education program and the amount of time devoted to it, will be aligned to state and national standards and will include developmentally-appropriate motor skills, social skills and strategies that promote lifetime physical fitness.
4. Daily recess will be provided at the elementary level, prior to the lunch period if possible.
5. The physical education curriculum and instructional program will be reviewed periodically by the World's Best Workforce Committee as part of the district's process of continuous improvement.
6. Physical activity facilities on school grounds will be routinely checked for safety.

7. Physical activity (e.g., running laps, push-ups) will not be used by teachers or other school personnel as a form of discipline. Opportunities for pleasurable physical activity (e.g., recess, physical education class) will not be withheld as a form of discipline.
8. Physical activity will be encouraged and promoted across all school district employees.

E. Communications with Parents

1. The school district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.
2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.
3. The school district will encourage parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.
5. A Wellness Committee, composed of diverse stakeholders from among those listed below, will be formed.
 - a. Administrator
 - b. Health services representative
 - c. Classroom teacher
 - d. Physical education teacher
 - e. Food service representative
 - f. School nurse
 - g. Community member/parent
 - h. Student
 - i. Medical/health care professional
 - j. Other school district personnel
6. The Wellness Committee will participate in the development, implementation, and periodic review and update of the Wellness Policy. The committee will meet three times per year.

F. Other School-Based Activities

1. After-school programs will incorporate physical activity when feasible; if snacks are provided, they will meet Smart Snacks standards.
2. School fundraisers will promote positive health habits through the sale of non-food or nutritious food items.
3. The district will offer at least one family-focused event supporting health promotion (e.g. health fair, nutrition/physical activity open house) per year.

IV. IMPLEMENTATION AND MONITORING

- A. The district will conduct a Wellness Policy assessment every three years, at a minimum. The district's policy will be compared to a model policy. Each school's compliance with the Wellness Policy and its progress toward meeting identified goals will be assessed. Results of the assessment will be on file with the district.
- B. The Wellness Committee will actively inform families and the public about any updates to the policy through the district website, school websites, and School Board meetings.
- C. Food service staff, at the school or district level, will ensure compliance within the school's food service areas and will report to the food service program administrator, the building principal, or the Executive Director of Student Services, as appropriate.
- D. The school district's food service program administrator will provide an annual report to the superintendent setting forth the nutrition guidelines and procedures for selection of all foods made available on campus.
- E. The Executive Director of Student Services will ensure compliance with the Wellness Policy by leading its review, update, and evaluation. The Executive Director will provide an annual report of the school district's implementation of the policy to the School Board.
- F. Each school will conduct a baseline assessment of its health and safety policies and environment, nutrition services, and physical activity programs. The results of the school assessments will be sent to the Wellness Committee in order to establish a comprehensive database of current conditions and longitudinal change.
- G. As part of the annual School Improvement Process, each building will set specific goals for nutrition promotion and education, physical activity, and school-based wellness activities.

- H. Each building will measure implementation and progress toward its specific wellness goals through its continuous school improvement monitoring process.

Legal References: 81 FR 50151 (United States Department of Agriculture)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
P.L. 108-265 (2004) § 204 (Local Wellness Policy)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 U.S.C. § 210.10 (School Lunch Program Regulations)
7 U.S.C. § 220.8 (School Breakfast Program Regulations)

Resources: Local School Wellness Policy Implementation Under the Healthy, Hunger-Free Kids Act of 2010, www.fns.usda.gov/sites/default/files/dietaryspecs

Minnesota Department of Education, www.education.state.mn.us

Minnesota Department of Health, www.health.state.mn.us

County Health Departments

Action for Healthy Kids Minnesota, www.actionforhealthykids.org

Monitoring for Success: Student Wellness Policy Implementation Monitoring Guide 2008 edition, California School Boards Association

Steps to Implementing Your Local Wellness Policy, Minnesota Department of Education 2007

Local Wellness Policy Checklist, Wisconsin Department of Public Instruction

Adopted: _____

MSBA/MASA Model Policy 533

Orig. 2005

Revised: _____

Rev. ~~2010~~ 2016

533 WELLNESS

[Note: All school districts that participate in the National School Lunch and School Breakfast Programs ~~receive funding from the federal school lunch program~~ are required by the Healthy, Hunger-Free Kids Act of 2010 Child Nutrition and WIC Reauthorization Act of 2004 (“~~the~~ Act”) to have a Wellness Policy that includes standards and nutrition guidelines for foods and beverages made available to students on campus during the school day, as well as; specific goals for nutrition promotion and education, and physical activity, and other school-based activities that ~~to~~ promote student wellness. The Act requires the involvement of parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the public in the development, implementation, and periodic review and update of the wellness policy. The Act also requires a plan for measuring implementation of the policy and reporting wellness policy content and implementation issues to the public, as well as the designation of at least one person charged with operational responsibility for the implementation and oversight of the wellness policy to ensure ~~ensuring~~ the school district is in compliance with the policy. ~~The Act provides for technical assistance and information from the Secretary of Agriculture to aid state and local educational agencies and school food authorities in establishing healthy school nutrition environments, reducing childhood obesity, and preventing diet-related chronic diseases.~~]

I. PURPOSE

The purpose of this policy is to set forth methods ~~assure a school environment~~ that promotes student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards ~~and protects students’ health, well-being, and ability to learn by supporting healthy eating and physical activity.~~

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition promotion and education, ~~and~~ physical activity, and other school-based activities that promote student wellness ~~education~~ are essential components of the educational process and that good health fosters student attendance and learning education.
- B. The school environment should promote ~~and protect~~ students’ health, well-being, and ability to learn by encouraging healthy eating and physical activity.

- C. The school district encourages the involvement of parents, students, representatives of the school food authority, teachers, school health professionals, the school board, school administrators, and the general public ~~students, parents, teachers, food service staff, and other interested persons~~ in the development, implementation, and periodic review and update of the ~~implementing, monitoring, and reviewing~~ school district's wellness policy ~~nutrition and physical activity policies~~.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

III. WELLNESS GOALS GUIDELINES

[Note: The Act requires that wellness policies include goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.]

A. Foods and Beverages

[Note: The Act requires that school districts have nutrition guidelines, selected by the school district, for all foods available on the school campus during the school day with the objective of promoting student health and reducing student obesity.]

- 1. ~~All foods and beverages made available on campus (including concessions and a la carte cafeteria items) will be consistent with the current USDA Dietary Guidelines for Americans.~~
- 2. ~~Food service personnel will take every measure to ensure that student access to foods and beverages meet or exceed all federal, state, and local laws and guidelines.~~
- 3. ~~Food service personnel shall adhere to all federal, state, and local food safety and security guidelines.~~
- 4. ~~The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.~~

~~*[Note: The Act requires that the school district's wellness policy provide an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to the Child Nutrition Act (42 U.S.C. 1771 et seq.) and sections 9(f)(1) and 17(a) of the National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a), as those regulations apply to schools.]*~~

- ~~5. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.~~
- ~~6. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.~~
- ~~7. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.~~

~~B. School Food Service Program/Personnel~~

- ~~1. The school district will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations.~~
- ~~2. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA Dietary Guidelines for Americans.~~
- ~~3. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.~~

~~€ A. Nutrition Education and Promotion and Education~~

~~*[Note: The Act requires that wellness policies include goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the school district determines is appropriate.]*~~

- ~~1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:~~

- a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. part of health education classes, as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
 - c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.
2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte ~~/{snack}~~ lines, vending machines, fundraising events, concession stands, and student stores.
 3. ~~Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.~~

D B. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities, such as watching television;
2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

E C. Communications with Parents

1. The school district recognizes that parents and guardians have a primary ~~and fundamental~~ role in promoting ~~and protecting~~ their children's health and well-being.
2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.

3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. STANDARDS AND NUTRITION GUIDELINES

[Note: The Act requires that school districts have standards, selected by the school district, for all foods available on the school campus during the school day with the objective of promoting student health and reducing childhood obesity. For foods and beverages sold to students during the school day on school campus, the Act requires that school districts also have nutrition guidelines.]

A. School Meals

[Note: The Act specifically requires that the wellness policy contain standards and nutrition guidelines for all foods and beverages sold to students during the school day that are consistent with the meal requirements for lunches and after-school snacks set forth in 7 C.F.R. § 210.10 and the meal requirements for breakfasts set forth in 7 C.F.R. § 220.8.]

- 1. The school district will provide healthy and safe school meal programs that comply with all applicable federal, state, and local laws, rules, and regulations.**
- 2. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.**
- 3. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.**
- 4. Food service personnel will provide clean, safe, and pleasant settings and adequate time for students to eat.**
- 5. Food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all applicable federal, state, and local laws, rules, and regulations and that reimbursable school meals meet USDA nutrition standards.**
- 6. Food service personnel shall adhere to all applicable federal, state, and local food safety and security guidelines.**

7. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
8. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
9. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
10. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students may eat during such activities.

B. School Food Service Program/Personnel

1. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.
2. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Competitive Foods and Beverages

1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores, and for in-school fundraisers.
2. All competitive foods will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.
3. Before and Aftercare (child care) programs must also comply with the school district's nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.

D. Other Foods and Beverages Made Available to Students

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:
 - a. Celebrations and parties. The school district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.

[Note: Healthy party ideas are available from the USDA.]
 - b. Classroom snacks brought by parents. The school district will provide to parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards.
2. Rewards and incentives. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.
3. Fundraising. The school district will make available to parents and teachers a list of suggested healthy fundraising ideas.

E. Food and Beverage Marketing in Schools

1. School-based marketing will be consistent with nutrition education and health promotion.
2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards.

V. WELLNESS LEADERSHIP AND COMMUNITY INVOLVEMENT

A. Wellness Coordinator

[Note: The Act requires that local school wellness policies identify the position of the local education agency or school official(s) responsible for the implementation and oversight of the local school wellness policy.]

1. The superintendent will designate a school district official to oversee the school district's wellness-related activities (Wellness Coordinator). The Wellness Coordinator will ensure that each school implements the policy.
2. The principal of each school, or a designated school official, will ensure compliance within the school and will report to the Wellness Coordinator regarding compliance matters upon request.

B. Public Involvement

[Note: The Act requires a description of the manner in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy.]

1. The Wellness Coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy.
2. The Wellness Coordinator will hold meetings, from time to time, for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy. All meeting dates and times will be posted on the school district's website and will be open to the public.

VI. POLICY IMPLEMENTATION AND MONITORING

A. Implementation and Publication

[Note: The Act requires a description of the plan for measuring the implementation of the local school wellness policy.]

1. After approval by the school board, the wellness policy will be implemented throughout the school district.
2. The school district will post its wellness policy on its website, to the extent it maintains a website.

[Note: Per Minn. Stat. § 121A.215, when available, a school district must post its current local school wellness policy on its website.]

B. Annual Reporting

[Note: The Act requires that school districts inform the public about the content and implementation of the local wellness policy and make the policy and any updates to the policy available to the public on an annual basis.]

The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

C. Triennial Assessment

[Note: The Act requires a triennial assessment of schools' compliance with the wellness policy. The Act also requires school districts to inform the public about progress toward meeting the goals of the wellness policy by making the triennial assessment available to the public in an accessible and easily understood manner.]

1. At least once every three years, the school district will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:
 - a. the extent to which schools under the jurisdiction of the school district are in compliance with the wellness policy;
 - b. the extent to which the school district's wellness policy compares to model local wellness policies; and
 - c. a description of the progress made in attaining the goals of the school district's wellness policy.
2. The Wellness Coordinator will be responsible for conducting the triennial assessment.
3. The triennial assessment report shall be posted on the school district's website or otherwise made available to the public.

D. Recordkeeping

[Note: The Act requires school districts to retain records to document compliance with the requirements of 7 C.F.R. § 210.30.]

The school district will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The school district's written wellness policy.
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public.
3. Documentation of the triennial assessment of the local school wellness policy for each school under the school district's jurisdiction efforts to review and update the wellness policy (including an indication of who is involved in the update and methods the school district uses to make stakeholders aware of their ability to participate on the Wellness Committee).

IV. IMPLEMENTATION AND MONITORING

~~*[Note: The Act requires that the wellness policy establish a plan for measuring implementation of the policy, including designation of at least one or more persons within the school district or at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the requirements of the wellness policy.]*~~

- ~~A. After approval by the school board, the wellness policy will be implemented throughout the school district.~~
- ~~B. School food service staff, at the school or district level, will ensure compliance within the school's food service areas and will report to the food service program administrator, the building principal, or the superintendent's designee, as appropriate.~~
- ~~C. The school district's food service program administrator will provide an annual report to the superintendent setting forth the nutrition guidelines and procedures for selection of all foods made available on campus.~~
- ~~D. The superintendent or designee will ensure compliance with the wellness policy and will provide an annual report of the school district's compliance with the policy to the school board.~~
- ~~E. The school district will post this wellness policy on its website, to the extent it maintains a website.~~

~~*[Note: The Food and Nutrition Service of the U.S. Department of Agriculture has proposed new rules regarding the implementation of local school wellness policies. The comment period for the proposed rules officially ended in June 2014; however, final rules have not yet been issued. New requirements, particularly regarding record keeping related to the school wellness policy may be required soon. MSBA will update this policy when final rules have been issued.]*~~

Legal References: Minn. Stat. § 121A.215 (Local School District Wellness Policy)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
42 U.S.C. § 1758b (Local School Wellness Policy)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources: Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org
United States Department of Agriculture, www.fns.usda.gov

533 WELLNESS

[Note: All school districts that participate in the National School Lunch and School Breakfast Programs are required by the Healthy, Hunger-Free Kids Act of 2010 to have a Wellness Policy that includes standards and nutrition guidelines for foods and beverages made available to students on campus during the school day, as well as, specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. The Act requires the involvement of parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the public in the development, implementation, and periodic review and update of the wellness policy. The Act also requires a plan for measuring implementation of the policy and reporting wellness policy content and implementation issues to the public, as well as the designation of at least one person charged with responsibility for the implementation and oversight of the wellness policy to ensure the school district is in compliance with the policy.]

I. PURPOSE

The purpose of this policy is to set forth methods that promote student wellness and mental health, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition promotion and education, physical activity, mental well-being and other school-based activities that promote student wellness are essential components of the educational process and that good health fosters student attendance and learning.
- B. The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The school district encourages the involvement of parents, students, representatives of the school food department, teachers, school health professionals, the school board, school administrators, and the general public in the development, implementation, and periodic review and update of the school district's wellness policy.
- D. Students need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All enrolled District 281 students in will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students based on the USDA guidelines

and state regulations; with consideration of the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

III. WELLNESS GOALS

[Note: The Act requires that wellness policies include goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.]

A. Nutrition Promotion and Education

1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. part of health education classes, as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
 - c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.
2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte/snack lines, vending machines, fundraising events, concession stands, and student stores.

B. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities, such as watching television;
2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

C. Communications with Parents

1. The school district recognizes that parents and guardians have a primary role in promoting their student's health and well-being.
2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their student(s).

3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their student(s) with opportunities to be physically active outside of school.

IV. STANDARDS AND NUTRITION GUIDELINES

[Note: The Act requires that school districts have standards, selected by the school district, for all foods available on the school campus during the school day with the objective of promoting student health and reducing childhood obesity. For foods and beverages sold to students during the school day on school campus, the Act requires that school districts also have nutrition guidelines.]

A. School Meals

[Note: The Act specifically requires that the wellness policy contain standards and nutrition guidelines for all foods and beverages sold to students during the school day that are consistent with the meal requirements for lunches and after-school snacks set forth in 7 C.F.R. § 210.10 and the meal requirements for breakfasts set forth in 7 C.F.R. § 220.8.]

1. The school district will provide healthy and safe school meal programs that comply with all applicable federal, state, and local laws, rules, and regulations.
2. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
3. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.
4. Food service personnel will provide clean, safe, and pleasant settings and adequate time for students to eat.
5. Food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all applicable federal, state, and local laws, rules, and regulations and that reimbursable school meals meet USDA nutrition standards.
6. Food service personnel shall adhere to all applicable federal, state, and local food safety and security guidelines.
7. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.
8. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.

9. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.
10. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students may eat during such activities.

B. School Food Service Program/Personnel

1. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.
2. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Competitive Foods and Beverages

1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores, and for in-school fundraisers.
2. All competitive foods will meet the [USDA Smart Snacks in School](#) (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.
3. Before and Aftercare (childcare) programs must also comply with the school district's nutrition standards unless they are reimbursable under USDA school meals program, in which case they must comply with all applicable USDA standards.

D. Other Foods and Beverages Made Available to Students

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:
 - a. Celebrations and parties. The school district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. *[Note: Healthy party ideas are available from the [USDA](#).]*
 - b. Classroom snacks brought by parents. The school district will provide to parents a list of suggested foods and beverages that meet [Smart Snacks](#) nutrition standards.
2. Rewards and incentives. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.

3. Fundraising. The school district will make available to parents and teachers a list of suggested healthy fundraising ideas.

E. Food and Beverage Marketing in Schools

1. School-based marketing will be consistent with nutrition education and health promotion.
2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the [Smart Snacks](#) nutrition standards.

V. WELLNESS LEADERSHIP AND COMMUNITY INVOLVEMENT

A. Wellness Coordinator

[Note: The Act requires that local school wellness policies identify the position of the local education agency or school official(s) responsible for the implementation and oversight of the local school wellness policy.]

1. The superintendent will designate a school district official to oversee the school district's wellness-related activities (Wellness Coordinator). The Wellness Coordinator will ensure that each school implements the policy.
2. The principal of each school, or a designated school official, will ensure compliance within the school and will report to the Wellness Coordinator regarding compliance matters upon request.

B. Public Involvement

[Note: The Act requires a description of the manner in which parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are provided an opportunity to participate in the development, implementation, and periodic review and update of the local school wellness policy.]

1. The Wellness Coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy.
2. The Wellness Coordinator will hold meetings, from time to time, for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy. All meeting dates and times will be posted on the school district's website and will be open to the public.

VI. POLICY IMPLEMENTATION AND MONITORING

A. Implementation and Publication

[Note: The Act requires a description of the plan for measuring the implementation of the local school wellness policy.]

1. After approval by the school board, the wellness policy will be implemented throughout the school district.
2. The school district will post its wellness policy on its website, to the extent it maintains a website.
[Note: Per Minn. Stat. § 121A.215, when available, a school district must post its current local school wellness policy on its website.]

B. Annual Reporting

[Note: The Act requires that school districts inform the public about the content and implementation of the local wellness policy and make the policy and any updates to the policy available to the public on an annual basis.]

The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

C. Triennial Assessment

[Note: The Act requires a triennial assessment of schools' compliance with the wellness policy. The Act also requires school districts to inform the public about progress toward meeting the goals of the wellness policy by making the triennial assessment available to the public in an accessible and easily understood manner.]

1. At least once every three years, the school district will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:
 - a. the extent to which schools under the jurisdiction of the school district are in compliance with the wellness policy;
 - b. the extent to which the school district's wellness policy compares to model local wellness policies; and
 - c. a description of the progress made in attaining the goals of the school district's wellness policy.
2. The Wellness Coordinator will be responsible for conducting the triennial assessment.
3. The triennial assessment report shall be posted on the school district's website or otherwise made available to the public.

D. Recordkeeping

[Note: The Act requires school districts to retain records to document compliance with the requirements of 7 C.F.R. § 210.30.]

The school district will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The school district's written wellness policy.
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public.
3. Documentation of the triennial assessment of the local school wellness policy for each school under the school district's jurisdiction efforts to review and update the wellness policy (including an indication of who is involved in the update and methods the school district uses to make stakeholders aware of their ability to participate on the Wellness Committee).

Legal References:

Minn. Stat. § 121A.215 (Local School District Wellness Policy)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
42 U.S.C. § 1758b (Local School Wellness Policy)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources:

Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org
United States Department of Agriculture, www.fns.usda.gov

Revisions:

June 1, 2015
June 5, 2017

506 STUDENT DISCIPLINE

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

I. PURPOSE

Robbinsdale Area Schools recognizes that appropriate school behavior/choice is critical to academic success and sustaining a safe and caring learning community. It is also the intention of this policy to ensure a safe and orderly learning environment for all students and a safe working environment for staff.

Effective teaching of school appropriate behavior is the responsibility of the adults in every school. Effective school discipline includes the establishment of high standards or behavior/choices, school cultures of respect and acceptance, instruction in appropriate behavior/choices, time for students to learn appropriate behavior/choices, and proportionate consequences for failure to meet behavioral expectations. Students share in the responsibility to uphold and respect the high standards of school behavior/choices that contribute to the ability of all to learn.

Effective discipline maximizes the amount of student and staff time and attention spent on teaching and learning and minimizes the amount of student and staff time and attention directed toward behavior that disrupts the learning process. The District looks to parents/guardians and families to partner in the teaching, learning and supporting of appropriate school behavior/choice to maximize the academic success of our students.

Effective discipline considers the age and development of the student in framing the instruction in appropriate behavior and the consequences for misbehavior. Effective discipline is educational, not punitive. Effective discipline includes building relationships, repair of harm and restoring relationships and restorative practices to re-engage students in the learning community.

The discipline policy is adopted in accordance with and subject to the [Minnesota Pupil Fair Dismissal Act](#), **Minn. Stat. §§ 121A.40-121A.56.**

II. GENERAL STATEMENT OF POLICY

- A. All district staff are committed to teaching all students and to ensuring that students' learning is not disturbed by the significant disruptive or dangerous behavior of others.
- B. All district staff are committed to taking actions to provide a safe learning environment for all students and a safe working environment for all staff.
- C. All district staff are committed to establishing and engaging in relationships with parents/guardians, other public agencies and community resources to ensure support for the social and emotional needs of all students.

III. DISTRICTWIDE RESPONSIBILITIES

- A. Every school shall establish a Schoolwide and Classroom Behavior Plan identifying and teaching behavior expectations and identified responses within the requirements of this policy and directives from the Superintendent.
- B. Every classroom will establish and teach behavior expectations within the district's policy, the Superintendent's directives and the school's behavior plan with participation from the students in the classroom.
- C. Every school employee will demonstrate high standards of behavior, modeling appropriate actions and response to student behaviors.
- D. Every school will examine its discipline data to ensure that responses to student behavior do not show evidence of bias or discriminatory behavior. Statistical data alone will not establish bias or discrimination. Schools shall also use behavior data to identify and provide additional training to staff and students; and to provide effective interventions for students to improve student outcomes.
- E. Individual needs shall be considered in determining the appropriate response to behavior that does not meet school standards.
- F. All students are subject to the terms of this discipline policy. Students with disabilities are entitled to the procedural protection of Section XI.
- G. Students, Staff, and Parents/Guardians will receive annual notice of the Student Handbook: Rights and Responsibilities and Superintendent's regulations supporting it.
- H. Students, Staff, and Parent/Guardians shall receive annual notice of the school behavior expectations established by individual schools.

IV. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. Principals are responsible for leading the collaborative development of the schoolwide and classroom rule/plans, implementation of restorative practices; assuring that annual notices are given to students, parents/guardians and staff; developing and sustaining partnerships with identified community resources; leading the review of school behavior data to identify training needs with a view toward improving student outcomes through the lens of equity; and reviewing behavior data monthly in your building with leadership teams and other district leadership no

less than quarterly. A principal may use reasonable force when it is necessary under the circumstance to correct or restrain a student or prevent serious bodily harm or death to another.

D. Teachers. Teachers are responsible for leading the development of a positive teaching/learning environment and the classroom behavior and procedures; assuring that all students are taught the expected school behavior in their classroom and school; participating in identifying students that would benefit from the additional support from school and community resources; participating in implementation of the school behavior/classroom plans and restorative practices; participating in data review, necessary training, and analysis of behavior data to improve student outcomes; and enforcing the Student Handbook: Rights and Responsibilities. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

E. Other School District Personnel. Other school district personnel are responsible for implementing the district/building school behavior standards, participating in data review as directed by the principal or site administrator, and attending necessary training to improve student outcomes. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

F. Parents or Legal Guardians. Parents and guardians are responsible to partner with their student's schools to implement the school behavior standards and school and classroom rules to improve their student's outcomes. Parents/guardians shall review the Student Handbook: Rights and Responsibilities and will help their student learn the behavior standards of their schools and classrooms. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Student Handbook: Rights and Responsibilities and the policy. Students will learn and meet the behavior expectations of this district, their school and their classrooms; will take personal responsibility for their behavior as they are able, and work to improve the relationships they have with their peers, their teachers and with other school staff; will know and be responsible for meeting the expectations set forth in the Student Handbook: Rights and Responsibilities.

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

V. DISCIPLINARY ACTION OPTIONS

A. GENERAL STATEMENT OF PROCEDURE

1. All responses to inappropriate student behavior shall include elements of progressive discipline and elements of teaching or reteaching appropriate school behavior; or provide opportunities to repair harm to relationships affected by the student behavior. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the

student's misconduct, as determined by the school district.

2. Students will remain in their instructional setting unless the disruption to the educational environment can only be remedied by a referral/removal out of the classroom, or the referral/removal out of the classroom is required by law. These alternatives to removal may include but are not limited to:
 - a. reminders of school or classroom rules and behavioral expectations
 - b. redirection of behaviors
 - c. modification of instruction
 - d. teaching and practicing replacement skills
 - e. re-teaching expectations and skills
 - f. student-teacher conferences
 - g. self-charting of behaviors
 - h. role play
 - i. small group instruction or lessons on anger management, conflict, resolution, bus safety, etc.
 - j. parent/guardian notification
 - k. referral to student support staff
 - l. collaborative conversation with building and district level administration
 - m. consultation with school subject matter experts, and
 - n. creation of behavior plan
3. School personnel dealing with violations of the Student Handbook: Rights and Responsibilities by students with disabilities will be consistent with due process requirements:
 - a. Assure that no discipline will be applied to a student with a disability greater than would be applied to a student who is not disabled.
 - b. To the maximum extent possible, hold the student to the same standards of conduct as other students, unless the IEP provides for an accommodation consistent with the student's settings.
 - c. Seek to provide supports to the student and the student's classroom teacher so that the student can function effectively in that setting, and where that is not possible, explore whether a change in setting is appropriate.
 - d. Take effective measures to provide support to the classroom teacher to maintain appropriate classroom management, and where necessary take measures to adjust the setting.
 - e. Provide a prompt and meaningful avenue for the classroom teacher to address classroom management concerns and seek additional support.
4. Opportunities for students to repair relationships affected or harmed by their behavior shall be provided. Restorative Practices may include, but are not limited to:
 - a. conversations
 - b. restorative circles
 - c. school based services
 - d. peer mediation
 - e. reflection process
 - f. neutral party mediations
 - g. family group conferences

- h. restitution for property incidents
- 5. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- 6. Rules governing student conduct and responses for infractions of such rules are established as indicated in the Student Handbook: Rights and Responsibilities.

VI. REMOVAL OF STUDENTS FROM CLASS

A. Removal

The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of managing disruptive student behavior by explicitly teaching behavioral expectations; maximizing academic engagement and success; and by responding to disruptive behavior through means such as conferring with the student, implementing proactive behavioral supports, and/or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher may contact building administration for additional support and remove student from the classroom according to school procedures.

"Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the *Student Handbook: Rights and Responsibilities*, in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, when appropriate in consultation with the teacher.

B. When an incident occurs that necessitates removal from class the teacher will contact the administrator/administrative designee. Upon removal, the administrator/administrative designee will meet with the student. The administrator may refer the student to a student support room. If the student has an IEP, the administration/administrative designee will notify the IEP manager.

C. The administrator/administrative designee will work with the student and teacher to determine when the student transitions back to class.

D. The Multi-Tiered System of Support is the District's support process designed to maximize student achievement through the alignment of various supports that exist within Robbinsdale Area Schools. The MTSS team in each building makes referrals for special education when interventions are completed.

E. When students with disabilities are dismissed or removed from class, the IEP case manager will be notified. The IEP case manager and relevant team members will consider the adequacy of the IEP, the need for additional assessment when there is a pattern of removals or significant behavior issues.

VII. DISMISSAL

A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

A dismissal for one school day or less is a day of suspension if the child with a disability does not receive regular or special education instruction during the dismissal period. **The notice requirements under section 121.A.46 do not apply to a dismissal of one day or less, unless the day counts as a day of suspension for a special education student.**

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school. Decisions are based on the Student Handbook: Rights and Responsibilities.

C. If a student's total days of dismissal/suspension from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempt to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with

the permission of the parent/guardian. The purpose of this meeting is to attempt to determine the need for a referral to the Multi-Tiered System of Support (MTSS) building team.

D. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent/superintendent designee with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP 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 IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
5. The school administration shall implement alternative educational services when the

suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the student to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.

6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

7. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40- 121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.

8. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

9. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. The notice will be sent electronically and/or by mail.

10. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.

2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.

3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the [Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.](#)

4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.

5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to:

(1) have a representative of the student's own choosing, including legal counsel at the hearing;

(2) examine the student's records before the hearing;

(3) present evidence; and

(4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.

7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.

8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall

have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

VIII. READMISSION AFTER DISMISSAL

A. Prior to the return of a student assigned an out of school dismissal (excluded or expelled) from instruction to the student's regular class attendance, the principal shall require the student's attendance at an informal administrative conference prior to the return to classes. Such conferences shall be notified to the parent/guardian of the student, who are encouraged to attend the conference.

B. The principal shall prepare a readmission plan at the time of each out of school removal from instruction. The proposed plan may include:

1. Procedure for the student's return to school and class;
2. Provision for an alternative program, which may include, but is not limited to:
 - a. makeup school work;
 - b. assigned homework;
 - c. changes in assigned courses or classroom;
 - d. changes in student's schedules;
 - e. provision of student support services;
 - f. provisions of information concerning mental health or other community supports
 - g. collaborative conversation including district level administration
 - h. reassignment to a different educational setting.

C. The proposed readmission plan may be amended upon agreement between administration, the student, and the parent/guardian.

D. If the district proposes reassignment to a different education setting, administration shall follow district procedures for reassignment, and the due process rights of the student shall be observed.

E. The informal administrative readmission conference may be held by telephone or at an off-campus site if necessary to meet the needs of the student.

IX. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each physical assault of a school district employee by a student within thirty (30) days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

X. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable

school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

XI. DISABLED STUDENTS

Students who are currently identified as eligible under the Individuals with Disabilities Education Act (IDEA) or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

When a student with a disability is dismissed for more than ten (10) days in a school year, is being considered for a 45-day unilateral placement, or before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP.

If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. Such a meeting must be held within ten (10) days of the school district's decision to remove the student from his or her current educational placement and must be held before commencing an expulsion or exclusion of the student.

If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

IDEA has three categories of exceptions where, regardless of whether the behavior is a manifestation of the student's disability; a district may remove the student to an alternative setting for not more than forty-five (45) school days.

The exceptions apply if the student:

1. Carries a weapon to or possess a weapon at school, on school premises, or to or at a school function under the jurisdiction of the District;
2. Knowingly possesses or uses illegal drugs, or sells or solicit the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the District; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the District.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XIII. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request and is posted electronically on the district website.

XIV. REVIEW OF POLICY

District and building administration, representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)

Minn. Stat. § 120B.232 (Character Development Education)

Minn. Stat. § 121A.26 (School Pre-assessment Teams)

Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act) Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)

Minn. Stat. § 121A.582 (Reasonable Force)

Minn. Stat. §§ 121A.60-121A.61 (Removal from Class) Minn. Stat. § 122A.42 (General Control of Schools)

Minn. Stat. § 123A.05 (Area Learning Center Organization)

Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 124D.08 (Enrollment in Nonresident District)

Minn. Stat. Ch.125A (Students with Disabilities)

Minn. Stat. § 152.22 (Medical Cannabis; Definitions)

Minn. Stat. § 152.23 (Medical Cannabis; Limitations)

Minn. Stat. Ch. 260A (Truancy)

Minn. Stat. Ch. 260C (Juvenile Court Act) 20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004) 29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504) 34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 501 (School Weapons)

MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)

MSBA/MASA Model Policy 503 (Student Attendance)

MSBA/MASA Model Policy 505 (Distribution of Non-school Sponsored Materials on School Premises by Students and Employees)

MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)

MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)

MSBA/MASA Model Policy 525 (Violence Prevention)

MSBA/MASA Model Policy 526 (Hazing Prohibition)

MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)

MSBA/MASA Model Policy 610 (Field Trips)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 711 (Video Recording on School Buses)

MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Individual focus. Infinite potential.

School Board of Robbinsdale Area Schools

Business Meeting – June 1, 2020

AGENDA SECTION: Operations

ITEM: 5B. Review of Policy 506: Student Discipline

COMMENTS BY: Marti Voight, Executive Director of Student Services

The School Board is requested to review Policy 506: Student Discipline. Recommendation is that this mandatory policy be reviewed on an annual basis. Currently, there are no new changes or legislative updates.

Recommended Action: Review Policy 506: Student Discipline

Student Handbook Rights and Responsibilities

2019-2020



Mission

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

Unified District Vision

High Intellectual Performance Through Equity

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SUPERINTENDENT'S LETTER TO FAMILIES

Dear Robbinsdale Area Schools Families,

Welcome to the 2019-2020 academic year! We are excited to greet our new and returning students and families.

In Robbinsdale Area Schools, we focus on the development of the whole child, including their educational, social and emotional needs. Our Unified District Vision (UDV) reminds us - **ALL students have limitless possibilities.**

As a district, we have the dual responsibility of establishing boundaries while amplifying our students' voices. It is critical for students and families to understand how positive choices impact learning expectations and influence productive outcomes. As such, we encourage families to review this handbook together. Teachable moments are made possible through building a positive school climate.

Once again, we are excited to collaborate with you as your child progresses on their academic journey.

Sincerely,



Carlton D. Jenkins, Ph.D.
Superintendent
Robbinsdale Area Schools



SAFE AND CIVIL SCHOOLS STATEMENT

Robbinsdale Area Schools recognizes the importance of supporting a positive school climate and culture, as well as increasing supports to students and staff across the district. Safe and Civil Schools has been adopted as the district's framework for enhancing learning and engagement across all school settings. The goal of Safe and Civil Schools is to support teachers and school staff to create workable, effective solutions to problem behaviors at school.

In addition to the district-wide Handbook, each school has developed school-wide expectations/behavior plans, and licensed teachers have their own classroom management and discipline plan(s) aligned with the philosophy of Safe and Civil Schools. This plan includes strategies for teaching and encouraging expected behaviors. Each teacher communicates their plan to parents/guardians and students - including strategies for teaching and reinforcing behavior, and strategies for providing consequences for both positive and negative behavior.



SHARED RESPONSIBILITIES

Increasing Safety, Engagement and Responsibility

The safety and security of all school children are our highest priorities, and we are committed to providing an enriching learning environment. Our intention is to provide positive, corrective instruction to students who fail to meet behavioral expectations. To ensure a positive learning environment at all district sites, all stakeholders have an important role.

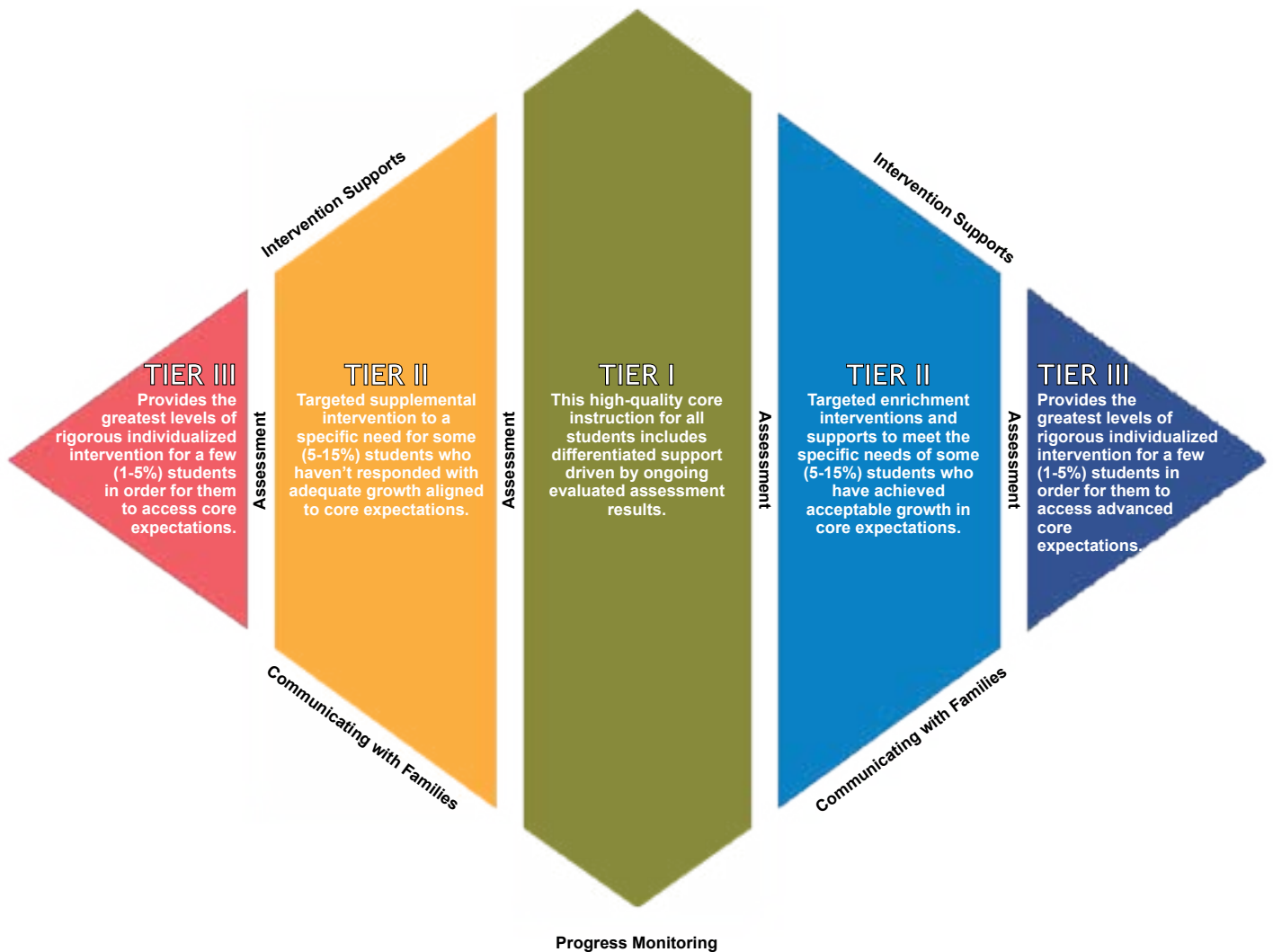
Students	Parent(s)/Guardian(s)	Robbinsdale Area Schools Staff
Believe that you have the capacity to be your best self and achieve your hopes and dreams.	Believe your child has the capacity to be their best self and achieve their hopes and dreams.	Believe students are capable of being their best selves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

MULTI-TIERED SYSTEM OF SUPPORTS

Multi-Tiered System of Supports (MTSS) is a framework for helping all learners succeed by matching interventions, instruction and assessment to the personalized needs of learners. It is a whole school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based systems. MTSS includes social and emotional learning (SEL) and academic instruction and supports.

According to the Minnesota Department of Education (2017): “The Minnesota Department of Education (MDE) advocates the use of MTSS to increase the number of students meeting grade-level standards and graduating with skills for further education and work careers. The majority of MDE’s work with MTSS is connected to implementing the Minnesota K-12 Academic Standards with fidelity and building additional intervention supports to increase student achievement for all students.”

[MTSS Handbook](#)



PURPOSE OF THE STUDENT HANDBOOK

At Robbinsdale Area Schools, our goal is to create a safe and supportive climate and culture for all of our students. Each year, the Robbinsdale Area School Board adopts a districtwide handbook to provide guidelines for the teaching and implementation of expected behaviors.

Students must follow the districtwide Handbook before, during and after school. The Handbook is in effect inside school buildings, on school grounds, and at school-related activities and events. Students also must follow these rules while traveling on vehicles funded by Robbinsdale Area Schools. When misbehavior involves communication, gestures or expressive behavior, the infraction applies to oral, written or electronic communications, including but not limited to texting, emailing and social networking.

Progressive Discipline Approach

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

- understand why the behavior is unacceptable and the harm it has caused;
- understand what they could have done differently in the same situation;
- take responsibility for their actions;
- learn pro-social strategies and skills to use in the future;
- model and practice replacement strategies; and
- understand the progression of more stringent consequences if the behavior reoccurs.

Every reasonable effort must be made to correct student behavior through school-based interventions such as restorative practices. Supports and interventions are essential because inappropriate behavior or violations of the Student Handbook Rights and Responsibilities may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.

Appropriate disciplinary responses should emphasize prevention and effective intervention, foster resiliency, prevent disruption to students’ education and promote positive school culture.

Determining the Disciplinary Response

School officials must consult this document when determining which disciplinary measure to impose. In determining how to best address inappropriate behavior, it is necessary to evaluate the totality of the circumstances surrounding the behavior.

The following must be considered prior to determining the appropriate disciplinary measures:

The student’s age, maturity and developmental level
The student’s disciplinary record including the nature of any prior misbehavior, the number of prior instances of misbehavior, and the disciplinary and guidance intervention measures applied for each
The nature, severity and scope of the behavior
The circumstances/context in which the conduct occurred
The frequency and duration of the behavior
The number of persons involved in the behavior
The social-emotional status/needs of all persons involved in the behavior
The student’s Behavior Intervention Plan (BIP), if applicable
The student’s Individualized Education Program (IEP), BIP and/or 504 Accommodation Plan, if applicable

Restorative Practices

The district's vision is to provide a system of practices that will increase student engagement, and build academic and social achievement. Restorative practices allow a school community to build relationships, problem solve, repair harm and learn. Practices include collaborative negotiation, circle process, peer mediation, conflict resolution and formal restorative conferencing. In this approach, relationships are the most important way we learn about the world and ourselves.

A restorative practice school and community believes:

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

Discipline Guidance for Early Childhood

This Handbook establishes discipline policies for students in grades K-12. Robbinsdale Area Schools recognizes students enter early childhood programs at varying school readiness levels and from a variety of backgrounds, and thus early childhood students demonstrate a wide range of developmentally “typical” behaviors and skills. Early childhood education staff should use supportive environments, proactive measures, positive reinforcement and responsive strategies to guide and teach expected student behavior. Children in early childhood education programs may not be suspended or expelled without approval by cabinet-level administration.

Levels of Corrective Strategies

The Handbook holds students accountable for their behavior. Infractions are grouped into four progressive levels based on the severity of the infraction. Whenever possible and appropriate, the response to misconduct should begin with the lowest level of disciplinary response and should include appropriate supports and interventions.

Each level provides the districtwide expectations, examples of expected behavior, infractions of expectations and choices to address student infractions. Definitions for each behavior are included at the end of each level. These examples are not intended to be exhaustive lists; that is, the behaviors covered by the definitions include, but are not limited to, the examples given.



LEVEL 1 EXPECTATIONS AND CORRECTIVE STRATEGIES

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

DISTRICTWIDE EXPECTATIONS What is Expected of Students	EXPECTED BEHAVIORS What Students Should Do	INFRACTIONS OF EXPECTATIONS What Students Should Not Do	CHOICES TO ADDRESS STUDENT INFRACTIONS These are not intended to be the only choices or sequential
BE SAFE	Use considerate communication Follow schoolwide behavioral expectations and abide by classroom rules, routines and procedures	Engage in Inappropriate Communication Use Disruptive Behavior	Restorative Practices Making amends to those harmed or offended Verbal correction Providing a reflective activity Re-teaching behavioral expectations Creating a behavior contract that includes expected student behaviors and consequences for infractions and/or incentives for demonstrating expected behavior
BE ENGAGED	Follow schoolwide schedule expectations and arrive on time to class Listen to adults and follow directions	Exhibit Chronic Tardiness Fail to Follow Directions	School Community Service Loss of privileges In-class time-out
BE RESPONSIBLE	Be honest Use communication devices according to school policy	Engage in Fraud/ Provide False Identification Use Electronic Communication Devices in Violation of School Policy	Removal from class to another supervised classroom (less than one hour) Mediation Detention, during which the student completes school work Alternative in-school educational programming, during which school work is completed, for less than half a day In-school suspension, during which school work is completed, for more than half a day Restitution

LEVEL 1

DEFINITION OF TERMS

Chronic Tardiness

Students are expected to follow schoolwide schedule expectations and arrive on time to class. Students must not habitually arrive at class after the bell or signal that class has started.

Disruptive Behavior

Students are expected to follow schoolwide behavioral expectations and abide by classroom rules, routines and procedures. Students must not interrupt the learning of others or behave in a manner that causes disruption to the school environment. If a teacher or other school adult is prevented from starting an activity or lesson, or has to stop what he or she is doing to try to stop the student's behavior, the behavior is considered disruptive. For example, if a student causes a disruption in the classroom by talking, making noises, throwing objects, play fighting, horseplay or otherwise distracting one or more classmates, the student is engaging in disruptive behavior.

Electronic Communication Devices

Electronic devices may be brought to school only in accordance with school policy. Students must use communication devices according to their school's policy (a school may choose to develop a specific plan related to the authorized use of electronic devices). Electronic communication devices must be turned off during school hours unless allowed by school policy.

Failure to Follow Directions

Students are expected to follow the instructions of school staff. School staff include administrators, teachers, educational assistants (EAs), secretaries, security personnel, custodians, bus drivers, lunchroom workers, school volunteers, etc. If students do not obey the instructions and/or directions given by school staff, the behavior may be considered disobedient.

Fraud/False Identification

Students are expected to be honest. Students must not sign or give a name other than their own.

Inappropriate Communication

Students are expected to speak considerately to others. Examples of inappropriate communication include put-downs, swearing, threatening, making fun of, or negatively talking about a person or their family.



LEVEL 2 EXPECTATIONS AND CORRECTIVE STRATEGIES

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

DISTRICTWIDE EXPECTATIONS What is Expected of Students	EXPECTED BEHAVIORS What Students Should Do	INFRACTIONS OF EXPECTATIONS What Students Should Not Do	CHOICES TO ADDRESS STUDENT INFRACTIONS These are not intended to be the only choices or sequential
BE SAFE	All communication in the school is to be conducted with kindness Resolve conflicts peacefully Associate with peers and adults who engage in safe, respectful and responsible behavior Protect your own health and safety, and the health and safety of others Obey the law regarding combustibles	Engage in Harassment Make Depictions of Prohibited Conduct Engage in Inappropriate Physical Contact (no bodily harm) Using Tobacco/ Smoking Use/Possess Combustibles - Elementary	Restorative practices Making amends to those harmed or offended Verbal correction Providing a reflective activity Re-teaching behavioral expectations Creating a behavior contract that includes expected student behaviors and consequences for infractions and/or incentives for demonstrating expected behavior Parent/guardian notification Parent/guardian conference Loss of privilege School community service Monetary restitution Consecutive day removal (up to five) to another supervised classroom during a designated subject
BE ENGAGED	Be at school during all school hours	Be Truant	Mediation
BE RESPONSIBLE	Take care of school property Use your own belongings unless explicit permission from the owner is given to borrow an item Do your own work Be honest	Engage in Property Damage/Vandalism (Under \$500) Engage in Minor Theft/Possession of Stolen Property (Under \$500) Cheating Gambling	Detention (during which the student completes school work) Alternative in-school educational programming, during which school work is completed, for less than half a day In-school suspension time, during which school work is completed, for more than half a day Referral to behavioral interventionist for tobacco/chemical infraction Potential police notification

LEVEL 2

DEFINITION OF TERMS

Cheating

Students are expected to do their own work. Students must not use, submit or attempt to obtain data or answers dishonestly, by deceit, collusion or by means other than those authorized by the teacher.

Examples of acts of cheating/plagiarism include any appropriation, literary theft, falsification, counterfeiting, piracy, fraud or unsupervised possession of any federal-, state- or district-mandated tests. Plagiarism includes, but is not limited to, copying word for word from references such as books, magazines, research materials or the Internet.

Depictions of Prohibited Conduct

Students are expected to use technology and other resources in a safe and responsible manner.

Students must not make, produce or distribute videos, images, sound recording or other mediums that show behavior prohibited by the Student Handbook Rights and Responsibilities (including recording of any staff member without permission) on school property or at school events, including using school-owned or personal electronic devices (i.e., laptops, Chromebooks, iPads, tablets, e-readers, cellphones or video or still cameras). Depictions of such conduct on social networking sites such as Facebook, YouTube, Instagram, Snapchat or any other similar websites are prohibited. Any representations of prohibited behavior must be immediately turned over to the principal or the principal's designee. Reproduction and distribution of these items will result in disciplinary action.

Gambling

Students should choose games which align with the expected behaviors in the Student Handbook Rights and Responsibilities. Students must not play games of cards, chance or dice for money or other items, except if such games are played at a school-sponsored activity for educational purposes.

Harassment

All communication in the school is to be conducted with kindness. Students must not use words (written, verbal, electronic), gestures, photographic images, drawings or any form of communication to harass another person. This includes harassment based on race, gender, religious beliefs, nationality, disability or sexual orientation. See Board Policy No. 413 on [Harassment and Violence](#) for more detailed information.

Minor Theft/Possession of Stolen Property (Under \$500)

Students must use only their own belongings unless explicit permission from the owner is given to borrow an item. Students must not take anything that does not belong to them. Students must not have anything that they know, or have reason to know, has been stolen. Students must not use school-owned or personal equipment to conduct illegal activity.

Physical Contact (no bodily harm)

Students must get help when needed to solve problems nonviolently. Students must not engage in non-serious but inappropriate physical contact, such as pushing, play fighting and intimidation.

Property Damage/Vandalism (Under \$500)

Students must take care of school property. Students must not damage, break, destroy or misuse school property or anything that belongs to someone else.

Tobacco/Smoking

Students are expected to protect their own health and safety, and the health and safety of others. Students must not possess, smoke or use any kind of tobacco product or associated paraphernalia including e-cigarettes and vaping.

Truancy

Students are expected to be at school. Students may not receive an "unexcused absence" for 1/2 day or more.

Use/Possession of Combustibles - Elementary

Students must obey the law regarding combustibles. Students must not use or be in possession of substances/objects capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid, etc.).



LEVEL 3 EXPECTATIONS AND CORRECTIVE STRATEGIES

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

DISTRICTWIDE EXPECTATIONS What is Expected of Students	EXPECTED BEHAVIORS What Students Should Do	INFRACTIONS OF EXPECTATIONS What Students Should Not Do	CHOICES TO ADDRESS STUDENT INFRACTIONS These are not intended to be the only choices or sequential
BE SAFE	All communication in the school is to be conducted with kindness Resolve conflicts peacefully Obey laws regarding fire safety Seek help when needed to solve problems nonviolently Interact safely with peers Bring objects and materials to school that are required for learning and participating in activities Maintain a safe and productive learning environment Abide by speed limits and traffic signals Maintain appropriate boundaries with peers Obey the law regarding combustibles Protect your own health and safety, and the health and safety of others	Bullying Fighting* False Fire Alarms or Bomb Reports/Tampering with Fire Alarm System Engage in Gang Activity Engage in Group Violence* Engage in Harmful Physical Contact* Hazing Engage in Physical Contact with Staff Possession/Use of Other Weapons or Objects, not a firearm and not meeting Minnesota Statute dangerous weapon definition, with no intent Property Damage/Vandalism (Over \$500) Engage in Substantial Disruption Reckless Driving Engage in Sexually Inappropriate Behavior Use/Possession of Combustibles - Secondary Use/Possession of Drugs, Alcohol or Other Controlled Substances Engage in Extortion/Robbery Make Threats	Restorative practices Making amends to those harmed or offended Verbal correction Providing a reflective activity Re-teaching behavioral expectations Creating a behavior contract that includes expected student behaviors and consequences for infractions and/or incentives for demonstrating expected behavior Parent/guardian notification Parent/guardian conference Alternative in-school educational programming, during which school work is completed, for less than half a day In-school suspension, during which school work is completed, for more than half a day Monetary restitution Out-of-school suspension (partial day and up to five days) Potential police notification Removal from classroom Referral to behavioral interventionist for tobacco/chemical infraction Collaborative Conversation Meeting at District Office Administrative Review

*Based on the severity of the incident and/or multiple incidents of fighting, group violence or harmful physical contact at the secondary level may result in disciplinary review at the district office or be classified as a Level 4 behavior.

BE SAFE	Respect other people and their decisions Be kind to other people		
BE RESPONSIBLE	Stay in designated areas of the school to which they have been assigned Use your own belongings unless explicit permission from the owner is given to borrow an item	Trespassing, Including During Periods of Dismissal or Suspension Committing Major Theft/ Possessing Stolen Property (Over \$500)	

LEVEL 3 DEFINITION OF TERMS

Bullying

Communication should be conducted with kindness. Bullying means intimidating, threatening, abusive or harming conduct that is objectively offensive and:

1. There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior, and the conduct is repeated or forms a pattern; or
2. Action materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.

This includes using technology or other electronic communication that disrupts students' learning or the school environment. See Board Policy No. 514 on [Bullying Prohibition](#) for more information.

Extortion/Robbery

Students are expected to respect other people and their decisions. Students must accept "no" for an answer when making a request of another person. Extortion means getting money or a promise by using threat or force. Students must not make a person do anything he or she does not want to do by using threat or force. Students must not take another person's property. Students must not take or attempt to take from another person any property by force or threat of force.

False Fire Alarms or Bomb Reports/Tampering with Fire Alarm System

Students must obey laws regarding fire safety. Students must not set off a fire alarm at any time unless there is an emergency. Destroying or damaging a fire alarm is prohibited. Students must not falsely call or make a report to 911 or other emergency personnel.

Fighting

Conflicts must be resolved peacefully. Students must not physically fight with another person. Fighting involves the exchange of mutual physical contact, e.g., shoving, kicking, hair pulling, biting and hitting, with or without injury (i.e., mutual combat).

Gang Display/Activity

Students should associate with peers and adults who engage in safe, respectful and responsible behavior. Students may not engage in gang activity. Students may not display signs or be 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 a gang member by a reliable source
8. Is arrested in the company of 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

Group Violence

Students should interact in a positive manner with their peers. Students must not plan, instigate or participate with another or others, in an incident of group violence.

Hazing

Students should interact safely with peers. 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. See [Board Policy No. 526 - Hazing](#) for a more detailed definition and information.

Harmful Physical Contact

Students must seek help to solve problems nonviolently. Students must not engage in actions involving serious physical contact where injury did occur.

Major Theft/Possession of Stolen Property (Over \$500)

Students must use only their own belongings unless explicit permission from the owner is given to borrow an item. Students must not take anything that does not belong to them. Students must not possess anything that they know, or have reason to know, has been stolen. Students must not use school-owned or personal equipment to conduct illegal activity.

Physical Contact with Staff

Students must seek help to solve problems nonviolently. Students must not engage in physical contact toward staff. Students who engage in physical contact toward staff may have up to a five-day suspension pending a school investigation. Students may be recommended for an administrative review/hearing based on the outcome of the investigation.

Possession of Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition, with no intent

Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students must keep dangerous weapons out of school. Other weapon includes any device or instrument – including any non-conventional weapon – which, in the manner it is used or intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm, or fear of any degree of bodily harm.

- Other weapons include but are not limited to knives with blades under 2.5 inches, fake knives, look-alike weapons, clubs, metal knuckles, chains, poisons, arrows, bats, nunchucks, throwing stars, stun guns, mace and other propellants and other objects that have been modified to serve as a weapon, etc.

Property Damage/Vandalism (Over \$500)

Students must take care of school property. Students must not damage, break, destroy or misuse school property.

Reckless Driving

Students must abide by speed limits and traffic signals. Students must not drive on school property in such a manner as to endanger persons or property.

Sexually Inappropriate Behavior

Maintain appropriate boundaries with peers. Students must not engage in sexual behavior, including but

not limited to, sexual intercourse, displaying or distributing sexually explicit materials, indecent exposure and other sexual contact.

Substantial Disruption

Students are expected to help maintain a safe and productive learning environment. Students must not engage in or cause disruptive behavior which creates a substantial risk of (or results in) injury or significantly disrupts learning (e.g., throwing chairs, causing the evacuation of classrooms, eloping to unsafe areas).

Threats

Students are expected to be kind to other people. Students may not make any oral, written or physical threat, sign, or act which conveys intent to cause harm or violence, even made in jest.

Trespassing, Including During Periods of Dismissal or Suspension

Students must stay in designated areas of the school to which they have been assigned. Students must have permission from a building administrator, or be escorted by a parent/caregiver or emergency contact person, to enter a building other than their own. Students must not return to any school while assigned to the Alternative Education Services programs, or under expulsion or removal, except with permission from a building administrator and under escort by a parent/caregiver or emergency contact person.

During Alternative Education Services placement, students may not go to any school, or school activity, other than the the school to which they are assigned, except with specific permission and supervision as described in this paragraph. Minn. Stat § 609.605, subd. 4.

Use/Possession of Combustibles - Secondary

Students must obey the law regarding combustibles. Students must not use or be in possession of substances/objects capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid, etc.).

Use/Possession of Drugs, Alcohol or Other Controlled Substances

Students are expected to protect their own health and safety, and the health and safety of others. Students must not bring alcohol or illegal drugs to school or school activities. Students must not use, be under the influence of or buy or sell alcohol or illegal drugs. This section also applies to any substance made to look like, or represented to be, illegal drugs or alcohol and any related paraphernalia. Students are permitted to bring prescribed or over-the-counter medication to school only with permission from parents and with the authorization and supervision of their doctor and school administrator or administrator's designee. Prescribed or over-the-counter medication is for the student's use only. A student must not sell or give prescribed or over-the-counter medication to anyone at school.



LEVEL 4 EXPECTATIONS AND CORRECTIVE STRATEGIES

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

DISTRICTWIDE EXPECTATIONS What is Expected of Students	EXPECTED BEHAVIORS What Students Should Do	INFRACTIONS OF EXPECTATIONS What Students Should Not Do	CHOICES TO ADDRESS STUDENT INFRACTIONS These are not intended to be the only choices or sequential
BE SAFE	<p>Seek help when needed to solve problems nonviolently</p> <p>Bring objects and materials to school that are required for learning and participating in activities</p> <p>Obey laws regarding fire safety</p> <p>Students are expected to be kind to other people</p>	<p>Engage in Assault (must meet the threshold of the definition below)</p> <p>Possession/Use of a Dangerous Weapon Other than a Firearm</p> <p>Possession/Use of a Firearm</p> <p>Possession/Use of Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition, with use or intent to use</p> <p>Engage in Arson</p> <p>Engage in Threats of Violence</p>	<p>Restorative practices</p> <p>Out-of-school suspension (partial day and up to five days)</p> <p>Administrative transfer</p> <p>Monetary restitution</p> <p>Interim alternative educational placement</p> <p>Referral to behavioral interventionist for tobacco/chemical infraction</p> <p>Potential police notification</p> <p>Administrative hearing in lieu of expulsion</p> <p>Expulsion referral</p>
BE RESPONSIBLE	Students must protect the safety and the rights of others	<p>Selling Drugs or Controlled Substances</p> <p>Sexual Assault</p>	

LEVEL 4 DEFINITION OF TERMS

Arson

Students must obey fire safety laws and keep school property safe. Students must not plan and/or participate in malicious burning of property. The use of a combustible or flammable liquid is prohibited. Minn. Stat § 609.561 - 609.5632 (arson in 1st through 5th degrees).

Assault

Students must get help when needed to solve problems nonviolently. Students must not commit an act with intent to cause fear in another of immediate bodily harm or death; or intentionally inflict or attempt to inflict bodily harm upon another. Minn. Stat § 609.224.

Possession/Use of a Dangerous Weapon Other than a Firearm

Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students may not bring dangerous weapons to school. 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),

Possession/Use of a Firearm

Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students may not bring firearms to school. 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 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.

Possession/Use of Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition, with use or intent to use

Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students may not bring weapons to school. Other weapon includes any device or instrument – including any non-conventional weapon – which, in the manner it is used or intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm or fear of any degree of bodily harm. Other weapons include but are not limited to knives with blades under 2.5 inches, fake knives, look-alike weapons, clubs, metal knuckles, chains, poisons, arrows, bats, nunchucks, throwing stars, stun guns, mace and other propellants, and other objects that have been modified to serve as a weapon, etc.

Minn. Stat § 609.02, subd. 7 & 7a (def. great bodily harm, substantial bodily harm),

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

Selling Drugs or Controlled Substances

Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students may not sell or distribute legal or illegal drugs, synthetic drugs/imitations, alcohol, or other controlled substances. Students may be referred for a chemical use assessment.

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

Minn. Stat § 152.02,

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

Sexual Assault

Students must protect the safety and rights of others. Students must not sexually attack nor sexually abuse another person. Students must not engage in non-consensual sexual intercourse, sexual contact or indecent exposure with another person.

Threats of Violence

Students are expected to be kind to other people. Threatening directly or indirectly to commit any crime of violence with intent to terrorize another or to cause evacuation of a building, place of assembly or vehicle or otherwise to cause serious public inconvenience or ^{ig}reckless disregard of the risk of causing such terror or inconvenience.

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

STUDENT DRESS CODE

Student dress code expectations are outlined in the [Administrative Procedure 504AP: Student Dress and Appearance](#).

Appropriate clothing includes, but is not limited to the following:

1. Clothing appropriate for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing appropriate for the activity (i.e. physical education or the classroom).

Inappropriate clothing includes, but is not limited to, the following:

1. Clothing that shows intimate parts.
2. Clothing bearing a lewd, vulgar or obscene message.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, or advances any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in [Policy 413](#).
5. Any apparel or footwear that would damage school property.
6. Masks, face paint or clothing limiting or preventing identification of a student.
7. Clothing worn in a manner that displays undergarments.

TRANSPORTATION EXPECTATIONS AND CONSEQUENCES

Transportation expectations and consequences are based on the [Student Transportation Safety School Board Policy 709](#) and are mandated by state statute. The school district bus safety rules are posted on every bus. 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.

Riding a 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 school students.

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 personnel. Serious misconduct will be reported to the Department of Public Safety and may be reported to local law enforcement.

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.

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.

Consequences as required by the district's Student Handbook and Discipline Policy. Students may lose their bus privileges as a result of progress discipline.



ALTERNATIVE EDUCATION 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. A suspension for more than five school days must have prior approval from the superintendent/designee with a reason for the longer suspension.

Alternative educational services are defined in Minn. Stat § 121A.41 as the following: “Alternative educational services” may include, but are not limited to, special tutoring, modified curriculum, modified instruction other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework or enrollment in another district or in an alternative learning center under section 123A.05 selected to allow the pupil to progress toward meeting graduation standards under section 120B.01, although in a different setting.

Generally, Robbinsdale Area Schools (RAS) provides alternative educational services according to the following schedule:

LENGTH OF SUSPENSION	SCHOOL SERVICES PROVIDED	ADMINISTRATOR PROVIDED OR DESIGNEE RESPONSIBILITY	PARENT/GUARDIAN RESPONSIBILITY
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 instruction through electronic media 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.

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 Assistant Superintendent.

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 763-504-8070.

DISCIPLINE GUIDELINES FOR SPECIAL EDUCATION STUDENTS

Summary of Required Action Described in Minnesota Pupil Fair Dismissal Act and IDEA

	IEP Team Meeting Required	Manifestation Determination Required	*Functional Behavioral Assessment Plan Required	Provision of Services	Notify	Other Notes
Student removed for 1 school day or less	No ¹	No ¹	No ¹	No	IEP Case Manager	Counts toward the 10 cumulative days
Student suspended for less than 10 consecutive school days	No ¹	No ¹	No ¹	No	IEP Case Manager	5 days of Alternative Education Services
Student suspended for 10 consecutive school days	Yes	Yes	No ¹	Yes	IEP Case Manager, Coordinator, Supervisor	FBA and BIP must be reviewed
Student removed for 10 cumulative school days in a school year or more (Every day after the 10th day of suspension, the IEP team must follow this process)	Yes	Yes (on or prior to the 10th day)	Yes	Yes	IEP Case Manager, Coordinator, Supervisor	FBA must be completed. <i>IEP must include a Positive Behavior Plan</i> Must be afforded special education services/ supports to make progress toward graduation
Student placed on in-school suspension	No ³	No ³	No ³	Yes	IEP Case Manager	
Parent requests a manifestation determination following any removal for disciplinary reasons	Yes	Yes	No ¹	No	IEP Case Manager	
Student suspended from the bus	Depends ⁴	Depends ⁴	Depends ⁴		IEP Case Manager	

1 Unless the removal brings the total number of cumulative days to more than 10, or the parent requests a meeting.

2 Student must access services at least equivalent to the services a student without a disability would receive.

3 An in-school suspension or district modified learning center placement would not be considered a part of the days of removal as long as the student is afforded the opportunity to continue to appropriately progress in the general curriculum, continue to receive the services specified on his or her IEP and continue to participate with non-disabled children to the extent they would have in their current placement.

4 If bus transportation is part of the student's IEP, a bus suspension would be treated as a removal unless the school provides transportation in some 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 part of the student's IEP, a bus suspension typically would not be a removal.

*For students with disabilities whose behavior impedes the student's participation in school, a functional behavioral assessment (FBA) is an essential tool to understand the causes of the student's behavior. A behavior intervention plan (BIP) after an FBA provides specific approaches to address the student's behavior. If one is not completed, the team must convene to evaluate and implement into the student's IEP.

Students with Disabilities and Students with an Individual Education Program (IEP)

When a student with a disability has been suspended for five consecutive school days or after the 10th cumulative school day within the school year, the IEP team must meet to hold a manifestation determination meeting. The team will determine if the behavior is related to the student's disability.

A dismissal for one school day or less is a day of suspension if the student with a disability does not receive regular or special education instruction during that dismissal period. A student 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 student's IEP team, and the student's parent shall, consistent with federal law, determine whether the student's behavior was caused by or had a direct and substantial relationship to the student's disability and whether the student's conduct was a direct result of a failure to implement the student's individualized education program. When a student with a disability who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the district shall continue to provide special education and related services during the exclusion or expulsion. Minn. Stat. § 121A.43.

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 a significant change of placement. A qualified student with a disability may not be suspended for more than 5 consecutive school days or 10 cumulative school days without a manifestation determination conducted by the student's 504 team.

SUPPORT OPTIONS

Administrative Transfer and Safety Committee

The Robbinsdale Area Schools Administrative Transfer and Safety Committee exists for the purpose of ensuring students are enrolled in an appropriate environment for learning to occur. It is the responsibility of the District Administrative Transfer and Safety Committee to determine the most appropriate course of action including approving the administrator's request for administrative transfer and selection of the new enrollment location, or denying the request. The Administrative Transfer and Safety Committee uses a variety of criteria, including this handbook, Minnesota state statutes, a review of the student's records, enrollment data, and past practice, to determine the most appropriate placement for the student. If a student receives an administrative transfer, the receiving school staff will implement practices to positively support the student's transition (e.g., assigning a buddy, Check and Connect, behavior contract). The Administrative Transfer and Safety Committee meets during the school year and strives to ensure that each request is vetted with the best interests of the student, family, and staff in mind. Members of the Administrative Transfer and Safety Committee include, but are not limited to staff from the following Robbinsdale Area Schools departments: Cabinet members, Building Administrators, Achievement and Integration, Special Education and Federal Programs.

School Resource Officers (SRO)

School Resource Officers (SROs) are sworn officers represented from our communities. SROs work in partnership with school administrators at the middle and high school to provide the safest learning environment possible. The SROs' primary function is law enforcement.

When there is legitimate educational interest, school administrators may consult with the SRO in the building. This does not preclude separate proceedings or consequences by local law enforcement for the actions of this student. Administrators will involve the SRO or other law enforcement authorities as necessary. If a student violates a district policy that also violates a law, a contact may be made with local law enforcement for possible intervention.

Threat Assessment

The multi-disciplinary Building District Crisis Team or a representative of the team will evaluate threats of violence to self or others and threatening behaviors, and determine the probability that a person will carry out a threat. Threat assessments involve three major components including identification of the threat, assessment of the seriousness of the threat, and management through intervention plans. All threats will be considered serious and properly investigated. Law enforcement including school resource officers may be contacted to aid in the threat assessment. The purpose of a threat assessment evaluation is to guide a site-based threat assessment team through an information gathering process that will result in a supervision plan to maximize student safety. The District Crisis Team shall provide training, resources, and on-site assistance when requested.

PARENT/GUARDIAN GUIDE AND REFUSAL TO STUDENT PARTICIPATION IN STATEWIDE TESTING FORM

State Testing

The Minnesota Comprehensive Assessments (MCAs) and alternate assessment, Minnesota Test of Academic Skills (MTAS), are the statewide tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Students take one test in each subject. Most students take the MCA, but students who receive special education services and meet eligibility criteria may take the MTAS.

PLEASE NOTE: Minnesota Comprehensive Assessments scores will soon be used in determining course placement at Minnesota State Colleges and Universities. A student's MCA score could potentially save them significant money by demonstrating that they do not need to take non-credit bearing developmental courses. [Click here](#) to learn more.

Test Security Information for Students

As part of a culture of academic integrity, we would like to remind families and students of the importance of test security and the expectation that students will keep test content secure and act with honesty and integrity during test administration. The district expects students to do the following:

- Students should do their own best work to show what they know and can do.
- Students should not accept help finding answers to test items.
- Students should not give answers to other students.
- Students should not tell others what is on the test.
- There may be consequences if students do not follow directions or if they behave dishonestly.

Cell Phones

Students may NOT use cellphones, wearable technology (e.g., smart watches, fitness trackers) or any other device (except the school-owned device being used for testing) at any time during testing, including during breaks. Students are not to use these devices even when testing is completed. If a schoolwide testing is scheduled for a block of time, devices should not be used during that block of time, even if that student has completed their testing.

Test monitors are expected to inform students that they cannot receive or view calls, texts or alerts during test administration. If a student has a cell phone or other electronic device in a testing room, the following procedures will be followed:

- Student must turn cell phone (or other device) OFF (not just silenced, as personal alarms could still be active).
- Student is given an envelope. The envelope must cover the contents of the phone (device) - it cannot be clear.
- Student places phone (device) in envelope, seals the envelope and stores the envelope where it will be inaccessible during testing.
- If a student receives a notification (e.g., ringtone, vibration) during testing, the student must hand the phone (device, which should be in an envelope) to the Test Monitor.

Students also may not wear or access wearable technology during testing if the device can electronically send or receive information. If one of these devices is worn during testing, the student's test must be invalidated because the device is visible and accessible, regardless of whether it was used or not.

Test Security Concerns

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

Maintaining the integrity of tests and test items is of great importance to the Minnesota Department of Education. Improper or unethical behavior by students or educators undermines the validity of test score interpretation. You may also report suspected incidents of cheating or piracy of test items using the [Minnesota Statewide Test Security Tip Line](#) or by contacting the Minnesota Department of Education (mde.testing@state.mn.us or 651-582-8674).

Frequently Asked Questions: Why Statewide Test Results Matter

Minnesota's statewide tests are objective, standardized measures of student achievement on academic or proficiency standards. Students, families, teachers and administrators use statewide test results as part of a comprehensive system for evaluating learning. Answers to frequently asked questions explain the purpose for statewide testing and why it is important to ensure the integrity of test scores: [Frequently Asked Questions: Why Statewide Test Results Matter](#).

Student Participation in Statewide Assessments

Minnesota Statutes, section 120B.31, subdivision 4a, requires the Minnesota Department of Education (MDE) to publish a form for parents/guardians to complete if they refuse to have their student participate in state-required standardized assessments. The Parent/Guardian Guide to Statewide Testing document provides some basic information to help parents/guardians make informed decisions that benefit their child and their school and community. The form to meet this legislative requirement is available at the link below; it must be returned to your student's district. Your student's district may require additional information.

[Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing Form](#)



This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student’s achievement, but your student’s participation is important to understand how effectively the education at your student’s school is aligned to the academic standards.

- In Minnesota’s implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered “proficient.”
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

<p style="text-align: center;">Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)</p> <ul style="list-style-type: none"> • Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8, and high school for science. • Majority of students take the MCA. • MTAS is an option for students with the most significant cognitive disabilities. 	<p style="text-align: center;">ACCESS and Alternate ACCESS for English Learners</p> <ul style="list-style-type: none"> • Based on the WIDA English Language Development Standards. • Given annually to English learners in grades K–12 in reading, writing, listening, and speaking. • Majority of English learners take ACCESS for ELLs. • Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.
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Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCA are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three-page form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

*To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.*

Date _____ (This form is **only** applicable for the 20____ to 20____ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](http://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

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

_____ MCA/MTAS Reading

_____ MCA/MTAS Science

_____ MCA/MTAS Mathematics

_____ ACCESS/Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered "proficient."

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only.

Student ID or MARSS Number _____

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 responsibly use the district's electronic equipment, systems and Internet access in compliance with the [Network/Internet Acceptable Use and Safety Policy, Policy 524](#).

Acknowledgment and acceptance of the student behavior handbook constitute notice and acceptance of the Network/Internet Acceptable Use and Safety Policy. School Board Policy 524



PARENT USE AGREEMENT: CHROMEBOOK (2019-2020)

Robbinsdale Area Schools provides every student in grades 3-12 with a Chromebook.

This device will be used to connect schools with students and families, allow students to express themselves in new and exciting ways, and to personalize the learning experience for each student.

The Chromebook is a web-based device. Internet access is needed for most student work to be saved and shared.

If your student does not have internet access, please contact your school for information on low-cost Internet options for your family. Various locations in the community also provide free wireless Internet, including public libraries. Media Centers have a limited number of hotspots (mobile internet wifi devices) for overnight use.

The Chromebook and accessories are the property of Robbinsdale Area Schools and must be returned to Robbinsdale Area Schools at the end of each school year or withdrawal from school.

Fees will be assessed for negligent damage or a lost Chromebook, charger or case. Devices and accessories not returned on the date of student withdrawal from school will be reported as stolen to the local police department.



Students are responsible for the general care of their Chromebook.

Please handle it with care and ensure that your student:

- Brings the Chromebook to school every day, fully charged.
- Stores and charges the Chromebook in a secure, protected location.
- Uses the case provided and exercises care when Chromebook is transported.
- Reports any problems or damage to a teacher or library media center staff immediately.

Signing the acknowledgement card means that you have discussed responsible use and appropriate care of the device with your student, reinforcing the use of the device for educational purposes.

Your child will be held responsible for adhering to the District Safe Acceptable Use Policy (524) and Bullying Prohibition Policy (514) as outlined in the *Student Handbook: Rights and Responsibilities*.

The [Common Sense Media](#) organization provides information related to digital citizenship and guides for discussing technology use in the family.

2019-2020 CHROMEBOOK INSURANCE FEE AND DAMAGE/REPLACEMENT COSTS

The District offers accidental damage insurance for grades 5-12.

In an effort to protect families from unknown expenses that may occur from theft or accidental damage while the Chromebook is in the care of your child, the district requires insurance. The charge for insurance is \$25 per school year per student. If you have questions about the insurance, please contact a school administrator.

- The insurance fee covers first accidental damage. [Deductibles](#) apply to subsequent claims.
- The charger and case are not covered by the insurance.
- If your Chromebook is stolen, provide evidence that a police report was filed.
- Damage caused by misuse is not covered by district insurance.

Insurance details:

Chromebook Insurance Fee	
Insurance Fee	\$25.00

Damage Deductible	With Insurance	Without Insurance
First occurrence (per school year)	No Cost	\$60.00
Two or more occurrences (per occurrence per school year)*	\$25.00 (each)	\$60.00 (each)

*Also generates a "Tech Misuse" discipline referral.

Theft or Loss Deductible	With Insurance	Without Insurance
Theft with a police report (per occurrence per school year)	No Cost	No Cost
Loss due to negligence (per occurrence per school year)	\$100.00 (each)	\$150.00 (each)

DISCIPLINE & CHROMEBOOK GUIDELINES

Dear Students and Families:

Please sign below, along with your student, to indicate that you have reviewed with your student the 2019-20 Student Handbook Rights & Responsibilities & the Parent Use Agreement: Chromebook (2019-20).

Signatures below indicates the student understands their responsibilities and is expected to follow the district guidelines in the 2019-2020 Student Handbook Rights & Responsibilities, the school and bus safety rules and the Parent Use Agreement: Chromebook (2019-2020).

2019-2020 Student Handbook Rights & Responsibilities <small>https://rdale.org/students/student_rights_and_responsibilities_handbook</small>	(2019-2020) Parent Use Agreement: Chromebook <i>Grades 3-12</i> <small>https://rdale.org/chromebook_agreement</small>
Student (print name) _____	Student (print name) _____
Student Signature _____	Student Signature _____
Date: _____	Date: _____
Parent (print name) _____	Parent (print name) _____
Parent Signature _____	Parent Signature _____
Date: _____	Date: _____

HOW TO REACH US

Robbinsdale Area Schools Main Number

Education Service Center 4148 Winnetka Avenue North, New Hope	763-504-8000
Early Childhood Family Education	763-504-4170
Early Childhood Preschool	763-504-5330
Food Services/Nutrition Services	763-504-8050
Robbinsdale Academy/Highview	763-504-8703
Student Services	763-504-8027
Transportation	763-504-8107

SCHOOLS

ELEMENTARY

Forest 6800 47th Avenue North, Crystal	763-504-7900
Lakeview 4110 Lake Drive, Robbinsdale	763-504-4100
Meadow Lake 8525 62nd Avenue North, Brooklyn Park.....	763-504-7700
Neill 6600 Medicine Lake Road, Crystal.....	763-504-7400
Noble 2601 Noble Avenue North, Golden Valley	763-504-4000
Northport 5421 Brooklyn Boulevard, Brooklyn Center.....	763-504-7800
Sonnesyn 3421 Boone Avenue North, New Hope	763-504-7600
Zachary Lane 4350 Zachary Lane, Plymouth94.....	763-504-7300

MIDDLE SCHOOLS

Plymouth 10011 36th Avenue North, Plymouth	763-504-7100
Robbinsdale 3730 Toledo Avenue North, Robbinsdale.....	763-504-4800
Sandburg 2400 Sandburg Lane, Golden Valley.....	763-504-8200

HIGH SCHOOLS

Armstrong 10635 36th Avenue North, Plymouth.....	763-504-8800
Cooper 8230 47th Avenue North, New Hope	763-504-8500

MAGNET SCHOOLS

Fine Arts Interdisciplinary Resource (FAIR)

FAIR Crystal (grades 5-8) 3915 Adair Avenue North, Crystal	763-971-4501
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FAIR Pilgrim Lane (grades K-4) 3725 Pilgrim Lane North, Plymouth.....	763-504-8400
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Robbinsdale Spanish Immersion School (RSIS)

8808 Medicine Lake Road, New Hope.....	763-504-4400
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School of Engineering and Arts (SEA)

1751 Kelly Drive, Golden Valley	763-504-7200
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LINKS TO ADDITIONAL INFORMATION

For more information, visit the Robbinsdale Area Schools website (www.rdale.org) at the following links:

[Unified District Vision](#)

The Unified District Vision: High Intellectual Performance through Equity is the current strategic plan for Robbinsdale Area Schools. Adopted in 2014, this plan is a commitment by the entire community to prepare all students to be career, skilled trades and college ready.



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

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



[Student Services](#)

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



[Pupil Fair Dismissal Act](#)

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



[Minnesota State High School League](#)

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



[Health Services](#)

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



[Transportation Services](#)

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



[Harrassment, Violence, Discrimination or Bullying Report Form](#)

If you or someone you know has experienced harassment, violence, discrimination or bullying at school or at any school-related event for any reason, you may make a report to have the incident(s) investigated by the District. Any student, parent/guardian or district employee may complete this form and return it to any administrator, counselor or student services advocate.



[Special Education](#)

Robbinsdale Area Schools special education programs and services are designed to meet the needs of children and youth ages birth through 21 years with various disabilities. The Special Education website has contact information, resources for families and information on district practices.



SCHOOL BOARD POLICIES AND PROCEDURES

Additional [policies and procedures](#) can be found on the Robbinsdale Area Schools website under the School Board section.



Below is a list of relevant policies to the Student Academic and Behavior Handbook with a link to the policy on the district's website.

Board Policy No. 102 - [Equal Educational Opportunity](#)

Board Policy No. 413 - [Harassment and Violence](#)

Board Policy No. 501 - [Weapons](#)

Board Policy No. 502 - [Student Searches](#)

Board Policy No. 503AP - [Student Attendance](#)

Board Policy No. 503AP - [Student Attendance \(Spanish\)](#)

Board Policy No. 504AP - [Student Dress and Appearance](#)

Board Policy No. 505AP - [Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees](#)

Board Policy No. 507AP- [Corporal Punishment](#)

Board Policy No. 510AP - [School Activities](#)

Board Policy No. 512AP - [School Sponsored Student Publications and Activities](#)

Board Policy No. 514 - [Bullying Prohibition Policy](#)

Board Policy No. 515 - [Protection and Privacy of Student Records](#)

Board Policy No. 516 - [Student Medication](#)

Board Policy No. 521 - [Student Disability Nondiscrimination](#)

Board Policy No. 522 - [Student Gender Nondiscrimination](#)

Board Policy No. 524 - [Network Internet Acceptable Use and Safety Policy](#)

Board Policy No. 525AP - [Violence Prevention](#)

Board Policy No. 526 - [Hazing Prohibition](#)

Board Policy No. 527AP - [Student Use and Parking of Motor Vehicles Patrols Inspections and Searches](#)

Board Policy No. 528AP - [Student Parental Family and Marital Status Nondiscrimination](#)

Board Policy No. 529AP - [Staff Notification of Violent Behavior by Students](#)

Board Policy No. 532 - [Use of Peace Officers-Crisis Teams to Remove IEP Students](#)

Board Policy No. 534AP - [Unpaid Meal Charges](#)

Board Policy No. 580AP - [Education of Homeless Students](#)

Board Policy No. 707AP - [Transportation of Public School Students](#)

Board Policy No. 708AP - [Transportation of Nonpublic School Students](#)

Board Policy No. 709 - [Student Transportation Safety](#)

Board Policy No. 710AP - [Extracurricular Transportation](#)

Board Policy No. 711AP - [Video Recording on School Buses](#)

Board Policy No. 712AP - [Video Surveillance Other Than Buses](#)

Board Policy No. 801AP - [Equal Access to School Facilities](#)

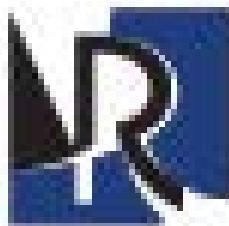
Board Policy No. 806 - [Crisis Management](#)

Board Policy No. 807- [Health and Safety](#)

Board Policy No. 899 - [Unmanned Aerial Vehicles/Drones](#)

Robbinsdale Area Schools - [Equity Policy](#)

NOTES



ROBBINSDALE Area Schools

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School Board of Robbinsdale Area Schools

Business Meeting – June 1, 2020

AGENDA SECTION: Operations

ITEM: 5B.1. First Reading of 20-21 Student Responsibility Handbook

COMMENTS BY: Marti Voight, Executive Director of Student Services; Dr. Candace Burckhardt, Special Education Supervisor; David Dahl, Principal of Leadership Development

A committee consisting of over 50 community members, teachers, school leaders, and district staff met throughout the school year to discuss changes to the 2020-2021 student handbook.

The committee met in-person on October 28, November 19, and January 23 and provided opportunities for virtual collaboration in February through April.

This work was also informed by recommendations from the Minnesota Department of Education's Model Code of Conduct working group and the Minnesota Department of Human Rights quarterly sessions. Here are the proposed changes for the next school year:

1. Create a more user-friendly document for families, students, and staff:
 - a. Add a revision date to the handbook near the beginning of the document.
 - b. Change page numbers to numerals from words (i.e., change from "two" to 2).
 - c. Create a hyper-linked table of contents for the online version
 - d. Add the UDV and Equity Policy after the Safe and Civil Schools Statement rather than linking it in the back of the document
 - e. Rename the section currently titled "Purpose of the Student Handbook" to "Goals for the Student Handbook" as recommended by MDE.
 - f. Add in culture as a consideration when determining a disciplinary response
 - g. Add a [Core Values](#) section as recommended by MDH and MDE.
 - h. Add a Getting Help section where a student or parent can learn how to get help with academic, personal, or medical issues.
 - i. Add a link to [Policy 531](#): Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school personnel must respect another person's right to make that choice

2. Changes to corrective strategies and behavior infractions:
 - a. Specify chronic tardiness and truancy for students in grades 6-12, and add in a link to the school board attendance policy in the definition ([503 AP](#)).
 - b. Change the name of "Depictions of Prohibited Conduct" to "Inappropriate Use of Electronic Technology"
 - c. Remove "including recording of any staff member without permission" from the definition of "Inappropriate Use of Electronic Technology".
 - d. Remove the behavior infraction "gang display/activity" because behaviors can be coded under different infractions and this is an area for potential bias. There were four instances of this in 19-20 and three instances in 18-19.

- e. Update the definition of harmful physical conduct to state: ““Students must seek help to solve problems nonviolently. Students must not engage in physically aggressive behavior which creates a substantial risk of or results in injury.”
- f. Update [language around our School Resource Officers](#):
School Resource Officers (SRO's) are sworn officers represented from our communities. SRO's work in partnership with school administrators at the middle and high schools to work with the school community to provide the safest learning environment possible. The SRO's primary function is law enforcement.

School administrators will consult with SRO's when a crime has been committed in the school. If a student violates a district policy that also violates a law, a contact may be made with local law enforcement for possible intervention. SRO's also serve as a resource to the instructional program in a school when information is requested regarding law enforcement or how first responders serve their community.

Recommended Action: Review proposed 20-21 Student Responsibility Handbook, moving forward for approval at the June 15, 2020 Regular Board Meeting.

School Board of Robbinsdale Area Schools

Business Meeting – June 1, 2020

AGENDA SECTION: Consent Agenda

ITEM: 6. Consent Agenda

COMMENTS BY: David Boone, Board Chair

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

- A. Administrative – draft minutes from May 18, 2020
- B. Personnel Matters – licensed and non-licensed personnel updates
- C. Financial Matters

Recommended Action: Approve the Consent Agenda items.

Roll Call Vote: Approve Consent Agenda – June 1, 2020

	Yes	No	Abstention
Helen Bassett _____	_____	_____	_____
David Boone _____	_____	_____	_____
Mike Herring _____	_____	_____	_____
Pam Lindberg _____	_____	_____	_____
Sam Sant _____	_____	_____	_____
Sherry Tyrrell _____	_____	_____	_____
John Vento _____	_____	_____	_____

Motion by: _____ **Yes:** _____ **Passed:** _____

Second by: _____ **No:** _____ **Failed:** _____

Abstentions: _____

A Regular Meeting of the School Board of Robbinsdale Area Schools was held Monday, May 18, 2020, beginning at 7:00 PM by teleconference pursuant to Minn. Statute 13D.021. Video recording of the meeting can be found at www.rdale.org/about_us/school_board/minutes__podcasts__webcasts/.

Call to Order and Roll Call

Chair Boone called the meeting to order at 7:02 p.m. Directors present: David Boone, Helen Bassett, Mike Herring, Pam Lindberg, Sam Sant, Sherry Tyrrell and John Vento; and Dr. Carlton Jenkins, Superintendent. Director(s) absent: none. There was a quorum; meeting was called to order.

Acceptance of the Agenda

MOTION: Director Vento moved approval and Director Sant seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors John Vento, Helen Bassett, Mike Herring, David Boone, Sherry Tyrrell, Sam Sant, and Pam Lindberg. And the following voted against the same: none. Motion passed.

Sharing the Success / Arts Showcase

[Arts Showcase: Cooper Chamber Strings](#)

[Robbinsdale Rapid Report](#)

Superintendent's Report

Dr. Carlton Jenkins, Superintendent, shared an update on the district's COVID-19 response and distance learning plan implementation along with the plans for virtual graduations and guidance for summer and fall programming.

Operations

[Approve Resolution Accepting Donations](#)

MOTION: Director Lindberg moved approval and Director Tyrrell seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors John Vento, David Boone, Mike Herring, Sherry Tyrrell, Sam Sant, Helen Bassett, and Pam Lindberg. And the following voted against the same: none. Said resolution was declared duly passed and adopted.

[Approve Resolution to Establish Other Post-Employment Benefits \(OPEB\) Advisory Committee](#)

MOTION: Director Vento moved approval and waived the reading. Director Sant seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors John Vento, David Boone, Mike Herring, Sherry Tyrrell, Sam Sant, Helen Bassett, and Pam Lindberg. And the following voted against the same: none. Said resolution was declared duly passed and adopted.

Consent Agenda

Consent Agenda items include administrative, personnel matters and financial matters.

MOTION: Director Lindberg moved approval and Director Bassett seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors John Vento, Mike Herring, David Boone, Helen Bassett, Sherry Tyrrell, Sam Sant, and Pam Lindberg. And the following voted against the same: none. Motion passed.

Board Reports

Each month Board Members share updates from their different committee assignments and attendance at district and community events. Before the Regular Meeting, Director Lindberg facilitated the Listening Session held at 6 p.m. by teleconference. Three Armstrong staff members and an AHS student advocated for the Writing Center.

Announcements

[May 18, 2020 Announcements](#)

Adjournment

MOTION: Director Vento moved approval and Director Herring seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors John Vento, Mike Herring, David Boone, Helen Bassett, Sherry Tyrrell, Sam Sant, and Pam Lindberg. And the following voted against the same: none. Meeting was adjourned.

Prepared and submitted by:
Nichol Sutton
Assistant Clerk, Robbinsdale Area Schools
Executive Assistant to the Superintendent and School Board

Signed: _____ Date: _____
School Board Clerk

8B2. Licensed Personnel

8B2a. Rescind Resignation

	<u>Name</u>	<u>Building</u>	<u>Title</u>	<u>Eff Date</u>
8B2a1.	Theodore Cincoski	FAIR Crystal	Science	05/19/20

8B2b. Resignation/Retirement

	<u>Name</u>	<u>Building</u>	<u>Title</u>	<u>Eff Date</u>
8B2b1.	Jacklyn Bartness	AHS	Math	06/04/20
8B2b2.	Danielle Grutkoski	LVE	Sp Ed	06/04/20
8B2b3.	Kathryn McNeely	AHS	Math	06/04/20
8B2b4.	Trenton Thompson	PMS	Counselor	06/04/20
8B2b5.	Clare Wodja	MLE	Grade 3	06/04/20

8B1. Non-Licensed Personnel

8B1a. Deceased

	<u>Name</u>	<u>Building</u>	<u>Title</u>	<u>Eff Date</u>
8B1a1.	Therese Deslauriers Fox (20 yrs.)	RMS	Child Nutrition	05/15/20

8B1b. Resignation/Retirement

	<u>Name</u>	<u>Building</u>	<u>Title</u>	<u>Eff Date</u>
8B1b1.	Diana Froistad (25 yrs.)	NHLC	ECFE EA	06/03/20
8B1b2.	Jean Gust (21 yrs.)	ESC	Office Employee	07/31/20

8B1a. Termination

	<u>Name</u>	<u>Building</u>	<u>Title</u>	<u>Eff Date</u>
8B1a1.	Emeka Ezenagu	ESC	Program Assistant	05/15/20

Announcements | June 1, 2020

Tuesday, June 2 - Adult Academic Virtual Graduation, 7 PM

Thursday, June 4 - Armstrong, Cooper & Robbinsdale Academy Virtual Graduations, 7 PM

Tuesday, June 9 - Community Connect, 5 PM

Monday, June 15 - School Board Listening Session, 6 PM

School Board Regular Meeting, 7 PM

Save the Date! Robbinsdale Area Schools Virtual Retirement Celebration, June 18, 4 PM

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School Board of Robbinsdale Area Schools

Business Meeting – June 1, 2020

AGENDA SECTION: Adjourn
ITEM: 8. Adjournment
COMMENTS BY: David Boone, Board Chair

This agenda item will bring closure to the School Board Business meeting.

Recommended Action: Call the Regular meeting to a close.

Roll Call Vote: Adjournment – June 1, 2020

	Yes	No	Abstention
Helen Bassett	_____	_____	_____
David Boone	_____	_____	_____
Mike Herring	_____	_____	_____
Pam Lindberg	_____	_____	_____
Sam Sant	_____	_____	_____
Sherry Tyrrell	_____	_____	_____
John Vento	_____	_____	_____

Motion by: _____ **Yes:** _____ **Passed:** _____

Second by: _____ **No:** _____ **Failed:** _____

Time of Adjournment: _____