

Steven Unowsky, Superintendent

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Minnesota Department of Human Rights

540 Fairview Ave N, Suite 201, St. Paul, MN 55104

MN DEPT OF HUMAN RIGHTS

To Whom It May Concern:

Please consider this letter and the following report to be our official Sept. 1, 2019 report to the MDHR in compliance with our agreement. RPS takes the issue of suspensions and disciplinary disparities seriously and will continue to take significant steps to improve our data related to our students.

Our goal in RPS is to reduce suspendable incidents, overall suspensions, and reduce disproportionality by demographic groups. We continued to implement a wide range of interventions designed to improve student data. Our report outlines ways we have improved our school climate, implemented effective professional development, created systems of response to behavior and continually monitored our progress while working to improve our outcomes for students.

We specifically have decided to measure our success through a decrease in suspensions and improvement in our demographic disproportionality. As our attached report shows, we have implemented and completed additional strategies designed to reduce suspensions. In this past year, we were highly successful in reducing suspendable incidents and overall suspensions. We were not as successful in this past year in reducing disproportionality.

In the coming year, we will continue the same work, continue our focus areas and we believe we will find success in continuing to reduce suspendable incidents, overall suspensions and in reducing disproportionality. At this time, we are not planning major changes, as we believe we are on the right track and will continue the momentum with expectations for improved results.

Sincerely,


Dr. Steven Unowsky

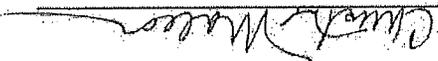
**Exhibit A
Strategies for Reducing Student Suspensions**

Strategies for Reducing Student Suspensions

Action Step	Person Responsible	By When
Positive School Climate	Person Responsible	By When
District Wide Equity Training Through Innocent Classroom	Assistant Superintendent	2019-2020
Superintendent Student, Staff and Community Advisory Committees	Superintendent	2018-2019
Developing positive student to student and staff to student relationships: Increase in social-emotional Behavior supports to schools	Executive Director of Special Services	2018-2019
Regular Meetings with School Resource Officers	Superintendent	Ongoing
Professional Development/Curriculum	Person Responsible	By When
Teachers, administrators, and support staff trained in Innocent Classroom Culturally Responsive Teaching practices, which includes cultural awareness and anti-bias training	Assistant Superintendent	Ongoing
Crisis Prevention Intervention for Special Education staff and administrators	Executive Director of Special Services	Ongoing
Behavior strategies and management training for classroom teachers	Director of Student Services	Began 2015-2016; Ongoing
Response to Behavior	Person Responsible	By When
Review and update school rights and responsibility	Executive Director	2019-2020

shall only initiate judicial proceedings to enforce this Collaboration Agreement if the parties reach an impasse after negotiating in good faith for 30 days.
19. Nothing within this Collaboration Agreement prevents either party from requesting public data from the other.

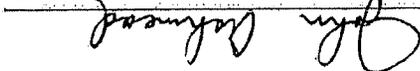
Christine Maleck, School Board Chair



Date

7/16/18

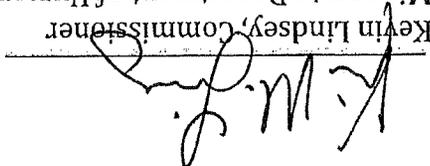
John Ashmead, School Board Clerk



Date

7/16/18

Kevin Lindsey, Commissioner
Minnesota Department of Human Rights



Date

7/19/18

and behavior handbooks	of Special Services	
Alternative to suspension program to be established for secondary students otherwise facing out of school suspension	Executive Director of Special Services	2018-2019
Principal consultation with Executive Director of Special Services prior to any student suspension of greater than three days	Executive Director of Special Services	2018-2019
Develop and implement consistent district-wide pre-suspension protocols for out of school suspension	Executive Director of Special Services	2018-2019
Develop and implement consistent district-wide post-suspension review process for out of school suspension	Executive Director of Special Services	2018-2019
Monitoring Progress	Person Responsible	By When
Superintendent to meet quarterly with each Principal to review all suspension data, broken down by race, gender, and disability status	Superintendent	Ongoing
Hiring Practices	Person Responsible	By When
Plan for recruitment and retention of staff which reflect our student population, consistent with applicable law	Chief Administrative and Human Resource Officer	Ongoing

<p>23-c. Metrics the District developed to measure the effectiveness of its Plan</p>	<p>22</p> <p>Plan for recruitment and retention of staff which reflect our student population, consistent with applicable law</p>	<p>Chief Administrative and Human Resource Officer</p>	<p>Ongoing</p> <p>No new data - staff report will be available in February 2020.</p>
<p>24-d. Summary data, as defined in Minnesota Statutes section 13.02, subdivision 19, containing the following information: 1. the number of suspensions, expulsions, and expulsions at each school site during the reporting period; 2. a brief description of the reason for each suspension, expulsions, and expulsion; and 3. disaggregated data showing the breakdown of each disciplinary incident identified in the report by race and by disability status; and</p>	<p>Suspension Rate as can be reviewed in Section 26D</p>		<p>Comparison of 17-18 Data to 18-19 Data - Disaggregated.</p> <p>attached - see data.</p>
<p>25-e. Any changes implemented by the District in light of the data analysis required pursuant to the Plan.</p>	<p>No changes planned at this time</p>		<p>no changes planned.</p>

Column A	Column B	Column C	Column D
1-a. The District's intended outcomes for its Plan	Reduce suspendable instances; reduce suspensions; reduce disproportionality of suspensions for different demographic groups		
2-b. Specific steps the District took to comply with the requirements of			
3	Richfield's plan for reducing suspensions		
4	Positive School Climate	Person Responsible Assistant Superintendent	By When 2019-2020
5	District Wide Equity Training Through Innocent Classroom	Superintendent	2018-2019
6	Superintendent Student, Staff and Community Advisory Committees	Executive Director of Special Services	2018-2019
7	Developing positive student and staff to student relationships: Increase in social-emotional behavior supports to schools	Superintendent	Ongoing
8	Regular Meetings with School Resource Officers	Person Responsible	By When
9	Professional Development/Curriculum	Assistant Superintendent	Ongoing
10	Teachers, administrators, and support staff trained in Innocent Classroom Culturally Responsive Teaching practices, which includes cultural awareness and anti-bias training	Executive Director of Special Services	Ongoing
11	Crisis Prevention Intervention for Special Education staff and administrators	Director of Student Services	Began 2015-2016; Ongoing
12	Behavior strategies and management training for classroom teachers	Person Responsible	By When
13	Response to Behavior	Executive Director of Special Services	2019-2020
14	Review and update school rights and responsibility and behavior handbooks	Executive Director of Special Services	2018-2019
15	Alternative to suspension program to be established for secondary students otherwise facing out of school suspension	Executive Director of Special Services	2018-2019
16	Principal consultation with Executive Director of Special Services prior to any student suspension of greater than three days	Executive Director of Special Services	2018-2019
17	Develop and implement consistent district-wide pre-suspension protocols for out of school suspension	Executive Director of Special Services	2018-2019
18	Develop and implement consistent district-wide post-suspension review process for out of school suspension	Executive Director of Special Services	2018-2019
19	Monitoring Progress	Person Responsible	By When
20	Superintendent to meet quarterly with each Principal to review all suspension data, broken down by race, gender, and disability status	Superintendent	Ongoing
21	Hiring Practices	Person Responsible	By When

See Data.

2019 Classes: Jan. 22, Jan. 28, April 23, June 12

2/13, 3/11, 3/13, 3/27, 4/10, 4/11, 5/8, 5/13, 5/22, 5/23, 6/12, 7/17, 8/14

Continued SES Staff as part of our budget & staffing process: ENVoy Training 3/8, 8/19-21, 8/28. Addition of 1.0 fte Social Worker 8/28.

No new information

2019 Classes: Jan. 22, Jan. 28, April 23, June 12

3/8/19, 8/20/19, 8/28/19

3/8/19, 8/20/19, 8/28/19

See attached.

See Data

See Data

See Data

See Data

Week of 3/11 - 3/15 and 5/28 - 5/31

18-19

Row Labels	Count of Resolved Race/Ethnicity
Out-of-school Suspension	389
2 Asian/Pacific Islander	13
4 Black, not Hispanic	153
5 White, not Hispanic	52
Hispanic	123
Two or More	48
Grand Total	389

18-19

Count of Sped Status	Column Labels			
Row Labels	1	4	6	Grand Total
Out-of-school Suspension	235	102	52	389
Grand Total	235	102	52	389

18-19

Count of Gender	Column Labels		
Row Labels	Female	Male	Grand Total
Out-of-school Suspension	76	313	389
Grand Total	76	313	389

Violation	Disposition Code	Resolved Race/Ethn	School	Sped Status	Gender
Disruptive Behavior	Out-of-school Suspe	Hispanic	Richfield Dual Languag	1	Male
Disrespectful to Adults/Others	Out-of-school Suspe	Hispanic	Richfield Dual Languag	1	Male
Disruptive Behavior	Out-of-school Suspe	Hispanic	Richfield Dual Languag	1	Male
Physical Contact > Level 1.1	Out-of-school Suspe	Hispanic	Richfield Dual Languag	1	Male
Disruptive Behavior	Out-of-school Suspe	Hispanic	Richfield Dual Languag	1	Male
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Dual Languag	1	Female
Physical Contact	Out-of-school Suspe	4 Black, not Hispanic	Richfield Dual Languag	1	Female
Physical Contact	Out-of-school Suspe	Hispanic	Sheridan Hills Element	4	Male
Fighting, Less Serious > Level 2.2	Out-of-school Suspe	Two or More	Sheridan Hills Element	1	Male
Fighting, Less Serious > Level 2.2	Out-of-school Suspe	Hispanic	Sheridan Hills Element	1	Male
Physical Contact	Out-of-school Suspe	Two or More	Sheridan Hills Element	4	Male
Out of Bounds/Out of Area	Out-of-school Suspe	Two or More	Sheridan Hills Element	4	Male
Physical Contact	Out-of-school Suspe	Two or More	Sheridan Hills Element	4	Male
Threats or Intimidation	Out-of-school Suspe	5 White, not Hispan	Sheridan Hills Element	1	Male
Fighting, Less Serious > Level 2.2	Out-of-school Suspe	5 White, not Hispan	Sheridan Hills Element	1	Male
Threats or Intimidation	Out-of-school Suspe	5 White, not Hispan	Sheridan Hills Element	1	Male
Threats or Intimidation	Out-of-school Suspe	Hispanic	Sheridan Hills Element	1	Male
Reckless Behavior, Less Serious (No Bodily Harm)	Out-of-school Suspe	4 Black, not Hispanic	Sheridan Hills Element	1	Male
Reckless Behavior, More Serious (Bodily Harm)	Out-of-school Suspe	4 Black, not Hispanic	Sheridan Hills Element	1	Male
Vandalism/Property Related	Out-of-school Suspe	4 Black, not Hispanic	Sheridan Hills Element	1	Male
Physical Contact	Out-of-school Suspe	4 Black, not Hispanic	Sheridan Hills Element	1	Male
Fighting, Less Serious > Level 2.2	Out-of-school Suspe	4 Black, not Hispanic	Sheridan Hills Element	1	Male
Pyrotechnics	Out-of-school Suspe	4 Black, not Hispanic	Sheridan Hills Element	1	Male
Fighting, Less Serious	Out-of-school Suspe	Two or More	Sheridan Hills Element	4	Male
Tobacco, Use of	Out-of-school Suspe	Hispanic	Richfield Middle Schoc	1	Female
Disrespectful to Adults/Others	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoc	1	Male
Assault > Physical Assault	Out-of-school Suspe	Hispanic	Richfield Middle Schoc	1	Male
Fighting, Less Serious > Level 2.2	Out-of-school Suspe	Hispanic	Richfield Middle Schoc	1	Male
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoc	1	Male
Disruptive Behavior	Out-of-school Suspe	Hispanic	Richfield Middle Schoc	1	Male
Threats, Terroristic	Out-of-school Suspe	Hispanic	Richfield Middle Schoc	1	Male
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoc	1	Female
Insubordination/Noncompliance with Behavior Expect	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoc	4	Male

Threats or Intimidation	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Tobacco, Use of	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Threats, Terroristic	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	4	Female
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Male
Reckless Behavior, More Serious (Bodily Harm)	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Male
Theft, Minor	Out-of-school Suspe	2 Asian/Pacific Islan	Richfield Middle Schoo	1	Female
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	4	Female
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Threats or Intimidation	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Threats or Intimidation	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Tobacco, Use of	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Out of Bounds/Out of Area	Out-of-school Suspe	Two or More	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Male
Reckless Behavior, Less Serious (No Bodily Harm)	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Physical Contact	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Theft, Minor	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Female
Fighting, Serious	Out-of-school Suspe	Two or More	Richfield Middle Schoo	1	Male
Other	Out-of-school Suspe	Two or More	Richfield Middle Schoo	1	Male
Vandalism/Property Related	Out-of-school Suspe	Two or More	Richfield Middle Schoo	1	Male
Disrespectful to Adults/Others	Out-of-school Suspe	Two or More	Richfield Middle Schoo	1	Female
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	6	Male
Fighting, Less Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	6	Male
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Fighting, Less Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Female
Physical Contact	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Female
Assault > Physical Assault	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Female
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Male

Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	6	Male
Disruptive Behavior	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Female
Fighting, Less Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Female
Assault	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Female
Sexual Misconduct/Indecent Exposure	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Insubordination/Noncompliance with Behavior Expect	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Physical Contact	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Female
Theft, Minor	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Female
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Female
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Possession/Use of Dangerous Weapon/ not a Firearm	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Female
Drugs, Possession/Use/Soliciting/Selling > Solicitation/Sale >	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Disruptive Behavior	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Female
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Threats, Terroristic	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Disrespectful to Adults/Others	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Disrespectful to Adults/Others	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	Two or More	Richfield Middle Schoo	4	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Female
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Male
Disrespectful to Adults/Others	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Female
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Fighting, Less Serious	Out-of-school Suspe	Two or More	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	4	Female
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Female
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Male

Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	6	Male
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	6	Male
Fighting, Serious	Out-of-school Suspe	Two or More	Richfield Middle Schoo	4	Female
Physical Contact	Out-of-school Suspe	Two or More	Richfield Middle Schoo	4	Female
Fighting, Serious > Level 3.3	Out-of-school Suspe	Two or More	Richfield Middle Schoo	4	Female
Fighting, Serious > Level 3.3	Out-of-school Suspe	Two or More	Richfield Middle Schoo	4	Female
Fighting, Less Serious	Out-of-school Suspe	Two or More	Richfield Middle Schoo	4	Female
Threats or Intimidation	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Female
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Female
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Female
Physical Contact	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	1	Male
Threats or Intimidation	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Female
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Female
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Female
Disruptive Behavior	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	1	Female
Possession/Use of Dangerous Weapon/ not a Firearm	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	Two or More	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	Two or More	Richfield Middle Schoo	1	Male
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Disruptive Behavior	Out-of-school Suspe	Two or More	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	Two or More	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	Two or More	Richfield Middle Schoo	1	Female
Harassment, Sexual	Out-of-school Suspe	Two or More	Richfield Middle Schoo	1	Female
Disruptive Behavior	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Female
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Female
Fighting, Less Serious	Out-of-school Suspe	Two or More	Richfield Middle Schoo	1	Female
Fighting, Serious	Out-of-school Suspe	Two or More	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	Two or More	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	6	Male
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Harassment, Sexual	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Harassment, Sexual > Sexual Harassment	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Other	Out-of-school Suspe	Two or More	Richfield Middle Schoo	6	Male
Harassment, Sexual > Sexual Harassment	Out-of-school Suspe	Two or More	Richfield Middle Schoo	6	Male

Reckless Behavior, Less Serious (No Bodily Harm)	Out-of-school Suspe	Two or More	Richfield Middle Schoo	6	Male
Sexual Misconduct/Indecent Exposure	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	6	Male
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Harassment, Sexual > Sexual Harassment	Out-of-school Suspe	Two or More	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	Two or More	Richfield Middle Schoo	1	Male
Threats or Intimidation	Out-of-school Suspe	Two or More	Richfield Middle Schoo	1	Male
Fighting, Less Serious > Level 2.2	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Female
Fighting, Less Serious > Level 2.2	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Female
Threats, Terroristic	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	6	Male
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Female
Fighting, Less Serious	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	4	Male
Fighting, Less Serious	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	4	Male
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Fighting, Less Serious	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	4	Male
Disrespectful to Adults/Others	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	4	Male
Fighting, Serious	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	4	Male
Fighting, Serious > Level 3.3	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Female
Fighting, Less Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Female
Fighting, Serious > Level 3.3	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Female
Reckless Behavior, Less Serious (No Bodily Harm)	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	1	Male
Assault > Physical Assault > Level 4.4	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Female
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Female
Assault > Physical Assault	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Female
Disruptive Behavior > Level 1.1	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Female
Theft, Minor	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Female
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Female

Disrespectful to Adults/Others > Level 1.2	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	2 Asian/Pacific Islan	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	1	Female
Disruptive Behavior	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Other	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Fighting, Less Serious > Level 2.2	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	4	Female
Other	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Assault > Physical Assault	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Insubordination/Noncompliance with Behavior Expect	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Assault > Physical Assault	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Threats or Intimidation	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	4	Female
Reckless Behavior, More Serious (Bodily Harm)	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Female
Other	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Theft, Minor	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male

Theft, Minor	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	6	Male
Assault > Physical Assault > Level 4.4	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Male
Fighting, Serious Assault	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Female
Disrespectful to Adults/Others	Out-of-school Suspe	5 White, not Hispanic	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	5 White, not Hispanic	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	5 White, not Hispanic	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	5 White, not Hispanic	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Male
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	6	Male
Harassment, Sexual > Sexual Harassment	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	4	Male
Threats, Terroristic	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	4	Male
Fighting, Serious	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	4	Male
Harassment, Sexual	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	4	Male
Disruptive Behavior	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	4	Male
Fighting, Serious	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	4	Male
Threats, Terroristic	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	4	Male
Physical Contact	Out-of-school Suspe	4 Black, not Hispan	Richfield Middle Schoo	1	Male
Disruptive Behavior	Out-of-school Suspe	2 Asian/Pacific Islan	Richfield Middle Schoo	6	Male
Disruptive Behavior	Out-of-school Suspe	2 Asian/Pacific Islan	Richfield Middle Schoo	6	Male
Repeated Misuse of District Technology Resources > Level 3.3	Out-of-school Suspe	2 Asian/Pacific Islan	Richfield Middle Schoo	6	Male
Disruptive Behavior	Out-of-school Suspe	2 Asian/Pacific Islan	Richfield Middle Schoo	6	Male
Sexual Misconduct/Indecent Exposure	Out-of-school Suspe	2 Asian/Pacific Islan	Richfield Middle Schoo	6	Male
Disruptive Behavior	Out-of-school Suspe	2 Asian/Pacific Islan	Richfield Middle Schoo	6	Male
Theft, Minor > Level 1.1	Out-of-school Suspe	2 Asian/Pacific Islan	Richfield Middle Schoo	6	Male
Disruptive Behavior	Out-of-school Suspe	2 Asian/Pacific Islan	Richfield Middle Schoo	6	Male
Disruptive Behavior	Out-of-school Suspe	2 Asian/Pacific Islan	Richfield Middle Schoo	6	Male
Assault > Physical Assault	Out-of-school Suspe	2 Asian/Pacific Islan	Richfield Middle Schoo	6	Male
Harassment, Sexual > Sexual Harassment	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	4	Male
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	4	Female
Disruptive Behavior	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Disrespectful to Adults/Others	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male
Fighting, Less Serious	Out-of-school Suspe	Hispanic	Richfield Middle Schoo	1	Male

Fighting, Serious	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Assault	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	4	Male
Fighting, Serious	Out-of-school Suspe	5 White, not Hispan	Richfield Middle Schoo	1	Male
Threats, Terroristic	Out-of-school Suspe	4 Black, not Hispanic	Richfield Middle Schoo	1	Male
Sexual Misconduct/Indecent Exposure	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Middle Schoo	1	Male
Assault > Physical Assault > Level 4,4	Out-of-school Suspe	Two or More	Richfield Stem School	4	Female
Physical Contact	Out-of-school Suspe	Two or More	Richfield Stem School	4	Female
Disruptive Behavior	Out-of-school Suspe	Two or More	Richfield Stem School	4	Female
Fighting, Less Serious	Out-of-school Suspe	5 White, not Hispan	Richfield Stem School	1	Male
Physical Contact	Out-of-school Suspe	5 White, not Hispan	Richfield Stem School	1	Male
Threats or Intimidation	Out-of-school Suspe	Two or More	Richfield Stem School	1	Male
Reckless Behavior, Less Serious (No Bodily Harm)	Out-of-school Suspe	4 Black, not Hispani	Richfield Stem School	4	Male
Insubordination/Noncompliance with Behavior Expect	Out-of-school Suspe	4 Black, not Hispani	Richfield Stem School	4	Male
Fighting, Less Serious	Out-of-school Suspe	5 White, not Hispan	Richfield Stem School	1	Male
Physical Contact	Out-of-school Suspe	5 White, not Hispan	Richfield Stem School	1	Male
Fighting, Less Serious	Out-of-school Suspe	5 White, not Hispan	Richfield College Exper	1	Male
Fighting, Less Serious	Out-of-school Suspe	5 White, not Hispan	Richfield College Exper	4	Male
Physical Contact	Out-of-school Suspe	5 White, not Hispan	Richfield College Exper	1	Male
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Female
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Male
Disruptive Behavior	Out-of-school Suspe	Hispanic	Richfield Senior High S	1	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Male
Theft, Minor	Out-of-school Suspe	5 White, not Hispan	Richfield Senior High S	1	Male
Assault > Physical Assault	Out-of-school Suspe	5 White, not Hispan	Richfield Senior High S	1	Male
Tobacco, Use of	Out-of-school Suspe	5 White, not Hispan	Richfield Senior High S	4	Male
Drugs, Possession/Use/Soliciting/Selling > Possession/Use > N	Out-of-school Suspe	Hispanic	Richfield Senior High S	4	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Male
Drugs, Possession/Use/Soliciting/Selling > Possession/Use > N	Out-of-school Suspe	5 White, not Hispan	Richfield Senior High S	1	Female
Fighting, Less Serious	Out-of-school Suspe	Hispanic	Richfield Senior High S	1	Male
Fighting, Serious > Level 3.3	Out-of-school Suspe	Hispanic	Richfield Senior High S	1	Male
Fighting, Less Serious	Out-of-school Suspe	Hispanic	Richfield Senior High S	1	Male
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Senior High S	1	Male

Fighting, Less Serious	Out-of-school Suspe	5 White, not Hispani	Richfield Senior High S	4	Male
Fighting, Less Serious	Out-of-school Suspe	5 White, not Hispan	Richfield Senior High S	4	Male
Harassment > Non-sexual Harassment	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	6	Male
Theft, Minor	Out-of-school Suspe	Hispanic	Richfield Senior High S	4	Male
Tobacco, Use of	Out-of-school Suspe	Hispanic	Richfield Senior High S	1	Male
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	6	Male
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	6	Male
Other	Out-of-school Suspe	Hispanic	Richfield Senior High S	4	Male
Weapon, Possession of Real or Replica > Replica/toy Gun	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	6	Male
Threats or Intimidation	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	6	Male
Insubordination/Noncompliance with Behavior Expect	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	6	Male
Reckless Behavior, More Serious (Bodily Harm)	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	6	Male
Insubordination/Noncompliance with Behavior Expect	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	6	Male
Weapon, Possession of Real or Replica > Replica/toy Gun	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	6	Male
Fighting, Serious > Level 3.3	Out-of-school Suspe	Hispanic	Richfield Senior High S	1	Male
Harassment > Non-sexual Harassment	Out-of-school Suspe	Two or More	Richfield Senior High S	4	Male
Drugs, Possession/Use/Soliciting/Selling > Possession/Use > N	Out-of-school Suspe	Two or More	Richfield Senior High S	4	Male
Disrespectful to Adults/Others > Level 1.1	Out-of-school Suspe	Two or More	Richfield Senior High S	4	Male
Drugs, Possession/Use/Soliciting/Selling > Possession/Use > N	Out-of-school Suspe	Hispanic	Richfield Senior High S	6	Male
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Male
Threats or Intimidation	Out-of-school Suspe	5 White, not Hispan	Richfield Senior High S	4	Male
Fighting, Less Serious > Level 2.2	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	4	Male
Tobacco, Use of	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Male
Drugs, Possession/Use/Soliciting/Selling > Possession/Use > N	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Male
Insubordination/Noncompliance with Behavior Expect	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Male
Refusal to Cooperate with School Admin Staff	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Male
Insubordination/Noncompliance with Behavior Expect	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Male
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Female
Theft, Minor > Level 1.1	Out-of-school Suspe	Two or More	Richfield Senior High S	1	Male
Insubordination/Noncompliance with Behavior Expect	Out-of-school Suspe	Two or More	Richfield Senior High S	1	Male
Theft, Minor	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	4	Male
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Male
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Male
Tobacco, Use of	Out-of-school Suspe	Hispanic	Richfield Senior High S	4	Male

Fighting, Serious > Level 3.3	Out-of-school Suspe	Hispanic	Richfield Senior High S	4	Male
Tobacco, Use of	Out-of-school Suspe	Hispanic	Richfield Senior High S	4	Male
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	4	Female
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	4	Male
Tobacco, Use of	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Male
Alcohol, Possession/Use/Under the Influence > Possession/Use	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Male
Fighting, Less Serious	Out-of-school Suspe	Hispanic	Richfield Senior High S	6	Male
Insubordination/Noncompliance with Behavior Expect	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Female
Drugs, Possession/Use/Soliciting/Selling > Possession/Use > N	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	4	Male
Disruptive Behavior > Level 1.1	Out-of-school Suspe	5 White, not Hispani	Richfield Senior High S	4	Male
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Male
Controlled Substances, Possession/Use/Solicit/Sell	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Male
Disruptive Behavior	Out-of-school Suspe	Hispanic	Richfield Senior High S	4	Male
Tobacco, Use of	Out-of-school Suspe	Hispanic	Richfield Senior High S	4	Male
Tobacco, Use of	Out-of-school Suspe	Hispanic	Richfield Senior High S	4	Male
Tobacco, Use of	Out-of-school Suspe	Hispanic	Richfield Senior High S	4	Male
Other	Out-of-school Suspe	Hispanic	Richfield Senior High S	4	Male
Assault > Physical Assault	Out-of-school Suspe	Two or More	Richfield Senior High S	1	Female
Disruptive Behavior	Out-of-school Suspe	Two or More	Richfield Senior High S	6	Male
Vandalism/Property Related	Out-of-school Suspe	Two or More	Richfield Senior High S	6	Male
Tobacco, Use of	Out-of-school Suspe	Hispanic	Richfield Senior High S	4	Male
Tobacco, Use of	Out-of-school Suspe	Hispanic	Richfield Senior High S	4	Male
Tobacco, Use of	Out-of-school Suspe	Hispanic	Richfield Senior High S	4	Male
Assault > Physical Assault	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	4	Male
Assault > Physical Assault	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	4	Male
Controlled Substances, Possession/Use/Solicit/Sell > Possessi	Out-of-school Suspe	Hispanic	Richfield Senior High S	1	Male
Theft, Minor	Out-of-school Suspe	Hispanic	Richfield Senior High S	1	Male
Fighting, Serious	Out-of-school Suspe	5 White, not Hispan	Richfield Senior High S	4	Male
Tobacco, Use of	Out-of-school Suspe	5 White, not Hispan	Richfield Senior High S	4	Male
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	6	Male
Vandalism/Property Related	Out-of-school Suspe	Hispanic	Richfield Senior High S	6	Male
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Senior High S	6	Male
Theft, More Serious	Out-of-school Suspe	Hispanic	Richfield Senior High S	6	Male
Drugs, Possession/Use/Soliciting/Selling > Possession/Use > N	Out-of-school Suspe	Hispanic	Richfield Senior High S	6	Male

Weapon, Possession of Real or Replica > Sharp Object	Out-of-school Suspe	5 White, not Hispani	Richfield Senior High S	1	Male
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Male
Insubordination/Noncompliance with Behavior Expect	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Female
Disrespectful to Adults/Others	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Female
Insubordination/Noncompliance with Behavior Expect	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Female
Fighting, Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Female
Fighting, Less Serious	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	4	Male
Drugs, Possession/Use/Soliciting/Selling > Possession/Use > N	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	4	Male
Disruptive Behavior	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	4	Male
Fighting, Less Serious	Out-of-school Suspe	Hispanic	Richfield Senior High S	1	Male
Theft, Minor	Out-of-school Suspe	Hispanic	Richfield Senior High S	1	Male
Fighting, Less Serious > Level 2.2	Out-of-school Suspe	Hispanic	Richfield Senior High S	4	Male
Tobacco, Use of	Out-of-school Suspe	Hispanic	Richfield Senior High S	4	Male
Fighting, Less Serious	Out-of-school Suspe	Hispanic	Richfield Senior High S	1	Male
Theft, Minor	Out-of-school Suspe	5 White, not Hispani	Richfield Senior High S	1	Male
Theft, Minor	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Male
Fighting, Serious > Level 3.3	Out-of-school Suspe	Hispanic	Richfield Senior High S	1	Male
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Senior High S	1	Male
Drugs, Possession/Use/Soliciting/Selling > Possession/Use > N	Out-of-school Suspe	Hispanic	Richfield Senior High S	1	Male
Drugs, Possession/Use/Soliciting/Selling > Possession/Use > N	Out-of-school Suspe	Hispanic	Richfield Senior High S	6	Male
Drugs, Possession/Use/Soliciting/Selling > Possession/Use > N	Out-of-school Suspe	Hispanic	Richfield Senior High S	6	Male
Tobacco, Use of	Out-of-school Suspe	Hispanic	Richfield Senior High S	6	Male
Threats or Intimidation	Out-of-school Suspe	Hispanic	Richfield Senior High S	4	Male
Tobacco, Use of	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	1	Male
Disrespectful to Adults/Others	Out-of-school Suspe	4 Black, not Hispani	Richfield Senior High S	6	Male
Fighting, Less Serious	Out-of-school Suspe	Hispanic	Richfield Senior High S	4	Male
Drugs, Possession/Use/Soliciting/Selling > Possession/Use > N	Out-of-school Suspe	5 White, not Hispani	Richfield Senior High S	1	Female
Fighting, Serious	Out-of-school Suspe	Two or More	Richfield Senior High S	4	Male
Drugs, Possession/Use/Soliciting/Selling > Possession/Use > N	Out-of-school Suspe	Hispanic	Richfield Senior High S	1	Female
Fighting, Serious	Out-of-school Suspe	Hispanic	Richfield Senior High S	1	Female
Tobacco, Use of	Out-of-school Suspe	5 White, not Hispani	Richfield Senior High S	1	Female
Insubordination/Noncompliance with Behavior Expect	Out-of-school Suspe	Two or More	Richfield Senior High S	1	Male

Insubordination/Noncompliance with Behavior Expect	Out-of-school Suspel	Two or More	Richfield Senior High S	1	Male
Harassment > Non-sexual Harassment	Out-of-school Suspel	5 White, not Hispan	Richfield Senior High S	4	Male
Theft, Minor	Out-of-school Suspel	4 Black, not Hispani	Richfield Senior High S	1	Male
Fighting, Serious	Out-of-school Suspel	Hispanic	Richfield Senior High S	1	Male
Tobacco, Use of > Level 2.2	Out-of-school Suspel	5 White, not Hispan	Richfield Senior High S	1	Male
Refusal to Cooperate with School Admin Staff	Out-of-school Suspel	4 Black, not Hispani	Richfield Senior High S	1	Male
Insubordination/Noncompliance with Behavior Expect	Out-of-school Suspel	4 Black, not Hispani	Richfield Senior High S	1	Male
Drugs, Possession/Use/Soliciting/Selling > Possession/Use > N	Out-of-school Suspel	4 Black, not Hispani	Richfield Senior High S	1	Male
Insubordination/Noncompliance with Behavior Expect	Out-of-school Suspel	4 Black, not Hispani	Richfield Senior High S	1	Male
Fighting, Less Serious	Out-of-school Suspel	4 Black, not Hispani	Richfield Senior High S	1	Male
Insubordination/Noncompliance with Behavior Expect	Out-of-school Suspel	4 Black, not Hispani	Richfield Senior High S	1	Male
Tobacco, Use of	Out-of-school Suspel	4 Black, not Hispani	Richfield Senior High S	1	Male
Bullying, Cyber	Out-of-school Suspel	Two or More	Centennial Elementary	1	Male
Assault > Physical Assault	Out-of-school Suspel	4 Black, not Hispani	Centennial Elementary	1	Female
Assault > Physical Assault	Out-of-school Suspel	4 Black, not Hispani	Centennial Elementary	4	Male
Threats or Intimidation	Out-of-school Suspel	Hispanic	Centennial Elementary	1	Male

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RICHFIELD PUBLIC SCHOOLS

STUDENT BEHAVIOR

I. PURPOSE

Richfield Public Schools recognizes that appropriate school behavior is critical to academic success and a safe and vibrant learning community. Teaching and learning appropriate school behavior is the task of all staff, students, and families/guardians. Working together to establish and maintain high standards of behavior and a school culture that respects and accepts differences is a shared responsibility.

Effective discipline:

- Is meant to be educational
- Considers the age and development of the student in framing the instruction in appropriate behavior and the consequences for misbehavior.
- Includes building relationships, repair of harm and restoring relationships, teaching skills and accountability, and restorative practices to re-engage students in their learning community.
- Maximizes the amount of student and staff time and attention spent on teaching and learning.
- Seeks to minimize the amount of student instruction time lost as a result of removal from classes due to misbehavior.

Richfield Public Schools is responsible to assure a safe and orderly learning and working environment for all students and staff. The District asks parents/guardians and families to partner in teaching and supporting appropriate school behavior to maximize the academic success of their students.

II. GENERAL STATEMENT OF POLICY

Responses to student behavior will be reflective of Richfield Public Schools' stated beliefs, including the following:

- Quality education requires cooperation and partnership among students, home, school, and community.
- A safe, supportive, and engaging environment promotes learning.
- Expectations and effort influence performance.
- Learning about and respecting individual differences fosters unity and strengthens community.
- Each person can learn, deserves to learn and it is everyone's responsibility.
- Core values such as caring, honesty, respect and responsibility must be developed.
- There is strength in cooperation, collaboration and healthy competition.

43 **III. RESPONSIBILITIES**

- 44 A. The Superintendent in collaboration with the school board and district administration
45 are responsible for:
- 46 1. providing directives to enforce this policy.
 - 47 2. establishing minimum standards of behavior for students.
 - 48 3. analyzing behavior data overall as well as disaggregated by student group (race,
49 gender, disability, etc.) to identify disproportionalities and respond appropriately.
 - 50 4. identifying adequate means for the documentation of behavior responses, the
51 analysis of behavior data, engaging appropriate community resources and for
52 identifying appropriate training for staff, student, parents and community
53 partners.
- 54 B. Principal or administrative designee are responsible for:
- 55 1. leading the collaborative development of the school's behavior and restorative
56 practices plan;
 - 57 2. assuring that annual notices are given to students, parents/guardians and staff;
 - 58 3. communicating with teachers after responding to student being removed from the
59 classroom;
 - 60 4. communicating with parent/guardian when responding to student behavior
61 concerns when the student is removed from class;
 - 62 5. developing and sustaining partnerships with identified community resources;
 - 63 6. leading the review of school behavior data to identify training needs with a view
64 toward improving student outcomes;
 - 65 7. reporting behavior data at least annually to their school community.
 - 66 8. reviewing behavior data with the appropriate Assistant Superintendent or other
67 District leadership no less than annually.
- 68
- 69 C. Teachers are responsible for:
- 70 1. leading the development of the classroom behavior and restorative practices
71 standards and procedures aligned to the district and building expectations;
 - 72 2. assuring that all students are taught the expected school behavior in their
73 classroom and throughout the school;
 - 74 3. participating in identifying students that would benefit from additional support
75 from school and community resources;
 - 76 4. Participating in implementation of the school behavior plan and restorative
77 practices;
 - 78 5. participating in data review, necessary training, and analysis of behavior data to
79 improve student outcomes.
 - 80 6. communicating with student when behavior interferes with learning.
 - 81 7. communicating with parent/guardian when there is a pattern of student behavior.
- 82
- 83 D. Non-classroom school staff is responsible for implementing with consistency the
84 district behavior standards and school behavior standards, participating in training
85 and analysis of behavior data to improve student outcomes as directed by the

86 principal or site administrator.
87

- 88 E. Parents/guardians are responsible for;
89 1. partnering with their student's schools to know and implement with consistency
90 the school behavior standards and school and classroom rules to improve their
91 student's outcomes.
92 2. helping their student learn the behavior standards of their schools and classrooms.
93 3. working collaboratively with school staff and their student to respond to and
94 resolve behavior issues.
95

96 Students are responsible to learn the standards of behavior of the district, their school
97 and their classrooms; to take personal responsibility for their behavior as they are
98 able, and to work to improve the relationships they have with their peers, their
99 teachers and with other school staff.
100

101 **IV. DEVELOPMENT AND COMMUNICATION OF BEHAVIOR STANDARDS**
102

103 The District is committed to teaching all students and to assuring that students' learning
104 is not disrupted by the behavior of others. The District is committed to taking actions to
105 provide a safe learning environment for all students, and a safe working environment for
106 all staff.
107

- 108 A. The Superintendent shall report behavior data to the Board no less than annually.
109
110 B. Building principals shall review behavior data with the Superintendent no less than
111 annually.
112
113 C. Every school shall establish and teach behavior expectations and respond to student
114 inappropriate behavior that are consistent with this Policy and accompanying
115 administrative guidelines, and directives from the Superintendent. All school staff
116 shall receive training on the school's plan.
117
118 D. Every classroom shall establish behavior standards and norms within the district's
119 policy, the Superintendent's directives and the school's behavior plan with
120 participation from the students in the classroom. All students shall be taught the
121 behavior standards established.
122
123 E. Every school employee shall demonstrate high standards of behavior that model
124 appropriate school behavior, and shall monitor and respond to student behavior.
125
126 F. Every school shall examine discipline data to assure that responses to student
127 behavior do not show evidence of bias or discriminatory behavior. Schools shall also
128 use behavior data to identify and provide additional training to staff and students; and
129 to provide effective interventions for students to improve student outcomes.

- 130
131 G. Student age, developmental stage and individual needs based on culture, language or
132 disability, or other relevant factors, shall be considered in determining the appropriate
133 response to behavior.
134
135 H. Behavior standards for students with an Individualized Education Program (“IEP”),
136 Individual Accommodation Plan (“IAP/504 Plan”) shall be supported by the terms of
137 the accommodations of their written program or plan to the extent they differ from
138 the district policy, regulations and school plan.
139
140 I. The District will make this Policy and accompanying administrative guidelines
141 available on the District’s website and they also shall be available upon request in
142 each principal’s office. The Board encourages use of a variety of media to increase
143 and awareness.
144
145 J. Students and parents/guardians shall receive notice of classroom rules established by
146 their classrooms.
147

148 ***Legal References:***

- 149 Minn. Stat. §121A.40 *et seq.* (Pupil Fair Dismissal Act)
150 Minn. Stat. §121A.58 *et seq.* (Discipline, All Students)
151 Minn. Stat. §125A.08 (Individual Education Programs)
152 29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)

153 REVISED BY THE BOARD OF EDUCATION July 15, 2019

154

**ADMINISTRATIVE GUIDELINE 541.1
STUDENT BEHAVIOR**

I. PURPOSE

These Administrative Guidelines apply to student behavior in school, on school property, in and around school vehicles, and at school-sponsored events both within and outside the district. The goal of Richfield Public Schools is to provide students a safe school to promote academic success and a vibrant learning community. Fair and appropriate implementation of the student discipline policy is important to this goal. Richfield Public Schools also recognizes that removal from instruction can work against the academic achievement of students, and should be avoided whenever possible. The purpose of these Administrative Guidelines is to establish the system of classification of student behaviors and administrative responses to those behaviors.

II. GENERAL STATEMENT OF REGULATION

- A. All responses to student inappropriate behavior should include elements of teaching or re-teaching appropriate school behavior and restoration of relationships affected by the student behavior.
- B. Alternatives to removal from instruction will be used unless the behavior of the student places the student or others in danger, or the disruption to the educational environment can only be remedied by a referral out of the classroom, or the referral out of the classroom is required by law. Typically, referral out of the classroom may occur with infractions at level 2 or higher. Alternatives to removal will be utilized within the classroom and may include a variety of methods and classroom management strategies.
- C. Opportunities for students to repair relationships affected or harmed by their behavior shall be offered as part of the response to behaviors. Where the student has been removed from the classroom for any amount of time, opportunities to repair relationship should be provided.

III. RESPONSIBILITIES

- A. The Superintendent in collaboration with the school board and district administration are responsible for:
 - 1. providing directives to enforce this policy.
 - 2. establishing minimum standards of behavior for students.
 - 3. analyzing behavior data overall as well as disaggregated by student group (race, gender, disability, etc.) to identify disproportionalities and respond appropriately.
 - 4. identifying adequate means for the documentation of behavior responses, the analysis of behavior data, engaging appropriate community resources and for identifying appropriate training for staff, student, parents and community partners.

- B. Principal or administrative designee are responsible for:
1. leading the collaborative development of the school's behavior and restorative practices plan;
 2. assuring that annual notices are given to students, parents/guardians and staff;
 3. communicating with teachers after responding to student being removed from the classroom;
 4. communicating with parent/guardian when responding to student behavior concerns when the student is removed from class;
 5. developing and sustaining partnerships with identified community resources;
 6. leading the review of school behavior data to identify training needs with a view toward improving student outcomes;
 7. reporting behavior data at least annually to their school community.
 8. reviewing behavior data with the appropriate Assistant Superintendent or other District leadership no less than annually.
- C. Teachers are responsible for:
1. leading the development of the classroom behavior and restorative practices standards and procedures aligned to the district and building expectations;
 2. assuring that all students are taught the expected school behavior in their classroom and throughout the school;
 3. participating in identifying students that would benefit from additional support from school and community resources;
 4. Participating in implementation of the school behavior plan and restorative practices;
 5. participating in data review, necessary training, and analysis of behavior data to improve student outcomes.
 6. communicating with student when behavior interferes with learning.
 7. communicating with parent/guardian when there is a pattern of student behavior.
- D. Non-classroom school staff is responsible for implementing with consistency the district behavior standards and school behavior standards, participating in training and analysis of behavior data to improve student outcomes as directed by the principal or site administrator.
- E. Parents/guardians are responsible for;
1. partnering with their student's schools to know and implement with consistency the school behavior standards and school and classroom rules to improve their student's outcomes.
 2. helping their student learn the behavior standards of their schools and classrooms.
 3. working collaboratively with school staff and their student to respond to and resolve behavior issues.

Students are responsible to learn the standards of behavior of the district, their school and their classrooms; to take personal responsibility for their behavior as they are

able, and to work to improve the relationships they have with their peers, their teachers and with other school staff.

IV. LEVELS AND RESPONSES

Inappropriate conduct varies. It may disrupt a teaching-learning situation, cause injury to oneself or others, damage personal or public property, violate school regulations or civil laws, or have several impacts simultaneously. Similarly, a single infraction can range from very minor to very serious. Accordingly, individual circumstances must be considered in every case and responses to conduct must be fair, and proportionate.

Levels of student behavior are established as indicated in the RPS Behavior Levels and Responses chart which accompanies these Administrative Guidelines, and are organized in five levels as follows. The levels of behavior are not linear but progressive in response to behavior.

1. Level 1 violations are typically addressed by staff members when a student has minimal or no prior violations. The staff response is to teach and practice the expected behavior so students learn and demonstrate safe, respectful and responsible behaviors. Staff members are expected to use a variety of teaching and classroom management strategies. Generally Level One behaviors do not result in out of classroom referral.
2. Level 2 violations generally result in interventions and/or disciplinary responses that involve support staff and/or school administration. These actions aim to increase the student's skills, positive view of schooling and positive experiences at school so that misbehavior is less likely to continue or escalate. A severe occurrence may be treated as a violation at a higher level. Repeated instances of a level 2 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record.
3. Level 3 violations *may result* in a short-term removal from school for part of a day or an entire school day. The duration of the short-term removal, if issued, is to be limited as much as possible while adequately addressing the behavior. A severe occurrence may be treated as a violation at a higher level. Repeated instances of a level 3 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record.
4. Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the removal of a student from the school environment due to the severity of the behavior. Incidents at this level may be referred for expulsion depending on the circumstances.
5. Level 5 violations require the principal to notify the Superintendent or designee. These behaviors may result in police notification and/or expulsion.

V. PROCEDURES FOR OUT OF SCHOOL REMOVALS

A. Administrative Conference

If a student is assigned an out of school removal from instruction for conduct which materially disrupts the rights of others to an education, but where the acting student does not present an immediate and substantial danger to self, other students, staff or school property, an informal administrative conference must be held with the student unless the student has already left the school grounds.

If a student is assigned an out of school removal from instruction for conduct which reasonably can be believed to cause an immediate and substantial danger to the student, other persons or school property, the student may be removed from the premises without an initial informal administrative conference, however, the student shall be afforded an opportunity to at the earliest possible time to participate in the informal administrative conference.

An informal administrative conference may be held by telephone or at an off-campus site if the student presents an immediate or substantial danger to the school.

B. Notification

The principal or designee shall make reasonable efforts to promptly notify the parents of students assigned an out of school removal from instruction.

The principal or designee shall ensure that a written notice containing the grounds for the out of school removal, the known facts, known testimony, a readmission plan and a copy of the *Pupil Fair Dismissal Act* is personally served upon the student at or before the time of the out of school removal from instruction is to take effect at the informal administrative conference. If the informal administrative conference is delayed because removal from instruction was for conduct which reasonably could be believed to cause an immediate and substantial danger to the student, other persons or school property, the written notice shall be given to student at the informal administrative conference when it is held.

The written notice shall also be served upon the parent/guardian, either in person or by certified mail within forty-eight (48) hours of the out of school removal from instruction.

C. Readmission to Instruction

Prior to or after an out of school removal from instruction, the principal or designee shall require the student's attendance at an informal administrative conference prior to the return to classes. Such conferences shall be noticed to the parents/guardians of the student, who are encouraged to attend the conference.

For any out of school removal from instruction, the principal or designee shall prepare a written readmission plan. The proposed plan may include a procedures for the student's return to school and classes. The proposed plan also may include provision for an alternative program, which may include, but is not limited to:

- make-up school work;
- assigned homework;
- changes in assigned courses or classroom;
- changes in student's schedules;
- provision of tutorial service;
- provision of student support services,
- provision of information concerning mental health or other community supports;
- reassignment to a different educational setting.

If a reassignment to a different educational setting is proposed, the principal shall follow district procedures for reassignment, and the due process rights of the student shall be observed.

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

D. Consecutive Removals

Out of school removals from instruction may not be imposed consecutively upon the same student for the same course of conduct, or incident of behavior, except where the student poses an immediate and substantial risk of danger to the student or to persons or property around the student. Whether or not an "immediate and substantial risk of danger" exists shall be determined by the principal or designee. Notice of the extension shall be given following the same procedure as the initial notice of the removal from instruction.

An out of school removal from instruction may not be extended due to the inability or refusal of a parent/guardian to participate in any readmission conference.

Up to two (2) five (5) day suspensions (total of ten school days) may be imposed if the principal determines that the student continues to present an immediate and substantial risk of danger.

A third five (5) day suspension may be imposed only if the district is proposing expulsion or exclusion and the Superintendent has been notified.

Whenever a removal from instruction exceeds five (5) days, an alternative instruction program such as those identified in Paragraph V.C shall be provided to the student.

Legal References:

Minn. Stat. §121A.40 *et seq.* (Pupil Fair Dismissal Act)

RPS Behavior Violations

Responses and Levels of Behavior Violations

Problem behaviors are divided into five levels of violations with examples of interventions (we need to add) and disciplinary responses.

- Interventions are opportunities for students to learn appropriate behavior.
- Disciplinary responses should be the least severe response possible.

For each violation on the charts, the first () is the minimum disciplinary action. There should be a logical relationship between the severity, frequency and duration of the offense to the age of the student and administrative action.

Factors to consider prior to a disciplinary action

- Student's age, maturity and understanding of the impact of their behavior
- Student's ability and/or willingness to repair the harm caused by their behavior
- Previous interventions implemented and disciplinary responses imposed
- The circumstances and severity, frequency and duration of the behavior
- The student's IEP or 504 plan, if applicable

Level 1

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

Examples of Interventions and Responses

Support interventions aim to correct and teach alternative behavior so students can learn and demonstrate safe and respectful behavior. School staff members are expected to use a variety of methods and classroom management strategies that may include one or more of the following:

- Reminders and redirection
- Role play
- Written reflection/apology
- Seat change
- Teacher/student conference
- Daily progress sheet on behavior
- In class time-out / "Take a Break"
- Check-in / Check-out
- Restitution
- Removal from class to another supervised classroom (short-term) / Buddy Class
- Change in schedule
- Loss of privileges
- Detention
- Student Contract

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

Interventions may include:

- Parent/guardian notification
- Parent/guardian conference
- Conflict resolution
- Contract between teacher, student and parents
- Peer mediation
- Restorative circle
- Referral

Level 1 Violations							
	Levels					Police Notification	
	1	2	3	4	5	S	R
Academic Dishonesty (Cheating or Plagiarizing) (School Board Policy 541.1) Cheating is the act of copying, photographing, allowing your own work to be copied, revealing test content, altering scores or records, citing issues. Plagiarizing is the act of using another person's ideas or expression in writing or speaking without acknowledging the source. Copying work from a book, computer source or another individual.	•	•	•				
Disruptive Behavior (School Board Policy 541.1) Acts that disrupt or threaten to disrupt the educational process in the classroom, hallways, or at school functions, including, but not limited to, inappropriate language, horseplay, discrimination, or defiance of authority or any conduct tending to cause disruption or arouse alarm, anger or resentment in others	•	•	•			X	
Engaging in Verbal Conflict Disrupting the school environment by engaging in a loud argument that includes disparaging comments or discussion or potential physical conflict.	•	•					
Inappropriate Language Using inappropriate words or topics of conversation in school.	•	•					
Repeated Noncompliance with Behavior Expectations (School Board Policy 541.1) Failure to comply with the instructions of school staff when current behavior prevents success of the student or impacts learning.	•	•	•			X	
Physical Contact (No Bodily Harm) Students engage in non-serious but inappropriate physical contact, such as pushing, horseplay, wrestling.	•	•	•				
Student Dress (School Board Policy 541.1) Manner of dress or personal grooming that does not fit within the policies or guidelines practiced by the school or district.	•	•					
Technology Misuse/Violation This includes being off-task, treating iPads carelessly and airdropping material without permission.	•	•	•				
Theft, Minor (School Board Policy 541.1) The unauthorized taking or keeping of the property of another, including but not limited to school supplies, food, etc..	•	•				X	

Level 2

Level 2 violations generally result in interventions and/or disciplinary responses that involve support staff and/or school administration. These actions aim to increase the student's skills, positive view of schooling and positive experiences at school so that misbehavior is less likely to continue or escalate.

A severe occurrence may be treated as a violation at a higher level. Repeated instances of a level 2 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record.

Level 2: Examples of Interventions and Responses

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

- Parent/guardian notification
- Parent/guardian conference
- Restorative justice strategies
- School community service
- Referral to Student Teacher Assistance Team (STAT)
- Monetary restitution

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- Removal (up to five) to another supervised classroom during a designated subject/class
- In-school suspension
- Student conference
- Detention
- Referral to outside resources
- Utilization of lower-level consequences in addition to the above

Level 2 Violations							
	Levels					SR	Police Notification
	1	2	3	4	5		
<p>Bullying/Cyberbullying (School Board Policy 113) Bullying is defined as any written or verbal expression, physical act or gesture, or pattern thereof, which is intended to hurt, threaten, upset, distress, or frighten. The definition of bullying contains the following criteria: 1. an actual or perceived imbalance of power between the offender and target. 2. The behavior is repeated or forms a pattern. 3. Interferes with a students' educational opportunities, performance, or ability to participate in school functions or activities or receive the school benefits, services or privileges. Bullying includes, but is not limited to: teasing, damaging property, causing fear of harm to a person or their property, creating a hostile environment, or any conduct against a person that is a reasonable person under the circumstances knows or should know would have the effect of harming a student. Conduct online or via phone also applies, including Facebook, texting, voicemail, email, etc. Students are encouraged to complete a bullying/ harassment form if they have been bullied/ see someone else get bullied. Retaliation against a victim, reporter, or witness or false accusations are prohibited.</p>		•	•	•	•	X	
<p>Fighting, Less Serious (School Board Policy 541.1) Mutual physical combat that does not result in injury or a substantial disruption to the school environment, other than the disruption of the fight itself. A student who retaliates, promotes or instigates will be considered part of the fight. This is regardless of who initiates the fight or whether the student believes he/she was citing in self-defense.</p>		•	•				X
<p>Gang Activity (School Board Policy 541.1) Any activity that promotes or assists a gang including creating graffiti, emblems, symbols, hand signs, jewelry and/or clothing are not allowed. Gang activity is defined by the following criteria: (1) the student belongs to or associates with (2) a group of three or more people who band together under a common identifying symbol, sign, or name, and (3) the participant participates in a separate violation listed in the handbook to further an implicit or explicit goal of the gang/ group.</p>		•	•	•	•	X	
<p>Harassment (School Board Policy 541.1) Harassment is participating in or conspiring with others to engage in acts that injure, degrade, intimidate or disgrace other individuals or classes based on: race, gender, disability, religion or creed, national origin or culture, age or grade level, sexual orientation, socio-economic status, or any physical or mental attributes. Harassment includes words, spoken or written, and/or any actions that negatively impact an individual or groups as defined above.</p>		•	•	•	•	X	
<p>Harassment, Sexual (School Board Policy 541.1) Includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other unwelcome verbal or physical conduct or communication of a sexual nature.</p>		•	•	•	•	X	

Level 2 Violations, continued							
	Levels					Police Notification	
	1	2	3	4	5	S	R
Out of Bounds/Out of area (School Board Policy 541.1) Leaving expected area such as classroom, lunchroom or campus without permission.		•					
Pornography Accessing, viewing or showing sexually inappropriate materials.		•	•				
Reckless Behavior, Less Serious (No Bodily Harm) Recklessness involves the creation of an unjustifiable risk of harm to others and a conscious (and sometimes deliberate) disregard for or indifference to that risk.		•	•				
Refusal to Cooperate with School Administrative Staff A student, who has already been sent to the office for misbehavior, continues to fail to comply with directions from staff.		•	•				
Sexual misconduct/Indecent Exposure Engaging in sexual contact with another person, including intentional touching of clothing covering a person's intimate parts or intentional removal or attempted removal of clothing covering a person's intimate parts or clothing covering a person's undergarments. Intentionally exposing private parts to another. This includes, but not limited to, sexual intercourse or sexual penetration, sexual contact, indecent exposure, or masturbation.		•	•	•			
Technology-Unauthorized or Inappropriate Use of District Technology Resources (School Board Policy 107) See full definition online at School Board Policies / Policy 107 .		•	•	•		X	
Threats or Intimidation (School Board Policy 541.1) Use of violence, force, coercion, threat, intimidation or similar conduct in a manner that constitutes a substantial interference with school purposes.		•	•	•		X	
Tobacco, Use of (School Board Policy 541.1) To include students found to be in use of tobacco or a product that may be used to distribute tobacco or the chemical nicotine while in the school building, or on school grounds.		•	•			X	
Vandalism/Property Related (School Board Policy 541.1) Willful defacing or the destruction of any property.		•	•	•		X	
Verbal or Written Abuse to Staff, Threatening Abusive communication directed at staff which includes words or actions that threaten the individual's safety and security.		•	•	•		X	

Level 3

Level 3 violations *may result* in a short-term removal from school for part of a day or an entire school day. The duration of the short-term removal, if issued, is to be limited as much as possible while adequately addressing the behavior.

A severe occurrence may be treated as a violation at a higher level. Repeated instances of a level 3 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record.

Level 3: Examples of Interventions and Responses

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

- Parent/guardian notification
- Parent/guardian conference
- Dismissal (up to one complete school day)
- Suspension (1 or more school days)
- Referral to outside resources

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- Utilization of lower-level consequences in addition to the above

Level 3 Violations						
	Levels					Police Notification
	1	2	3	4	5	
Drugs, Possession or Under the Influence Drugs, alcoholic beverages, controlled or imitation controlled substances, or other mood-altering chemicals.			•	•		X
False Allegations Against Student or Staff Any knowingly or recklessly false allegation against a staff member or student, written, spoken or otherwise communicate which is harmful to their reputation or which may impede the ability of the staff member to perform assigned duties.			•	•		
Fighting, Serious (School Board Policy 541.1) Mutual physical combat that results in injury creates a substantial disruption involving large numbers of students, and/or results in the potential for continued fighting. A student who retaliates, promotes or instigates will be considered part of the fight. This is regardless of who initiates the fight or whether the student believes he/she was citing in self-defense.			•	•		X
Reckless Behavior, More Serious (Bodily Harm) Recklessness involves the creation of an unjustifiable risk of harm to others and a conscious (and sometimes deliberate) disregard for or indifference to that risk.			•	•		
Repeated Misuse of District Technology Resources Purposeful use of district technology resources in a way that violates district policy.			•	•		X
Pyrotechnics Having in possession fire starting materials or fireworks.			•	•		X
Theft (School Board Policy 541.1) The unauthorized taking or keeping of the property of another including but not limited to jackets, expensive electronics, etc.			•	•		X
Trespassing, Including During Periods of Dismissal or Suspension (School Board Policy 541.1) Being physically present on school property or at a school activity after being directed to leave by a school administrator or other person lawfully responsible for the control of the premises.			•	•		

Level 4

Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the removal of a student from the school environment due to the severity of the behavior.

Incidents at this level may be referred for expulsion depending on the circumstances.

Level 4: Examples of Interventions and Responses

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

- Parent/guardian notification
- Parent/guardian conference
- Suspension, in excess of one complete school day
- Interim alternative educational placement
- Referral to outside resources
- Utilization of lower-level consequences in addition to the above

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Level 4 Violations

	Levels					S R	Police Notification
	1	2	3	4	5		
Arson Intentional destruction or damage to school or district building or property by means of fire.				•	•	X	•
Assault (School Board Policy 541.1) Assault is doing an act with intent to cause fear in another of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another.				•			•
Criminal Sexual Conduct (School Board Policy 541.1) Sexual conduct as defined in MN Stat. 609.34151 (a) "Sexual contact," for the purposes of sections 609.343, subdivision 1, clauses (a) to (f), and 609.345, subdivision 1, clauses (a) to (e), and (h) to (o), includes any of the following acts committed without the complainant's consent, except in those cases where consent is not a defense, and committed with sexual or aggressive intent: (i) the intentional touching by the actor of the complainant's intimate parts, or (ii) the touching by the complainant of the actor's, the complainant's, or another's intimate parts affected by a person in a position of authority, or by coercion, or by inducement if the complainant is under 13 years of age or mentally impaired, or (iii) the touching by another of the complainant's intimate parts affected by coercion or by a person in a position of authority, or (iv) in any of the cases above, the touching of the clothing covering the immediate area of the intimate parts, or (v) the intentional touching with seminal fluid or sperm by the actor of the complainant's body or the clothing covering the complainant's body. (b) "Sexual contact," for the purposes of sections 609.343, subdivision 1, clauses (g) and (h), and 609.345, subdivision 1, clauses (f) and (g), includes any of the following acts committed with sexual or aggressive intent: (i) the intentional touching by the actor of the complainant's intimate parts; (ii) the touching by the complainant of the actor's, the complainant's, or another's intimate parts; (iii) the touching by another of the complainant's intimate parts; (iv) in any of the cases listed above, touching of the clothing covering the immediate area of the intimate parts; or (v) the intentional touching with seminal fluid or sperm by the actor of the complainant's body or the clothing covering the complainant's body. (c) "Sexual contact with a person under 13 years of age" means the intentional touching of the complainant's bare genitals or anal opening by the actor's bare genitals or anal opening with sexual or aggressive intent or the touching by the complainant's bare genitals or anal opening of the actor's or another's bare genitals or anal opening with sexual or aggressive intent.				•	•		•
False Alarm/Bomb Threat (School Board Policy 541.1) Causing a substantial disruption to the school environment and/or placing student at risk by making a false report or activating an alarm.				•		X	
Hazing (School Board Policy 108) Committing an act against a student or coercing a student into an act that is demeaning, humiliating or creates a substantial risk or harm to a person in order for the student to be initiated into or affiliated with a student organization or grade level. Apparent permission, cooperation, or consent by a person being hazed does not lessen the actions taken by the district.				•		X	

Level 4 Violations, continued

	Levels					S R	Police Notification
	1	2	3	4	5		
Reckless or Careless Driving (School Board Policy 541.1) Driving on school property in such a manner as to endanger persons or property.				•			•
Robbery/Extortion (School Board Policy 541.1) The obtaining of property from another where his/her consent was induced by a use of force, or a threat of force.				•		X	•
Selling, Distributing, Intent to Distribute, or Attempting to Distribute Drugs, Alcoholic Beverages, or a Controlled/Imitation Controlled Substance				•	•	X	•
Threats, Terroristic (School Board Policy 541.1) Comments, actions or conduct that specifically threatens physical harm or violence to the person of another. See MN Statue at: www.revisor.mn.gov/statutes/?id=609.713				•	•	X	•
Weapon, Possession of real or replica (School Board Policy 541.1) Possession of a sharp object, knife, gun, projectile or look-alike designed or used in a harmful manner. Students who are aware of a weapon must report it immediately or will be considered a participant.				•		X	•

Level 5

Level 5 violations require the principal to notify the Superintendent or designee. These behaviors may result in police notification and/or expulsion.

Level 5: Examples of Interventions and Responses

These interventions involve the removal of the student from the school environment because of the severity of the behavior and parent/guardian notification and conference. They may involve 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.

- Interim alternative educational placement
- Referral to outside resources
- Expulsion or exclusion (an act of the Board of Education)
- Utilization of lower level consequences in addition to the above

Level 5 Violations	Levels					S R	Police Notification
	1	2	3	4	5		
Assault, Aggravated (School Board Policy 541.1) The intentional infliction of substantial bodily harm, or great bodily harm upon another, or committing an act with a firearm, dangerous weapon or other weapon with intent to cause fear in another of immediate bodily harm or death.					•	X	•
Bomb/Explosive Device Bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.					•	X	•
Weapon/Firearm Gun or rifle that fires ammunition by force of explosion or combustion. Does not include BB guns, air guns, or lookalike guns.					•	X	•
Incapacitation Device, Possession, with use or intent to use A device designed to temporarily immobilize or incapacitate people such as taser, stun gun or tear gas derivative.					•	X	•

Level 5 Violations

	Levels					Police Notification
	1	2	3	4	5	
<p>Possession/Use of a Dangerous Weapon Other Than a Firearm A device designed or modified as a weapon that is capable of producing death or great bodily harm. Examples include knife with a blade of 2.5 inches or longer, replica firearm, BB gun, or brass knuckles. See the full definition online at:</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 Device not manufactured as a dangerous weapon or non-conventional weapon capable of producing bodily harm, substantial bodily harm, or fear of bodily harm. Examples include knives with blades under 2.5 inches, box cutters, razor blades, etc. Use or intent must be present.</p>					•	•

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RICHFIELD PUBLIC SCHOOLS
GENDER INCLUSION POLICY

5 **I. PURPOSE**

6 All students need a safe, supportive school environment to progress
7 academically and developmentally. The purpose of this policy is to
8 facilitate compliance with applicable laws and organizational guidelines as
9 well as to foster an educational environment at Richfield Public Schools
10 that is safe, supportive, and fully inclusive for all students regardless of
11 gender identity or gender expression.

12 **II. POLICY STATEMENT**

13 Richfield Public Schools shall act to ensure that students who are
14 transgender and gender non-conforming are included in all school
15 activities like their peers.

16 **DEFINITIONS**

17 The following definitions are provided to assist in understanding this
18 policy.

- 19 **a. Assigned Gender** – An individual's gender assigned at birth, which
20 correlates to the biological, genetic, and anatomical makeup of a body.
- 21 **b. Gender Expression** – The manner in which an individual expresses
22 their gender.
- 23 **c. Gender Identity** – An individual's sense of being male, female, or
24 otherwise on a continuum of gender.
- 25 **d. Gender Dysphoria** – A conflict between an individual's physical or
26 assigned gender and the gender with which they identify.
- 27 **e. Gender Non-Conformity** – Behaviors and interests that fit outside of
28 stereotypical behaviors and interests for an individual's assigned sex.
- 29 **f. Transgender** – An individual whose gender is different from the
30 gender assigned to them at birth.

31 **III. BULLYING, HARASSMENT, AND DISCRIMINATION PROHIBITION**

32 Bullying, harassment, and discrimination on the basis of gender identity or
33 expression are prohibited. Richfield Public Schools will take any such
34 incident seriously, give the incident immediate attention, and handle the
35 incident in the same manner as the school handles other bullying,
36 harassment and discrimination. The school and all employees are

1 responsible for ensuring that every student, including transgender and
2 gender nonconforming students, has a safe and supportive school
3 environment at Richfield Public Schools. Education and training regarding
4 the issues addressed in this gender inclusion policy will be provided for
5 employees, students and the broader school community. Richfield Public
6 Schools will ensure that all district policies, including but not limited to
7 Policy 102 (Equal Educational Opportunity), Policy 103 (Bullying
8 Prohibition Policy), Policy 108 (Hazing Prohibition), Policy 113 (Bullying
9 Prohibition), Policy 505 (Student Disability Nondiscrimination), Policy 506
10 (Student Sex Nondiscrimination), Policy 541 (Student Behavior), Policy
11 581 (Protection and Privacy of Pupil Records) apply to all students
12 regardless of their gender identity or gender expression.
13

14 **IV. GENDER TRANSITION AT SCHOOL**

15
16 Students who transition socially or physically at school have a right to a
17 safe and supportive environment. Steps taken to support students during
18 this time will be done in collaboration with the student first, then the
19 parent, with careful consideration given to student data privacy and
20 consent. If appropriate, school administration and staff shall work with any
21 such students and their parents/guardians (based on the students
22 individual needs) to identify which steps will create the necessary
23 conditions to make the transition experience as positive as possible.
24 Based on this work, the school, student, and parents/guardians will create
25 a tailored gender transition plan that ensures the school environment
26 remains both safe and supportive of the student. As each possible plan
27 will be highly individualized, the plan will be developed in collaboration
28 with the student, parent/guardian, school principal, Director of Student
29 Support Services and/or additional appropriate school staff.
30

31 **V. NAMES AND PRONOUNS USAGE**

32
33 Students have the right to be addressed by a preferred name and by a
34 pronoun corresponding to their gender identity. A court-ordered name or
35 gender change is not required, and a student need not change official
36 records in order to have this right honored by all members of the school
37 community. Official records must identify a student with their legal name
38 and assigned gender, unless the student has legally changed their name.
39

40 **VI. DRESS CODE**

41
42 Students have the right to dress in accordance with their gender identity,
43 within the constraints of the dress code specified in the Richfield Public
44 Schools handbook or policy. School staff will not enforce the school's
45 dress code more strictly toward transgender and gender nonconforming
46 students than other students. Richfield Public Schools will not require

1 gender stereotypical fashion or dress. Richfield Public Schools will avoid
2 the use of gender pronouns when describing dress in its dress code.

3
4 **VII. GENDER-SEGREGATED ACTIVITIES, RULES, POLICIES AND**
5 **PRACTICES**

6
7 Richfield Public Schools shall evaluate all gender-based activities,
8 curricula, rules, policies, and practices – including but not limited to
9 classroom activities, school ceremonies, and school photos – and
10 maintain only those that have a clear and sound pedagogical purpose. In
11 situations where students are segregated by gender, students have the
12 right to participate in any such activities or conform to any such rule,
13 policy, or practice in a manner that aligns with their gender identity
14 consistently asserted at school.

15
16 All students, regardless of their gender identity, have the right to
17 participate fully in overnight trips and other activities. In all cases, the
18 school has an obligation to maintain the privacy of all students and cannot
19 disclose or require the disclosure of the student's transgender status to
20 the other students or the parents/guardians of other students.

21
22 **VIII. PHYSICAL EDUCATION CLASSES AND INTRAMURAL AND**
23 **INTERSCHOLASTIC ATHLETICS**

24
25 All students have the right to participate in physical education classes,
26 intramural sports, and interscholastic athletics in a manner that aligns with
27 their gender identity. For participation on interscholastic athletic teams,
28 this policy will not supersede Minnesota State High School League policy
29 related to transgender student eligibility and participation.

30
31 **IX. ACCESS TO RESTROOMS, LOCKER ROOMS, AND CHANGING**
32 **AREAS**

33
34 Each student shall be granted access to restrooms, locker rooms, and
35 changing areas that align with the student's gender identity. Any student
36 who has a need or desire for increased privacy, regardless of the
37 underlying reason, shall be provided access to a reasonable alternative,
38 but no student shall be required to use such a facility.

39
40 **X. PRIVACY**

41
42 All students have a right to privacy. A student's transgender or gender
43 nonconforming status is private information. Related information, such as
44 the student's legal name, may also constitute private information.

1 Information regarding a student's transgender or gender nonconforming
2 status may also be confidential medical information. Disclosing this
3 information to other students, other students' parents, or other third
4 parties may violate privacy provisions in certain laws, such as the federal
5 Family Educational Rights and Privacy Act (FERPA) and the Minnesota
6 Government Data Practices Act. Disclosure of this information to school
7 employees is also limited to those employees who have a legitimate
8 educational reason for obtaining the information.
9

10 Richfield Public Schools shall keep private all personal information
11 relating to transgender and gender nonconforming students in accordance
12 with Board Policy 581 and applicable laws. School staff shall not disclose
13 information that may reveal a student's transgender status to others,
14 including other students' parents and other school staff, unless legally
15 required to do so or when written permission has been given by the
16 parent(s)/guardian(s) or the student who is over 18 years of age.
17

18 Transgender and gender nonconforming students have the right to
19 discuss and express their gender identity and gender expression openly
20 and to decide when, with whom, and how much private information to
21 share. The fact that a student chooses to disclose their transgender status
22 to staff or other students does not authorize school staff to disclose other
23 private information about the student.
24
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26

27 **Legal Reference:**

28 Minn. Stat. § 121A.04 (Athletic Programs; Sex
29 Discrimination)
30 Minn. Stat. . § 121A.031 (Safe and Supportive Minnesota
31 Schools Act)
32 Minn. Stat. § 121A.03, subd. 2 (Sexual, Religious and Racial
33 Harassment and Violence Policy)
34 Minn. Stat. § 363A (Minnesota Human Rights Act)
35 20 U.S.C. §§ 1681-1688 (Title IX of the Education
36 Amendments of 1972)
37 34 C.F.R. Part 106 (Implementing Regulations of Title IX)
38 *Montgomery v. ISD No. 709*, 109 F.Supp. 2d 1081, 1093 (D.
39 Minn. 2000).
40

41 **Cross References:**

42 Policy 102 (Equal Educational Opportunity)
43 Policy 103 (Bullying Prohibition Policy)
44 Policy 108 (Hazing Prohibition)
45 Policy 113 (Bullying Prohibition)
46 Policy 505 (Student Disability Nondiscrimination)
47 Policy 506 (Student Sex Nondiscrimination)

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Policy 541 (Student Behavior)
Policy 581 (Protection and Privacy of Pupil Records)
Minnesota State High School League Official Handbook
300.00 Bylaws: Administration of Student Eligibility

ADOPTED BY THE BOARD OF EDUCATION: August 20, 2018

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RICHFIELD PUBLIC SCHOOLS
GUIDELINES - GENDER INCLUSION

I. PURPOSE

Richfield Public Schools ("District") commits to supporting and maintaining learning environments that value students' gender identity and gender expression. The District's Gender Inclusion Policy and procedures work to ensure that all students have access to programming and facilities in which they feel comfortable and safe.

1. Student Support Plan

A Student Support Plan is available to any student who makes a written or oral request for name/pronoun changes and/or accessibility due to gender identity/expression. A student support team consisting of the student, a parent/guardian, and/or an adult advocate of the student's choice, and the student's principal or the principal's administrative designee will meet to determine a Student Support Plan addressing, among other things, participation in co-curricular and extracurricular activities, and access to facilities, including but not limited to restroom and locker room access. If a student, due to extraordinary circumstances cannot reasonably obtain guardian consent to modify student records and/or expresses a good-faith desire for increased privacy and/or safety, an adult advocate will be identified with the student to create the support plan. All student support plan information is private data in accordance with the Minnesota Data Practices Act and the Family Educational Rights and Privacy Act. In the event that students are solely making oral or written requests around names or pronouns, students will work with an adult advocate to identify who in the building the student would like to inform and create a clear communication plan to ensure this information has been provided to the identified individuals. The student support plan will be created for requests around accessibility and may contain the following components.

Restroom Accessibility

Details of the student support plan may include, among other things:

Use of a gender neutral restroom;

Use of a health/nurse office restroom;

Any other plan agreeable to the student support team.

Locker Room Accessibility

Details of the student support plan may include, among other things:

Use of a private area within the public area of the locker room facility (i.e. a nearby restroom stall with a door, an area separated by a curtain, or a P.E. instructor's office);

A separate changing schedule utilizing the locker room before or after other students;

1 Use of a nearby private area such as a nearby restroom or a health/office
2 restroom; or
3 Any other plan agreeable to the student support team.

4
5 2. RPS staff will respect all students' gender identity and gender
6 expression by honoring the right of students to be identified and addressed by
7 their preferred name and pronoun.

8
9 a. Staff expectations

10 Staff must honor the student's preferred name and pronoun usage regardless of
11 whether the District's student information management system has been
12 updated.

13 Upon written or oral request from a student and regardless of parental consent, a
14 student is to be addressed in classes, announcements, and other school
15 gatherings by the name and/or pronoun requested by the student, unless the
16 student's principal determines that the use of a particular name or pronoun would
17 be patently offensive.

18 Upon written or oral request from a student and regardless of parental consent,
19 staff must update District usages of the student's name in school community
20 spaces that are visible to other students, staff, and families including, but not
21 limited to, on bulletin boards, lockers, cubbies, folders, materials, and use of the
22 student's name in digitally viewable spaces including District managed email and
23 online learning environments.

24 Upon written or oral request from a student and regardless of parental consent,
25 staff must update usage of the student's name in digitally viewable spaces
26 including District managed email and online learning environments such as
27 Schoology.

28 Changes to District managed digital systems can be requested by submitting a
29 custom ticket to IT.

30 A counselor, social worker, principal or other designee must consult with the
31 student to inform them of implications of the change.

32 A counselor, social worker, principal or other designee will record the student's
33 name in the "nickname" field.

34 A counselor, social worker, principal or other designee will notify teachers and
35 staff working with the student of the student's name change. See Attachment A
36 for example communications.

37 A communication is to be sent home to notify the student's parent(s) guardian(s)
38 of the name change, see Attachment B., unless the student expresses safety
39 concerns from such a notification. In those cases, see section 5 -Student
40 Support Plan, for guidance.

41 Changes may be made once annually or at the discretion of the principal or
42 administrative designee.

43 v. Staff must privately ask students who have identified themselves as
44 transgender or gender variant how they want to be addressed in communications
45 to the student's parent(s)/legal guardian(s). For purposes of this procedure,
46 communications include, but are not limited to, materials sent to the student's
47 home and how the student is referred to at conferences with the student's
48 parent(s)/legal guardian(s).

49 vi. For communications with a student's parent(s)/legal guardian(s),
50 staff must use the student's name as listed in the District's student

- 1 information system, unless specifically told otherwise by the student or
2 parent(s)/guardian(s).
- 3 vii. Inadvertent, honest mistakes in the use of a student's preferred
4 name or pronoun may occur. The intentional and persistent refusal to
5 respect a student's gender identity or gender expression may be
6 considered discriminatory and is subject to disciplinary measures.
- 7 b. Modifying Student Records
- 8 i. A student's name and/or gender, as listed in the District's student information
9 system, must be modified in accordance with a completed Name and Gender
10 Change Request form. The form may be obtained from the school social worker
11 or school counselor. The form must be submitted to the school social worker,
12 school counselor, the student's principal or the principal's administrative
13 designee.
- 14 1. The form will include the following change options:
15 Student's name,
16 Student's gender,
17 Student's District alternate gender,
18 Student's gender pronoun,
19 Student's access to gender-specific facilities,
20 Student's extra and/or co-curricular activities participation, and
21 A notice that the District's acceptance of the form does not constitute a legal
22 name or gender change and only constitutes a request to change the student's
23 name and/or gender in the District's records.
- 24 Students under 18 must complete the form with parent/guardian consent.
25 Students age 18 or older may complete the form without parent/guardian
26 consent.
- 27 The form may be updated annually or at the discretion of the principal or
28 administrative designee.
- 29 ii. A portion of the District's student information system will include sections for
30 the student's District alternate gender, gender pronoun, access to gender-
31 specific facilities, and extra and/or co-curricular activities participation. These
32 elements must be updated upon receipt of a completed name and gender
33 change form.
- 34 iii. The District's student information system will reflect options to meet the needs
35 of students who identify outside of the gender binary.
- 36 2. Within academic programming, prohibit the separation of students and or
37 curricular materials based upon gender unless it serves as a compelling
38 pedagogical tool.
- 39 Arbitrary separation of students and/or curricular materials based upon sex
40 and/or gender is prohibited.
- 41 i. Prohibited separation includes, but is not limited to:
42 Boys vs. girls competition;
43 Developing, classifying, or labeling materials, such as book bins, as
44 boy or girl specific; and
45 Lining up students according to sex and/or gender.
- 46 ii. Permissible separation includes, but is not limited to:
47 Sex education classes;
48 Gender-based affinity groups; and

1 Lining up students by sex and gender to access gender separated
2 restrooms and/or locker room facilities that are not adjacent to each
3 other.

4 To determine whether there is a compelling pedagogical tool justifying separation
5 of students and/or curricular materials, staff will reflect and provide, upon
6 request, the reasoning behind any gender based separation.

7 In any permissible separation or grouping by sex and/or gender, individual
8 students must be afforded the opportunity to select the group that best aligns
9 with the student's gender identity or expression.

10 3. Provide all students the opportunity to participate in co-curricular and
11 extracurricular activities in a manner consistent with their gender identity,
12 including, but not limited to, intramural and interscholastic athletics.

13 a. Eligibility shall be determined according to the District's student information
14 system.

15 b. Eligibility for competition shall be determined in accordance with the
16 Minnesota State High School League Policies.

17 4. Provide all students access to facilities that best align with students' gender
18 identity.

19 Students shall have access to facilities, including but not limited to, restrooms
20 and locker rooms, that best align with a student's gender as listed on the
21 District's student information system.

22 Students shall be roomed on overnight field trips, for which students will be
23 separated based on gender, with other students of their same gender as listed
24 on the District's student information system.

25 5. Professional Development

26 The District will offer professional development opportunities for staff, including
27 but not limited to, teachers, administrators, counselors, social workers, and
28 health staff.

29 Professional development opportunities are intended to improve the knowledge,
30 will, skill, and capacity of all District staff to prevent, identify, and respond to
31 bullying, harassment, discrimination, violence, or any other marginalizing action.

32 The content of such professional development may include, but is not limited to:

33 Terms, concepts, and current developmental understandings of gender identity,
34 gender expression, and gender diversity in children and adolescents;

35 Developmentally appropriate strategies for communication with students and
36 parents about issues related to gender identity and gender expression that
37 protect student privacy;

38 District policies and procedures regarding, bullying, harassment, discrimination,
39 violence, or any other marginalizing action based upon gender identity and/or
40 expression;

41 District Rights and Responsibilities handbook and

42 Data privacy laws, and District policies, and procedures.

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45 LEGAL REFERENCES:

46 Minn. Stat. ch. 13(Minnesota Governance Practices Act)

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

49 Minn. Stat. § 121A.031 (Safe and Supportive Minnesota Schools
50 Act)

- 1 Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
- 2 Minn. Stat. ch. 363A (Minnesota Human Rights Act)
- 3 20 U.S.C. § 1681 et seq. (Title IX)
- 4 20 U.S.C. § 1701 et seq. (Equal Educational Opportunities)
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7 CROSS REFERENCES TO DISTRICT POLICIES:

- 8
- 9 586 Gender Inclusion
- 10 102 Equal Opportunity/Non-Discrimination
- 11 113 Bullying Prohibition
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RICHFIELD PUBLIC SCHOOLS

STUDENT DRESS AND APPEARANCE

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming related to educational goals and community standards. This policy includes after school and community education programs for students unless uniforms are required for the program.

II. DEFINITIONS

- A. Hats for the purposes of this policy are defined as headgear that contains a brim.
- B. Headgear is defined as anything worn on the head that does not have a brim. Headgear includes but is not limited to scarfs, hoodies, bandanas, and other forms of headwear.

III. GENERAL STATEMENT OF POLICY

- A. It is the policy of this school district to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student’s parent(s) or guardian(s).
- B. Appropriate clothing includes, but is not limited to, the following:
 - 1. Clothing that covers all undergarments and/or covers all private parts. Tops, bottoms, and shoes are required to be worn. Clothing worn for medical, cultural, or religious observances are allowed.
 - 2. Headgear is allowed provided it does not impede the student’s ability to engage in learning. The Principal and/or designee is allowed discretion to grant exceptions that allow students to wear hats. Exceptions are expected to be shared informationally with the Superintendent for review.
 - 3. Clothing that does not create a health or safety hazard.
 - 4. Clothing appropriate for the activity (i.e., physical education or the classroom).
- C. Inappropriate clothing includes, but is not limited to, the following:
 - 1. Clothing that does not cover all undergarments and/or does not cover all private parts.

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Apparel promoting products or activities that are illegal for use by minors.

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 group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in School Board Policy 103 pertaining to “Racial, Religious and Sexual Harassment and Violence.”

- i. Any apparel or footwear that could damage school property.
- ii. Hats as defined in this policy are not allowed to be worn during the school day. Any headgear and/or hair accessories must not block the face; and/or create a barrier to the student’s ability to hear and/or engage in learning.
- iii. It is not the intention of this policy to infringe on the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, do not advocate violence or harassment against others or do not create a substantial disruption of the learning environment.

IV. UNIFORM DRESS

- A. The Superintendent may authorize uniform dress guidelines for an individual school or program, provided that the guidelines reflect involvement of the school community, take into consideration the financial ability of students to purchase uniforms, and allow for exemptions upon parent request.
- B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.
- C. An organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

V. SANCTIONS

When, in the judgment of the administration, a student’s appearance, grooming, or mode of dress interferes with or disrupts the educational process or school

Students

98 activities, or poses a threat to the health or safety of the student or others, the student
99 will be directed to make modifications. Parents/guardians will be notified.

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Legal References:

U. S. Const., amend. I
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Stephenson v. Davenport Community School District, 110 F.3d 1303 (8th Cir. 1997)
Harper v. Poway Unified Sch. Dist., 445 F.3d 1166 (9th Cir. 2006)
Hicks v. Halifax County Board of Educ., 93 F.Supp.2d 649 (E.D.N.C. 1999)
McIntire v. Bethel School, I.S.D. No. 3, 804 F.Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992)
Olesen v. Board of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820, 44 Educ. L. Rep. 205 (N.D. Ill. 1987)

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Cross References:

Policy 103 (Racial, Religious, Sexual Harassment and Violence)
 Policy 541 (Student Behavior)

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ADOPTED BY THE BOARD OF EDUCATION: August 20, 2007

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REVISED BY THE BOARD OF EDUCATION: July 15, 2019

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RICHFIELD PUBLIC SCHOOLS
ADMINISTRATIVE GUIDELINES
RICHFIELD DUAL LANGUAGE SCHOOL
UNIFORM DRESS GUIDELINES

I. OVERVIEW

- A. At the Richfield Dual Language School, we seek to create the best learning environment for all students and believe that a safe and disciplined learning environment is the first requirement of an effective school. In order to promote school pride, unity, discipline, and civility, students are encouraged to wear the school uniform.
- B. Consistent with Section III.A of Board Policy 547 (Student Dress and Appearance), the uniform dress guidelines for RDLS reflect involvement of the school community, take into consideration the financial ability of students to purchase uniforms, and allow for exemption upon parent request.
- C. This administrative guideline applies at all times on the school campus, on buses, on field trips and other school-sponsored activities. Students are expected to remain in uniform all day, including after school while remaining on campus.

II. BENEFITS

The potential benefits of a uniform policy include:

- i. Putting the focus on academics rather than fashion;
- ii. Lowering the cost of school clothes;
- iii. Ensuring a safe school environment by preventing students from wearing inappropriate insignias;
- iv. Helping students to differentiate between a learning environment and a play environment;
- v. Instilling a sense of school pride and discipline.

III. EXEMPTIONS

- A. Parents wishing to exempt their student from the uniform dress guidelines may opt-out by completing the attached *Application for Exemption* form. The exemption is effective upon review by the building principal. An exemption is valid only for the current school year and must be renewed at the beginning of each school year.
- B. Groups officially sanctioned by the school or district, may wear their uniforms in place of the school uniform.

- C. Students may wear school shirts of any type sold by the school in place of the school uniform.

V. RICHFIELD DUAL LANGUAGE SCHOOL STUDENT UNIFORM DRESS OPTIONS:

- A. The colors for RDLS are: **burgundy, white, gray, khaki, and black.**
- B. Students may choose from among the following uniform dress options:

Shirts

- White, Black, Burgundy, khaki, or Gray Polo Shirt, Short or Long Sleeve
- White, Black, Burgundy, khaki or Gray Dress Shirt, Short or Long Sleeve

Bottoms

- Khaki, Black or Gray Pants
- Khaki, Black or Gray Bermuda Shorts
- Khaki, Black or Gray Skorts
- Burgundy-Plaid V-Neck Pleated Jumper (Burgundy-plaid v-neck pleated jumpers corresponding to the sample provided)
- Black, Khaki or Burgundy-Plaid Pleated Skirt (Burgundy-plaid pleated skirts corresponding to the sample provided)
- Black, Khaki or Burgundy-Plaid Skort (Burgundy-plaid skorts corresponding to the sample provided)
- Khaki, Black or Gray Pants, Flat Front or Pleated
- Khaki, Black or Gray Walk Shorts

Belt

- Black

Sweaters

- Burgundy or Black V-Neck Unisex Sweater Vest w/ School Logo
- Burgundy or Black Blue Zip Front Sweater w/ School Logo

Shoes

- Athletic or Black Dress Shoes (No Sandals or Open-toed Shoes)

Accessories

- Hats or caps may not be worn during the school day in the school.
- Any hair accessories must be unobtrusive.

Independent School District 280
Richfield, Minnesota

Richfield Dual Language School

***APPLICATION FOR EXEMPTION FROM
THE SCHOOL UNIFORM DRESS GUIDELINES***

Name of the person submitting this application: _____

Name of student: _____

Address: _____ Telephone #: _____

School year: _____ Teacher: _____ Grade: _____

I certify that I am the parent or legal guardian of the student named above. I choose not to have my child comply with the Richfield Dual Language School Uniform Dress Guidelines and hereby request exemption. I understand that this exemption applies only to the current school year, and that that this exemption will be effective following review by the Building Principal. I further understand that I have the right to rescind this request at any time during the school year.

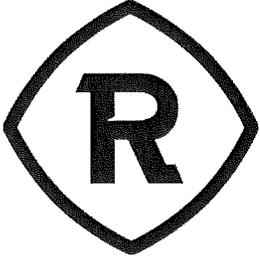
The reason for requesting an exemption is as follows:

Signature of Parent/Guardian

Date of Request

Signature of Principal

Date Reviewed



RICHFIELD
PUBLIC SCHOOLS

District 280
Information & Student Responsibility
Policy Handbook
2019-2020

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Mission Statement:

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

Welcome to Richfield Public Schools 2019-2020

Dear Students, Families and Community Members,

Students in Richfield Public Schools have the right to a safe and equitable education, where we inspire and empower each individual to learn, grow and excel. We recognize that individual responsibility and mutual respect are essential components of the educational process. Students must conduct themselves in an appropriate manner that maintain a climate in which learning can take place. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement. Staff, families and community members also share responsibility for the educational environment of our students. Our handbook is a guide to the rights and responsibilities of every member of the Richfield Public Schools community. We want readers of our handbook to understand their rights and to know the expectations of every member of our community. This handbook also outlines the consequences of behavior that is not appropriate in school.

Our greatest hope of this handbook is that it will help all of us create a respectful and supportive environment where all students learn, grow and excel. We ask our parents and/or guardians to review this handbook with their student. You are the first teacher and the primary role model for our students. Your support and leadership are important to help our students thrive in school.

Thank you,



Steven Unowsky, Superintendent
Richfield Public Schools

The School Board's Role:

The School Board of Independent School District 280 decides matters pertaining to the maintenance and operation of the School District. The state gives the School Board the authority and responsibility to:

- Develop and adopt district policies.
- Employ a superintendent to provide educational leadership for the district and serve as its chief administrative officer.
- Provide materials, equipment, supplies and facilities to support an effective educational program.
 - Express and represent the views of the community on educational issues.
- Provide an equal educational opportunity for every child in accordance with state and federal laws.

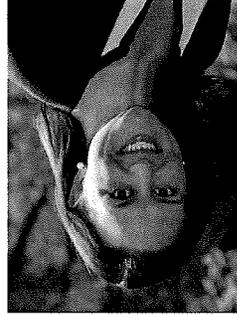
Board members are elected by voters to represent their interests in determining how the schools will be operated. The Board establishes policy on everything from curriculum to athletic programs. The superintendent of schools is responsible for implementing such policies.

Study Sessions:

Study Sessions are informal discussion style meetings and no official School Board action is taken. Study Session meetings are open to the public and dates and times are posted online at www.richfieldschools.org/schoolboard as soon as they become available.

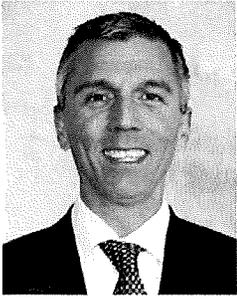
Business Meetings:

The School Board conducts business meetings twice a month at the District Office Board Room, 701 Harriet Ave, Richfield, MN. Meeting agendas are posted online at www.richfieldschools.org/schoolboard. Business meetings are open to the public and provide an opportunity for parents and residents to stay informed about what is happening in the district. Business meetings begin at 7 p.m. Individuals who wish to address the School Board during a regular School Board meeting may do so during the Public Comments portion of the agenda at the beginning of the meeting. Public comment occurs at the 2nd meeting of the month. To participate in the public comments, individuals must make a written request to the board secretary (mary.ihlen@rpsmn.org or 612-798-6012 or in person) up until one minute before the start of the board meeting. The guidelines for public comment are distributed in person at the School Board meeting and are outlined in board policy 216. Board members do not engage in dialog with speakers during Public Comment; but if appropriate, the Board Chair and/or Superintendent may appoint administration to address speaker comments. School Board meetings are broadcast on the Education Channel, which is Channel 14 on Comcast and 8110 on CenturyLink PRISM. The meeting airs weekly on Mondays at 7:00 pm, Thursdays at 8:00 a.m. and Saturdays at 6:00 a.m. You can also view them on our YouTube channel by entering Richfield Public Schools in the search bar as well as on Richfield Public Schools website



Crystal Brakke, Chair
612-940-0497

Term: January 1, 2016 - January 1, 2020



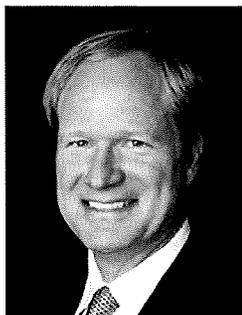
Tim Pollis, Vice Chair
612-968-8093
Term: January 1, 2014 - January 1, 2022



Paula Cole, Treasurer
612-770-0126
Term: January 1, 2016 - January 1, 2020

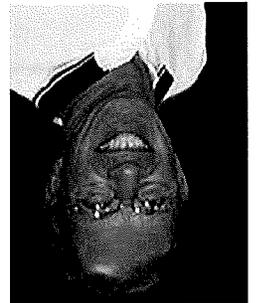


Christine Maleck, Director
612-298-8898
Term: January 1, 2014 - January 1, 2022



Peter Toensing, Director
612-910-7040

Term: January 1, 2014 - January 1, 2022



John Ashmead, Clerk

612-861-2992

Term: January 1, 2012 - January 1, 2020

The District Handbook is comprised of five parts:

1) General Information;

2) Academics;

3) Rules and Discipline;

4) Health and Safety; and

5) Legal Notices.

Topics within these categories are alphabetized.

Policy Information

For access to complete district policies, please use the link below.

www.richfieldschools.org/policies

PART I - GENERAL INFORMATION

<p>RICHFIELD MIDDLE SCHOOL Grades 6-8 7461 Oliver Avenue South Richfield, MN 55423 (612) 798-6400 School Day, 8:35AM - 3:20 PM Attendance Line - (612) 798-6405 Principal - Carondrea Hines (612) 798-6401</p>	<p>RICHFIELD HIGH SCHOOL Grades 9-12 7001 Harriet Avenue South Richfield, MN 55423 (612) 798-6100 School Day, 8:30 AM - 3:20 PM Attendance Voicemail Line - (612) 798-6115 Guidance Office - (612) 798-6120 Athletic Office - (612) 798-6132 Principal - Latanya Daniels (612) 798-6101</p>
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<p align="center">CENTENNIAL ELEMENTARY SCHOOL Grades PreK-5</p> <p>7315 Bloomington Avenue South Richfield, MN 55423 (612) 798-6800</p> <p>School Day, 8:10 AM - 2:40 PM Preschool Half Day, 8:10-10:40 AM or 12:10-2:40 PM Principal - Colleen Mahoney (612) 798-6801</p>	<p align="center">SHERIDAN HILLS ELEMENTARY SCHOOL Grades PreK-5</p> <p>6400 Sheridan Avenue South Richfield, MN 55423 (612) 798-6900</p> <p>School Day, 8:10 - 2:40PM Preschool Half Day, 8:10-10:40 AM or 12:10-2:40 PM Principal - Nancy Stachel (612) 798-6901</p>
<p align="center">RICHFIELD DUAL LANGUAGE SCHOOL - RDLS Grades PreK - 5</p> <p>7001 Elliot Avenue South Richfield, MN 55423 (612) 798-6700</p> <p>School Day, 7:40 AM - 2:10 PM Principal - Marta Shahsavand (612) 798-6701</p>	<p align="center">RICHFIELD STEM SCHOOL - RSTEM Grades PreK-5</p> <p>7020 12th Avenue South Richfield, MN 55423 (612) 798-6600</p> <p>School Day, 7:40 AM - 2:10 PM Preschool Half Day, 7:40 AM-10:10 AM or 11:40 AM-2:20 PM Principal - Amy Winter (612) 798-6601</p>
<p align="center">RICHFIELD COLLEGE EXPERIENCE PROGRAM-RCEP Grades 9-12</p> <p>7201 4th Avenue South Richfield, MN 55423 School Day, 8:45 AM - 2:58 PM Director - Kasya Willhite (612) 798-6056</p>	<p align="center">SOUTH EDUCATION CENTER Transition Plus, Connections, Extended Campus</p> <p>7450 Penn Avenue South Richfield, MN 55423 (612) 243-6202 Office Hours, 7:30 AM - 3:30 PM</p>

	<p>CENTRAL EDUCATION CENTER Community Education & Early Learning 7145 Harriet Avenue South Door #5 Richfield, MN 55423 Office Hours - 7:30 AM - 4:00 PM</p> <p>Community Education - (612) 243-3000 Early Learning Programs - (612) 243-3007 Early Childhood Special Education - (612) 243-3047 Early Childhood Screening - (612) 243-3048</p>
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Richfield Public Schools Calendar 2019-20

July 2019						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4: Independence Day

1-3: Winter Recess
 20: MLK Jr. Day
 24: End of Qtr 2 / Semester 1
 27: ACCESS Testing Begins
 27: PreK-12 Prof. Dev. Day
 28: 9-12 Tch Workshop

August 2019						
Su	M	T	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

19-21: New Teacher Workshop
 23: PreK-5 Teacher Workshop
 26-30: Teacher Workshop

12: PreK-8 Conf. 4pm-8pm
 13: PreK-8 Conf. 8am-8pm
 14: PreK-12 Conf. Comp. Day
 17: President's Day

September 2019						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2: Labor Day
 3: First Day of School
 19: MAP Testing Begins

2: MCA Testing Begins
 5: End of Trimester 2
 6: PreK-12 Prof. Dev. Day
 12: 9-12 Conferences 4pm-8pm
 20: ACCESS Testing Ends
 27: End of Qtr 3 / Midterm
 30-31: Spring Recess

October 2019						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

9: MAP Testing Ends
 10: 9-12 Conferences 4pm-8pm
 15: PreK-8 Conf. 4pm-8pm
 16: PreK-8 Conf. 8am-8pm
 17-18: Teacher Convention

1-3: Spring Recess
 30: 9-12 Conferences 4pm-8pm

November 2019						
Su	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1: PreK-12 Prof. Dev. Day
 8: End of Qtr 1 / Midterm
 27: PreK-12 Conf. Comp Day
 26: End of Trimester 1
 28-29: Thanksgiving Holiday

1: MCA R&M Ends
 4: MAP Testing Begins
 8: MCA Science Ends
 22: MAP Testing Ends
 25: Memorial Day

December 2019						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

5: 9-12 Conferences 4pm-8pm
 23-Jan 3: Winter Recess

5: Last Day of School
 5: RHS Graduation
 5: End of Qtr 4 / Tr 3 / Sem 2
 8: PreK-12 Tch Workshop
 9: 6-12 Tch Workshop

January 2020						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
Su	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
Su	M	T	W	Th	F	Sa
						1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Student Instructional Days = PreK-8 170 days; 9-12 171 days

- = Start and End dates
- = No school entire district
- = No school partial district

03/13/19

[Download calendar at www.richfieldschools.org/calendar](http://www.richfieldschools.org/calendar)

Staff Directory

Eighteen-Year-Old Students

The age of majority for most purposes in Minnesota is 18 years of age. All students, regardless of age, must follow the rules for students provided in school district policy and this handbook.

Enrollment

A child must be five years old on or before the first day of the school year to enroll in kindergarten. Children may be registered by visiting www.richfieldschools.org/enrollment or calling the Enrollment Center at 612-798-6007. If you have just moved into District 280, please call the Enrollment Center at 612-798-6007 or visit www.richfieldschools.org/enrollment to enroll. For early entrance to kindergarten, students must turn five on or before October 31 and must complete district assessments prior to April 1 to determine eligibility.

Fees

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, pens, paper, erasers, and notebooks, and other personal items. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Admission fees or charges for extracurricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate in an extracurricular activity are the same for all students, regardless of whether the student is enrolled in a public or a home school.
- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Personal physical education and athletic equipment and apparel.
- Items of personal use or products that a student has an option to purchase such as student publications, class rings, annuals, and graduation announcements.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact your school administrator.

Food in the Classrooms 112 Wellness Policy & Guidelines

Food and beverages will not be part of classroom celebrations, parties or student birthday recognition events. The District will make available to parents a list of non-food celebration ideas. Any classroom snacks provided by the district will follow USDA Smart Snacks in School guidelines.

Fundraising 955 Fundraising Policy & Guidelines

All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by the Superintendent for any district-wide fundraising or related activity and the building principal or appropriate administrator for any building-related fundraising or related activity. For detailed information regarding the school district's "Fundraising" policy, see the attached policy.

Gifts to Employees 408 Gifts to Employees Policy and 408.1 Guidelines

Employees are not allowed to ask for, accept, or receive a gift from a student, parent, or other individual or organization of greater than \$35.00 from an individual or \$100.00 from a group. Parents/guardians and students are encouraged to write letters and notes of appreciation or to give small tokens of thanks.

Graduation Ceremony 522 Commencement Participation

Student participation in the graduation ceremony is a privilege, not a right. Students who have completed the requirements for graduation are allowed to participate in graduation exercises, unless participation is denied for appropriate reasons, which may include discipline. Graduation exercises are under the control and direction of the building principal(s).

Celebrations and Parties 613 Religion in the Schools Policy & Guidelines

The district Wellness Policy must be followed for district sponsored celebrations and parties. See district Wellness Policy.

School-sponsored programs and activities, including the study of religious materials, customs, beliefs, and holidays, must meet set criteria.

Interviews of Students by Outside Agencies 977 Cooperation with Law Enforcement Agencies Policy and 977.1 Guidelines

Generally, students may not be interviewed during the school day by persons other than a student's parents/guardians or school district officials, employees, and/or agents, except as provided by law and/or school policy. The district makes every effort to have law enforcement conduct student interviews off campus and outside of the school day.

Nutrition Services

Lunch is to be eaten in designated areas only. Lunch times vary by classroom. Free Breakfast is offered 30 minutes before school starts at all schools. Students will be notified of their assigned lunch time on the first day of school. Students may purchase lunch at school or bring a prepared lunch from home. Milk will be

available for purchase to supplement lunches brought from home. Lunch costs is \$2.70 at the Elementary & \$2.95 at the Middle School and High School. Milk is a choice with every meal and is also available for purchase for .60 cents. All schools accept cash or check in an envelope marked with students name. For faster, simple and secure online payments go to www.richfield.feeppay.com to instantly add funds and view student meal activity. Students who have insufficient funds to pay for a meal may receive an alternate meal. Details on negative account balance and unpaid meal charges can be found at this link: www.richfieldschools.org/mealcharge

Breakfast is offered at no cost to all Richfield Public School students at every school. Students may be eligible for free and reduced price lunches. Applying online for Free and Reduced price lunch is Fast, Simple and Secure. You may apply by choosing Richfield Public Schools in the drop down box at www.SchoolLunchapp.com Free and reduced price paper applications are available in every school's main office and on the district website. For more information regarding eligibility for free and reduced price lunch, contact Pam Haupt, Director Food & Nutrition Services.

Nondiscrimination Including Section 504 505 Student Disability Nondiscrimination and 103 Racial, Religious and Sexual Harassment and Violence Policy & Guidelines

The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs and activities.

Further, the school district is committed to protecting students with disabilities from discrimination on the basis of disability. The district must identify and evaluate learners, within the intent of Section 504, who may need services, accommodations, or programs in order that such individuals may receive a free appropriate public education. Contact your building 504 coordinator for more specific information or refer to the following link: Section 504/Health Plan Flow Chart

Inquiries regarding compliance with Questions about this policy may be directed to your building principal or the Executive Director of Special Programs at the District Office - 7001 Harriet Avenue South, Richfield, MN 55423.

Inquiries can also be made to:

The Commissioner of Human Rights
Minnesota Dept. of Human Rights
540 Fairview Avenue North, Ste. 201 St. Paul, MN 55104

Department of Education
1500 Highway 36 West Roseville,
Minnesota 55113 651-582-8200

Director of the Office of Civil Rights Chicago Office for Civil Rights
U.S. Department of Education
Citigroup Center

500 W. Madison Street, Suite 1475
Chicago, Illinois 60661 312-730-1560

School Activities 651 Interscholastic Athletic and Activity Program Policy and Guidelines

The school district provides opportunities for students to pursue special interests that contribute to their physical, mental, and emotional health; however, instruction is the school district's priority.

Students who participate in school-sponsored activities are expected to responsibly represent the school and community. All rules pertaining to student conduct and student discipline apply to school activities.

All spectators at school-sponsored activities are expected to behave appropriately. Students and employees may be subject to discipline and parents/guardians and other spectators may be subject to sanctions for inappropriate, illegal, or unsportsmanlike behavior at these activities or events.

The Richfield Public School District is a member of the Minnesota State High School League (MSHSL). Students who participate in MSHSL activities must also abide by the MSHSL rules. The district will enforce all MSHSL rules during the school year and in the summer where applicable.

Employees who conduct MSHSL activities will cover applicable rules, penalties, and opportunities with students and parents/guardians prior to the start of an activity. For more information about the MSHSL rules and student eligibility requirements, contact David Boie, Activities Director or refer to the MSHSL Eligibility Brochure located on the MSHSL website.

School Closing Procedures

School may be cancelled when the superintendent believes the safety of students and employees is threatened by severe weather or other circumstances. The superintendent will make a decision about closing school or school buildings as early as possible. While all efforts will be made to make decisions the evening before possible closure, the superintendent will make a final decision and have communication enacted by 6:00 A.M. For after school programming decisions when school is already in session the superintendent will have communication enacted by 1:30 P.M. School closing announcements will be broadcast over WCCO, KSTP, FOX News, and KARE 11 News stations. The Superintendent will also send out a Robocall to all families and staff. The closing will be posted on the District website, Facebook and Twitter.

Searches 543 Search of Student Lockers, Desks, Personal Possessions, Student's Person, Motor Vehicles and All Other Locations Policy & Guidelines

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in their desks, lockers, or vehicles parked on school property. "Contraband" means any unapproved item, the possession of which is not allowed by school district policy and/or law. If a search yields contraband, school officials will take the item(s) and, where appropriate, give the item(s) to

legal officials for final placement. Students found to be in violation of this policy are subject to discipline aligned with the school district's "Student Discipline" policy, which may include suspension, exclusion and, when appropriate, the student may be referred to legal officials.

Lockers and Personal Possessions Within a Locker

According to state law, school lockers are the property of the school district. At no time does the school district give up its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

Students' belongings within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials will provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

Desks

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

Personal Possessions and Student's Person

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

Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exterior of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Search of the Interior of a Student's Motor Vehicle

The interior of a student's motor vehicle in a school district location, including the glove and trunk compartments, may be searched when school officials have a reasonable suspicion that the search may uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant.

Student Publications and Materials 616 School Sponsored Student Publications Policy & Guidelines

The policy of the school district is to protect students' free speech rights while, at the same time, preserving the district's obligation to provide a learning environment that is free of disruption. All school publications are under the supervision of the building principal and faculty advisor.

Distribution of Non school-Sponsored Materials on School Premises 109 Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy & Guidelines

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes handing out nonschool-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner.

School-Sponsored Student Publications 616 School Sponsored Student Publications Policy & Guidelines

The school district may edit student expression in school-sponsored publications and activities. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies. Students producing official school publications and participating in school activities will be under the supervision of a faculty advisor and the school principal. "Official school publications" means school newspapers, yearbooks, webpages or material produced in communications, journalism, or other classes as part of the curriculum. Expression in an official school publication or school-sponsored activity is prohibited when the material:

- Is obscene to minors;
- Is libelous or slanderous;
- Advertises or promotes any product or service not permitted for minors by law;
- Encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;
- Expresses or advocates sexual, racial, or religious harassment or violence or prejudice;
- Is distributed or displayed in violation of time, place, and manner regulations.

Expression in an official school publication or school-sponsored activity is subject to editorial control by the school district over the style and content when the school district's actions are reasonably related to teaching concerns.

Student Records 581 Protection and Privacy of Pupil Records Policy & Guidelines

Student Records School Board policy makes students' records available to parents and students who are 18 years of age or older. Upon turning 18, students have the same rights as parents and have control over their records. There is a procedure for challenging the accuracy or completeness of school records. The School District will not give information from students' records to third parties without permission of the student or parents, or unless the request is made with a subpoena or court order. When a student transfers from the district, the student records are transferred to the enrolling school when requested by the school. Parental permission is not required.

Records may be disclosed to military recruiting officers, under the following circumstances. The school district shall release to military recruiting officers the names, addresses, and home telephone numbers of students in grades 11 and 12, within 60 days after the date of request for such data. The school district shall give parents and students notice of the right to refuse release of this data to military recruiting officers, by publishing the notice in the Richfield Public Schools calendar and handbook, or by other means reasonably likely to inform the parents and students of the right. If a parent or eligible student objects to the release of this data to military recruiting officers, the data shall not be disclosed. Contact your building administrator with questions.

Directory information means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: the student's name, name of school attended, dates of attendance, grade level, date of graduation, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees and awards received, as well as photos/videos (excluding security camera videos in schools and/or in school buses) for school approved publications, school news purposes, school video productions or local cable casts. It also includes name, address, and telephone number of the student's parent(s).

The Richfield Public Schools are committed to working collaboratively with parents regarding the education of students as well as ensuring the privacy of student records. Parents and eligible students have certain rights regarding student records including the right to inspect, right to seek amendments to the record, and the right to consent to disclosure of personally identifiable information in a student's educational record. This information, along with the information about student "directory information" that is available to the public along with who has access to a student's educational record and when and how this information can be limited is included in the "Legal Notifications" section of the district website at www.richfieldschools.org or by calling the Superintendent's Office, 612-798-6012. Additional information is also available in the School Board Policy on the Protection and Privacy of Pupil Records under school board policies on the district website.

Transportation of Public School Students 742 Student Transportation Services Policy & Guidelines and 743 Pay-To-Ride Services Policy & Guidelines

The school district will provide transportation, at the expense of the school district, for all resident students in grades 6-12 who live two miles or more from the school and for all resident students in grades 1-5 who live one mile or more from the school. Resident kindergarten students who live ¼ mile or more from the school will be provided transportation, at the expense of the school district. Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during school breaks, unless otherwise indicated by the district. The school district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the students' parent or guardian.

Activities Transportation 744 Activities Transportation Policy & Guidelines

The school district may provide transportation for students to and from extracurricular activities. To the extent the school district provides extracurricular transportation, the district may charge a fee for transportation of students to and from extracurricular activities and optional field trips at locations other than school.

Alternative Educational Opportunities 611 Provision for Alternative Instructions Policy & Guidelines

Some students may be at risk of not completing their educational programs. The school district provides alternative learning options for students who are at risk of not succeeding in school. Alternative educational opportunities may include special tutoring, modified curriculum and instruction, instruction through electronic media, special education services, homebound instruction, independent study, project-based learning and enrollment in an alternative learning center or program, among others. For more information about Richfield alternative learning program, RCEP, please visit the school website. Students and parents/guardians with questions about these programs should contact the Director, Kasya Willhite, at 612-798-6056 or kasya.willhite@rpsmn.org.

Extended School Year Opportunities

The school district provides extended school year opportunities to a student who has an individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact the Director of Special Education, Mary Pat Mesler, at 612-798-6043 or marypat.mesler@rpsmn.org.

Field Trips

Field trips may be offered to supplement student learning. Field trips may be optional and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation.

Graduation Requirements 521 Graduation Requirements Policy & Guidelines

Students must meet all course credit requirements and graduation standards, as established by the state and the school board, or by their individual Section 504 plan or IEP in order to graduate from Richfield Public Schools ISD 280 Richfield High School. All students must also pass any state-identified proficiency tests, such as Minnesota comprehensive assessments, Minnesota graduation-required assessments for diploma (GRADs), alternate assessments, and/or other applicable tests. Students will have the first opportunity to take the state-identified proficiency tests in basic requirements in grade 3 in both reading and math, and grade 5 in science. Parents may opt out of the statewide assessments for their student(s) by completing the form [found here](#) and returning it to the school district office; however, opting out of the statewide assessment will result in a child receiving a score of "does not meet", according to state statute.

Course Credits Required

In order to receive a diploma, students must successfully complete at least 47 semester credits for the graduating class of 2020, and 49 credits for the class of 2021 and beyond; and students must comply with the following Minnesota state academic standards and high school level course requirements:

High School Level Courses Required for Graduation		
Subject Area	Semester Credits	Explanation
Language Arts	8	Must be sufficient to satisfy all academic standards in the English language arts.
Mathematics	6	Algebra I is required by the end of eighth grade. Algebra II, geometry, statistics and probability, or its equivalent sufficient to satisfy all of the academic standards in mathematics is also required. A computer science, career and technical education, course may fulfill a mathematics credit if the course meets the applicable state academic standards are met.
Science	6	Must include at least one credit of biology, one credit of chemistry or physics, and one elective credit of science. The combination of credits must be sufficient to satisfy all of the academic standards in either chemistry or physics and all other academic standards in science. An agricultural science, or a career and technical education course may fulfill a science credit if the course meets the applicable state academic standards. An agricultural science or a career and technical education course cannot fulfill the biology requirement.
Social Studies	8	Must include United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies. An agriculture education or business economics course may fulfill a one-half credit if the academic standards for economics are satisfied. A one-half credit of economics taught in an agriculture education or business department may fulfill a one-half credit in social studies if the credit is sufficient to satisfy all of the academic standards in economics.
Fine Arts	2	Must be sufficient to satisfy all of the state or local academic standards in the arts. A career and technical education course may fulfill an arts credit.
Physical Education	2	Must be sufficient to satisfy all physical education standards
Elective Courses	14 (class of 2020) 16 (class of 2021 and beyond)	

School District Required and Elective Standards

Additionally, all students must satisfactorily complete the following school district required and elective standards:

- Health (K-12);
- School District Standards, Career and Technical Education (K-12); and
- School District Standards, World Languages (K-12).

Students with an individualized education program, Section 504 accommodation plan, or limited English proficiency needs may be eligible for testing accommodations, modifications, and/or exemption. For additional information, you may contact the Richfield High School Guidance Office at 612-798-6120.

Promotion, Retention and Acceleration 524 Promotion, Retention and Acceleration Policy

& Guidelines

All students are expected to achieve an acceptable level of proficiency. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year. Retention of a student may be considered when professional staff and parents/guardians feel that it is in the best interest of the student. The superintendent's decision will be final. The district has a variety of services to help students succeed in school. For more information, contact the assistant superintendent, Dr. Leadriane Roby.

Post-Secondary Enrollment Options: Secondary Only

Academically qualified ninth, tenth, eleventh, and twelfth grade students may apply for the state's Post-Secondary Enrollment Options (PSEO) program. General information about the PSEO program including the application process and minimum academic requirements will be provided to all eighth, ninth, tenth, and eleventh grade students by March 1. Early in the semester immediately preceding the intended PSEO term, interested students should speak with their school counselor regarding specific requirements for each post-secondary school of interest, as each school has its own application forms and deadlines. All PSEO applications require parent/guardian approval and must be submitted to the school counseling office for processing. After acceptance, students will continue to work with their school counselor to choose their college courses. Questions may be directed to the RHS counseling office at 612-798-6120.

Summer School

The school district may provide summer school learning opportunities. Our main goal is to support students academically, socially, and emotionally. Summer School students fall into one or more of the following categories:

1. Student performs substantially below the performance level for pupils of the same age in a locally determined achievement test.
2. Student has been referred by a school district for enrollment in an eligible program or a program pursuant to section 124D.69.
3. Student speaks English as a second language or has limited English proficiency.

Student is at least one year behind in satisfactorily completing course-work or obtaining credits for graduation. For more information, contact the main office of your child's school.

PART III – RULES AND DISCIPLINE

Attendance 545 Attendance Policy & Guidelines

The School Board believes that regular attendance in school and punctuality are important factors in a student's success in academic work, including success in meeting state and local requirements for graduation. Students who attend school consistently and are on time develop better socially, establish better communication with their teachers, and acquire important lifetime habits such as dependability, self-sufficiency, and responsibility. For detailed information, see the attached "Student Attendance" policy and guidelines.

Bullying Prohibition 113 Bullying Prohibition Policy

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, is not allowed on school district property, at school-related functions or activities, on school transportation, and by misuse of technology. For detailed information regarding the school district's "Bullying Prohibition" policy, see the attached link. To report an incident of suspected Bullying/Harassment, complete the appropriate form and turn into your building principal: RPS Bullying/Harassment Form - Elementary or RPS Bullying/Harassment Form - Secondary or contact the building principal or other administrator.

Buses – Conduct on School Buses and Consequences for Misbehavior

Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked.

The school district is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow school district rules for waiting at a school bus stop and rules for riding on a school bus.

While waiting for the bus or after being dropped off at a school bus stop, all students must comply with the following rules:

- Get to the bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at the bus stop.
- Keep your arms, legs, and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road, or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

- No fighting, harassment, intimidation, or horseplay.
- No use of alcohol, tobacco, or drugs.

While riding a school bus, all riders must comply with the following rules:

- Follow the driver's directions at all times.
- Remain seated facing forward while the bus is in motion.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep arms, legs, and belongings to yourself and out of the aisle.
- No fighting, harassment, intimidation, or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco, or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. All school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

A list of possible consequences are located at <https://www.richfieldschools.org/Page/744> , under transportation documents. The document is labeled "RPS School Bus Rules and Consequences"

Electronic Devices

Use of electronic devices by students are subject to the individual building's rules.

Students are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, gang activity, etc. If the school district has a reasonable suspicion that a student has violated a school rule or law by use of a cell phone or other electronic device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search. Students who use an electronic device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

Discipline 541 Student Behavior Policy & Guidelines and RPS Behavior Violations

Appropriate school behavior is critical to academic success and a safe and vibrant learning community. Teaching and learning appropriate school behavior is the task of all staff, students, and families/guardians. Working together to establish and maintain high standards of behavior and a school culture that respects and accepts differences is a shared responsibility. For detailed information on the Student Code of Conduct and consequences for violations, see the complete Student Behavior Guidelines and RPS Behavior Violations document in appendix XX.

Student Dress and Appearance 547 Student Dress and Appearance Policy & RDLS
Uniform Dress Guidelines

The school district seeks to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards. This policy includes after school and community education programs for students unless uniforms are required for the program. For detailed information on the school district's "Student Dress and Appearance" policy and guidelines, see the attached link.

Drug-Free School and Workplace 104 Drug-Free Workplace/Drug-Free School

The possession and use of alcohol, controlled substances, medical cannabis and toxic substances are not allowed at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is not allowed. The school district will discipline or take appropriate action against anyone who violates this policy.

District policy is not violated when a person brings a controlled substance which has a currently accepted medical treatment use onto a school location for personal use if the person has a physician's prescription for the substance except medical cannabis is not allowed on school property even if prescribed. Students who have prescriptions must comply with the school district's "Student Medication" policy. The school district will provide an instructional program in every elementary and secondary school on chemical abuse and the prevention of chemical dependency.

Racial, Religious, and Sexual Harassment and Violence 103 Racial, Religious and Sexual
Harassment and Violence Policy & Guidelines

The school district strives to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity, or disability. For detailed information on the school district's "Racial, Religious, and Sexual Harassment and Violence" policy and guidelines, see the attached links.

Hazing Prohibition 108 Hazing Prohibition

Hazing is not allowed. No student teacher, administrator, volunteer, contractor or other employee of the school district will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action following the school district's "Student Discipline" policy. For detailed information on the school district's "Hazing Prohibition" policy, see attached.

Internet Acceptable Use 107 Electronic Use and Communications Policy & Guidelines (December 2007)

All school district students have conditional access to the school district's computer system, including internet access, for limited educational purposes. This includes the use of the system for classroom activities, educational research, and professional and career development. Use of the school district's assets and systems is a privilege, not a right. As per the Acceptable Use Agreement, usage of school issued devices on external networks are also subject to disciplinary measures if used in violation of this policy. Unacceptable use of school issued devices, the school district's computer system, or the Internet may result in one or more of the following consequences: loss of device privileges, suspension or cancellation of use or access privileges, payments for damages and repairs; discipline under other appropriate school district policies, including, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws. A copy of the school district's "Internet Acceptable Use" policy is available on the district website.

Students will receive a copy of the school district's "Internet Acceptable Use" policy and are expected to understand and agree to abide by the policy as a condition of use of the school district's computer assets and systems. All students who wish to use the school district's computer assets and systems must sign the Internet Use Agreement form annually.

Parking on School District Property

Students

The school district allows limited use and parking of motor vehicles by students in school district locations subject to the following rules:

- Parking a motor vehicle on school property during the school day is a privilege;
- Parking is permitted in designated areas only, by permit. For information, contact the Director of Facilities & Transportation;
- Students are not permitted to use motor vehicles during the school day in any school district locations unless an emergency occurs and permission has been granted to the student by the high school administration;
- Students are permitted to use motor vehicles on the high school campus(es) only before and after the school day;
- Unauthorized vehicles parked on school district property may be towed at the expense of the owner or operator.

The school district may conduct routine patrols of school district properties and inspections of the exteriors of the motor vehicles of students. Interiors of students' vehicles in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. If a search yields contraband, school officials may seize the item and may turn it over to legal authorities when appropriate. A student who violates this policy may be subject to withdrawal of parking privileges and/or discipline according to the school district's "Student Discipline" policy.

Visitors

Visitors are permitted to park in designated school district visitor parking areas. Unattended vehicles left in other locations on school district property may be towed at the owner's expense.

Tobacco-Free Schools; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices 105 Tobacco Free Environment Policy

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual's use of tobacco, tobacco-related devices, or carrying or using activated electronic cigarettes delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco, tobacco-related device, or electronic cigarette delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline. For detailed information on the school district's "Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices" policy, see attached link. Contact school administration if you have questions or wish to report violations.

Vandalism

Vandalism of any district property is not allowed. Violators will be disciplined and may be reported to law enforcement officials.

Weapons Prohibition 111 Weapons on School Premises

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. A "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons. Appropriate discipline and action will be taken against any person who violates this policy. The school district does not allow the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the superintendent of dismissal for a period of time not to exceed one year. A student who possesses a firearm at school, at school events or on the bus will be expelled for at least one year, subject to school district discretion on a case-by-case basis. For a copy of the "School Weapons" policy, see attached link.

PART IV – HEALTH AND SAFETY

Accidents

All student injuries that occur at school, at or school-sponsored activities or on school transportation should be reported to the health services office. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the principal or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

Crisis Management 802 Crisis Management Policy

The school district has developed a “Crisis Management” policy. Each school building has its own building-specific crisis management plan.

The “Crisis Management” policy addresses a range of potential crisis situations in the school district and includes general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The school district will conduct lock-down drills, fire drills, and a tornado drill. Building plans include classroom and building evacuation procedures.

Emergency Contact Information

Emergency contact information is completed and/or updated annually at the beginning of the school year. If information changes parents/guardians are responsible for contacting the school to update the emergency contact information.

Health Information

First Aid

The Health Office in each building is equipped to handle responses to injuries and episodic or chronic health conditions. If the nurse's office is not open, assistance can be sought from the building's administrative office. If a student experiences a more serious medical emergency at school, 911 will be called and/or a parent/guardian will be contacted depending on the situation.

Communicable Diseases 106 Students and Employees with Communicable and Infectious Diseases

The purpose of this policy is to guide students and staff to be able to attend school without becoming infected with serious communicable or infectious diseases. For detailed information see attached policy.

Here is a link to helpful information to determine whether a student or staff may or may not be able to attend school due to illness or health related issues: www.richfieldschools.org/healthservices Contact the Health Service staff listed for your child's school if you have questions.

Immunizations

Minnesota law requires children enrolled in child care, early childhood education, or school to be immunized against certain diseases, unless the child is medically or non-medically exempt. For your child to enroll or remain enrolled, the required form (or comparable record) must be on file with the school prior to the first day of attendance for students who are not transfer students and within 30 days for students who are identified as transfer students.

[Here is a link to the Minnesota Immunization Form](#)

Contact the Health Service staff for your child's school if you have questions.

Medications at School During the School Day

Medication taken/given at school must be authorized annually by a licensed prescriber, or more frequently if there is a change in the medication order. Medications are to be in the original container and left with the appropriate school district personnel along with a Medication Authorization Consent (or equivalent) completed and signed by the licensed prescriber and signed by the parent/guardian requesting that the medication be given at school.

Students may not carry or take medications on their own unless they have authorization to do so from the prescriber and parent/guardian and with the following exceptions:

- prescription asthma medications self-administered with an inhaler and/or other non-controlled medications authorized by a licensed prescriber and the parent/guardian for self-carry/administration.
- A student in grade 9 or above may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent/guardian permitting the student to self-administer the medication. The parent/guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. At no time will any student be permitted to share medication or give any medication to any other student. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients.
- parents/guardians of students requesting that short-term (three weeks or less) non-controlled prescription medication be administered during school hours by school staff are required, according to school district guidelines, to provide the school with a written parent/guardian release for the administration of this medication. This category of medication is typically limited to anti-infectives, such as antibiotics, antifungals, antivirals.

Over-the-counter (non-prescription) medication asked to be administered by school staff is given with written licensed prescriber and parent/guardian authorization. Stock medication is neither purchased nor administered by school staff.

A medication consent form is available from the Health Service staff at your child's school or through this link: www.richtfieldschools.org/health-services

Contact the Health Service staff for your child's school if you have questions.

Health Care Procedures

Health care procedures needed and requested to be done at school are to be authorized by a healthcare provider. A health care procedure consent form is available from Health Service staff at the school your child attends or www.richfieldschools.org/health-services. Contact the Health Service staff at your child's school if you have questions.

Emergency/Health Information

Upon enrollment and each school year thereafter parents/guardians are asked to provide, review, and update their child's personal health information. This includes health conditions, immunizations, and recent health history (e.g. injuries, illnesses, surgeries within the past year). This information helps staff at school respond to the individual health needs of your child by maintaining an accurate and up-to-date student health record. NOTE: Medication consents, health care procedure consents, and medical management action plans (e.g. diabetes, seizures, asthma, and anaphylaxis) are to be updated annually. Contact Health Service staff for your child's school if you have questions.

Here is the link to the Emergency/Health Form: [Emergency/Health Form](#)

Visitors in District Buildings 953 Visitors to School District Bldg and Sites Policy & Guidelines

Parents/guardians and community members are welcome to visit the schools. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the school administration office upon entering the building, with the exception of events open to the public. All visitors will be required to sign in at the office and to wear a "visitors badge" while in the building during the school day. Visitors must have the approval of the principal before visiting a classroom during instructional time. An individual or group may be denied permission to visit a school or school property, or such permission may be revoked, if the visitor does not comply with school district procedures or if the visit is not in the best interests of the students, employee, or the school district. Students are not allowed to bring visitors to school without prior permission from the principal. For detailed information on "Visitors in District Building, see the attached link.

PART V – LEGAL NOTICES

Employment Background Checks

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Equal Access to School Facilities 801 Student Use of Secondary School Facilities Policy & Guidelines

The school district allows secondary students to conduct non curriculum-related meetings during non instructional time. The school district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These meetings will be voluntary and student initiated; will not be school sponsored by school employees or agents; employees or agents of the school will be present at religious meetings only in a non participatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the school; and non school persons will not direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the procedures established by the school district.

Notice of Violent Behavior by Students 582 Staff Notification of Violent Behavior of Students

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. The district will annually give notice to parents/guardians that such information will be shared with school staff. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Pledge of Allegiance 525 Pledge of Allegiance Policy

Students will recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

Student Surveys 585 Student Surveys

Occasionally, the school district uses surveys to obtain student opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection and use of information for marketing purposes, and certain physical examinations, see the attached link.

Video and Audio Recording 783 Video Surveillance

School Buses

All school buses used by the school district may be equipped for the placement and operation of a video camera. The school district may have signs informing riders that their conversations or actions may be recorded. The school district may use a video recording of the actions of student passengers as evidence in any disciplinary action arising from the students' misconduct on the bus.

Places Other Than Buses

The school district buildings and grounds may be set up with video cameras. Video surveillance may occur in any school district building or on any school district property. Video surveillance will not be used in bathrooms or locker rooms, although these areas may be placed under surveillance by individuals of the same sex as the occupants of the bathrooms or locker rooms.

Parent Right to Know

If a parent requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district also will provide notice to parents if, for four or more consecutive weeks, their child has been assigned to or taught by a teacher who is not highly qualified.

Asbestos Management Update Annual Asbestos Notification for Parents, Employees and Community Members

The school district has developed an asbestos management plan. A copy of this plan can be found in the District Office and is available on the district's website. Asbestos removal (abatement) activities are currently planned for the following buildings during the 2019/2020 school years: High School, Middle School, STEM School, Centennial Elementary School and Sheridan Hills Elementary School. Additional information may be requested by contacting the Director of Facilities and Transportation at 612-798-6081.

Pesticide, Fertilizer and Weed Control Application Notice Notice Concerning Use of Pest and Weed Control Materials

The school district may plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by September 15 as to the school district's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, the schedule of pesticide applications, and the long-term health effects of the class of pesticide on children can be requested by contacting the Director of Facilities and Transportation at 612-798-6081. Fertilizer and

weed control applications are applied during the prospective months of May, June/July, and September each year.

Lead In Water Annual Notification

Minnesota Statute 121A.335 requires public school buildings serving pre-kindergarten through grade 12 to test for lead in water every 5 years. Richfield Public Schools has historically conducted and continues to conduct lead in Drinking Water testing per the Minnesota Department of Health guidelines.

For more information on Richfield Public Schools lead reduction program and testing results, please contact the Director of Facilities and Transportation at 612-798-6081 or view the Lead-In-Water Management Plan on the district's website.

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APPENDIXES

Policy Cross Reference Table - Board Policy Manual

Topic	Model Policy Number(s)
1. Bullying Prohibition	113
2. Racial, Religious, and Sexual Harassment and Violence	103

3. Search of Student Lockers, Desks, Personal Possessions, Student's Person, Motor Vehicles and All Other Locations	543
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6. Weapons	111

POLICY 113

BULLYING PROHIBITION POLICY

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, it is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees. The misuse of technology including, but not limited to, teasing, intimidating, defaming, threatening, or terrorizing another student, teacher, administrator, volunteer, contractor, or other employee of the school district by sending or posting e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs, also may constitute an act of bullying regardless of whether such acts are committed on or off school district property and/or with or without the use of school district resources.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

C. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, or false reporting of bullying or permits, condones, or tolerates bullying maybe subject to discipline for that act in accordance with school district's policies and procedures. The school

district may take into account the following factors in determining whether discipline is required and if so, the type and extent of discipline:

1. The developmental and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

G. The school district will act to investigate all complaints of bullying and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means repeated behavior by a student or a group of students that is intended to cause or is perceived as causing another student or a group of students to feel frightened, threatened, intimidated, humiliated, shamed, disgraced, ostracized, or physically abused. The bullying that is addressed in this policy is that which substantially interferes with the targeted students' educational benefits, opportunities, or performance. Bullying implies an imbalance in physical, social or psychological power. Bullying can occur via physical, verbal, social/relational, electronic or other forms of interactions or communication. Bullying includes, but is not limited to, conduct by a student against another student or a group of students that a reasonable person under the circumstances knows or should know has the effect of:

1. Hurting another physically by hitting, kicking, tripping, or pushing;
2. Stealing or damaging another person's property;
3. Ganging up on another person;
4. Teasing another person in a hurtful way;
5. Calling another person hurtful names;
6. Using put-downs, such as insulting another person's race, making fun of another person because of their characteristics as a boy or girl, or denigrating another person for other personal characteristics;
7. Isolating a person;
8. Spreading rumors or untruths about another person.
9. Intimidating a student or group of students.

B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet Web site or forum, transmitted through a computer, cell phone, or other electronic device.

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

D. "On school district property or at school-related functions" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the victim of bullying or any other person (e.g. witness, parent, colleague) with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district's ability to take action against an alleged perpetrator based solely on an anonymous report may be limited.

B. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter Building Report Taker) is the person responsible for receiving reports of bullying at the building level. Any person may report bullying directly to a school district human rights officer or the superintendent. If the complaint involves the Building Report Taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the Building Report Taker immediately. School district personnel who fail to inform the Building Report Taker of conduct that may constitute bullying in a timely manner may be subject to disciplinary action.

E. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

F. Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. STAFF EXPECTATIONS

Teachers and staff at Richfield Public Schools are expected to take the following actions in order to prevent bullying and help students feel safe at school:

A. Closely supervise students in all areas of the school and playground;

B. Watch for signs of bullying and stop it when it happens;

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

VIII. REPRISAL

G. Staff Consequences. A Richfield Public School employee who fails to immediately and appropriately address bullying may be asked to participate in additional staff training or may be mentored. A staff member's repeated failure to address bullying behavior may result in discipline up to and including termination or discharge.

E. Where appropriate for a child with a disability to prevent or respond to prohibited conduct, the child's individualized Education Plan or Section 504 plan may address the skills and proficiencies the child needs to respond to, or not engage in the prohibited conduct.

D. Referral to available community resources. The involved students and their parents will be given references to community resources and support, as it is appropriate.

C. Referral to Professional School Support Staff. A student who violates this policy may be asked to meet with a school counselor or other staff to work on positive behavioral interventions to help prevent future violations.

B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students involved in a bullying incident of the incident and of action taken, to the extent permitted by law.

A. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. The primary purpose of such action is to protect the student(s) who have been the target of bullying behavior and to deter the prohibited behavior in the future. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; school district policies; and regulations.

VII. SCHOOL DISTRICT ACTION

B. The Building Report Taker may take immediate steps, at their discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of bullying, consistent with applicable law.

A. Upon receipt of a complaint or report of bullying, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district within three school days of the report. This process is overseen by the Building Report Taker.

VI. INVESTIGATION

F. Help create a school culture of respect and kindness by modeling and fostering these traits.

E. Notify the Building Report Taker when efforts to address the bullying prove unsuccessful;

D. Report bullying to the Building Report Taker;

C. Respond quickly and sensitively to bullying reports using an appropriate response process;

IX. TRAINING AND EDUCATION

A. The school district annually will provide information and any applicable training to school district staff regarding this policy.

B. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, appropriate reporting procedures for reporting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying.

C. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the victim, and to make resources or referrals to resources available to victims of bullying.

D. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

X. NOTICE

The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

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

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

Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.69 (Hazing Policy)

Minn. Stat. § 121A.031 (School Student Bullying Policy)

Cross References: Policy 103 (Racial, Religious and Sexual Harassment and Violence)

Policy 108 (Hazing Prohibition)

Policy 111 (Weapons on School Premises)

Policy 409 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

Policy 410 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Policy 505 (Student Disability Nondiscrimination)

Policy 506 (Student Sex Nondiscrimination)

Policy 541 (Student Behavior)

Policy 581 (Protection and Privacy of Pupil Records)

Policy 582 (Staff Notification of Violent Behavior by Students)

Policy 742 (Student Transportation Services)

Policy 783 (Video Surveillance)

ADOPTED BY THE BOARD OF EDUCATION: July 16, 2007

REVISED BY THE BOARD OF EDUCATION: September 4, 2007, August 18, 2014

POLICY 113.1

ATTENTION

DISTRICT 280 POLICY AGAINST

HARASSMENT, VIOLENCE AND BULLYING

1. Everyone at District 280 has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent harassment, violence and bullying based upon any kind of legally protected classification.
2. A harasser may be a student or an adult. Harassment may include the following when related to race, religion, sex, gender, marital status, disability, sexual orientation, or any other class protected under the law.

- a. name calling, jokes or rumors;
- b. pulling on clothing
- c. graffiti;
- d. notes or cartoons;
- e. unwelcome touching of a person or clothing
- f. offensive or graphic posters or book covers; or
- g. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.
3. If any words or actions make you feel uncomfortable or fearful, you need to tell a teacher, counselor, the principal or the Human Rights Officer, Craig Holje.
4. You may also make a written report. It should be given to a teacher, counselor, the principal or the Human Rights Officer.

5. Your right to privacy will be respected as much as possible.

6. We take seriously all reports of harassment or violence and will take all appropriate actions based on your report.
7. The School District will also take action if anyone tries to intimidate you or take action to harm you because you have reported.

8. This is a summary of the School District policy against harassment, violence and bullying. Complete policies are available in the Personnel office upon request, or on the District website www.richfield.k12.mn.us.

HARASSMENT, VIOLENCE AND BULLYING AGAINST A PROTECTED CLASS ARE AGAINST THE LAW.

DISCRIMINATION IS AGAINST THE LAW.

CONTACT: CRAIG HOLJE

HUMAN RIGHTS OFFICER

7001 HARRIET AVENUE SOUTH

RICHFIELD, MN 55423

PHONE: 612-798-6031

RICHFIELD PUBLIC SCHOOL - I.S.D. #280



RICHFIELD PUBLIC SCHOOLS

ELEMENTARY BULLYING REPORT FORM

General Statement of Policy on Bullying

Bullying is when someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them.

1. While at school, have you experienced bullying as described above? _____ Yes _____ No
2. If so, were you able to tell a teacher, principal, or school staff? _____ Yes _____ No

About You .

Name: _____ Date: _____ Grade: _____

Tell Us What Happened

Student who was harmed: You Another person (Name) _____

Student(s) who did the harm: _____

When did it happen: _____

Follow up completed by: _____

For Office Staff Only:

Was an adult nearby? Who? _____

Who else saw what happened? Write their names here: _____

<p>Verbal Saying mean or hurtful things or threatening you or another student</p>	<p>Harassment Bullying behavior that is also based on a protected class: Race, color, religion, sex, age, disability, national origin</p>
<p>Emotional Spreading mean rumors or lies about you or another student</p>	<p>Social Excluding you or another student from a group, telling other kids not to talk to you or another student</p>
<p>Physical Acts Such as hitting, spitting, kicking, or damaging you or another student's possessions</p>	<p>Cyber/Online Occurs on website or social media, by cell phone, email or text message</p>

What kind of bullying happened? Was it: _____

Did the bullying include mean comments about you or your friends? What were the mean comments about?

 Size, weight or how you look

 How well you do in school

 Your religion or beliefs

 Identity (gender expression/identity)

 Skin color

 Other things

Notes:

Has it happened before: _____ Yes _____ No _____
 If yes, how many times: _____

- Where did it happen:
 Other _____
 Classrooms
 Cafeteria/ Recess
 School Bus
 Hallways
 Social Media/ Internet/Text

Where did it happen:

Actions taken:

- Student Conference In-School Suspension Mediation Lunch Detention
- Out-Of-School Suspension Referral to outside resource _____
- After-School Detention Parent Contacted on _____
- Other _____

Additional Notes:



**RICHFIELD
PUBLIC SCHOOLS**

SECONDARY

BULLYING REPORT FORM

Bullying is a serious issue and will not be tolerated. In order to be considered bullying, the behavior must be aggressive and include: 1) An imbalance of power, such as physical strength, access to embarrassing information, or popularity; 2) Repetition, or happened more than once. Use this form to report bullying that occurred on school property; at a school-sponsored activity or event off school property; on a school bus; on the way to and/or from school; on social media or through text message, during the current school year.

Your right to privacy will be respected as much as possible. We take all reports seriously and will take appropriate actions based on the report.

Directions: Please complete the below information and turn it in to the main office, counselor or administrator.

Name: _____ Today's date: _____ Grade: _____

Date of incident: _____ Name of Offender: _____

Location of incident:

Classrooms Cafeteria/ Recess School Bus Hallways

Social Media/ Internet/Text Other _____

Was the alleged incident towards: You Another person (you are the witness)

Did you witness the event? _____ Yes _____ No

Names of any other witnesses: _____

How many times has the incident occurred previously? _____

Description of incident (please explain as many details about the incident, including details such as any physical contact and verbal statements):

How did you (or the person harassed) say "no" or "stop"? For the incident to be considered harassment this needs to have been communicated to the alleged harasser.

By signing below I am stating that all of the information I have provided is true, accurate, and complete to the best of my knowledge and belief:

Signature: _____

For Office Staff Only:

Directions: Please review the report and ensure it is complete.

Follow up completed by: _____

Type of Harassment: Verbal Physical Sexual Bullying

Actions taken:

Student Conference In-School Suspension

Mediation Out-Of-School Suspension

Lunch Detention Referral to outside resource _____

After-School Detention Parent Contacted on _____

Other _____

Additional Notes:

POLICY 113.2

Bullying Prohibition Policy 113

It is the intent of Richfield Public Schools to prevent bullying, and to take action to investigate, respond, remediate, and discipline acts of bullying which have not been successfully prevented. Richfield Public Schools defines bullying as "repeated behavior by a student or a group of students that is intended to cause or is perceived as causing another student or a group of students to feel frightened, threatened, intimidated, humiliated, shamed, disgraced, ostracized, or physically abused. Bullying that is addressed in this policy substantially interferes with the targeted student's or students' educational benefits, opportunities, or performance. Bullying takes many forms, and can occur via physical, verbal, social-relational, electronic or other forms of interactions or communication, including cyberbullying, where an imbalance of power is implied. It includes conduct that interferes with the mission or operations of the school district, and also the misuse of technology – on or off school district property and with or without the use of school district resources - that hurts or defames a student, students, or employees.

Bullying, by either an individual student or a group of students, is expressly prohibited on all school district property or at school-related functions. This policy applies not only to students who directly engage in the act of bullying, but also to students who, through their indirect behavior, condone or support another student's or students' act of bullying.

No district employee or school district volunteer shall permit, condone or tolerate bullying. The consequences for students who commit acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone or tolerate bullying, or who engage in reprisal or false reporting of bullying may result in disciplinary action up to and including termination or discharge. The school district will act to investigate all complaints of bullying in a timely manner and will take appropriate action against any student, staff member, volunteer, or contractor who is found to have violated the Bullying Prohibition Policy.

Any person who believes he or she has been the victim of bullying or any other person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to an appropriate school district official designated to receive the reports at school, which is the building principal or his/her designee, or the building supervisor (herein called the Building Report Taker). Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except permitted by law.

Filing a complaint or report of bullying will in no way affect the reporter's future employment, grades, or work assignments, or educational work environment. The school district will respect the privacy of all involved parties as much as possible, but the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district within three days of the report. While this investigation is in process, the Building Report Taker may take immediate steps at his/her discretion to protect the reporter, the alleged victim, students or others. Upon completion of the investigation, the school district will take appropriate action which may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Such action will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; school district policies; and regulations. This policy protects all those involved in the reporting and investigation from any and all acts of retaliation, including intimidation, reprisal, harassment, or intentional harmful treatment.

The school district will annually provide information and any applicable training to school district staff regarding this policy, and will provide education and information to students regarding bullying, including the information found in this policy, about reporting procedures.

For more information on Richfield Public Schools' Bullying Prohibition Policy, view Board Policy 113 at <http://www.richfield.k12.mn.us/page/2710>.

POLICY 103

RACIAL, RELIGIOUS, AND SEXUAL HARASSMENT AND VIOLENCE POLICY

HARASSMENT AND VIOLENCE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, disability, or any other class protected under the law.

B. A violation of this policy occurs when any pupil, teacher, administrator, or other school personnel of the school district harasses a pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability, as defined by this policy. (For purposes of this policy, school personnel includes: school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

C. A violation of this policy occurs when any pupil, teacher, administrator, or other school personnel of the school district inflicts, threatens to inflict, or attempts to inflict violence upon any pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, disability, or any other class protected under the law.

D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, disability, or any class protected under the law, and to discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who is found to have violated this policy.

III. DEFINITIONS

A. "Assault" is:

1. an act done with intent to cause fear in another of imminent bodily harm or death;
2. the intentional infliction of or attempt to inflict bodily harm upon another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, and nonverbal behavior such as graphic and written statements, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, disability, or any class protected under the law when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 3. otherwise adversely affects an individual's employment or academic opportunities.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. Protected Classifications; Definitions
1. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
 3. "Marital status" means whether a person is single, married, remarried, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.
 5. "Sex" includes, but is not limited to, gender, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 6. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.
 7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. Sexual Harassment; Definition
1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
 2. Sexual harassment may include, but is not limited to:

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of pupil(s) by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of gender.

F. Sexual Violence; Definition

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

G. Violence; Definition

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

H. Racial, color, creed, or national origin harassment/violence

1. Intimidation or abusive behavior towards a student, employee based on perceived or actual race, color, creed or national origin, that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the schools' programs.
2. Racial violence is a physical act or aggression or force, or that thereof which is directed toward a student or employee based upon their perceived or actual race, color, creed, or national origin

I. Religious harassment/violence

1. Intimidation or abusive behavior toward a student or employee based on perceived or actual religious belief that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the schools' programs.

V. INVESTIGATION

I. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

H. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, or work assignments.

G. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

F. In the District, the school board hereby designates Craig Holje, Director of Human Resources and Administrative Services as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.

E. Upon receipt of a report, the Building Report Taker must notify the school district human rights officer immediately, without screening or investigating the report. If the complaint only involves students, the Building Report Taker is designated to review the complaint, initiate the investigation and notify the school district human rights officer if the complaint includes potentially criminal allegations. The Building Report Taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the Building Report Taker to the human rights officer. If the report was given verbally, the Building Report Taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the Building Report Taker.

D. In Each School Building, the building principal, the principal's designee, or the building/program supervisor (hereinafter Building Report Taker) is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building/program level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the Building Report Taker immediately. If the complaint involves the Building Report Taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. School district personnel who fail to inform the Building Report Taker of a report of harassment or violence in a timely manner may be subject to disciplinary action.

C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent.

B. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well.

A. Any person who believes he or she has been the victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, disability, or any other protected class, by a pupil, teacher, administrator, or other school personnel of the school district, or any person (e.g., witness, parent, colleague) with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel should report the alleged acts immediately to an appropriate school district official designated by this policy.

IV. REPORTING PROCEDURES

2. Religious violence is the threat of or an actual physical act of aggression or force which is directed toward a student or employee based upon their perceived or actual religion.

A. By authority of the school district, the human rights officer or Building Report Taker as appropriate, upon receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall immediately undertake or authorize any investigation that may be required to understand the facts of the situation. The investigation may be conducted by school district officials or by a third party designated by the school district.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent and necessary by the investigator.

C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators, or other school personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.

E. The investigation will be completed as soon as practicable. The school district human rights officer or Building Report Taker shall make a written report to the superintendent upon completion of a formal investigation involving an employee or any complaint that involves criminal allegations. The report for any complaint involving students will be documented appropriately in the student information system. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. If no formal investigation was authorized by the Human Rights Officer, he will ensure appropriate follow up with the employee(s) or student(s) or other parties involved.

VI. SCHOOL DISTRICT ACTION

A. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

B. If requested, the result of the school district's investigation of each complaint filed under these procedures will be reported orally or in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

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

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall be conspicuously posted in each school building in areas accessible to pupils and staff members. It will be available on the District website.

B. This policy shall be given to or access provided to the website containing the policy for each school district employee and independent contractor at the time of entering into the person's employment contract.

C. This policy shall appear in the student handbook.

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

E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

F. This policy shall be reviewed at least annually for compliance with state and federal law.

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

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

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

Minn. Stat. § 609.341 (Definitions)

Minn. Stat. § 626.556 et seq. (Reporting of Maltreatment of Minors)

20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)

29 U.S.C. § 621 et seq. (Age Discrimination in Employment Act)

29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)

42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)

42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)

42 U.S.C. § 2000e et seq. (Title VII of the Civil Rights Act)

42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)

Cross References: Policy 102 (Equal Educational Opportunity)

Policy 103 (Bullying Prohibition Policy)

Policy 108 (Hazing Prohibition)

Policy 111 (Weapons on School Premises)

Policy 402 (Equal Employment Opportunity)

Policy 409 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

Policy 410 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Policy 412 (Public and Private Personnel Data)

Policy 505 (Student Disability Nondiscrimination)

Policy 506 (Student Sex Nondiscrimination)

Policy 541 (Student Behavior)

Policy 581 (Protection and Privacy of Pupil Records)

Policy 582 (Staff Notification of Violent Behavior by Students)

Policy 742 (Student Transportation Services)

Policy 783 (Video Surveillance)

ADOPTED BY THE BOARD OF EDUCATION: January 18, 1994

REVIEWED BY THE BOARD OF EDUCATION: April 18, 2005

REVISED BY THE BOARD OF EDUCATION: December 7, 1999, January 22, 2002; March 17, 2003, June 17, 2008, August 18, 2014

103.1 ADMINISTRATIVE GUIDELINES

*****ATTENTION*****

DISTRICT 280 POLICY AGAINST

HARASSMENT, VIOLENCE AND BULLYING

1. Everyone at District 280 has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent harassment, violence and bullying based upon any kind of legally protected classification.
2. A harasser may be a student or an adult. Harassment may include the following when related to race, religion, sex, gender, marital status, disability, sexual orientation, or any other class protected under the law.
 - a. name calling, jokes or rumors;
 - b. pulling on clothing
 - c. graffiti;
 - d. notes or cartoons;

A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-alikes," alcoholic beverages, tobacco products, controlled substances and "look-alikes," materials belonging to the school district, and stolen property.

II. DEFINITIONS

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

I. PURPOSE

SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS, STUDENT'S PERSON, MOTOR VEHICLES AND ALL OTHER LOCATIONS

POLICY 543

PHONE: 612-798-6031

RICHFIELD, MN 55423

7001 HARRIET AVENUE SOUTH

HUMAN RIGHTS OFFICER

CONTACT: CRAIG HOLJE

DISCRIMINATION IS AGAINST THE LAW.

HARASSMENT, VIOLENCE AND BULLYING AGAINST A PROTECTED CLASS ARE AGAINST THE LAW.

8. This is a summary of the School District policy against harassment, violence and bullying. Complete policies are available in the Personnel office upon request, or on the District website www.richfield.k12.mn.us.

7. The School District will also take action if anyone tries to intimidate you or take action to harm you because you have reported.

6. We take seriously all reports of harassment or violence and will take all appropriate actions based on your report.

5. Your right to privacy will be respected as much as possible.

4. You may also make a written report. It should be given to a teacher, counselor, the principal or the Human Rights Officer.

3. If any words or actions make you feel uncomfortable or fearful, you need to tell a teacher, counselor, the principal or the Human Rights Officer, Craig Holje.

g. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.

f. offensive or graphic posters or book covers; or

e. unwelcome touching of a person or clothing

B. "Personal possessions" includes but is not limited to purses, backpacks, book bags, packages, clothing, and electronic devices. It does not include electronic devices owned by the school district.

C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student or staff member or other individual, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, an "alert" or signal received in the course of conducting a search of lockers or vehicles parked in school parking lots or property, or other reliable sources of information.

D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

III. GENERAL STATEMENT OF POLICY

A. Lockers and Personal Possessions within a Locker

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

B. Desks

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

C. Other Locations

Searches may be conducted in all locations where school authorities have supervisory responsibilities.

D. Personal Possessions and Student's Person

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

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

IV. PATROLS, INSPECTIONS, AND SEARCHES OF MOTOR VEHICLES

1. School officials may conduct routine patrols of school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be

searched when school officials have a reasonable suspicion that the search will uncover a violation of the law and/or school policy or rule.

2. Prohibition of Contraband and Interference with Patrols, Inspections, Searches, and/or

Seizures

A violation of this policy occurs when students store or carry contraband in motor vehicles in a school district location or interfere with patrols, inspections, searches, and/or seizures as provided by this policy.

V. SEIZURE OF CONTRABAND

If a search yields contraband, school officials will take the item and, may turn it over to legal authorities.

VI. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with Board Policy 541 - Student Behavior which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal authorities.

Legal References: U.S. Const., Fourth Amendment

Minn. Const., art. I, 10

New Jersey v. T.L.O., 469 U.S. 325, 105 S.Ct. 733, 83 L.Ed.2d 720 (1985)

Minn. Stat. 121A.72 (school locker policy)

Cross Reference: Board Policy 110 - Chemical Use/Abuse

Board Policy 104 - Drug Free Workplace/Drug Free School

Board Policy 107 - Electronic Use and Communication

Board Policy 111 - Weapons on School Premises

Board Policy 541 - Student Behavior

ADOPTED BY THE BOARD OF EDUCATION: August 7, 1995,

AMENDED BY THE BOARD OF EDUCATION: April 16, 2001; January 21, 2003

REVISED BY THE BOARD OF EDUCATION: January 22, 2019

543.1 ADMINISTRATIVE GUIDELINES

PROCEDURES FOR SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS, STUDENT'S PERSON, MOTOR VEHICLES, AND ALL OTHER LOCATIONS

I. PURPOSE

The purpose of these guidelines is to outline the procedures for searches of student lockers, desks, personal possessions, student's person and all other locations.

II. DEFINITIONS

1. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes but is not limited to weapons and "look-alikes," alcoholic beverages, tobacco products, controlled substances and "look-alikes," other materials belonging to the school district, and stolen property.

2. "Personal possessions" includes but is not limited to purses, backpacks, book bags, packages, clothing, and electronic devices. It does not include district owned devices.

3. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student or staff member or other individual, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, an "alert" or signal received in the course of conducting a canine search of lockers or vehicles parked in school parking lots or property, or other reliable sources of information.

4. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g. to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

III. PROCEDURES

5. School officials may inspect any school property, the interiors of lockers and desks for any reason at any time, without notice, without consent, and without a search warrant.

6. School officials may inspect the personal possessions of a student and/or a student's person based on a reasonable suspicion that the search will uncover a violation of law or school rules. A search of personal possessions of a student and/or a student's person will be reasonable in its scope and intrusiveness.

7. School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without consent, and without a search warrant.

8. The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.

9. As soon as practicable after a search of personal possessions the school officials must provide notice of the search to students and parents/guardians whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.

10. Whenever feasible, a search of a person shall be conducted in private by a school official. A second school employee or school resource officer shall be present as an observer during the search of a person. A school official conducting searches will have a second official present as an observer.

11. Personal searches involving the removal of coverings or clothing from private areas shall not be permitted. Under no circumstances will school officials conduct body cavity searches or strip searches.

12. A summary of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. A complete copy of the policy will be available for review in each school office and the superintendent's office and shall also be available on the district web site.

III. NOTIFICATION

The building principal or designee will notify parents/guardians as soon as practical when a search has occurred and contraband is found.

Dated: January 21, 2003

Reviewed: June 17, 2008

Revised: January 22, 2019

POLICY 541

STUDENT BEHAVIOR

I. PURPOSE

Richfield Public Schools recognizes that appropriate school behavior is critical to academic success and a safe and vibrant learning community. Teaching and learning appropriate school behavior is the task of all staff, students, and families/guardians. Working together to establish and maintain high standards of behavior and a school culture that respects and accepts differences is a shared responsibility.

Effective discipline:

- Is meant to be educational
- Considers the age and development of the student in framing the instruction in appropriate behavior and the consequences for misbehavior.
- Includes building relationships, repair of harm and restoring relationships, teaching skills and accountability, and restorative practices to re-engage students in their learning community.
- Maximizes the amount of student and staff time and attention spent on teaching and learning.
- Seeks to minimize the amount of student instruction time lost as a result of removal from classes due to misbehavior.

Richfield Public Schools is responsible to assure a safe and orderly learning and working environment for all students and staff. The District asks parents/guardians and families to partner in teaching and supporting appropriate school behavior to maximize the academic success of their students.

II. GENERAL STATEMENT OF POLICY

Responses to student behavior will be reflective of Richfield Public Schools' stated beliefs, including the following:

- Quality education requires cooperation and partnership among students, home, school, and community.
- A safe, supportive, and engaging environment promotes learning.
- Expectations and effort influence performance.
- Learning about and respecting individual differences fosters unity and strengthens community.
- Each person can learn, deserves to learn and it is everyone's responsibility.
- Core values such as caring, honesty, respect and responsibility must be developed.
- There is strength in cooperation, collaboration and healthy competition.

III. RESPONSIBILITIES

A. The Superintendent in collaboration with the school board and district administration are responsible for:

1. providing directives to enforce this policy.

2. establishing minimum standards of behavior for students.
3. analyzing behavior data overall as well as disaggregated by student group (race, gender, disability, etc.) to identify disproportionate and respond appropriately.
4. identifying adequate means for the documentation of behavior responses, the analysis of behavior data, engaging appropriate community resources and for identifying appropriate training for staff, student, parents and community partners.

B. Principal or administrative designee are responsible for:

1. leading the collaborative development of the school's behavior and restorative practices plan;
2. assuring that annual notices are given to students, parents/guardians and staff;
3. communicating with teachers after responding to student being removed from the classroom;
4. communicating with parent/guardian when responding to student behavior concerns when the student is removed from class;
5. developing and sustaining partnerships with identified community resources;
6. leading the review of school behavior data to identify training needs with a view toward improving student outcomes;
7. reporting behavior data at least annually to their school community.
8. reviewing behavior data with the appropriate Superintendent or other District leadership no less than annually.

C. Teachers are responsible for:

1. leading the development of the classroom behavior and restorative practices standards and procedures aligned to the district and building expectations;
2. assuring that all students are taught the expected school behavior in their classroom and throughout the school;
3. participating in identifying students that would benefit from additional support from school and community resources;
4. Participating in implementation of the school behavior plan and restorative practices;
5. participating in data review, necessary training, and analysis of behavior data to improve student outcomes.
6. communicating with student when behavior interferes with learning.
7. communicating with parent/guardian when there is a pattern of student behavior.

D. Non-classroom school staff is responsible for implementing with consistency the district behavior standards and school behavior standards, participating in training and analysis of behavior data to improve student outcomes as directed by the principal or site administrator.

E. Parents/guardians are responsible for:

1. partnering with their student's schools to know and implement with consistency the school behavior standards and school and classroom rules to improve their student's outcomes.

2. helping their student learn the behavior standards of their schools and classrooms.

3. working collaboratively with school staff and their student to respond to and resolve behavior issues. Students are responsible to learn the standards of behavior of the district, their school and their classrooms; to take personal responsibility for their behavior as they are able, and to work to improve the relationships they have with their peers, their teachers and with other school staff.

IV. DEVELOPMENT AND COMMUNICATION OF BEHAVIOR STANDARDS

The District is committed to teaching all students and to assuring that students' learning is not disrupted by the behavior of others. The District is committed to taking actions to provide a safe learning environment for all students, and a safe working environment for all staff.

A. The Superintendent shall report behavior data to the Board no less than annually.

B. Building principals shall review behavior data with the Superintendent no less than annually.

C. Every school shall establish and teach behavior expectations and respond to student inappropriate behavior that are consistent with this Policy and accompanying administrative guidelines, and directives from the Superintendent. All school staff shall receive training on the school's plan.

D. Every classroom shall establish behavior standards and norms within the district's policy, the Superintendent's directives and the school's behavior plan with participation from the students in the classroom. All students shall be taught the behavior standards established.

E. Every school employee shall demonstrate high standards of behavior that model appropriate school behavior, and shall monitor and respond to student behavior.

F. Every school shall examine discipline data to assure that responses to student behavior do not show evidence of bias or discriminatory behavior. Schools shall also use behavior data to identify and provide additional training to staff and students; and to provide effective interventions for students to improve student outcomes.

G. Student age, developmental stage and individual needs based on culture, language or disability, or other relevant factors, shall be considered in determining the appropriate response to behavior.

H. Behavior standards for students with an Individualized Education Program ("IEP"), Individual Accommodation Plan ("IAP/504 Plan") shall be supported by the terms of the accommodations of their written program or plan to the extent they differ from the district policy, regulations and school plan.

I. The District will make this Policy and accompanying administrative guidelines available on the District's website and they also shall be available upon request in each principal's office. The Board encourages use of a variety of media to increase and awareness.

J. Students and parents/guardians shall receive notice of classroom rules established by their classrooms.

Legal References:

Minn. Stat. §121A.40 et seq. (Pupil Fair Dismissal Act)

Minn. Stat. §121A.58 et seq. (Discipline, All Students)

Minn. Stat. §125A.08 (Individual Education Programs)

29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)

ADMINISTRATIVE GUIDELINE 541.1 STUDENT BEHAVIOR

I. PURPOSE

These Administrative Guidelines apply to student behavior in school, on school property, in and around school vehicles, and at school-sponsored events both within and outside the district. The goal of Richfield Public Schools is to provide students a safe school to promote academic success and a vibrant learning community. Fair and appropriate implementation of the student discipline policy is important to this goal. Richfield Public Schools also recognizes that removal from instruction can work against the academic achievement of students, and should be avoided whenever possible. The purpose of these Administrative Guidelines is to establish the system of classification of student behaviors and administrative responses to those behaviors.

II. GENERAL STATEMENT OF REGULATION

A. All responses to student inappropriate behavior should include elements of teaching or re-teaching appropriate school behavior and restoration of relationships affected by the student behavior.

B. Alternatives to removal from instruction will be used unless the behavior of the student places the student or others in danger, or the disruption to the educational environment can only be remedied by a referral out of the classroom, or the referral out of the classroom is required by law. Typically, referral out of the classroom may occur with infractions at level 2 or higher. Alternatives to removal will be utilized within the classroom and may include a variety of methods and classroom management strategies.

C. Opportunities for students to repair relationships affected or harmed by their behavior shall be offered as part of the response to behaviors. Where the student has been removed from the classroom for any amount of time, opportunities to repair relationship should be provided.

III. RESPONSIBILITIES

A. The Superintendent in collaboration with the school board and district administration are responsible for:

1. providing directives to enforce this policy.
2. establishing minimum standards of behavior for students.
3. analyzing behavior data overall as well as disaggregated by student group (race, gender, disability, etc.) to identify disproportionalities and respond appropriately.
4. identifying adequate means for the documentation of behavior responses, the analysis of behavior data, engaging appropriate community resources and for identifying appropriate training for staff, student, parents and community partners.

B. Principal or administrative designee are responsible for:

1. leading the collaborative development of the school's behavior and restorative practices plan;
2. assuring that annual notices are given to students, parents/guardians and staff;
3. communicating with teachers after responding to student being removed from the classroom;
4. communicating with parent/guardian when responding to student behavior concerns when the student is removed from class;
5. developing and sustaining partnerships with identified community resources;
6. leading the review of school behavior data to identify training needs with a view toward improving student outcomes;
7. reporting behavior data at least annually to their school community.
8. reviewing behavior data with the appropriate Assistant Superintendent or other District leadership no less than annually.

C. Teachers are responsible for:

1. leading the development of the classroom behavior and restorative practices standards and procedures aligned to the district and building expectations;
2. assuring that all students are taught the expected school behavior in their classroom and throughout the school;
3. participating in identifying students that would benefit from additional support from school and community resources;
4. Participating in implementation of the school behavior plan and restorative practices;
5. participating in data review, necessary training, and analysis of behavior data to improve student outcomes.
6. communicating with student when behavior interferes with learning.
7. communicating with parent/guardian when there is a pattern of student behavior.

D. Non-classroom school staff is responsible for implementing with consistency the district behavior standards and school behavior standards, participating in training and analysis of behavior data to improve student outcomes as directed by the principal or site administrator.

E. Parents/guardians are responsible for;

1. partnering with their student's schools to know and implement with consistency the school behavior standards and school and classroom rules to improve their student's outcomes.

2. helping their student learn the behavior standards of their schools and classrooms.
3. working collaboratively with school staff and their student to respond to and resolve behavior issues.

Students are responsible to learn the standards of behavior of the district, their school and their classrooms; to take personal responsibility for their behavior as they are able, and to work to improve the relationships they have with their peers, their teachers and with other school staff.

IV. LEVELS AND RESPONSES

Inappropriate conduct varies. It may disrupt a teaching-learning situation, cause injury to oneself or others, damage personal or public property, violate school regulations or civil laws, or have several impacts simultaneously. Similarly, a single infraction can range from very minor to very serious. Accordingly, individual circumstances must be considered in every case and responses to conduct must be fair, and proportionate. Levels of student behavior are established as indicated in the RPS Behavior Levels and Responses chart which accompanies these Administrative Guidelines, and are organized in five levels as follows. The levels of behavior are not linear but progressive in response to behavior.

1. Level 1 violations are typically addressed by staff members when a student has minimal or no prior violations. The staff response is to teach and practice the expected behavior so students learn and demonstrate safe, respectful and responsible behaviors. Staff members are expected to use a variety of teaching and classroom management strategies. Generally Level One behaviors do not result in out of classroom referral.

2. Level 2 violations generally result in interventions and/or disciplinary responses that involve support staff and/or school administration. These actions aim to increase the student's skills, positive view of schooling and positive experiences at school so that misbehavior is less likely to continue or escalate. A severe occurrence may be treated as a violation at a higher level. Repeated instances of a level 2 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record.

3. Level 3 violations may result in a short-term removal from school for part of a day or an entire school day. The duration of the short-term removal, if issued, is to be limited as much as possible while adequately addressing the behavior. A severe occurrence may be treated as a violation at a higher level. Repeated instances of a level 3 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record.

4. Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the removal of a student from the school environment due to the severity of the behavior. Incidents at this level may be referred for expulsion depending on the circumstances.

5. Level 5 violations require the principal to notify the Superintendent or designee. These behaviors may result in police notification and/or expulsion.

V. PROCEDURES FOR OUT OF SCHOOL REMOVALS

A. Administrative Conference

If a student is assigned an out of school removal from instruction for conduct which materially disrupts the rights of others to an education, but where the acting student does not present an immediate and substantial danger to self, other students, staff or school property, an informal administrative conference must be held with the student unless the student has already left the school grounds.

If a student is assigned an out of school removal from instruction for conduct which reasonably can be believed to cause an immediate and substantial danger to the student, other persons or school property, the student may be removed from the premises without an initial informal administrative conference, however, the student shall be afforded an opportunity to at the earliest possible time to participate in the informal administrative conference.

An informal administrative conference may be held by telephone or at an off-campus site if the student presents and immediate or substantial danger to the school.

B. Notification

The principal or designee shall make reasonable efforts to promptly notify the parents of students assigned an out of school removal from instruction.

The principal or designee shall ensure that a written notice containing the grounds for the out of school removal, the known facts, known testimony, a readmission plan and a copy of the Pupil Fair Dismissal Act is personally served upon the student at or before the time of the out of school removal from instruction is to take effect at the informal administrative conference. If the informal administrative conference is delayed because removal from instruction was for conduct which reasonably could be believed to cause an immediate and substantial danger to the student, other persons or school property, the written notice shall be given to student at the informal administrative conference when it is held.

The written notice shall also be served upon the parent/guardian, either in person or by certified mail within forty-eight (48) hours of the out of school removal from instruction.

C. Readmission to Instruction

Prior to or after an out of school removal from instruction, the principal or designee shall require the student's attendance at an informal administrative conference prior to the return to classes. Such conferences shall be noticed to the parents/guardians of the student, who are encouraged to attend the conference.

For any out of school removal from instruction, the principal or designee shall prepare a written readmission plan. The proposed plan may include a procedures for the student's return to school and classes. The proposed plan also may include provision for an alternative program, which may include, but is not limited to:

- make-up school work;
- assigned homework;
- changes in assigned courses or classroom;
- changes in student's schedules;
- provision of tutorial service;

- provision of student support services,
- provision of information concerning mental health or other community supports;
- reassignment to a different educational setting.

If a reassignment to a different educational setting is proposed, the principal shall follow district procedures for reassignment, and the due process rights of the student shall be observed.

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

D. Consecutive Removals

Out of school removals from instruction may not be imposed consecutively upon the same student for the same course of conduct, or incident of behavior, except where the student poses an immediate and substantial risk of danger to the student or to persons or property around the student. Whether or not an "immediate and substantial risk of danger" exists shall be determined by the principal or designee. Notice of the extension shall be given following the same procedure as the initial notice of the removal from instruction.

An out of school removal from instruction may not be extended due to the inability or refusal of a parent/guardian to participate in any readmission conference. Up to two (2) five (5) day suspensions (total of ten school days) may be imposed if the principal determines that the student continues to present an immediate and substantial risk of danger.

A third five (5) day suspension may be imposed only if the district is proposing expulsion or exclusion and the Superintendent has been notified.

Whenever a removal from instruction exceeds five (5) days, an alternative instruction program such as those identified in Paragraph V.C shall be provided to the student.

Legal References:
Minn. Stat. §1221A.40 et seq. (Pupil Fair Dismissal Act)

RPS Behavior Violations

Responses and Levels of Behavior Violations

Problem behaviors are divided into five levels of violations with examples of interventions (we need to add) and disciplinary responses.

- Interventions are opportunities for students to learn appropriate behavior.
- Disciplinary responses should be the least severe response possible.

For each violation on the charts, the first () is the minimum disciplinary action. There should be a logical relationship between the severity, frequency and duration of the offense to the age of the student and administrative action.

Factors to consider prior to a disciplinary action

- Student's age, maturity and understanding of the impact of their behavior
- Student's ability and/or willingness to repair the harm caused by their behavior
- Previous interventions implemented and disciplinary responses imposed
- The circumstances and severity, frequency and duration of the behavior
- The student's IEP or 504 plan, if applicable

Level 1

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

Examples of Interventions and Responses

Support interventions aim to correct and teach alternative behavior so students can learn and demonstrate safe and respectful behavior. School staff members are expected to use a variety of methods and classroom management strategies that may include one or more of the following:

- Reminders and redirection
- Role play
- Written reflection/apology
- Seat change
- Teacher/student conference
- Daily progress sheet on behavior
- In class time-out / "Take a Break"
- Check-in / Check-out
- Restitution
- Removal from class to another supervised classroom (short-term) / Buddy Class
- Change in schedule
- Loss of privileges
- Detention
- Student Contract

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

Interventions may include:

- Parent/guardian notification
- Parent/guardian conference
- Conflict resolution
- Contract between teacher, student and parents
- Peer mediation
- Restorative circle
- Referral

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Level 1 Violations

Levels	Police Notification				
	1	2	3	4	5
Academic Dishonesty (Cheating or Plagiarizing) (School Board Policy 541.1) Cheating is the act of copying, photographing, allowing your own work to be copied, revealing test content, altering scores or records, citing issues. Plagiarizing is the act of using another person's ideas or expression in writing or speaking without acknowledging the source. Copying work from a book, computer source or another individual.					
Disruptive Behavior (School Board Policy 541.1) Acts that disrupt or threaten to disrupt the educational process in the classroom, hallways, or at school functions, including, but not limited to, inappropriate language, horseplay, discrimination, or defiance of authority or any conduct tending to cause disruption or arouse alarm, anger or resentment in others					X
Engaging in Verbal Conflict (Disrupting the school environment by engaging in a loud argument that includes disparaging comments or discussion or potential physical conflict.					
Inappropriate Language Using inappropriate words or topics of conversation in school.					
Repeated Noncompliance with Behavior Expectations (School Board Policy 541.1) Failure to comply with the instructions of school staff when current behavior prevents success of the student or impacts learning.					X
Physical Contact (No Bodily Harm) Students engage in non-scotious but inappropriate physical contact, such as pushing, horseplay, wrestling.					
Student Dress (School Board Policy 541.1) Manner of dress or personal grooming that does not fit within the policies or guidelines practiced by the school or district.					
Technology Misuse/Violation This includes being off-task, treating ITs carelessly and dropping material without permission.					
Thrift, Minor (School Board Policy 541.1) The unauthorized taking or keeping of the property of another, including but not limited to school supplies, food, etc.					X

Level 2

Level 2 violations generally result in interventions and/or disciplinary responses that involve support staff and/or school administration. These actions aim to increase the student's skills, positive view of schooling and positive experiences at school so that misbehavior is less likely to continue or escalate.

A severe occurrence may be treated as a violation at a higher level. Repeated instances of a level 2 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record.

Level 2: Examples of Interventions and Responses

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

- Parent/guardian notification
- Parent/guardian conference
- Restorative justice strategies
- School community service
- Referral to Student Teacher Assistance Team (STAT)
- Monetary restitution

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- Removal (up to five) to another supervised classroom during a designated subject/class
- In-school suspension
- Student conference
- Detention
- Referral to outside resources
- Utilization of lower-level consequences in addition to the above

Level 2 Violations						
	Levels					Police Notification
	1	2	3	4	5	
<p>Bullying/Cyberbullying (School Board Policy 113) Bullying is defined as any written or verbal expression, physical act or gesture, or pattern thereof, which is intended to hurt, threaten, upset, distress, or frighten. The definition of bullying contains the following criteria: 1. an actual or perceived imbalance of power between the offender and target. 2. The behavior is repeated or forms a pattern. 3. Interferes with a students' educational opportunities, performance, or ability to participate in school functions or activities or receive the school benefits, services or privileges. Bullying includes, but is not limited to: teasing, damaging property, causing fear of harm to a person or their property, creating a hostile environment, or any conduct against a person that is a reasonable person under the circumstances knows or should know would have the effect of harming a student. Conduct online or via phone also applies, including Facebook, texting, voicemail, email, etc. Students are encouraged to complete a bullying/ harassment form if they have been bullied/ see someone else get bullied. Retaliation against a victim, reporter, or witness or false accusations are prohibited.</p>		•	•	•	•	X
<p>Fighting, Less Serious (School Board Policy 541.1) Mutual physical combat that does not result in injury or a substantial disruption to the school environment, other than the disruption of the fight itself. A student who retaliates, promotes or instigates will be considered part of the fight. This is regardless of who initiates the fight or whether the student believes he/she was citing in self-defense.</p>		•	•			X
<p>Gang Activity (School Board Policy 541.1) Any activity that promotes or assists a gang including creating graffiti, emblems, symbols, hand signs, jewelry and/or clothing are not allowed. Gang activity is defined by the following criteria: (1) the student belongs to or associates with (2) a group of three or more people who band together under a common identifying symbol, sign, or name, and (3) the participant participates in a separate violation listed in the handbook to further an implicit or explicit goal of the gang/ group.</p>		•	•	•	•	X
<p>Harassment (School Board Policy 541.1) Harassment is participating in or conspiring with others to engage in acts that injure, degrade, intimidate or disgrace other individuals or classes based on: race, gender, disability, religion or creed, national origin or culture, age or grade level, sexual orientation, socio-economic status, or any physical or mental attributes. Harassment includes words, spoken or written, and/or any actions that negatively impact an individual or groups as defined above.</p>		•	•	•	•	X
<p>Harassment, Sexual (School Board Policy 541.1) Includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other unwelcome verbal or physical conduct or communication of a sexual nature.</p>		•	•	•	•	X

Level 2 Violations, continued

Levels	Notification				
	1	2	3	4	5
Out of Bounds/Out of area (School Board Policy 541.1)					
Pornography					
Reckless Behavior, Less Serious (No Bodily Harm)					
Refusal to Cooperate with School Administrative Staff					
Sexual misconduct/Indecent Exposure					
Engaging in sexual contact with another person, including intentional touching of clothing covering a person's intimate parts or intentional removal of clothing covering a person's intimate parts or clothing covering a person's undergarments.					
Intentionally exposing private parts to another. This includes, but not limited to, sexual intercourse or sexual penetration, sexual contact, indecent exposure, or masturbation.					
Technology-Unauthorized or Inappropriate Use of District Technology Resources					
See full definition online at School Board Policies / Policy 107.					
Threats or Intimidation (School Board Policy 541.1)					
Use of violence, force, coercion, threat, intimidation or similar conduct in a manner that constitutes a substantial interference with school purposes.					
Tobacco, Use of (School Board Policy 541.1)					
To include students found to be in use of tobacco or a product that may be used to distribute tobacco or the chemical nicotine while in the school building, or on school grounds.					
Vandalism/Property Related (School Board Policy 541.1)					
Willful defacing or the destruction of any property.					
Verbal or Written Abuse to Staff, Threatening					
Abusive communication directed at staff which includes words or actions that threaten the individual's safety and security.					

Level 3

Level 3 violations *may result* in a short-term removal from school for part of a day or an entire school day. The duration of the short-term removal, if issued, is to be limited as much as possible while adequately addressing the behavior.

A severe occurrence may be treated as a violation at a higher level. Repeated instances of a level 3 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record.

Level 3: Examples of Interventions and Responses

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

- Parent/guardian notification
- Parent/guardian conference
- Dismissal (up to one complete school day)
- Suspension (1 or more school days)
- Referral to outside resources

- Utilization of lower-level consequences in addition to the above

Level 3 Violations						
	Levels					Police Notification
	1	2	3	4	5	
Drugs, Possession or Under the Influence Drugs, alcoholic beverages, controlled or imitation controlled substances, or other mood-altering chemicals.			•	•		X
False Allegations Against Student or Staff Any knowingly or recklessly false allegation against a staff member or student, written, spoken or otherwise communicate which is harmful to their reputation or which may impede the ability of the staff member to perform assigned duties.			•	•		
Fighting, Serious (School Board Policy 541.1) Mutual physical combat that results in injury creates a substantial disruption involving large numbers of students, and/or results in the potential for continued fighting. A student who retaliates, promotes or instigates will be considered part of the fight. This is regardless of who initiates the fight or whether the student believes he/she was citing in self-defense.			•	•		X
Reckless Behavior, More Serious (Bodily Harm) Recklessness involves the creation of an unjustifiable risk of harm to others and a conscious (and sometimes deliberate) disregard for or indifference to that risk.			•	•		
Repeated Misuse of District Technology Resources Purposeful use of district technology resources in a way that violates district policy.			•	•		X
Pyrotechnics Having in possession fire starting materials or fireworks.			•	•		X
Theft (School Board Policy 541.1) The unauthorized taking or keeping of the property of another including but not limited to jackets, expensive electronics, etc.			•	•		X
Trespassing, Including During Periods of Dismissal or Suspension (School Board Policy 541.1) Being physically present on school property or at a school activity after being directed to leave by a school administrator or other person lawfully responsible for the control of the premises.			•	•		

Level 4

Level 4 violations have the potential to significantly impact the safety of the school environment. These violations may result in the removal of a student from the school environment due to the severity of the behavior.

Incidents at this level may be referred for expulsion depending on the circumstances.

Level 4: Examples of Interventions and Responses

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

- Parent/guardian notification
- Parent/guardian conference
- Suspension, in excess of one complete school day
- Interim alternative educational placement
- Referral to outside resources
- Utilization of lower-level consequences in addition to the above

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Level 4 Violations

	Levels					S R	Police Notification
	1	2	3	4	5		
Arson Intentional destruction or damage to school or district building or property by means of fire.				•	•	X	•
Assault (School Board Policy 541.1) Assault is doing an act with intent to cause fear in another of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another.				•			•
Criminal Sexual Conduct (School Board Policy 541.1) Sexual conduct as defined in MN Stat. 609.34151 (a) "Sexual contact," for the purposes of sections 609.343, subdivision 1, clauses (a) to (f), and 609.345, subdivision 1, clauses (a) to (e), and (h) to (o), includes any of the following acts committed without the complainant's consent, except in those cases where consent is not a defense, and committed with sexual or aggressive intent: (i) the intentional touching by the actor of the complainant's intimate parts, or (ii) the touching by the complainant of the actor's, the complainant's, or another's intimate parts affected by a person in a position of authority, or by coercion, or by inducement if the complainant is under 13 years of age or mentally impaired, or (iii) the touching by another of the complainant's intimate parts affected by coercion or by a person in a position of authority, or (iv) in any of the cases above, the touching of the clothing covering the immediate area of the intimate parts, or (v) the intentional touching with seminal fluid or sperm by the actor of the complainant's body or the clothing covering the complainant's body. (b) "Sexual contact," for the purposes of sections 609.343, subdivision 1, clauses (g) and (h), and 609.345, subdivision 1, clauses (f) and (g), includes any of the following acts committed with sexual or aggressive intent: (i) the intentional touching by the actor of the complainant's intimate parts; (ii) the touching by the complainant of the actor's, the complainant's, or another's intimate parts; (iii) the touching by another of the complainant's intimate parts; (iv) in any of the cases listed above, touching of the clothing covering the immediate area of the intimate parts; or (v) the intentional touching with seminal fluid or sperm by the actor of the complainant's body or the clothing covering the complainant's body. (c) "Sexual contact with a person under 13 years of age" means the intentional touching of the complainant's bare genitals or anal opening by the actor's bare genitals or anal opening with sexual or aggressive intent or the touching by the complainant's bare genitals or anal opening of the actor's or another's bare genitals or anal opening with sexual or aggressive intent.				•	•		•
False Alarm/Bomb Threat (School Board Policy 541.1) Causing a substantial disruption to the school environment and/or placing student at risk by making a false report or activating an alarm.				•		X	
Hazing (School Board Policy 108) Committing an act against a student or coercing a student into an act that is demeaning, humiliating or creates a substantial risk or harm to a person in order for the student to be initiated into or affiliated with a student organization or grade level. Apparent permission, cooperation, or consent by a person being hazed does not lessen the actions taken by the district.				•		X	

Level 4 Violations, continued

Police Notification	Levels				
	1	2	3	4	5
Reckless or Careless Driving (School Board Policy 541.1)					
Driving on school property in such a manner as to endanger persons or property.					
Robbery/Extortion (School Board Policy 541.1)					
The obtaining of property from another where his/her consent was induced by a use of force, or a threat of force.					
Selling, Distributing, Intent to Distribute, or Attempting to Distribute Drugs, Alcoholic Beverages, or a Controlled/Imitation Controlled Substance					
Threats, Terroristic (School Board Policy 541.1)					
Comments, actions or conduct that specifically threatens physical harm or violence to the person of another. See MN Statute at: www.revisor.mn.gov/statutes/?id=609.713					
Weapon, Possession of real or replica (School Board Policy 541.1)					
Possession of a sharp object, knife, gun, projectile or look-alike designed or used in a harmful manner. Students who are aware of a weapon must report it immediately or will be considered a participant.					

Level 5

Level 5 violations require the principal to notify the Superintendent or designee. These behaviors may result in police notification and/or expulsion.

Level 5: Examples of Interventions and Responses

These interventions involve the removal of the student from the school environment because of the severity of the behavior and parent/guardian notification and conference. They may involve 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.

- Interim alternative educational placement
- Referral to outside resources
- Expulsion or exclusion (an act of the Board of Education)
- Utilization of lower level consequences in addition to the above

Level 5 Violations	Levels					S R	Police Notification
	1	2	3	4	5		
Assault, Aggravated (School Board Policy 541.1) The intentional infliction of substantial bodily harm, or great bodily harm upon another, or committing an act with a firearm, dangerous weapon or other weapon with intent to cause fear in another of immediate bodily harm or death.					•	X	•
Bomb/Explosive Device Bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.					•	X	•
Weapon/Firearm Gun or rifle that fires ammunition by force of explosion or combustion. Does not include BB guns, air guns, or lookalike guns.					•	X	•
Incapacitation Device, Possession, with use or intent to use A device designed to temporarily immobilize or incapacitate people such as taser, stun gun or tear gas derivative.					•	X	•

Level 5 Violations		Levels	Police Notification
<p>Possession/Use of a Dangerous Weapon Other Than a Firearm</p> <p>A device designed or modified as a weapon that is capable of producing death or great bodily harm. Examples include knife with a blade of 2.5 inches or longer, replica firearm, BB gun, or brass knuckles. See the full definition online at:</p>	1		
	2		
	3		
	4		
	5		
<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>Device not manufactured as a dangerous weapon or non-conventional weapon capable of producing bodily harm, substantial bodily harm, or fear of bodily harm. Examples include knives with blades under 2.5 inches, box cutters, razor blades, etc. Use or intent must be present.</p>	1		
	2		
	3		
	4		
	5		

STUDENT DISABILITY NONDISCRIMINATION

I. PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

A. Richfield Public Schools provides equal educational opportunity to all qualified 18 individuals. The Board of Education is committed to identifying and evaluating qualified individuals within the intent of Section 504 in the District who may need services, accommodations, or programs in order that such individuals may receive equal educational opportunity.

B. It is the responsibility of the school district to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.

C. A qualified individual may be eligible for Section 504 services, accommodations or programs even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act (IDEA).

III. DEFINITIONS

A. For this policy, the term "qualified individuals" means a student who:

1. has a physical or mental impairment that substantially limits one or more major life activity, including learning; or
2. has a record of such impairment; or
3. is regarded as having such impairment, and
4. who is of the age for which persons without disabilities are provided educational services or
5. who is of an age for which it is mandatory under state law to provide such services to individuals with disabilities; or
6. who is required to receive a free appropriate public education under the Individuals with Disabilities Education Act (IDEA or Special Education).

B. For this policy, the term "Section 504" means Section 504 of the Rehabilitation Act of 1973, codified at United States Code 794.

IV. Section 504 COORDINATOR

A. The superintendent shall appoint a District 504 Coordinator.

B. The principal or site administrator of each school shall appoint a Building 504 Coordinator for their school or program.

C. The Building 504 Coordinator will be responsible for appropriate distribution of materials to staff and parents, along with training staff as appropriate.

IV. RESPONSIBILITIES

a. The superintendent is responsible for appointing the District 504 Coordinator.

b. The superintendent may adopt regulations deemed necessary to implement this policy.

c. The superintendent shall develop a grievance procedure that complies with the requirements of Section 504.

d. The District 504 Coordinator is responsible for the general oversight of identification and evaluation of qualified individuals, training on compliance with Section 504 and implementation of the district's grievance procedure for Section 504 services, accommodations or programming

e. The Building 504 Coordinator is responsible for compliance with Section 504, this policy and District regulations within his or her school or program.

f. Each teacher and staff person is responsible for the implementation of accommodations and services for qualified individuals in their school or program appropriate to their job description.

Persons who have questions or comments should contact the Executive Director of Special Programs, 7001 Harriet Ave, Richfield, MN, (612-798-6041). This is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator at the district office.

Legal References: Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 82 7)

29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

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POLICY 547

STUDENT DRESS AND APPEARANCE

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming related to educational goals and community standards. This policy includes after school and community education programs for students unless uniforms are required for the program.

II. DEFINITIONS

A. Hats for the purposes of this policy are defined as headgear that contains a brim.

B. Headgear is defined as anything worn on the head that does not have a brim. Headgear includes but is not limited to scarfs, hoodies, bandanas, and other forms of headwear.

III. GENERAL STATEMENT OF POLICY

A. It is the policy of this school district to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).

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

1. Clothing that covers all undergarments and/or covers all private parts. Tops, bottoms, and shoes are required to be worn. Clothing worn for medical, cultural, or religious observances are allowed.
2. Headgear is allowed provided it does not impede the student's ability to engage in learning. The Principal and/or designee is allowed discretion to grant exceptions that allow students to wear hats. Exceptions are expected to be shared informationally with the Superintendent for review.
3. Clothing that does not create a health or safety hazard.
4. Clothing appropriate for the activity (i.e., physical education or the classroom).

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

1. Clothing that does not cover all undergarments and/or does not cover all private parts.

Apparel promoting products or activities that are illegal for use by minors.

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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 group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in School Board Policy 103 pertaining to "Racial, Religious and Sexual Harassment and Violence."

i. Any apparel or footwear that could damage school property.

ii. Hats as defined in this policy are not allowed to be worn during the school day. Any headgear and/or hair accessories must not block the face; and/or create a barrier to the student's ability to hear and/or engage in learning.

iii. It is not the intention of this policy to infringe on the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, do not advocate violence or harassment against others or do not create a substantial disruption of the learning environment.

IV. UNIFORM DRESS

A. The Superintendent may authorize uniform dress guidelines for an individual school or program, provided that the guidelines reflect involvement of the school community, take into consideration the financial ability of students to purchase uniforms, and allow for exemptions upon parent request.

B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.

C. An organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

V. SANCTIONS

When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications. Parents/guardians will be notified.

Legal References: U. S. Const., amend. I

Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)

Stephenson v. Davenport Community School District, 110 F.3d 1303 (8th Cir. 1997)

**ADMINISTRATIVE GUIDELINES
RICHFIELD DUAL LANGUAGE SCHOOL UNIFORM DRESS GUIDELINES**

OVERVIEW

A. At the Richfield Dual Language School, we seek to create the best learning environment for all students and believe that a safe and disciplined learning environment is the first requirement of an effective school. In order to promote school pride, unity, discipline, and civility, students are encouraged to wear the school uniform.

B. Consistent with Section III.A of Board Policy 547 (Student Dress and Appearance), the uniform dress guidelines for RDLS reflect involvement of the school community, take into consideration the financial ability of students to purchase uniforms, and allow for exemption upon parent request.

C. This administrative guideline applies at all times on the school campus, on buses, on field trips and other school-sponsored activities. Students are expected to remain in uniform all day, including after school while remaining on campus.

II. BENEFITS

The potential benefits of a uniform policy include:
I. Putting the focus on academics rather than fashion;

II. Lowering the cost of school clothes;

III. Ensuring a safe school environment by preventing students from wearing inappropriate insignias;

IV. Helping students to differentiate between a learning environment and a play environment;

V. Instilling a sense of school pride and discipline.

III. EXEMPTIONS

A. Parents wishing to exempt their student from the uniform dress guidelines may opt-out by completing the attached Application for Exemption form. The exemption is effective upon review by the building principal. An exemption is valid only for the current school year and must be renewed at the beginning of each school year.

B. Groups officially sanctioned by the school or district, may wear their uniforms in place of the school uniform.

C. Students may wear school shirts of any type sold by the school in place of the school uniform.

V. RICHFIELD DUAL LANGUAGE SCHOOL STUDENT UNIFORM DRESS OPTIONS;

A. The colors for RDLS are: burgundy, white, gray, khaki, and black.

B. Students may choose from among the following uniform dress options:

Shirts

- White, Black, Burgundy, khaki, or Gray Polo Shirt, Short or Long Sleeve
- White, Black, Burgundy, khaki or Gray Dress Shirt, Short or Long Sleeve

Bottoms

- Khaki, Black or Gray Pants
- Khaki, Black or Gray Bermuda Shorts
- Khaki, Black or Gray Skorts
- Burgundy-Plaid V-Neck Pleated Jumper (Burgundy-plaid v-neck pleated jumpers corresponding to the sample provided)
- Black, Khaki or Burgundy-Plaid Pleated Skirt (Burgundy-plaid pleated skirts corresponding to the sample provided)
- Black, Khaki or Burgundy-Plaid Skort (Burgundy-plaid skorts corresponding to the sample provided)
- Khaki, Black or Gray Pants, Flat Front or Pleated
- Khaki, Black or Gray Walk Shorts

Belt

- Black

Sweaters

- Burgundy or Black V-Neck Unisex Sweater Vest w/ School Logo
- Burgundy or Black Blue Zip Front Sweater w/ School Logo Shoes
- Athletic or Black Dress Shoes (No Sandals or Open-toed Shoes)

Accessories

- Hats or caps may not be worn during the school day in the school.
- Any hair accessories must be unobtrusive.

Add the APPLICATION FOR EXEMPTION FROM THE SCHOOL UNIFORM DRESS GUIDELINES

POLICY 111

WEAPONS ON SCHOOL PREMISES

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or non-student, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITION

A. "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

3. No person shall use articles designed for other purposes (i.e., lasers, laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

B. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

IV. EXCEPTIONS

A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.

B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:

1. active licensed peace officers;

2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
3. persons authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
4. persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045;
 - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for “antique firearms which are carried or possessed as curiosities or for their historical significance or value.”
 - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with §§ 624.714 and 624.715.
5. firearm safety or marksmanship courses, including the trapshooting team, or activities for students or nonstudents conducted on school property;
6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
7. a gun or knife show held on school property;
8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the “lawful” carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minn. Stat., Section 624.714, to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder’s vehicle shall constitute a violation of this policy.

V. CONSEQUENCES FOR WEAPON POSSESSION / USE / DISTRIBUTION BY STUDENTS

- A. The school district does not allow the possession, use or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using or distributing weapons shall include:
1. immediate out-of-school suspension;
 2. confiscation of the weapon;
 3. immediate notification of police;

4. parent or guardian notification; and
 5. recommendation to the superintendent of dismissal for not to exceed one year.
 - B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.
 - C. Administrative Discretion
- While the school district does not allow the possession, use, or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION / USE / DISTRIBUTION BY NONSTUDENTS

- A. Employees
 1. An employee who violates the terms of this policy is subject to disciplinary action, including non-renewal, suspension, or discharge as deemed appropriate by the school board.
 2. Sanctions against employees, including non-renewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.
 3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.
- B. Other non-students
 1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
 2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

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

Minn. Stat. § 121A.44 (expulsion for possession of firearm)

Minn. Stat. § 121A.05 (referral to police)

Minn. Stat. § 609.66 (dangerous weapons)

Minn. Stat. § 609.605 (trespass)

Minn. Stat. § 609.02, Subd. 6 (definitions of dangerous

weapon)

Minn. Stat. § 97B.045 (transportation of firearms)

Minn. Stat. § 624.714 (carrying of weapons without permit penalties)

Minn. Stat. § 624.715 (exemptions; antiques and ornaments)

18 U.S.C. § 921 (definition of firearm)

In re C.R.M. 611 N.W.2d 802 (Minn. 2000)

Cross References: Board Policy 541 - Student Behavior

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 525 (Violence Prevention)

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