

Agenda
Regular School Board Meeting
June 14, 2022
6:30 PM

1. Call to Order, Roll Call

2. Agenda Adjustments

3. Announcements, Comments
 - a. Land Acknowledgment

 - b. Introduction of New Harambee Elementary Principal

4. Community Input

5. Consent Agenda
 - a. Minutes - Board Meeting of May 24, 2022 4

 - b. Payment of Bills 6

 - c. Personnel - Resignations, Appointments, Reductions 8

 - d. Gifts 18

e.	7-12 Health Implementation Plan and Purchase	19
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h.	Resolution Designating Health Reimbursement Arrangement Trustee	42
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6.	Reports and Non-Action Items	
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7.	Action Items	
a.	Collaborative Planning and Application Days Proposal	91
b.	Policy 520: Student Discipline (reviewed) Second Reading	104
c.	Policy 610: Graduation Requirements for Adult Basic Education Learners (revised) Second Reading	121

d. Paraprofessional and Media Technology Group Conditions of Employment	126
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10. Adjournment	

MINUTES OF THE REGULAR MEETING, SCHOOL BOARD, INDEPENDENT
SCHOOL DISTRICT NO. 623, 1251 West County Road B2, Roseville, MN 55113

May 24, 2022

Chair Curtis Johnson called the school board meeting to order at 6:34 p.m. Board members present: Todd Anderson, Rose Chu, Mannix Clark, Kitty Gogins, Curtis Johnson. Board members absent: Mike Boguszewski. Also present: Jenny Loeck, superintendent of schools, and approximately fourteen other visitors or staff who attended all or part of the meeting.

Community Input. A community member shared information about grant opportunities for electric school buses.

- (78) Consent Agenda. Gogins moved, Clark seconded acceptance of the consent agenda including the minutes of the regular school board meeting on May 10, 2022; payment of bills; resignations, appointments, reductions, adjustments; gifts; agreements with the Roseville Police Department to provide school resource officers at Roseville Area High School and Roseville Area Middle School for the 2022-2023 school year; and an application to the Minnesota State High School League to form a girls hockey cooperative with Mahtomedi Public Schools. Ayes: Anderson, Chu, Clark, Gogins, Johnson. Nays: none. Absent: Boguszewski. Motion carried unanimously.
- (79) Retirements. Anderson moved, Gogins seconded the retirements of Randee Allen, Jane Krause, Mary Saunders, Marlene Stillman and Elizabeth Van Guilder with appreciation. Ayes: Anderson, Chu, Clark, Gogins, Johnson. Nays: none. Absent: Boguszewski. Motion carried unanimously.

Policy 610: Graduation Requirements for Adult Basic Education Learners (revised) First Reading. Cyndi Arneson, director of community education, and Tad Hagen, Roseville Adult Learning Center manager, presented recommended revisions to Policy 610: Graduation Requirements for Adult Basic Education Learners.

Policy 520: Student Discipline (reviewed) First Reading. Melissa Sonnek, assistant superintendent, presented the first reading of Policy 520: Student Discipline. This policy is reviewed annually. No changes were recommended by district administration.

- (80) Non-Renewal of Licensed Probationary Employees. Anderson moved, Gogins seconded the non-renewal of the contracts of the following probationary teachers at the close of the 2021-22 school year: Sara Dinzeo, Leslie Drimel, Katherine Latz, Michael Mauthe, Jessica Moore, Lisa Pavel, Bruce Pichotta, Dwight Schmidt, Elizabeth Thao. Ayes: Anderson, Chu, Clark, Gogins, Johnson. Nays: none. Absent: Boguszewski. Motion carried unanimously.
- (81) Non-Renewal of Support Staff. Anderson moved, Clark seconded a motion to eliminate the positions of the following support staff members at the end of the 2021-2022 school year due to programmatic and financial considerations: Levy Jones III. Ayes: Anderson, Chu, Clark, Gogins, Johnson. Nays: none. Absent: Boguszewski. Motion carried unanimously.

Study Session Report. The study session report was moved to the June 14 school board meeting.

Board Reports. Several board members attended the Roseville Area High School multicultural gathering/Breaking Down Barriers event at Central Park. Todd Anderson and Mannix Clark toured Northeast Metro 916's Eastview Academy and attended the Roseville Area Schools Foundation career pathways showcase. Clerk Anderson also visited Central Park Elementary and attended Family Fun Night at Falcon Heights Elementary and the spring festival at Brimhall Elementary. Director Clark attended an Emmet D. Williams Elementary family event and toured WELS North school. Rose Chu attended the most recent local government meeting and a Ramsey County League of Local Governments meeting. Curtis Johnson attended the American Indian Education recognition ceremony. He also congratulated Treasurer Chu, who was recently named a 2022 Bush Fellow.

Superintendent's Report. Superintendent Loeck expressed sorrow for the Robb Elementary School community in Uvalde, Texas; the victims of a mass shooting in Buffalo, New York; and members of Black, Indigenous, and people of color (BIPOC) communities dealing with racial trauma. Superintendent Loeck also brought attention to National Mental Health Awareness Month in May.

The Chair declared the meeting adjourned at 7:16 p.m.

Signed _____
Clerk

Approved _____
Chair

May 24, 2022

Meeting Date: June 14, 2022

PAYMENT OF BILLS:
-May 1 - May 15, 2022

That bills in the amount of: **\$7,714,632.61** by the following funds be approved:

GENERAL	\$6,929,929.90
FOOD SERVICE	\$147,266.08
COMMUNITY SERVICE	\$273,011.08
BUILDING FUND	\$252,761.56
DEBT FUND	\$0.00
READING RECOVERY	\$0.00
AMSD	\$12,927.10
OPEB DEBT	\$0.00
DENTAL INS FUND	\$37,121.13
NO SUBURBAN COLLABORATIVE	\$61,615.76
EXTRA CURRICULAR-STU ACTIVITY	\$6,578.92

RECOMMENDATION:

That above payments are included in check numbers:

WIRE TRANSFERS	202100490	through	202100510	
CHECKS	340660	through	340939	
COMMERCE AP CHECKS		through		*start with 6941
ACH A/P		through		*start with 212211115

PAYMENT DISTRIBUTION BY FUND:

	GENERAL	FOOD SERVICE	COMMUNITY SERVICE	BUILDING CONSTRUCT	DEBT FUND	Delta Dental Self Insured	28-RR Fiscal Agent	29-AMSD Fiscal Agent	OPEB	N SUB COLL/ SCHLSHP	EXTRA CURR-STU ACTIVITY	TOTAL DISBURSEMENTS
WIRE TRANSFERS	\$3,312,181.73	\$28,768.28	\$108,861.23			\$37,121.13		\$3,664.95		\$774.24	\$5,315.92	\$3,496,687.48
CHECKS	\$1,046,967.15	\$64,248.66	\$17,285.24	\$252,761.56				\$647.08		\$60,841.52	\$1,263.00	\$1,444,014.21
COMMERCE A/P	\$0.00	\$0.00	\$0.00									\$0.00
ACH A/P	\$0.00	\$0.00	\$0.00								\$0.00	\$0.00
TRANSFER TO P/R	\$2,570,781.02	\$54,249.14	\$146,864.61					\$8,615.07				\$2,780,509.84
VOID CHECKS	\$0.00	\$0.00	\$0.00									\$0.00
TOTAL	\$6,929,929.90	\$147,266.08	\$273,011.08	\$252,761.56	\$0.00	\$37,121.13	\$0.00	\$12,927.10	\$0.00	\$61,615.76	\$6,578.92	\$7,721,211.53

BOND CONSTRUCTION FUNDS	May 1, 2022		Balance	
	Cash & Investments	Revenue	Disbursements	Remaining as of
	Balance	5/1 to 5/31	5/1 to 5/31	5/31/22
	\$14,852,404.83	\$7,336.00	\$199,897.43	\$14,659,843.40

RECOMMENDATION:

The above disbursements include check numbers:

CHECKS May 1 -May 15, 2022	through	\$0.00	*start with 102455
WIRES	through	\$0.00	*start with 202100164
VOID CHECKS		\$0.00	

RECOMMENDATION: That investments in the amount of: **\$0.00** be approved

INVESTMENT DETAIL:

Bank	Purchase Date	Type of Purchase	Interest Rate	Date of Maturity	Amount of Purchase	Record Number	Interest Earnings	Value at Maturity
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CP/CD: COMMERCIAL PAPER/CERTIFICATE OF DEPOSIT
CD: CERTIFICATE OF DEPOSIT
RP: REPURCHASE AGREEMENT

Total: **\$0.00** **\$ -** **\$ -**

Human Resources Information

5-C

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Change in Continuing Contract

Bogenholm, Garin

Effective Date 07/01/2022

Roseville Area Middle School

Associate Principal

Mr Bogenholm is moving from Principal at Little Canada to Associate Principal at RAMS.

Fynewever, Nasreen

Effective Date 07/01/2022

Parkview Center School

Associate Principal

Ms Fynewever is moving from Principal at Harambee to Associate Principal at Parkview Center School.

Hired-New Licensed

Becerra Cardenas, Jose

Effective Date 07/01/2022

Little Canada Elementary

Principal

Jaspers, Mark

Effective Date 08/29/2022

Roseville Area High School

Special Education Teacher

Mr. Jaspers is returning from a one-year leave during the 21-22 school year.

Krueger, Jennifer

Effective Date 07/01/2022

District Center

Assistant Director of Student Services

Mccarty, Kenyatta

Effective Date 07/01/2022

District Center

Director of Human Resources

Meyer, Nathan

Effective Date 07/01/2022

Harambee Elementary

Principal

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Hired-New Licensed Long Term Substitute

Clay, Celeste

Effective Date 7/5/2022

Harambee Elementary

3rd Grade Teacher LTS

Hired-Non-Licensed

Angellar, Colleen

Effective Date 05/16/2022

District Center

Central Enrollment Coordinator

Berneche, Jarame

Effective Date 6/6/2022

Districtwide/Roseville Area High

Audio Video Technical Specialist

Driesen, Taylor

Effective Date 12/01/2021

Roseville Area High School

Buildings and Grounds Specialist

Dubose, Veronica

Effective Date 05/31/2022

Anpetu Teca Education Center

Meals on Wheels Program Specialist

Hayes, Jamaal

Effective Date 05/16/2022

Roseville Area High School

Behavior Specialist

Heurh, Koung Pheng

Effective Date 05/16/2022

Roseville Area Middle School

OST Program Specialist

Kieser, Patricia

Effective Date 06/15/2022

Central Park Elementary

Building Secretary

Ms. Kieser is changing positions from Health Assistant to Building Secretary.

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Linehan, Severin		Effective Date 11/29/2021
Parkview Center School	Special Education Paraprofessional	
Mickey-brocks, Maraye		Effective Date 01/20/2022
Roseville Area Middle School	Program Assistant	
Salas, Tianna		Effective Date 05/10/2022
Roseville Area High School	Special Education Paraprofessional	
Rescinding resignation of 04/29/22		
Smyth, Cristina		Effective Date 7/1/2022
Brimhall Elementary	Building Secretary	
Yang, Xiong		Effective Date 01/24/2022
Brimhall/Anpetu Teca Education Center	Custodian Cleaner	

Resignation-Licensed

Benzine, Andrea		Effective Date 6/10/2022
Roseville Area Middle School	Teacher	
Brenden, Heather		Effective Date 06/10/2022
Little Canada Elementary	Teacher	
Burgoyne, Melanie		Effective Date 06/10/2022
Little Canada Elementary	Media Specialist	

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Clayton, Mandi		Effective Date 06/10/2022
Little Canada Elementary	Special Education Teacher	
Hunerdosse, Philip		Effective Date 6/10/2022
Roseville Area High School	Special Education Teacher	
Johnson, Kathryn		Effective Date 6/10/2022
Central Park Elementary	English Learner Teacher	
Ms. Johnson is resigning from leave.		
Johnson, Taylor		Effective Date 06/10/2022
Parkview Center School	School Social Worker	
King, Hayden		Effective Date 06/10/2022
Falcon Heights Elementary	Music Teacher	
Koland, Kimberly		Effective Date 06/10/2022
Little Canada Elementary	Teacher	
Mailhot, Nicole		Effective Date 06/10/2022
Parkview Center School	Teacher	
Michel, Anne		Effective Date 6/10/2022
Roseville Area High School	Teacher	
Quinonez, Jessica		Effective Date 01/03/2022
Roseville Area High School	EL Teacher	

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Robertson, Kristina		Effective Date 06/09/2022
District Center	Administrator of English Learners	
Roschen, Lauren		Effective Date 01/14/2022
Districtwide	School Nurse	
Rowan, Natalie		Effective Date 04/07/2021
Brimhall Elementary	Teacher	
Resigned from leave effective 04/07/2021		
Snyder, Kelli		Effective Date 01/04/2022
Districtwide	Speech Language Pathologist	
Thompson, Renea		Effective Date 01/28/2022
Roseville Area Middle School	Special Education Teacher	
Vang, Sarah		Effective Date 06/10/2022
Roseville Area Middle School/Roseville	Art Teacher	
Woolsey, Ruthanne		Effective Date 06/10/2022
Falcon Heights Elementary	Special Education Teacher	

Resignation-Non-Licensed

Brunnette, Elice		Effective Date 06/09/2022
Emmet D Williams Elementatry	Paraprofessional	

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Chalbi, Keandrea		Effective Date 06/09/2022
Falcon Heights Elementary	Paraprofessional	
Getting, Justin		Effective Date 06/09/2022
Emmet D Williams Elementary	Paraprofessional	
Greger, Mary		Effective Date 05/20/2022
Roseville Area High School	Nutrition Assistant	
Kantorowicz, Maya		Effective Date 01/31/2022
Harambee Elementary	Out of School Time Specialist	
Keys, Todd		Effective Date 03/30/2022
Roseville Area Middle School	Nutrition Assistant	
Killian, Kieran		Effective Date 11/17/2021
Emmet D Williams Elementary	Special Education Paraprofessional	
Kogler, Kari		Effective Date 03/09/2022
Harambee Elementary	Pre-K Instructor	
Lerpwel, Mular		Effective Date 12/15/2021
Parkview Center School	Paraprofessional	
Linder, Kendra		Effective Date 06/09/2022
Parkview Center School	Special Education Paraprofessional	

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Ly, Linda	Effective Date 02/18/2022
Central Park Elementary	Health Assistant
Maierhofer, Emilie	Effective Date 06/08/2022
Roseville Area Middle School	Paraprofessional
Moliter, Hilary	Effective Date 06/10/2022
Anpetu Teca Education Center	ECSE Paraprofessional
Nickson, Juanica	Effective Date 06/09/2022
Central Park Elementary	Paraprofessional
O'rourke, Noella	Effective Date 06/24/2022
District Center	Human Resources Generalist
Pavelko, Gail	Effective Date 01/03/2022
Roseville Area High School	Building Secretary
Pike, Rachel	Effective Date 01/05/2022
Roseville Area High School	Special Education Paraprofessional
Rantanen, Patricia	Effective Date 06/09/2022
District Center	Recruitment and Retention Coordinator
Robertson, Jessi	Effective Date 1/07/2022
Parkview Center School	Special Education Paraprofessional

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Romero, Reies		Effective Date 12/22/2021
Harambee Elementary	Program Assistant	
Sammons, Kayla		Effective Date 07/08/2022
Harambee Elementary	Building Secretary	
Sneltjes, Heidi		Effective Date 06/10/2022
Roseville Area High School	Career Center Secretary	
Tantholt, Kevin		Effective Date 5/5/2022
Roseville Area High School	Evening Custodian Lead	
Terrell, Regina		Effective Date 05/31/2022
Edgerton Elementary	Out of School Time Specialist	
Terrell, Jewell		Effective Date 06/09/2022
Emmet D Williams Elementary	Special Education Paraprofessional	
Wallrich, Jane		Effective Date 03/23/2022
Brimhall Elementary	Nutrition Manager	
Way, Alicia		Effective Date 06/09/2022
Little Canada Elementary	DLI Paraprofessional	
Weber, Brian		Effective Date 04/14/2022
Roseville Area High School	Nutrition Assistant	

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Wendlandt, Cecelia

Effective Date 06/09/2022

Falcon Heights Elementary

Paraprofessional

Woodbury, Shiphrah

Effective Date 04/05/2022

Roseville Area High School

Special Education Paraprofessional

Retirement

Berkas, Rebecca

Effective Date 10/05/2022

Central Park Elementary

Principal

Ms. Berkas worked for the district for 23 years.

Kathman, Linda

Effective Date 06/09/2022

Falcon Heights Elementary

Paraprofessional

Ms Kathman worked for the district for 20 years.

Root, Debbie

Effective Date 06/09/2022

Falcon Heights Elementary

Nutrition Assistant

Termination

Brown, Jeffery

Effective Date 06/01/2022

Parkview Center School

Evening Lead Custodian

Thompson, David V

Effective Date 11/16/2021

Roseville Area High School

Custodian Engineer

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Willman, Kevin

Effective Date 12/07/2021

Districtwide

Custodian Cleaner

**GIFTS TO SCHOOLS
2021/22**

SCHOOL BUILDING	NAME/ADDRESS OF DONOR	GIFT	USE
Anpétu Téča Education Center	Roseville Lutheran MOW Volunteer Drivers/Eric Wolhowe 1778 Lydia Avenue W. St. Paul, MN 55113	\$175.00	Meals on Wheels - in honor of Tara Garvin
Anpétu Téča Education Center	James and Mary Foley 2717 Merrill Street Roseville, MN 55113	\$500.00	Meals on Wheels
Roseville Area High School	John Dalnes Masonry Inc 17800 Halas St NW Ramsey, MN 55303	\$300.00	Trap team
Roseville Area High School	MN Safari Club International PO Box 1303 Burnsville, MN 55337	\$1,500.00	Trap team
Roseville Area High School	Roseville Anderson-Nelson VFW Auxiliary No 7555 1145 Woodhill Dr Roseville, MN 55113	\$300.00	Trap team
Roseville Area High School	YourCause/Blackbaud 65 Fairchild Street Charleston, SC 29492	\$12.00	Principal's discretion



Agenda Topic: 7-12 Health Implementation Plan and Purchase
Meeting Date: June 14, 2022
Contact Person: Jake Von De Linde

Background:

The 7-12 Health team has completed the Implementation Plan and Purchase Phase of their Program Review Cycle. They have completed the elements of this phase which include:

1. Develop a plan for evaluation of implementation.
2. Identify instructional materials and a plan that supports the defined curriculum based on content specific needs as well as Policy 616P – Instructional Materials Selection. Conduct a pilot if necessary and evaluate piloted materials using selection criteria.
3. Purchase initial materials and develop an implementation plan which includes:
 - a. A transition plan from old to new core instructional strategies
 - b. A comprehensive professional development plan which includes details for implementation of new instructional frameworks
 - c. A distribution plan for materials
 - d. Curriculum maps/pacing charts

At their meeting on May 23, 2022, the District Curriculum Advisory Committee unanimously accepted the 7-12 Health report and curriculum purchase plan. Pending school board approval, this team will move into their Installation Phase and will begin purchasing their materials for the beginning of the 2022-2023 school year.

Recommendation:

It is recommended that the school board approve the 7-12 Health implementation plan and purchase as presented.

XX Action Required ___ Informational – No Board Action Requested



Roseville
Area
Schools

Quality Teaching & Learning for All...Equity in All We Do

Initial Report to the DCAC

7-12 Health

Formal Review

Phase 3: Implementation Plan and Purchase

May 23, 2022

Elementary Team:

Rebecca Bies
Kathy Froemming
Rena Jepma-Krohn

Secondary Team:

Daryl Illikainen
Kristen Schmid

EXECUTIVE SUMMARY

Summary of Previous Phase(s)

Program Design: Completed

Summary of Current Phase Elements

The most recent program review work completed for Roseville's K-12 Health was Implementation Plan and Purchase. This took place during the 2021-22 school year with the exception of a few elements at the K-6 level. Due to the COVID19 pandemic and the pilot conducted at the elementary level, the remaining work will be completed next year.

Based on the review team's Program Design work, the team made the following recommendations:

PURPOSE

The purpose of the Health program in Roseville Area Schools is *empowering students to achieve health literacy and adopt health-enhancing behaviors promoting lifelong wellness.*

The Dimensions of Wellness include:

- Social/Emotional
- Mental/Intellectual
- Physical
- Environmental
- Spiritual/Self-Awareness

Culturally Diverse Topics

The current Health Education program utilizes the Great Body Shop curriculum, which contains 10 monthly units for each grade centered around themes of Personal Safety, Nutrition, Body Systems and Functions, Family Life/Growth and Development, Disease and Illness Prevention, Substance Abuse Prevention, Mental and Emotional Health, Community Health, and Physical Fitness. The content is aligned to the National Health Education Standards. As we consider the new program design, we want to ensure the topics are culturally diverse and meet the needs of all students. We also want our Health program to analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Timely, Engaging, Relevant Activities

The Health Program Design should also be timely, engaging and relevant to the world that students live in. For example, vaping is a topic that many health educators have addressed but it would not have been included in our Health curriculum adoption in 2009. We need to ensure that our Health curriculum that is adopted is relevant and evolves over time to meet the needs of students in our ever changing world.

Social and Emotional Learning

Strengthening support for the social and emotional development of students is a focus area in Roseville Area Schools' Strategic Plan. Social emotional learning occurs across all content areas and in every part of the school day. There is a large overlap between the content of our Health program and the Social Emotional Competencies. Our Health Program Design will

require clearly defined outcomes and resources for Social Emotional Learning K-12. The SEL power standards will serve as foundation to social and emotional learning and can be found [here](#). Please note, there are specific recommendations for SEL towards the end of this report.

Instructional Framework & Lifelong Understanding

Our health instruction is designed to be student-centered and reflective, experiential, holistic, authentic, expressive, developmental, collaborative and social, cognitively challenging, and culturally inclusive. There is a strong focus on skills for lifelong healthy living over specific content. We want students to leave our schools with lifelong understandings that allow them to be physically, mentally and socially healthy.

Course Study Priorities

The Health Program Design Committee reviewed course study priorities. Themes that emerged included:

- A review of the progression and understanding of the overall picture of the standards being taught across grade levels. We need to ensure alignment and vertical conversations.
- Creating awareness of specific information of Health concepts that need to be taught and what should be taught under the umbrella concepts.
- We also need to examine gaps in the current curriculum and student knowledge.

Course Articulation

Here is a [link](#) to our current Health course articulation. There is a continued demand for an online Health course at RAHS, which we are pleased to share, will be implemented during the 21-22 school year.

1. There is an emphasis on incorporating social and emotional learning more in Health within our new program approach. We will need to clearly define outcomes and resources for Social Emotional Learning K-12.
2. We also recognize the similarities between health and physical education in the area of nutrition. This will have cross-disciplinary connections.
3. Last, there's also an emphasis in the new Phy Ed standards on students establishing patterns of health across their lifetime.

Power Standards for each content area and each grade level in alignment with required state and national standards.

Here is a link to the identified [K-12 Health power standards](#). These were selected to support the continued increase in rigor across the grades and courses. This will also help to emphasize standards that should be priorities.

Program Effectiveness

To measure the curriculum, instruction and program effectiveness, we recommend using this [Innovation Configuration Map](#).

Equity Analysis Framework

Using the Equity Analysis Framework, we identified problems of practice and possible solutions. Here is a [link](#) to the Equity Analysis Framework. Below there is a list of problems of practice and recommendations:

- According to posted schedules, all students at a grade level receive close to the same amount of instructional time for Health. In practice, the amount of time varies greatly. At the elementary level, some students are pulled out of Health to receive other services (ex: English Learner, Special Education, Instrumental Music), and instructional time from building to building and classroom to classroom is not consistent. At RAMS, students with schedule constraints (AVID, Math or Learning Academy, Special Education, Foreign Language) sometimes do not take Health in both 7th and 8th grade.
 - **Recommendation:** The team will continue to focus on consistency in elementary school classrooms. The Elementary Program Review worked on a process to minimize the impact of pullouts, but Health will continue to be a recommended time for students to receive other services. Given that some students will continue to not receive Health instruction, the team recommends focusing on ways to connect Health topics with other content areas to maximize the possibility that students will benefit from instruction.
- Elementary students are often pulled out of health instruction, sometimes K-8, for intervention, special education services, english language instruction and instrumental music.
 - **Recommendation:** Given that some students will continue to receive less Health instruction, the team has created power standards for each grade to highlight essential standards for teachers. These power standards identify standards that are priorities at each grade. This is inclusive of SEL standards. We will also focus on ways to connect Health topics with other content areas to maximize the possibility that students will benefit from instruction.
- A cornerstone of the Health Education program is connecting the content to students' lives outside of school and to their families. Just as the instruction for students is not equally accessible and relevant, the content and ways of connecting with families is not equally engaging.
 - **Recommendation:** One area of focus will be finding ways to respectfully engage with all families about the Health their students are learning about. We have added this to the Health Curriculum Criteria.
- We also recognize that for elementary classroom teachers, Health is one of many curriculums they teach. In most cases Health does not get the same attention as other curricular areas such as math, reading or science. In order to set teachers and students up for success, we want a curriculum that is simple and teacher friendly.
 - **Recommendation:** We included in the Health Curriculum Criteria a category that addresses this. Specifically stating, "Teacher-friendly: Lessons within the curriculum are efficient, easy to follow, and focused on the standards"

Evaluate Curricular Materials

The K-12 HealthTeam developed the following criteria to evaluate curricular materials that align with the program purpose and goals. Click [here](#) to see the criteria.

Ongoing Evaluation

Summary of Committee Work toward this Element:

Completed

Findings and Recommendations:

The following outline is recommended as a broad assessment tool to evaluate the implementation of our new program changes and their initial impacts on student learning. This plan focuses mainly on the implementation of new courses and changes to existing courses, as well as the purchase of materials and related professional development as needed to implement changes. The plan broadly aligns to the [Curriculum and Program Review Phase 1 Installation Checklist](#) tasks. That report will be submitted in two years, after installation (early implementation) of our new program, so this initial plan will help us link our work across reports. Click [here](#) to view the evaluation of instruction and curriculum tool.

Prior to evaluating materials, the committee focused on amplifying student voice. A representative from our team met with the AVID Student Leadership Council to gather feedback about elements of their experiences in learning about health that worked well for them and what could be improved. A student panel also met with the health program review team to share their perspectives as well.

Element 1 [\(SB 604: 6.8\)](#)

Develop a plan for evaluation of implementation.

Sub-Element 1.2 (box 1): Identify instructional materials and a plan that supports the defined curriculum based on the criteria in Element 5 of Program Design phase as well as [Policy 616: Instructional Materials Selection](#).

Conduct a pilot if necessary and evaluate piloted materials using selection criteria.

Summary of Committee Work toward this Element:

Incomplete

Findings and Recommendations:

Due to the COVID19 pandemic, most of Phase III of Program Review for K12 Health took place in the spring of 2021 with hopes to continue that work in the 21-22 school year. With continued delays due to the pandemic we were not able to re-engage until the spring of 2022. Therefore there are some elements that were not finished and will need to carry over to the 2022-2023 school year.

On April 22, 2021 the Health Program Review team met with three vendors. Using the [HEALTH Instructional Materials Selection Criteria](#) which was created from our [Curriculum Eval Tools](#). We reviewed three different curriculums. The team decided to move forward with two pilots in the fall of 2021. At the elementary level two elementary teachers

piloted [Health Smart](#) and some secondary teachers will pilot [Comprehensive Health by Goodheart Wilcox](#).

On May 5, 2022 the review team met to discuss the curriculum pilots. We concluded as a team that the Health Smart curriculum for the elementary level did not meet the needs identified in the review and that we will begin the process of exploring additional curriculum options to pilot in the near future. At the secondary level, the team felt confident the [Comprehensive Health by Goodheart Wilcox](#) curriculum met the needs identified in the review process and moved to adopt it as our new curriculum.



Roseville
Area Schools

Element 1 [\(SB 604: 6.8\)](#)

Develop a plan for evaluation of implementation.

Sub-Element 1.3: Purchase initial materials and develop an implementation plan which includes:

- **Sub-Element 1.3.1:** A transition plan from old to new core instructional strategies
- **Sub-Element 1.3.2:** A comprehensive professional development plan which includes details for implementation of new instructional frameworks
- **Sub-Element 1.3.3:** A distribution plan for materials
- **Sub-Element 1.3.4:** Develop curriculum maps/pacing charts
- **Sub-Element 1.3.5:** Develop family communication plan

Summary of Committee Work toward this Element: Incomplete

Sub-Element 1.3.1: A transition plan from old to new core instructional strategies

Sub-Element 1.3.2: A comprehensive professional development plan which includes details for implementation of new instructional frameworks

Sub-Element 1.3.3: A distribution plan for materials

Sub-Element 1.3.4: Develop curriculum maps/pacing charts

Sub-Element 1.3.5: Develop family communication plan

Findings and Recommendations:

We will continue Phase III of Program Review: Plan and Implementation during the summer months and during the 22-23 school year. . The team will need to purchase initial materials and develop an implementation plan which includes:

- A transition plan from old to new core instructional strategies
- A comprehensive professional development plan which includes details for implementation of new instructional frameworks
- A distribution plan for materials
- Develop curriculum maps/pacing charts using [this](#) as a guide and possible teacher resource
- Sub-Element 1.3.5: Develop family communication plan
- Other elements that should be considered by the team moving forward include:
 - [Sex ED](#) and National Sex Ed Standards
 - Look at <https://amaze.org/> for sex ed standards ([absent narratives](#))
 - [Sample Grade 5 Curriculum Outline for Sex Ed](#)



Agenda Topic: K-12 Physical Education Implementation Plan and Purchase
Meeting Date: June 14, 2022
Contact Person: Jake Von De Linde

Background:

The K-12 Physical Education team has completed the Implementation Plan and Purchase Phase of their Program Review Cycle. They have completed the elements of this phase which include:

1. Develop a plan for evaluation of implementation.
2. Identify instructional materials and a plan that supports the defined curriculum based on content specific needs as well as Policy 616P – Instructional Materials Selection. Conduct a pilot if necessary and evaluate piloted materials using selection criteria.
3. Purchase initial materials and develop an implementation plan which includes:
 - a. A transition plan from old to new core instructional strategies
 - b. A comprehensive professional development plan which includes details for implementation of new instructional frameworks
 - c. A distribution plan for materials
 - d. Curriculum maps/pacing charts

At their meeting on May 23, 2022, the District Curriculum Advisory Committee unanimously accepted the K-12 Physical Education report and curriculum purchase plan. Pending school board approval, this team will move into their Installation Phase and will begin purchasing their materials for the beginning of the 2022-2023 school year.

Recommendation:

It is recommended that the school board approve the K-12 Physical Education implementation plan and purchase as presented.

XX Action Required ___ Informational – No Board Action Requested



Roseville
Area
Schools

Quality Teaching & Learning for All...Equity in All We Do

Initial Report to the DCAC

K-12 Physical Education

Formal Review

Phase 3: Implementation Plan and Purchase

May 23, 2022

Elementary Team:

Jay Geissler
Candi Pierre
Nate Newman
Leif Berg
Abe Garcia
Tim Stepan
Ryan Adams
Doug Deprez

Secondary Team:

Jeff Hertel
Andrew Fraser
Jamie Lauinger
Michael Grant
Brian Baley

EXECUTIVE SUMMARY

Summary of Previous Phase(s)

Program Design: Completed

Summary of Current Phase Elements

Element 1: Develop a purpose statement and program goals.

The purpose of the physical education program in Roseville Area Schools is to **empower all students to sustain lifelong physical activity and wellness.**

K-12 PHY ED PROGRAM LEARNING GOALS

Students will be able to:

1. Demonstrate competency in a variety of motor skills and movement patterns.
2. Apply knowledge of concepts, principles, strategies and tactics to movement and performance.
3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibit responsible personal and social behavior that respects self and others.
5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Element 2: Create the new program design including.

Due to the success of our current programming, there were not a great deal of changes recommended by the Phy Ed Team regarding program design. That said, the following items were identified as priorities.

EQUIPMENT

Instructional materials, specifically equipment, is critical for teaching and learning in physical education. We need to ensure that we have equipment so students have what they need in order to learn and access the physical education standards. Since equipment deteriorates over time, we also need to consider ongoing equipment replacement and support.

LIFELONG UNDERSTANDINGS

In alignment with the new standards, we want students to develop understandings that will benefit them throughout their life. We want students to be active and develop patterns of life long healthy activity. Our new program design will include teaching students to set goals, monitor progress of those goals and use technology apps to do so. Another lifelong understanding that would benefit students focuses on nutrition. As we move into program planning, purchasing and implementation we'll pay attention to these lifelong understandings. We want to emphasize how students can establish patterns of health across their lifetime. This also aligns with our purpose statement and program goals.

PROFESSIONAL DEVELOPMENT

To support the new standards, lifelong understandings and best practices in physical education the team also is advocating for Professional Development for K-12 Physical Education teachers as a department. The plan includes at minimum 3 half days of collaboration time over the 22-23 school year.

Element 3: Identify the outcomes to measure the curriculum, instruction, and program effectiveness.

The Physical Education Program review team met and completed the Physical Education Innovation Configuration Map. This outlines acceptable implementation for the following:

- Scope and Sequence
- Assessment
- Fitness Assessment
- Use of Fitness Technology with students
- Learning Environment
- Equity
- Student Engagement
- Instruction
- Lesson Structure

Click [here](#) to see the Physical Education Innovation Configuration Map.

Element 4: Designing a program

Sub-Element 4.1 an articulation of required and elective courses of study from kindergarten through grade twelve.

Here is a [link](#) to our current course articulation. The team discussed and confirmed the change from Physical Education 9 to Physical Education I and Physical Education 10/11 to Physical Education II. This allows more students more access as PE II is 10-12 vs 10-11. PE I in 9th grade also keeps 9th graders separated from 11th and 12th grades which can be good due to physical size.

Sub-Element 4.2 areas of cross-discipline needs and opportunities.

There are three areas that emerged as cross-discipline needs and opportunities.

1. There is an emphasis on incorporating social and emotional learning in physical education within our new program approach.
2. We also recognize the similarities between health and physical education in the area of nutrition. This will have cross-disciplinary connections.
3. Last, there's also an emphasis in the new standards on students establishing patterns of health across their lifetime.

Sub-Element 4.3 Power Standards for each content area and each grade level in alignment with required state and national standards.

Here is a [link](#) to the identified K-12 power standards. These were selected to support the continued increase in rigor across the grades and courses. This is a living document that will be continuously updated.

As new staff are hired into the Phy Ed department, this document will be helpful in onboarding them to the physical education department.

Sub-Element 4.43 a system for ongoing monitoring of student academic progress.

GRADING AND ASSESSMENT

The team needs to have the opportunity to have further PD to explore changing the grading and assessment from what it is at currently to changing it to gender neutral non-bianary

through the lens of ability and progress. The recommendation for elementary grading is to include the ability to meet performance standards and also a grade that reflects growth overtime or progress. There was also interest in exploring some of the SEL standards as elements in the report card instead of the current terminology which includes “respect” at some schools. For secondary the team also recommended that grading includes both ability to meet the performance standards and the progress that students demonstrate as well. This would also create more K-12 alignment.

Another element of grading that we discussed as a team was the use of the FitnessGram. FitnessGram is a health-related fitness assessment for youth and is based on scientifically validated, criterion-referenced standards for males and females. The team explored the complexities for students who are transgender, gender-neutral (non-binary), or students identifying differently than their sex at birth. The required phy. ed. classes are now using a wider range of scores that are considered in the “healthy range”. All students complete the fitnessgram tests, but the healthy range is the same for all students regardless of gender identity. The healthy range is used as a guide for students for goal setting. They are graded on their effort and improvement rather than the score.

As this work continues into next year, we will continue to explore best practices in assessments. At the secondary level all teams will work through Grading for Equity Professional Development within their buildings, which will help support many of these efforts.

Sub-Element 4.53 how the curriculum advances the implementation of the District’s Equity Vision by articulating how the new program design will address the concerns raised through the Equity Analysis Framework that was completed in Phase 1.

Using the Equity Analysis Framework, we identified problems of practice and possible solutions. Here is a [link](#) to the Equity Analysis Framework. Below there is a list of problems of practice and possible solutions:

- Some students view Phy Ed as something that is not for them due to societal cultural messages.
 - **Recommendation:** *Professional development for physical education teachers on how they can meet the needs of all students and work against biases and negative cultural messages*
- LGBTQ/Transgender students are sometimes not served as well as cis gender students
 - **Recommendation:** *The team will continue to examine grading policies that are based on gender and professional development on how to teach physical education that meets the needs of LGBTQ students.*
- Limited Resources: Equipment and facilities are older, deteriorating, not always of high quality and sometimes present safety concerns
 - **Recommendation:** *Purchasing equipment that is new, safe and serves larger class sizes is a high priority for this team.*
- Rarely have time or opportunities to meet together as an entire K-12 team for department meetings or professional development specific to physical education.
 - **Recommendation:** *The Roseville Area Schools provides professional development each year for all staff. That said, we have not provided professional development specific to best practices in physical education for*

many years, if ever. A solution to this problem is to allocate two half days in for Physical Education professional development or department meetings. It is currently included in the draft of the 22-23 professional development calendar.

Sub-Element 4.6 how it meets or exceeds all state and federal legal curricular requirements applicable to the discipline.

Our physical education program is aligned with state and federal requirements.

Sub-Element 4.7 the instructional and curricular plan that would address the specific needs for all students in all program areas.

- The primary focus connects to the Phy Ed purpose statement, goals and the 2018 Physical Education Standards.
- Instructional Time should include:
 - Learning Target
 - Warm up-Dynamic
 - Cardio/Strength
 - Main Lesson
 - Closure
- Opportunities to meet the needs of students more effectively include using similar language, goal setting and teaching the “why” of different physical education elements.
- Incorporating social and emotional learning in Physical Education was another element that the team identified as a need. This includes teaching risk taking, teamwork, conflict resolution, emotional regulation and self awareness.

Element 5 (SB 604: 6.6): Develop the criteria for curricular material evaluation that are based on content specific needs.

The K-12 Phy Ed Team developed the following criteria to evaluate curricular materials that align with the program purpose and goals. Click [here](#) to see the criteria.

Element 6: (SB 604: 6.7) Develop the criteria and plan for continuing evaluation of instruction and curriculum effectiveness in meeting or exceeding school district outcomes.

The following outline is recommended as a broad assessment tool to evaluate the implementation of our new program changes and their initial impacts on student learning. This plan focuses mainly on the implementation of new courses and changes to existing courses, as well as the purchase of materials and related professional development as needed to implement changes. The plan broadly aligns to the Curriculum and Program Review Phase 1 Installation Checklist tasks. Click [here](#) to see the plan for continuous evaluation.



Roseville
Area Schools

Element 1 [\(SB 604: 6.8\)](#)

Develop a plan for evaluation of implementation.

Sub-Element 1.2 (box 1): Identify instructional materials and a plan that supports the defined curriculum based on the criteria in Element 5 of Program Design phase as well as [Policy 616: Instructional Materials Selection](#).

Conduct a pilot if necessary and evaluate piloted materials using selection criteria.

Summary of Committee Work toward this Element:

Program Implementation Plan and Purchase: Complete

Findings and Recommendations:

The following rubric was created as a part of Program Design. This rubric can be used for the ongoing evaluation of implementation. Click [here](#) to see the plan for continuous evaluation.



Roseville
Area Schools

Element 1 [\(SB 604: 6.8\)](#)

Develop a plan for evaluation of implementation.

Sub-Element 1.3: Purchase initial materials and develop an implementation plan which includes:

- **Sub-Element 1.3.1:** A transition plan from old to new core instructional strategies
- **Sub-Element 1.3.2:** A comprehensive professional development plan which includes details for implementation of new instructional frameworks
- **Sub-Element 1.3.3:** A distribution plan for materials
- **Sub-Element 1.3.4:** Develop curriculum maps/pacing charts
- **Sub-Element 1.3.5:** Develop family communication plan

Summary of Committee Work toward this Element:

Sub-Element 1.3.1: A transition plan from old to new core instructional strategies

Sub-Element 1.3.2: A comprehensive professional development plan which includes details for implementation of new instructional frameworks

Sub-Element 1.3.3: A distribution plan for materials

Sub-Element 1.3.4: Develop curriculum maps/pacing charts

Sub-Element 1.3.5: Develop family communication plan

Findings and Recommendations: Complete

New Instructional Strategies:

Our program review team met several times in the spring of 2021. We created the following tool to evaluate instructional materials. This supports the defined curriculum based on the criteria in Element 5 of Program Design phase as well as Policy 616: Instructional Materials Selection. Click [here](#) to view the evaluation tool.

Prior to evaluating resources and materials, the committee focused on amplifying student voice. A representative from our team met with the AVID Student Leadership Council to gather feedback about elements of their experiences in learning about Physical Education that worked well for them and what could be improved. A student panel also met with the Physical Education program review team to share their perspectives as well.

MDE does not recommend a curriculum for Physical Education. They do however recommend two credible free resources that are aligned with national standards:

- OPEN (Online Physical Education Curriculum) <https://openphysed.org/>
- Dynamic PE <https://www.dynamicpeasap.com/>

Our program review team evaluated these resources using our curricular evaluation tool and made the following recommendations for Dynamic PE.

- Dynamic PE Lessons for K-8 should be shared with all Physical Education staff.
- The [PE Blog](#) has helpful resources and videos.
- In lieu of a curriculum, we have decided to create a K-12 PE Landing Page that we will continue to work on in the fall of 2021. We may need to create a subcommittee or timecard some Phy Ed teachers to complete the Physical Education Landing Page. The purpose ties back to our overarching goal; Empowering all students to sustain lifelong physical activity and wellness. Here's a [link](#) to a draft of the K-12 Physical Education Landing Page that includes:
 - Standards
 - Lesson Structure Options
 - Pacing - Scope & Sequence (7 years K-6)
 - Program Review documents
 - Family Communication
 - Include links to OPEN and Dynamic PE

The team will continue to implement physical education standards and work towards inclusive curriculum representative of our scholars. They will be adding gymnastics instruction at the primary levels next year and continue to grow those skills with the students as they progress through our K-6 physical education instruction. At the middle and high school level, there will be a focus on technology and nutrition added. Across all levels, we will be helping students to learn about physical literacy, lifelong activity, and intrinsic motivation for being physically active.

Professional Development

The team participated in Professional Development on October 4 from 8:00-12:00 with Consultants, Dr. Sue Tarr from Mankato State University and Dr. Kristi Mally from Winona State University. This opportunity covered new standards, grade level benchmarks, curriculum, pedagogy and best practices in physical education. Professional Development will continue for the 22-23 school year.

Some of the focus options include:

- Instruction/professional development for elementary gymnastics implementation
- Technology
- Reporting and Grading for Physical Education
- Absent Narratives

Distribution Plan for Materials

The team also created a plan for purchasing materials. The [purchasing document](#) will be completed by May 27th, using the budget outlined below. New materials will be distributed to schools during summer 2022.

Grade	#of Students	Budget Amount
K-6	3783	\$52,167.57
7-8	1068	\$14,727.72
9-12	2396	\$33,040.84
	Total: 7,247	Total: \$99,936.13

Develop Curriculum Maps/Pacing Charts

In the Spring of 2022, the committee had dedicated time to collaborate around curriculum maps and [pacing charts](#). This work will continue through collaborative team time next year.

Develop Family Communication Plan

While the team made great progress this year, the final task for this year is to create the Family Communication plan and have it ready to disseminate in the fall. Communication will included:

- Teacher communication,
- Course registration guides
- General registration information



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: 5g

Agenda Topic: Annual Insurance Renewals – Risk Services 2022-23
Meeting Date: June 14, 2022
Contact Person: Shari Thompson

Background:

The district enters into contracts with other insurance companies for a variety of risk services.

Attached is a summary of the proposed insurance renewals for the 2022-23 school year, including an update on all employee benefit plans.

Recommendation:

It is recommended that the school board accept the following recommendations for the district's insurance renewals for 2022-2023 as presented.

XX Action Required _____ Informational – No Board Action Requested



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

To: Dr. Jenny Loeck and Members of the School Board
From: Shari Thompson, Director of Business Services, Julie Cypar, Benefits & Insurance, and
Kathy Englund, District Accountant
Date: June 14, 2022
Re: 2022-2023 Insurance Renewals

Employee Benefits

A. Health Insurance

We are entering the final year of our three-year contract with HealthPartners. The last two years of the contract had rate cap guarantees that premiums could not increase by more than 8% each year. Based on claims experience and other contributing factors, we will receive the full 8% premium increase for the 2022-23 plan year.

The district's group medical plans are fully insured. We will continue to work with Arthur J. Gallagher benefits consulting team to review options for self-insuring our medical plans.

Recommendation: To continue our contract with HealthPartners for the 2022-23 plan year.

B. Flexible Spending and VEBA Plan Administrator

Our VEBA plans are currently part of MN Healthcare Consortium VEBA trust, administered by Further/HealthEquity. Earlier this year we were notified that Further/HealthEquity will no longer administer any HRA/VEBA plans. An RFP was released, and agreements were made for Medsurety to replace Further as our VEBA and Flex Spending Plan administrator starting July 1, 2022. Medsurety offers competitive administrative fees, investment options, and a guaranteed rate of return on VEBA accounts.

Recommendation: Change to Medsurety for FSA and VEBA plan administration beginning with the 2022-23 plan year.

C. Life and Long-Term Disability Insurance

Our 3-year contract will be ending with The Standard, who provides our group term life insurance and long-term disability insurance. Several companies declined to provide proposals, so we will continue with The Standard for the upcoming plan year. Our LTD rates will increase by 40% or approximately \$130,000 annually, and group life policy rates will remain the same.

Recommendation: To continue our contract with Standard Insurance for 2022-23.

D. Dental Insurance

Our self-insured dental plan is continuing to build reserves which allowed us to enhance prosthetic services starting in July 2022. Delta Dental's administrative fees will increase by 4% and guaranteed through June 30, 2026.

Recommendation: To continue our administrative services contract with Delta Dental of MN for the 2022-23 plan year.

School District Insurance

Property, liability, and workers comp insurance coverage is coordinated through the Maguire Agency. This is a valuable partnership which provides thorough claims review, exposure analysis, loss control strategies, and competitive pricing options at renewal.

The 2022-23 renewal premium reflects an overall increase of 3%, mainly due to property coverage with inflation of replacement costs and increased student and teacher counts.

A. Property and Liability Package

Property, General Liability, Cyber Suite, School Leaders Errors & Omissions, Business Auto, and Umbrella Coverage are provided by Liberty Mutual.

Recommendation: To continue insurance coverage with Liberty Mutual for 2022-23.

B. Crime Insurance

Hanover Insurance Company provides our crime insurance coverage.

Recommendation: To continue our contract with Hanover Insurance for 2022-23.

C. Workers Compensation

SFM is the district's workers compensation insurance carrier and provides services for our loss prevention efforts. We will receive a 9% reduction in premium costs in the upcoming year because of a decrease in claims and experience modification factor.

Recommendation: To continue our contract with SFM for workers compensation for the 2022-23 plan year.

Thank you for your review and consideration.



Roseville Area Schools

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Agenda Item: 5h

Agenda Topic: Approve Resolution Designating MEDSURETY LLC and Matrix Trust as Health Reimbursement Arrangement Trustee

Meeting Date: June 14, 2022

Contact Person: Shari Thompson

Background:

The previous agenda item authorized a change in administration of the Flexible Spending and VEBA Plan administrator from Further/Health Equity to MEDSURETY LLC. This resolution authorizes Educator Benefits Consultants Health Reimbursement Arrangement with Matrix as the new trustee of the HRA Trust. All funds currently deposited with MG Trust/Matrix under Further will be transferred to the new Trustee.

Recommendation:

It is recommended that the school board approve the attached resolution designating MEDSURETY LLC and Matrix Trust as Health Reimbursement Arrangement Trustee.

XX

Action Required

Informational – No Board Action Requested



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

ISD #623 Roseville Area Schools

Roseville, Minnesota

Member _____ introduced the following Resolution and moved for its adoption:

RESOLUTION DESIGNATING MEDSURETY LLC and MATRIX TRUST AS

HEALTH REIMBURSEMENT ARRANGEMENT TRUSTEE

WHEREAS, Roseville Area Schools changed its vendor for its Health Reimbursement Arrangement effective July 1, 2022 from Further/HealthEquity to MEDSURETY LLC; and

WHEREAS, MG Trust/MATRIX, was the previous Trustee of the Roseville Area Schools HRA Trust administered by Further/HealthEquity; and

WHEREAS, Educator Benefits Consultants Health Reimbursement Arrangement with MATRIX as the successor Trustee of the Roseville Area Schools HRA Trust administered by MEDSURETY LLC; and

NOW, THEREFORE, BE IT RESOLVED, that the School Board for Roseville Area Schools hereby designates MEDSURETY LLC as the administrator and Educator Benefits Consultants Health Reimbursement Arrangement with MATRIX as the successor Trustee of the Roseville Area Schools HRA Trust effective July 1, 2022 and removes MG Trust/MATRIX under the Minnesota Healthcare Consortium as the designated Trustee.

The motion for the adoption of the foregoing resolution was duly seconded by _____, and upon a vote being taken thereon, the following voted in favor thereof:

And the following voted against the resolution:

Whereupon this Resolution was declared duly passed and adopted.

Authorized Signer

Name: _____

Title: _____

Signature: _____

District Center • 1251 County Rd B2 West • Roseville, MN 55113-3299

PHONE 651/635-1600 • FAX 651/635-1659 • www.isd623.org

Roseville Area Schools is an equal opportunity affirmative action educator and employer, committed to a culturally diverse workforce.



Agenda Topic: Suburban Ramsey Family Collaborative Fiscal Services Agreement
Meeting Date: June 14, 2022
Contact Person: Cyndi Arneson

Background:

This renewal agreement allows Roseville Area Schools to provide fiscal agent services to the Suburban Ramsey Family Collaborative (SRFC) for the period of July 1, 2022 – June 30, 2023.

Recommendation:

It is recommended that the school board approve the agreement with Suburban Ramsey Family Collaborative as presented to provide fiscal agent services for 2022-23.

XX Action Required

_____ Informational – No Board Action Requested

**SUBURBAN RAMSEY FAMILY COLLABORATIVE
FISCAL SERVICES AGREEMENT**

The **SUBURBAN RAMSEY FAMILY COLLABORATIVE** (hereafter **COLLABORATIVE**), a Joint Powers Board, mailing address 701 West County Road B, Roseville, MN 55113, and **INDEPENDENT SCHOOL DISTRICT NO. 623** (hereafter **FISCAL AGENT**), 1251 West County Road B-2, Roseville, MN 55113, enter into this agreement for the period of **July 1, 2022** through **June 30, 2023**.

WHEREAS, the **COLLABORATIVE** is desirous of obtaining the services of a **FISCAL AGENT** to provide the necessary fiscal services to enable the **COLLABORATIVE** to manage its financial affairs and to properly comply with the provisions of Minn. Stat. § 124D.23 and other related statutes; and

WHEREAS, the school district has the capability of providing **FISCAL AGENT** services to the **COLLABORATIVE**.

NOW, THEREFORE, IN CONSIDERATION OF the mutual covenants contained herein, the **COLLABORATIVE** and the **FISCAL AGENT** agree as follows:

SECTION I.

A. GENERAL ACCOUNTING

The **COLLABORATIVE** agrees to purchase, and the **FISCAL AGENT** agrees to furnish the following purchased services described as follows:

Provide fiscal services to the **COLLABORATIVE** related to the financial management of the **COLLABORATIVE** in compliance with the provisions of Minn. Stat. § 124D.23 and as it may be amended and the requirements of the SRFC Joint Powers Board and any relevant local **COLLABORATIVE** time study board and in conformance with the requirements of any applicable federal statutes and regulations, and state statutes and rules. The fiscal services are more specifically set forth as follows:

1. **FISCAL AGENT** shall provide general accounting services, practices, procedures, and reports relating to all funds received by and disbursed from the **COLLABORATIVE**.
2. The **FISCAL AGENT** shall provide **COLLABORATIVE** access to **FISCAL Agent's** contracts, contractual procedures, and purchase order system, and shall also make available to **COLLABORATIVE** all discounts and special rates otherwise available to **FISCAL AGENT** from the **FISCAL Agent's** own purchasing activities or from other third party sources.
3. The **FISCAL AGENT** shall provide vendor payments for all vendors providing services to the **COLLABORATIVE** and shall establish such authorization and signature records so as to ensure the proper disbursement of **COLLABORATIVE** funds.

4. The FISCAL AGENT shall provide such checks or warrants as may be appropriately required by COLLABORATIVE in a timely fashion so as to carry out the COLLABORATIVE's business.

B. ACCESS TO RECORDS

1. The FISCAL AGENT shall provide telephone line transaction capability giving COLLABORATIVE members and staff access to the current financial condition of the COLLABORATIVE, including hookup Skyward capability.
2. The FISCAL AGENT shall provide such written reports as may be reasonably necessary to assist COLLABORATIVE in the carrying out of COLLABORATIVE's activities.
3. FISCAL AGENT shall provide training to COLLABORATIVE's officers and employees so as to enable the COLLABORATIVE officers and employees to access FISCAL AGENT's accounting and reporting system for the purpose of determining COLLABORATIVE's current financial status.
4. FISCAL AGENT shall provide consultation and training on a monthly or as needed basis by a qualified FISCAL AGENT representative to assist COLLABORATIVE in the proper understanding and utilization of FISCAL Agent's accounting system.

C. AUDIT

1. The FISCAL AGENT shall provide to COLLABORATIVE on an annual basis an audit by a licensed, certified public accountant based on generally accepted accounting principles. The audit shall contain a management letter, when deemed necessary by the auditor, so as to properly advise the COLLABORATIVE on the proper managing of the Collaborative's financial affairs. Such audit shall be presented in a format commonly acceptable to the accounting practice and shall be provided between June 30 and December 1 of each year.
2. COLLABORATIVE shall attempt to ensure that Collaborative's officers and employees reasonably cooperate with the FISCAL AGENT in the FISCAL Agent's performance of its duties and responsibilities under this agreement.

D. PAYMENT FOR SERVICES

1. Total payments to the FISCAL AGENT shall not exceed the sum of Fifteen Thousand and no/100 Dollars (\$15,000.00) per fiscal year.
2. Payment to the FISCAL AGENT shall be made annually upon receipt of invoice by the FISCAL AGENT. Payment will be made in a manner provided by law for the payment of claims against public organizations within thirty-five (35) days of receipt of the invoice when practicable.

E. REPORTS, RECORDS

1. The FISCAL AGENT agrees to maintain books, records, documents, and other evidence and accounting procedures and practices relevant to this agreement for six (6) years after the last date of service. These books, records, documents, and accounting procedures and practices relevant to this agreement shall be subject at all reasonable times to inspection, review, or audit on-site by the COLLABORATIVE or either the legislative auditor or the state auditor as appropriate.

F. ACCOMPLISHMENT OF PROJECT

The FISCAL AGENT shall commence, carry on, and complete the project with all practical dispatch, and a sound economical and efficient manner, in accordance with the provisions of applicable laws and regulations. In accomplishing the project, the FISCAL AGENT shall take such steps as are necessary to ensure that the work involved is properly coordinated with related work being carried on by the COLLABORATIVE.

G. PERSONNEL

The FISCAL AGENT represents that it has, or will secure at its own expense, all personnel required in performing the services required pursuant to this agreement. Such personnel shall not be employees or have any contractual relationship with the COLLABORATIVE. All of the services required under this agreement will be performed by the FISCAL AGENT or under its supervision and all personnel engaged in the work shall be fully qualified to perform such services.

H. CONDITIONS OF THE PARTIES' OBLIGATIONS

1. The COLLABORATIVE may cancel this agreement or a portion thereof at any time, with or without cause, upon thirty (30) days' written notice, delivered by mail or in person.
2. The FISCAL AGENT may cancel this agreement or portion thereof at any time, with or without cause, upon ninety- (90) days' written notice, delivered by mail or in person.
3. The laws of the state of Minnesota shall govern all questions as to the execution, nature, obligation, instructions, validity, and performance of this agreement. Any litigation concerning this agreement shall be venued in Ramsey County, Minnesota.

I. STANDARDS

1. The FISCAL AGENT shall comply with all applicable federal and state statutes and regulations now in effect or hereafter adopted, and professional standards appropriate to the services.
2. Other provisions for cancellation of this agreement notwithstanding, failure to meet such standards may be cause for cancellation of this agreement effective as of receipt of notice of cancellation.

J. DATA PRACTICES

All data collected, created, received, maintained, or disseminated for any purpose in the course of FISCAL Agent's performance of this agreement is governed by the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, or any other applicable state statutes or state rules adopted to implement the Act, as well as any applicable federal laws.

K. NON-DISCRIMINATION

No person shall, on the grounds of race, color, religion, age, sex, disability, marital status, public assistance status, criminal record, creed, or national origin, be excluded from full employment rights in, participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program, service, or activity under the provisions of any and all applicable federal and state laws against discrimination, including the Civil Rights Act of 1986. On request, the FISCAL AGENT will furnish all information and reports required by the COLLABORATIVE and by the rules and regulations and orders of the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.

L. INDEMNITY AND INSURANCE

1. **Indemnity**. The FISCAL AGENT agrees that to the limits set forth in law, it will defend, indemnify, and hold harmless the COLLABORATIVE, its officials, employees, and agents from any and all liability, loss, or damages they may suffer as a result of claims, demands, judgments, or costs, including reasonable attorney's fees, arising out of or related to FISCAL Agent's performance of this agreement. It is acknowledged that this provision was separately negotiated and specifically agreed to by the FISCAL AGENT.
2. **Insurance**. The FISCAL AGENT shall purchase and maintain such insurance or will have a self-insurance program as will protect the FISCAL AGENT from all claims set forth below, which may arise out of, or result from, the FISCAL Agent's operations under this agreement, whether such operations be by the FISCAL AGENT or by anyone directly employed by them, or by anyone for whose acts any of them may be liable.

M. INDEPENDENT CONTRACTOR

It is agreed that nothing contained in this agreement, or any extension of this agreement, is intended or should be construed as creating the relationship of co-partners, joint ventures, or an association with the Collaborative and the Fiscal Agent nor shall the acceptance of such payment act as a waiver of any claims that the fiscal agent may have against the Collaborative, its employees, agents, and representatives of the Collaborative. From any amounts due the Fiscal Agent, there will be no deductions for federal income tax or FICA payments, or for any state income tax, or for any other purposes which are associated with an employer-employee relationship unless required by law. Payment of federal income tax, FICA payments, and state income tax are the responsibility of the Fiscal Agent

N. PROVISIONS CONCERNING CERTAIN WAIVERS

Subject to applicable law, any right or remedy which the COLLABORATIVE may have under this contract may be waived in writing by the COLLABORATIVE by a formal waiver if, in the judgment of the COLLABORATIVE, this contract, as so modified, will still conform to the terms and requirements of pertinent laws.

O. MATTERS TO BE DISREGARDED

The titles of the several sections, subsections, and paragraphs set forth in this contract are inserted for convenience of reference only and shall be disregarded in construing or interpreting any of the provisions of this contract.

P. COLLABORATIVE NOT OBLIGATED TO THIRD PARTIES

The COLLABORATIVE shall not be obligated or liable hereunder to any party other than the FISCAL AGENT.

Q. WHEN RIGHTS AND REMEDIES NOT WAIVED

In no event shall the making by the COLLABORATIVE of any payment to the FISCAL AGENT constitute or be construed as a waiver by the COLLABORATIVE of any breach of covenant, or any default which may then exist, on the part of the FISCAL AGENT, and the making of any such payment by the COLLABORATIVE while any such breach or default shall exist in no way impair or prejudice any right or remedy available to the COLLABORATIVE in respect to such breach or default.

R. SUBCONTRACTING AND ASSIGNMENTS

The FISCAL AGENT shall not enter into any subcontract for performance of any of the services contemplated under this agreement, nor assign this agreement, without the prior written approval of the COLLABORATIVE, and subject to such conditions and provisions as the FISCAL AGENT may deem necessary. The FISCAL AGENT shall be responsible for the performance of all subcontractors.

S. MODIFICATION OF AGREEMENT

Any alterations, variations, modifications, or waivers of provisions of this agreement shall only be valid when they have been reduced to writing, signed by authorized representatives of the COLLABORATIVE and the FISCAL AGENT, and attached to the original of this agreement.

T. NOTICES

Any notices, bills, invoices, or reports required by this agreement shall be sufficient if sent by the parties hereto in the United States mail, postage paid, to the address(es) listed below:

COLLABORATIVE

Director
SUBURBAN RAMSEY FAMILY COLLABORATIVE
1910 West County Road B
Roseville, MN 55113

SCHOOL DISTRICT

Superintendent
INDEPENDENT SCHOOL DISTRICT NO. 623
1251 West County Road B-2
Roseville, MN 55113

U. ENTIRE AGREEMENT

It is understood and agreed that the entire agreement between the parties is contained herein and that this agreement supersedes all oral agreements and negotiations between the parties relating to the subject matter hereof. All items referred to in this agreement are incorporated or attached and are deemed to be part of this agreement.

IN WITNESS WHEREOF, the COLLABORATIVE and FISCAL AGENT have executed this agreement as of the dates written below.

SUBURBAN RAMSEY FAMILY COLLABORATIVE
(a Joint Powers Board)

INDEPENDENT SCHOOL DISTRICT NO. 623

By: _____

By: _____

Date: _____

Date: _____

Its: Director, Mary Sue Hansen

Its: Superintendent, Dr. Jenny Loeck



Agenda Topic: Suburban Ramsey Family Collaborative Support Services Agreement
Meeting Date: June 14, 2022
Contact Person: Cyndi Arneson

Background:

This renewal agreement allows Roseville Area Schools to provide 20 hours per week of clerical support to the Suburban Ramsey Family Collaborative (SRFC) for the period of July 1, 2022 – June 30, 2023. Our existing partnership with SRFC and the fact that we already provide fiscal agent services allows an opportunity for sharing of clerical staff which results in more efficient workflow for both parties.

Recommendation:

It is recommended that the school board approve the agreement with Suburban Ramsey Family Collaborative as presented to provide clerical support services for 2022-23.

XX Action Required

_____ Informational – No Board Action Requested

**SUBURBAN RAMSEY FAMILY COLLABORATIVE
SUPPORT SERVICES AGREEMENT**

The SUBURBAN RAMSEY FAMILY COLLABORATIVE (hereafter COLLABORATIVE), a Joint Powers Board, mailing address 701 West County Road B, Roseville, MN 55113, and INDEPENDENT SCHOOL DISTRICT NO. 623 (hereafter SCHOOL DISTRICT), 1251 West County Road B-2, Roseville, MN 55113, enter into this agreement for the period of **July 1, 2022** through **June 30, 2023**.

WHEREAS, the COLLABORATIVE is desirous of obtaining support services; and

WHEREAS, the SCHOOL DISTRICT has the capability of providing such support services to the COLLABORATIVE.

NOW, THEREFORE, IN CONSIDERATION OF the mutual covenants contained herein, the COLLABORATIVE and the SCHOOL DISTRICT agree as follows:

SECTION I.

A. DESCRIPTION OF SERVICES

The COLLABORATIVE agrees to purchase, and the SCHOOL DISTRICT agrees to furnish the following purchased services described as follows:

1. SCHOOL DISTRICT shall provide **20 hours** per week of support services, including but not limited to, scheduling meetings, copying, bookkeeping, financial reporting, processing of contracts, invoices, deposits, memos, filing and other general office functions.

B. PAYMENT FOR SERVICES

1. Total payments to the SCHOOL DISTRICT shall not exceed the sum of **Forty-One Thousand Five Hundred Four Dollars (\$41,504.00)** for **2022-23**.
2. Payment to the FISCAL AGENT shall be made annually upon receipt of invoice by the FISCAL AGENT. Payment will be made in a manner provided by law for the payment of claims against public organizations within thirty-five (35) days of receipt of the invoice when practicable.

C. PERSONNEL

The SCHOOL DISTRICT represents that it has, or will secure at its own expense, all personnel required in performing the services required pursuant to this agreement. Such personnel shall not be employees or have any contractual relationship with the COLLABORATIVE. All of the services required under this agreement will be performed by the SCHOOL DISTRICT or under its supervision and all personnel engaged in the work shall be fully qualified to perform such services.

D. CONDITIONS OF THE PARTIES' OBLIGATIONS

1. The COLLABORATIVE may cancel this agreement or a portion thereof at any time, with or without cause, upon thirty (30) days' written notice, delivered by mail or in person.
2. The SCHOOL DISTRICT may cancel this agreement or portion thereof at any time, with or without cause, upon ninety (90) days' written notice, delivered by mail or in person.
3. The laws of the state of Minnesota shall govern all questions as to the execution, nature, obligation, instructions, validity, and performance of this agreement. Any litigation concerning this agreement shall be venued in Ramsey County, Minnesota.

E. STANDARDS

1. The SCHOOL DISTRICT shall comply with all applicable federal and state statutes and regulations now in effect or hereafter adopted, and professional standards appropriate to the services.
2. Other provisions for cancellation of this agreement notwithstanding, failure to meet such standards may be cause for cancellation of this agreement effective as of receipt of notice of cancellation.

F. DATA PRACTICES

All data collected, created, received, maintained, or disseminated for any purpose in the course of SCHOOL DISTRICT's performance of this agreement is governed by the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, or any other applicable state statutes or state rules adopted to implement the Act, as well as any applicable federal laws.

G. NON-DISCRIMINATION

No person shall, on the grounds of race, color, religion, age, sex, disability, marital status, public assistance status, criminal record, creed, or national origin, be excluded from full employment rights in, participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program, service, or activity under the provisions of any and all applicable federal and state laws against discrimination, including the Civil Rights Act of 1986. On request, the SCHOOL DISTRICT will furnish all information and reports required by the COLLABORATIVE and by the rules and regulations and orders of the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.

H. INDEMNITY AND INSURANCE

1. **Indemnity**. The SCHOOL DISTRICT agrees that to the limits set forth in law, it will defend, indemnify, and hold harmless the COLLABORATIVE, its officials, employees, and agents from any and all liability, loss, or damages they may suffer as a result of claims, demands, judgments, or costs, including reasonable attorney's fees, arising out of or related to the SCHOOL DISTRICT's performance of this agreement. It is acknowledged

that this provision was separately negotiated and specifically agreed to by the SCHOOL DISTRICT.

2. **Insurance.** The SCHOOL DISTRICT shall purchase and maintain such insurance or will have a self-insurance program as will protect the SCHOOL DISTRICT from all claims set forth below, which may arise out of, or result from, the SCHOOL DISTRICT's operations under this agreement, whether such operations be by the SCHOOL DISTRICT or by anyone directly employed by them, or by anyone for whose acts any of them may be liable.

I. INDEPENDENT CONTRACTOR

It is agreed that nothing contained in this agreement, or any extension of this agreement, is intended or should be construed as creating the relationship of co-partners, joint ventures, or an association with the COLLABORATIVE and the SCHOOL DISTRICT nor shall the acceptance of such payment act as a waiver of any claims that the SCHOOL DISTRICT may have against the COLLABORATIVE, its employees, agents, and representatives of the COLLABORATIVE. From any amounts due the SCHOOL DISTRICT, there will be no deductions for federal income tax or FICA payments, or for any state income tax, or for any other purposes which are associated with an employer-employee relationship unless required by law. Payment of federal income tax, FICA payments, and state income tax are the responsibility of the SCHOOL DISTRICT.

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SCHOOL DISTRICT

Superintendent
INDEPENDENT SCHOOL DISTRICT NO. 623
1251 West County Road B-2
Roseville, MN 55113

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IN WITNESS WHEREOF, the COLLABORATIVE and SCHOOL DISTRICT have executed this agreement as of the dates written below.

SUBURBAN RAMSEY FAMILY COLLABORATIVE
(a Joint Powers Board)

INDEPENDENT SCHOOL DISTRICT NO. 623

By: _____

By: _____

Date: _____

Date: _____

Its: Director, Mary Sue Hansen

Its: Superintendent, Dr. Jenny Loeck



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: 5k

Agenda Topic: Supplemental Science Purchase
Meeting Date: June 14, 2022
Contact Person: Jake Von De Linde

Background:

In 2019, the Minnesota Academic Standards in Science were revised, and the new standards represented a major shift in science learning and instruction overall and specifically a shift in content for 6th and 8th grade. The 2009 standards placed Physical Science standards in 6th grade and Earth Science standards in 8th grade. The 2019 standards reverse this, and Earth Science standards are now in 6th grade and Physical Science standards are in 8th grade. This results in a need for a revised program plus professional development and materials to implement the program. The report includes a purchase plan to support these changes in the science standards.

At their meeting on May 23, 2022, the District Curriculum Advisory Committee unanimously accepted the Supplemental Purchase Report for Science 6 and 8. Pending school board approval, this team will purchase their materials and implement the program beginning in school year 2022-2023.

Recommendation:

It is recommended that the school board approve the supplemental science purchase for grades 6 and 8 as presented.

XX Action Required _____ Informational – No Board Action Requested



Roseville
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Quality Teaching & Learning for All...Equity in All We Do

**Initial Report to the
DCAC
Science Grades 6 and 8
Implementation Plan and Purchase
(due to Standards Alignment)**

May 23, 2022

Team Members

6th grade team

Mara Badilla (Harambee teacher)
Cameron Radke (Emmet D Williams teacher)
Natalie Ramirez (Brimhall teacher)
Mary Sweeney (Parkview teacher)

8th grade team

Anthony Larson (Roseville Area Middle School teacher)
Drake Mehlan (Roseville Area Middle School teacher)
Jodie Hardenbrook (Roseville Area Middle School teacher)
Sharon Heyer (Roseville Area Middle School teacher)
Rebecca Ryan (Parkview teacher)

Maureen Foreman (Office of Educational Equity - Curriculum Coordinator)

EXECUTIVE SUMMARY

Summary of Previous Phase(s)

A new K-6 Science program was implemented in Fall 2018. A new 7-12 Science program was implemented in Fall 2017. Detailed reports for those programs can be found using the following links:

[K-6 Implementation Plan and Purchase Report](#)

[7-12 Science Implementation Plan and Purchase Report](#)

In 2019, the Minnesota Academic Standards in Science were revised, and the new standards represented a major shift in science learning and instruction overall and specifically a shift in content for 6th and 8th grade. The 2009 standards placed Physical Science standards in 6th grade and Earth Science standards in 8th grade. The 2019 standards reverse this, and Earth Science standards are now in 6th grade and Physical Science standards are in 8th grade. This results in a need for a revised program plus professional development and materials to implement the program.

The Minnesota Academic Standards in Science are based on the same framework as the Next Generation Science Standards (NGSS), which were released in 2013. There is a wealth of resources available for the NGSS, so in many cases those resources can be used to implement the Minnesota standards. There are also Minnesota-specific standards which will require separate resources.

Summary of Current Phase Elements

Our teams have prepared final recommendations for materials, curriculum, and professional development necessary for effective program implementation. In 6th grade, the overall program structure, including core science, engineering, coding and Makerspace, remains the same, with only a switch to the specific core science module. For 8th grade, the new content required a completely new program.



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Element 1 [\(SB 604: 6.8\)](#)

Develop a plan for evaluation of implementation.

Sub-Element 1.2 (box 1): Identify instructional materials and a plan that supports the defined curriculum based on the criteria in Element 6.6 of Program Design phase as well as [Policy 616: Instructional Materials Selection](#).

Conduct a pilot if necessary and evaluate piloted materials using selection criteria.

Summary of Committee Work toward this Element:

Completed for the Core Science component of 6th grade science and all of 8th grade science. Potential changes to the Engineering component of 6th grade science will be reviewed in the 2022-23 school year, but will be implemented without an additional purchase (possible switch with another grade’s Engineering unit).

Findings and Recommendations:

The 6th grade team has reached its final recommendation for instructional materials to support the Core Science part of the existing science program. The overall structure of the program was maintained as it was recently determined to be a good fit with the selection criteria, and FOSS modules were considered for the same reason.

	Grade 6
FOSS/ DELTA	NEW: Earth History
Engineering is Elementary	No change at this point (possible change will be reviewed in 2022-23): Designing Windmills (Mechanical Engineering)
Computer Science	No change: Computer Science Fundamentals Express www.code.org
Technology Exploration & Makerspaces	Technology Stop Motion

The Earth History module was piloted by 4 teachers and evaluated to be the best fit for the new Science standards.

The **8th grade** team has reached its final recommendation for instructional materials to support the new Physical Science 8 course.

Curriculum and Materials	<p>OpenSciEd curriculum (1 non-consumable kit and 1 consumable kit per classroom for each unit)</p> <ul style="list-style-type: none"> - Thermal Energy - Chemical Reactions & Matter - Chemical Reactions & Energy - Forces at a Distance - Light & Matter - Sound Waves <p>FUNDamentals of Physics: Kinetic & Potential Energy (1 set per student lab group)</p> <p>Teach Engineering: Forces, Weight & Gravity (1 set per student lab group)</p> <p>Detailed material list: Final Material List Grade 8 Science</p>
Text-based resources (Supplemental)	<p>CK12 Physical Science for English Language courses</p> <p>elear las ciencias (class set of 30) for Dual Language Immersion courses</p>

All of the materials meet the selection criteria identified in the previous review cycle, including but not limited to alignment with standards, active engagement, digital access, real-world connections and encouragement of modeling.

OpenSciEd resources were investigated for the majority of units for several reasons, including but not limited to the following:

- Their approach is rooted in core values of excellence for all students in science and challenging historical practices in science education (<https://www.openscienced.org/about/>).
- They offer robust professional learning to support implementation of the resources.
- All of their resources are open education resources (free for anyone to use).
- All OpenSciEd units have been evaluated by the NextGenScience Peer Review Panel and earned the NGSS Design Badge, which indicates a high quality of design. The NextGenScience Peer Review Panel is “an elite cohort of educators from across the country with expertise in the NGSS and the [EQuIP Rubric for Science](#) that reviews **free and publicly available** lessons and units to determine the extent to which they are designed for the NGSS” (<https://www.nextgenscience.org/peer-review-panel/nextgenscience-peer-review-panel>)
- OpenSciEd has a comprehensive middle school program that covers all of the NGSS standards for Grades 6-8.

- OpenSciEd includes student resources in Spanish, which is necessary for our Dual Language Immersion program.

For Minnesota standards that are not covered by OpenSciEd, FUNdamentals of Physics or Teach Engineering resources, other supplemental lessons will be used. Some of the materials from the existing 6th grade FOSS kit will be used, as well as existing lessons and materials.

One concern the team has raised is the ongoing cost of consumable materials. The team believes that this cost will be substantially higher than the costs associated with their Earth Science curriculum.



Roseville
Area Schools

Element 1 [\(SB 604: 6.8\)](#)

Develop a plan for evaluation of implementation.

Sub-Element 1.3: Purchase initial materials and develop an implementation plan which includes:

- **Sub-Element 1.3.1:** A transition plan from old to new core instructional strategies
- **Sub-Element 1.3.2:** A comprehensive professional development plan which includes details for implementation of new instructional frameworks
- **Sub-Element 1.3.3:** A distribution plan for materials
- **Sub-Element 1.3.4:** Develop curriculum maps/pacing charts
- **Sub-Element 1.3.5:** Develop family communication plan

Summary of Committee Work toward this Element:

Most elements are substantially completed for 6th and 8th grade. The professional development plans for both grades are in-progress, as they will be adjusted throughout the year.

Findings and Recommendations:

6th grade

- **Sub-Element 1.3.1:** A transition plan from old to new core instructional strategies - n/a
- **Sub-Element 1.3.2:** A comprehensive professional development plan which includes details for implementation of new instructional frameworks
 - Implementation of the new science module will be the focus of professional development time for 6th grade teachers in the 2022-23 school year.
- **Sub-Element 1.3.3:** A distribution plan for materials
 - New materials will be distributed to schools in summer 2022 and existing materials will be sent to Parkview and Roseville Area Middle School before the end of the 2021-22 school year.
- **Sub-Element 1.3.4:** Develop curriculum maps/pacing charts
 - Pacing guides have been developed by the field testers and will continue to be refined by teams during initial implementation in the 2022-23 school year, according to each school's unique contexts.
- **Sub-Element 1.3.5:** Develop family communication plan
 - This will be formulated, in consultation with our district level communications staff, the Director of Student Achievement, building principals, and the science review team.

8th grade

- **Sub-Element 1.3.1:** A transition plan from old to new core instructional strategies

As the new curriculum is phased in, the new instructional strategies will come with it. Full implementation of the new standards is required by the 2024-25 school year, but earlier implementation is desirable since it will take time to fully implement all of the components of the standards, especially all of the aspects of new instructional practices. To the extent possible, RAMS and Parkview will transition on a similar timeline. However, in the first year of implementation (2022-23 school year), there may be more variation in how much of the full year of curriculum they implement.

2022-23	2023-24	2024-25
Between 50 - 100% of Physical Science units implemented	Early implementation of all physical science units	Full implementation of all Physical Science units

- **Sub-Element 1.3.2:** A comprehensive professional development plan which includes details for implementation of new instructional frameworks

Three teachers will attend the summer OpenSciEd Curriculum Launch to learn how to use the materials and effectively facilitate student learning and will then share their learning with other teachers. Professional development days will be provided throughout the 2022-23 school year to facilitate that learning. In addition, all of the OpenSciEd Professional Learning resources are also Open Educational Resources (free and available to use), so all teachers can view them.

- **Sub-Element 1.3.3:** A distribution plan for materials
 - New materials will be distributed to schools during summer 2022.
- **Sub-Element 1.3.4:** Develop curriculum maps/pacing charts
 - Curriculum maps and tentative pacing charts are complete and will be modified, if necessary, based on our initial implementation.
- **Sub-Element 1.3.5:** Develop family communication plan
 - Teacher communication, Course registration guides, general registration information



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: 6a

Agenda Topic: Alternative Teacher Professional Pay System (ATPPS) Annual Report
Meeting Date: June 14, 2022
Contact Person: Florence Odegard

Background:

ATPPS is Roseville Area Schools' implementation of Quality Compensation (Q-Comp). Over 550 district teachers participated in ATPPS during the 2021-2022 school year.

Florence Odegard, ATPPS and Title I administrator, and Mary Bussman and Angie Woods, equity advancement principals on special assignment, will present an update on ATPPS and a summary of the annual report. Reporting is done on an annual basis as required by the Minnesota Department of Education.

Recommendation:

Action Required

Informational – No Board Action Requested



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Alternative Teacher Professional Pay System Annual Report

June 14, 2022

Florence Odegard, Angie Woods, Mary Bussman



Why do we report?

- School districts are required by statute to report on the **implementation** and **effectiveness** of the Alternative Teacher Professional Pay System (ATPPS) and make annual **recommendations** to the school board
- Part of a continuous improvement effort



What is ATPPS?

- Also known as Quality Compensation (Q Comp)
- It is a voluntary program that allows local districts and the teacher's union to work together and agree on a plan that meets the 4 components of the law.
 - Career Advancement Options
 - Job-embedded Professional Development
 - Teacher Development and Evaluation (TDE)
 - Performance Pay and Reformed Salary Schedule



Roseville Area Schools

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Modifications to ATPPS Plan

Short Term Allowable modifications due to the pandemic:

- Variable pay modification
 - Team goal
 - Site goal
 - Focus on the quality instructional practices



ATPPS Focus

- **Implementing Professional Learning Communities (PLC) with fidelity focusing on PLC questions 3 and 4**



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Implementation and Effectiveness: How do we know?

- End of year Lead Teacher survey
- Staff end of year survey
- Site Program Review
- Student Outcomes



Professional Development

Lead Teacher training centering equity in coaching

- Epistemology and Critical Self-reflection
- Exclamation Points to Question Marks
- N Word Guidance Document
- Social Studies Absented Narrative Table Top activity
- Dilemma of Practice and Adult Behavior training: Alexs Pate's Young, Gifted and Innocent article



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Feedback



Professional Development

To what extent did each of these trainings impact your work with teachers?

- Epistemology and Critical Self-reflection
 - 94% Report positive impact
- Exclamation Points to Question Marks
 - 94% Report positive impact
- N Word Guidance Document
 - 94% Report positive impact
- Social Studies Absented Narrative Table Top activity
 - 94% Report positive impact
- Dilemma of Practice and Adult Behavior training: Alexs Pate's Young, Gifted and Innocent article
 - 100% Report positive impact



Feedback regarding Professional Development

- Continue to provide professional development to Lead Teachers and Principals on the same content that is grounded in culturally responsive teaching.
- Train Lead Teachers and Principals together and allow time for them to plan on how to train their staff
- Allow more opportunities to practice coaching
 - Book study
 - Mindset
 - Critical self reflection



Teacher Survey

Feedback Regarding Lead Teachers

To what extent do you agree with each of the following statements?

- My Lead Teacher/PLC Coach supports **my team** in selecting instructional strategies for interventions and extensions.
 - 85% Agree/Strongly Agree
- My Lead Teacher/PLC Coach supports **me** in selecting instructional strategies for interventions and extensions.
 - 82% Agree/Strongly Agree
- My Lead Teacher/PLC Coach supports my collaborative team as we create, monitor, and adjust intervention and extension groups based on frequent assessment data.
 - 87% Agree/Strongly Agree



Teacher Survey

What was most valuable about the support received from Lead Teachers?

- Present and available to problem-solve and respond to questions
- Goal writing support - Teacher growth goals and student goals
- Resources/strategies to support interventions and extensions
- Create, monitor and adjust intervention groups
- Feedback from peer observations
- Data analysis and interpretation



Feedback Regarding Administrators

To what extent do you agree with each of the following statements?

- My principal/supervisor works with the staff to create structures for teachers to implement differentiated interventions and extensions.
 - 79% Agree/Strongly Agree
- My principal/supervisor works with the different school-level teams for an aligned vision to provide resources to meet the needs of students.
 - 78% Agree/Strongly Agree
- My principal/supervisor is knowledgeable of how staff is meeting the needs of students through interventions.
 - 81% Agree/Strongly Agree



Teacher Survey

What was most valuable about the support received from Administrators?

- Support
- Flexibility
- Trust
- Feedback
- Listened to concerns
- Encouragement



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Impact



Impact of Professional Learning communities on Professional Growth

To what extent did each of these processes and activities impact your professional growth?

- Analyzing common formative assessments.
 - 89% Report positive impact
- Using frequent assessment data to create, monitor, and adjust intervention and extension groups.
 - 94% Report positive impact
- Planning interventions and extensions based on analyzed assessments.
 - 94% Report positive impact



Impact of Professional Learning communities on Student Outcomes

To what extent did each of these processes and activities impact student learning outcomes?

- Analyzing common formative assessments.
 - 92% Report positive impact
- Using frequent assessment data to create, monitor, and adjust intervention and extension groups.
 - 94% Report positive impact
- Planning interventions and extensions based on analyzed assessments.
 - 94% Report positive impact
- Adjusting interventions and extensions groups in a timely manner to include new students.
 - 92% Report positive impact



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Effectiveness



Effectiveness- Student Achievement

Team Goals (Student Goals)

- **80% of staff met their Team Goal**
 - 74% in 2021
 - No data for 2020
 - 84% in 2019
 - 85% in 2018



Roseville Area Schools

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Improvements & Recommendations



Areas for Improvement

Based on site program reviews and surveys...

- Improvements to What I Need Time (WIN)/ Raider Time/ Brain Space
- More time for staff to collaborate
- Some staff requesting more administrator presence in the classroom and during collaborative team meetings
- Make PLC processes work for non-classroom teachers
- Fewer initiatives



Recommendations

- Continue to provide professional development to Lead Teachers and Principals that is grounded in equity/culturally responsive teaching practices
- Continue to revisit collaborative team structure and expectations for non-classroom teachers
- Improve logistics for intervention/extension time - Secondary level
- Increase collaboration time



Recommendations (continued)

- Focus on...
 - LETRS (Language Essentials for Teachers of Reading and Spelling)
 - Grading for Equity
 - PLC Questions 3 and 4 especially at the secondary level with regard to structure and logistics



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Questions?



Agenda Topic: Collaborative Planning and Application Days Proposal for 2022-2023
Meeting Date: June 14, 2022
Contact Person: Office of Educational Equity

Background:

During the 2021-2022 school year, teachers, staff, and administrators experienced increased stress and roadblocks to completing their work. With an ongoing substitute teacher shortage, increased teacher and administrator time was devoted to teaching in other teachers' classrooms. This caused a strain on typical teacher collaborative teaming time, including planning lessons, monitoring and assessing learning, and planning for supports and extensions of learning. In addition to the experience this year, it is predicted that there will continue to be a shortage of substitute teachers for the foreseeable future.

To increase teacher efficacy, we propose the elementary school calendar shift two instructional days to non-instructional days and the secondary school calendar shift to asynchronous learning on those same two days, **December 22, 2022** and **April 21, 2023 for professional development**. December 22nd is the last day before winter break, and April 21st is the first day of Eid. These changes will not have an impact on staff contracts.

The proposal will be introduced as a one-year pilot, with evaluation occurring throughout the year and a summative report prepared for the School Board.

If approved, this would result in a change to the 2022-2023 school year calendar.

Recommendation:

It is recommended that the school board approve the proposal to shift two instructional days, December 22, 2022, and April 21, 2023, to collaborative planning and application days.

XX Action Required ___ Informational – No Board Action Requested

Collaborative Planning & Application Days Proposal

Presentation to Board
June 14, 2022



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Collaborative Planning and Application Days

To increase teacher efficacy, we propose the elementary school calendar shift two instructional days to non-instructional days and the secondary school calendar shift to asynchronous learning on those same two days, **December 22, 2022** and **April 21, 2023**. December 22nd is the last day before winter break, and April 21st is the first day of Eid. These changes will not have an impact on staff contracts.



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Rationale and Current Context

- Substitute Teacher Shortage
- Time for staff to collaborate and apply learning
- Language Essentials for Teachers of Reading and Spelling (LETRS) Training
- Flexibility across the year to schedule professional development as well as dedicated collaboration/application time
- Pandemic changes to education systems and structures



Research on Student Achievement and Education Systems

- *Visible Learning (Hattie)- Impacts on Student Achievement*
 - A. Collective Teacher Efficacy
 - B. Professional Development
 - C. Teacher Clarity
 - D. Mastery Teaching
 - E. Feedback
 - F. Formative Assessment- *Visible Learning (Hattie)*
- *9 Building Blocks for a World-Class Education System (National Center on Education and the Economy)*
 - A. Redesign schools to be places in which teachers will be treated as professionals, with incentives and support to continuously improve their professional practice and the performance of their students



Why does this matter?

- We need a system that allows for high quality professional learning, time to apply the learning, teacher collaborative team time, districtwide collaboration, program review, etc.
- High quality systems also help retain teachers
- We see the iceberg....



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Collaborative Team and Application Days

Current calendar dates for Professional Development:

August 30

October 3

November 8

December 2

(none)

January 30 (K-8)

February 10

March 10

(none)

May 26

June 10

Proposed calendar dates for Professional Development/Collaborative Planning and Application Days:

August 30

October 3

November 8

December 2

December 22- No School K-6/ Asynchronous Learning 7-12

January 30 (K-8)

February 10

March 10

April 21- No School K-6/ Asynchronous Learning 7-12

May 26

June 10



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What can be expected?

- Elementary students have no school
- Secondary students attend school as an asynchronous learning day from home
 - Secondary students currently have fewer instructional minutes
- Teachers work on site
- Half of day is collaboration time for planning, discussing, and application of new learning
- Other half of day is application time
- Raider Support Staff (formerly non-licensed staff) will attend professional learning or participate in collaborative team time



What can be expected?

- Staff *may* use the time to collaborate and apply their learning in:
 - LETRS (Reading, team planning)
 - Grading for Equity (reading, team planning, examining grade book)
 - Absented Narratives
 - Cognitively Guided Instruction in math
 - Professional Learning Community Questions (what do I want my students to know, how will I know if they learned, what will I do if they learned already/haven't learned it yet?)
 - Department curriculum and standards implementation



Evaluation

The proposal will be introduced as a one-year pilot, with evaluation occurring throughout the year via survey data after each date and a summative report prepared for the School Board.



Instructional Time Requirements

Instructional Requirements by MN Statute

- Grades 1-6: 935 hours
- Grades 7-12: 1,020 hours
- 165 Days for grades 1-11

Roseville Area Schools Instructional hours

- Elementary: 1097
- Middle Level 1033
- High School: 1132

Comparison of Instructional Days

Comparable Districts

Robbinsdale -168
Bloomington-169
Burnsville-170
West St. Paul- 170
Osseo-171
North St. Paul- 171
Inver Grove Heights-172
Roseville Area Schools-172
Austin-176

Other Districts

Mounds View-166
Forest Lake-169
White Bear Lake-170
South Washington
County-171
St. Paul- 171
Stillwater-172
MPLS- 179



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Recommendations: Adjust the 2022-2023 School Calendar

To increase teacher efficacy, we propose the elementary school calendar shift two instructional days to non-instructional days and the secondary school calendar shift to asynchronous learning on those same two days, **December 22, 2022** and **April 21, 2023**. December 22nd is the last day before winter break, and April 21st is the first day of Eid. These changes will not have an impact on staff contracts.



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Questions & Discussion



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Agenda Item: 7b

Agenda Topic: Policy 520: Student Discipline (reviewed) Second Reading
Meeting Date: June 14, 2022
Contact Person: Melissa Sonnek

Background:

Melissa Sonnek, assistant superintendent, will present the second reading of Policy 520: Student Discipline. This policy is reviewed annually. Administration is recommending no changes to the policy. No changes were requested at the first reading on May 24, 2022.

Recommendation:

It is recommended that the board approve Policy 520: Student Discipline as presented.

XX Action Required

_____ Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 520 – Student Discipline

1.0 General Statement of Policy

The purpose of this policy is to help all members of the school community work collaboratively to create a safe, supportive and equitable school climate through the use of positive discipline practices. Positive discipline practices utilize interventions that emphasize learning over punishment. Interventions help develop understanding, address the causes of behavior, resolve conflicts, repair the harm done, restore relationships and reintegrate students into the school community.

The school board recognizes that a positive and equitable learning environment is essential for students to thrive academically and developmentally. The school board also recognizes that individual responsibility and mutual respect are essential components of the educational process. All students are entitled to learn and develop in a setting that promotes engagement, trust, equity, and respect of self, others, and property. Proper positive discipline can only result from an equitable, supportive environment that stresses student self-direction, decision-making and responsibility.

It is the position of the school district that a fair and equitable district-wide student discipline policy is a necessity, required by both federal and state law, that will contribute to the quality of all students' educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56 and the Every Student Succeeds Act (ESSA), Pub.L.114-95.

In view of the foregoing and in accordance with Minn. Stat. 121A.55, the school board has developed this policy which governs student conduct, applies to all students of the school district, and promotes an equitable positive school climate. The policy has been developed with the participation of the school board, school district administrators, teachers, employees, students, parents/guardians, community members, and such other individuals and organizations as appropriate.

2.0 Scope and Application of Policy

This policy shall apply to all District 623 students during the regular school day, while using any form of school transportation, and while attending any school sponsored events or activities, regardless of whether they occur during the school day, before the school day, or after the school day, and regardless of whether they occur on or off school grounds.

Policy 520 – Student Discipline

This policy applies to any student whose conduct interferes with or obstructs the educational mission or operations of the school district or the safety or welfare of others.

3.0 Rules of Conduct

The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be all-inclusive. The district recognizes that whenever subjective interpretation is required to determine student conduct, the possibility of bias exists. The district further recognizes that, as a result, not all students are always disciplined in the same manner. Given this, all staff will apply this policy and impose any discipline in an equitable and consistent manner.

Any student who engages in any of the following activities shall be disciplined, and in accordance to the policy.

3.1 Attendance Issues: including, but not limited to unexcused absence, tardiness, truancy, skipping classes, and leaving school grounds without permission.

3.1.1 The authority to decide whether an absence is excused rests with the building principal or his/her designee, acting according to Policy 504 “School Attendance” and Regulation 504-R.

3.1.2 If a student has an attendance issue, disciplinary action may be taken according to Policy 520, Section 4.0.

3.2 Damage to School or Personal Property

3.2.1 Vandalism: Willful damage to or destruction of school property or property of others.

3.2.2 Arson: Intentionally, by means of fire or explosives, setting fire to or burning or causing to be burned any school building, school property, or the property of any individual.

3.2.3 Breaking and Entering: Using force to gain entry into a School District building, regardless of whether a crime is actually committed.

3.2.4 Trespassing: Entering or being found in a School District building or on School District property unless the person: is an enrolled student in, a parent or guardian of an enrolled student in, or an employee of the school or school district; has permission or an invitation from a school official to be in the building; is attending a school event,

Policy 520 – Student Discipline

class, or meeting to which the person, the public, or a student's family is invited; or has reported the person's presence in the school building in the manner required for visitors to the school.

It is trespassing for a person to enter or be found on school property within one year after being told by the school principal or the principal's designee to leave the property and not to return, unless the principal or the principal's designee has given the person permission to return to the property.

- 3.2.5 Theft: The act of taking, using, transferring, concealing, or retaining possession of stolen property of another without his/her consent or the finding of lost property and not making reasonable effort to find the owner, including illegal copying of software or data.
- 3.2.6 Robbery: The act of taking another's personal property from the person without permission, or in the presence of another using or threatening to use imminent force against any person to overcome the person's resistance or powers of resistance to, or to compel acquiescence in, the taking or carrying away of the property.
- 3.2.7 Extortion: Obtaining property from another, with consent, induced by a wrongful use of actual or threatened force, violence, or fear.
- 3.2.8 Possession of stolen property: Receiving, possessing, transferring, buying or concealing any stolen property or property obtained by robbery, knowing or having reason to know the property was stolen or obtained by robbery.
- 3.3 Physical Assault, Violence or Fighting: Any action which is intended or which should reasonably be expected to inflict bodily harm upon, or causes injury to or otherwise endangers the health, safety or welfare of students, school district personnel or other persons.
- 3.4 Oral/Written Assault: Abusive, threatening, profane, or obscene language by a student toward a staff member or another student. This act may include conduct that degrades people because of perceived or actual race, religion, gender, gender identity, national origin, abilities, sexual orientation, socioeconomic status, home or first language, age or other personal or physical characteristics.
- 3.5 Sexual Harassment/Sexual Violence
 - 3.5.1 Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature.

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3.5.2 Sexual Violence: Physical act of aggression or force or threat thereof that involves the touching of another's intimate parts, either above or underneath the other person's clothes, or forcing another to touch one's intimate parts, either above or underneath one's clothes. Intimate parts, as defined in Minnesota Statutes Section 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast of a human being. Sexual violence is a criminal activity. Sexual violence may include, but is not limited to: touching, patting, grabbing, or pinching another person's intimate parts, either same sex or opposite sex; coercing or forcing sexual touching on another; coercing or forcing sexual intercourse on another; threatening to force sexual touching or intercourse on another.

3.6 Threats and Disruptions:

3.6.1 Dangerous Threats: Threats to school operations or school activities, including but not limited to the reporting of dangerous or hazardous situations that do not exist.

3.6.2 School Disruptions: Disturbance or interruption of the peace, functioning or order of the school or school-sponsored activities.

3.6.3 Possessing/viewing/distributing obscene or pornographic material: Possessing, viewing, and/or distributing any book, magazine, pamphlet, paper, writing, card, advertisement, circular, print, picture, photograph, motion picture film, videotape, script, image, instrument, statue, drawing, or other article which, taken as a whole, appeals to the prurient interest in sex and depicts or describes in a patently offensive manner sexual conduct and which, taken as a whole, does not have serious literary, artistic, political, scientific or educational value.

3.6.4 Gambling: A risking of money or other property between two or more persons on a contest of chance of any kind, where one must be the loser and the other the gainer.

3.6.5 Hazing (See Policy 544): Committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.

3.6.6 Possession and/or distributing slanderous libelous materials: Possessing and/or distributing any writing, document, or other form of communication containing knowingly false statements about an individual(s).

Policy 520 – Student Discipline

- 3.6.7 Falsifying or tampering with records or documents: Deliberately altering or changing School District records or documents without proper authorization or creating documents having the appearance of official School District records or documents without proper authorization.
 - 3.6.8 Academic dishonesty: Any action taken with the intention of obtaining credit for work which is not one's own which includes, but is not limited to: submitting another student's work as one's own work; obtaining or accepting a copy of tests, test questions, test answers or scoring devices; copying from another student's test or computer file, or allowing another student to copy during a test or computer program; using materials which are not permitted during a test; plagiarizing (presenting as one's own material copied without adequate documentation from a published source); copying or having someone other than the student prepare the student's homework, paper, project, laboratory report, computer program, or take-home test for which credit is given; permitting another student to copy, or writing another student's homework, project, report, paper, computer program, or take-home test accessing restricted computer files without teacher authorization; copying materials, including computer software, in violation of the copyright law.
 - 3.6.9 Misuse of School District technology: Using School District technology, including but not limited to: computers, networks, telephones, cameras, e-mail, voice mail, and printers) in a manner that violates the School District's "Acceptable Use Policy (Policy 400)".
- 3.7 Use/Possession/Distribution of Dangerous, Harmful, and Nuisance Substances and Articles:
- 3.7.1 Alcohol: Use, possession, distribution, or being under the influence of alcoholic beverages (Refer also to Policy 404 "Chemical Use and Abuse: Students and Staff").
 - 3.7.2 Drugs: Use, possession, distribution, or being under the influence of illegal drugs, controlled substances or "look-a-like" substances, except as prescribed by a physician. (Refer also to Policy 404 "Chemical Use and Abuse: Students and Staff"). Sharing prescription medications with others and the misuse of prescription and/or over-the-counter medications. Use, possession and/or distribution of drug paraphernalia.

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- 3.7.3 Tobacco and Tobacco Paraphernalia: Use, possession or distribution is prohibited (Refer also to Policy 404 “Chemical Use and Abuse: Students and Staff”).
- 3.7.4 Harmful or Nuisance Articles: Use or possession of articles that are nuisances, illegal, or that may cause harm to persons or property.
- 3.7.5 Gun-Free Schools/Gun-Free Schools Act.

Any student who is determined to have brought a firearm (as that term is used in the Gun Free Schools Act of 1994 and defined in Section 3.7.5.2 and 3.7.5.3 below) to school, to a school-sponsored activity, or onto school property (see Section 2.0), will be expelled for a period of one calendar year. This policy may be modified by the Superintendent on a case-by-case basis.

3.7.5.1 Definitions:

For purposes of this Section on Gun-Free Schools only, the following terms have the designated meaning:

3.7.5.2 “Firearm” includes:

- 3.7.5.2.1 any firearm (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive;
- 3.7.5.2.2 the frame or receiver of any such firearm;
- 3.7.5.2.3 any firearm muffler or firearm silencer; or
- 3.7.5.2.4 any destructive device.

3.7.5.3 “Destructive device” means:

- 3.7.5.3.1 any explosive, incendiary, or poison gas including –
 - 3.7.5.3.1.1 bomb,
 - 3.7.5.3.1.2 grenade,

- 3.7.5.3.1.3 rocket having a propellant charge of more than four ounces,
- 3.7.5.3.1.4 missile having an explosive or incendiary charge of more than one-quarter ounce,
- 3.7.5.3.1.5 mine, or
- 3.7.5.3.1.6 device similar to any of the devices described in the preceding clauses;

3.7.5.3.2 any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and

3.7.5.3.3 any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may be readily assembled.

3.7.6 Weapons

Possession of weapons, as that term is defined in Section 3.7.6.1 below, in school, on school grounds (see Section 2.0) and at school-sponsored activities, is prohibited.

3.7.6.1 Definitions

“Weapons” means any firearm, whether loaded or unloaded, any device designed as a weapon or through its use capable of threatening or causing bodily harm or death; or any device or instrument which is used to threaten or cause bodily harm or death. Examples include but are not limited to: guns (including airguns, pellet guns, BB guns, look-alike guns such as water pistols or toys that could reasonably be mistaken for real, and non functioning guns that could be used to threaten others), knives or other blades, clubs, metal knuckles, numchucks,

throwing stars, explosives, fireworks, mace and other propellants, stunguns, ammunition. ISD 623 prohibits the possession or distribution of ammunition (such as bullets), fireworks, lighters and matches. The School District also prohibits items that are generally used for other purposes (e.g. scissors, belts, keys, files) from being used to threaten or inflict bodily harm. Such objects used in that manner will be treated as possession and use of a weapon.

3.7.6.2 Procedures. Any student possessing a weapon in violation of Section 3.7.6.1, whether the weapon is on the student's person, among the student's immediate possessions (book bag, purse, instrument case, etc.), in the student's locker, or in the student's vehicle, shall be subject to the following procedures:

3.7.6.2.1 The School District may refer the matter to local law enforcement officials.

3.7.6.2.2 The administration will evaluate the situation and make a recommendation for the student's re-admittance to school, or exclusion or expulsion. Where a student violates this policy through possession of an instrument which constitutes a "weapon" under the Gun-Free Schools Act, (see Section 3.7.5 above), the School District will adhere to that Act's expulsion provisions.

3.8 Failure to provide adequate identification upon request of a staff member.

3.9 Insubordination: Refusal to comply with rules or directions of a staff member.

3.10 The violation of any Federal, State, or local law, which has an effect on the discipline or general welfare of the school.

3.11 Conduct which interferes with or obstructs the educational mission, operations, or functions of the school district or is an actual or potential risk to the safety or welfare of others.

3.12 Violation of school bus or transportation rules.

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3.13 Violation of parking or school traffic rules and regulations.

3.14 Violation of guidelines relating to school lockers.

3.15 Dress code violations.

4.0 Disciplinary Action

4.1 The general policy of the school district is to utilize a preventative and positive approach to discipline aimed at creating a safe and quality learning environment for students, characterized by: understanding and addressing the underlying function of behavior; resolving conflicts and repairing harm; teaching appropriate replacement behaviors; restoring relationships in the school community; and reintegrating students into the school community. Disciplinary action for acts of unacceptable behavior may include any or all of the following, but are not limited to the following. The building administrator and/or school district administrator will exercise his or her professional judgment in determining appropriate consequence(s) or disciplinary action(s).

4.1.1 Re-teach the behavioral expectations

4.1.2 Provide a reflective activity

4.1.2.1 Student/teacher/administrator conferences

4.1.2.2 Mediation, conflict resolution and/or restorative practices

4.1.2.3 Recurring check-ins

4.1.3 Parent/Guardian conference

4.1.4 Referral to behavioral intervention assistance team and/or in-school support services

4.1.5 Implementation of a behavioral contract

4.1.6 Instruction in social-emotional skills

4.1.7 Removal from class and/or before or after school event

4.1.8 Suspension from extra-curricular activities

4.1.9 In-school monitoring

4.1.10 Consequences according to the bylaws and rules of the Minnesota State High School League

4.1.11 Loss of school privileges

4.1.12 Modified school program/schedule

4.1.13 In-school suspension

4.1.14 Referral to community service or outside agency services

4.1.15 Restitution

4.1.16 Suspension under Pupil Fair Dismissal Act

4.1.17 Expulsion under Pupil Fair Dismissal Act

4.1.18 Exclusion under Pupil Fair Dismissal Act

4.1.19 Reference to diversion program

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4.1.20 Reference to police or other law enforcement agencies for criminal action

4.1.21 Petition County Court for juvenile delinquency adjudication

4.2 Removal from Class:

4.2.1 The classroom teacher shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, imposing classroom level consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any action taken by a teacher, principal, or other school district employee to prohibit a pupil from attending a class pursuant to procedures established in the school district discipline policy adopted by the School Board.

4.2.2 Grounds for removal from class

(a) Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with the teacher's ability to teach or communicate effectively with students in class or with the ability of other students to learn;

(b) Willful conduct that endangers surrounding persons, including School District employees, the student or other students, or the property of the school;

(c) Willful violation of any rule of conduct specified in the discipline policy adopted by the School Board.

4.2.3 Procedures for removal of student from class

4.2.3.1 Subject to federal and state laws governing the rights of children with disabilities, the teacher may remove a student from the class and require the student to go to a designated classroom for up to one hour or one class period, whichever is greater. The teacher must immediately notify the teacher assigned to the designated classroom. Upon arrival, the student becomes the responsibility of the designated teacher.

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4.2.3.2 Subject to federal and state laws governing the rights of children with disabilities, the teacher may remove a student from the class and require the student to go to the school office or a school behavior support room. The teacher must immediately notify the principal or designee. Upon arrival at the school office or school behavior support room, the student becomes the responsibility of the principal or designee.

A student must be removed from class immediately if the student engages in assault or violent behavior. “Assault” is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

4.2.3.3 The removal in 4.2.3.2 shall include an informal administrative conference with the student conducted by the principal or designee.

4.2.3.4 The length of time of the removal in 4.2.3.2 shall be at the discretion of the principal or designee after consultation with the teacher. For a violation of a rule of conduct the removal shall not exceed five hours or five class periods within a given school day without notice of suspension.

If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student’s tenth removal from class and make reasonable attempts to convene a meeting with the student’s parent or guardian. The student may be referred to the building problem-solving team to determine whether it is appropriate to refer the student for assessment as to whether the student is qualified for Special Education services or in need of other services. The current Individualized Education Program (IEP) or Section 504 plan may also be referred for review.

4.2.3.5 To the extent funds are available, the School District will coordinate with the County Board responsible for implementing the “Minnesota Comprehensive Children’s Mental Health Act” for crisis services for students with a serious emotional disturbance or other

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students who have an Individual Education Plan and who may benefit from crisis intervention.

4.2.3.6 The School District shall make appropriate referrals for chemical abuse problems of a student while on school premises, as set forth in Policy 404.

4.2.3.7 Students removed from class will be assigned to a location within the School District under supervision by School District personnel. The student's activities during the period of removal will be at the discretion of School District staff. Student removal shall be documented and reported to the school building principal.

4.2.4 Procedures for Return of Student to Class

A student shall be returned to class upon completion of the terms of removal established at the informal administrative conference.

4.3 "Dismissal" is the denial of the student's current educational program, including suspension, exclusion, and expulsion. Dismissal shall be imposed in accordance with the Minnesota Pupil Fair Dismissal Act of 1974, as amended.

4.3.1 "Expulsion" is a School Board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled.

4.3.2 "Exclusion" is an action of the School Board to prevent the enrollment or re-enrollment of a student in school for a period that shall not exceed beyond the school year.

4.3.3 "Suspension" is an action by the School Administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) days, except for suspensions pending expulsion, which may be a maximum of fifteen days for a student without an IEP. The Superintendent of Schools will be apprised of the reasons for suspensions exceeding five (5) days. Dismissal from school for one school day or less, except as provided in applicable federal and state law governing students with disabilities, does not constitute a suspension.

4.3.4 The suspension procedure in each school shall be in accord with the Minnesota Pupil Fair Dismissal Act, including administrative conference and written notice and service of suspension.

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- 4.3.5 If a student's total days of suspension, expulsion, or exclusion exceeds ten (10) cumulative days in a school year, the School District shall make reasonable attempts to convene a meeting with the student and his/her parents/guardians prior to subsequent dismissal, and offer to assist in arranging a mental health screening for the student, at parent/guardian expense.
- 4.3.6 In the case of a student with a disability who has an Individualized Education Plan, the team will convene a Manifestation Determination meeting to review the relationship between the student's disability and the behavior subject to suspension or other removal; and determine the appropriateness of the student's education plan, if: (a) the parent requests a meeting; or (b) the student's total days of removal from his/her placement during the school year exceeds ten (10) cumulative days.
- 4.4 Parents or guardians shall be notified of the rules of conduct and disciplinary policy. Each school shall have a written procedure describing when and how parents or guardians will be notified. Such notification shall be distributed to parents or guardians by the end of the first month of the school year.
- 4.5 Individual schools shall develop their own procedures for handling disciplinary referrals.
 - 4.5.1 Parents or guardians will be encouraged to assist school personnel in attempts to improve a student's behavior. The School District encourages early detection of discipline problems and shall involve communication between the parent or guardian and school personnel, to the extent possible.
 - 4.5.2 School building procedures must be consistent with the Minnesota Pupil Fair Dismissal Act and School District policies.
- 4.6 When considering expulsion or exclusion, school building administrators will review a student's record to determine whether the student is entitled to procedural safeguards under the IDEA or Section 504 of the Rehabilitation Act. A student with a disability receiving special education services under the Individuals with Disabilities Education Act (IDEA) may not be excluded or expelled for behavior which has been determined to be a manifestation of the disabling condition for which the services are provided. Parents are included in the process of such determination, as required under state and federal law.

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- 4.7 A party to an expulsion or exclusion decision made by the School Board may appeal the decision to the Commissioner of the Department of Education within twenty-one (21) calendar days of School Board action pursuant to Minnesota Statutes § 121A.49. The decision of the School Board shall be implemented during the appeal to the Commissioner.
- 4.8 Students shall be provided alternative educational services to the extent that a dismissal (suspension, expulsion or exclusion) exceeds five (5) school days. The specific alternative educational services are at the discretion of the School District and may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instructions through electronic media, special education services, as indicated by appropriate assessment, home bound instruction, supervised homework, or enrollment in another district or in an alternative learning center.

5.0 Searching Students and Their Property

5.1 Personal Possession Searches

The personal possessions of students whether on their person, in backpacks, in desks, lockers or cars parked in the school parking lot may be subject to a reasonable search when the School District has a reasonable, individualized suspicion that evidence will be produced showing that the student violated the law or school rules.

- 5.2 School lockers and desks 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 student 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 the law or school rules. As soon as practicable after the search of a student's personal possessions, school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

6.0 Policy Considerations

6.1 Review of Policy

- 6.1.1 A district committee that includes administrators, teachers, support staff, and parents or guardians will confer annually to review this policy and the building procedures to determine if the policy is

Policy 520 – Student Discipline

working as intended; any recommended changes to the policy shall be submitted to the Superintendent of Schools for consideration by the School Board (Minnesota Statute 121A.65). The School Board will conduct an annual review of the policy.

- 6.2 Copies of this policy and The Pupil Fair Dismissal Act of 1974 as amended shall be posted annually during the first month of the school year at a location of which parents or guardians/students are notified. Hard copies of this policy will be made available in the principal's office upon request.
- 6.3 Nothing in this policy is intended to conflict with The Pupil Fair Dismissal Act of 1974.

7.0 Corporal Punishment

- 7.1 Definition. Corporal punishment means conduct involving:
 - 7.1.1 Hitting or spanking a person with or without an object
 - 7.1.2 Unreasonable physical force that causes bodily harm or substantial emotional harm
- 7.2 Prohibition. An employee or agent of a public school district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.
- 7.3 A school principal, teacher, or other School District employee, school bus driver, or other agent of the School District may use reasonable force when necessary under the circumstances to restrain a student or prevent bodily harm or death.

8.0 Notification of Policy Violations

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

Approved: 06/28/84
Revised: 03/13/86

Policy 520 – Student Discipline

	11/10/87
	10/25/88
	02/13/90
	06/25/91
	05/26/92
	10/26/95
	06/22/99
	03/24/09
	10/11/16
	06/27/17
Reviewed:	06/12/18
Revised:	06/11/19
Reviewed:	06/08/21



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: 7c

Agenda Topic: Policy 610: Graduation Requirements for Adult Basic Education Learners
(revised) Second Reading

Meeting Date: June 14, 2022

Contact Person: Cyndi Arneson

Background:

Cyndi Arneson, director of community education, will present the second reading of Policy 610: Graduation Requirements for Adult Basic Education Learners. District administration is recommending changes to the number of required credits for an adult high school diploma.

No changes were requested at the first reading on May 24, 2022.

Recommendation:

It is recommended that the board approve Policy 610: Graduation Requirements for Adult Basic Education Learners as presented.

XX Action Required

_____ Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 610 – Graduation Requirements for Adult Basic Education Learners

1.0 Purpose

The purpose of this policy is to set forth graduation requirements for Adult Basic Education Learners who attend the Roseville Adult Learning Center Program (RALC).

2.0 General Statement of Policy

All adult basic education learners shall complete requirements, as established by the School Board, in order to graduate and receive one of the following Roseville Area Schools diplomas:

2.1 Credit Completion for Adult High School Diploma

2.2 Adult Competency-Based Diploma

3.0 Requirements

3.1 All adult basic education learners must meet the graduation assessment requirements according to Minnesota Statutes §120B.30, Statewide Testing and Reporting.

3.2 The School District will provide for a diploma according to Minnesota Statutes §124D.52 to persons who:

3.2.1 are not eligible for kindergarten through grade 12 services;

3.2.2 do not have a high school diploma;

3.2.3 have successfully completed an adult basic education program of instruction necessary to earn an adult high school diploma.

4.0 Credit Completion Adult High School Diploma

4.1 A Credit Completion Adult High School diploma requires successful completion of the following high school level courses for credit towards graduation:

Language Arts	8	10
Social Studies	8	6
Math	6	
Science/Health	6	7
Health	1	
Arts/Career Technical	2	
Electives	14	11

Total

~~45~~ 40

5.0 Adult Competency-Based Diploma

- 5.1 Will be based on requirements established by the RALC that consist of formative and summative assessments, reflections on learning, and portfolio development.
- 5.2 Students are required to present a portfolio of learning to a graduation committee.
- 5.3 This diploma is constructed around an adult competency based program aimed at providing alternative pathways to career readiness that focus on lifelong learning and overcoming authentic challenges.

Adopted: 4/9/19

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 610 – Graduation Requirements for Adult Basic Education Learners

1.0 Purpose

The purpose of this policy is to set forth graduation requirements for Adult Basic Education Learners who attend the Roseville Adult Learning Center Program (RALC).

2.0 General Statement of Policy

All adult basic education learners shall complete requirements, as established by the School Board, in order to graduate and receive one of the following Roseville Area Schools diplomas:

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2.2 Adult Competency-Based Diploma

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3.2.1 are not eligible for kindergarten through grade 12 services;

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3.2.3 have successfully completed an adult basic education program of instruction necessary to earn an adult high school diploma.

4.0 Credit Completion Adult High School Diploma

4.1 A Credit Completion Adult High School diploma requires successful completion of the following high school level courses for credit towards graduation:

Language Arts	10
Social Studies	6
Math	6
Science/Health	7
Electives	11
Total	40

5.0 Adult Competency-Based Diploma

- 5.1 Will be based on requirements established by the RALC that consist of formative and summative assessments, reflections on learning, and portfolio development.
- 5.2 Students are required to present a portfolio of learning to a graduation committee.
- 5.3 This diploma is constructed around an adult competency based program aimed at providing alternative pathways to career readiness that focus on lifelong learning and overcoming authentic challenges.

Adopted: 4/9/19

Revised:



Agenda Topic: Conditions of Employment - Paraprofessional and Media Technology Group
Meeting Date: June 14, 2022
Contact Person: Shari Thompson

Background:

Contract negotiations with the paraprofessional and media technology employees, who are represented by AFSCME Council No. 5, began in March and concluded in May. Shari Thompson and Lisa Chang represented the district during negotiations.

Here is a brief summary of the changes:

1. Adjustments to the salary schedules:
 - a. Increased the beginning steps on salary matrices to improve recruitment and retention of new staff.
 - b. 2022-2023 – Top steps on matrix increased by 2.25%.
 - c. 2023-2024 – Top steps on matrix increased by 2.5%.
2. District dollar defined contribution to medical insurance will be increased by 3% in 2022-2023.
3. Other minor changes were made in contract language to reflect current practice.

The tentative agreement falls within the budget parameters included in the 2022-2023 proposed budget.

Roseville Paraprofessional and Media Technology employees ratified the contract on May 26, 2022. The district wishes to express its thanks to the AFSCME Negotiation Team represented by Corinne Walker, Sarah Nichols, Thad Swiggum, Elia Krumm, Michelle Kruzel, Kim Palmer, and AFSCME Council No. 5 Field Representatives Suzanne Kocurek and Matt Schirber for their collaborative work to reach a fair settlement.

Recommendation:

It is recommended that the school board approve the contract for 2022-2024, negotiated and ratified by the Paraprofessional and Media Technology Group, who are represented by AFSCME Council No. 5.

XX Action Required _____ Informational – No Board Action Requested



Agenda Topic: Conditions of Employment - Clerical Group
Meeting Date: June 14, 2022
Contact People: Shari Thompson

Background:

Contract negotiations with the clerical employees, who are represented by AFSCME Council No. 5, began in March and concluded in May. Shari Thompson and Lisa Chang represented the district during negotiations.

Here is a brief summary of the changes:

1. Adjustments to the salary schedules:
 - a. Compressed the salary schedule from eight steps to six steps and increased beginning steps on salary matrices to improve recruitment and retention of new staff.
 - b. 2022-2023 – Top steps on matrix increased by 2.25%.
 - c. 2023-2024 – Top steps on matrix increased by 2.5%.
2. District dollar defined contribution to medical insurance will be increased by 3% in 2022-2023.
3. Other minor changes were made in contract language to reflect current practice.

The tentative agreement falls within the budget parameters included in the 2022-2023 proposed budget.

Roseville Clerical employees ratified the contract on May 26, 2022. The district wishes to express its thanks to the AFSCME Negotiation Team represented by Corinne Walker, Sarah Nichols, Thad Swiggum, Elia Krumm, Michelle Kruzel, Kim Palmer and AFSCME Council No. 5 Field Representatives Suzanne Kocurek and Matt Schirber for their collaborative work to reach a fair settlement.

Recommendation:

It is recommended that the school board approve the contract for 2022-2024, negotiated and ratified by the clerical employees, who are represented by AFSCME Council No. 5.

XX Action Required _____ Informational – No Board Action Requested



Agenda Topic: Approval of 2021-2023 Changes to Meet and Confer Agreements
Meeting Date: June 14, 2022
Contact Person: Shari Thompson

Background:

Please approve updates to the Conditions of Employment for the following Meet and Confer employee groups:

- Community Education Managers and Supervisors
- Community Education Services
- District Center Administrators
- District Support Services
- Program Assistants
- Program Supervisors
- Technology Information Services

We are recommending the following compensation package changes:

- Salary ranges will be increased by 2.25% in year one and 2.5% in year two of the contracts.
- District health insurance contributions will increase by 3% in year two of the contract.

Recommended changes to the work agreements are in alignment with other bargaining groups and within the district's budget parameters.

Recommendation:

It is recommended that the school board approve updates to the 2021-2023 Conditions of Employment for Meet and Confer employee groups as presented.

XX Action Required _____ Informational – No Board Action Requested



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: 7g

Agenda Topic: Set School Board Workshop
Meeting Date: June 14, 2022
Contact Person: Chair Curtis Johnson

Background:

The school board will hold a workshop/retreat on Tuesday, July 19, 2022, from 5-8 p.m. with members of the superintendent's cabinet. The meeting location will be the Media Center at Roseville Area High School.

Recommendation:

It is recommended that the school board set a workshop/retreat on July 19, 2022, from 5-8 p.m.

XX Action Required ___ Informational – No Board Action Requested