

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

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To: Cabinet  
Date: 8/14/2023  
Re: Levy Certification

By September 30th of each year the school board is asked to certify the property tax levies to the home auditor. This year the deadline is October 2, 2023. For districts that have reached an agreement with their home auditor, this deadline may be delayed to October 9, 2023.

This process starts with the district entering information into the MDE levy certification website. The deadline for the state to use the information entered by the districts and have the levy limit runs to the districts is September 8th.

MASBO and MDE hold a levy certification workshop that will be held on September 11th. The district needs this information to get the numbers that will be presented to the board for approval. This information will not be available to prepare a presentation for the school board at the first meeting in September.

November 24, 2023 is the deadline for county auditors to deliver by mail a notice of proposed property taxes. This notice cannot be mailed earlier than November 10th.

Districts are required to discuss the payable 2024 and 2023-2024 fiscal year budget at a regularly scheduled school board meeting and allow the public to speak after November 24th. The meeting must take place at 6 p.m. or later and the district may adopt the final levy at the same meeting.

Schools must adopt their final property tax levy by December 28, 2023.

**SCHOOL RESOURCE OFFICER AGREEMENT BY AND BETWEEN THE  
INDEPENDENT SCHOOL DISTRICT 281 AND THE CITY OF XXX**

THIS SCHOOL RESOURCE OFFICER AGREEMENT (“**Agreement**”) is made by and between the INDEPENDENT SCHOOL DISTRICT 281, a Minnesota school district, (“**School District**”) and the CITY OF XXX a Minnesota municipal corporation (“**City**”). The District and City may be identified individually as a “Party” or collectively as the “Parties.”

**Recitals**

A. Independent School District 281 and the City desire the creation of a high-quality learning environment for students, staff and families. As such, we are entering into this agreement to engage the services of a school resource officer (“**SRO**”) from the City’s police department. While this Agreement refers to a single SRO, more than one SRO may be provided and the terms of this Agreement shall apply to each such SRO.

B. The Safe Schools Levy provides monetary funds to school districts to hire school resource officers to help address safety related issues within schools.

C. To that end, the School District desires to obtain the services of, and the City agrees to provide, SRO(s) in accordance with the terms and conditions of this Agreement.

**Agreement**

In consideration of the terms and conditions contained herein, the Parties hereby agree as follows:

1. **SRO SERVICES.** The City agrees to provide the School District a SRO to provide services at the school identified herein, and the School District agrees to provide funding for the SRO, in accordance with the terms and conditions of this Agreement.
2. **TERM.** The Term of this Agreement shall be for a twelve (12) month period from July 1, 202x to June 30, 202x.
3. **TERMINATION.** Either Party may terminate this Agreement upon a sixty (60) days written notice to the other of such termination. In the event of a termination, any payments due to the City shall be prorated based on the period of SRO services provided.
4. **LEVY.** The School District will levy the maximum amount permitted by law to the property tax payers in the School District to help fund the SRO position.
5. **PROGRAM FUNDING.** The School District will meet with the Chief Law Enforcement Officer, or designee, of the City to discuss the allocation of available funds to support the SRO services. The City will invoice the School District for the first half of the payment on January 1 and for the second half of the payment on June 30. The funding the School District shall provide to the City for the 202x-202x school year will be XXX per full time equivalent (“**FTE**”) SRO provided by the City (“**FTE Funding**”). Pursuant to paragraph 7, the

City will document all days the SRO is not on site and discount the first or second half payment at a rate of \$XXX per day. Notwithstanding the termination provision contained herein, the City may terminate this Agreement upon ten (10) days written notice of termination to the School District if the City determines the School District does not have sufficient funds to pay the FTE Funding.

**6. SCHOOLS SERVED.** NAME AND ADDRESS OF SCHOOL (“School”) will receive SRO services under this Agreement.

**7. NUMBER OF SROs.** The City will assign # (X) FTE police officer to serve as the SRO at the School during the regular school year. The City will work collaboratively with the school district to determine which of its police officers to assign to serve as the SRO under this Agreement. The number of police officers serving in the SRO position at the School may be modified at any time upon the written agreement of the City and the School District. The provision of all such SROs shall be subject to the terms and conditions of this Agreement. The School District agrees to pay the City the FTE Funding amount for each FTE SRO provided at the School. There will be no SRO(s) when the school district is in distance learning at any of the schools. No payments will be made to the cities when SROs are not on site.

**8. RELATIONSHIP OF THE PARTIES.** The SRO assigned to the School District is an employee of the City and will not be considered an employee of the School District. The SRO will be subject to the control, supervision, policies, procedures, and general orders of the City and its Police Department as well as the policies and procedures of Independent School District 281. At all times, the SRO will be considered law enforcement for the purposes where the law requires school districts to make referrals to law enforcement. It is agreed that nothing contained in this Agreement is intended or should be construed in any manner as creating or establishing a partnership or joint venture between the Parties. Neither party agrees to accept responsibility for the acts of the other Party or of the other Party’s officers, personnel, employees, agents, contractors, or servants. Any claims arising out of the employment or alleged employment, including without limitation claims of discrimination, by or against a Party’s officers, personnel, employees, agents, contractors, or servants will in no way be the responsibility of the other Party. Neither Party will have any authority to bind the other by or with any contract or agreement, nor to impose any liability upon the other. All acts and contracts of each Party will be in its own name and not in the name of the other, unless otherwise provided herein.

**9. COMPENSATION TO SRO.** The City will be responsible for all payments regarding compensation, benefits, pension plans and withholdings for its officer serving as the SRO at the School. The Parties will, except as provided herein, act in their individual capacities and not as agents, employees, partners, joint ventures or associates of the other. Neither of the Parties, nor its personnel, employees, agents, contractors, or servants, shall be entitled to any benefits of the other. The Parties will not provide any insurance coverage to the other or their employees including, but not limited to, workers’ compensation insurance. Each Party will pay all wages, salaries and other amounts due its employees and will be responsible for all reports, obligations, and payments pertaining to social security taxation, income tax withholding, workers’ compensation, unemployment compensation, group insurance coverage, collective bargaining agreements or any other such similar matters.

**10. DUTIES AND EVALUATION OF THE OFFICER.** The law enforcement services provided to the School District by the SRO will be at the sole discretion of the City. Officer standards of performance, conduct and discipline of the officer, performance reviews and other internal matters related to the SRO services shall be under the authority of the City. Time spent by the SRO in excess of eight (8) hours in a day in the performance of SRO duties at the School will be on a specific, case-by-case basis requiring the advance approval of the City and the School District. The City retains the authority to recall the SRO if the person is needed to respond to an emergency occurring off of School grounds.

**11. DESCRIPTION OF SERVICES.** The SRO will provide the followings services at the School:

- A. Promote the safety and welfare of students.
- B. Serve as a resource for teachers, parents and students regarding individual problems or questions.
- C. Work with the administrators and staff of the School by building relationships with students in the prevention of delinquency.
- D. The SRO will encourage positive attitudes and supportive behaviors toward school district policies and procedures as well as the law, and demonstrate and model the responsible exercise of authority.
- E. Actively support school district policy and procedures.
- F. Maintain awareness of all criminal or delinquency investigations or criminal interrogations being done at the School and, when necessary, provide information to school administration and District leadership. All questioning of the students will be in adherence with District policies and administrative procedures such as AP519.
- G. Perform investigations of criminal incidents occurring at the School and make proper referrals to law enforcement as serious matters may require.
- H. Provide input to School administration on matters relating to School building security and occupant safety.
- I. Participate in community and School efforts to promote positive youth development.
- J. To the extent possible and consistent with other responsibilities, the SRO will wear appropriate civilian attire while working at the School.
- K. Speak to and provide curriculum support for classrooms on age appropriate subjects to present to School students as requested by School administration.
- L. Perform other duties and assume other responsibilities as may be agreed to between the City's Chief Law Enforcement Officer and District administration.

M. It is required of Independent School District 281 to have any School Resource Officer participate in school diversion efforts, which are in alignment with our District Discipline Policy.

N. For any school code violations identified or witnessed, the SRO will defer the student to the principal's office as disciplining students for code of conduct violations is a School District Responsibility.

**12. STUDENT DISCIPLINE.** The SRO will not recommend, determine or provide input on student discipline by the School. Unless requested by School administration or other personnel, the SRO is not responsible for responding to any situation that other school personnel can adequately handle. The Parties understand and agree incidents such as disorderly conduct, bullying, cyberbullying, disruption of school assembly or activities, profanity, dress code, and fighting that does not involve physical injury or a weapon, shall be considered School discipline issues to be handled by other School officials, unless the presence of the SRO is necessary to protect the physical safety of students, school personnel, or public. Nothing in this Agreement prevents or limits the authority of the SRO to exercise his or her duties as a law enforcement officer regardless of whether the exercise of those duties occurs on or off School grounds.

**13. ACCESS TO EDUCATIONAL DATA.** The Parties are subject to the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and the School District is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (“**FERPA**”). The SRO position is not a designated “school official” with regard to the FERPA while under contract and providing SRO services to the School District. The City agrees to comply with the requirements of FERPA to the extent its police officer serving as the SRO obtains data from the School District subject to FERPA.

**14. PUBLIC DATA.** School District officials will allow the SRO to inspect and copy any public records maintained by the School District to the extent allowed by law.

**15. PRIVATE EDUCATIONAL DATA.** If information in a student’s record is needed in an emergency in order to protect the health or safety of the student or other individuals, School District officials will disclose to the SRO the information needed to respond to the emergency situation based upon the seriousness of the threat to someone’s health or safety, the need of the information in order to meet the emergency situation, and the extent to which time is of the essence. If student record information is needed by an SRO, but no emergency situation exists, the information may be released only as allowed by law.

**16. ADDITIONAL OFFICER DUTIES.** The SRO will respond to emergency calls, attend police training, and any other special duties as assigned by the City while fulfilling the SRO requirements under this Agreement.

**17. TRAINING.** The School District agrees to provide the following training at its own cost.

a. **Role of the SRO.** The School District will provide training to School personnel regarding the appropriate role of the SRO and when personnel may request help from the SRO. The training will also emphasize that personnel are not to refer students to law enforcement because of conduct in the classroom unless the presence of the SRO is necessary to protect the physical safety of students, school personnel, or public.

**18. OFFICER SUPPLIES AND EQUIPMENT.** The School shall not be required to provide the SRO any clothing, uniforms, vehicles, or other equipment necessary to perform the required duties under this Agreement.

**19. INDEMNIFICATION.** Each Party shall be responsible for its own acts and omissions and the results thereof to the greatest extent authorized by law. Neither Party agrees to accept the liability of the other. Each Party agrees to defend, indemnify and hold the other harmless from any and all liability, claims, causes of action, judgments, damages, losses, costs, or expenses, including reasonable attorney’s fees, directly resulting from the indemnifying Party’s own negligent actions or inactions, or the negligent actions or inactions of the indemnifying Party’s employees and officers. The Party seeking to be indemnified and defended shall provide timely notice to the others when the claim is brought. The Party undertaking the defense shall retain all rights and defenses available to the indemnified Party and no immunities or limitations on liability are hereby waived that are otherwise available to either Party.

**20. NONDISCRIMINATION.** Both Parties agree they will not discriminate against any employee or applicant for employment to be employed in the performance of this Agreement with respect to hire, tenure, terms, conditions, or privileges of employment because of the race, color, religion, sex, disability, or national origin or similarly protected statuses of the employee or applicant. Neither Party will, in the performance of this Agreement, discriminate or permit discrimination in violation of federal or state laws or local ordinances.

**21. NOTICE.** Any notice, demand, request or other communication that may or will be given or served by the Parties, will be deemed to have been given or served on the date the same is deposited in the United States mail, registered or certified postage prepaid and addressed as follows:

<b>If to the City:</b>	<b>If to the School District:</b>
CITY OF xxx Chief of Police NAME Police Department Address	Bo Powell Director of Security 4148 Winnetka Avenue North New Hope, MN 55427

**22. APPLICABLE LAW.** The Parties to this Agreement will comply with all applicable federal, state, and local laws, rules, regulations, and ordinances in the performance of their

respective obligations under this Agreement. Minnesota law will govern the terms and the performance under this Agreement.

**23. ENTIRE AGREEMENT; AMENDMENTS.** This Agreement, including the recitals which are incorporated herein, constitutes the entire agreement between the Parties and no other agreement prior to this Agreement or contemporaneous to this Agreement will be effective except as expressly set forth or incorporated in this Agreement. Any purported amendment to this Agreement will not be effective unless it is set forth in writing and executed by both Parties.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their respective duly authorized officers effective as of the date indicated above.

**CITY OF XXX**

**INDEPENDENT SCHOOL DISTRICT 281**

By \_\_\_\_\_  
Mayor

By \_\_\_\_\_  
Executive Director of Finance

By \_\_\_\_\_  
City Manager

**SCHOOL RESOURCE OFFICER AGREEMENT BY AND BETWEEN  
INDEPENDENT SCHOOL DISTRICT NO. 281 AND THE CITY OF GOLDEN  
VALLEY**

This SCHOOL RESOURCE OFFICER AGREEMENT (“Agreement”) made this \_\_\_\_ day of \_\_\_\_\_, 2023 by and between INDEPENDENT SCHOOL DISTRICT NO. 281, ROBBINSDALE PUBLIC SCHOOLS, a Minnesota school district (the “District”) and the CITY OF GOLDEN VALLEY, a Minnesota municipal corporation (the “City”). The District and the City are collectively referred to herein as the “Parties,” and individually as a “Party.”

**Background**

WHEREAS, the Parties desire to implement a public safety program at Sandburg Middle School and Robbinsdale Academy – Highview (the “Program”) by engaging the services of a school resource officer (the “Officer”) for the Golden Valley Police Department;

WHEREAS, the Parties desire to maintain a cooperative and coordinated approach to deterring and addressing criminal activity on school property and at District-sponsored events and activities;

WHEREAS, Minnesota Statutes, section 126C.44 authorizes the District to contract with the City to have peace officers provide school resource services; and

WHEREAS, Minnesota Statutes, section 126C.44 further authorizes the District to levy for an appropriate portion of the costs the City incurs in paying wages, providing benefits, and providing transportation for peace officers who are assigned to perform school resource officer duties in the District;

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises contained in this Agreement and other valuable consideration, the sufficiency and receipt of which is acknowledged, the Parties agree as follows:

**Terms**

**1. MISSION, PURPOSE, AND DESIRED OUTCOMES.**

- a. The Parties shall work collaboratively to provide public safety services that support the schools’ mission to inspire and educate all learners to develop their unique potential and positively contribute to their community.
- b. The purpose of the Program is to promote a positive school climate and relationship building, especially between teachers and students and their families. The Program also aims to prevent disciplinary exclusions and disproportionality in school discipline.

- c. The Parties shall work together to ensure the Program achieves the following desired outcomes (collectively, the “Desired Outcomes”):
  - i. Substantially reduce the number of youth arrested in the Program and referred to the justice system;
  - ii. Improve school attendance and success by reducing the use of exclusionary discipline practices;
  - iii. Eliminate racial and ethnic disparities in school-based arrests and exclusionary school discipline practices;
  - iv. Provide students with access to services to address underlying needs and promote long-term well-being;
  - v. Engage in restorative practices and approaches before relying on punitive interventions whenever feasible;
  - vi. Create wellness for community members by providing trauma informed wellness services; and
  - vii. Increase community member, specifically student, sense of safety in the Program by providing data informed safety services. For purposes of this Agreement, community member means students, staff, parents, and volunteers of the Program.

## **2. TERM OF AGREEMENT AND TERMINATION.**

- a. The term of this Agreement shall be for a twelve-month period from \_\_\_\_\_, 2023 to June 30, 2024.
- b. Either Party may terminate this agreement upon sixty (60) days’ written notice to the other Party. In the event of a termination, any payments shall be prorated.

## **3. PROGRAM FUNDING.**

The City shall invoice the District for the first half of the payment on January 1<sup>st</sup> of each year and for the second half of the payment on June 30<sup>th</sup> of each year. The funding provided to the District for the 2023-2024 school year is \$56,652.31 per **full-time employee (FTE)**. The cost to the City of employing one FTE is \$151,652.80 per year or \$113,739.60 during the 2023-2024 school year (September through June).

The District will services as necessary and feasible associated with student and staff safety issues, including:

- a. peace officer liaison services;
- b. drug abuse prevention programs;
- c. gang resistance education training curriculum;
- d. security in the district's schools and on school property;
- e. other crime prevention, drug abuse, student and staff safety, voluntary opt-in suicide prevention tools, and violence prevention measures;

- f. licensed school counselors, licensed school nurses, licensed school social workers, licensed school psychologists, and licensed alcohol and substance use disorder counselors to help provide early responses to problems;
- g. facility security enhancements related to violence prevention and facility security;
- h. services associated with improving the school climate;
- i. and costs for collocating and collaborating with mental health professionals who are not district employees or contractors.

#### **4. SCHOOLS SERVED.**

Sandburg Middle School located at 2400 Sandburg Ln, Golden Valley, MN 55427, and Robbinsdale Academy—Highview located at 2400 Sandburg Ln, Golden Valley, MN 55427, shall receive services under this Agreement.

#### **5. OFFICER ASSIGNMENT AND COMPENSATION.**

- a. The City shall, subject to Golden Valley Police Department staffing levels, assign, in accordance with all applicable state laws, employees to provide services to the District in accordance with the duties and responsibilities defined in this Agreement. The City will assign one licensed peace officer to serve as school resource officer during the regular school year (170 student days) covered by the term of this Agreement.
  - i. **“School day”** means a day on which school is in session for in-person instruction, hybrid instruction, or distance learning, including any make-up days that are scheduled because school was canceled for any reason. School days are identified on the District calendar, which is published on the District’s website. Days on which students attend summer school are not school days.
  - ii. **“School property”** means any property owned, leased, or controlled by the District where an elementary school, middle school, secondary school, secondary vocational center, alternative learning program, or other school providing educational services is located or used for educational purposes, or where extracurricular or cocurricular activities are regularly provided.
- b. If the Officer is absent for more than ten (10) consecutive school days, the City will undertake reasonable efforts to assign another licensed peace officer to serve as a temporary replacement and perform the regular Officer’s duties during any additional absences.
- b. The City will undertake reasonable efforts to assign peace officers who are acceptable to the District and will provide the District with an opportunity to provide input before a new the Officer is assigned to the District. The District will notify the City’s Chief of Police of any concerns related to the performance of the Officer. Any request for reassignment of the Officer that is based on work-related concerns must be made in writing to the Chief of Police. The City will have thirty (30) calendar days to demonstrate to the District’s satisfaction that the concern has

been addressed in accordance with applicable collective bargaining agreements, City policies, and practices.

- c. The City must conduct, or have conducted, a criminal background check on all peace officers who provide any service pursuant to this Agreement. The background check must be completed before the peace officer provides any service pursuant to this Agreement.
- d. The District and the City each agree to provide equal employment opportunities to all employees and applicants for employment in accordance with all applicable federal, state, and local laws. No person may be excluded from full employment rights in, participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program, service, or activity based on race, color, religion, age, sex, disability, marital status, sexual preference, public assistance status, creed, or national origin. In addition, the District and the City each specifically agree not to discriminate unlawfully against any student in any program, service, activity, or decision based on race, color, religion, age, sex, disability, marital status, sexual preference, public assistance status, creed, or national origin.
- e. No Officer may be considered to be an official, employee, agent, educational service provider, or representative of the District, and neither party may make any representation to the contrary. The City maintains full control over the peace officers it employs and is solely responsible for all employment and administrative functions related its employees, including, but not limited to, supervision and evaluation, payroll and deductions, maintenance of all required insurance (e.g. workers' compensation insurance, unemployment insurance, liability insurance), and any labor disputes or grievances.
- f. The Officer shall not be a designated "school official" with regard to the Minnesota Government Data Practices Act and Family Educational Rights and Privacy Act while under contract and providing SRO services to the District. The Officer will work with the District to limit the government, personnel, and educational data necessary for the Officer to complete the Officer's job duties and comply with the Minnesota Government Data Practices Act and Family Educational Rights and Privacy.
- g. All law enforcement services provided to the District shall be at the sole discretion of the City and all services shall be rendered in a manner consistent with this Agreement.
- h. The District may request additional officer presence at school related events and functions. The terms and compensation for any such engagements shall be negotiated between the Parties separately.
- i. The City will be responsible for all payments regarding compensation, benefits, pension plans and withholding for its employees performing services under this Agreement.

## **6. SHARED ENFORCEMENT PHILOSOPHY.**

The Parties agree that school officials and police department staff play important and distinct roles in ensuring school safety and wellness.. Accordingly, the Parties agree to adhere to the following principles with respect to the use of police powers under this Agreement:

- a. The Officer shall not act as a school disciplinarian or enforcer of school regulations or use police powers to address school discipline issues, including non-violent disruptive behavior. The Schools shall be responsible for student code of conduct violations and routine disciplinary action.
- b. The Schools shall be responsible for investigating and responding to disciplinary issues, including offenses that may constitute low-level criminal activity, including but not limited to allegations of threats, physical altercations, larceny, receiving stolen property, destruction of or injury to property that is not willful and malicious or that does not cause substantial harm to school property, or the taking of property not of substantial value.
- c. The Officer shall be responsible for investigating and responding to potential criminal offenses that require immediate intervention. Notwithstanding the foregoing, the Parties acknowledge that many acts of student conduct that may contain all the elements of a criminal offense are best or more appropriately handled through the Schools' disciplinary process. Therefore, the Officer shall only investigate or respond to matters when the conduct is criminal in nature and:
  - i. Poses substantial harm to the physical well-being of the student or another person; or
  - ii. Is willful and malicious and causes substantial harm to the School's property; or
  - iii. Constitutes the taking of property of substantial value belonging to another with intent to permanently deprive the property owner of the property.

Additionally, except as otherwise required by law, the Officer shall only conduct investigations related to students attending the Schools for incidents that occur on school property or are directly related to the Schools. Nothing in this paragraph shall preclude school staff from undertaking parallel disciplinary, restorative, or administrative measures that do not interfere with a criminal investigation.

- d. When circumstances require immediate intervention to maintain safety (whether or not the conduct involves criminal conduct) and if prior de-escalation attempts by school staff are unsuccessful, the Officer may act to de-escalate the immediate situation to protect the physical safety of the school community. To this end, school personnel may request the presence of the Officer when they have a reasonable and articulable fear of an imminent threat to their safety or the safety of students or other personnel.
- e. The Parties shall refer students to school or community-based accountability programs or services, including but not limited to peer mediation, restorative justice, and provision of mental health services, prior to taking punitive actions, whenever possible.

- f. The Officer shall consult with the principal or principal's designee prior to an arrest whenever practicable, and the Schools shall notify the student's parent or guardian as soon as practicable after an arrest.
- g. In the absence of exigent circumstances, a peace officer who is employed by the City may not interview a student on school property about criminal activity or potential criminal activity unless: (a) the officer is conducting a maltreatment of minor investigation; (b) the crime has occurred, is alleged to have occurred, may have occurred, is occurring, or is reasonably expected to occur in the near future on school property or at a school sponsored event or activity; or (c) the officer has obtained prior written permission from the building principal and from the student's parent or guardian or the student, if the student is eighteen (18) years of age or older. In addition, the Parties understand and agree that a peace officer, including any Officer assigned pursuant to this Agreement, may not participate in recommending or determining student discipline or in investigating incidents of student discipline which do not involve potential criminal activity.
  - i. **"Exigent circumstances"** mean circumstances under which the courts permit police officers to execute a warrantless search or seizure; circumstances under which a reasonable police officer would believe that a person presents an immediate and substantial risk of harm to self or others; circumstances under which urgent action is reasonably necessary in order to prevent the destruction of evidence of a serious crime; and circumstances in which a police officer is in hot pursuit of a suspect who is believed to have committed, or to have attempted to commit, a serious crime and is in the process of fleeing.
- h. When executing an arrest warrant for a student on school property, a peace officer must make reasonable efforts to protect other students and staff members who are present and to avoid undue embarrassment to the student who is being arrested. This paragraph is not intended to prevent an officer from taking immediate action to arrest a student who is fleeing or who presents an imminent and substantial risk of harm to self, others, or property.
- i. The Officer shall not act in place of teachers, administrators, or licensed school psychologists, psychiatrists, or counselors.
- j. The Officer may only use force or non-chemical restraints when a student's actions pose an imminent threat, as a last resort, or the student is subject to arrest. The Officer shall always use the minimum amount of force necessary.
- k. The Officer shall not be used as support staff, such as hall monitor, substitute teacher, or cafeteria attendant.

## **8. ROLES AND RESPONSIBILITIES OF POLICE DEPARTMENT/CITY.**

The City agrees to assume the following roles and responsibilities:

- a. Provide all City staff involved in the Program the training necessary to achieve the Desired Outcomes, including but not limited to: conflict resolution, harm reduction practices, restorative circle practices, community de-escalation, adverse childhood experiences (ACE) and trauma-informed care (TIC) training.
- b. Provide all City staff involved in the Program training on the ongoing collateral impact on students and families of police actions and presence within a school setting.
- c. Ensure the Golden Valley Police Department policy manual allows the Officer to exercise discretion to create the Desired Outcomes.
- d. Except as otherwise required by law, prohibit City staff from documenting contacts with youth other than anonymized data disaggregated by race, gender, age.
- e. Work with the District and the City Prosecutor to develop a program to facilitate expungement of cases and arrest records for students when appropriate or required to achieve the Desired Outcomes.
- f. Make reasonable efforts to hire staff, including an Officer, with personal experience as or with justice impacted youth and families.
- g. Enforce standards of performance, conduct and discipline; conduct performance reviews; and handle all internal matters related to City staff and their performance under this Agreement.
- h. Collaborate with School administrative staff to develop a regular work schedule for City employees performing duties on School District property under this Agreement.
- i. Require all City employees working on District property under this Agreement to fulfill the following roles and responsibilities:
  - i. Act as a liaison between the District and the police department.
  - ii. Collaborate with other service providers and be able to identify and provide the correct wrap around services to students and families.
  - iii. Prioritize the wellbeing and long-term success of students and families.
  - iv. Understand the physical and emotional space inside the Schools and attend trainings with school staff and individually to understand the complexity of the space and the needs of the students.
  - v. Attend a yearly training in child development, such as Adverse Childhood Experiences (ACE), de-escalation techniques appropriate for use with children in a school setting, mental and physical limitations and trauma, racial equity, recognizing and addressing implicit bias, non-violent crisis intervention, LGBTQIA2S+ awareness, and threat assessment.
  - vi. Attend periodic restorative practice training.
  - vii. Refrain from intervening in cases involving minor issues such as misbehavior, arguments, theft, or criminal trespassing.
  - viii. Attend training to understand the ongoing collateral impact of police actions on students and families.

- ix. When requested by youth support systems (parents, kinfolk, guardians, etc.), engage with and empower those support systems to intervene on their children's behalf.
- x. Hear all perspectives before determining a course of action, including students, witnesses, teachers, and, in the case of taking punitive legal action, the school principal, school behavioral health staff, the child's parent/guardians, student advocates as applicable, and Golden Valley Police Department.

## **9. ROLES AND RESPONSIBILITIES OF THE OFFICER.**

The Officer shall assume the following roles and responsibilities:

- a. protecting persons who are present on school property or at a school sponsored event or activity;
- b. protecting real and personal property;
- c. deterring truancy;
- d. serving as a role model and mentor for students, parents, and community members;
- e. conferring with students, parents, and community members for the purpose of deterring or addressing criminal behavior on school property or at a school sponsored event or activity;
- f. advising on security vulnerabilities in the District's schools;
- g. visiting and inspecting high delinquency areas on school property;
- h. being present and visible on school property at the agreed upon times;
- i. deterring all forms of criminal activity on school property and at school sponsored events and activities;
- j. serving as a resource for school officials regarding the prevention of criminal activity on school property and at school sponsored events and activities;
- k. giving presentations to students and staff that are designed to promote safety or to deter, decrease, or otherwise address drug use or other potential criminal activity by students during school hours;
- l. investigating and otherwise addressing criminal activity that has occurred, is alleged to have occurred, may have occurred, or is expected to occur on school property or at a school sponsored event or activity;
- m. recovering stolen property;
- n. enforcing all criminal laws on school property and at school sponsored events and activities;
- o. apprehending criminals and suspected criminals;
- p. responding to emergencies including, but not limited to, medical emergencies and situations involving a threat of violence or harm to property or to any person who is on school property or is at a school sponsored event or activity;
- q. attending trainings provided by the District;

- r. collaborating with District and outside partners to provide training on various subjects to faculty and staff as agreed to by the Golden Valley Police Department and the District;  
meeting and collaborating with school administrators and District administrators to develop and work toward mutually agreed upon goals;
- s. in collaboration with the School District, assisting with organizing, facilitating, and leading “lock down” drills for students and staff, which shall occur twice per school year;
- t. upon request, attending conferences with students, parents, and staff members to assist students with crime prevention or other law enforcement related issues;
- u. except as otherwise required by law, maintain confidentiality in all matters;
- v. learning about wrap around services available to students in the community and in the Schools and refer students to said services as appropriate to meet the Desired Outcomes;  
working with school staff to develop plans and strategies to prevent and minimize dangerous situations at the Schools;
- w. abiding by the shared enforcement philosophy in paragraph 8 of this Agreement;
- x. as applicable, participating in all activities related to the City’s role and responsibilities as stated in paragraph 8 herein and the District’s roles and responsibilities as stated in paragraph 10 herein; and
- y. when necessary, providing assistance to other law enforcement and government agencies in matters regarding their assigned school, provided said assistance is consistent with the terms of this Agreement.

If the Officer takes law enforcement action at the Schools, the Officer shall make the principal aware of such action as soon as practicable. Whenever practicable, the Officer shall advise the principal before requesting additional police assistance on campus. If use of force becomes necessary, the Officer shall follow all applicable city, state, and federal laws, rules, regulations and policies, as well as all requirements of this Agreement.

**10. ROLES AND RESPONSIBILITIES OF DISTRICT.**

The District agrees to assume the following roles and responsibilities:

- a. Continue restorative practice in the school community and include the Officer in relevant trainings.
- b. Share any applicable **Continuity of Operations Plan with all City staff** working in District buildings.
- c. Communicate the presence of an Officer in the Schools to all students and families, including ways for students and families to contact the officer, provide feedback or submit complaints about the Program or the Officer.
- d. Solicit regular feedback and direction about the Program directly from students and parents or guardians and share summary data regarding said feedback with the City and Police Department.

- e. Provide the Officer accurate and complete information regarding the District's disciplinary policies, procedures, and pilot programs relating to school safety.
- f. Invite the Officer to trainings intended for all building staff as appropriate.
- g. Provide the City with a written appraisal of the services rendered by the Officer at the end of each contract term.
- h. Immediately notify the City in writing of any performance deficiencies or inappropriate conduct of City staff, including notifying the City of complaints by school officials, parents, guardians, or students regarding the behavior of the Officer within 5 business days.

11. Emergency Situations

- a. The Parties acknowledge that from time to time an emergency situation may arise that poses a substantial and immediate threat to human safety or to property with the risk of substantial damage. School personnel having knowledge of any such emergency situation should immediately notify (or cause to be notified) Golden Valley Police Department by dialing 911 and, if practicable, notifying the Officer and the principal.
- b. Nothing in this section or this Agreement shall prevent the principal from reporting possible criminal activity or conduct by a person who is not a student of the Schools. Nothing in this section or this Agreement shall prevent School personnel from complying with all applicable reporting requirements under state and federal law.
- c. All government data that are collected, created, received, or maintained as a result of this Agreement will be handled in accordance with all applicable federal and state laws, including, but not limited to, the Minnesota Government Data Practices Act ("MGDPA"). The Parties recognize that educational data maintained by the District are protected under the MGDPA and under and the Family Educational Rights Privacy Act ("FERPA"), including its implementing regulations at 34 C.F.R. part 99. The Parties acknowledge that unless a statutory exception applies, the District may not disclose private educational data to an Officer without the written consent of the student's parent or guardian (or the written consent of the student if the student is eighteen years of age or older); a lawfully issued subpoena; or a court order. Nothing in this Agreement may be construed to modify the responsibilities of either party under the MGDPA or the District's responsibilities under FERPA.
- d. Officers will not use prone restraint or other forms of restraint that are prohibited by law. Officers will attend the District's chosen de-escalation and restraint/seclusion annually and will abide by the practices as provided in those trainings.

**12. TRANSPORTING STUDENTS.**

The Officer shall not transport students in Police Department vehicles except:

- a. When the students are victims of a crime, under arrest, experiencing a medical emergency, or some other emergency circumstance exists.
- b. The Officer shall notify school personnel before removing a student from the Schools.

### **13. MEASURING SUCCESS.**

- a. To achieve desired outcomes, except as otherwise required or prohibited by law, the Parties shall collect the following anonymized data disaggregated by race, gender and age:
  - i. Student arrest data;
  - ii. Student attendance data;
  - iii. Diversion and restorative practice program data;
  - iv. Reports of discrimination, bullying, and harassment;
  - v. Number of times Officer presence is requested by building staff, including name of staff member requesting officer presence, reason for request, and outcome;
  - vi. Amount of time the Officer spends on law enforcement activities, disciplinary activities, attending school events and functions, meeting with students and families, etc.;
  - vii. Perception of safety data from parents, students and staff;  
Law enforcement data, including police calls for service criminal charges, and arrests in school-related incidents. This data shall include, at a minimum, whether the contact was a general law enforcement referral, a police call, a criminal charge, or an arrest; the referral source (e.g. administrator, staff member, student, etc.); whether the student was charged with a crime; the category of the crime charged; and student and referral source demographic data for all students and staff involved. The Police Department will compile this data in a statistical report (the "Activity Report") and provide it to the School District on a monthly basis. The Activity Report may also contain narrative data provided by students, parents or guardians, staff or the Officer, provided, however, that the Activity Report shall contain only public data.
- b. The Parties agree to conduct an annual performance evaluation of assigned City staff to include feedback from School district staff, students, parents or guardians of students and an annual equity analysis, including data disaggregated by race, ethnicity, gender/gender identity, and biological sex/sex-assigned-at-birth.

### **14. SUPPLIES AND EQUIPMENT.**

Each party shall provide any required clothing, uniforms, and equipment required for its employees to perform their duties under this Agreement. The District shall provide the Officer access to an office equipped with a desk, telephone, chairs, and office supplies to

be used for general business purposes. The City is responsible for providing the Officer with a vehicle and all necessary law enforcement equipment, including any necessary electronic devices.

**15. INDEMNIFICATION.**

To the fullest extent permitted by law, actions by the Parties pursuant to this Agreement are intended to be and shall be construed as a "cooperative activity" and it is the intent of the Parties that they shall be deemed a "single governmental unit" for the purposes of liability, all as set forth in Minnesota Statutes, Section 471.59, subd. 1a; provided further that for purposes of that statute, each party to this Agreement expressly declines responsibility for the acts or omissions of the other party. Each party also specifically intends that the single tort cap limits specified for cooperative agreements under Minn. Stat. § 471.59, subd. 1a, or as such statute may be amended or modified from time to time, shall apply to this Agreement and to the activities of the Parties hereunder. The statutory limits for the Parties may not be added together or stacked to increase the maximum amount of liability for either party. Neither party waives any defenses or immunities available under Minnesota Statutes Chapter 466.

**16. INSURANCE.**

The Parties shall maintain reasonable insurance coverage throughout the term of this Agreement. Each shall name the other party as an additional insured and such insurance policies shall not be cancelled or amended unless 30 days' written notice is provided to the other party.

**17. NOTICE.**

Any notice, demand, request or other communication that may or shall be given or served by the Parties, shall be deemed to have been given or served on the date the same is deposited in the United States mail, registered or certified postage prepaid and addressed as follows. If to the City: Attn: City Manager, City of Golden Valley, 7800 Golden Valley Road, Golden Valley, MN 555427. If to the District, Attn: Executive Director of Finance, Business Office, 4148 Winnetka Avenue N., New Hope, MN 55427.

**18. WAIVER AND ENFORCEMENT.**

The failure to insist on compliance with any term, covenant, or condition contained in this Agreement must not be deemed to be a waiver of that term, covenant, or condition, nor will any waiver or relinquishment of any right or power contained in this Agreement at any time be deemed to be a waiver or relinquishment of any right or power at any other time. Each party is responsible for its own costs, expenses, and any attorneys' fees associated with this Agreement and any related matters, including enforcement of this Agreement.

**19. EQUAL DRAFTING.**

In the event that either party asserts that a provision of this Agreement is ambiguous, this Agreement must be construed to have been drafted equally by the Parties.

**20. CHOICE OF LAW, FORUM, AND SEVERABILITY.**

This Agreement is governed by the laws of the State of Minnesota, without regard to its conflict of laws provisions. The Parties agree that the Minnesota state and federal courts will have exclusive jurisdiction over any dispute arising out of this Agreement. If a court determines that any part of this Agreement is unlawful or unenforceable, the remaining portions of the Agreement will remain in full force and effect.

**21. ENTIRE AGREEMENT; AMENDMENTS.**

This Agreement constitutes the entire agreement between the Parties and no other agreement prior to this Agreement or contemporaneous herewith shall be effective except as expressly set forth or incorporated herein. Any proposed amendment shall not be effective unless it is set forth in writing, approved, and signed by both Parties.

**CITY OF GOLDEN VALLEY**

\_\_\_\_\_  
Mayor

\_\_\_\_\_  
Date

\_\_\_\_\_  
City Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief of Police

\_\_\_\_\_  
Date

**INDEPENDENT SCHOOL DISTRICT NO. 281**

\_\_\_\_\_  
School Board Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Board Clerk  
Manager Name, Title

\_\_\_\_\_  
Date



To: Cabinet  
Re: Contracted Transportation Invoices

### **Transportation providers**

Robbinsdale Area Schools currently has six contracted transportation vendors:

- Durham School Services
- Integrated Student Transportation
- E-efficient School Transportation
- Collaborative Student Transportation
- Safetree Student Transportation
- Mainline Student Transportation

### **Processing invoices**

Vendors send invoices to the Director of Transportation, Carrie Johnson, who reviews each invoice for accuracy and submits a check request to the Finance Department. The Assistant Director of Finance, Ginny Verbrugge, reviews the invoice and check request and sends the invoice and check request to Chou Vang in accounts payable to process and pay.

The vendors have asked for a 20-day turnaround period for payments. This helps them process their payments and pay their employees.

If we had the invoices sent to the Board of Education for approval, this would delay our response and leave very little time for our transportation and finance departments to review the invoices.



To: Board of Education  
Re: Professional Development/Travel Expenses

Robbinsdale Area Schools offer staff many opportunities for professional development in a well-established system governed by contracts, and terms and conditions of employment, as well as administrative procedures and state statute. *The pertinent language from these contracts has been provided below.*

**Impact:**

There are a few reasons why professional development and travel are either bound by contract or time sensitive:

- The goal is to register for all professional development during early bird pricing.
- If travel is needed we look for the most affordable price and often we book the flights early.
- We are contractually obligated to support the following contract language.

**Educational Assistants**

**5-8-1 Professional Learning**

The District will provide up to sixteen (16) hours of Professional Learning during the school year for all Education Assistants. Education Assistants shall be paid at their regular hourly rate. If an Education Assistant wishes to attend a class after school hours, related to his/her position, he/she must first receive approval from the building principal or Program Director and then final approval from the Human Resources Office. If this additional time is approved, Education Assistants shall be paid at their regular hourly rate. These professional learning opportunities are above and beyond the sixteen (16) hours of Professional Learning.

**5-8-2 Training**

Any Education Assistant who is required to receive training for their job will be paid their normal rate of pay during that training.

**5-8-3 Professional Development Incentive**

Education Assistants may receive up to \$700.00 professional development incentive for completing courses in District approved subject areas. All courses must be pre-approved by the Human Resources Department. In order to receive the incentive, the Education Assistant must complete three (3) or more semester credits of college level courses, or fifty (50) or more hours of seminars/training/staff development in the approved subject areas within two (2) years of receiving approval. The District will fund a maximum of twenty-five (25) professional development incentives not to exceed \$10,000 total. Reimbursement will be made to Education Assistants on a first come, first served basis. To receive reimbursement an official transcript or certificate of completion/attendance must be submitted, along with proof of payment, to the Human Resources Department.



## **Nutrition Services**

### **7-6 Training, Conventions and Seminars**

The district will pay the following fees or provide reimbursement for Nutrition Services employees. To receive reimbursement, employees must submit their request and required documentation to the Nutrition Services Program Director. Failure to submit the completed applications or necessary paperwork to the Nutrition Services Program Director will result in the employee being solely responsible for the following fees.

- Robbinsdale Nutrition Services has a district-owned membership through the School Nutrition Association. All employees will be enrolled as a member with the School Nutrition Association at no cost to the employee.
- Fees for School Nutrition Association certification application.
- Up to \$175 toward state or national conference registration per school year. This will be limited to 50% of the Nutrition Services employees on a first come/first served basis or the District may equally distribute the budgeted funds if more than 50% wish to attend.
- One (1) ServSafe, or other approved food safety courses and one (1) SNA core class within the first six (6) months of employment
- Minnesota Department of Health Food Service Manager's Certificate application and renewal fee for category I, category II, category IV and managers.

## **Principals**

### **5-6 Conference Attendance**

Head principals can request to attend a national conference or comparable conference at reasonable cost every other year. In the alternate year, they can request to attend a state conference or comparable conference. Assistant principals can request to attend a national conference or comparable conference at a reasonable cost every third year. In the alternate years, they can request to attend a state conference or comparable conference.

## **Program Assistants**

### **11-2 Education/Certification Increase**

An employee may earn up to \$1,000 additional compensation each year by taking specific additional training. That training must be directly related to the duties of the position held by the employee, at employee's expense. In order to qualify for any additional compensation the training must: A. Be received outside of the work site. B. Be graded or rated by an outside evaluator. C. Be rewarded with some kind of rating, certificate of skill related diploma. All training must be pre-approved by the supervisor and Human Resources.



## Directors

### 11-2 Professional Development, Continuing Education & Technology Investment

The school district shall make reimbursements for tuition and/or registration expenses for advanced college or certification coursework, which pertains directly to the position. Reimbursement for technology purchase (not services such as internet in the home) may be made in lieu of coursework reimbursement. The reimbursements shall consist of 100% of the first \$1,000 spent, and 50% of the next \$3,000 for a total annual maximum of \$2,500. Technology reimbursements shall not exceed \$1,000 per year. Expenditures will require pre-approval from the Executive Director to whom the program director reports. Stipends for technology may not be submitted during the year of planned separation from the district.

### 11-3 National Conferences

In order to stay current with the issues in their field, Program Directors can request to attend a national conference or comparable conference at a reasonable cost every other year, with supervisor pre-approval.

## Teachers

### 11-2-5 Staff Development

#### Professional Learning Advisory Committee (PLAC)

The Federation of teachers shall have a majority of the members on the District Staff Development Committee. The chair of the committee shall be appointed by the Federation President. This committee shall allocate the district's staff development funds in accordance with the Minnesota Statute and shall approve staff development activities. Staff development committees in each building shall comprise a majority of teachers elected by the teachers in the building. The staff development committee will focus on the District's strategic plan and Unified District Vision and must adopt a staff development plan for improving student achievement.

[425 AP: Professional Learning](#)

## State Statute

### 122A.60 Staff Development Program

Subdivision 1. **Staff development committee.**


(a) A school board must use the revenue authorized in section [122A.61](#) for:

(1) teacher development and evaluation plans under section [122A.40](#), subdivision 8, or [122A.41, subdivision 5](#);

(2) principal development and evaluation under section [123B.147, subdivision 3](#);

(3) in-service education programs under section [120B.22, subdivision 2](#); and

(4) other staff development needs.



(b) The board must establish an advisory staff development committee to develop the plan, assist site professional development teams in developing a site plan consistent with the goals of the plan, and evaluate staff development efforts at the site level. A majority of the advisory committee and the site professional development team must be teachers representing various grade levels, subject areas, and special education. The Professional Learning Advisory Committee (PLAC) must also include non teaching staff, parents, and administrators.



To: School Board  
Re: Contracted Services

Contracted services increased in the fiscal year 2021-2022 by almost 7.6 million compared to the fiscal year 2020-2021. Many of these services were not at normal expense amounts due to Covid-19 in the fiscal year 2020-2021 and the distance learning that was taking place for a good portion of the year.

Most of these services returned to levels or increased for the fiscal year 2021-2022. The amounts listed below are the areas that have the largest increases. Some areas did see smaller increases and others areas saw decreases from 2020-2021 to 2021-2022.

<b>Service</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>Difference</b>
Contracted Services	\$2,924,551.51	\$4,047,391.51	\$1,122,840.00
School Resource Officer	\$100,038.64	\$590,740.58	\$490,701.94
Electric Service	\$1,790,329.09	\$2,145,133.78	\$354,804.69
Natural Gas	\$515,129.92	\$920,951.21	\$405,821.29
Transportation	\$5,207,158.18	\$11,660,349.22	\$6,453,191.04
Tuition Paid to other MN Dist	\$794,749.31	\$1,924,638.83	\$1,129,889.52
Totals	\$11,331,956.65	\$21,289,205.13	\$9,957,248.48



**To: Board of Education**  
**Date: August 11, 2023**  
**Re: Reading to Ensure Academic Development (READ) Act**

The state legislature seeks to have every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and special education students. It focuses on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency; and the development of oral language, vocabulary, and reading comprehension skills.

Link to READ ACT: <https://education.mn.gov/MDE/dse/READ/>

READ Act Requirements	District Requirements in Place	Impact to the District
<p>2026-2027 The district must provide evidence-based reading instruction based on structured literacy.</p>	<p>District currently has an evidenced based reading curriculum</p>	<p>In January of 2024 MDE will share with Districts the approved curriculums.</p> <p>If the District curriculum is not on the approved MDE list Districts can</p> <ul style="list-style-type: none"> <li>● Appeal and request to continue with the current curriculum.</li> <li>● Purchase curriculum from the required list provided after the comprehensive curriculum review.</li> </ul>
<p>July 2024 Teachers and instructional support staff with responsibility for teaching reading must be provided with MDE approved training starting July 2024. The training must include how to implement a Structured Literacy approach in which instruction is explicit, systematic, and evidence-based in phonemic awareness, phonics, fluency,</p>	<p>Elementary teachers, English Language Learning teachers, Secondary Reading and Special Education teachers all currently receive professional learning in Science of Reading and elements of structured literacy.</p>	<p>District will need to:</p> <ul style="list-style-type: none"> <li>● provide continued professional learning to complete Science of Reading Units 5-8</li> <li>● continue to provide onboarding for new teachers in Science of Reading</li> </ul>



<p>vocabulary, oral language development and comprehension. (Science of Reading)</p>		
<p>Each district must have a Literacy Plan that includes: a) the process of assessing students' foundational reading skills, oral language and reading proficiency; b) a process to notify and involve parents; c) a description of evidence-based instructional practices; d) curricular resources and interventions used in the district; e) staff development needs and a plan to meet those needs with data about staff that have completed the approved training; and f) whether the district uses an MTSS framework.</p> <p>A new Local Literacy Plan template will be available in March 2024 with first submission to MDE due in June 2024.</p>	<p>The District currently has a Literacy Plan that includes most of these elements already that is currently being updated by members of the Curriculum and Instruction Department to include newly required elements.</p>	<p>District will need to:</p> <ul style="list-style-type: none"> <li>• Continue to update this document and post on the district website.</li> </ul>
<p>Each district must screen K-3 students twice a year using a tool approved by MDE and report the results to parents.</p>	<p>RAS screens all students in Reading K-5 three times a year (fall, winter and spring).</p> <p>District will currently have suggested parent reports for teachers to give to parents.</p>	<p>No change for k-5</p> <p>District will need to:</p> <ul style="list-style-type: none"> <li>• Require teachers to provide documentation to parents on screener results.</li> </ul>
<p>Each district must submit data on student performance in K-3 on foundational reading skills to MDE each year by 15th of June of each year..</p>	<p>RAS currently complies with this requirement by submitting the required Dyslexia reports to MDE.</p>	<p>none</p>



<p>Each district must screen students in grades 4 and above who have not demonstrated mastery of foundational reading skills</p>	<p>RAS screens all students in Reading grades 6-10 twice a year (fall and winter).</p> <p>RAS does not screen grades 11 and 12 in Reading.</p>	<p>District will need to:</p> <ul style="list-style-type: none"> <li>• Grades 6-10 will need to screen students in the spring.</li> <li>• Grades 11 and 12 will need to screen students in Reading in the fall and the spring.</li> </ul>
<p>Students in grades K-3 and above who have not demonstrated mastery of foundational reading skills must continue to receive evidence-based instruction, interventions and progress monitoring until the student achieves grade-level proficiency.</p>	<p>In grades K-3 most students that are below grade level receive evidence-based instruction, interventions and progress monitoring.</p> <p>These interventions are provided by either classroom teachers or support staff.</p> <p>Qualification for intervention varies depending on individual school and resources available.</p>	<p>District will need to:</p> <ul style="list-style-type: none"> <li>• ensure that all students below grade level are receiving interventions.</li> <li>• Train more staff to provide interventions so that all students below grade level will receive the needed intervention.</li> <li>• Review current EA contract and determine additional days of professional development.</li> </ul>
<p>Students in grades 4 and above who have not demonstrated mastery of foundational reading skills must continue to receive evidence-based instruction, interventions and progress monitoring until the student achieves grade-level proficiency.</p>	<p>In grades 4-5 most students that are below grade level receive evidence-based instruction, interventions and progress monitoring.</p> <p>These interventions are provided by either classroom teachers or support staff.</p> <p>Qualification for intervention varies depending on individual school and resources available.</p> <p>In grades 6-8 most students that are below grade level receive evidence-based</p>	<p>District will need to:</p> <ul style="list-style-type: none"> <li>• ensure that all students below grade level are receiving interventions.</li> <li>• more staff trained to provide interventions so that all students below grade level will receive the needed intervention.</li> <li>• Review current EA contract and determine additional days of professional development.</li> </ul>



	<p>instruction, interventions and progress monitoring.</p> <p>In grades 9-12 some students that are below grade level receive evidence-based instruction, interventions and progress monitoring.</p>	
<p>Each district must use evidence-based curriculum and intervention materials at each grade level.</p>	<p>We currently use two curricular resources for intervention that are aligned with Science of Reading. PRESS and FASTBridge Interventions</p>	<p>None expected unless these resources are not on the list of approved resources by MDE.</p>
<p>Each district must employ a literacy lead by August 2025.</p>	<p>Currently in place, we have a K-5 Literacy Coordinator and a 6-12 Literacy Coordinator</p>	<p>none</p>
<p>Each district should adopt an MTSS framework.</p>	<p>The district currently has an MTSS framework in place.</p>	<p>none</p>
<p>Each district should provide a personal learning plan for students that do not demonstrate grade level proficiency.</p>	<p>This varies by individual school site</p>	<p>The District will need to:</p> <ul style="list-style-type: none"><li>• Create a consistent personal learning plan to be used across RAS.</li></ul>



To: School Board  
Re: Transportation Fleet Update

### **Robbinsdale fleet summary**

Robbinsdale Area Schools currently has 63 school buses in its fleet. Of those, 16 were purchased this summer as a way of cycling out old, unreliable buses in the fleet, and to supplement our asset inventory to accommodate additional routes. [See the summary.](#)

This year marked the first time since 2012 buses were purchased by the district.

### **Bus life cycle**

The average life cycle of a School bus is 10 to 15 years. For the first 10-12 years of that life cycle, a bus is assigned a regular school route. The final three years of its life cycle, the school bus is assigned as a spare before being decommissioned. The weather can also affect the life of a school bus, and that is also taken into consideration.

With new safety features coming out all the time, we want to make sure we have the safest buses for our students.

### **Changes to maintaining the fleet**

Prior to COVID when pricing was lower and production times were four or five months, to keep the fleet fresh, many public school districts and contractors were trading school buses in around the five-year mark when the paint warranty expires and the bus still has a good residual.

In today's climate, with production being over a year and pricing continuing to climb, organizations are choosing to keep their buses longer. While the bus will lose trade value, there are savings with the cost of the new buses going up.

There's a balance in turning over the fleet at the right time, and it hinges on when maintenance costs start exceeding the value of the bus, coupled with needing to replace it with a new one.

### **Sale and auction of buses**

Buses go up for auction when the cost to repair the bus is more than the value of the bus. Auctions typically result in a net sale of approximately \$1,500 as the bus holds very little value.



To: School Board  
Re: [Transportation Weather Procedures](#)

Sometimes Robbinsdale Area Schools may be forced to close school or dismiss early because of extreme temperatures or significant snow. In these cases, the safety and well-being of students and staff is the district's priority.

These kinds of decisions impact every school, program and activity, and it's important to ensure all families, staff and other stakeholders receive accurate and timely information.

Decisions to cancel school because of weather aren't made lightly, and typically happen early in the morning after road and travel conditions are assessed.

### Resources

- [Publicly available winter weather closing guide and e-learning plan](#)
- [Internal protocol for early dismissal communications](#)
- [Internal protocol for school cancellation communications](#)


## Process and procedures

### Twin Cities office of the National Weather Service

The Twin Cities office of the National Weather Service (NWS) is the first to act in the event a weather event could impact school. The NWS will first send out emails with detailed forecasts to school districts and other organizations when there's a chance for extreme weather in Minnesota. The Superintendent, Director of Transportation, and a member of the communications team receive those emails.

In the days leading up to a storm, the NWS will conduct daily webinars to inform school districts about the scope, impact and risks of the storm. The Superintendent, Director of Transportation and a member of the communications team are invited to those webinars.

The day before an extreme weather event, the NWS will conduct afternoon and evening webinars to provide up-to-the-hour information about the storm and its potential impacts. The morning of a storm, a **4 a.m. webinar** takes place. If the storm has begun, information about road and bus stop conditions is provided. If the storm is hours from arrival, the latest forecast information is shared.



Throughout the process, the NWS provides a decision support briefing packet and hourly forecasts for our location, which include snowfall amount probabilities and other information. We can always call them if we need more clarification about a storm.

### **Winter Weather Collaborative Group**

In addition to NWS information and storm guidance, the Director of Transportation participates in a local Winter Weather Collaborative Group of other school district transportation directors to discuss regional plans with regard to a storm. Each time a weather event comes up, we log in and share out what our district is planning to do.

### **During a storm**

During an extreme winter storm, **by 4 a.m.**, district leadership coordinates with our local government partners, such as city public works departments and local law enforcement, to get updates about road conditions.

The Superintendent, Executive Director of Facilities, Operations and Transportation, and Director of Transportation will also work with district transportation vendors, metro area school districts, and other local officials to gather information about travel conditions and what students may encounter while walking to school or standing at a bus stop.

In the event the weather is making transportation or the bus stop experience dangerous, **by 4:30 a.m.** the Superintendent will call a Google meeting to discuss with the cabinet all the information learned to make a closure-decision for the district. This call is scheduled based on the early bus check-in time of 6 a.m. every morning. In the event of a cancellation, **a decision must be made no later than 5 a.m., with communications going out no later than 5:30 a.m.**

In the event a storm forecast is so extreme to allow for a cancellation announcement the day before, communications must go out by **9 p.m.**

### **Daytime storm**

The process is much the same for a potential early dismissal. Decisions must be made no later than **9 a.m.** with final communications distributed no later than **10 a.m.**



To: Cabinet  
 Date: August 11, 2023  
 Re: Workshop Week 2023

### 2023-24 Workshop Week Overview

<b>Monday, Aug. 28</b>						
8:00 - 3:40	All staff report to buildings <ul style="list-style-type: none"> <li>Teacher Work time</li> <li>Building specific - Culture, Climate, and Safety</li> </ul>					
<b>Tuesday, Aug. 29</b>						
7:15-8:45	Robbinsdale Federation of Teachers Breakfast - Optional					
9:00-3:40	All staff report to buildings <ul style="list-style-type: none"> <li>Teacher Work Time</li> <li>Building Specific Professional Development Time</li> </ul>					
		<b>Strategic Plan</b>		<b>Outcomes</b>		<b>Student Achievement</b>
<b>Wed, Aug. 30</b>	8:00 am - 11:00 am	District Professional Learning - Curricular resources and standards mapping with grade-level or department band	Academic Achievement - Staff will develop learning opportunities for students utilizing new curricular resources and standards.	<ul style="list-style-type: none"> <li>Early Learning: Instructional practices aligned to School Improvement Plan</li> <li>Elementary: Math Standard align to curricular resource</li> <li>Secondary: New Resource adoption onboarding</li> </ul>	<ul style="list-style-type: none"> <li>Early Learning staff will be prepared to deliver high quality instruction<sup>35</sup></li> <li>Teachers will be prepared to deliver high quality instruction to students in math and other content areas.</li> </ul>	
	11:00-12:00	<b>Travel &amp; Lunch</b>				
	12:00 pm - 3:40 pm	District Required Self-Paced Online Modules	Some training is required annually by MDE  Others align to Strategic Plan Themes A, B, and C by training teachers to be responsive to individual student needs, deliver high quality instruction, and create safe and civil schools.	<ul style="list-style-type: none"> <li>Complete self-paced required training (<a href="#">view outcomes here</a>)             <ul style="list-style-type: none"> <li>Blended Learning</li> <li>Native American Standards</li> <li>Ableism</li> <li>Homeless &amp; Highly Mobile</li> <li>Seizure Training</li> <li>Mandated Reporter</li> <li>K-2 FAST Training</li> <li>Bullying Prevention</li> <li>Cybersecurity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Student impact from each of the modules <a href="#">linked here</a>.</li> </ul>	

<b>Thursday, Aug. 31</b>	8:00 am -3:40	All Staff report to buildings <ul style="list-style-type: none"> <li>● Building Specific Professional Learning or Teacher Work Time</li> <li>● *District Required Self-Paced Online Modules - if needed</li> </ul>
<b>Friday, Sept. 1</b>	<b>Optional</b> flex day	All Staff report to buildings <ul style="list-style-type: none"> <li>● Teacher Work Time</li> </ul>

## District Professional Development Intended Outcomes

### Fall 2023 - Spring 2026

Building PD Topics		Intended Outcomes	Alignment to Strategic Plan
Culturally and Linguistically Responsive Teaching	'23-24	<ul style="list-style-type: none"> <li>We will run Cadres (cohorts) through an Instructional Support and Development Coaching (ISD).</li> <li>Additional staff will be trained in Culturally and Linguistically Responsive Teaching..</li> <li>We will anticipate that early adopters utilize CLRT strategies in their classroom.</li> <li>Administrators will participate in one-to-one mentorship with Dr. Hollie.</li> </ul>	<ul style="list-style-type: none"> <li>Theme A: Academic Achievement               <ul style="list-style-type: none"> <li>Enhance cultural relevance of curriculum for students                   <ul style="list-style-type: none"> <li>1a. Implement culturally responsive teaching and culturally relevant instructional resources</li> </ul> </li> </ul> </li> </ul>
	'24-25	<ul style="list-style-type: none"> <li>Early adopters will participate in specific CLRT workshops: Academic Literacy, Academic Vocabulary, Academic Language and a CLRT Refresh/Booster.</li> <li>New implementers will participate in coaching from CLRT staff.</li> <li>Primary focus is implementation in the classroom.</li> <li>Administrators will participate in leadership discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Theme A: Academic Achievement               <ul style="list-style-type: none"> <li>Enhance cultural relevance of curriculum for students                   <ul style="list-style-type: none"> <li>1a. Implement culturally responsive teaching and culturally relevant instructional resources</li> </ul> </li> </ul> </li> </ul>
	'25-26	<ul style="list-style-type: none"> <li>All licensed staff will have participated in the Foundations and Jumpstart training.</li> <li>All licensed staff will have participated in the CLRT Binder Study.</li> <li>All licensed staff will have received three coaching sessions with the CLRT team.</li> <li>Early CLRT adopters will receive additional training in Academic Literacy, Academic Vocabulary, Academic Language.</li> <li>Within 3 years, all teachers will utilize CLRT strategies on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>Theme A: Academic Achievement               <ul style="list-style-type: none"> <li>Enhance cultural relevance of curriculum for students                   <ul style="list-style-type: none"> <li>1a. Implement culturally responsive teaching and culturally relevant instructional resources</li> </ul> </li> </ul> </li> </ul>
Science of	'23-24	<ul style="list-style-type: none"> <li>Implement Structured Literacy teaching framework</li> </ul>	<ul style="list-style-type: none"> <li>Theme A: Academic Achievement</li> </ul>

Reading		<p>with a focus on Phonics and Word Study.</p> <ul style="list-style-type: none"> <li>● Implement and use updated Phonics and Word Study scope and sequence using the LETRS Lesson Plan format.</li> <li>● Explicitly teach and practice Phonemic Awareness and Phonics skills daily using SOR best practices.</li> <li>● Use data to drive instructional decisions.</li> <li>● Provide Science of Reading best practice interventions for students performing below grade level expectations in Phonemic Awareness and Phonics.</li> </ul>	<ul style="list-style-type: none"> <li>○ Increase responsiveness to individual student needs <ul style="list-style-type: none"> <li>■ 2a. Implement a blended learning instructional framework throughout RAS</li> </ul> </li> </ul>
	'24-25	<ul style="list-style-type: none"> <li>● Implement Structured Literacy teaching framework with a focus on Comprehension and Vocabulary</li> <li>● Explicitly teach and practice comprehension and vocabulary acquisition skills using SOR best practices.</li> <li>● Effectively utilize small group instruction in the Literacy Block.</li> <li>● Use data to drive instructional decisions.</li> <li>● Provide SOR best practice interventions for students performing below grade level expectations in Comprehension and Vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Theme A: Academic Achievement <ul style="list-style-type: none"> <li>○ Increase responsiveness to individual student needs <ul style="list-style-type: none"> <li>■ 2a. Implement a blended learning instructional framework throughout RAS</li> </ul> </li> </ul> </li> </ul>
	'25-26	<ul style="list-style-type: none"> <li>● Implement Structured Literacy teaching framework with a focus on Writing.</li> <li>● Continue to implement Structured Literacy teaching framework with Phonemic Awareness, Phonics, Comprehension and Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● Theme A: Academic Achievement <ul style="list-style-type: none"> <li>○ Increase responsiveness to individual student needs <ul style="list-style-type: none"> <li>■ 2a. Implement a blended learning instructional framework throughout RAS</li> </ul> </li> </ul> </li> </ul>
Restorative	'23-24	Intensive: Buildings will have individual goals set with LRC.	<ul style="list-style-type: none"> <li>● Theme B: Student Wellness</li> </ul>

Practices		Exploratory: Building will gain knowledge of Restorative Practices.	<ul style="list-style-type: none"> <li>○ Improve student-staff connection</li> <li>○ Increase student access to school opportunities, programs, and activities</li> <li>○ Increase support for student social, emotional, and mental wellness</li> <li>○ Strengthen practices around student, staff, and school safety</li> </ul>
	'24-25	Intensive: Buildings will have individual goals set with LRC. Exploratory: Buildings will implement Restorative Practices.	<ul style="list-style-type: none"> <li>● Theme B: Student Wellness <ul style="list-style-type: none"> <li>○ Improve student-staff connection</li> <li>○ Increase student access to school opportunities, programs, and activities</li> <li>○ Increase support for student social, emotional, and mental wellness</li> <li>○ Strengthen practices around student, staff, and school safety</li> </ul> </li> </ul>
	'25-26	Intensive: Buildings will have individual goals set with LRC. Exploratory: Buildings will enter into intensive training and set building goals.	<ul style="list-style-type: none"> <li>● Theme B: Student Wellness <ul style="list-style-type: none"> <li>○ Improve student-staff connection</li> <li>○ Increase student access to school opportunities, programs, and activities</li> <li>○ Increase support for student social, emotional, and mental wellness</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Strengthen practices around student, staff, and school safety</li> </ul>
Culture, Climate, and Safety	'23-24	<ul style="list-style-type: none"> <li>● Elementary Teachers (K-5) will have completed the Bullying Prevention Unit Training/Second Step Program.</li> <li>● Site/Campus Administrators will have the opportunity to participate in a STOIC 101 level-set prior to the start of 23-24.</li> <li>● All classroom teachers will have a classroom management plan accessible to students, families and staff.</li> <li>● All staff will be trained in Emergency Response Procedures</li> </ul>	<ul style="list-style-type: none"> <li>● Theme B: Student Wellness <ul style="list-style-type: none"> <li>○ Improve student-staff connection</li> <li>○ Increase student access to school opportunities, programs, and activities</li> <li>○ Increase support for student social, emotional, and mental wellness</li> <li>○ Strengthen practices around student, staff, and school safety</li> </ul> </li> </ul>
	'24-25	<ul style="list-style-type: none"> <li>● All campuses K-8 will participate in Bullying Prevention Month (Unity Day).</li> <li>● All Site Administrators will participate in a STOIC Training.</li> <li>● All classroom teachers will have participated in a training on "Classroom Expectations" using asset based language</li> <li>● All staff will be trained in Emergency Response Procedures</li> </ul>	<ul style="list-style-type: none"> <li>● Theme B: Student Wellness <ul style="list-style-type: none"> <li>○ Improve student-staff connection</li> <li>○ Increase student access to school opportunities, programs, and activities</li> <li>○ Increase support for student social, emotional, and mental wellness</li> <li>○ Strengthen practices around student, staff, and school safety</li> </ul> </li> </ul>
	'25-26	<ul style="list-style-type: none"> <li>● Select staff will have participated in the Catalyst 12 Foundational Skills.</li> <li>● Select staff will have participated in the 28 Additional Strategies.</li> <li>● All Site Administrators (Principal/Assistant Principals)</li> </ul>	<ul style="list-style-type: none"> <li>● Theme B: Student Wellness <ul style="list-style-type: none"> <li>○ Improve student-staff connection</li> </ul> </li> </ul>

		<p>will have participated in STOIC Instructional Leadership/Coaching Feedback training.</p> <ul style="list-style-type: none"> <li>• All Campuses K-12 will participate in Bullying Prevention Month K-12.</li> <li>• All staff will be trained in Emergency Response Procedures</li> </ul>	<ul style="list-style-type: none"> <li>○ Increase student access to school opportunities, programs, and activities</li> <li>○ Increase support for student social, emotional, and mental wellness</li> <li>○ Strengthen practices around student, staff, and school safety</li> </ul>
Native American Standards	'23-24	<ul style="list-style-type: none"> <li>• Introduction year: all classroom teachers will locate the Native American standards per grade level/content area.</li> <li>• Teachers will begin planning and locating culturally appropriate supplementary resources to meet the standards.</li> <li>• Consultation with the American Indian Parent Advisory Committee and the Indian Education team.</li> <li>• American Indian Culture and Language classes required K-12. Language and culture tables are acceptable in absence of a licensed language teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Theme A: Academic Achievement <ul style="list-style-type: none"> <li>○ Enhance cultural relevance of curriculum for students <ul style="list-style-type: none"> <li>■ 1a. Implement culturally responsive teaching and culturally relevant instructional resources</li> </ul> </li> </ul> </li> </ul>
	'24-25	<ul style="list-style-type: none"> <li>• All classroom teachers will review standards and align lesson plans to the Native American Standards.</li> <li>• All classroom teachers will compare, contrast, analyze contributions of MN Native American Tribes by grade levels, and content area.</li> <li>• All classroom teachers will review language, culture and the significant and complex history of Indigenous peoples.</li> <li>• Consultation with the American Indian Parent Advisory Committee, and the Indian Education team.</li> <li>• American Indian Culture and Language classes required K-12. Language and culture tables are</li> </ul>	<ul style="list-style-type: none"> <li>• Theme A: Academic Achievement <ul style="list-style-type: none"> <li>○ Enhance cultural relevance of curriculum for students <ul style="list-style-type: none"> <li>■ 1a. Implement culturally responsive teaching and culturally relevant instructional resources</li> </ul> </li> </ul> </li> </ul>

		acceptable in absence of a licensed language teacher.	
	'25-26	<ul style="list-style-type: none"> <li>All classroom teachers will be at full implementation of the Native American Standards.</li> <li>Consultation with the American Indian Parent Advisory Committee, and the Indian Education team.</li> <li>American Indian Culture and Language classes required K-12. Language and culture tables are acceptable in absence of a licensed language teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Theme A: Academic Achievement <ul style="list-style-type: none"> <li>Enhance cultural relevance of curriculum for students <ul style="list-style-type: none"> <li>1a. Implement culturally responsive teaching and culturally relevant instructional resources</li> </ul> </li> </ul> </li> </ul>
Math Standards	'23-24	<ul style="list-style-type: none"> <li>All classroom teachers will read and discuss their grade level standards a minimum of four times and reflect on student access to all those standards and ways to improve exposure.</li> <li>All classroom teachers will review Benchmark Achievement Level Descriptors 2-3 times and reflect on student access to standards at a proficient level or above, reviewing instructional materials in order to be at the depth and rigor for access to proficiency or above.</li> </ul>	<ul style="list-style-type: none"> <li>Theme A: Academic Achievement <ul style="list-style-type: none"> <li>Enhance cultural relevance of curriculum for students <ul style="list-style-type: none"> <li>1a. Implement culturally responsive teaching and culturally relevant instructional resources</li> </ul> </li> </ul> </li> </ul>
	'24-25	<ul style="list-style-type: none"> <li>All classroom teachers will read and reflect on the standards above and below one grade level that they teach.</li> <li>All classroom teachers will participate in math alignment across all grade levels, examining and understanding standards progression.</li> </ul>	<ul style="list-style-type: none"> <li>Theme A: Academic Achievement <ul style="list-style-type: none"> <li>Enhance cultural relevance of curriculum for students <ul style="list-style-type: none"> <li>1a. Implement culturally responsive teaching and culturally relevant instructional resources</li> </ul> </li> </ul> </li> </ul>
	'25-26	<ul style="list-style-type: none"> <li>All classroom teachers will implement rigorous number talks and math discourse with their</li> </ul>	<ul style="list-style-type: none"> <li>Theme A: Academic Achievement <ul style="list-style-type: none"> <li>Enhance cultural relevance of</li> </ul> </li> </ul>

		<p>students using academic math language and effective questioning strategies.</p> <ul style="list-style-type: none"> <li>All classroom teachers will focus on collaborative work in math, using a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures</li> </ul>	<p>curriculum for students</p> <ul style="list-style-type: none"> <li>1a. Implement culturally responsive teaching and culturally relevant instructional resources</li> </ul>
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Modules - '23-24	Intended Outcomes	Alignment to Strategic Plan
Ableism	All staff will have a basic understanding of Ableism and its impact.	
K-2 FAST	All staff will understand how to administer the FAST Assessments with accuracy and fidelity.	<ul style="list-style-type: none"> <li>Theme A: Academic Achievement <ul style="list-style-type: none"> <li>Increase responsiveness to individual student needs</li> </ul> </li> </ul>
Mandated Reporter/Seizure	<p>All staff will understand their role as a mandated reporter and know how to make a report if needed.</p> <p>All staff will know how to recognize a seizure and how to care for someone experiencing a seizure</p>	
Blended Learning	Teachers will deepen their practice of Blended Learning and employ best-practice strategies for	<ul style="list-style-type: none"> <li>Theme A: Academic Achievement <ul style="list-style-type: none"> <li>Increase responsiveness to</li> </ul> </li> </ul>


	student achievement.	individual student needs <ul style="list-style-type: none"> <li>■ 2a. Implement a blended learning instructional framework throughout RAS</li> </ul>
Homeless and Highly Mobile	School Staff will gain knowledge about the impact of homelessness on students and how to refer for services.	<ul style="list-style-type: none"> <li>● Theme A: Academic Achievement <ul style="list-style-type: none"> <li>○ Increase responsiveness to individual student needs</li> </ul> </li> </ul>
Bullying Prevention	Teachers will be prepared and organized to facilitate the Second Step Program Bullying Prevention Units successfully	
Blocksi (Optional for Gr. 3-12)	Teachers in grades 3-12 will know how to use Blocksi as part of their classroom management.	
Cybersecurity	All staff will have an understanding of cybersecurity and how they can prevent cyber attacks.	



To: School Board  
Re: Career Pathways Information

### **Development of Career Pathways (spring/summer of 2023):**

- Collaborated with the Instructional Coaches from Cooper and Armstrong to identify the following:
  - Identify current CTE certified teachers and teachers interested in becoming CTE certified
  - Courses that are currently articulated and or CTE approved
  - Identify teachers that are interested in becoming CTE certified
- Site visits to several union training facilities: electrical, bricklayers, carpenters, iron works, drywall and painting, pipefitters, construction trades and others
- Created the four Career Pathways using our current course offerings at each high school
- Met with CTE teachers and departments from Armstrong, Cooper and Robbinsdale Academy
- Co-facilitated student (15 students) and teacher (13 teachers) focus group about Career Pathways development
- AHS and CHS will be offering the Intro to Education Course through MN Southwest State University based on student choice
- Met with teachers from AHS, CHS and RA about offering concurrent courses, how to get credentialed and options in developing these courses
- Met/Communicated with the following Post Secondary Institutions for partnerships for concurrent, articulated and PSEO options and teacher credentialing:
  - Hennepin Technical College
  - Minneapolis Technical and Community College
  - MN State University of
    - Southwest
    - Moorhead
    - Mankato
  - North Hennepin Community College
  - U of M Twin Cities Campus
  - [Additional Post Secondary Partner Institutions can be found in this LINK](#)
- Branding and marketing to map out next steps for fall roll out such as logo, website and materials
- Created a three year design and implementation plan for Career Pathway development
- Sent notifications out to students and families about new concurrent options for next year

- 
- Met with teachers and building admin to add Work Based Learning to AHS and CHS for 2023-2024 school year.

### **Warehouse:**

- Met with district architect to review possible classroom build out options for future CTE courses
- Created a classroom space at the warehouse for the 2023-2024 school year for EMR and EMT classes so students from both high schools will have access to this opportunity. This will serve up to 30 students
- Future option to move the CNA course to this location for accessibility

### **Fall Career Pathways Options (new for 23.24)**

- EMR, EMT, Intro to Education, Work Based Learning, Certified Nursing Assistant.

Document Links:

[3 Year Design and Implementation Presentation](#)

[3 Year design Plan](#)

[Career Pathways Doc](#)

[New Course Flyer 23.24](#)

[College Credit Option in RAS](#)



To: School Board  
Re: Board of Education Committees

Approved updates will be located on the Committees and Volunteer Opportunities page at:  
<https://www.rdale.org/community/committees-volunteer-opportunities>

## Committees and Volunteer Opportunities

Thank you for your interest in sharing your time and talents with our students and community! We have many ways to get involved. Some committees and volunteer opportunities are simply looking for passionate people willing to be involved, while others have bylaws and require more experience/expertise and approval by current members. If you have a particular interest or would like to join a committee, please contact the committee chair or contact person.

### Board of Education Committees

- + Ad Hoc Culture & Climate Committee
- + Ad Hoc Safety & Security Committee
- + Community Connect
- + Financial Advisory Council (FAC)
- + Legislative Action Coalition (LAC)
- + Other post-employment benefits (OPEB) Advisory Committee
- + Governance Policy Committee

**Expanded view of each committee:**

# Board of Education Committees

## Ad Hoc Culture & Climate Committee

Click here to add content

### Contact

ReNae Bowman, Director  
763-504-7992  
[renae\\_bowman@rdale.org](mailto:renae_bowman@rdale.org)

Kim Holmes, Vice Chair  
763-504-7994  
[kim\\_holmes@rdale.org](mailto:kim_holmes@rdale.org)

Caroline Long, Director  
763-504-7993  
[caroline\\_long@rdale.org](mailto:caroline_long@rdale.org)

## Ad Hoc Safety & Security Committee

Click here to add content

### Contact

ReNae Bowman, Director  
763-504-7992  
[renae\\_bowman@rdale.org](mailto:renae_bowman@rdale.org)

Kim Holmes, Vice Chair  
763-504-7994  
[kim\\_holmes@rdale.org](mailto:kim_holmes@rdale.org)

Caroline Long, Director  
763-504-7993  
[caroline\\_long@rdale.org](mailto:caroline_long@rdale.org)

## – Community Connect

The charge of the Community Connect Committee is to recommend to the School Board and district administration involvement in interactions and events that support the Unified District Vision (UDV).

Community Connect researches and initiates community conversations that build relationships with targeted audiences to:

- Assure student success
- Connect with families, parents, and guardians of our students
- Foster awareness of the benefits of Pre-12 education
- Engage community members such as district residents and businesses
- Promote ongoing positive community connections
- Foster mutual support between the district and the community it serves
- Share key messages of the district

### Contact

Dr. Greta Evans-Becker, Chair  
763-504-7998  
[greta\\_evans-becker@rdale.org](mailto:greta_evans-becker@rdale.org)

Kim Holmes, Vice Chair  
763-504-7994  
[kim\\_holmes@rdale.org](mailto:kim_holmes@rdale.org)

## – Financial Advisory Council (FAC)

The Robbinsdale Area Schools Financial Advisory Council (FAC) provides financial advice and support to the School Board and district administration, including evaluation of the district's economic conditions, development of future budget assumptions and review of the overall fiscal condition of the district.

### Contact

John Vento, Treasurer  
763-504-7995  
[john\\_vento@rdale.org](mailto:john_vento@rdale.org)

## — Legislative Action Coalition (LAC)

The Robbinsdale Area Schools Legislative Action Coalition (LAC) is a non-partisan group of parents/guardians, students and community members that advocate for legislation that supports our students and community.

### Contact

John Vento, Treasurer  
763-504-7995  
[john\\_vento@rdale.org](mailto:john_vento@rdale.org)

## — Other post-employment benefits (OPEB) Advisory Committee

The OPEB Advisory Committee oversee the investment of OPEB funds, which are designated for retiree health benefits.

### Contact

Helen Bassett, Director  
763-504-7997  
[helen\\_bassett@rdale.org](mailto:helen_bassett@rdale.org)

## — Governance Policy Committee

The Governance Policy Committee regularly reviews all policies. The governance committee brings forth suggested updates to the School Board for discussion and assists in implementation. The committee may also adopt model policies provided by the Minnesota School Board Association, in conjunction with the Minnesota School Association of Administrators.

### Contact

ReNae Bowman, Director  
763-504-7992  
[renae\\_bowman@rdale.org](mailto:renae_bowman@rdale.org)

Sharon Brooks, Clerk  
763-504-7996  
[sharon\\_brooks@rdale.org](mailto:sharon_brooks@rdale.org)

John Vento, Treasurer  
763-504-7995  
[john\\_vento@rdale.org](mailto:john_vento@rdale.org)



To: School Board  
Re: Data on Diversion

### **Current impact of working toward “More Resilient Robbinsdale” over the past few years**

Every youth should have the opportunity to reach their full academic potential, which requires that school environments be safe and nurturing for all. Disruptive or unsafe student behavior can be addressed in inclusionary, effective ways. Minnesota’s School-Based Diversion Model for Students (MN SBDM) seeks to address disruptive and unsafe student behavior in a way that is effective, and keeps youth in school – and out of the juvenile justice system.

### **MN Model Diversion Outcomes: Year 1 - Cooper High School:**

- Restorative Practices added to District Discipline Handbook as an option for all behavior consequences (except felony)
- 58 Robbinsdale Area Schools staff trained in Restorative Practices
- Community Education staff offered staff development in “Restorative Languages and Chats” during fall workshop week
- **66 students referred to Restorative Practices Diversion** (three declined)
  - 20 students referred by SRO in lieu of citation
  - 46 students referred by school staff due to behavior and in lieu of suspension
  - 32 students referred participated and received no suspension days (as compared to a typical 5-day suspension)
  - 31 students referred and participated were suspended 53 fewer days
  - Only 21% of students referred to diversion reoffended during the remainder of the school year
  - Disproportionality of suspensions for student of color reduced from 9.3% (2016-2017) to 6.7% (2017-2018)

### **Reflections after year one:**

*“This process was great and allowed us to stay friends and be at school.”* – student

*“I used to get mad and throw chairs, now I understand how to calm myself.”* – student

*“As a teacher, I am gaining skills to use in the classroom.”* – teacher

*“I am offering more and more diversion”* – SRO

### **MN Model Diversion Outcomes: Year 2: Cooper:**

**119 students were referred to diversion**, 9 declined. Of the 110 students who participated in diversion:

- 9 had an in-school suspension
- 89 had an out-of-school suspension

- 19 students had 1-2 days of out-of-school suspension
- 69 students had 3-5 days of out-of-school suspension
- 1 student had 6-8 days of suspension

End of year status for students served:

- 65% remained enrolled and transitioned to next grade
- 22% enrolled in a different school
- 11% graduated
- 2% unknown

**MN Model Diversion Outcomes: Year 3 Cooper and Armstrong:**

**166 students were referred, 28 declined.**

End of year status for students served:

- 77% remained enrolled and transitioned to next grade
- 11% enrolled in a different school
- 7% were seniors, and all of them graduated
- 5% unknown

*“Having the diversion work within our school provides a way for students to think about their actions and yet allows staff to provide strong supports and build a connection with the student, as well as for staff to understand the reason behind some behavior, as well as their own reactions to student behavior. We are grateful for this learning. —Staff reflection*

MN Model Diversion Year 4 and 5 transitioned during the pandemic and focused more on supporting academic integrity and community building and sense of belonging at the conclusion of the pandemic, The murder of George Floyd and Dante Wright had a huge impact on all. The district held many affinity circles for staff and students as they processed the impact of these murders on their community and sense of belonging. RAS shifted to the needs of students and staff.

This transition also created the opportunity for RAS to brainstorm and identify the next phase of restorative practices – moving from reaction to prevention through district-wide trauma-informed, culturally responsive, restorative schools

<b>Juvenile Citations to Hennepin County Attorney’s Office</b>					
<b>School</b>	<b>2018/2019</b>	<b>2019/2020</b>	<b>2020/2021</b>	<b>2021/2022</b>	<b>2022/2023</b>
Cooper	58	31	0	23	28
Armstrong	19	12	2	2	20



Highview	1	0	0	0	0
RMS	16	8	2	3	10
Sandburg	8	1	0	0	5
FAIR-Crystal	2	0	0	1	0
PMS	10	4	0	2	7
<b>TOTALS</b>	<b>114</b>	<b>56</b>	<b>4</b>	<b>31</b>	<b>70</b>



To: School Board  
Re: Recording and Videotaping Work Sessions

### **Video recording**

Beginning Monday, Aug. 7, 2023, all School Board work sessions will be audio recorded and videotaped. Recordings will be uploaded onto the website for public listening/viewing.

When two meetings take place on the same evening, as is the case on Aug. 7, our staff's recommendation is to make one recording rather than two. Key moments of each meeting, such as votes and adjournments, will be time stamped to expedite playback.

Staff consider the Aug. 7 date to be a test of making a single recording of both meetings.

### **Seating arrangements**

For work sessions, the members of the board of education will continue to sit at the board table because that is where microphones are currently set up.

Presentations to the school board during a work session will take place at the presentation table and/or podium, again to enable microphones to pick up the presenter's voice.

This arrangement also allows for a wide shot of the room and for close-ups of individual speakers.

### **New equipment installation update**

Installation is projected for August, once all components have been delivered to the installers' warehouse. The new equipment will enable us to livestream School Board meetings and work sessions. The plan for the new technology includes the addition of two overhead microphones where Listening Time speakers present their comments.

### **Owl device:**

The Owl device does not have a microphone that has the quality needed to capture conversations at work sessions. Additionally, it may not be compatible with the current recording and streaming equipment. The new equipment will be far superior to the Owl. We are exploring adding additional microphones in the room that would be able to capture conversations once the new equipment is installed.





To: School Board  
 Re: Sandy Hook Promise

## Robbinsdale Public Schools Implementation Timeline 2023-24

ACTION	Date to Complete by
<b>Say Something-Anonymous Reporting System (SS-ARS) Informational Meeting/Presentation</b> <ul style="list-style-type: none"> <li>Sandy Hook Promise (SHP) Leadership delivers SS-ARS Overview to key stakeholders</li> </ul>	<b>March, 2022</b>
<b>MOU Approval</b>	<b>May 8, 2023</b>
<b>Kickoff Meeting</b> <ul style="list-style-type: none"> <li>Kickoff meeting with Sandy Hook Promise to review Say Something-Anonymous Reporting System in detail, define roles and responsibilities, events/incidents and identify process/protocols</li> </ul>	<b>April 24, 2023</b>
<b>School-level Teams Created</b> <ul style="list-style-type: none"> <li>100% of schools that house students grades 6-12 must establish a team of 3-5 school-level admin to receive and manage tips</li> </ul>	<b>June, 2023</b>
<b>LEA Contact information received</b> <ul style="list-style-type: none"> <li>Provide Sandy Hook Promise with Dispatch contact information</li> </ul>	<b>June, 2023</b>
<b>SS-ARS-related domains / IP address approved</b> <ul style="list-style-type: none"> <li>Allow listing Say Something-Anonymous Reporting System-related domains and outgoing IP addresses ensures that all official email communications reach team members. These communications include notifications for trainings and new or updated tips</li> <li>Domains and IP address to be allowlisted: p3tips.com, p3campus.com, shp-ars.org, IP address 149.72.174.161</li> </ul>	<b>May, 2023</b>
<b>Trainings – Schedule and complete adult user training</b> <ul style="list-style-type: none"> <li>All school teams must be trained in the tip management process before students can be trained. Adult User Training</li> </ul>	<b>Aug. 1, 2023</b>

is delivered via live webinar (or in-person). Training is 90 minutes	
<b>Identify and Register SAVE Promise Clubs</b> for each participating school (club can be embedded into an existing club) <ul style="list-style-type: none"> <li>• <a href="#">SAVE Promise Club Website (scroll to the bottom of the page)</a></li> </ul>	<b>Aug. 30, 2023</b>
<b>Student Training Plan submitted</b> <ul style="list-style-type: none"> <li>• District Admin must submit a plan of when they plan to train their students, how many students they'll train, and what format of training they will use.</li> </ul>	<b>Aug. 30, 2023</b>
<b>School teams: Tip Test</b> <ul style="list-style-type: none"> <li>• Tip Test is conducted the Tuesday following the Adult User Training to verify that RAS is ready to implement Say Something-Anonymous Reporting System</li> <li>• A team receives a "Pass" on the Official Pre-Launch Tip Test when at least 3 of its members respond to the test properly</li> <li>• 100% of teams must pass the Tip Test.</li> </ul>	<b>Aug. 30, 2023</b>
<b>Communicate Say Something-Anonymous Reporting System initiative to staff, parents and the community</b> <ul style="list-style-type: none"> <li>• Materials/Resources provided by SHP</li> </ul>	<b>Sept. 15 to Oct. 15, 2023</b>
<b>Go-Live is the First Day of Student Training</b> <ul style="list-style-type: none"> <li>• Train students in Say Something-Anonymous Reporting System via Training Video (30 min) or SHP Presenter (60 minutes per session)</li> <li>• Awareness Materials are displayed in the schools</li> </ul>	<b>Sept. 15 to Oct. 15, 2023</b>
<b>2 Week Post Launch Check-in</b>	

Previous Communication in the Superintendent BOE Updates:

**March 13, 2023 Sandy Hook Promise Update:**

- During the 2021-22 school year, community members promoted the adoption and implementation of several products and services from Sandy Hook Promise at school board meetings. Sandy Hook Promise is a non-profit organization that offers free SEL curricular resources as well as a community-wide anonymous reporting system.
- The Assistant Superintendent and the Director of Curriculum and Instruction met with a representative from Sandy Hook Promise and a community member on 2/14/2022 for an introductory meeting about the products and services offered. A follow-up meeting was held on 3/29/2022 to further discuss the products and services and attain a deeper understanding of how they could function in Robbinsdale Area Schools.
- During the meeting on 3/29/2022, the representative from Sandy Hook Promise indicated that there was a one-year waiting period to implement the anonymous reporting system. This generated an additional meeting with Sandy Hook Promise and the Director of Curriculum and Instruction to ascertain the timeline of implementation. The Sandy Hook Promise representative confirmed that the earliest they could guarantee implementation is in the



spring of 2023.

- In November 2022 the Director of Curriculum and Instruction contacted Sandy Hook Promise to ascertain the availability of participating in the anonymous reporting system. Robbinsdale Area Schools are in the queue to begin implementation in the fall of 2023.
- In March of 2022, the Curriculum and Instruction staff logged onto the Sandy Hook Website to explore lessons. They learned that staff will have to have a separate account with Sandy Hook Promise. While the team was researching the curriculum, the Sandy Hook Promise network crashed. The curriculum is not aligned to MN state standards.
- On February 28th, secondary schools leaders learned about the components of Sandy Hook Promise and will be providing input.  
<https://docs.google.com/presentation/d/1gLcRKL7OI93y50PP3nwTGuw462GkJPkOYs8bdt83rDc/edit?usp=sharing> Here is the presentation.

It is important to know that adding a program and curriculum requires a process. We currently have Second Step curriculum, Gaggle which monitors our students usage of our devices, and an anonymous reporting system in Speak Up. Our next steps will be to review all information and meet with principals to determine our course of action.

2023

### **May 5, 2023**

- Signed Memo of Understanding (MOU) 5.2.23.
- Secondary schools are currently identifying the student group for the SAVE Promise Club and staff advisor.
- Secondary schools are currently identifying their administrator call list for the anonymous tip line.
- RAS leaders will work with the SHP team to develop an action plan and timeline in the next few weeks.

### **May 22, 2023**

- We had our Sandy Hook kick off meeting with Sandy Hook leaders on May 15th.



To: School Board  
Re: SRO Update

School Resource Officer

**Purpose:** The SRO will provide the followings services at the School:

- Promote the safety and welfare of staff and students.
- Work with the administrators and staff of the school by building relationships with students in the prevention of delinquency.
- The SRO will encourage positive attitudes and supportive behaviors toward school district policies and procedures as well as the law, and demonstrate and model the responsible exercise of authority.
- Actively support school district policy and procedures.
- Maintain awareness of all criminal or delinquency investigations or criminal interrogations being done at the school and, when necessary, provide information to school administration and district leadership. All questioning of the students will be in adherence with district policies and administrative procedures such as AP519.
- Perform investigations of criminal incidents occurring at the school and make proper referrals to law enforcement as serious matters may require.
- Provide input to school administration on matters relating to school building security and occupant safety.
- Participate in community and school efforts to promote positive youth development.
- To the extent possible and consistent with other responsibilities, the SRO will wear appropriate civilian attire while working at the school.
- Perform other duties and assume other responsibilities as may be agreed to between the City's Chief Law Enforcement Officer and district administration.
- It is required of Independent School District 281 to have any School Resource Officer participate in school diversion efforts, which are in alignment with our District Discipline Policy.
- For any school code violations identified or witnessed, the SRO will defer the student to the principal's office as disciplining students for code of conduct violations is a School District Responsibility.

**Schools/Police departments/number of School Resource Officers:**

**Plymouth PD**

Armstrong- two

PMS- one

**New Hope PD**

Cooper- two

**Robbinsdale PD**

RMS- one



### **Number of hours SRO work:**

Time spent by the SRO in excess of eight (8) hours in a day in the performance of SRO duties at the school will be on a specific, case-by-case basis requiring the advance approval of the City and the School District. The City retains the authority to recall the SRO if the person is needed to respond to an emergency occurring off of school grounds.

### **Extra support they provide after school:**

- School athletics: football and basketball games at Cooper and Armstrong
- School activities: dances

### **Sandburg Middle School and Golden Valley Pilot Review**

The city of Golden Valley did not renew their contract with Robbinsdale Area Schools to staff a SRO at Sandburg for the 2021-2022 school year. In order to support student safety and well being, the funds that Robbinsdale Area Schools set aside for the SRO were used to support students by providing an additional counselor. The pilot continued during the 2022-2023 school year.

### **SMS/Highview Staff and Student Input**

During the 2022-2023 school year, multiple stakeholders voiced the desire to reintegrate an SRO back at Sandburg/Highview. Stakeholder input included:

- **Staff survey:** In May of 2023 staff were surveyed at SMS and Highview. Forty-eight staff members responded to the survey. Forty-four percent (21 staff) strongly agreed with the statement “I support having a School Resource Officer (SRO) in the building next school year” and another 38% (18 staff) agreed with the statement, for a total of 81% being in favor of having a School Resource Officer.
- **MN Student Survey 2022:** Among students who were aware that the school had a School Resource Office, more than 90% of eighth grade students in Robbinsdale Area Schools, 92% of males and 94% of females, responded that they “think it is a good idea to have an SRO or police officer at our school”.

### **Wraparound Services:**

Sometimes students/families may have multi-faceted concerns that impact student learning and/or behavior. Redesign has allocated funding across the district for all schools to access additional wraparound supports, as identified and needed. Wraparound is a strengths-based and family-driven approach to service delivery which works to ensure that services within a system of care work together to provide youth with the best possible care. Wraparound services offer holistic care systems that prioritize common goals identified by the child or youth, their family, and care team leadership. This is the first principle of wraparound, “Family Voice and Choice.”

### **Wraparound model being proposed at Sandburg/Highview?**

The pilot wraparound model being proposed for Sandburg would include high fidelity components and incorporate evaluation that measures cultural responsiveness and understanding. Redesign proposes working with existing community wraparound coordinators who are working with MN Department of Health Service grants and are charged with including measurements of cultural responsiveness and understanding in all wraparound designed support.

### High Fidelity Wraparound Principles include:

- **Family Voice and Choice** – Driven by youth and their families
- **Collaboration of Natural, Community-Based Team** – Inclusive of the people who are important in students' lives
- **Culturally Competent** – Reflective of the youth and family's strengths and culture
- **Individualized** – every child has varying needs. Development of a personalized care plan
- **Strengths Based** – Focusing on strengths emphasizes positive psychological frameworks such as hope, positive, purpose, and identity, and improves interpersonal connections among the individual and their team members
- **Unconditional** – Free from blame and rejection.
- **Outcome based** – From the onset, the team selects key indicators to define successful outcomes and periodically assesses progress. Regularly monitoring outcomes helps the team evaluate the plan of care and individual strategies, creating natural opportunities for refinement.



[Sample SRO Contract](#)



To: School Board  
Re: Strategic Planning process

### **Creating a new strategic plan**

In the fall of 2021, Robbinsdale Area Schools (Rdale) administration began the process of creating a new strategic plan. The previous strategic plan hadn't been modified since 2018, and didn't reflect the changes to public education brought forth by the COVID-19 pandemic or racial upheaval in our community following the murders of George Floyd, Daunte Wright and many others.

In February of 2022, after seeing proposals from multiple strategic planning experts, district administration selected Greenway Strategy Group (GSG) to help lead the process. The news that GSG was selected for this work was included in the [March 1, 2022, Direct Line](#), which was delivered to district staff and School Board members. Then, on March 7, 2022, Superintendent David Engstrom and Martha Greenway [presented an update to the School Board, which included an outline](#) of GSG's history of strategic planning work as well as an overview of their proposed work for Rdale.


### **Steering committee**

In late March, a 19-member Strategic Plan Steering Committee was formed, which included seven district parents, a number of district staff members, and two School Board directors, Helen Bassett and Greta Evens-Becker. The steering committee met three times (April 19, May 3 and May 26, 2022), and their objective was to help lead the input-gathering phase of the work. Once input was gathered, the committee went on hiatus.

### **Input and feedback**

Input was gathered a number of ways and included a variety of stakeholders. From late March through April 19, 2022, staff, students, parents and guardians, and members of the community were invited to participate in an electronic feedback survey, which was shared multiple times via email, social media, and the district website. In-person feedback opportunities also took place. For students who wanted to share feedback, focus groups were held in school on April 5 and April 6 for those. For staff, parents and guardians, and members of the community, in-person focus groups were held May 10, May 11, May 16 and May 18, 2022, at various locations around the district.

In addition, administrators held conversations in April or May 2022 with the district's parent affinity groups, ReDesign, Legislative Action Coalition (LAC), InterSchool Council (ISC), and Government Affairs Committee (GAC). Passive input was also sought and collected via email and Let's Talk.



During this process, the district gathered more than 1,000 individual pieces of feedback from various stakeholders, which was then used by GSG to begin creating the framework for the strategic plan.

### **Creating the framework**

At its June 20, 2022, meeting, the [School Board approved the strategic plan framework](#). The framework includes four **themes**, and a number of associated **objectives** for each theme. The strategic **initiatives**, which are branches of objectives, are where the work of the strategic plan is done. Since most objectives have more than one initiative, they're being broken into phases.

### **Action teams**

Beginning in the winter of 2023, Strategic Planning Initiative Action Teams (SPIT teams), made of district staff from various buildings and departments, started working on Phase One initiatives, which were prioritized by the cabinet.

The teams will move on to Phase Two initiatives (which have not yet been chosen) as the Phase One work is either continued or completed. By 2027, work should have begun on the final phases of the strategic plan.

### **Continued Progress**

SPIT teams continue to plan and, in some cases, carry out their Phase I initiatives. A new online progress dashboard shows the initiatives in progress: one per strategic theme.

The strategic plan, **(Re)Discover Rdale**, is a call to action to the community. It reflects a reinvigorated district that is committing itself anew to academic achievement, engaged and healthy students, strategic and beneficial partnerships, and stronger investment in the staff who make it all happen.

Communications is designing a brand image for the plan, and will announce it – and introduce the progress dashboard – early in the school year.



To: School Board  
Re: Transportation

### **Route increase 2023-24**

Rather than further adjust start times to mitigate arrival time issues at the middle and high schools, the School Board approved a plan to add routes to the system. In addition, additional buses were needed to replace older buses that were nearing their life cycle.

- Purchased eight new buses on lease (annual payment of \$304,446.84 for three years)
- Purchased eight old buses (one-time payment of \$473,838.25)

This allows the Transportation Department to maintain existing dropoff and start times:

- Elementary bus drop time 7:35 a.m. (school start time 7:45 a.m.)
- High school drop time 8:15-8:20 a.m. (school start time 8:35 a.m.)
- Middle school drop time 9:08-9:10 a.m. (school start time 9:20 a.m.)
- Regular education (non-special education) district-owned bus cost \$356.98 per day (169 days \$60,329.62 minimum)

The 2023-24 school year student database began downloading July 14, and the transportation department is currently in the process of assigning bus routes for the 2023-24 school year.

### **Administrative Procedure 707: Transportation of Public School Students**

*Section IV: Eligibility (walking distance by building level)*

- Elementary school: .5 mile (one-half of a mile)
- Middle School: .7 mile (seven-tenths of a mile)
- High School: one mile

### **RFP process the district would need to follow per state statute**

- Two week notice
- Two week publication
- One week from the last publication week is the due date at 10 a.m.
  - Example:
    - Week of Sept. 18, 2023: Notice
    - Week of Sept. 25, 2023 and Oct. 2, 2023: Publication
    - Week of Oct. 9, 2023: Bid opening Oct. 12, 2023 at 10 a.m.

### **Transportation Ad Hoc Committee staff member recommendations**

- Amy O'Hern, Executive Director of Human Resources
- Carrie Johnson, Director of Transportation
- Toni Boyden, Director of Student Services



To: School Board  
Re: Transportation: Desegregation

### **Desegregation (resident vs. nonresident)**

Minneapolis School District bus approved zip codes: 55411, 55412, 55405, 55430 (this zip code is for Minneapolis only, not Brooklyn Park or Brooklyn Center).

Students can attend all schools except Meadow Lake and Northport.

### **Enrollment for the 2023-24 school year**

As of July 27, 2023, 737 students live in Minneapolis who will receive bus transportation from the district:

- Four buses: FAIR Crystal and Pilgrim Lane
- Four buses: RSI and SEA
- 10 elementary buses: three Forest, three Lakeview, two Neill, one Zachary, one Sonnesyn
- 15 high school buses: eight AHS and seven CHS
- 12 middle school buses: five PMS, four RMS, three SMS

### **Cost of routes for 2023-24**

- Durham regular education bus: \$443.37 per day
- District-owned regular education bus: \$356.98 per day
- Durham special education bus: \$466.41 per day minimum
- District-owned special education bus: \$380.02 per day minimum
- There are no routes that are strictly desegregation routes

### **Desegregation reimbursement**

Each year, Robbinsdale Area Schools receives Achievement and Integration Transportation Aid (desegregation reimbursement) from the state. The reimbursement is based on prior year expenses. This year, the state transportation aid is \$319.82 per pupil.

If the transportation costs reported in financial code 714 (desegregation and integration) is more than the per pupil state transportation aid, the district will receive 100% of the difference.



To: School Board  
Re: Warehouse

### **Warehouse History**


- District engaged a real estate broker to locate industrial space to meet our needs.
- The lease on our current space was expiring.
- The current warehouse space was too small and couldn't be reconfigured.
- Between January 2022 and October 2023 , the broker identified 110 industrial properties within district boundaries. Of those, eight had space available and only three met district needs.
- We pursued one of the three options, but the owner selected a different tenant that could pay more. We pursued a second option but moved too slowly and lost out on it .
- An off-market parcel became available that met our needs, and the BOE took action to secure the parcel.

### **Warehouse Stats**

- The district previously leased space in three warehouses.
  - The total monthly cost was \$29,876.38
  - The total square footage was 32,292 sf
- The new warehouse consolidates all spaces.
  - The total monthly cost is \$52,075.42
  - The total square footage is 65,280 sf
  - However, due to county regulations, we are seeking approval of property tax exemption for the space (an opportunity unavailable to us at the previous locations) and our monthly rent would then be approximately \$40,530.42
- This means that we will spend \$10,654.04 more a month, but more than double our square footage. (32,987 sf additional square feet.)

### **What is the Warehouse for?**

- The new warehouse provided better centralized district services with higher cost efficiency.
- Some examples of this include:
  - Decreases insurance claims due to vehicle vandalism and theft.
  - Prolongs vehicle lifespan by reducing wear and tear from exterior storage.
  - Centralizes district wide furniture and supply storage for more equitable distribution and to make spaces in schools more usable.
  - Reduces cost for Nutrition Services, as more items can be purchased and stored in bulk.
  - Captures need for CTE opportunities for students, increasing retention and enrollment and providing the community with skilled industry professionals.

- 
- Houses our Facilities and Operations trades and maintenance professionals in spaces that are more conducive to their needs and uses.
  - We intend to streamline district wide storage of media, supplies, and furnishings.
    - This will allow us to promptly dispose of obsolete materials.
    - This will also allow us to identify items that can be repaired and route them to the proper shops so they can enter back into useful inventory.
    - This also will allow for a more efficient process of equipping our schools with the materials they need to teach best!

### **Who all will work out of the new warehouse?**

- We will house all of our skilled trades professionals in the warehouse.
  - Carpenters
  - Maintenance Crews
  - Grounds Crews
  - Low Voltage Technicians
- Facilities and Operations staff will office from the warehouse., as we work closely across fields with our inner departments in most situations.
- Career Pathway Staff
- Asset Coordinators

**SCHOOL RESOURCE OFFICER AGREEMENT BY AND BETWEEN THE  
INDEPENDENT SCHOOL DISTRICT 281 AND THE CITY OF XXX**

THIS SCHOOL RESOURCE OFFICER AGREEMENT (“**Agreement**”) is made by and between the INDEPENDENT SCHOOL DISTRICT 281, a Minnesota school district, (“**School District**”) and the CITY OF XXX a Minnesota municipal corporation (“**City**”). The District and City may be identified individually as a “Party” or collectively as the “Parties.”

**Recitals**

- A. Independent School District 281 and the City desire the creation of a high-quality learning environment for students, staff and families. As such, we are entering into this agreement to engage the services of a school resource officer (“**SRO**”) from the City’s police department. While this Agreement refers to a single SRO, more than one SRO may be provided and the terms of this Agreement shall apply to each such SRO.
- B. The Safe Schools Levy provides monetary funds to school districts to hire school resource officers to help address safety related issues within schools.
- C. To that end, the School District desires to obtain the services of, and the City agrees to provide, SRO(s) in accordance with the terms and conditions of this Agreement.

**Agreement**

In consideration of the terms and conditions contained herein, the Parties hereby agree as follows:

1. **SRO SERVICES.** The City agrees to provide the School District a SRO to provide services at the school identified herein, and the School District agrees to provide funding for the SRO, in accordance with the terms and conditions of this Agreement.
2. **TERM.** The Term of this Agreement shall be for a twelve (12) month period from July 1, 202x to June 30, 202x.
3. **TERMINATION.** Either Party may terminate this Agreement upon a sixty (60) days written notice to the other of such termination. In the event of a termination, any payments due to the City shall be prorated based on the period of SRO services provided.
4. **LEVY.** The School District will levy the maximum amount permitted by law to the property tax payers in the School District to help fund the SRO position.
5. **PROGRAM FUNDING.** The School District will meet with the Chief Law Enforcement Officer, or designee, of the City to discuss the allocation of available funds to support the SRO services. The City will invoice the School District for the first half of the payment on January 1 and for the second half of the payment on June 30. The funding the School District shall provide to the City for the 202x-202x school year will be XXX per full time equivalent (“**FTE**”) SRO provided by the City (“**FTE Funding**”). Pursuant to paragraph 7, the

City will document all days the SRO is not on site and discount the first or second half payment at a rate of \$XXX per day. Notwithstanding the termination provision contained herein, the City may terminate this Agreement upon ten (10) days written notice of termination to the School District if the City determines the School District does not have sufficient funds to pay the FTE Funding.

**6. SCHOOLS SERVED.** NAME AND ADDRESS OF SCHOOL (“School”) will receive SRO services under this Agreement.

**7. NUMBER OF SROs.** The City will assign # (X) FTE police officer to serve as the SRO at the School during the regular school year. The City will work collaboratively with the school district to determine which of its police officers to assign to serve as the SRO under this Agreement. The number of police officers serving in the SRO position at the School may be modified at any time upon the written agreement of the City and the School District. The provision of all such SROs shall be subject to the terms and conditions of this Agreement. The School District agrees to pay the City the FTE Funding amount for each FTE SRO provided at the School. There will be no SRO(s) when the school district is in distance learning at any of the schools. No payments will be made to the cities when SROs are not on site.

**8. RELATIONSHIP OF THE PARTIES.** The SRO assigned to the School District is an employee of the City and will not be considered an employee of the School District. The SRO will be subject to the control, supervision, policies, procedures, and general orders of the City and its Police Department as well as the policies and procedures of Independent School District 281. At all times, the SRO will be considered law enforcement for the purposes where the law requires school districts to make referrals to law enforcement. It is agreed that nothing contained in this Agreement is intended or should be construed in any manner as creating or establishing a partnership or joint venture between the Parties. Neither party agrees to accept responsibility for the acts of the other Party or of the other Party’s officers, personnel, employees, agents, contractors, or servants. Any claims arising out of the employment or alleged employment, including without limitation claims of discrimination, by or against a Party’s officers, personnel, employees, agents, contractors, or servants will in no way be the responsibility of the other Party. Neither Party will have any authority to bind the other by or with any contract or agreement, nor to impose any liability upon the other. All acts and contracts of each Party will be in its own name and not in the name of the other, unless otherwise provided herein.

**9. COMPENSATION TO SRO.** The City will be responsible for all payments regarding compensation, benefits, pension plans and withholdings for its officer serving as the SRO at the School. The Parties will, except as provided herein, act in their individual capacities and not as agents, employees, partners, joint ventures or associates of the other. Neither of the Parties, nor its personnel, employees, agents, contractors, or servants, shall be entitled to any benefits of the other. The Parties will not provide any insurance coverage to the other or their employees including, but not limited to, workers’ compensation insurance. Each Party will pay all wages, salaries and other amounts due its employees and will be responsible for all reports, obligations, and payments pertaining to social security taxation, income tax withholding, workers’ compensation, unemployment compensation, group insurance coverage, collective bargaining agreements or any other such similar matters.

**10. DUTIES AND EVALUATION OF THE OFFICER.** The law enforcement services provided to the School District by the SRO will be at the sole discretion of the City. Officer standards of performance, conduct and discipline of the officer, performance reviews and other internal matters related to the SRO services shall be under the authority of the City. Time spent by the SRO in excess of eight (8) hours in a day in the performance of SRO duties at the School will be on a specific, case-by-case basis requiring the advance approval of the City and the School District. The City retains the authority to recall the SRO if the person is needed to respond to an emergency occurring off of School grounds.

**11. DESCRIPTION OF SERVICES.** The SRO will provide the followings services at the School:

- A. Promote the safety and welfare of students.
- B. Serve as a resource for teachers, parents and students regarding individual problems or questions.
- C. Work with the administrators and staff of the School by building relationships with students in the prevention of delinquency.
- D. The SRO will encourage positive attitudes and supportive behaviors toward school district policies and procedures as well as the law, and demonstrate and model the responsible exercise of authority.
- E. Actively support school district policy and procedures.
- F. Maintain awareness of all criminal or delinquency investigations or criminal interrogations being done at the School and, when necessary, provide information to school administration and District leadership. All questioning of the students will be in adherence with District policies and administrative procedures such as AP519.
- G. Perform investigations of criminal incidents occurring at the School and make proper referrals to law enforcement as serious matters may require.
- H. Provide input to School administration on matters relating to School building security and occupant safety.
- I. Participate in community and School efforts to promote positive youth development.
- J. To the extent possible and consistent with other responsibilities, the SRO will wear appropriate civilian attire while working at the School.
- K. Speak to and provide curriculum support for classrooms on age appropriate subjects to present to School students as requested by School administration.
- L. Perform other duties and assume other responsibilities as may be agreed to between the City's Chief Law Enforcement Officer and District administration.

M. It is required of Independent School District 281 to have any School Resource Officer participate in school diversion efforts, which are in alignment with our District Discipline Policy.

N. For any school code violations identified or witnessed, the SRO will defer the student to the principal's office as disciplining students for code of conduct violations is a School District Responsibility.

**12. STUDENT DISCIPLINE.** The SRO will not recommend, determine or provide input on student discipline by the School. Unless requested by School administration or other personnel, the SRO is not responsible for responding to any situation that other school personnel can adequately handle. The Parties understand and agree incidents such as disorderly conduct, bullying, cyberbullying, disruption of school assembly or activities, profanity, dress code, and fighting that does not involve physical injury or a weapon, shall be considered School discipline issues to be handled by other School officials, unless the presence of the SRO is necessary to protect the physical safety of students, school personnel, or public. Nothing in this Agreement prevents or limits the authority of the SRO to exercise his or her duties as a law enforcement officer regardless of whether the exercise of those duties occurs on or off School grounds.

**13. ACCESS TO EDUCATIONAL DATA.** The Parties are subject to the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and the School District is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (“**FERPA**”). The SRO position is not a designated “school official” with regard to the FERPA while under contract and providing SRO services to the School District. The City agrees to comply with the requirements of FERPA to the extent its police officer serving as the SRO obtains data from the School District subject to FERPA.

**14. PUBLIC DATA.** School District officials will allow the SRO to inspect and copy any public records maintained by the School District to the extent allowed by law.

**15. PRIVATE EDUCATIONAL DATA.** If information in a student’s record is needed in an emergency in order to protect the health or safety of the student or other individuals, School District officials will disclose to the SRO the information needed to respond to the emergency situation based upon the seriousness of the threat to someone’s health or safety, the need of the information in order to meet the emergency situation, and the extent to which time is of the essence. If student record information is needed by an SRO, but no emergency situation exists, the information may be released only as allowed by law.

**16. ADDITIONAL OFFICER DUTIES.** The SRO will respond to emergency calls, attend police training, and any other special duties as assigned by the City while fulfilling the SRO requirements under this Agreement.

**17. TRAINING.** The School District agrees to provide the following training at its own cost.

a. **Role of the SRO.** The School District will provide training to School personnel regarding the appropriate role of the SRO and when personnel may request help from the SRO. The training will also emphasize that personnel are not to refer students to law enforcement because of conduct in the classroom unless the presence of the SRO is necessary to protect the physical safety of students, school personnel, or public.

**18. OFFICER SUPPLIES AND EQUIPMENT.** The School shall not be required to provide the SRO any clothing, uniforms, vehicles, or other equipment necessary to perform the required duties under this Agreement.

**19. INDEMNIFICATION.** Each Party shall be responsible for its own acts and omissions and the results thereof to the greatest extent authorized by law. Neither Party agrees to accept the liability of the other. Each Party agrees to defend, indemnify and hold the other harmless from any and all liability, claims, causes of action, judgments, damages, losses, costs, or expenses, including reasonable attorney's fees, directly resulting from the indemnifying Party's own negligent actions or inactions, or the negligent actions or inactions of the indemnifying Party's employees and officers. The Party seeking to be indemnified and defended shall provide timely notice to the others when the claim is brought. The Party undertaking the defense shall retain all rights and defenses available to the indemnified Party and no immunities or limitations on liability are hereby waived that are otherwise available to either Party.

**20. NONDISCRIMINATION.** Both Parties agree they will not discriminate against any employee or applicant for employment to be employed in the performance of this Agreement with respect to hire, tenure, terms, conditions, or privileges of employment because of the race, color, religion, sex, disability, or national origin or similarly protected statuses of the employee or applicant. Neither Party will, in the performance of this Agreement, discriminate or permit discrimination in violation of federal or state laws or local ordinances.

**21. NOTICE.** Any notice, demand, request or other communication that may or will be given or served by the Parties, will be deemed to have been given or served on the date the same is deposited in the United States mail, registered or certified postage prepaid and addressed as follows:

<b>If to the City:</b>	<b>If to the School District:</b>
CITY OF xxx Chief of Police NAME Police Department Address	Bo Powell Director of Security 4148 Winnetka Avenue North New Hope, MN 55427

**22. APPLICABLE LAW.** The Parties to this Agreement will comply with all applicable federal, state, and local laws, rules, regulations, and ordinances in the performance of their

respective obligations under this Agreement. Minnesota law will govern the terms and the performance under this Agreement.

**23. ENTIRE AGREEMENT; AMENDMENTS.** This Agreement, including the recitals which are incorporated herein, constitutes the entire agreement between the Parties and no other agreement prior to this Agreement or contemporaneous to this Agreement will be effective except as expressly set forth or incorporated in this Agreement. Any purported amendment to this Agreement will not be effective unless it is set forth in writing and executed by both Parties.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their respective duly authorized officers effective as of the date indicated above.

**CITY OF XXX**

**INDEPENDENT SCHOOL DISTRICT 281**

By \_\_\_\_\_  
Mayor

By \_\_\_\_\_  
Executive Director of Finance

By \_\_\_\_\_  
City Manager



To: Board of Education  
Re: Allowable Use of Compensatory Funds

### Compensatory funds update


A district or cooperative must allocate at least 80 percent of its compensatory revenue to each school building in the district or cooperative where the children who have generated the revenue are served.

- School districts are required to report whether programs funded with compensatory revenue are consistent with best practices demonstrated to raise student achievement.
- School districts must continue to collect free and reduced meal applications.
- The Minnesota Department of Education (MDE) must report to the legislature on whether paper meal eligibility forms can be eliminated.

**There are nine allowable ways to use compensatory funding.** (They are listed below.) It's important to note that this is a change that was shared by MSBA through its 2023 Legislative update.

Compensatory revenue - narrows acceptable uses – For FY2024 and later, **a district's compensatory revenue must be used for:**

- (1) remedial instruction and necessary materials in reading, language arts, mathematics, other content areas, or study skills to improve the achievement level of these learners;
- (2) additional teachers and teacher aides to provide more individualized instruction to these learners through individual tutoring, lower instructor-to-learner ratios, or team teaching;
- (3) a longer school day or week during the regular school year or through a summer program that may be offered directly by the site or under a performance-based contract with a community based organization;
- (4) programs to reduce truancy; provide counseling services, guidance services, and social work services; and provide coordination for pupils receiving services from other governmental agencies;
- (5) bilingual programs, bicultural programs, and programs for English learners;



(6) early education programs, parent-training programs, early childhood special education, school readiness programs, kindergarten programs for four-year-olds, voluntary home visits and other outreach efforts designed to prepare children for kindergarten;

(7) transition programs operated by school districts for special education students until the age of 22;

(8) substantial parent involvement in developing and implementing remedial education or intervention plans for a learner, including learning contracts between the school, the learner, and the parent that establish achievement goals and responsibilities of the learner and the learner's parent or guardian; and

(9) professional development for teachers on meeting the needs of English learners, using assessment tools and data to monitor student progress, and reducing the use of exclusionary discipline, and training for tutors and staff in extended day programs to enhance staff's knowledge in content areas.



To: Board of Education  
Re: Family Medical Leave Act (FMLA)

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## **What is the Family Medical Leave Act (FMLA)?**

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with job-protected leave for qualifying family and medical reasons. The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees.

Eligible employees can take up to 12 workweeks of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition,

and

- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

You have the right to use FMLA leave in one block of time. When it is medically necessary or otherwise permitted, you may take FMLA leave intermittently in separate blocks of time, or on a reduced schedule by working less hours each day or week.

FMLA leave is not paid leave, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

## **Who is eligible to take FMLA leave?**

You are an eligible employee if all of the following apply:

- You work for a covered employer,
  - You have worked for your employer at least 12 months,
  - You have at least 1,250 hours of service for your employer during the 12 months before your leave,
- and
- Your employer has at least 50 employees within 75 miles of your work location.



**To: School Board**  
**Re: Personal Device Guidance/Expectations**

## **Background**

In April 2023 a group of teachers attended a School Board meeting to share concerns regarding the use of personal devices (which may include, cell phones, smart watches, and airpods) in schools during instructional time.

After the meeting, staff at the middle and high schools met to discuss current building procedures, and to develop recommendations that could be shared with school and district administrators. *See feedback below.*

## **Timeline**

### May:

- School staff met to share feedback and recommendations regarding personal device phone use during instructional time.
- The Policy Committee (a group of School Board Members and district administrators) met. At the meeting, Marti shared that staff at the middle and high schools would be meeting to identify and create personal device guidelines to share with building administration.

### June:

- School staff at the middle and high schools met to review the feedback. This feedback was then shared with school administrators, who developed guidelines and communication around personal device use based on teacher feedback.

## **Next Steps**

- Elementary, middle and high school staff will receive communication August 8th outlining personal device guidelines.
- Middle school and high school students and families will receive communication August 9th outlining personal device guidelines.
- Elementary students and families will receive communication the week of August 14th outlining personal device guidelines.
- Feedback will be gathered from students and families regarding the personal device guidelines. The feedback will be collected via survey in November.
- The feedback from students and families will be shared with the Policy Committee and Board of Education.
- This fall the Policy Committee will review Policy 524: Internet Acceptable Use and Safety Policy. The personal device provision is optional in this policy.



## Feedback from Middle and High School Teachers Union Representatives

- Teachers have had an extremely hard time with students and their personal technology devices (cell phones and ear buds) interfering with classroom instruction over the past few years. Especially since returning to the classroom after the pandemic.
- We are not looking to take a punitive approach but a supportive one for the success and development of students that we are responsible for.
- Consistency in how cell phones are taken and processed.
  - Don't want battles or power struggles between teachers and students. Power struggles take away management of class, create the need for greater administrative support, and require counselors be involved.
- Safety concerns with teachers physically taking cell phones or collecting them from students.
  - Need more than a 1-2-3 process. Don't want to damage relationships.
  - Teacher should be the observer, and a larger team handles taking them.
- “Away for the Day” policy, and get headphones out of ears. Having a straight policy with consistent language and no gray area, will reduce incidents and it will be easier to identify those students who really have an issue.
  - “Away for the Day” will not work in high school. There are appropriate uses in high school. Ninth grade policy mirror middle school possibly.
  - Ninth graders should follow the middle school model.
- Question is how does this look at each building, understanding the needs of students in each building. Different schools have different cultures.
- What does a policy look like? Different for each grade level?
  - During instruction time-phones are away.
  - Staff must be bought in.
- The building-wide policy needs to be implemented day one and not a quarter into the school year.
- Goal this year is to have it very clear. Guidelines and Expectations
- Social Media policy student or staff specific?
  - This should strictly be discussed
- Want reassurance that once a policy is in place, administrators will follow through with discipline measures as outlined in the building level expectations and rules.
- Need support from administration.