

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

1. Call to Order and Roll Call	3
<i>ReNae Bowman, School Board Chair</i>	
2. Acceptance of the Agenda (Voice Vote)	4
<i>ReNae Bowman, School Board Chair</i>	
3. Operations	
A. Action: City of Plymouth 36th Avenue Street Rehabilitation Project (Roll Call Vote)	5
<i>Alissa Pier, Interim Executive Director of Facilities, Operations and Transportation</i>	
B. Action: Application for Athletic Cooperative between Armstrong High School and Avalon Charter School for Boys Tennis (Roll Call Vote)	15
<i>Anthony Williams, Executive Director of Community Education, Athletics and Activities</i>	
C. Action: Policy 506 - Student Discipline (Roll Call Vote)	19
<i>Members of the Governance Policy Committee</i>	
D. Action: Policy 606 - Selection of Curricula and Instructional Materials (Roll Call Vote)	38
<i>Members of the Governance Policy Committee</i>	
E. Action: Policy 606.1 - Library Materials (Roll Call Vote)	42
<i>Members of the Governance Policy Committee</i>	
F. Non-Action: Capital Projects Levy and Operating Referendum Renewal	45
<i>Marti Voight, Interim Superintendent and Virginia Verbrugge, Assistant Director of Finance</i>	
G. Non-Action: Resolution for Non-Resident Enrollment Capacity Limits	50
<i>Marti Voight, Interim Superintendent</i> <i>Virginia Verbrugge, Assistant Director of Finance</i>	
H. Governance Policy Manual Task Force Update	57
<i>ReNae Bowman, School Board Chair and Dr. Greta Evans-Becker, School Board Clerk</i>	
I. Policy Update	59
<i>Members of the Governance Policy Committee</i>	
J. School Safety Update	61
<i>Ad Hoc Safety and Security Committee Members</i>	
K. Student Achievement Update	63
<i>Marti Voight, Interim Superintendent</i> <i>Bridget Hall, Interim Assistant Superintendent</i>	
L. Transportation and Capital Infrastructure Update	71
<i>Ad Hoc Transportation and Capital Infrastructure Committee Members</i>	
M. Human Resources Update	73
<i>Amy O'Hern, Executive Director of Human Resources</i>	
4. Action - Consent Agenda (Roll Call Vote)	75
<i>ReNae Bowman, School Board Chair</i>	
A. Administrative	1

1. Draft Minutes	77
B. Personnel Matters	
1. Tentative Agreement - Robbinsdale Federation of Teachers (RFT) Contract	82
2. Tentative Agreement - Education Assistant (EA) Contract	86
3. Licensed Staff Personnel Report	89
4. Non-Licensed Staff Personnel Report	90
C. Financial Matters	
1. Bid Award for Armstrong High School Partial Roof Replacement - Long Term Facilities Maintenance (LTFM) FY24	91
5. Announcements	93
6. Adjournment (Voice Vote)	94
<i>ReNae Bowman, School Board Chair</i>	



## School Board of Robbinsdale Area Schools

Business Meeting - March 4, 2024

**AGENDA SECTION:** Call to Order

**ITEM:** Roll Call Attendance

	<b>PRESENT</b>	<b>ABSENT</b>
Helen Bassett	<hr/>	<hr/>
ReNae Bowman	<hr/>	<hr/>
Sharon E. Brooks	<hr/>	<hr/>
Dr. Greta Evans-Becker	<hr/>	<hr/>
Kim Holmes	<hr/>	<hr/>
Caroline Long	<hr/>	<hr/>
John Vento	<hr/>	<hr/>
Marti Voight, ex-officio Interim Superintendent	<hr/>	<hr/>



## School Board of Robbinsdale Area Schools

Business Meeting – March 4, 2024

**AGENDA SECTION:** Acceptance of Agenda  
**ITEM:** 2. Acceptance of Business Meeting Agenda  
**COMMENTS BY:** ReNae Bowman, School Board Chair

**Recommended Action:** Approve Business Meeting agenda.

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_

## School Board of Robbinsdale Area Schools

Business Meeting – March 4, 2024

**AGENDA SECTION:** Operations

---

**ITEM:** 3.A. City of Plymouth 36th Avenue Street Rehabilitation Project

---

**COMMENTS BY:** Alissa Pier, Interim Executive Director of Facilities, Operations and Transportation

---

Based on the presentation provided to the board on February 5, 2024 the Robbinsdale Area Schools Board of Education needs to vote and approve one of these three options:

**Option One:**

**Site Improvement Option and finance the assessment cost over 10 years**

● **Total Cost**

- **\$917,000 total cost after ten years (\$755,000 principal + \$162,000 in interest)**
- **\$91,700 (paid per year, for ten years starting FY26)**

*Note: This represents recommended alterations to the site, including reducing the number of curb cuts, to better align site circulation with the new street configuration*

**Option Two:**

**Site Improvement Option and pay the assessment cost in one year (FY26)**

● **\$755,000 (paid in one year)**

*Note: This represents recommended alterations to the site, including reducing the number of curb cuts, to better align site circulation with the new street configuration*

**Option Three:**

**No Site Improvements and finance the assessment cost (FY26)**

● **\$110,000 (paid in one year)**

*Note: This option still includes a required easement across the north end of the property (which will occur in all three options), which would be the only alteration to the school property itself. This easement alteration does not improve circulation into, out of, or around the site.*

\*\* Note that these numbers are estimates, provided by the City of Plymouth, and will vary depending on the actual construction costs incurred.

**Recommended Action:** Approve one of the three above-mentioned options.

	<b>Yes</b>	<b>No</b>	<b>Abstention</b>
Helen Bassett			
ReNae Bowman	5		

Sharon E. Brooks			
Dr. Greta Evans-Becker			
Kim Holmes			
Caroline Long			
John Vento			

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_



To: Board of Education  
From: Marti Voight, Interim Superintendent  
Alissa Pier, Interim Executive Director of Facilities, Operations and Transportation  
Date: February 20, 2024  
Re: 36th Avenue Rehabilitation Project

Based on the presentation provided to the board on February 5, 2024 the Robbinsdale Area School Board needs to vote and approve on one of the three options:

**Option One:**

**Site Improvement Option and finance the assessment cost over 10 years**

- **Total Cost**
  - **\$917,000 total cost after ten years. (\$755,000 principal + \$162,000 in interest)**
  - **\$91,700 (paid per year, for ten years starting FY26)**
- Note: This represents recommended alterations to the site, including reducing the number of curb cuts, to better align site circulation with the new street configuration

**Option Two:**

**Site Improvement Option and pay the assessment cost in one year (FY26)**

- **\$755,000 (paid in one year)**
- Note: This represents recommended alterations to the site, including reducing the number of curb cuts, to better align site circulation with the new street configuration

**Option Three:**

**No Site Improvements and finance the assessment cost (FY26)**

- **\$110,000 (paid in one year)**
- Note: This option still includes a required easement across the north end of the property (which will occur in all three options), which would be the only alteration to the school property itself. This easement alteration does not improve circulation into, out of, or around the site.

\*\* Note that these numbers are estimates, provided by the City of Plymouth, and will vary depending on the actual construction costs incurred.

***The following pages provide additional information regarding cost calculations, as provided in a presentation to the Board of Education on 02/05/2024 by the City of Plymouth and consulting engineering firm Bolton & Menk. Greater detail on specific site improvement recommendations and anticipated impacts can be found by referencing that slide presentation.***

## Estimated School District Costs

• Middle School Site Improvements	\$645,000
• 36 <sup>th</sup> Ave Roadway Special Assessment – Middle School	\$120,000*
• 36 <sup>th</sup> Ave Roadway Special Assessment – High School	\$70,000*
• Middle School Easement Acquisition	\$(60,000)**
• High School Easement Acquisition	\$(20,000)**
• <b>Total Estimated Cost – School District</b>	<b>\$755,000</b>

- Improvement costs are estimated based on historical contractor pricing. Actual costs determined by lowest responsible bid.
- \*Special assessments to be determined based on bids received and City policy
- \*\*Easement acquisition estimates are based on Hennepin County taxable land value of nearby parcels. Actual value and offers subject to appraisals and future process. Easement acquisition is for trail construction along school frontage.

## Special Assessments

- **City is offering to finance the site improvements along with the project assessment, as a singular assessment**
  - If this is desired by the School District, an agreement would be drafted for future School Board action
- **Interest rate set by City of Plymouth based on interest rate the City receives on its sale for bonds for the project**
  - In 2024, 15 year term interest rate is 4.53%
  - In 2024, 10 year term interest rate is 4%
    - Estimated annual payments of \$110,000 to \$80,000
- **Payment Timing:**
  - Annual payments would start in 2026 at time of tax payments, or
  - Upfront payment in 2025 if no assessment is used

## Estimated Costs – No Site Improvements

• 36 <sup>th</sup> Ave Roadway Special Assessment – Middle School	\$120,000*
• 36 <sup>th</sup> Ave Roadway Special Assessment – High School	\$70,000*
• Middle School Easement Acquisition	\$(60,000)**
• High School Easement Acquisition	\$(20,000)**
• <b>Total Estimated Cost – School District</b>	<b>\$110,000</b>

- Improvement costs are estimated based on historical contractor pricing. Actual costs determined by lowest responsible bid.
- \*Special assessments to be determined based on bids received and City policy
- \*\*Easement acquisition estimates are based on Hennepin County taxable land value of nearby parcels. Actual value and offers subject to appraisals and future process. Easement acquisition is for trail construction along school frontage.

**Questions raised at the 02/20/2024 Working Session of the Robbinsdale School Board:**

- 1.) *There are concerns about congestion that is created in the eastern lot. What can be done? Can anything change if the district is fine with students exiting on the driver's-side of vehicles?***

The layout can be changed to reflect pickup/dropoff operations on the driver's-side of vehicles if the district desires. The layout was formulated to have passenger side pickup to reflect the most common school operations for improved safety by reducing need for students to cross the vehicle to enter the passenger side of vehicles.

Relative to congestion, specific operational study of average delay, etc where the entering vehicles (from the fire lane road) cross the exiting vehicles (post-pickup/dropoff) has not been quantified. However, two aspects that may be helpful:

1. The entering vehicles have a proposed stop sign leaving the cul-de-sac, whereas the exiting vehicles do not. Departing vehicles should not need to yield to entering vehicles with the intent to keep traffic moving as efficiently as possible as it leaves the pickup area, which is key to minimizing congestion.
2. Congestion is to some degree inherent to the issues at hand and is being better managed by the proposed layout. A benefit of the proposed layout is that it locates the congestion in better locations; cars will be congested/stacked in the parking lot area and fire lane/rear roadway rather than into and along 36<sup>th</sup> Ave.

- 2.) *How much would it cost to add fencing along the entire back length of the Plymouth Middle School property to separate the residential properties from the school property?***

Exploring the installation of a fence to separate the Middle School from the adjacent residential properties involves a length of fence that is estimated to be 1,732 linear feet in length. This would only be for a fence that would divide the two uses from 34th Avenue to 36th Avenue, jogging to accommodate the bend in Pilgrim Lane (the street that the residential properties are located on.)

Based on current estimates, the costs of installing a fence along the properties were calculated as follows:

- Chain Link Fence: \$96,992
- Aluminum Fence: \$129,900

Aside from the expense of installation, here are some additional factors for consideration:

- Adding a fence would require additional labor costs for yard maintenance for both the school district and for the residential properties (who contract out the work), as the yard would no longer be able to be fully moved along those axis with large mowers, but would need weed wacking on both sides of the fence for the full extent of the 1,732 linear feet.
- Adding to the cost, the location of the fence in portions of this area can at times be in swamp-like areas in the summer, which would make weed wacking more difficult, still.
- A wooden privacy fence was not explored, as the fence would unduly shade the drive aisle that is along the perimeter of the school, preventing snow and ice from melting, and creating an unsafe condition that would require additional time and expense to maintain in the winter.

- The site administration indicated that none of the residents from those adjacent properties have voiced any concerns about the current and proposed use of that drive aisle.
- The teachers and building administration have concerns about having the flexible outdoor spaces they currently use along the drive aisle compromised by the addition of a fence, making them unable to function as they currently are used during the school year.
- There are additional concerns about the erection of a barrier between the school and adjacent residential properties creating additional hardship to students who may live in those adjacent dwellings, as it would prolong their route to school.

**3.) Was there staff input into this proposed layout?**

Yes. Building staff attended a city-hosted open house at the school where over 200 people met with city officials and engineers to discuss the plan.

District F.O.T. staff also followed up with building administration to see if any additional feedback or concerns had been raised.

**4.) Ask the Fire Marshal if it is allowable to have vehicles (with drivers IN them) operating in fire lanes?**

The Fire Code does **not** exclusively limit use of fire lanes to fire apparatuses alone. While it provides leeway that allows for deviations from typical road construction requirements in that the fire lane does not HAVE to be designed for additional vehicular traffic, the only relevant restriction to use of the Fire Lane in this application is that cars are not permitted to park in the fire lane. I.e: Drivers must remain in their vehicle at all times when moving through the drive aisle. At no time are drivers to park and exit their vehicle (this is considered parking.)

**5.) Is the construction of the fire lane such that it can accommodate added parent pick-up and drop-off traffic? Is it durable enough? What is the expected lifespan of this lane, given this use? What is the cost of resurfacing it in the future?**

A Civil Engineer has provided a professional assessment of the drive aisle around Plymouth Middle School. His determination was that the perimeter drive at Plymouth Middle School is in fair/good condition and should be able to withstand automobile traffic; however, they wouldn't recommend routing heavier traffic (e.g. school buses, garbage truck, etc.) onto this drive. The paved drive is approximately 15+ years old, so it will likely require an overlay within the next 5 years at an approximate cost of \$35,000 (in 2024 dollars). This is an anticipated pavement project, and routing the anticipated quantity of cars on the drive aisle that already serves that purpose is not enough to compromise that anticipated maintenance timing.

The conclusion is that the anticipated additional vehicular traffic will not adversely impact the lifespan or condition of the pavement.

**6.) Can the city provide more information on the extent of their engagement efforts?**

The City conducted online public engagement to gain an understanding of existing issues in spring 2023. Travelers through the corridor likely recall seeing signage and sidewalk decals

with QR codes to the online application where public input was collected. 761 post cards were also mailed to nearby properties, posts were made on Facebook and NextDoor, and ‘pop up’ meetings were held at multi-family housing properties near 36<sup>th</sup> Ave and along the regional trail to engage those passers by that don’t typically take the time to go to a website or show up to formal meetings. This engagement created 1,671 unique user page views with 200 comments received regarding the existing conditions and issues in May and June 2023, as summarized here:

<https://www.plymouthmn.gov/home/showpublisheddocument/25769/638258752945130000>.

The project team developed the improvements with this feedback in mind.

A public engagement meeting was held on November 8<sup>th</sup> at the Plymouth Middle school, focused on the 36<sup>th</sup> Ave corridor improvements. A video was also placed online (<https://www.youtube.com/watch?v=S4HXxefrXsk&feature=youtu.be>) to present to the public what is proposed for the project. There were approximately 75 individuals in attendance at the meeting and 48 comments were received.

A 2<sup>nd</sup> public engagement meeting is tentatively planned for Fall 2024 (when school is back in session) to again present the proposed improvements, refined based on input received during the preliminary design November 2023 open house. We intend to present and receive feedback from the public regarding any Plymouth Middle School site improvements as part of that engagement effort.



**7.) Have there been similar projects in the district? How do these assessment costs compare?**

We do not have a record of any recent projects that are similar in scope and scale to the one proposed.

**8.) *Has the city considered roundabouts?***

Roundabouts have been considered along the corridor, more specifically:

- a.) At the new Kilmer / Lancaster intersection, a roundabout was considered; however it is not necessary for capacity there and would be inconsistent with the nearby traffic signals. Simply put, mixing roundabouts with nearby traffic signals can cause operational issues associated with waves ('platooning') of vehicles arriving at one time and any extensive queues caused by the signals can gridlock a roundabout in all directions. Most commonly, corridors have either roundabouts or signals (not a mix) when intersections are in relatively close proximity. The 169 ramps are in relatively close proximity to the Kilmer/Lancaster intersection.
- b.) At the Pilgrim Ln intersection, a roundabout was considered however it was not required to achieve acceptable capacity / delay at the intersection. Additional private property impacts / acquisition on residential property to the north would also be necessary to retrofit a roundabout to this location. The project is seeking to make improvements at this location however, by relocating the pedestrian crossing to a place where the crossing can be enhanced and pedestrians can cross just one lane of 36<sup>th</sup> Ave traffic at a time with use of the median. Reducing pedestrian use of the Pilgrim intersection will also help vehicle delay during peak usage times.

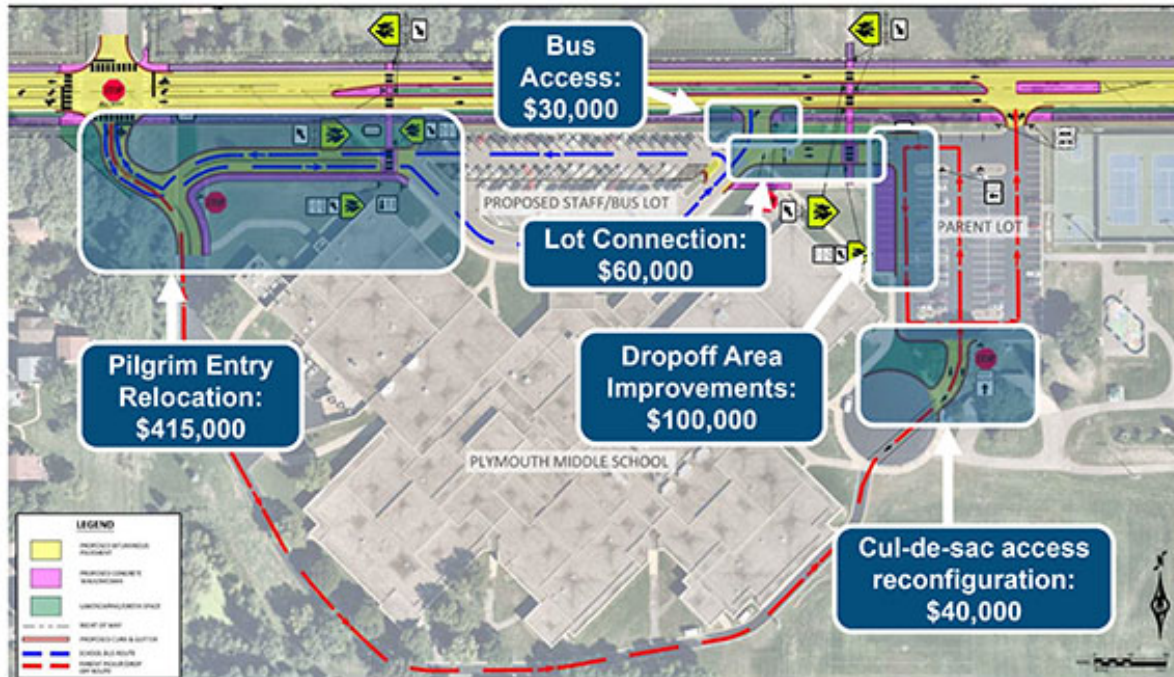
**9.) *Will moving forward with this expense out of the capital budget result in more cuts to staff or to student services as a result?***

This would not result in additional reductions to staff.

**10.) *Can we get a breakdown and clarification of the costs of this project?***

(see diagram on next page)

# Plymouth Middle School Site: Proposed Improvements



- 11). **The Project started at 500,000 why 755,00 at this time?**  
(I think this can be addressed in Question #10 in the diagram above)
- 12). **What was the feedback from the community sessions at PMS?**  
(That is Question #6 already)
- 13). **How will the administration/staff be directing traffic in the back**

We engaged with the building administration, who indicated that they have had no negative comments or complaints about the current (and continuing) drive aisle behind the school.

The bulk of the need for traffic direction takes place at the front of the school (at the access/curb-cut locations, the main front parking lot (currently), and at the final drop off zone area to the east, adjacent to 36th Avenue. The building administration has stated that there has not been a need for traffic direction along the drive aisle (out back). This is likely due to the width of the drive aisle in creating a one-way, single-lane condition.

The school does fully staff the exterior (including the area adjacent to the drive aisle) at times during the day when students are outside on lunch break, but this is for larger exterior supervision purposes and not due to the presence of the drive aisle itself, specifically.

The traffic direction used to be assisted by SRO's to reduce dangerous behavior of parents/drivers dropping off on 36th Avenue, but which is currently not an option, as there are not any SRO's at Plymouth Middle School, currently.

## School Board of Robbinsdale Area Schools

Business Meeting – March 4, 2024

**AGENDA SECTION:** Operations

---

**ITEM:** 3.B. Action - Application for Athletic Cooperative between Armstrong High School (AHS) and Avalon Charter School for Boys Tennis

---

**COMMENTS BY:** Anthony Williams, Executive Director of Community Education, Athletics and Activities

---

AHS and Avalon Charter School are requesting entering into a cooperative sponsorship for Boys Tennis, beginning in the 2023-2024 school year. Boys Tennis is a Spring 2024 activity.

Avalon Charter School in St. Paul provides project-based middle/high school programming. The online high school program does not offer tennis as an extracurricular option. Avalon Charter School has a student enrolled in their online school that lives in the AHS attendance area and would like to play tennis for AHS. Adding an additional member would also improve our team’s ability to field a full competition team.

**Recommendation:** The School Board approves the Cooperative Sponsorship Application for Boys Tennis between AHS and Avalon Charter School.

	<b>Yes</b>	<b>No</b>	<b>Abstention</b>
Helen Bassett			
ReNae Bowman			
Sharon E. Brooks			
Dr. Greta Evans-Becker			
Kim Holmes			
Caroline Long			
John Vento			

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_



**Application for Cooperative Sponsorship**

**Deadline: Not later than 30 days prior to the first day of practice for that sport season.**  
 PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION  
 AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for cooperative sponsorship.

On behalf of the following schools, we hereby apply for cooperative sponsorship of **Boys' Tennis**  
 beginning with the **2023 - 2024** school year. (activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	Enrollment (9-12)*	City	Administrative Region**	Competitive Section**
High School #1:	Robbinsdale Armstrong	1503	Plymouth	6AA	5AA
High School #2:	Avalon Charter School	192	St Paul	4A	
High School #3:					

\*Enrollment reported to the State of Minnesota on October 1 of the previous school year.

\*\*Current (Number and Class)

- Do any of the above schools belong to a conference in this activity?  
 **Yes** This application must include a review and comments from the conference(s) of which the schools are members.  
 **No**
- Do any of the above schools currently have a cooperative agreement in this activity?  
 **Yes** An application for dissolution must be submitted for the existing agreement.  
 **No**
- Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at [www.mshsl.org/About MSHSL/Membership Information: A History & Model Resolution for School Boards](http://www.mshsl.org/About_MSHSL/Membership_Information:_A_History_&_Model_Resolution_for_School_Boards))

**Avalon has a student that is enrolled in their online school that lives in the Armstrong school boundaries and Avalon currently does not have a tennis team. Student would like to play for Armstrong as it is the close to his home.** \_\_\_\_\_

- List the number of students, by grade level, who participated in this activity during the previous year. *If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperatively-sponsored activity this year if approved.*

	7th	8th	9th	10th	11th	12th
High School #1	0	1	2	4	7	8
High School #2	0	0	0	0	0	0
High School #3						

- Team Identification: (Indicate how cooped schools should be identified in tournament programs): \_\_\_\_\_

Robbinsdale Armstrong \_\_\_\_\_

- Team Colors: Red, white and blue Team Mascot: Falcons

- Host School (school that will receive revenue share check): Robbinsdale Armstrong

Board of Education (or designee)	School	Date
Signed _____	_____	_____
Signed _____	_____	_____
Signed _____	_____	_____
Signed _____	_____	_____

**Official Action of the MSHSL Board of Directors**

Approved      18       Not Approved

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

MSHSL Executive Director

**School Board of Robbinsdale Area Schools**

Business Meeting – March 4, 2024

**AGENDA SECTION:** Operations

---

**ITEM:** 3.C. Policy 506 - Student Discipline

---

**COMMENTS BY:** Governance Policy Committee Members

---

**Recommended Motion:** Approve Policy 506 - Student Discipline.

	<b>Yes</b>	<b>No</b>	<b>Abstention</b>
Helen Bassett			
ReNae Bowman			
Sharon E. Brooks			
Dr. Greta Evans-Becker			
Kim Holmes			
Caroline Long			
John Vento			

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_

---

## **506 STUDENT DISCIPLINE**

### **I. PURPOSE**

The purpose of student discipline is to: prevent or minimize harm to the student and others; minimize disruption to the learning and working environments; and ensure that students are held accountable for their actions to the extent their behavior was knowing and intentional, unsafe or dangerous and/or in violation of the Student Conduct Procedure, Board policy, or the law. The purpose of this policy is to articulate the school board's commitment to professional development for employees designed to result in: the use of discipline only when other corrective actions are not effective and/or practicable; equity in student discipline; and the use of non-exclusionary discipline whenever possible.

Effective responses to student misconduct consider the age and cognitive development of the student and include: framing instruction and coaching to the needs of the particular student; building or strengthening relationships; repair of harm; restorative practices designed to restore relationships, and re-engage students in the learning community. Effective discipline is educational, not punitive.

### **II. GENERAL STATEMENT OF POLICY**

Individual responsibility, social/emotional skill development, and mutual respect are essential components of the educational process. District employees must prioritize student growth and learning, and hold students accountable for their actions as a part of the growth and learning process. All students are entitled to learn and develop in a setting which provides clear and equitable expectations for their conduct, and promotes respect of self, others, and property. Such a setting provides options and stresses student self-direction, informed decision-making, self-control, and individual responsibility, in keeping with a student's cognitive, physical, psychological, and developmental capacities.

Student conduct is subject to the Student Conduct Procedure, which: defines and describes the expectations for student conduct; is designed to promote equity; prioritizes student and staff safety, promotes student growth and learning, and seeks to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary

measures. The school board believes that an equitable district-wide student discipline policy is an essential component in the work to realize the school board's commitment to student and staff safety, respect students' and staff rights and responsibilities, and minimizing disruption to the learning and working environment. This discipline policy is adopted, and must be implemented by staff as described in the administrative procedures, in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sSections 121A.40-121A.56.

### **III. AREAS OF RESPONSIBILITY**

- A. The School Board. The school board holds all employees responsible for adhering to this policy.
  
- B. Superintendent. The superintendent shall establish procedures to implement this policy.

---

**Legal References:**

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

**Cross References:** Equity Policy

## **506 STUDENT DISCIPLINE PROCEDURE**

### **I. PURPOSE**

A safe and positive environment is essential for learning. Knowing and following expectations and procedures will support students in making positive choices and academic progress. When students engage in behaviors that do not follow their school's expectations, school staff members are expected to respond promptly, appropriately and consistently.

Students, their parents/guardians, and school staff are responsible for working collaboratively to support the expectations and procedures outlined in this Procedure and the Student Handbook.

### **II. GENERAL STATEMENT OF PROCEDURE**

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Positive discipline provides options and stresses student self-direction, decision-making, and responsibility. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this procedure emphasizes the development of self-discipline, there are instances when it is necessary to administer corrective action and/or disciplinary measures. The school district is committed to the implementation of an equitable district-wide student discipline procedure. This discipline procedure was written in accordance with and is subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes Sections 121A.40-121A.56.

In keeping with Policy 506, the following factors must be considered prior to the development of interventions, deciding upon corrective actions, and/or administering disciplinary responses to student conduct:

- The consistency and equity of responses to similar behavior by similarly-situated students<sup>1</sup>;
- The student's age, maturity and understanding of the impact of the behavior;
- The student's ability to repair harm caused by the behavior;
- The student's willingness to repair harm caused by the behavior;
- The student's disciplinary record including the nature of prior behavior, the number of prior instances of behavior, and the interventions and disciplinary response applied;
- The nature, severity, and scope of the behavior;
- The circumstances and context in which the behavior occurred, including its impact on the learning environment;
- The student's individualized Education Plan (IEP) or 504 plan, if applicable.

### **III. DEFINITIONS**

- A. "Non Exclusionary disciplinary policies and practices" are alternatives to dismissing a student from school including, but not limited to, evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services

---

<sup>1</sup> Whether one student is similarly-situated to another is determined by whether, and to what extent, they share the other factors listed.

or reading interventions, and alternative education services.<sup>2</sup>

- B. "Pupil" or "Student" withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a student's parent/guardian to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The withdrawal agreement must not exceed 12-months in duration.
- C. "Removal from class" and "removal" mean any actions taken by a school district employee to prohibit a student from attending a class or activity for a period of time not to exceed five (5) days. Only school district administrators, in collaboration with the classroom teacher, have the authority to remove a student from class.
- D. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- E. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.
- F. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
- G. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
- H. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.

#### **IV. STUDENT RIGHTS**

- A. Students have the right to a free public education.
- B. Students have the right to attend school and gain an education as provided by law.
- C. Students have the right to attend school in a safe environment that is free from disruptive behavior by others. Students have the right to experience learning opportunities that reflect their cultural experiences in a non-racist, non-sex-biased, and gender and disability fair manner.

#### **V. STUDENT RESPONSIBILITIES**

All students have the responsibility:

- A. To behave in such a manner that supports learning for all, does not pose a potential or actual danger to themselves or others, and is not disruptive to the learning process for

---

<sup>2</sup> Nonexclusionary disciplinary policies and practices include, but are not limited to, the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.631, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

- others; and for knowing all school rules, regulations, policies, and procedures, as well as federal, state, and local laws, and conducting themselves in accordance with them.
- B. To attend school daily, except when excused, and to be on time to all classes and other required school functions;
  - C. To pursue and attempt to complete the courses of study prescribed by the State and local school authorities;
  - D. To make necessary arrangements for making up work when absent from school;
  - E. To assist school staff in maintaining safe learning and working environments;
  - F. To assume that unless and until a rule or policy is waived, altered, or repealed, it is in full force and effect;
  - G. To provide any information they have about unsafe situations or actions, including in disciplinary cases, to school staff or building leaders as soon as possible and to cooperate with school employees as appropriate;
  - H. To respect and maintain the school's property and the property of others;
  - I. Students have the right to choose their manner of dress and personal grooming unless it: presents a clear danger to the student's or another's health or safety; causes an interference with school work; or creates classroom disruption. Student dress cannot be obscene, sexually explicit, or discriminatory. Clothing that displays words or images that communicate a message that is racist, sexist, or otherwise derogatory to a protected class, or contains references to alcohol, chemicals, tobacco, or other products that are illegal for use by minors, is not permitted.
  - J. To recognize and respect the rights of others.

## **VI. CODE OF STUDENT CONDUCT**

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities may be disciplined in accordance with this procedure. This procedure applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This procedure also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
  - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of profanity or obscene language, or the possession or distribution of obscene, slanderous, libelous, or pornographic materials;
3. Gambling including, but not limited to, playing a game of chance for stakes;
4. Violation of school district or school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this procedure, and/or State, federal, and local laws;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Physical force, threats of violence, violence, bullying, or hazing;
7. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia;
8. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include sharing prescription medication with another student);
10. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
11. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
12. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
13. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
14. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
15. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
16. Acts disruptive of the educational process including, but not limited to, defiance of authority, failure to identify oneself, improper activation of fire alarms, or bomb threats;
17. Use of the school district's technology and equipment, in violation of the school district's Internet Acceptable Use and Safety Policy or other school rules regarding the use and possession of devices;
18. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;

19. Violation of parking or school policies or procedures relating to traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property or otherwise violating school district ;
20. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker, or any other violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
21. Criminal activity;
22. Falsification of any records, documents, notes, or signatures, and/or tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
23. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
24. Violation of the school district's Harassment and Violence Policy;
25. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or others;
26. Committing an act which inflicts great bodily harm upon another person, even if accidental or as a result of poor judgment;
27. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal sexual harassment or conduct, or indecent exposure;
28. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, obscene, threatening, or intimidating, or threats to school property;
29. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
30. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel, or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interfere with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

## **VII. RECESS AND OTHER BREAKS**

- A. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- .B The school district must not use recess detention unless:
  1. a student causes or is likely to cause serious physical harm to other students or staff;

2. the student's parent or guardian specifically consents to the use of recess detention;  
or
  3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- C. The school district must not withhold recess from a student based on incomplete schoolwork.
  - D. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
  - E. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of non exclusionary discipline.
  - F. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This Section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other State or federal law.

#### **VIII. REMEDIAL, CORRECTIVE AND/OR DISCIPLINARY OPTIONS**

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. In general, at a minimum, violations of the Code of Conduct, and other school district rules, regulations, policies, or procedures will result in a discussion of the violation and consideration of remedial and/or corrective actions. The school district will, however, impose disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or State or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;

- H. Detention, or restriction or loss of school privileges;
- I. Restorative justice;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. Out-of-school suspension under the Pupil Fair Dismissal Act;
- P. Preparation of an admission or readmission plan;
- Q. Expulsion under the Pupil Fair Dismissal Act;
- R. Exclusion under the Pupil Fair Dismissal Act; and/or
- S. Other disciplinary action as deemed appropriate by the school district.

**IX. REMOVAL OF STUDENTS FROM CLASS**

- A. The teacher of record shall have the general control and government of the classroom. Teachers are responsible for attempting to modify disruptive student behavior by actions such as: conferring with the student; using positive behavioral supports and reinforcement, assigning detention or other consequences, and/or contacting the student's parents/guardians. When such measures fail, or when the teacher determines it is necessary based upon the student's conduct, an administrator has the authority to remove the student from class pursuant to this procedure. Grounds for removal from class shall include any of the following:
  - 1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
  - 2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school; or
  - 3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this procedure.

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

A student must be removed from class immediately if the student engages in assault or violent behavior.

- B. If a student is removed from class more than five (5) times in a school year, teacher/administration shall notify the parent or guardian of the student's fifth removal from class and make reasonable attempts to convene a meeting with the student's parent

or guardian to discuss the issue that is causing the student to be removed from class.

## **X. DISMISSAL**

This procedure emphasizes the prevention of dismissals through early detection of problems and the use of nonexclusionary discipline prior to dismissal. It also provides, in the event dismissal is necessary, uniform criteria for dismissal consistent with the Pupil Fair Dismissal Act.

When a student is dismissed from the school district, the student's school has a continuing responsibility for the student's education during the dismissal period. The school must ensure that alternative educational services offered to the student are adequate to allow the student to make progress toward meeting the graduation standards<sup>3</sup> and prepare the student for readmission.<sup>4</sup>

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

The school district must not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures before dismissal proceedings or student withdrawal agreements, except in those situations in which there is a reasonable belief that a student presents an immediate and substantial danger to themselves or to surrounding persons or property.

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425 is prohibited. The use of exclusionary practices to address attendance and truancy issues is also prohibited.

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

1. Willful violation of any reasonable school board regulation, including those found in this procedure;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school-sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or school district property.

- C. Disciplinary Dismissals Prohibited

1. A student enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
  - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

---

<sup>3</sup> See Minn. Stat. Sec. 120B.02.

<sup>4</sup> See Minn. Stat. Sec. 121A.46, Subd. 5.

- b. kindergarten through Grade 3.
- 2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes Chapter 125A and federal law for a student receiving special education services.
- 3. Notwithstanding this section, expulsions and exclusions may be used only after nonexclusionary discipline options have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the student or others.

#### D. Suspension Procedures

- 1.2. School administration must allow a suspended student the opportunity to complete all school work assigned during the period of the student's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the student's teachers to allow the suspended student to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
- 3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district must make reasonable attempts to convene a meeting with the student and parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense.
- 4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan must include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student presents an immediate and substantial danger to themselves or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
- 5. A student with a disability may be suspended. When a student with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the student's IEP team, including at least one

of the student's teachers, must meet and determine the extent to which the student needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.

6. Alternative education services must be provided to a student who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to: special tutoring; modified curriculum, modified instruction, other modifications or adaptations; instruction through electronic media; special education services as indicated by appropriate assessments; homebound instruction; supervised homework; or enrollment in another district or in an alternative learning center under Minnesota Statutes Section 123A.05, selected to allow the student to make progress toward meeting graduation standards under Minnesota Statutes Section 120B.02, although in a different setting.
7. The school administration must not suspend a student from school without an informal administrative conference with the student. The informal administrative conference must take place before the suspension, except where school administration has a reasonable belief that the student presents an immediate and substantial danger to themselves or to surrounding persons or property, in which case the conference must take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator must notify the student of the grounds for the suspension, provide an explanation of the evidence the school district has, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
  8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, refer to the Student Rights and Responsibilities Handbook.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Pupil Fair Dismissal Act, must be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.
10. The school administration must make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student presents an immediate and substantial danger to surrounding persons or property, the written notice must be served upon the student and the student's parent or guardian within forty eight (48) hours of the suspension. Service by mail is complete upon mailing.
12. Notwithstanding the provisions above, the student may be suspended pending a hearing officer's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that the suspension exceeds five (5) consecutive school days.

1. All expulsion and exclusion proceedings must be held pursuant to and in accordance with the provisions of the Pupil Fair Dismissal Act.
2. No expulsion or exclusion can be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
3. The student and parent or guardian must be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice must be served upon the student and their parent or guardian personally or by mail, and must include: a complete statement of the facts; a list of the witnesses and a description of their testimony; the date, time and place of hearing; a copy of the Pupil Fair Dismissal Act; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel, at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education and is posted on its website. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
6. The hearing must be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings must be held at a time and place reasonably convenient to the student, parent, or guardian and must be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district must record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The school board may appoint an attorney to represent the school district in any proceeding.
10. All expulsion or exclusion hearings must take place before and be conducted by an independent hearing officer designated by the school district. The hearing must be conducted in a fair and impartial manner. Testimony must be given under oath and the hearing officer has the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative, must be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, has the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based.

14. The student, parent or guardian, or authorized representative, has the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer must prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be provided to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board must base its decision upon the findings and recommendation of the hearing officer and render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must: be based on the record; in writing; and state the controlling facts on which the decision was made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board must be implemented during the appeal to the Commissioner.
19. The school district must report any suspension, expulsion or exclusion action taken to the appropriate public service agency when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator must inform the student and parent or guardian by U.S. mail of the student's right to attend and be reinstated in the school district.

## **XI. ADMISSION OR READMISSION PLAN**

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures designed to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes Section 120B.232, Subd. 1, social and emotional learning, counseling, social work services, mental health services, referral for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parent/guardian involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The

readmission plan must not obligate parents/guardians to provide a sympathomimetic medication for their student as a condition of readmission.

## **XII. NOTIFICATION OF PROCEDURE VIOLATIONS**

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

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a student, and each withdrawal agreement within thirty (30) days of the effective date of the dismissal action, withdrawal, or assault, to the Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault which is imposed upon or provided to the student and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

## **XIII. STUDENT DISCIPLINE RECORDS**

Complete and accurate student discipline records must be maintained. The collection, dissemination, and maintenance of student discipline records must be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Chap. 13.

## **XIV. STUDENTS WITH DISABILITIES**

Students who are currently identified as eligible under the IDEA or Section 504 are subject to the provisions of this procedure, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the student's IEP team and the student's parent or guardian must, consistent with federal law, conduct a manifestation determination to determine whether the student's behavior was (i) caused by or had a direct and substantial relationship to the student's disability and (ii) whether the student's conduct was a direct result of a failure to implement the IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district may proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team must conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) for the student provided that the school district had not conducted such an assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

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

## **XV. OPEN ENROLLED STUDENTS**

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident

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

## **XVI. DISCIPLINE COMPLAINT PROCEDURE**

Students, parents and guardians, and school staff may file a complaint and seek corrective action when the requirements of the Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies and procedures, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this procedure including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three (3) school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies or procedures that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

C. Expulsion and exclusion dismissals and student withdrawal agreement<sup>5</sup> requirements:

1. When the student is still enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes:
  - a. reviewing the student's schoolwork and grades on a quarterly basis to ensure the student is on track for readmission with their peers; and

---

<sup>5</sup> Defined in Minn. Stat. Sec. 121A.41, Subd. 13.

- b. communicating on a regular basis with the student's parent/guardian to ensure the student is completing the work assigned through the alternative educational services.<sup>6</sup> These services are required until the student enrolls in another school or returns to the same school;
- 2. A student receiving school-based or school-linked mental health services<sup>7</sup> in the school district continues to be eligible for those services until the student is enrolled in a new district; and
- 3. The school district must provide the student's parent/guardian with information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

**XVII. REASONABLE FORCE**

A. Reporting Requirements

- 1. The school district must report when any reasonable force has been used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another person.<sup>8</sup>
- 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the Commissioner of the Minnesota Department of Education (MDE), data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another person.<sup>9</sup>
- 3. The school district must report to MDE as a restrictive procedure any reasonable force<sup>10</sup> which:
  - a. intends to hold a student immobile or limit a student's movement where body contact is the only source of physical restraint; or
  - b. confines a student alone in a room from which egress is barred; or
  - c. involves physical holding or seclusion used by an unauthorized or untrained staff person.

**XVIII. DISTRIBUTION OF PROCEDURE**

The school district will notify students and parents of the existence and contents of this procedure in such manner as it deems appropriate. Copies of this discipline procedure will be made available to all students and parents/guardians at the commencement of each school year and to all new students and parents/guardians upon enrollment. This procedure will also be available upon request in each principal's office.

---

<sup>6</sup> Defined in Minn. Stat. Sec. 121A.41, Subd. 11.

<sup>7</sup> See Minn. Stat. Sec. 245.4889.

<sup>8</sup> When the reasonable force is consistent with the definition of physical holding under Minn. Stat. Sec. 125A.0941(c), as outlined in M.S. Sec. 125A.0942, Subd. 3(b).

<sup>9</sup> When the reasonable force is consistent with the definition of physical holding under Minn. Stat. Sec. 125A.0941(c).

<sup>10</sup> Any reasonable force which is used under Minn. Stat. Sections 121A.582; 609.06, Subd. 1; and 609.379.

**Cross References:** Board Policy 506  
Student Handbook

**School Board of Robbinsdale Area Schools**

Business Meeting – March 4, 2024

**AGENDA SECTION:** Operations

---

**ITEM:** 3.D. Policy 606 - Selection of Curricula and Instructional Materials

---

**COMMENTS BY:** Governance Policy Committee Members

---

**Recommended Motion:** Approve Policy 606 - Selection of Curricula and Instructional Materials.

	<b>Yes</b>	<b>No</b>	<b>Abstention</b>
Helen Bassett			
ReNae Bowman			
Sharon E. Brooks			
Dr. Greta Evans-Becker			
Kim Holmes			
Caroline Long			
John Vento			

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_

# **RAS Policy 606: Selection of Textbooks and Instructional Materials**

*Approved: January 11, 2024*

## **I. PURPOSE**

The purpose of this policy is to articulate the school board's role and priorities related to the selection of curricula and instructional materials.

## **II. GENERAL STATEMENT OF POLICY**

The school board recognizes that the professionally-trained employees of the school district have the expertise necessary for the selection of curricula and instructional materials that are evidence-based and meet the needs of all students in the school district.

## **III. SELECTION PROCESS AND PROCEDURE**

The superintendent is directed to develop a procedure for the selection of curricula and other instructional materials by professionally-trained employees. The procedure must include, at a minimum: a) general selection criteria; b) a process for the review and recommendation of curricula and other instructional materials by professionally-trained employees that is coordinated with the school district's curriculum development effort; and c) a means for interested persons to review and request reconsideration of curricula and other instructional materials that were selected.

**Cross References:** Equity Policy

# AP 606: Selection of Curricula and Instructional Materials

Updated: January 22, 2024

## I. PURPOSE

The Curriculum and Program Review and Development Process was developed in accordance with Minnesota Statute 102B.11 and provides a comprehensive framework to ensure that teachers use evidence-based instructional best practices and the requisite curricular resources and assessments to provide engaging and culturally relevant learning experiences that enable students to gain skills and meet academic standards for career and college readiness. This process explores both modifications to current practices and curricular resources and potential needs for new curricular resources.

The need for an Instructional or Programmatic Review arises when:

- There is a significant change in standards
- Data indicates that the Continuous Improvement Process is not yielding adequate results
- A program/curriculum has not been reviewed in 5-7 years

## II. SELECTION PROCESS AND PROCEDURE

To Guarantee that every student has equitable access to the highest quality education, the district is committed to a continuous Curriculum and Education Program Review and Development Process. The Process shall be research-based and systemic and shall include the collaborative involvement of teachers and administrators, along with input from parents, students, and the community.

## III. Stages of the Instructional and Curricular Program Review and Development

Stage	Name	Purpose
Stage 1	Research and Review	To plan and prepare for an upcoming curriculum review by soliciting stakeholder membership, identifying and collecting relevant data, and a shared understanding of the Curriculum Review Process.
Stage 2	Comprehensive Needs Assessment/ Recommendations	To assess the current effectiveness of a specific program area by conducting a comprehensive analysis of achievement data, and identifying areas for improvement and curricular resources needed.
Stage 3	Create Plan	To examine options for a specific program area, plan professional development, and develop an implementation, coaching, and monitoring plan. 3A: purchasing material 3B: modifying curriculum and/or instructional practices

<b>Stage 4</b>	<b>Plan Implementation</b>	To implement a plan for delivering professional learning, organize and distribute materials for implementation, and collect data to evaluate whether revisions are needed. Curriculum and instruction will support this process. 4A: purchasing material 4B: modifying curriculum and/or instructional practices
<b>Stage 5</b>	<b>Monitor/Refine</b>	To establish a standard process for large-scale implementation, have ongoing professional learning, and design a data collection system to ensure implementation fidelity.

**IV. Reconsideration of Specific Library or Instructional Materials**

The Robbinsdale Area Schools’ school board adopted Policies 606 and 606.1, under which the school board delegated responsibility for selecting and evaluating library and instructional materials to school district staff. This policy establishes procedures for formal reconsideration of specific library or instructional materials.

A Robbinsdale Area Schools’ school district employee, student, or a parent or guardian of a currently enrolled student may request reconsideration of specific library or instructional materials based on appropriateness. Please complete this form to request a formal review of a specific item in the media center’s collection

[Reconsideration of Specific Library or Instructional Materials](#)

## School Board of Robbinsdale Area Schools

Business Meeting – March 4, 2024

**AGENDA SECTION:** Operations

---

**ITEM:** 3.E. Policy 606.1 - Library Materials

---

**COMMENTS BY:** Governance Policy Committee Members

---

**Recommended Motion:** Approve Policy 606.1 - Library Materials.

	Yes	No	Abstention
Helen Bassett			
ReNae Bowman			
Sharon E. Brooks			
Dr. Greta Evans-Becker			
Kim Holmes			
Caroline Long			
John Vento			

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_

## **606.1 LIBRARY MATERIALS**

### **I. PURPOSE**

The purpose of this policy is to communicate the school board's recognition of the vital role that a wide-ranging and diverse collection of library materials can play in a student's development, growth in literacy, and understanding of the world.

### **II. GENERAL STATEMENT OF POLICY**

The purpose of school libraries and media centers is to ensure that all students have access to learning materials which allow them to explore their interests, enrich their learning, and prepare them to be informed citizens living in a multi-cultural democratic society.

To ensure that library materials fulfill this purpose, the school board delegates to the superintendent the responsibility for developing and administering a procedure for the selection of library materials by professionally-trained school district staff. This procedure must include criteria for the selection of library materials, and processes for parents/guardians to request that the school district take reasonable steps designed to prevent their student from accessing specific material(s), and for reconsideration of certain material(s) in a library/media center's collection.

### **III. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS**

- A. The school board recognizes the expertise of the school district's licensed media specialists and certified school librarians in the selection of library materials.
- B. Therefore, while recommendations by other school district employees, students, parents and guardians, and other community members may be considered, professionally-trained school district staff will make the final decision regarding the selection of library materials, in keeping with the process developed by the superintendent.

**Cross References:** Equity Policy

## **606.1 AP LIBRARY MATERIALS**

### **Responsibility for Selection**

The Media Specialist has primary responsibility for selecting print and non-print resources for inclusion into that campus' media center with input from media center personnel, students, staff, and administration. The campus Principal, ISD 281 Superintendent, and School Board have financial authority to purchase resources.

Requests for new materials will be reviewed by the Media Specialist using numerous review sources and will be purchased promptly if deemed appropriate and meet the purpose of the media centers.

### **Criteria**

The following criteria will be used to determine inclusion in RAS media centers::

- Resources will support and be consistent with the general educational goals of state standards and building curriculum.
- Resources will be chosen to enrich and support the curriculum and personal needs of users.
- Resources will meet high standards of quality.

### **Procedures for Selection of Resources**

In selecting resources, professional personnel will evaluate available resources and needs and consult reputable, professionally prepared aids to selection and other appropriate Sources. Staff will consult professional journals as needed when determining placement in RAS Media Centers.

### **Reconsideration of Specific Library Collection Material**

The Robbinsdale Area Schools' school board adopted Policy 606.5 (Library Materials), under which the school board delegated responsibility for selecting and evaluating library materials to school district staff. This policy establishes procedures for formal reconsideration of specific library collection material.

A Robbinsdale Area Schools' school district employee, student, or a parent or guardian of a currently enrolled school district student may request reconsideration of specific library material based on appropriateness. Please complete this form to request a formal review of a specific item in the media center's collection

[Reconsideration of Specific Library Collection Material](#)

**Cross References:** Equity Policy



## School Board of Robbinsdale Area Schools

Business Meeting – March 4, 2024

**AGENDA SECTION:** Operations

---

**ITEM:** 3.F. Non-Action - Operating Referendum Resolution and  
Capital Projects Levy

---

**PRESENTERS:** Marti Voight, Interim Superintendent and Virginia  
Verbrugge, Assistant Director of Finance

---

Interim Superintendent Voight and Ms. Verbrugge will review information with the Board, and respond to questions.



**To: Board of Education**  
**Date: March 4, 2024**  
**Re: Additional information about operating referendums**

---

Robbinsdale Area Schools is primarily funded by a combination of state funding and local property taxes.

New legislation allows Minnesota school districts to automatically renew a previous operating referendum. This can be done one time only, either this year or next year.

Robbinsdale Area Schools uses the operating referendum to fund the general expenditures of the district, including:

- salaries
- staff benefits
- insurance
- utilities
- routine maintenance
- office supplies
- instructional materials and supplies
- technology, equipment and repairs

The School Board will vote to support one of the following options:

- 1. Renew the current operating referendum, at the current amount**
  - Would not go to the voters
  - Legal counsel is required to develop the Resolution
  - School Board Directors are required to vote to renew the operating referendum
  - Provides the new Superintendent an opportunity to focus on listening to stakeholders, developing priorities, and settling into the position instead of conducting a referendum campaign
- 2. Take Operating Referendum to the voters, at the current amount**
  - Referendum campaign launched
  - On the ballot for the voters
- 3. Take Operating Referendum to the voters, at a higher amount**
  - Referendum campaign launched
  - On the ballot for the voters
  - In Rdale, amount is limited to the state cap of \$54.00 additional funding per pupil
- 4. Do not renew the current referendum**
  - Would result in a catastrophic **loss of \$24,759,395 per year**





**To: Board of Education**  
**Date: March 4, 2024**  
**Re: Information regarding capital projects levy**

In 2014 Robbinsdale Area Schools received a voter-approved Capital Projects Levy – a term used in state law – to fund specific technology and safety projects. This kind of levy helps fund an approved capital project, paid for over 10 years. Last year, Robbinsdale Area Schools collected \$5.9 million on the capital projects levy.

### **Robbinsdale Area Schools current Capital Project Levy authorizes the district to fund:**

- Annual purchases
  - Replacement network hardware
  - Annual software subscriptions
- Recurring purchases
  - Devices for students (Chromebooks and iPads), teachers and non-licensed staff
  - Network infrastructure
  - Classroom technology
- Long-term projects
  - Replacement SMART boards

### **Proposed Capital Levy amount**

- The existing percentage paid by taxpayers will remain at its current rate of 4.207% - which provides the district approximately \$6.64 million annually
- To maintain current technology investments with capital levy funds, the district would need to budget \$4.64 million annually
- The remaining \$2 million in funds would be used for Safety and Security

### **The Capital Project Levy for SY26 would authorize the district to:**

- Maintain current technology standards
- Improve Safety and Security measures in buildings
  - Cameras
  - Secure entrances

### **The School Board will vote to support one of the following options:**

1. Add the capital levy renewal, at the same rate, to the ballot in **2024**. The levy would continue to fund technology, and the scope would be increased to add safety and security.
2. Increase the tax rate on the capital levy, to the ballot in **2024**. The levy would continue to fund technology, and the scope would be increased to add safety and security at a higher amount.
  - If the ballot in 2024 fails, the district will go without these funds beginning in the 2025-26 school year.
  - The odd-year election option incurs more costs: leasing equipment from the cities, hiring/training election judges, etc.

**Supporting documentation:** [PMA Powerpoint](#)<sub>48</sub> [Executive Summary](#)





## School Board of Robbinsdale Area Schools

Business Meeting – March 4, 2024

**AGENDA SECTION:** Operations

**ITEM:** 3.G. Non-Action - Resolution for Non-Resident Enrollment  
Capacity Limits

**PRESENTERS:** Marti Voight, Interim Superintendent and Virginia  
Verbrugge, Assistant Director of Finance

Interim Superintendent Voight and Ms. Verbrugge will review information with the Board, and respond to questions.



**To: School Board Members and Interim Superintendent Marti Voight**  
**From: John Groenke, Executive Director of Student Services**  
**Date: February 20, 2024**  
**Re: Resolution: Non Resident Student Enrollment Capacity Limits**

### **2024-2025 Non-Resident Student Enrollment Capacity Limits**

Whereas, Minnesota Statute 124D.03 provides that a board of education may, by resolution, limit the enrollment of nonresident pupils in its schools or programs to a number not less than one percent of the total enrollment at each grade level in the district, and

Whereas, Robbinsdale Area Schools enrolls the number of non resident students that meet or exceed one percent of the total enrollment at each grade level in the district,

Now, therefore, it resolved that the superintendent or designee may close a grade, building or program for nonresident students as necessary due to space limitations.

Now, be it further resolved that the superintendent or designee may also limit the nonresident elementary enrollment so that 24-25 class sizes remain within the following range.

<b>Class Size Range</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Minimum Class Size	18	19	21	21	23	24
Maximum Class Size	25	26	28	28	30	31



**To: School Board and Marti Voight, Interim Superintendent**  
**From: Cheryl Ulik, Director of Research, Evaluation and Assessment**  
**Date: February 20, 2024**  
**Re: Enrollment: In District vs Out of District**

The tables below provide a breakdown of district enrollment based on if the student lives in or out of the district. It is based on an enrollment file pulled on January 25, 2024. Since enrollment is constantly changing, the counts and percentages would vary slightly if they were based on a different enrollment date. The tables are split by Elementary (K-5), Middle School (grades 6-8) and High School (grades 9-12). Within each level enrollment counts and percentages are provided by school and several demographic variables.

**In District/Out of District by Elementary School**

School		In District		Out of District		Count
		%	Count	%	Count	
School	FAIR Pilgrim Lane	81%	326	19%	78	404
	Forest Elementary	87%	397	13%	58	455
	Lakeview Elementary	81%	293	19%	67	360
	Meadow Lake Elementary	93%	468	7%	35	503
	Neill Elementary	85%	304	15%	52	356
	Noble Elementary	75%	215	25%	72	287
	Northport Elementary	90%	417	10%	46	463
	Robbinsdale Spanish Immersion	82%	608	18%	133	741
	Robbinsdale Virtual Academy K-5	63%	5	38%	3	8
	School of Engineering and Arts	85%	380	15%	65	445
	Sonnesyn Elementary	86%	259	14%	43	302
	Zachary Lane Elementary	91%	375	9%	38	413
	Total	85%	4047	15%	690	4737

**In District/Out of District by Elementary School and Special Education**

Special Ed		In District		Out of District		Count
		%	Count	%	Count	
Special Ed	General Education	85%	3382	15%	584	3966
	Special Education	86%	665	14%	106	771
	Total	85%	4047	15%	690	4737



**In District/Out of District by Elementary School and Race/Ethnicity**

Federal Race/Ethnicity	American Indian/Native Hawaiian	In District		Out of District		Count
		%	Count	%	Count	
	Asian	86%	24	14%	4	28
	Black/African American	86%	203	14%	32	235
	Hispanic/Latino	83%	1171	17%	244	1415
	Two or More Races	82%	701	18%	157	858
	White	83%	494	17%	101	595
	Total	91%	1454	9%	152	1606
		85%	4047	15%	690	4737

**In District/Out of District by Elementary School and EL Status**

ELL	English Learner	In District		Out of District		Count
		%	Count	%	Count	
	English Speaker	87%	725	13%	106	831
	Total	85%	3322	15%	584	3906
		85%	4047	15%	690	4737

**In District/Out of District by Elementary School and Free/Reduced Lunch Status**

Free/Reduced Lunch	Free/Reduced Lunch	In District		Out of District		Count
		%	Count	%	Count	
	Regular Lunch	83%	2387	17%	492	2879
	Total	89%	1660	11%	198	1858
		85%	4047	15%	690	4737

**In District/Out of District by Middle School**

School Name	FAIR School - Crystal	In District		Out of District		Count
		%	Count	%	Count	
	Plymouth Middle School	80%	303	20%	77	380
	Robbinsdale Middle School	88%	693	12%	91	784
	Robbinsdale Virtual Academy	82%	517	18%	112	629
	Sandburg Middle School	77%	34	23%	10	44
	Total	79%	263	21%	71	334
		83%	1810	17%	361	2171

### In District/Out of District by Middle School and Special Education

		In District		Out of District		Count
		%	Count	%	Count	
Special Ed	General Education	83%	1524	17%	309	1833
	Special Education	85%	286	15%	52	338
	Total	83%	1810	17%	361	2171

### In District/Out of District by Middle School and Race/Ethnicity

		In District		Out of District		Count
		%	Count	%	Count	
Federal Race/Ethnicity	American Indian/Native Hawaiian	83%	10	17%	2	12
	Asian	84%	110	16%	21	131
	Black/African American	74%	487	26%	171	658
	Hispanic/Latino	84%	338	16%	66	404
	Two or More Races	77%	179	23%	53	232
	White	93%	686	7%	48	734
	Total	83%	1810	17%	361	2171

### In District/Out of District by Middle School and EL Status

		In District		Out of District		Count
		%	Count	%	Count	
ELL	English Learner	86%	257	14%	41	298
	English Speaker	83%	1553	17%	320	1873
	Total	83%	1810	17%	361	2171

### In District/Out of District by Middle School and Free/Reduced Lunch Status

		In District		Out of District		Count
		%	Count	%	Count	
Free/Reduced Lunch	Free/Reduced Lunch	78%	985	22%	276	1261
	Regular Lunch	91%	825	9%	85	910
	Total	83%	1810	17%	361	2171

### In District/Out of District by High School

School Name		In District		Out of District		Count
		%	Count	%	Count	
Robbinsdale Academy		71%	208	29%	83	291
Robbinsdale Armstrong High School		84%	1457	16%	286	1743
Robbinsdale Cooper High School		79%	1115	21%	303	1418
Robbinsdale Transition Center		83%	43	17%	9	52
Robbinsdale Virtual Academy		72%	135	28%	52	187
Total		80%	2958	20%	733	3691

### In District/Out of District by High School and Special Education

Special Ed	General Education	In District		Out of District		Count
		%	Count	%	Count	
		81%	2532	19%	600	3132
	Special Education	76%	426	24%	133	559
	Total	80%	2958	20%	733	3691

### In District/Out of District by High School and Race/Ethnicity

Federal Race/Ethnicity		In District		Out of District		Count
		%	Count	%	Count	
American Indian/Native Hawaiian		90%	26	10%	3	29
Asian		69%	173	31%	78	251
Black/African American		72%	845	28%	325	1170
Hispanic/Latino		81%	559	19%	129	688
Two or More Races		76%	286	24%	92	378
White		91%	1069	9%	106	1175
Total		80%	2958	20%	733	3691

### In District/Out of District by High School and EL Status

ELL		In District		Out of District		Count
		%	Count	%	Count	
English Learner		83%	359	17%	76	435
English Speaker		80%	2599	20%	657	3256
Total		80%	2958	20%	733	3691



**In District/Out of District by High School and Free/Reduced Lunch Status**

		In District		Out of District		
		%	Count	%	Count	Count
Free/Reduced Lunch	Free/Reduced Lunch	74%	1567	26%	552	2119
	Regular Lunch	88%	1391	12%	181	1572
	Total	80%	2958	20%	733	3691



## School Board of Robbinsdale Area Schools

Business Meeting – March 4, 2024

**AGENDA SECTION:** Operations

**ITEM:** 3.H. Governance Policy Manual Task Force Update

**PRESENTER:** ReNae Bowman, School Board Chair

Dr. Greta Evans-Becker, School Board Clerk

Chair Bowman and Clerk Evans-Becker will provide an update on their review of the School Board Governance Policy Manual.





## School Board of Robbinsdale Area Schools

Business Meeting – March 4, 2024

**AGENDA SECTION:** Operations

**ITEM:** 3.I. Policy Update

**PRESENTER:** Governance Policy Committee Members

Members of the Governance Policy Committee will provide recommendations to policies they have been working on, and will be available to answer any questions.





## School Board of Robbinsdale Area Schools

Business Meeting – March 4, 2024

**AGENDA SECTION:** Operations

**ITEM:** 3.J. School Safety Update

**PRESENTER:** Ad Hoc Safety and Security Committee Members

Members of the Ad Hoc Safety and Security Committee will provide a school safety update.





## School Board of Robbinsdale Area Schools

Business Meeting – March 4, 2024

**AGENDA SECTION:** Operations

**ITEM:** 3.K. Student Achievement Update

**PRESENTER:** Marti Voight, Interim Superintendent and Bridget Hall,  
Interim Assistant Superintendent

Interim Superintendent Voight has some wonderful news about Career and Technical Pathways:

74 Robbinsdale students from Cooper, Armstrong and Highview took part in the Construct Tomorrow event on February 14, 2024. The event offered experiential hands-on learning activities that featured the construction trades such as: masonry, carpentry, engineering, electrical, roofing, and drafting. The students enjoyed exploring these career opportunities.

We will be bringing forward some students in the next month to share their Career and Technical Pathways.

Interim Assistant Superintendent Hall will provide a brief update on K-12 math.





**To:** School board  
**Date:** Monday, March 4, 2024  
**Re:** Warehouse Career Pathways/CTE Update

### **Current Status:**

Following displacement of the Career Pathways/CTE program from the Warehouse location as of October 13, 2023, the program adapted in order to maintain the level of service that students were previously receiving.


Our students, in working with their counselors, were able to adjust schedules so that all but three students were able to continue with these courses as originally planned.

- Includes hosting a split CNA class at both high school locations
- Transporting Armstrong students to Cooper for EMT class

We have made every effort to maintain the course offerings that students were previously enrolled in. Without adequate space specifically designed for career Pathways courses, the district will struggle to meet student choice offerings beginning in fall 2024.

### **Impact:**

- **Moving Emergency Medical Response and Technician courses to a high school building resulted in:**
  - Not having adequate space to do realistic simulated emergency scenes.
  - Inadequate space, creating challenges for students when practicing skills
- **Relocation of Certified Nursing Assistant (CNA) classes, creating a single section at each high school, which:**
  - Limited options for students to take the class that best fits into their schedule
  - Led to having only enough nursing equipment for one lab so it currently is in storage (inadequate space for both lab and lecture)
  - Compels us to rent space at Hennepin Technical College and provide transportation for skills lab and testing for eight full days total - which results in incurred rental fees. As a result, students will miss multiple other classes for a period of four days.
- **Postponement of next-phase planning of the following possible courses options due to space limitations that may have been met by classrooms built at the warehouse location:**
  - **Computer Science:** creating a lab with computers that have the capacity to support coding, language and I.T. requirements.
  - **Robotics:** setting up a robotics course for students from the high school sites as current space in traditional classrooms will not work due to spatial and experimental aspects of the program to learn design, programming, and AI implications of this technology.
  - **Student Tech Lab:** space to learn how to repair and do the necessary work on district equipment, to gain high level skills in IT repair. (hands-on, applied learning)
  - **Construction Labs:** space needed to create various construction-related labs in framing, electrical, masonry and finishing in order to provide equitable access for all students.

- 
- **Centralized location:** allows the district to better use monetary resources in purchasing licenses for Industry Credentials and Certifications. This year this fee was paid for through our Perkins and United Way funds.





To: Board of Education  
From: Bridget Hall  
Date: March 4, 2024  
Re: K-12 Mathematics Update

---

## Elementary

- **CORE Instruction** includes increasing modeling of strategies, student voice and partnering, and individualizing the learning for where students are:
  - Calendar math - daily review on key math concepts
  - Number talks in which students are using academic language, explaining their thinking, and the strategy being used. This allows for our students to use their voice, choice and agency. It allows for more student talk and more teacher coaching.
  - Students engage in problem solving using specific strategies such as QSW: question, strategy, work and P.O.S.E. - focusing on thinking skills
  - Students work in small groups to think through rigorous problems
  - Students receive differentiated instruction and practice on Redbird
- **Planning Instruction/Intervention:**
  - Goal setting after fall aMath testing
  - New learning through Professional Learning Communities
  - Fact fluency practice in addition to grade level work
  - Partner games, math stations and math review throughout the day- increasing a love for math
  - Daily math groups with a teacher providing differentiated instruction and research-based interventions
  - **IXL** is personalized learning. With a comprehensive K-8 mathematics curriculum, individualized guidance, and real-time analytics. IXL meets the unique needs of each learner and we are currently introducing it to support small group learning time to review skills.  
This is a pilot opportunity and admin and staff were given the opportunity to learn more and decide if they wanted to participate. We have 100% of our elementary sites participating.
- Supporting **Math Instruction Tools:**
  - Blended learning: blended instruction, self-pacing, and mastery-based learning.
  - Teaching of how to use manipulatives and why
  - Math Corps tutors work with students
  - Integration of Multilingual Strategies within Math
  - Providing strategy review with our VIP volunteers
- **MATH Masters**  
4th and 5th Graders participate in district and regional competitions, using critical thinking and problem solving rigorous math problems. {36 total students representing (8-4th (28-5th)



**Upcoming Events: Math Master District Competition- March 4 and 6  
Math Master Regional Competition- April 12 and 19**

**Secondary**

- **Grades 6, 7, 8** using IXL to introduce and review skills
  - **IXL** is personalized learning. With a comprehensive K-8 mathematics curriculum, individualized guidance, and real-time analytics. IXL meets the unique needs of each learner and we are currently introducing it to support small group learning time to review skills.  
*This is a pilot opportunity and admin and staff were given the opportunity to learn more and decide if they wanted to participate. We have 100% of our middle sites participating.*
  - EA math tutor in middle school
  - Zero hour math (Targeted Services) at RMS
  - Blended learning in several classes at 2 middle schools
  
- **High school math intervention courses**
  - Specifically targeted students for a second math class
  - Semester long, 15-18 students per class
  - Use of ALEKS intervention course at CHS
    - ALEKS is a research-based, online learning program that offers course products for **Math**. ALEKS is a proven, online learning platform that helps educators and parents understand each student's knowledge and learning progress in depth, and provides the individual support required for every student to achieve mastery.
  - Use of Next Gen Personal Finance free resources/curriculum
  - Math tutor in math resource room at AHS
  - Blended learning in several classes at both high schools
  
- **DATA Sets:** Upcoming March meeting Dr. Ulik will be reviewing our FastBridge Data results from Fall to Winter.





## School Board of Robbinsdale Area Schools

Business Meeting – March 4, 2024

**AGENDA SECTION:** Operations

**ITEM:** 3.L. Transportation and Capital Infrastructure Update

**PRESENTER:** Ad Hoc Transportation and Capital Infrastructure Committee  
Members

Members of the Ad Hoc Transportation and Capital Infrastructure Committee will provide an update from their meeting today, just prior to the Business Meeting.





## School Board of Robbinsdale Area Schools

Business Meeting – March 4, 2024

**AGENDA SECTION:** Operations

**ITEM:** 3.M. Human Resources Update

**PRESENTER:** Amy O'Hern, Executive Director of Human Resources

Ms. O'Hern will provide an update from the Human Resources department.





## School Board of Robbinsdale Area Schools

Business Meeting – March 4, 2024

**AGENDA SECTION:** Consent Agenda  
**ITEM:** 4. Consent Agenda  
**PRESENTER:** ReNae Bowman, School Board Chair

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

**Recommended Motion:** Approve the Consent Agenda items.

	Yes	No	Abstention
Helen Bassett			
ReNae Bowman			
Sharon E. Brooks			
Dr. Greta Evans-Becker			
Kim Holmes			
Caroline Long			
John Vento			

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_



*\*\*Approved March 4, 2024*

A Business Meeting of the School Board of Robbinsdale Area Schools (RAS) was held Tuesday, February 20, 2024, beginning at 7:00 p.m. in the Boardroom at the Robbinsdale Area Schools Education Service Center (ESC). A recording of the meeting can be found at: <https://www.rdale.org/discover/school-board> under "Watch School Board Meeting Webcasts."

### **Call to Order and Roll Call**

Chair Bowman called the meeting to order at 7:00 p.m. Directors present: Helen Bassett, ReNae Bowman, Sharon E. Brooks, Dr. Greta Evans-Becker, Kim Holmes, Caroline Long, and John Vento; and Marti Voight, Interim Superintendent. Director(s) absent: none. There was a quorum, and the meeting was called to order.

### **Acceptance of the Agenda**

Chair Bowman asked for a motion to accept the Business Meeting agenda. Director Vento moved to accept the agenda, and Director Evans-Becker seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors Bassett, Bowman, Brooks, Evans-Becker, Holmes, Long, and Vento. And the following voted against the same: none. Said motion was declared duly passed.

### **Sharing the Success: Coding Program at Noble Elementary**

Michael Rieckenberg, Principal of Noble Elementary, introduced Chris Porter, Computer Science Teacher. Ms. Porter talked about the Computer Science classes at Noble, providing all students preparation for digital literacy, problem-solving skills, creativity and innovation. A few Noble students were in attendance to answer questions, as well.

77

### **Arts Showcase: District High School Musicals**

Interim Superintendent Voight highlighted the musicals now showing at both high schools. "*How to Succeed in Business without Really Trying*," under the direction of Gretchen Wurzer-Palm at Cooper High School and "*The Addams Family*," under the direction of Jenny Lovitt at Armstrong High School.

### **Interim Superintendent's Report**

Interim Superintendent Voight noted three district teachers have been nominated for the 2024 Minnesota Teacher of the Year Award: Chad Olsen - English Teacher at Robbinsdale Academy - Highview, Jenny Peterson - Transition Center Teacher at Crystal Learning Center, and Gretchen Wurzer-Palm - Dance and Theater Teacher at Cooper High School. We are proud of them! They are among 159 nominees statewide, with the winner to be announced on May 5, 2024.

Interscholar Council Meetings (ISC) are set to begin again on Thursday, March 7 and will be held via Zoom. ISC representatives are liaisons between district administration, schools and building parent groups.

Interim Superintendent Voight recognized members of the Board for School Board Recognition Month with certificates of appreciation.

### **Operations**

**A. Action: Resolution Accepting January 2024 Donations in the amount of \$19,370.83**

MOTION: Director Vento moved approval, and Director Holmes seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors Bassett, Bowman, Brooks, Evans-Becker, Holmes, Long, and Vento. And the following voted against the same: none. Said motion was declared duly passed.

**B. Non-Action: Operating Referendum Resolution and Capital Projects Levy**

The following vendors presented in regard to the Operating Referendum Resolution and the Capital Projects Levy: Virginia Verbrugge our Assistant Director of Finance presented on behalf of Michael Hart, Director - Public Finance with PMA Securities, LLC; Peter Leatherman, Managing Partner of The Morris Leatherman Company; and Jeff Dehler - APR, President and Founder of Dehler PR. The presenters responded to questions after all completed their presentations.

**C. Non-Action: Application for Athletic Cooperative between Armstrong High School (AHS) and Avalon Charter School for Boys Tennis**

Anthony Williams, Executive Director of Community Education, Athletics and Activities brought this application forward, noting it would help the AHS tennis team with another member, while allowing the Avalon

Charter School's student (a district resident) the opportunity to play tennis while attending a virtual school outside of the district. It will be brought to action for a School Board vote at the March 4, 2024 Business Meeting.

**D. Government Policy Manual Task Force Update**

Chair Bowman and Clerk Evans-Becker noted that the next meeting will be held on Thursday, February 29 at 9:00 a.m. at the Education Service Center (ESC). Task Force members are working to bring the information together to bring to an upcoming Work Session, before which it will be assigned to the Board for review prior to the Work Session.

**E. Policy Update**

Director Vento noted that the Board would be discussing Policy 506 - Student Discipline, Policy 606 - Selection of Curricula and Instructional Materials, and Policy 606.1 - Library Materials at the Work Session this evening, to receive feedback prior to bringing them for Non-Action at the Business Meeting on March 4, 2024.

**F. School Safety Update**

Vice Chair Holmes noted that the next meeting of the Ad Hoc Safety and Security Committee Meeting will be held on Wednesday, February 28, 2024 at 4:30 p.m. at the ESC to work on the communications piece promised to stakeholders in the fall. Budget survey results released today showed school safety as #1 priority at 59% by students, #2 priority at 66% by families and #3 priority at 55% by staff.

**G. Student Achievement Update**

This update will be reviewed at the March 4, 2024 Business Meeting.

**H. Transportation and Capital Infrastructure Update**

Members of the Ad Hoc Transportation and Capital Infrastructure Committee will be meeting again on Monday, March 4, 2024 at 4:45 p.m. at the ESC, prior to the Business Meeting.

78

**Consent Agenda**

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

MOTION: Director Bowman moved approval of the Consent Agenda, and Director Evans-Becker seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors Bassett, Bowman, Brooks, Evans-Becker, Long and Vento. And the following voted against the same: Director Holmes. Said motion was declared duly passed.

**Board Reports**

Each month Board Members share updates from their different committee assignments and attendance at district and community events. Before the Business Meeting, Director Evans-Becker facilitated the listening time held at 6 p.m. in the Boardroom at the Education Service Center. Six individuals spoke in regard to: AFSCME contract negotiations going to mediation - requesting fair wages and insurance contribution, school improvement, early entrance to kindergarten for fall of 2024 - her student was denied, and lack of trust for RAS without transparency

**Announcements** (posted announcements can be found on our website)

**Adjournment**


MOTION: Director Vento moved to adjourn the Business meeting, and Director Brooks seconded the motion. Upon vote being taken thereon, the following voted in favor thereof: Directors Bassett, Bowman, Brooks, Evans-Becker, Holmes, Long, and Vento. And the following voted against the same: none. Meeting was adjourned at 8:54 p.m..

Prepared and submitted by:

Molly Olson

Assistant Clerk, Robbinsdale Area Schools

Executive Assistant to the Superintendent and School Board

Signed:   
Dr. Greta Evans-Becker, School Board Clerk, ISD 281

Date: 3/4/2024

**Minutes of Work Session**  
**The School Board of Robbinsdale Area Schools**

*\*\*Reviewed March 4, 2024*

A Work Session of the School Board of Robbinsdale Area Schools (RAS) was held Tuesday, February 20, 2024 at 9:15 p.m. in the Boardroom at the Robbinsdale Area Schools Education service Center. Complete agendas, reports, and presentations are available at the office and on our website. A recording of the meeting can be found at: <https://www.rdale.org/discover/school-board> under "Watch School Board Meeting Webcasts." ***Work session summary minutes are not approved by the School Board.***

Director(s) present: Helen Bassett, ReNae Bowman, Sharon E. Brooks, Dr. Greta Evans-Becker, Kim Holmes, Caroline Long, and John Vento; and Marti Voight, Interim Superintendent. Director(s) absent: none.

**City of Plymouth - 36th Avenue Street Rehabilitation Project**

*Marti Voight - Interim Superintendent*

*Alissa Pier - Interim Executive Director of Facilities, Operations and Transportation*

*Virginia Verbrugge - Assistant Director of Finance*

Interim Superintendent Voight and Ms. Pier reviewed the three options provided for the Board to select in regard to the 36th Avenue Street Rehabilitation Project, which will affect Plymouth Middle School (PMS) and Armstrong High School (AHS). A vote will need to be taken at the March 4, 2024 meeting in regard to the Board's decision.

**Resolution for Non-Resident Student Enrollment Capacity Limits**

*Marti Voight - Interim Superintendent*

*Virginia Verbrugge - Assistant Director of Finance*

Interim Superintendent Voight and Ms. Verbrugge reviewed the class size ranges, which are recommended to remain the same for SY25. Additionally, they took questions regarding the same - as well as the information provided in regard to in district vs. out of district students.

**Policy and Administrative Procedure Reviews**

*Governance Policy Committee Members*

The Board reviewed the following policies and administrative procedures brought forth by the Governance Policy Committee Members:

- 506 - Student Discipline
- 606 - Selection of Curricula and Instructional Materials
- 606.1 - Library Materials

The policies will be moved to action for a vote for approval at the Business Meeting on Monday, March 4, 2024, however the Board does not vote on administrative procedures.

**Board Topics**

- **Capital Levy Projects and Operating Referendum Renewal Discussion**

After hearing the presentations at the Business Meeting this evening, this was additional time for the Board to discuss what they heard. Interim Superintendent Voight recommended the Board approve a resolution for the operating referendum renewal (district Board can renew one time), not on the election ballot. She also recommended the Capital Tech Levy Projects go on the ballot for renewal vote with no increase in amount, but expanding the scope of it to include the safety component. The Board has further questions. It was recommended that the Board submit a list of questions for district administration to provide responses for, to help determine how to move forward.

**Other**

- **Rationale for Hire of Executive Director of Finance**

Interim Superintendent Voight and Ms. Verbrugge requested to post the Executive Director of Finance position immediately, and discontinue the contracts with Student Management Systems. The Senior Accountant just resigned, which was a director-level position. They recommended to post for a Program Assistant in replacement to be aligned to the Assistant Director of Finance like the other existing Finance positions. This would allow for streamlined efficiencies between positions, and a savings in the staffing costs.

Work Session adjourned at 11:16 p.m.

Prepared and submitted by:

Molly Olson  
Assistant Clerk, Robbinsdale Area Schools  
Executive Assistant to the Superintendent and School Board

**Minutes of Closed Session**  
**The School Board of Robbinsdale Area Schools**

*\*\*Approved March 4, 2024*

A Closed Session of the School Board of Robbinsdale Area Schools, ISD 281, was held Monday, February 20, 2024, beginning at 11:16 p.m. in the Superintendent's Office at the Robbinsdale Area Schools Education Service Center, 4148 Winnetka Avenue North, New Hope, Minnesota.

**1. Call to Order and Roll Call**

Chair ReNae Bowman called the meeting to order at 11:16 p.m.

Directors present: Helen Bassett, ReNae Bowman, Sharon E. Brooks, Dr. Greta Evans-Becker, Kim Holmes, Caroline Long and John Vento

Directors absent: None

Other attendees: Marti Voight, Interim Superintendent and Amy O'Hern, Executive Director of Human Resources

81

**2. School Board**

**A. Closed Session pursuant of Minnesota Statute 13D.03, Labor Negotiations Strategy**

Chair Bowman announced that in accordance with Minnesota Statute 13D.03, the meeting is closed to the public for the purpose of labor negotiations strategy. Keeping with District Administrative Policy 205, the proceedings were recorded.

**3. Adjournment**

Meeting adjourned at 12:38 a.m. on Tuesday, February 21, 2024.

Prepared and submitted by:

Molly Olson

Assistant Clerk, Robbinsdale Area Schools

Executive Assistant to the Superintendent and School Board

Signed: 

Date: 3/4/2024

Dr. Greta Evans-Becker, School Board Clerk, ISD 281



To: Members of the School Board  
 From: Amy O'Hern, Executive Director of Human Resources  
 Ukee Dozier, Consultant - School Management Systems  
 Date: March 4, 2024  
 Re: Tentative Agreement - Robbinsdale Federation of Teachers Contract

**RECOMMENDATION:**

District Administration is recommending the approval of a two-year Robbinsdale Federation of Teachers (RFT) contract with effective dates of July 1, 2023 through June 30, 2025. The following items have been negotiated and the contract has been ratified.

Salary Schedule Improvement	Cafeteria Benefit Improvement/Insurance contribution	403b/457 Match
Year 1: +4%	Year 1: +\$125/mo.	Year 1: +0%
Add Step 25 - Initially step 21 + 3%		
Year 2: +5%	Year 2: +\$75/mo.	Year 2: +\$350/yr.

- Professional Growth and Support Stipend plus protected professional learning leave: Licensed School Social Workers, Speech/Language Pathologists and Psychologists will each be provided with \$500 each year for the purpose of developing and enhancing their social work skills and accessing training that will meet their credentialing requirements. Licensed School Social Workers, Speech/Language Pathologists and Psychologists will be guaranteed three paid professional learning days a year to attend training/conferences that support their work with the students and families they serve. Licensed Social Workers will be reimbursed for the cost of their Minnesota Board of Social Work License renewal. SLPs and Psychologists would be reimbursed their particular license fee as well.
- When making schedules for lunch and prep times, the amount of student contact time should not exceed 3.25 hours of continuous student contact time without a break, **to the extent possible.**
- On early dismissal days staff will be released once their supervision of students has ended.
- Additional Activities will be reduced to 16 hours/year from the current 18 hours/year.
- Half (50%) of conference time may be utilized for professional development activity by individuals not needed for conference interactions with parents. **At elementary, this includes specialists (music, phy ed, art, media, Spanish, STEAM band/orchestra). The specialist will be excused from one conference night at the school.** Teachers who are part-time or split between buildings will attend the evening professional development and then will prorate their time at their buildings according to their FTE. Specialists will be required to submit their conference night schedule two weeks in advance of the first night of conferences. At secondary, this can be

either an all-staff professional development during the evening or may be used by individuals not needed for conferences for role-specific collaboration with others in the district, or other role-specific professional development.

- **Classroom** teachers shall not be required to engage in student contact more than an average of five hours and ten minutes (5 hours and 10 minutes) per day.
- All teaching vacancies, special assignments, or new teaching positions constituting eighty (80) or more days of work per school year shall be posted electronically on the District’s designated job posting website for a period of no less than three (3) school days, **except for the last two weeks in August.**
- Each teacher will be scheduled for an average of sixty (60) minutes per day planning time free from student contact. At the elementary level, an average of 30 minutes of preparation time shall be during the student day and an additional 30 minutes shall be designated **before or after** the student day.
- A draft copy of the seniority list will be published annually in January and a final copy in February. One or more copies will be available in all schools each year. A draft copy of this list will be electronically sent.
- If a teacher is out on unpaid medical leave, their PTO will be pro-rated for the paid time worked at the rate of **1.2 days per month for paid time.**
- Jury Duty **and Election Judging**

We are proposing the addition of a Therapeutic Specialist lane that would be commensurate with the current Specialist lane. This would become the starting point for SLPs, Occupational Therapists, Physical Therapists, and School Social Workers. The addition of this lane would then replace the language in sections 12-5-3-14 and subsequent sections as they refer to a lower rate of pay. This would not impact those who may already be starting at a higher wage due to having additional credits, degrees, and/or years of service.

- Beginning in Year 2 of this agreement - Cafeteria teachers with a minimum of 25 (twenty-five) years in the Robbinsdale Area Schools may, upon retirement, cash in their unused PTO days at their daily rate of pay into an HRA account.
  - Must have 50 days in unused PTO
  - May sell back 25 days at daily rate of pay.

**Appendix B**

- Add Elementary Art Show Coordinator stipend of \$2,000
- **Add stipend for Jazz I, Jazz II, Chamber Strings, and Concertino**

Ensemble	Appx Rehearsal Hrs/Year	Appx # Performances/Yr	Stipend Structure
<b>Jazz I</b>	<b>50</b>	<b>5-6</b>	<b>\$2,072</b>
<b>Jazz II</b>	<b>25</b>	<b>3-4</b>	<b>\$1,073</b>
<b>Chamber Strings</b>	<b>32</b>	<b>10-12</b>	<b>\$1,628</b>
<b>Concertino</b>	<b>32</b>	<b>6-8</b>	<b>\$1,480</b>

- Orchestra Director stipend increased to \$4,896.
- Tech Director stipend increased to \$13,676 to be divided by the number of shows/year. This money can be used to also pay other support roles for the productions not listed in Appendix B. Examples include Choreographer, Lighting Designer, Sound Designer, etc.
- Honors Choir Director stipend of \$3,251
- Student Council stipend \$1,684
- Musical Tech Director stipend \$1,169
- District-wide Choir/Orchestra Directors stipend \$4,000
- District-wide Choir/Orchestra Assistant Directors stipend \$2,375
- Accompanist \$12,000 for all shows/year/high school
- Add Speech Pathologist Student Teacher Supervisor stipend (231 hours or more) \$357

**Appendix C**

Extended Day/Yearly Hourly Wage (/hr)		
	2023-2024	2024-2025
BA	\$40.00	\$42.00
MA	\$42.00	\$44.10

- Prorated compensation for ECFE teachers who host/mentor student teachers based on hours listed in Article V District Wide Activities.
- Concurrent Enrollment (College in the Schools) Teachers instructing concurrent enrollment (dual credit, college in the classroom) courses are required by the Higher Learning Commission, the accrediting body for post-secondary educational institutions, to have a master’s degree in the subject matter they are teaching, or have a master’s degree in another area and 18 credits in the subject matter they are teaching. The Higher Learning Commission granted a waiver, allowing teachers until 2025 to attain the required credits. **Up to five teachers per year can complete work for credentials for concurrent enrollment courses and the cost of those courses or tests will be paid by the school district**






To: Members of the School Board  
From: Amy O'Hern, Executive Director of Human Resources  
Ukee Dozier, Consultant - School Management Systems  
Date: March 4, 2024  
Re: Tentative Agreement - Educational Assistants

## RECOMMENDATION:

District Administration is recommending the approval of a two-year Educational Assistant contract effective dates of contract are July 1, 2023 through June 30, 2025.

- Increase differential rate of \$.15 to \$.30 per hour.
- Step salary increases \$50 year one and \$50 year two at the start of the 4th, 11th, 16th, 21st, and 26th school year.
  - 1 receives increase at year 3
  - 2 receives increase at year 6
  - 3 receives increase at year 11
  - 4 receives increase at year 16
  - 5 receives increase at year 21
  - 6 receives increase at year 26+
- Professional Development Incentive - \$1,000 per person up to \$10,000 total
- Up to ~~three (3)~~ (5) unused PTO days may be sold back at the rate of ~~one hundred fifty dollars (\$150.00)~~ **one hundred and seventy five dollars (\$175)** per day in a lump sum payment if an Education Assistant's accrued PTO balance equals ~~thirty (30)~~ **twenty five (25)** unused days or more. c. Up to an additional ~~three (3) days~~ **five (5)** unused PTO days may be sold back at the rate of ~~one hundred fifty dollars (\$150)~~ **one hundred and seventy five dollars (\$175)** per day, in a lump sum payment if an Education Assistant's accrued PTO balance equals ~~sixty (60)~~ **fifty (50)** unused days or more. d. Up to an additional two (2) ~~five (5)~~ days of unused PTO may be sold back at the rate of ~~one hundred fifty dollars (\$150)~~ **one hundred and seventy five dollars (\$175)** per day in a lump sum payment if an Education Assistant's accrued PTO balance equals (seventy (70) unused days or more.
- Accommodate a higher amount of coverage at (1) basic unit of term life insurance in the amount of ~~\$30,000~~ **\$50,000**. The District will pay seventy-five (75%) percent of the monthly premium. Up to three (3) additional units (one unit equals ~~\$30,000~~ **\$50,000**) may be purchased through the group, with the cost to be borne by the employee.
- Increase matched funds of Full-Time Education Assistants. The district will annually match up to ~~\$650.00~~ **\$800.00** or an Education Assistant upon completion of 3 years.
- Wage Increase of 8.5% year 1 and 12.5% year 2.
- **All new hires will receive paid orientation at the building to which they are assigned in human resources.**
- 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.

- Four (4) hour Education Assistants shall have a fifteen (15) minute break. Full-time Education Assistants shall have a thirty (30) minute non-paid duty-free lunch and a fifteen (15) minute break in the morning, and a fifteen (15) minute break in the afternoon unless individual variations are pre-approved by the program supervisor or principal. Education Assistants whose work day is five (5) hours or more are entitled to thirty (30) minutes of unpaid duty-free lunch, **and a (15) 15-minute break.**
- A bereavement leave of absence with pay, not to exceed five (5) days shall be granted because of the death of an employee's spouse, significant other, **adult or minor** child, parent or legal guardian, mother-in-law and father-in-law. Up to four (4) days shall be granted because of death in the family which shall be defined as sisters, brothers, grandchildren, grandparents **and corresponding in-laws.** Two (2) days shall be granted because of the death of aunts, uncles, nieces and nephews. **These days will be deducted from the employee's PTO. If PTO is not available, this will be at a pay deduct.**
- **MOU .5 release time for the RFT President -Trial basis '24-'25 and '25-'26 school year. Release time can be arranged and reimbursed by the federation.**



<b>LICENSED STAFF - March 4, 2024</b>				
<b>EXTENDED LEAVE OF ABSENCE</b>				
<b>Name</b>	<b>Building</b>	<b>Title</b>		<b>Effective Date</b>
Johnson, Dian	LOA	Special Education		8/26/2024
Merwin, Melissa	LOA	English		8/26/2024
Overdahl, Shannon	RVA	Grade 3		8/26/2024
Peralta, Lauren	LOA	TOSA		8/26/2024
Seiffert, Michael	RSIS	Physical Education		8/26/2024
Pelzel, Michelle	SH/SR	Counselor		8/26/2024
<b>LEAVE OF ABSENCE</b>				
<b>Name</b>	<b>Building</b>	<b>Title</b>		<b>Effective Date</b>
Evans, Jhoanna	RSIS	Grade 1		8/26/2024
Mahlum, Jasmine	ESC	Q-Comp		8/26/2024
<b>NEW HIRE</b>				
<b>Name</b>	<b>Building</b>	<b>Title</b>	<b>Lane/Step</b>	<b>Effective Date</b>
Veglahn, Heather	SEA	Social Worker	MA/3	3/12/2024
<b>PERSONAL LEAVE</b>				
<b>Name</b>	<b>Building</b>	<b>Title</b>		<b>Effective Date</b>
Gelhar, Megan	RMS	French		8/26/2024
Nelson, Katherine	CHS	EL		8/26/2024
Walker, Margaret	NPE	Grade 3		8/26/2024
<b>RESIGNATION/RETIREMENT</b>				
<b>Name</b>	<b>Building</b>	<b>Title</b>		<b>Effective Date</b>
Shirley, Margaret	RMS	Orchestra		2/16/2024

**NON-LICENSED STAFF - March 4, 2024****NEW HIRE**

<b>Name</b>	<b>Building</b>	<b>Title</b>	<b>Step/Lane</b>	<b>Effective Date</b>
Abdiwahab, Naima	NPE	Program Assistant	LV7, Step 5	02/22/2024
Corn, Donovan	RMS	Tutor EA	CL 3, Step 3	02/26/2024
Goodson, Trevor	NHLC	Preschool EA	CL 3, Step 3	02/26/2024
O'Brien, Olivia	ENE	Adventure Club EA	CL2, Step 3	02/12/2024
Warnsby, Gabrielle	CHS	Special Ed EA	CL3, Step 2	02/16/2024

**RESIGNATION/RETIREMENT**

<b>Name</b>	<b>Building</b>	<b>Title</b>	<b>Effective Date</b>
Abojei, Onyejuchuku	CHS	Security EA	02/28/2024
Bolanos, Pamela	NHLC	Special Ed EA	02/07/2024
Cruse, Deja	CHS	Special Ed EA	02/02/2024
Newbern Jr. , Melvin	NOE	Special Ed EA	02/02/2024

**TERMINATION**

<b>Name</b>	<b>Building</b>	<b>Title</b>	<b>Effective Date</b>
Fitzgerald, Dominick	CHS	Service Employee	02/16/2024
Spiceson, Freddie	FAIR-PL	Service Employee	02/20/2024

February 7, 2024



2400 Prior Avenue N.  
St. Paul, MN 55113  
651-639-0644  
[www.rsi-be.com](http://www.rsi-be.com)

Ms. Beth Schmiesing  
Robbinsdale Area Schools  
ISD #281  
4148 Winnetka Ave. N.  
New Hope, MN 55427

**SUBJECT: RECOMMENDATION FOR AWARD  
ARMSTRONG HIGH SCHOOL  
2024 LTFM PARTIAL ROOF REPLACEMENT  
RSI PROJECT # 24-8070-02**

Dear Ms. Schmiesing

On February 6, 2024, quotes were received for the Armstrong High School 2024 LTFM Partial Roof Replacement Project. On the attached tabulation of quotes, Berwald Roofing provided to lowest quote in the combined amount of of \$132,600.

In review of the project with Mr. Steve Hegge, estimator for Berwald Roofing, Mr. Hegge indicated that they understand the scope of the project and that Berwald Roofing will complete the project for the amount quoted.

Based on the above, we would recommend award of the Armstrong High School 2024 LTFM Partial Roof Replacement project to Berwald Roofing Company for a contract amount of \$132,600.

If you have any questions or require further information, please contact our office.

Regards,

RSI Building Envelope

A handwritten signature in blue ink, appearing to read 'Kurt Reed', is written over the printed name.

Kurt Reed  
Senior Consultant

**Robbinsdale Area Schools**  
**Armstrong High School 2024 LTFM**  
**Partial Roof Replacement Project**  
Quote Tabulation

Contractor	Berwald Roofing	BL Dalsin Roofing	Central Roofing	JA Dalsin Roofing
Base Quote	<b>\$74,800.00</b>	\$88,755.00	\$92,160.00	\$90,500.00
Add Alternate	<b>\$57,800.00</b>	\$54,067.00	\$57,320.00	\$46,600.00
Addendums	1	1	1	1
Unit Pricing				
#1	3.00/Bd Ft	8.30/Bd Ft	3.00/Bd Ft	10.00/Bd Ft

Quotes Due  
2/6/2024  
2:00 PM

# Announcements | March 4, 2024

## No School - Staff Development Day

Tuesday, March 5, 2024

## Inter School Council Meeting

Thursday, March 7, 2024 beginning at 6:30 p.m.

## Financial Advisory Council Meeting

Tuesday, March 12, 2024 beginning at 6:30 p.m.

## Governance Policy Committee Meeting

Wednesday, March 13, 2024 beginning at 6:00 p.m.

93

*Visit the district calendar on our website for additional details on these meeting/events.  
Visit our school websites for activities and sporting event details.*



### School Board of Robbinsdale Area Schools

Business Meeting – March 4, 2024

**AGENDA SECTION:** Adjournment

---

**ITEM:** 6. Adjournment of Business Meeting

---

**COMMENTS BY:** ReNae Bowman, School Board Chair

---

**Recommended Action:** Call the Business meeting to a close.

---

**Recommended Action:** Adjourn the business meeting.

**Motion by:** \_\_\_\_\_ **Yes:** \_\_\_\_\_ **Passed:** \_\_\_\_\_

**Second by:** \_\_\_\_\_ **No:** \_\_\_\_\_ **Failed:** \_\_\_\_\_

**Abstentions:** \_\_\_\_\_