

Agenda
Regular School Board Meeting
April 26, 2022
6:30 PM

1. Call to Order, Roll Call

2. Agenda Adjustments

3. Announcements, Comments

4. Community Input

5. Consent Agenda
 - a. Minutes - Board Meeting of April 12, 2022 3

 - b. Payment of Bills 5

 - c. Personnel - Resignations, Appointments, Reductions 7

 - d. Gifts 8

 - e. Gallagher Compensation Study Contract 11

 - f. Bids for Roseville Area Middle School Music Area LTFM Project 39

g.	Bids for Brimhall Elementary LTFM Project	57
h.	MSHSL Wrestling Coop Application	60
6.	Reports and Non-Action Items	
a.	AVID Update and Certification	64
b.	Graduation and Postsecondary Report	93
c.	Staffing Process	115
7.	Action Items	
a.	Dissolution of Equity Alliance MN Joint Powers Agreement	129
b.	Set Closed Sessions for Superintendent Evaluation	142
8.	Study Session Report	
9.	Board Reports	
10.	Superintendent's Report	
11.	Adjournment	

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

April 12, 2022

Chair Curtis Johnson called the school board meeting to order at 6:30 p.m. Board members present: Todd Anderson, Mike Boguszewski, Mannix Clark, Curtis Johnson. Board members absent: Rose Chu, Kitty Gogins. Also present: Jenny Loeck, superintendent of schools, and approximately twenty-nine other visitors or staff who attended all or part of the meeting.

Announcements. Representatives from Falcon Families for Equity and Justice shared information about their group and the events they have sponsored this year.

Community Input. Community members shared their thoughts about policies regarding LGBTQ+ students and the district's response to the student climate walkout at Roseville Area High School.

- (65) Consent Agenda. Boguszewski moved, Clark seconded acceptance of the consent agenda including the minutes of the regular school board meeting on March 22, 2022; payment of bills; resignations, appointments, reductions, adjustments; and gifts. Ayes: Anderson, Boguszewski, Clark, Johnson. Nays: none. Absent: Chu, Gogins. Motion carried unanimously.
- (66) Retirements. Anderson moved, Boguszewski seconded the retirement of Tara Garvin with appreciation. Ayes: Anderson, Boguszewski, Clark, Johnson. Nays: none. Absent: Chu, Gogins. Motion carried unanimously.
- (67) Education Minnesota-Roseville Contract 2021-2023. Anderson moved, Clark seconded approval of the 2021-2023 contract with the district's teachers union, Education Minnesota-Roseville. Ayes: Anderson, Boguszewski, Clark, Johnson. Nays: none. Absent: Chu, Gogins. Motion carried unanimously.
- (68) Roseville Principals Association Contract 2021-2023. Boguszewski moved, Anderson seconded approval of updates to the 2021-2023 contract with the Roseville Principals Association. Ayes: Anderson, Boguszewski, Clark, Johnson. Nays: none. Absent: Chu, Gogins. Motion carried unanimously.
- (69) 2022-23 School Board Meeting Dates. Anderson moved, Clark seconded approval of the school board meeting dates for the 2022-2023 school year. Ayes: Anderson, Boguszewski, Clark, Johnson. Nays: none. Absent: Chu, Gogins. Motion carried unanimously.

Board Reports. Mannix Clark toured the CID program at Emmet D. Williams Elementary School, attended a Special Education Advisory Council meeting, and provided updates from the most recent Northeast Metro 916 board meeting. Todd Anderson attended a District Curriculum Advisory Committee meeting. Mike Boguszewski attended an Advanced Academics and Talent Development Advisory Council meeting. Curtis Johnson shared information about several musical performances by Roseville Area High

School groups and visited Appétu Téča Education Center to participate in the district's vaccine clinic.

The Chair declared the meeting adjourned at 7:36 p.m.

Signed _____
Clerk

Approved _____
Chair

April 12, 2022

Meeting Date: April 26, 2022

PAYMENT OF BILLS:
-March 16 - March 31, 2022

That bills in the amount of: **\$4,606,726.39** by the following funds be approved:

GENERAL	\$3,981,835.74
FOOD SERVICE	\$311,979.17
COMMUNITY SERVICE	\$262,991.23
BUILDING FUND	\$0.00
DEBT FUND	\$0.00
READING RECOVERY	\$0.00
AMSD	\$12,173.54
OPEB DEBT	\$0.00
DENTAL INS FUND	\$34,904.21
NO SUBURBAN COLLABORATIVE	\$2,842.50
EXTRA CURRICULAR-STU ACTIVITY	\$10,356.94

RECOMMENDATION:

That above payments are included in check numbers:

WIRE TRANSFERS	202100416	through	202100440
CHECKS	340057	through	340328
COMMERCE AP CHECKS	6903	through	6918
ACH A/P	212210957	through	212210979

PAYMENT DISTRIBUTION BY FUND:

	GENERAL	FOOD SERVICE	COMMUNITY SERVICE	BUILDING CONSTRUCT	DEBT FUND	Delta Dental Self Insured	28-RR Fiscal Agent	29-AMSD Fiscal Agent	OPEB	N SUB COLL/ SCHLSHP	EXTRA CURR-STU ACTIVITY	TOTAL DISBURSEMENTS
WIRE TRANSFERS	\$1,445,173.31	\$25,891.83	\$77,341.96			\$34,904.21		\$3,405.76			\$2,768.36	\$1,589,485.43
CHECKS	\$787,536.90	\$226,783.61	\$51,209.79	\$0.00				\$647.08		\$2,842.50	\$5,731.91	\$1,074,751.79
COMMERCE A/P	\$28,812.97	\$7,798.91	\$259.02									\$36,870.90
ACH A/P	\$31,857.10	\$69.99	\$6,978.37								\$1,856.67	\$40,762.13
TRANSFER TO P/R	\$1,688,455.46	\$51,434.83	\$127,202.09					\$8,120.70		\$0.00		\$1,875,213.08
VOID CHECKS	\$0.00	\$0.00	\$0.00									\$0.00
TOTAL	\$3,981,835.74	\$311,979.17	\$262,991.23	\$0.00	\$0.00	\$34,904.21	\$0.00	\$12,173.54	\$0.00	\$2,842.50	\$10,356.94	\$4,617,083.33

BOND CONSTRUCTION FUNDS	March 1, 2022			
	Cash & Investments	Revenue	Disbursements	Balance Remaining as of
	Balance	3/1 to 3/31	3/1 to 3/31	3/31/22
	\$15,398,496.77	\$1,000,000.00	\$1,003,325.20	\$15,395,171.57

RECOMMENDATION:

The above disbursements include check numbers:

CHECKS March 16 - March 31, 2022	102428	through	102428	\$3,325.20	
WIRES		through		\$0.00	*start with 202100164
VOID CHECKS				\$0.00	

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

INVESTMENT DETAIL:

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

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

Human Resources Information

School Board

4/26/22

Resignation-Non-Licensed

Miller , Mollie Roseville Area Middle School Paraprofessional
Resigned effective April 13, 2022.

Salas , Tianna Roseville Area High School Paraprofessional
Resigning effective April 29, 2022.

Retired-Licensed

McInnes , Pamela Roseville Area Middle School E L Teacher
Retiring effective June 10, 2022. Ms. McInnes has worked in the District for 15 years.

Moore , Jolene District Center Asst Dir Student Services
Retiring effective May 6, 2022. Ms. Moore has worked in the District for 16 years.

Termination of Non-Licensed Staff

Jaafaru , Kudu-asha Central Park Elementary Paraprofessional
Terminated effective April 18, 2022.

GIFTS TO SCHOOLS 2021/22

SCHOOL BUILDING	NAME/ADDRESS OF DONOR	GIFT	USE
Central Park Elementary School	Donna Dahlquist 2680 Oxford St N Roseville, MN 55113	\$100.00	Field trip
Roseville Area High School	Peter J and Lauren M Mau 1473 Blair Avenue St Paul, MN 55104	\$300.00	Girls track and field team
Roseville Area High School	Midland Hills Country Club 2001 Fulham St Roseville, MN 55113	Golf simulator and \$2,000 for repairs	Boys and girls golf teams
Roseville Area High School	Brittan Brandt 2317 Gilanderi Ln N Little Canada, MN 55117	\$514.92	RAHS swimming and diving team
Roseville Area High School	RAHS Boys Lacrosse Boosters 1240 County Rd B2 W Roseville, MN 55113	\$510.00	Transportation
Roseville Area High School	Heuring Commercial Decorating Inc. 468 Judith Ave St Paul, MN 55113	\$400.00	Trap team
Roseville Area High School	Mark A Peterson Insurance Agency, Inc. 9200 N Highway Dr Circle Pines, MN 55014	\$150.00	Trap team
Roseville Area High School	Ace Auto Parts 754 Rice St St Paul, MN 55117	\$350.00	Trap team
Roseville Area Middle School	Thomas Elko 267 Roma Ave Roseville, MN 55113	\$40.00	RAMS Theatre
Roseville Area Middle School	Laura and David VanRiper 1053 Idaho Ave W St Paul, MN 55117	\$25.00	RAMS Theatre

Roseville Area Middle School	Mike Larsen 1329 Draper Ave Roseville, MN 55113	\$100.00	RAMS Theatre
Roseville Area Middle School	Sarah and Terrance Coleman 484 Grandview Ave W Roseville, MN 55113	\$50.00	RAMS Theatre
Roseville Area Middle School	Shannon Miner 3279 Churchill St Shoreview, MN 55126	\$50.00	RAMS Theatre
Roseville Area Middle School	Hope and Thomas Kelsey 1038 Tiller Ln W Shoreview, MN 55126	\$50.00	RAMS Theatre
Roseville Area Middle School	Mark and Mary Barsness 2484 Savage Ln N Little Canada, MN 55117	\$25.00	RAMS Theatre
Roseville Area Middle School	Sara and Timothy Heisel 2787 Western Ave N Roseville, MN 55113	\$25.00	RAMS Theatre
Roseville Area Middle School	Diana Sekhon 2073 Hamline Ave N Roseville, MN 55113	\$100.00	RAMS Theatre
Roseville Area Middle School	Kevin and Sonya Calgren 647 Wheaton Ave Roseville, MN 55113	\$30.00	RAMS Theatre
Roseville Area Middle School	Kearstin Richter 1732 Asbury St Falcon Heights, MN 55113	\$40.00	RAMS Theatre
Roseville Area Middle School	Jamie Crandall 1840 Hamline Ave Roseville, MN 55113	\$20.00	RAMS Theatre
Roseville Area Middle School	Shari Ballard and Marianne Barnett 1035 Tonkawa Rd Orono, MN 55356	\$1,500.00	8th grade Valleyfair field trip
Roseville Area Middle School	Beth Kilburg 15 Park Lane Minneapolis, MN 55416	\$100.00	8th grade Valleyfair field trip

Roseville Area Middle School	Kim Von Guilder 15523 Foghorn Lane Apple Valley, MN 55124	\$40.00	8th grade Valleyfair field trip
Roseville Area Middle School	Karen Carlson 2882 Duluth St Maplewood, MN 55109	\$25.00 and a backpack	8th grade Valleyfair field trip/students in need
Roseville Area Schools	Atlas Precision Sheet Metal 2950 Weeks Ave SE Minneapolis, MN 55414	Rethink Robotics collaborative robot	FireBears Robotics Team



Agenda Topic: Approve Contract with Gallagher for a Compensation Study
Meeting Date: April 26, 2022
Contact Person: Shari Thompson and Lisa Chang

Background:

Administration sought proposals for a compensation study to evaluate pay structures and update job descriptions within the district. It has been over twenty years since the district last conducted such a study. This will be an eight- month project and will assist us in reviewing and updating job classifications, evaluating both internal and external equity in our pay and benefits, and will take a deeper dive into our salary structures. This will not only serve the district and its staff well, but will also assist us as we complete our pay equity report as required by the State of Minnesota.

Gallagher's public sector and education consulting practice has been in business since 1981, beginning as the public sector compensation consulting practice of Ernst & Young, and includes extensive experience in developing and communicating a compensation philosophy, designing and implementing market-aligned pay structures, and developing job evaluation methods to maintain internal equity.

Human Resources and Finance will provide updates throughout the duration of the compensation study.

Recommendation:

It is recommended that the board accept the proposal from Gallagher in the amount of \$86,000.00 to complete a compensation study.

XX Action Required _____ Informational – No Board Action Requested

Roseville Area Schools



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Classification & Compensation Study

March 4, 2022



Mike Verdoorn
Managing Principal | Public Sector & Higher Education

Gallagher
Human Resources & Compensation Consulting
901 Marquette Ave. South, Suite 1900

P: 651.234.0845 | F: 612.339.2569
mike_verdoorn@ajg.com
ajg.com/compensation



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March 4, 2022

Lisa Chang
Executive Director of Human Resources
Roseville Area Schools
1251 County Rd B2 W
Roseville, MN 55113

Dear Ms. Chang:

We appreciate the opportunity to present this proposal regarding services Gallagher's Human Resources & Compensation Consulting practice is able to offer Roseville Area Schools (RAS). Gallagher is highly capable and qualified to work with RAS based on our extensive experience with public sector organizations, particularly school districts in Minnesota and across the country.

We understand RAS is looking for a consultant to partner with in conducting a full classification and compensation study for all staff positions (91 unique job titles) and a compensation study for all teacher classifications to assess the salary structure. We have prepared work plans for each of these requests with timelines and cost estimates.

We believe we will provide RAS with the most diverse and experienced project team of any consulting practice in the country, which enhances the solutions and recommendations provided on this engagement. The questions and perspectives provided by our team ensure we anticipate the many issues RAS may face throughout this project, as well as the ongoing management of the systems under review in the study.

We appreciate having the opportunity to submit this proposal and look forward to assisting you.

Sincerely,

Mike Verdoorn
Managing Principal

QUALIFICATIONS AND EXPERIENCE OF FIRM



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Gallagher Benefit Services, Inc., is a wholly owned subsidiary of Arthur J. Gallagher & Company, a publically traded company under the symbol AJG. Gallagher Benefit Services, Inc. was incorporated in 1999 in Delaware. Gallagher Benefit Services, Inc. has approximately 3,300 employees worldwide.

Our firm is organized by nine (9) industry groups, which we call niches. By organizing our resources by industry focus we assure that our services are provided by personnel who are experts in the industry that they serve. One of our niches is public sector & education. With over 150 consultants, public sector & education is one of Gallagher's largest industry segments, and is designed to share insight and best practices. High-visibility issues in the public sector & education are putting the industry under a microscope. This reality calls for a compensation and benefits program that addresses complex issues, protects your bottom line and positions RAS as a leader.

Gallagher's public sector & education consulting practice has been in business since 1981, beginning as the public sector compensation consulting practice of Ernst & Young. In January 1995, Ernst & Young elected to withdraw from the public sector marketplace and sold its public sector compensation consulting practice to Fox Lawson & Associates. On October 1, 2009, Arthur J. Gallagher & Company purchased Fox Lawson. We are now a division of Gallagher and operate with the same personnel.

Gallagher's public sector & education consulting practice includes extensive experience in developing and communicating a compensation philosophy, designing and implementing market-aligned pay structures, and developing job evaluation methods to maintain internal equity. We conduct benchmark analyses, including conducting custom tailored salary surveys (if needed), and recommend appropriate administrative and procedural guidelines to maintain the compensation system. We ensure that our clients are in compliance with applicable laws and regulations, such as the Fair Labor Standards Act (FLSA), the Americans with Disabilities Act (ADA), and Equal Employment Opportunity (EEO) standards and have pay systems that are appropriate for their organization and market strategy.

Gallagher has offices throughout the United States and abroad. Services will be provided by team members located in our Minneapolis staff.



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MINNESOTA
901 Marquette Ave. S., Ste. 1900 Minneapolis, MN 55402 Phone: (612) 339-1909 Fax: (651) 635-0980 Managing Principal Mike Verdoorn, MA-HRIR, CCP, IPMA-CP Mike_Verdoorn@ajg.com

While we have a broad understanding of human resource systems, our practice primarily **specializes in classification and compensation studies**. Approximately 50% of our business is with institutions of education. We have completed over 500 classification and compensation studies in the last ten (10) years. The experience we have gained in conducting these studies will inform our analyses and recommendations to RAS. Our phased approach ensures that the scope of services outlined by RAS will be met.

KEY PERSONNEL

PROJECT DIRECTOR	PROJECT MANAGER
Managing Principal Mike Verdoorn , MA-HRIR, CCP, IPMA-CP Mike_Verdoorn@ajg.com 901 Marquette Avenue South Suite 1900 Minneapolis, MN 554502 Phone: (651) 234-0845	Consultant Megan Olson , MA-HRIR, CCP Megan_Olson@ajg.com 901 Marquette Avenue South Suite 1900 Minneapolis, MN 554502 Phone: (651) 234-0851

Gallagher fosters a commitment of excellence, professionalism, integrity, collaboration, and urgency to each of our clients. With each unique client, Gallagher combines these principles to deliver client services customized, specifically to meet your needs. Your Gallagher consulting team has years of experience consulting to public sector clients.



Each member of Gallagher's public sector compensation consulting practice has achieved one or more of the following certifications and/or degrees:

- Certified Compensation Professional from *WorldatWork*
- IPMA-SCP from the International Public Management Association for Human Resources
- Master's degree or above, in Human Resources, Business Administration and/or Organizational Psychology.

The following consultants will be utilized as part of your Gallagher consulting team. Please find resumes of all proposed key personnel in the Requirements section below.

MIKE VERDOORN, MA-HRIR, CCP, IPMA-SCP

Project Director

Managing Principal

16 years of experience

Mr. Verdoorn has been with Gallagher for 16 years and has experience working with public sector organizations across the United States. Mr. Verdoorn has led over 100 similar projects addressing the compensation issues in complex organizations. He has a Master's Degree in Human Resources and Industrial Relations from the University of Minnesota and has earned his CCP certification from *WorldatWork*. Prior to joining the firm, he was a compensation analyst at Imation and at the University of Minnesota. Mr. Verdoorn is located in Minnesota.

MEGAN OLSON, MA-HRIR, CCP

Project Manager

Consultant

5 years of experience

Ms. Olson has a Bachelor's Degree in Psychology from North Dakota State University and a Master's Degree in Human Resources and Industrial Relations from the University of Minnesota. Prior to joining Gallagher she held project based roles in the nonprofit sector and with the Ford Motor Company. Ms. Olson is located in Minnesota.

AIDAN RAO, MA-HRIR

Staff Support

Associate Consultant

3 years of experience

Mr. Rao received a Bachelor of Arts from the University of Minnesota in Political Science and History and a Master's Degree in Human Resources and Industrial Relations from the Carlson School of Management at the University of Minnesota. Mr. Rao spent several years in health insurance as an analyst. Mr. Rao is located in Minnesota.

LISA COHNES

Staff Support

Associate Consultant

15 years of experience

Ms. Cohnes received a Bachelor of Arts from Saint Louis University in Organizational Studies and a Minor in Industrial Psychology. Ms. Cohnes spent eight years in Public Sector and seven years in Higher Education where she was involved in a variety of human resources and compensation related functions. Most recently, Ms. Cohnes served as Business Manager-Human Capital Management at St. Louis University. Ms. Cohnes is located in Missouri.



PROJECT APPROACH AND METHODOLOGY

Our significant experience has helped us develop comprehensive understanding of the scope of work described by RAS. The work plan proposed is designed to provide the flexibility necessary to attract, retain, and motivate employees to deliver quality services and ensure the system is not an administrative and/or costly burden to RAS now or in the future. Below are some key considerations we have in this type of project, followed by our approach to the areas identified by RAS, our compensation processes and practices, and then our detailed work plan.

KEY CONSIDERATIONS

Employee Involvement. The study should be introduced to employees so they know what will happen and can ask questions, and then we suggest summarizing the study findings at the end of the project in an open session so they can see the results. Updates throughout the process will go a long way toward acceptance of the results. We believe that if employees know how and why they are compensated the way they are, they will accept the results better than if the system was created without their involvement.

Leadership Sponsorship. Change is complicated! Updating classification and compensation systems requires strong and visible support of an organization's management and governance.

Internal Equity. While market parity is important, most employees want to make sure that they are paid fairly in relation to other employees. We have extensive experience with designing pay systems that take into consideration internal equity and mitigate compression. This is also required by the Local Government Pay Equity Act, and our team has extensive experience in helping our clients comply.

Project Timing. Doing it right produces a better study outcome than trying to meet unrealistic deadlines.

Data/Exceptions. Rely on data, but make decisions based on humans. It has been our philosophy that the results and recommendations should be based on verifiable, auditable and valid data. Once the basic structure is in place, there may need to be adjustments for special conditions or other factors. However, the classification and compensation systems should be based on verifiable facts and solid professional standards.

Communication. These systems need to be understood. They need to be simple, straightforward and transparent.

Pay Compression. Attention needs to be paid to implementation costs when employees are placed in the pay ranges and there is potential for creating or increasing pay compression.



APPROACH FOR THE PROJECTS:

Classification Review and Update – Staff only

We will review existing job documentation for consistency in format and accuracy in job functions. In order to ensure the accuracy of job functions, and include employees in the process, we recommend the option of all staff completing a Position Description Questionnaires (PDQs) so we can determine if jobs are accurately documented and develop an updated classification structure. While we can use current job descriptions, this approach allows employee to play a key role, and ensures the most accurate information is collected to ensure internal equity and appropriate market data is collected. Upon completion of the PDQs, we then review employee input against job documentation and develop a new classification structure, the write new job descriptions as appropriate. Additionally, we can make recommendations on job description content to ensure compliance with applicable laws and regulations.

Internal Equity – Staff only

We will work with RAS to evaluate each job title with the current job evaluation methodology to determine internal equity. We will present an alternative method for review of internal equity. Our project plan and cost reflect reviewing all RAS job titles and ensuring internal consistency and accuracy of job functions. We have significant experience in applying job evaluation methods, but will work with RAS to ensure our understanding of the method and the jobs. In many cases we will verify the current evaluations of RAS and ask follow-up questions to clarify any questions.

Market Comparison – Staff & Teachers

We will work with RAS identify benchmark job classes for the purposes of competitive market analysis. We recommend that RAS should be collecting market data on its job titles to ensure sufficient data and validity of the resulting salary structure. We will survey both current rates of pay, minimum and maximum rates of pay. We will also integrate private sector salary information in the market comparison process from survey sources that represent the local area market. This market survey will be conducted in Phase III of the project plan.

Salary Structure Development & Implementation Analysis – Staff & Teachers

In this step, we assign all jobs to the right pay grade and all employees to the right place in the range based on agreed upon criteria. During this phase, we also discuss how pay progression is integrated in a sustainable system that grows with RAS and allows for employee development and contribution to goal achievement. Up to three implementation scenarios will be provided to RAS. These resulting pay structures and implementation scenarios will be reviewed to ensure a gender and race neutral system.

Final Report

Our final report will be prepared which outlines the process, methods, techniques and findings and recommendations of the classification and compensation study. It will include a financial impact analysis and recommended ways to implement and maintain the system in the future. We will provide the data in a format that



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can be used to update your HRIS system based on your implementation approach. Finally, we will train the HR staff in the proper procedure and methods to manage and maintain the system.

COMPENSATION STANDARDS AND PRACTICES

Following industry standards and best practices, a customized survey process will be undertaken to collect market pay comparison information related to all School classifications. Gallagher and RAS will work together to develop the listing of comparable organizations to survey as well as the list of benchmark jobs to be surveyed. Private sector information, if desired by RAS, can be collected using valid and credible published survey sources and the data integrated with the customized survey data to arrive at the market information.

We follow professionally accepted compensation principles and practices as outlined by *WorldatWork*, SHRM, and the Department of Labor. Some of these guidelines are listed below. We have also authored many articles on various aspects of conducting salary surveys; please refer to our website www.ajg.com/compensation for these specific articles. We utilize the following guidelines for benchmark selection:

- Representation of all job families and levels throughout the organization
- Highly populated jobs
- Jobs found in most organizations
- Jobs with recruitment or retention problems

We will review job descriptions and other job documentation to ensure we understand the duties and responsibilities, level in which the job is functioning, and the reporting relationships so that participating organizations can match their classifications to the benchmark jobs. We will draw on our 30 years of salary and benefits survey experience to determine if a comparable job can be found in the labor market. We will ask RAS to clarify any questionable jobs and/or answer any questions we may have about a particular job.

We follow guidelines for job matching (match only those jobs that match at least 80% of the duties, responsibilities and functions as outlined in the benchmark job summary). While some firms may claim to use a higher percentage, we believe anything over 80% may exclude data that are good, valid matches. We do not ask participants to rate the quality of the match, as this introduces additional subjectivity to the process that cannot be controlled.

We follow professionally accepted guidelines for defining labor markets and selecting organizations to survey. We factor in that different jobs will have different recruiting markets, by:

- Type of organization (e.g. Public vs. Private sector)



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- Size of organization
- Geographic location
- Services provided

It is important to define an organization's labor market prior to the survey rather than after the data have been collected so that it does not appear that the labor market data are being manipulated to support a certain conclusion. This could cause significant issues from an employee perception standpoint as well as potentially violate Federal Trade Commission and the U.S. Department of Labor's Sherman Antitrust Act guidelines in regard to the analysis of salary data.

Any published sources utilized must meet the following criteria:

- Be conducted by a reputable salary survey firm
- Survey data is not self-reported
- Survey is conducted on a continual basis instead of a one-time event
- Survey reports its data sources, the effective date of the data, and was tested to ensure accurate matches and data

We will develop a data collection form that poses questions in a fashion that is easy for participants to answer, as well as being easy to quantify and analyze.

We follow-up with participants to ensure data quality and validity of matches and data being reported. If there are any questions, we ask question and we seek job descriptions, organizational charts, and other information.

We perform several reviews of the data as well as statistical tests to identify any extreme data and to ensure the validity of the data.

We utilize trend factors for aging data so that all data is consistent to a current point in time. The trend factors are derived from either the U.S. Department of Labor data or *WorldatWork* Surveys.

We apply geographic differentials as appropriate and necessary to ensure that the data are reflective of RAS's labor market and economic conditions. We use third party resources (ERI) to identify the appropriate geographic differences.

We calculate various statistics for summarizing the data (means, medians, highs, lows, percentiles). We follow the Federal Trade Commission and the U.S. Department of Labor guidelines that 5 matches should exist per job in order to draw reliable conclusions. Therefore, we do not calculate statistics (means, medians, etc.) on jobs with fewer than 5 job matches.



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WORK PLAN

Based on our understanding of your needs, we have prepared a two project plans, one for the immediate need to update the job descriptions of identified job titles or functions, and the a detailed summary of the phases of work to conduct a full classification and compensation study covering all staff positions.

PHASE 1: PROJECT INITIATION

Meeting via telephone to initiate project and discuss timelines and key deliverables.

Organization & salary material collected.

Discussion/review of the strengths and weaknesses of RAS's current classification & compensation systems.

Discussion around RAS current compensation philosophy and supporting strategies.

Discussion of job evaluation methodologies.

Project timetable confirmed.

Employee orientation sessions conducted virtually or on-site.

PHASE 2: CLASSIFICATION & JOB EVALUATION STUDIES – STAFF ONLY

Analysis of existing classifications and recommendations on any changes to current classification plan.

OPTION 1: Review and analysis of *current job descriptions/documentation approved by management* for all employees covered by the study.

OPTION 2: Utilize Positions Description Questionnaires (PDQs) that are completed by employees to obtain current job description information (this option adds additional time to the project timeline as employees will need sufficient time to complete and Gallagher consultants will need sufficient time to review). This option would include allocation of employees to an appropriate job class in the new classification structure.

Conducting interviews by telephone with a representative sample of employees covered by the study in order to gather additional details of the type and nature of work being performed, as necessary.

Training for HR and management personnel in the use of the selected job evaluation system, if chosen as the Job Evaluation Methodology.

(Optional) Development of new or updated job descriptions and priced separately.

Review exempt and non-exempt classifications to ensure proper classification for all employees.

Recommendation of standard classification and titling conventions.

Includes one revision to the proposed classification structure.



PHASE 3: COMPENSATION STUDY – STAFF & TEACHERS

CUSTOM SURVEY

Labor market confirmed and survey participants identified to gather data from local, state and regional sources.

Benchmark jobs identified and summarized.

Identification of hard to recruit positions and assessment of the relevance of compensation for recruiting.

Benefit and pay practice questions determined for inclusion in the custom survey.

Custom survey developed and conducted.

INTEGRATE PUBLISHED SURVEY SOURCES

Identify appropriate published survey sources.

Collect market data from published survey sources using data cuts from public, private, local, state and regional sources.

The following activities will be performed on integrated published survey source data and custom survey data

Comprehensive internal salary relationship analysis of data to ensure the structure is internally equitable and externally competitive.

Competitive analysis performed.

Diagnostic review of current salary structures conducted to identify opportunities for simplification, reduction in pay compression.

Recommended pay structure developed or existing structures updated (includes 1 revision if requested).

Internal review conducted and consolidated feedback provided by the District. The District approves the updates to the pay plan(s) and other recommendations and implementation options.

Provide the RAS with up to three (3) transition options, recommendations and next steps/ongoing maintenance.

PHASE 4: DRAFT REPORT, FINAL REPORT, IMPLEMENTATION, & PROJECT FINALIZATION

Provision of bi-weekly progress reports for RAS project staff.

Conduct of meetings with the leadership team at critical intervals to discuss deliverables.

Draft and final reports and presentations developed; RAS feedback incorporated, as appropriate.

Project closure and training of applicable RAS staff regarding on-going maintenance of the approved systems resulting from this study. Copies of plan maintenance materials will be provided to RAS.

Training provided to RAS' human resources staff on the selected job evaluation methodology.



Gallagher

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Schedule/Estimated Timing

The following is an estimate to complete each phase by month. We will discuss the details of each phase during Phase I and identify specific deadlines for the project at that time. We will conduct frequent conference calls with RAS to ensure that the schedule is monitored throughout the project.

In today’s world, speed is very important. However, given the significance of this project, it is just as important for RAS officials, department heads, and employees to have sufficient time to review and approve the recommendations of Gallagher and to ensure proper communications occur. We have prepared a timeline to ensure RAS has the work products in an expeditious manner.

The project will take 8 months from start to completion. We are prepared to start work on this project within two weeks of receiving a signed contract.

	PHASE 1	PHASE 2	PHASE 3	PHASE 4
	Study Initiation And Strategy Development	Classification & Job Evaluation Study*	Compensation Study	Project Finalization
1				
2				
3				
4				
5				
6				
7				
8				

*If the PDQ option is selected or more review or discussion of job descriptions are needed, more time will be added to the timeline above.



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COST PROPOSAL

Phase	Fees
PHASE 1: Study Initiation & Strategy Development	\$15,000
PHASE 2: Classification & Job Evaluation Study – address the 91 staff job titles Option 1: Includes review of current job descriptions, interviews with representative sample of employees, building of classification structure and establishing internal equity through job evaluation. Option 2: Includes all of the above along with the ability for employees to complete a Position Description Questionnaire for the collection of primary source job responsibility information.	Option 1: \$15,000 Option 2: \$22,500 <i>(*does not include the writing / updating of job descriptions)</i>
PHASE 3: Compensation Study – Staff & Teachers	\$35,000
PHASE 4: Project Finalization	\$13,500
TOTAL COST (inclusive of all Tasks) will not exceed: \$78,500 - \$86,500	

Should the School request Gallagher to update/write job descriptions, those services will be priced separately since we are unable to determine the number that will be required. Pricing would be \$300-\$400 per job description and is in addition to the "Total Cost" identified above.

Our study costs are directly derived from estimating the number of hours needed to perform the work and the level of the consultant charged with performing the work. Gallagher typically bills on a monthly basis up to the maximum of each deliverable. Please note, as phases may sometimes run concurrently, a phase may not be completed at the time it is billed. All expenses are included in this quote.

REFERENCES

We have included a sampling of references that demonstrates our experience in conducting engagements for public sector and educational organizations. These projects are relevant in demonstrating our ability to meet the needs of RAS and show considerable experience in developing compensation and classification programs for a variety of public sector and educational organizations.

ANOKA-HENNEPIN SCHOOL DISTRICT, MN

2727 N Ferry St. Anoka, MN 55303

In 1985, we were retained to set up a classification system in order to comply with pay equity laws. Since then, we have provided continuing assistance in conducting periodic internal equity studies for employee groups (such as Management, Clerical and Secretarial), performing ongoing job evaluation and pay equity compliance

Ms. Sarah Kriewall, Director, Employee Services Department, (763) 506-1101, sarah.Kriewall@ahschools.us

FOREST LAKE AREA SCHOOLS, MN

6100 N. 210th St, Forest Lake, MN 55025

In 1985, we installed a complete classification and compensation system for this district. Since that time, we have been engaged in providing continuing assistance in reviewing new jobs, evaluating employee appeals, and advising them on proper pay administration

Ms. Donna M. Friedmann, Director of Admin. & Human Resources, (651) 982-8123, dfriedmann@flaschools.org

BLOOMINGTON PUBLIC SCHOOLS, MN

1350 W 106th St, Minneapolis, MN 55431

We are engaged by the client in providing ongoing assistance in job evaluation for new positions, re-classification requests and pay equity compliance.

Ms. Mary Burroughs, Executive Director of Human Resources, (952) 681-6442, mburroughs@isd271.org

NORTHEAST METRO INTERMEDIATE DISTRICT 916, MN

In 2019 we were engaged to conduct a full classification & compensation study for the District that included PDQs, internal equity, and custom salary survey. We have continued to provide the District with additional services as requested.

Ms. Megan McAllister Human Resources Manager, 651-415-5569, mmcallis@916schools.org

ROCHESTER PUBLIC SCHOOLS, MN

615 7th St SW, Rochester, MN 55902

We were engaged in 2019 to conduct a classification and compensative study for the school's employees. The study included use of position description questionnaires, job evaluation, and a custom market study. We have continued to provide assistance on many other projects for the District.

Rob Cothorn Human Resources Coordinator; (507) 272-3415; rocothorn@rochester.k12.mn.us



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Consulting and insurance brokerage services to be provided by Gallagher Benefit Services, Inc. and/or its affiliate Gallagher Benefit Services (Canada) Group Inc. Gallagher Benefit Services, Inc. is a licensed insurance agency that does business in California as “Gallagher Benefit Services of California Insurance Services” and in Massachusetts as “Gallagher Benefit Insurance Services.” Neither Arthur J. Gallagher & Co., nor its affiliates provide accounting, legal or tax advice.



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MASTER AGREEMENT FOR PROFESSIONAL SERVICES

This MASTER AGREEMENT FOR PROFESSIONAL SERVICES ("**Agreement**") entered into as of April 11, 2022 ("**Effective Date**") is between Gallagher Benefit Services, Inc., a subsidiary of Arthur J. Gallagher & Co., a Delaware corporation ("**Gallagher**") and Roseville Area Schools ("**Client**").

Gallagher and Client desire to arrange for the provision of services by Gallagher to the Client as set forth herein. In consideration of the promises and mutual covenants set forth herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereto agree as follows:

- 1. ENGAGEMENT OF SERVICES.** From time to time, Gallagher and Client may enter into project assignment(s) for the provision of services provided by Gallagher (each a, "**Project Assignment**" attached hereto as a sample). The exact nature and scope of the services shall be agreed, and the scope of services shall be detailed in a Project Assignment, and shall be governed by the terms and conditions of this Agreement.
- 2. SCOPE OF PROJECT ASSIGNMENTS.** Gallagher will provide any services, functions, or responsibilities related to the services set forth in the Project Assignment that are: (a) reasonably required for the proper performance and delivery of such services, functions, or responsibilities in accordance with this Agreement, or (b) an inherent part of, or a necessary subpart included within such services, functions or responsibilities.
- 3. STANDARD FOR PERFORMANCE.** Subject to the terms of this Agreement, Gallagher will use its best efforts to render the services and complete the Project Assignment by the applicable completion dates.
- 4. COMPENSATION.** Client will pay Gallagher a fee for services rendered under this Agreement as set forth in the Project Assignment(s) undertaken by Gallagher. Client shall be responsible for all expenses incurred by Gallagher in the performance of its services under this Agreement. Upon termination of this Agreement for any reason, Gallagher will be paid fees specified on the Project Assignment for work which is then in progress on a proportional basis, and expenses incurred through the effective date of such termination. Unless other terms are set forth in the Project Assignment(s) for projects which are in progress, Client will pay Gallagher for services and will reimburse Gallagher for previously approved expenses within thirty (30) days of the date of Gallagher's invoice. Any amounts not paid when due will accrue interest at the rate of one percent (1%) per month or the highest rate permitted by applicable law, whichever is less. If any amount is not paid in full when due without a good faith basis to withhold, that nonpayment will constitute a material breach of this Agreement
- 5. INDEPENDENT CONTRACTOR RELATIONSHIP.** Gallagher's relationship with Client will be that of an independent contractor and nothing in this Agreement should be construed to create a partnership, joint venture, agent-principal, or employer-employee relationship. In the performance of its duties, Gallagher may rely upon, and will have no obligation to independently verify the accuracy, completeness, or authenticity of, any written instructions or information provided to Gallagher by the Client or its designated representatives and reasonably believed by Gallagher to be genuine and authorized by the Client. Furthermore, Gallagher's engagement under this Agreement will not prevent it from taking similar engagements with other clients who may be competitors of the Client. Gallagher will, nevertheless, exercise care and diligence to prevent any actions or conditions which could result in a conflict with Client's best interest.



6. CONFIDENTIAL & NON-IDENTIFYING INFORMATION.

6.1 Confidential Information. As used in this Agreement, “**Confidential Information**” means any non-public, proprietary or personal data and information furnished by either party or its agents or representatives to the other party or its agents and representatives, whenever furnished and regardless of the manner or media in which such information is furnished, which the receiving party knows or reasonably should know to be confidential. Each party shall treat Confidential Information as confidential and only use it in the performance of its obligations under this Agreement.

The parties acknowledge that Confidential Information includes personal data provided to Gallagher by Client for the benefit of Client and/or its employees to facilitate the performance of services set forth in this Agreement or applicable Project Assignment. Both Parties also agree that the Confidential Information may include information that alone, or in combination with other information, uniquely identifies an individual. Client agrees that Gallagher is permitted to disclose and transfer Client’s Confidential Information to Gallagher’s affiliates, agents or vendors that have a need to know the Confidential Information in connection with the services provided under this Agreement (including insurance carriers, as necessary, for quoting and/or placing insurance coverages). Gallagher has established security controls to protect Client Confidential Information from unauthorized use or disclosure. For additional information, please review **Gallagher’s Privacy Policy** located at <https://www.ajg.com/privacy-policy/>.

Both Gallagher and Client agree to comply with all state and federal laws, rules, and orders that relate to privacy and data protection which are, or which in the future may be, applicable to Confidential Information, the services or the performance of obligations under this Agreement. Upon request, Gallagher will cooperate with Client pursuant to applicable law(s) to comply with requests from individuals regarding their personal information.

6.2 Non-Identifying Information. Notwithstanding Section 6.1 above, Gallagher may collect, use, transfer, and disclose information in a form that does not specifically identify Client (“**Non-Identifying Information**”) for any purpose. Non-Identifying Information can include certain organizational and personal information that has been de-identified; that is, information that has been rendered anonymous. Gallagher may obtain Non-Identifying Information about Client from information provided to Gallagher by Client. Furthermore, Gallagher may combine and aggregate Client Non-Identifying Information with information collected from other sources for internal and external research purposes. Gallagher certifies that it shall comply with applicable laws, with respect to privacy and data security relative to Non-Identifying Information.

7. REPRESENTATIONS AND WARRANTIES.

7.1. Gallagher Representations and Warranties. Gallagher represents and warrants that its services shall be performed by personnel possessing competency consistent with applicable industry standards.

7.2. Client Representations and Warranties. Client hereby represents and warrants that: (a) materials provided to Gallagher for use in connection with the services provided hereunder will not infringe the intellectual property rights of any third party; and (b) Client has full right and power to enter into and perform this Agreement without the consent of any third party.



7.3. No Other Representations and Warranties.

EXCEPT FOR THE REPRESENTATIONS AND WARRANTIES SET FORTH IN THIS AGREEMENT, NO OTHER REPRESENTATION, EXPRESS OR IMPLIED, AND NO WARRANTY OR GUARANTEES ARE INCLUDED OR INTENDED BY GALLAGHER IN THIS AGREEMENT, OR IN ANY REPORT, OPINION, DELIVERABLE, WORK PRODUCT, DOCUMENT OR OTHERWISE. THIS SECTION SETS FORTH THE ONLY WARRANTIES PROVIDED BY GALLAGHER CONCERNING THE MATTERS COVERED BY THIS AGREEMENT. THIS WARRANTY IS MADE EXPRESSLY IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION, ANY IMPLIED WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE OR MERCHANTABILITY.

8. **LIMITED LIABILITY.** Gallagher's liability to the Client and any other party for any losses, injury or damages to persons or properties or work performed arising out of in connection with this Agreement and for any other claim, whether the claim arises in contract, tort, statute or otherwise, shall be limited to the amount of the total fees due to Gallagher from Client for the particular Project Assignment giving rise to the claim.

NOTWITHSTANDING ANYTHING TO THE CONTRARY IN THIS AGREEMENT, GALLAGHER SHALL NOT BE LIABLE FOR ANY SPECIAL, INDIRECT, CONSEQUENTIAL, LOST PROFITS, OR PUNITIVE DAMAGES SUSTAINED OR INCURRED IN CONNECTION WITH THIS AGREEMENT, AND WHETHER OR NOT SUCH DAMAGES ARE FORESEEABLE.

Client's exclusive remedy for any claim arising out of or relating to this Agreement will be for Gallagher, at its sole option and upon receipt of written notice, either: (a) to use commercially reasonable efforts to cure, at its expense, the matter that gave rise to the claim for which Gallagher is at fault, or (b) return to Client the fees paid by Client to Gallagher for the particular service provided that gives rise to the claim, subject to the limitation contained in this section. Client agrees that it will not allege that this remedy fails its essential purpose.

No claim or cause of action, regardless of form (tort, contract, statutory, or otherwise), arising out of, relating to or in any way connected with this Agreement or any services provided hereunder may be brought by either party any later than two (2) years after the accrual of such claim or cause of action.

9. **INDEMNIFICATION.** Each party agrees to defend, indemnify, and hold the other party and its affiliates and their respective directors, officers, employees, and agents harmless from any and all losses, liabilities, exposures, damages, and all related costs and expenses, including reasonable legal fees, to the extent arising from or relating to any third-party claims, demands, suits, allegations, causes, or threats of action based on the indemnifying party's: (a) breach of any representation, warranty or covenant made by such party hereunder; or (b) grossly negligent acts, omissions, or intentional misconduct; provided, however, that the indemnifying party's indemnification obligations hereunder shall be reduced to the extent that such losses and damages arise from the acts or omissions of the other party or its employees or agents.

10. **TERM AND TERMINATION.** The term of this Agreement will commence on the Effective Date and shall remain in effect until terminated in accordance with this Agreement. Either party may terminate this Agreement by giving the other party at least sixty (60) days written notice of its intent to terminate. Client shall be responsible to Gallagher for any services performed prior to the date of termination and Gallagher shall be responsible to Client to continue to provide services until the date of termination of this Agreement. Upon termination of the Agreement, contingent upon Client's full payment for services and incurred expenses, Gallagher will deliver to Client any and all of its information, forms and documentation.



11. GENERAL PROVISIONS.

11.1. Assignment and Subcontractors. Client may not assign this Agreement without Gallagher's prior written consent. Gallagher may deem it necessary to outsource or subcontract all or any portion of the services to be performed by it under this Agreement. If this is necessary, Client will be notified of this and has the right to request a professional of their choice. If the person chosen by the Client requires assistance from Gallagher, Client will be billed for Gallagher's time at its regular hourly rate. This Agreement shall inure to the benefit of, and shall be binding upon, both Gallagher and Client and their respective heirs, legal representatives and permitted assigns.

11.2. Travel Expenses. Expenses are to be kept to a minimum and are billed at actual cost for (but not limited to) the following: consultant travel, lodging, meals, local transportation, and airport, meeting, and parking expenses. Hotel expenses will typically be based on preferred rates obtained by Client or Gallagher; however Gallagher may select a non-preferred major chain (e.g., Marriott; Hyatt; etc.) if personal safety factors, geography, or meeting requirements dictate. Charges for airfare will be based on the most economical means of travel wherever possible, however, due to scheduling difficulties, aircraft capacity, and/or fare availability, charges may on occasion include higher cost, refundable fares fees, full coach, or non-refundable business/first class charges.

11.3. Force Majeure. Except for Client's payment obligations under this Agreement, neither party shall be liable for any delay or failure in performance due to causes beyond its reasonable control.

11.4. No Legal Advice Intended. The advice given by Gallagher is not intended to be nor shall should it be construed as legal advice. Client is recommended, at its own cost, to have its own independent legal counsel review all documentation provided by Gallagher. Gallagher will not be obligated to perform, and the Client will not request performance of, any services which may constitute unauthorized practice of law. The Client will be solely responsible for obtaining any legal advice, review or opinion as may be necessary to ensure that its own conduct and operations, including the engagement of Gallagher under the scope and terms as provided herein, conform in all respects with applicable State and Federal laws and regulations (including ERISA, the Internal Revenue Code, State and securities laws and implementing regulations) and, to the extent that the Client has foreign operations, any applicable foreign laws and regulations.

11.5. Severability. In case any one or more of the provisions contained in this Agreement shall, for any reason, be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect the other provisions of this Agreement, and this Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

11.6. Notices. All notices, requests and other communications under this Agreement must be in writing, and must be mailed by registered or certified mail, postage prepaid and return receipt requested, delivered by overnight delivery or delivered by hand to the party to whom such notice is required or permitted to be given. If mailed, any such notice will be considered to have been given five (5) business days after it was mailed, as evidenced by the postmark. If delivered by overnight delivery or hand, any such notice will be considered to have been given when received by the party to whom notice is given, as evidenced by written and dated receipt of the receiving party. The mailing address for notice to either party will be the address show on the signature page of Agreement. Either party may change its mailing address by notice as provided by this section.

11.7. Governing Law. The parties agree that this Agreement shall be governed by, interpreted and construed in accordance with the laws of the State of Minnesota without giving effect to the choice of law principles thereof or any canon, custom or rule of law requiring construction against the drafter.



11.8. Enforcement. In the event that either party shall successfully bring an action against the other with respect to the enforcement, interpretation, or breach of any provision of this Agreement, the other party shall pay the reasonable amounts incurred by the party bringing the action, specifically including court costs, expenses and reasonable attorneys' fees.

11.9. Waiver. No waiver by either party of any breach of this Agreement shall be a waiver of any preceding or succeeding breach. No waiver by either party of any right under this Agreement shall be construed as a waiver of any other right. Neither party shall be required to give notice to enforce strict adherence to all terms of this Agreement.

11.10. Entire Agreement. This Agreement is the final, complete and exclusive agreement of the parties with respect to the subject matter hereof and supersedes and merges all prior discussions between them. No modification of or amendment to this Agreement, nor any waiver of any rights under this Agreement, will be effective unless in writing and signed by the party to be charged. The terms of this Agreement will govern all Project Assignments and services undertaken by Gallagher for Client. In the event of any conflict between this Agreement and a Project Assignment, the Project Assignment shall control, but only with respect to the matters set forth therein.

11.11. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original but all of which shall constitute one and the same instrument. One or more counterparts of this Agreement may be delivered by facsimile, with such delivery having the same effect as delivery of an original counterpart.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed on the date first written above.

Client:

Gallagher Benefit Services, Inc.

By: _____

Name: _____

Title: _____

Date: _____

Address: _____

By: 

Name: _____

Title: _____

Date: _____

Address: _____

Michael Verdoorn

Managing Principal

February 9, 2022

901 Marquette Ave. S, Suite 1900
Minneapolis, MN 55402



Project Assignment

This Project Assignment is issued pursuant to the terms and conditions of the Master Agreement for Professional Services with an Effective Date of **April 11, 2022** (the “**Agreement**”), by and between Gallagher Benefit Services, Inc. (“**Gallagher**”) and Roseville Area Schools (“**Client**”). Defined terms used herein and not otherwise defined in this Project Assignment shall have the same meaning ascribed to the in the Agreement.

Scope of Services:

Classification Review and Update – Staff only

We will review existing job documentation for consistency in format and accuracy in job functions. In order to ensure the accuracy of job functions, and include employees in the process, we recommend the option of all staff completing a Position Description Questionnaires (PDQs) so we can determine if jobs are accurately documented and develop an updated classification structure. While we can use current job descriptions, this approach allows employee to play a key role, and ensures the most accurate information is collected to ensure internal equity and appropriate market data is collected. Upon completion of the PDQs, we then review employee input against job documentation and develop a new classification structure, the write new job descriptions as appropriate. Additionally, we can make recommendations on job description content to ensure compliance with applicable laws and regulations.

A.

Internal Equity – Staff only

We will work with RAS to evaluate each job title with the current job evaluation methodology to determine internal equity. We will present an alternative method for review of internal equity. Our project plan and cost reflect reviewing all RAS job titles and ensuring internal consistency and accuracy of job functions. We have significant experience in applying job evaluation methods, but will work with RAS to ensure our understanding of the method and the jobs. In many cases we will verify the current evaluations of RAS and ask follow-up questions to clarify any questions.

B.

Market Comparison – Staff & Teachers

We will work with RAS identify benchmark job classes for the purposes of competitive market analysis. We recommend that RAS should be collecting market data on its job titles to ensure sufficient data and validity of the resulting salary structure. We will survey both current rates of pay, minimum and maximum rates of pay. We will also integrate private sector salary information in the market comparison process from survey sources that represent the local area market. This market survey will be conducted in Phase III of the project plan.

Salary Structure Development & Implementation Analysis – Staff & Teachers

In this step, we assign all jobs to the right pay grade and all employees to the right place in the range based on agreed upon criteria. During this phase, we also discuss how pay progression is integrated in a sustainable system that grows with RAS and allows for employee development and contribution to goal



achievement. Up to three implementation scenarios will be provided to RAS. These resulting pay structures and implementation scenarios will be reviewed to ensure a gender and race neutral system.

Final Report

Our final report will be prepared which outlines the process, methods, techniques and findings and recommendations of the classification and compensation study. It will include a financial impact analysis and recommended ways to implement and maintain the system in the future. We will provide the data in a format that can be used to update your HRIS system based on your implementation approach. Finally, we will train the HR staff in the proper procedure and methods to manage and maintain the system.

WORK PLAN

Based on our understanding of your needs, we have prepared a two project plans, one for the immediate need to update the job descriptions of identified job titles or functions, and a detailed summary of the phases of work to conduct a full classification and compensation study covering all staff positions.

PHASE 1: PROJECT INITIATION

- C. Meeting via telephone to initiate project and discuss timelines and key deliverables.
- D. Organization & salary material collected.
- E. Discussion/review of the strengths and weaknesses of RAS's current classification & compensation systems.
- F. Discussion around RAS current compensation philosophy and supporting strategies.
- G. Discussion of job evaluation methodologies.
- H. Project timetable confirmed.

Employee orientation sessions conducted virtually or on-site.

PHASE 2: CLASSIFICATION & JOB EVALUATION STUDIES – STAFF ONLY

- I. Analysis of existing classifications and recommendations on any changes to current classification plan.
- J. **OPTION 1:** Review and analysis of *current job descriptions/documentation approved by management* for all employees covered by the study.
- K. **OPTION 2:** Utilize Positions Description Questionnaires (PDQs) that are completed by employees to obtain current job description information (this option adds additional time to the project timeline as employees will need sufficient time to complete and Gallagher consultants will need



PHASE 2: CLASSIFICATION & JOB EVALUATION STUDIES – STAFF ONLY

sufficient time to review). This option would include allocation of employees to an appropriate job class in the new classification structure.

Conducting interviews by telephone with a representative sample of employees covered by the study in order to gather additional details of the type and nature of work being performed, as necessary.

L. Training for HR and management personnel in the use of the selected job evaluation system, if chosen as the Job Evaluation Methodology.

(Optional) Development of new or updated job descriptions and priced separately.

M. Review exempt and non-exempt classifications to ensure proper classification for all employees.

Recommendation of standard classification and titling conventions.

Includes one revision to the proposed classification structure.

PHASE 3: COMPENSATION STUDY – STAFF & TEACHERS

CUSTOM SURVEY

Labor market confirmed and survey participants identified to gather data from local, state and regional sources.

Benchmark jobs identified and summarized.

Identification of hard to recruit positions and assessment of the relevance of compensation for recruiting.

Benefit and pay practice questions determined for inclusion in the custom survey.

Custom survey developed and conducted.

INTEGRATE PUBLISHED SURVEY SOURCES

Identify appropriate published survey sources.

Collect market data from published survey sources using data cuts from public, private, local, state and regional sources.

The following activities will be performed on integrated published survey source data and custom survey data

Comprehensive internal salary relationship analysis of data to ensure the structure is internally equitable and externally competitive.

Competitive analysis performed.

Diagnostic review of current salary structures conducted to identify opportunities for simplification, reduction in pay compression.

Recommended pay structure developed or existing structures updated (includes 1 revision if requested).



PHASE 3: COMPENSATION STUDY – STAFF & TEACHERS

Internal review conducted and consolidated feedback provided by the District. The District approves the updates to the pay plan(s) and other recommendations and implementation options.

Provide the RAS with up to three (3) transition options, recommendations and next steps/ongoing maintenance.

PHASE 4: DRAFT REPORT, FINAL REPORT, IMPLEMENTATION, & PROJECT FINALIZATION

Provision of bi-weekly progress reports for RAS project staff.

Conduct of meetings with the leadership team at critical intervals to discuss deliverables.

Draft and final reports and presentations developed; RAS feedback incorporated, as appropriate.

Project closure and training of applicable RAS staff regarding on-going maintenance of the approved systems resulting from this study. Copies of plan maintenance materials will be provided to RAS.

Training provided to RAS' human resources staff on the selected job evaluation methodology.

Schedule / Period of Performance:

The project will take 8 months from start to completion. We are prepared to start work on this project within two weeks of receiving a signed contract.

	PHASE 1	PHASE 2	PHASE 3	PHASE 4
	Study Initiation And Strategy Development	Classification & Job Evaluation Study*	Compensation Study	Project Finalization
1				
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*If the PDQ option is selected or more review or discussion of job descriptions are needed, more time will be added to the timeline above.

Fees & Expenses:



Gallagher

Insurance | Risk Management | Consulting

Phase	Fees
PHASE 1: Study Initiation & Strategy Development	\$15,000
PHASE 2: Classification & Job Evaluation Study – address the 91 staff job titles Option 1: Includes review of current job descriptions, interviews with representative sample of employees, building of classification structure and establishing internal equity through job evaluation. Option 2: Includes all of the above along with the ability for employees to complete a Position Description Questionnaire for the collection of primary source job responsibility information.	Option 1: \$15,000 Option 2: \$22,500 <i>(*does not include the writing / updating of job descriptions)</i>
PHASE 3: Compensation Study – Staff & Teachers	\$35,000
PHASE 4: Project Finalization	\$13,500
TOTAL COST (inclusive of all Tasks) will not exceed: \$78,500 - \$86,500	

Key Assumptions:

School is provide necessary materials requested and a Project Manager.

Special Requirements:

Onsite work is not included and may be additional cost as discussed before occurring with client.

The terms and conditions contained in this Project Assignment constitute the parties' complete understanding and agreement relating to the subject matter hereof. Notwithstanding anything to the contrary in the Agreement or elsewhere, in the event of a conflict between this Project Assignment and the Agreement, the Agreement will control. No other terms and conditions, beyond those contained herein, will be valid unless mutually agreed to by Client and Gallagher in a writing signed by authorized representatives of each party.

ACCEPTED AND AGREED:

Client:

Gallagher Benefit Services, Inc.

By: _____

By: _____



Gallagher

Insurance | Risk Management | Consulting

Name:

Title:

Date:

Address:

Name:

Michael Verdoorn

Title:

Managing Principal

Date:

April 22, 2022

Address:

901 Marquette Ave. S, Suite 1900
Minneapolis, MN 55402



Agenda Topic: Accept Bids for LTFM Projects – Roseville Area Middle School – Fall 2022
Meeting Date: April 26, 2022
Contact Person: Shari Thompson

Background:

As part of the bond referendum approved by voters in 2017, building additions were completed to address capacity issues at several sites. Media centers and other instructional spaces were updated and remodeled, and general improvements to facilities, including safety improvements, were addressed. In addition to the bond projects, the board annually approves a Long-Term Facility Plan to address deferred maintenance.

We will be remodeling the Roseville Area Middle School music area beginning in August with completion scheduled for December 2022. The project falls within the scope of our overall construction budget.

Demolition:

Six bids were opened on Tuesday, April 5, 2022. Of the qualified bids, the lowest bidder was Century Construction, for a bid total of \$41,000. Administration recommends that the board award the contract to Century Construction.

Masonry:

Four bids were opened on Tuesday, April 5, 2022. Of the qualified bids, the lowest bidder was Maertens-Brenny Construction, for a bid total of \$45,300. Administration recommends that the board award the contract to Maertens-Brenny Construction.

Carpentry:

Eight bids were opened on Tuesday, April 5, 2022. Of the qualified bids, the lowest bidder was Meisinger Construction, for a bid total of \$45,000 plus a bid alternate of \$24,200. Administration recommends that the board award the contract, including the alternate bid, to Meisinger Construction.

Roofing:

Three bids were opened on Tuesday, April 5, 2022. Of the qualified bids, the lowest bidder was Central Roofing, for a bid total of \$45,990. Administration recommends that the board award the contract to Central Roofing.

Doors, Frames, & Hardware:

One bid was opened on Tuesday, April 5, 2022. Of the qualified bids, the lowest bidder was Twin City Hardware, for a bid total of \$78,000. Administration recommends that the board award the contract to Twin City Hardware.

Drywall:

Three bids were opened on Tuesday, April 5, 2022. Of the qualified bids, the lowest bidder was Custom Drywall, for a bid total of \$61,350. Administration recommends that the board award the contract to Custom Drywall.



Ceiling and Acoustical Treatment:

Four bids were opened on Tuesday, April 5, 2022. Of the qualified bids, the lowest bidder was Architectural Sales of MN, for a bid total of \$153,300. Administration recommends that the board award the contract to Architectural Sales of MN.

Flooring:

Four bids were opened on Tuesday, April 5, 2022. Of the qualified bids, the lowest bidder was Floors By Beckers, for a bid total of \$39,464. Administration recommends that the board award the contract to Floors By Beckers.

Painting & Wallcovering:

Four bids were opened on Tuesday, April 5, 2022. Of the qualified bids, the lowest bidder was Admiral Coatings, for a bid total of \$31,620, and a bid alternate of \$2,500. Administration recommends that the board award the base bid and the alternate for contract to Admiral Coatings.

Manufactured Casework – Material Only:

One bid was opened on Tuesday, April 5, 2022. Of the qualified bids, the lowest bidder was TMI, for a bid total of \$156,610. Administration recommends that the board award the contract to TMI.

Fire Suppression:

Four bids were opened on Tuesday, April 5, 2022. Of the qualified bids, the lowest bidder was Gilbert Mechanical Contractors, for a bid total of \$36,000. Administration recommends that the board award the contract to Gilbert Mechanical Contractors.

Combined Mechanical:

Five bids were opened on Tuesday, April 5, 2022. Of the qualified bids, the lowest bidder was Sentra-Sota Sheet Metal, for a bid total of \$652,000. Administration recommends that the board award the contract to Sentra-Sota Sheet Metal.

Electrical:

Three bids were opened on Tuesday, April 5, 2022. Of the qualified bids, the lowest bidder was Laketown Electric, for a bid total of \$183,000. Administration recommends that the board award the contract to Laketown Electric.

Recommendation:

It is recommended that the board accept bids for construction related to long-term facilities maintenance projects to be completed at Roseville Area Middle School during summer and fall 2022.



April 8, 2022

Shari Thompson
Roseville Area Schools, ISD#623
1251 County Road B2 West
Roseville, MN 55113

**RE: Roseville Area Middle School – Music Area - 2022 LTFM Upgrades
Contract Award Recommendation**

Dear Ms. Thompson

This letter is concerning our recommendations for contract awards for Roseville Area Middle School – Music Area project that was bid on April 5, 2022. Kraus-Anderson has verified bidders and we submit the following lowest responsible bidders and their bid amount, including proposed Alternate #1 – Clad gym wall in lobby corridor D200.

Work Scope	Contractor, City, State	Bid Amount
WS 02-A Demolition	Century Construction South St. Paul, MN	Base Bid \$41,000.00 Alternate #1 NA
WS 04-A Masonry	Maertens-Brenny Construction Minneapolis, MN	Base Bid \$45,300.00 Alternate #1 NA
WS 06-A Carpentry	Meisinger Construction South St. Paul, MN	Base Bid \$45,000.00 Alternate #1 \$24,200.00
WS 07-H Roofing	Central Roofing Minneapolis, MN	Base Bid \$45,990.00 Alternate #1 NA
WS 08-A Doors, Frames & Hardware – Material Only	Twin City Hardware Oakdale, MN	Base Bid \$78,000.00 Alternate #1 NA
WS 09-A Drywall	Custom Drywall St. Paul, MN	Base Bid \$61,350.00 Alternate #1 NA

WS 09-C	Ceiling and Acoustical Treatment	Architectural Sales of MN Brooklyn Center, MN	Base Bid Alternate #1	\$153,300.00 NA
WS 09-D	Flooring	Floors by Beckers St. Cloud, MN	Base Bid Alternate #1	\$39,464.00 NA
WS 09-K	Painting & Wallcovering	Admiral Coatings Maple Lake, MN	Base Bid Alternate #1	\$31,620.00 \$2,500.00
WS 12-C	Manufactured Casework – Material Only	TMI Systems Corporation Dickinson, ND	Base Bid Alternate #1	\$155,610.00 NA
WS 21-A	Fire Suppression	Gilbert Mechanical Contractors Edina, MN	Base Bid Alternate #1	\$36,000.00 NA
WS 23-B	Combined Mechanical	Sentra-Sota Sheet Metal Waite Park, MN	Base Bid Alternate #1	\$652,000.00 NA
WS 26-A	Electrical	Laketown Electric Waconia, MN	Base Bid Alternate #1	\$183,600.00 NA
		Total Base Bid Total Alternate #1 Total Bid Including Alternate		\$1,568,234.00 \$26,700.00 \$1,594,934.00

If you have any questions regarding this information, please do not hesitate to contact me at 480-369-2389

Very truly yours,

KRAUS-ANDERSON® CONSTRUCTION COMPANY



AJ Lillesve
Sr. Project Manager



RAMS - Music Area - 2022 LTFM Upgrades
Roseville, MN

BID TABULATIONS

April 5, 2022 @ 2:00PM

OWNER: Roseville Area Schools

ARCHITECT: KFI Engineers

WORK SCOPE 02-A: Demolition

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Century Const.	Maertens Brenny	Mavo Systems	Tekton	Ebert	AVM Const.
BID SECURITY	x	x	x	x	x	x
ADDENDA REC'D.	x	x	x	x	x	x
BASE BID	\$41,000.00	\$64,800.00	\$79,620.00	\$92,000.00	\$113,300.00	
COMBINED BASE BID						\$217,700.00
						02A, 04A, 06A
Alt#1 Clad gym wall in lobby corridor D200						\$19,300.00



KRAUS-ANDERSON®
Construction Company

RAMS - Music Area - 2022 LTFM Upgrades
Roseville, MN

BID TABULATIONS

April 5, 2022 @ 2:00PM

OWNER: Roseville Area Schools

ARCHITECT: KFI Engineers

WORK SCOPE 06-A: Carpentry

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Meisinger	Century Const.	Ebert	Tekton	Parkos	Maertens Brenny
BID SECURITY	x	x	x	x	x	x
ADDENDA REC'D.	x	x	x	x	x	x
BASE BID	\$45,000.00	\$50,000.00	\$53,300.00	\$63,000.00	\$78,500.00	\$85,300.00
COMBINED BASE BID						
	\$1.00	\$2.00	\$3.00	\$4.00	\$5.00	\$6.00
Alt#1 Clad gym wall in lobby corridor D200	\$24,200.00	\$36,500.00	\$30,900.00	\$12,000.00	\$34,000.00	\$30,700.00



KRAUS-ANDERSON
Construction Company

RAMS - Music Area - 2022 LTFM Upgrades
Roseville, MN

BID TABULATIONS

April 5, 2022 @ 2:00PM

OWNER: Roseville Area Schools

ARCHITECT: KFI Engineers

WORK SCOPE 23-B: Combined Mechanical

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Sentra Sota	Master Mechanical	Klamm Mechanical	Northland Mechanical	PSM	
BID SECURITY	x	x	x	x	x	
ADDENDA REC'D.	x	x	x	x	x	
BASE BID	\$652,000.00	\$674,000.00	\$752,400.00	\$767,300.00	\$916,000.00	
COMBINED BASE BID						
Alt#1 Clad gym wall in lobby corridor D200						



Agenda Topic: Accept Bids for LTFM Projects - Brimhall Elementary School - Summer 2022
Meeting Date: April 26, 2022
Contact Person: Shari Thompson

Background:

As part of the bond referendum approved by voters in 2017, building additions were completed to address capacity issues at several sites. Media centers and other instructional spaces were updated and remodeled, and general improvements to facilities, including safety improvements, were addressed. In addition to the bond projects, the board annually approves a Long-Term Facility Plan to upgrade HVAC and other mechanical systems and address other deferred maintenance.

We will be doing extensive deferred maintenance at Brimhall Elementary in summer 2022, including replacement of the roof, HVAC and other mechanical systems, and ceilings, floors and millwork.

One bid was opened on Tuesday, December 7, 2021, for site clearing and earthwork. The bid was approximately double the amount estimated for the project. Due to the dollar threshold (\$90,000), administration recommended that the board not award a contract at that time and communicated the district's intent to seek multiple quotes at a later date.

The board previously accepted bids on December 14, 2021, for a majority of the project components. Overall, the project falls within our LTFM/construction budget scope.

Site Clearing & Earthwork:

One bid was opened on Tuesday, February 1, 2022. Of the qualified bids, the lowest bidder was Kevitt Companies, for a bid total of \$83,250. Administration recommends that the board award the contract to Kevitt Companies.

Recommendation:

It is recommended that the board accept the bid for site clearing and earthwork as presented for long-term facilities maintenance construction projects at Brimhall Elementary School during summer 2022.

XX

Action Required

Informational – No Board Action Requested

March 10, 2022

Shari Thompson
 Roseville Area Schools, ISD#623
 1251 County Road B2 West
 Roseville, MN 55113

RE: **Brimhall Elementary School – 2022 LTFM Upgrades
 Contract Award Recommendation – WS 31-A Site Clearing & Earthwork**

Dear Ms. Thompson,

This letter is concerning our recommendation for contract award for the Brimhall Elementary School – 2022 LTFM Upgrades project that was quoted to Kraus-Anderson on February 1st, 2022. Kraus-Anderson has verified bidders and we submit the following lowest responsible bidder.

Work Scope	Contractor, City, State		Bid Amount
WS 31-A	Site Clearing & Earthwork	Kevitt Companies Crystal, MN	Base Bid \$83,250.00
Total Base Bid			\$83,250.00

If you have any questions regarding this information, please do not hesitate to contact me at 612-391-0362

Very truly yours,

KRAUS-ANDERSON® CONSTRUCTION COMPANY



Mark Oelrich
 Project Manager



3335 Pennsylvania Ave. N
Crystal, MN 55427
763-545-3557
www.kevittexcavating.com

PRICING: Brimhall Elementary (June 2022 Start)

Total: \$ 83,250.00

Scope:

- Scope to be verified following bid submission prior to contract execution

A handwritten signature in black ink that reads "Ryan Winge".

Ryan Winge

Estimator/Project Manager

ryanw@kevitt.com

(763) 438-6758



3335 Pennsylvania Avenue North, Minneapolis, MN 55427 |

www.kevittexcavating.com



Roseville Area Schools

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

Agenda Item: 5h

Agenda Topic: Application for Wrestling Cooperative
Meeting Date: April 26, 2022
Contact Person: Andrea Schmidt

Background:

The Roseville Area High School Activities office is seeking approval for a wrestling cooperative between Roseville Area Schools and the Hmong College Prep Academy beginning in the 2022-23 school year.

Please see the attached letter from Andrea Schmidt, RAHS activities director, regarding the rationale for forming a coop.

Recommendation:

It is recommended that the board approve Roseville Area Schools' application to form a wrestling coop with Hmong College Prep Academy.

XX Action Required ____ Informational – No Board Action Requested

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 Wrestling - Boys + girls
 beginning with the 20 22 - 20 23 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:	Roseville Area HS	2032	Roseville	4AA	4AAA
High School #2:	Among College Prep	465	St Paul	4A	N/A
High School #3:					
High School #4:					

*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

3. 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))
Roseville has not been able to field a varsity squad in over 10 years. HCPA has no team.

4. 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	7	5	15	3
High School #2	0	0	0	0	0	0
High School #3						
High School #4						

5. Team Identification: (Indicate how cooped schools should be identified in tournament programs): Roseville Area High School

6. Team Colors: Black + Silver Team Mascot: Raiders

7. Host School (school that will receive revenue share check): Roseville

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

Official Action of the MSHSL Board of Directors

- Approved Not Approved

Signature: _____ Date: _____
 MSHSL Executive Director



Roseville Area School Board
1251 Co Rd B2 W
Roseville, MN 55113

April 20, 2022

Dear School Board Members,

We are seeking approval for a wrestling coop between Roseville Area Schools and the Hmong College Prep Academy.

Need for Co-op: Roseville hasn't been able to fill a full varsity line-up in nearly a decade. When the new staff was hired in 2020, we had 6 returning wrestlers and finished with 10-14 active on the team. In 2022, we finished the season with 27 total wrestlers, 5 of which were injured, so 22 active.

At our very best, 9 of 14 varsity weight classes were filled this year. 3 of those 9 were first year wrestlers. We typically averaged 3-7 varsity wrestlers per dual and 1-6 varsity wrestlers at tournaments. Needless to say, going 0-8 in the conference, and 3-17 on the season was not a surprise. As for our girls', we only had 2 female wrestlers and could only fill 1 of 12 weight classes at the female section tournament due to injury.

Without question, competition in the practice room helps foster and elevate skill. Numbers in the practice room yield competition and allow for a greater diversity of competitive experiences. Our coaches do our best to match and shuffle practice partners in order to provide optimal experiences for the athlete.

This will not take opportunity away from our athletes:

Roseville needs more kids in the practice room. More numbers means more practice partners, more opportunity for skill development, and ensures depth in the practice room and on the roster. Moreover, HCPA has kids who want to wrestle, but HCPA cannot support a team or practice room at this time. This is a mutually beneficial opportunity.

Hmong College Prep Academy Information

- 1) There are at least 6 kids interested in wrestling, and there will likely be more.
- 2) Their kids have absolutely zero wrestling experience, meaning all would be first year wrestlers and would unlikely be varsity wrestlers. Very few wrestlers progress to be competitive varsity wrestlers in their first season.
- 3) HPCA has no intention of asking to change the team name or even include their name next to Roseville's - They would intend to have their kids wear Roseville singlets.
- 4) HPCA would provide busing to Roseville

Thank you,

A handwritten signature in black ink that reads "Andrea Schmidt". The signature is written in a cursive, flowing style.

Andrea Schmidt
Director of Athletics and Activities
Roseville Area High School



Roseville Area Schools

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

Agenda Item: 6a

Agenda Topic: AVID Update and Certification
Meeting Date: April 26, 2022
Contact Person: Delon Smith, Anne Barnes and Tana Bogenholm

Background:

AVID District Directors Anne Barnes and Tana Bogenholm and Director of Equity and Innovation Delon Smith will provide information about the AVID program in Roseville Area Schools.

Recommendation:

Action Required

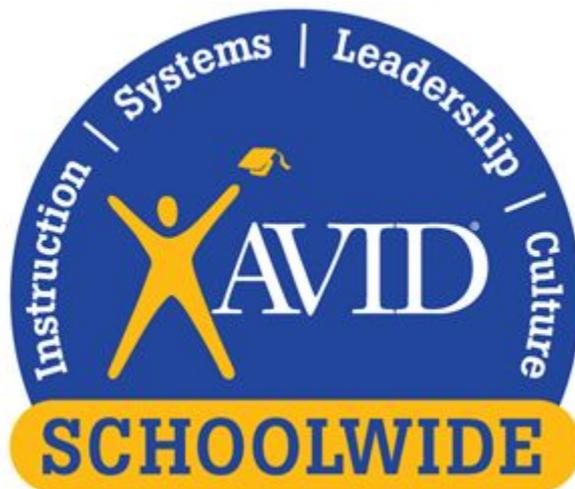
Informational – No Board Action Requested



AVID in Roseville

April 26, 2022

School Board Presentation





AVID's Mission Statement

AVID's mission is to close the opportunity gap by preparing all students for college readiness and success in a global society.



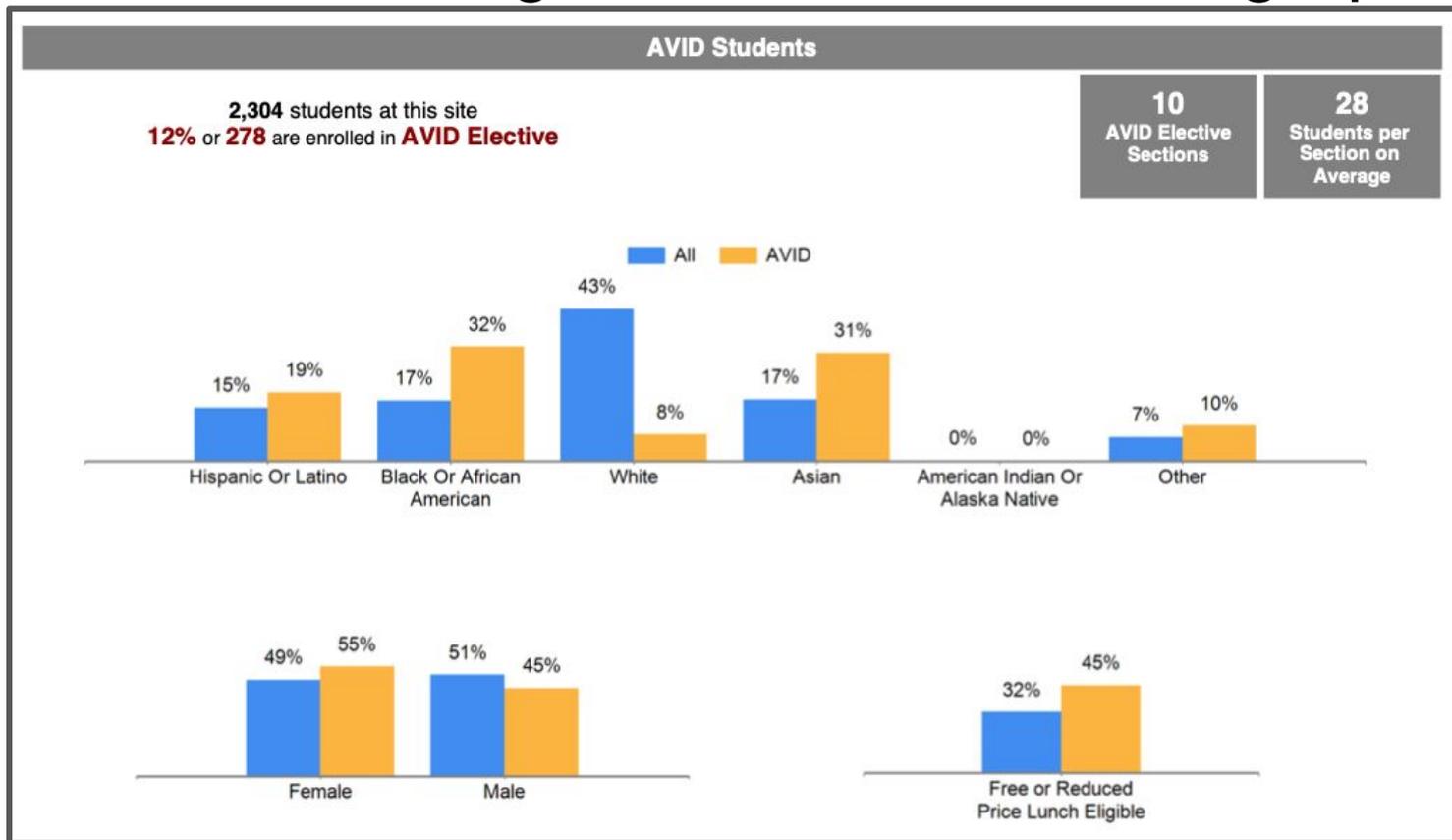
AVID District Goals 2021-2022



- Increase enrollment and retention in rigorous courses
- Increase student college and career opportunities and awareness through partnerships, service volunteering, speakers, field trips and events
- Students will have equitable access to rigor and have support systems by aligning opportunities, WICOR strategies, and systems vertically K-12

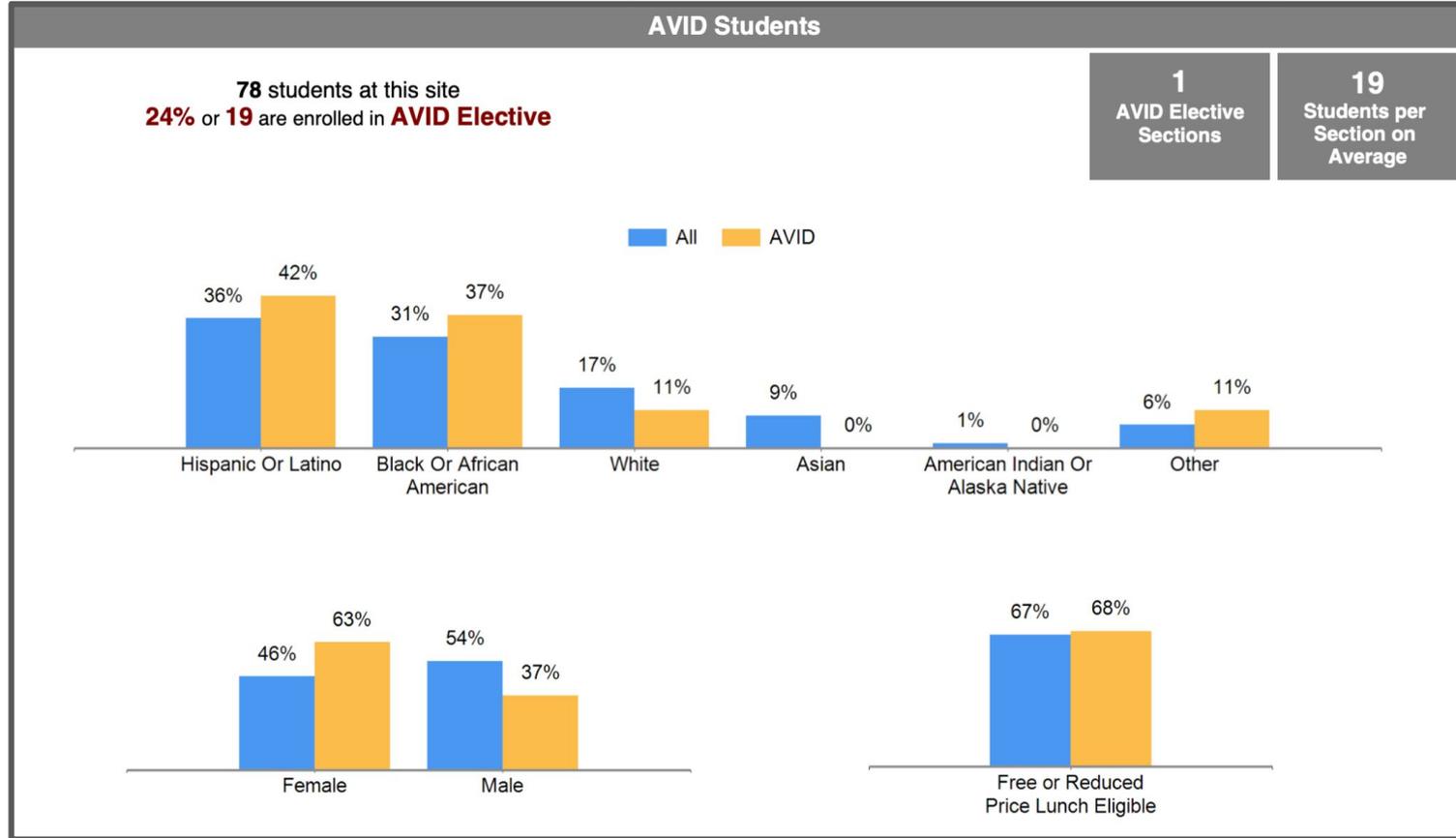


Roseville Area High School AVID Demographics



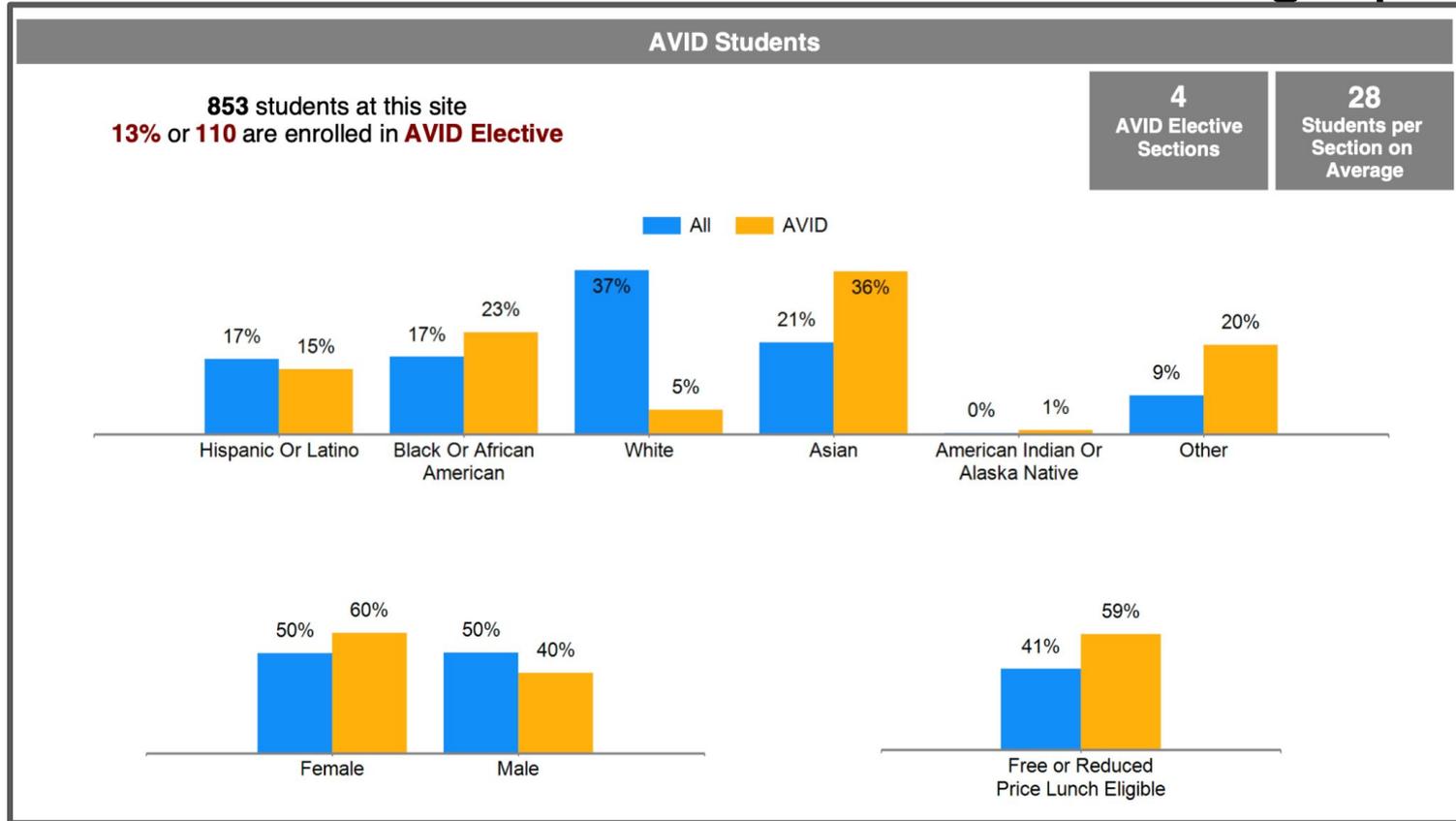


Fairview Alternative High School AVID Demographics





Roseville Area Middle School AVID Demographics

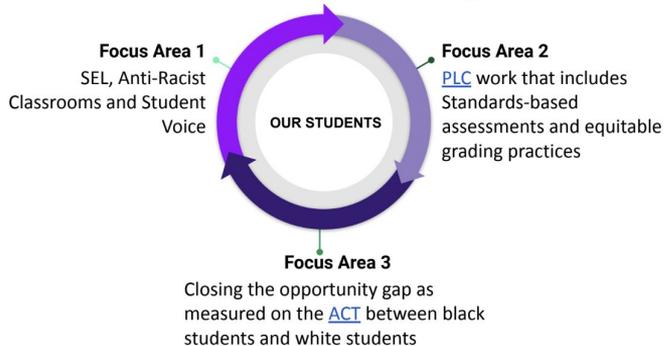




(SIP) School Improvement Plans Incorporating AVID

RAHS

SIP 2021-2022 One Pager



Vision: As an AVID National Demonstration High School, RAHS will provide an **academically challenging** high school experience for all students with staff that believe in building **authentic relationships** with students and families, providing curriculum that is **culturally relevant and responsive** to their lives and **rigorous courses** that will prepare students for a college and or career in the field of **their choice** regardless of race.

RAMS



Develop Post Secondary Readiness Skills

GOAL #1

By May 2022, 100% of students that enroll at RAMS for 2 full trimesters, will demonstrate their knowledge using an AVID WICOR strategy.

- WICOR Walkthrough
- CCI-Certification instrument
- Critical Reading, FNT, Academic Mindset

Providing Support and Enrichment

GOAL #2

By May 2022, 100% of licensed staff will use data from their formative assessments to support students during structured WIN time.

- WIN time
- absent narratives, knowledge co-creation

Climate and School Culture

Be Responsible, Be Respectful and Build Community

GOAL #3

By May 2022, 95% of RAMS students will increase classroom instruction time by consistently demonstrating Raider Pride expectations of being to class on time, being prepared for class and ready to learn.

- Community Involvement
- Grade Level Teaming
- STAR- student/teacher relationships
- SEL supports

FAHS

FAIRVIEW ALTERNATIVE HS SCHOOL IMPROVEMENT PLAN 2021-2022

#1

17% of students enrolled at Fairview Alternative High School who are within 25 credits of graduation and here for 12 weeks or longer will receive a 250 score on one of the Accuplacer tests.

Strategies:

- Accuplacer Prep and Practice Tests in HOMES
- Test Question Strands built into Seminar Classes
- Informational Groups about placement testing for college
- WICOR strategies embedded in all courses



#2

By June 2022, each family will receive a minimum of 25 communications with FAHS staff.

Strategies:

- Implement a FAHS Family Newsletter
- Staff communication with families and document in Student Contact Log



#3

By June 2022, all FAHS students will earn consistent or increase credit earning throughout their enrollment at FAHS.

Strategies:

- Family training on the use of Schoology to see grades and credit
- Increase student voice in school perception
- SEL check-ins with HOMES students on a weekly basis





High School AVID CTE/AP/Concurrent Data in Roseville #623

RAHS Career and Technical Education Enrollment

RAHS AVID students in grades 9-12 who have taken 2 or more CTE courses while at RAHS:

Male: 68

Female: 91

Total: 159 / 278 students

FAHS Career and Technical Education Enrollment

All 19 AVID students at FAHS have taken two or more CTE classes

FAHS/RAHS Concurrent Enrollment Data

RAHS/FAHS AVID students in grades 10-12 taking dual enrollment, College in the Schools, Northeast Metro courses, or PSEO courses this school year

RAHS

Male: 35

Female: 48

FAHS

Male: 2

Female: 3

RAHS AVID AP Course Enrollment 2021-2022

Number of RAHS AVID 9-12 students enrolled in at least one AP course: 145 / 278 students





Highlights at the AVID 7-12 Sites!

College and Career Readiness PLC

Team Members

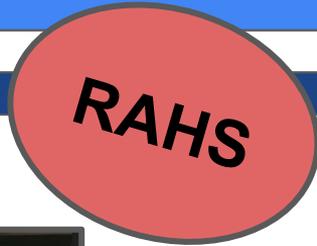
AVID Coordinator
 EL Coordinator
 SPED Coordinator
 Work Experience
 Career Navigator
 AVID/Tech Integrationist



- ❖ Surveyed students about access to college and career readiness opportunities
- ❖ Created Raider Time Sessions to address needs such as community service, scholarship help or resume help
- ❖ Piloted YouScience to EL, Career Seminar, and AVID students
- ❖ Shared field trips, college/career speakers, scholarship resources, summer opportunities

Monday	Tuesday	Wednesday	Thursday	Friday
10/4 Teacher Workshop	10/5 No School 9-11 ACT for Seniors	10/6 AVID Virtual College Fair	10/7 Healthcare professionals panel 1st & 2nd hours (Turnbull)	10/8
	Raider Time: College Application Help (AVID)	Raider Time:	Raider Time: RT-college essay session 1	Raider Time: PLARN community service
10/11	10/12 2:30-3:30 manufacturing careers meeting (McConnell) RT-college essay session 2	10/13 PSAT- 11th Graders 8:10 am	10/14 RT-college essay session 2	10/15 Dougherty College Guest speaker 1st, 2nd, 3rd hours Career Navigator (McConnell) presenting to AVID 9 classes! Raider Time: PLARN Community Service
10/18 Kate Brogan, University of WI rep- Introductions in AVID	10/19 2:30-3:30 manufacturing careers meeting (McConnell) FAFSA Night 6:00-7:30 pm	10/20 FAFSA applications in 1st and 2nd hours (Cahoy & Turnbull) AVID 9 made Career Pathways One-Pagers- will display in A wing halls	10/21 Fall Recess	10/22
10/25 RT-college essay session 3	10/26 2:30-3:30 manufacturing careers meeting (McConnell) College Application Day in Media Center (HS)	10/27	10/28 Virtual State meeting on Manufacturing careers Senior College/career info/Planning Night on Zoom 6:00-7:00 pm	10/29 Raider Time: PLARN Community Service Guest Speaker in AVID: Victoria Thao from Concordia St. Paul
			10/29 RT-college essay session 3	





Medtronic Job Shadow- April 8th at RAHS

Medtronic volunteers worked on different types of circuits with RAHS AVID students and explained how these circuits are used in the medical devices the company produces.

Students also learned about different STEM career pathways



Return to College Campus Visits and In-Person Speakers



St. Thomas Dougherty
Family College Speaker



U of MN INSPIRE
Conference



Hamline University
Field Trip



AVID College and Career Door Contest in STAR Advisory



Discussions and Research about Colleges /Universities/ Trade and Tech



Collaboration and Community Building





RAMS

STAR Advisory AVID WICOR Lessons Schoolwide

Each month the AVID Site Team targeted a strategy from our SIP and then taught and practiced with the staff, at a staff meeting. The teachers then presented it during STAR to the students

How does the AVID system benefit me and my teachers?

The WICOR Instructional Model

Look at all the of AVID WICOR skills and strategies that you are learning and using in your classes this year!

- Focused Note Taking
- Interactive Notebook
- Socratic Seminar
- Philosophical Chairs
- One Pagers
- Critical Reading Process
- Costa's Levels of Questioning
- Collaborative Study Groups
- AVID's 10 step Tutorial Process
- Organization of the binder, ebinder, calendar, time management

Today in STAR you will watch a 5 min video on AVID WICOR School wide!

RAMS... AVID Schoolwide!

YOU DID IT!

RAMS AVID Schoolwide School Spirit!

End of Trimester 1

	Monday	Tuesday	Wednesday	Thursday
	Circles and choose trusted partner	Schoolwide Connection Sheet and Goals	SEL	AVID/Tech/Organization
9/6-9/10	NO SCHOOL	WORKSHOP DAY		
9/13-9/17	Monday Circle	RAMS Weekly Connection	Intro to SEL	Organization/AVID/Tech To-Dos
9/20-9/24	Principal Cook's Message to Students 9/20 Values for Circle	RAMS Weekly Connection Sheet 3	Introduction to Counselors/Student Survey	AVID Schoolwide and Organization https://forms.gle/ecbkaAhiPuY8DRde6

Teacher choice,

Point of Wellness

Friday

Hall

RA

Are you

Plastic Sleeves and New Sheets (for Thurs STAR lesson)

Raider Pride Expectations

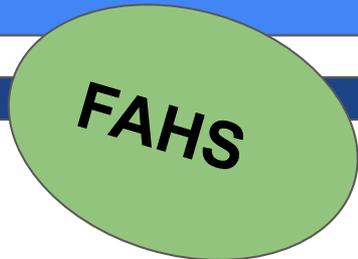
Schedule's Lunch

WICOR

Focused Note Taking

Costa's Levels of Questioning

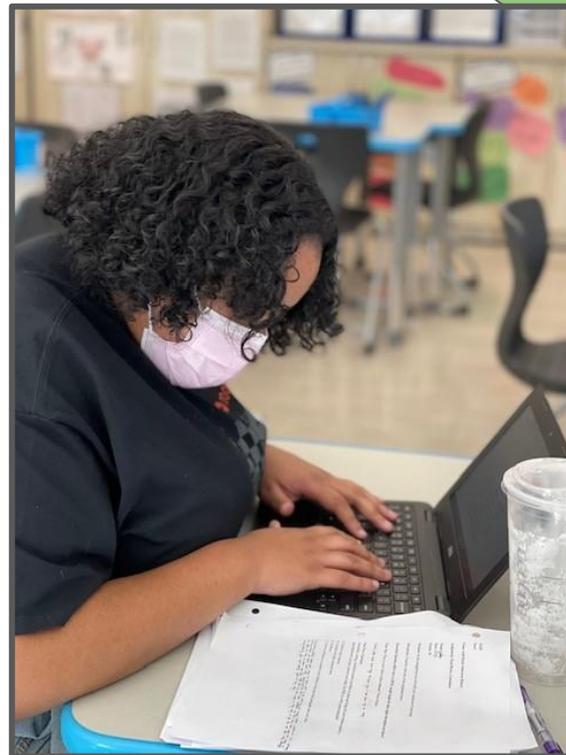
Friday - Point of Pride



READY, SET,
FASFA!



- Use of WIN Academic Time to reteach WICOR strategies
- Use of WIN Enrichment time for college visits
- E-mentors made a return this year
- Scholarship and college applications in AVID elective
- Accuplacer was brought to FAHS to support students attending community colleges
- Use of HOMES to prepare for Accuplacer test





AVID Professional Development

Roseville AVID Sites

- Academic Language and Literacy (RAHS)
- Writing Schoolwide (RAMS)
- Test question strand for Accuplacer and WICOR

AVID Center Trainings

- Elevate XP- Virtual
- Digital XP- Virtual
- Summer Institute
- Digital Workshops throughout the school year
- Building Capacity for AVID Professional Learning Modules

District #623 AVID Trainings

- License Renewal for Reading
- New Staff to #623
- Workshop Week PD Pathways:
 - ◆ AVID 101
 - ◆ Writing to Learn
 - ◆ Collaborative Study Groups
 - ◆ Digital WICOR



AVID National Demonstration Site Commitments



RAMS and RAHS became the first 7-12 feeder school to become AVID National Demonstration schools in Minnesota on the same day in 2018.

Every 3 years schools need to revalidate.

Next fall, both sites will be asked to provide evidence to continue as National Demonstration Schools. This will include showcasing what we have done since validation.



Benefits of Demo



Positive recognition in the community and throughout the AVID Organization nationwide.



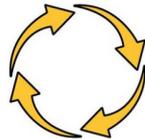
Complimentary yearly subscription to AVID Weekly to enhance schoolwide literacy instruction.



Validation as a teaching and learning center that exemplifies AVID's mission of closing the achievement gap for all students.



Ability to showcase best practices at the school to visitors from the region, state and country.



Continuous improvement of systems and practices through observation and feedback.



Opportunities for students to shine as ambassadors and for teachers to serve as mentors and leaders.



Eligibility for a variety of AVID Center opportunities.



Staff and students take pride in the AVID College Readiness System and the school.



AVID Showcase-April 7



- Presentation at each site giving an overview of their building and how AVID has impacted their students and the unique things they do with AVID! How is AVID used Schoolwide!
- Those who attended the Showcase were AVID leaders from around the country and two Minnesota AVID schools.
- Tour of Showcase classrooms demonstrating AVID strategies and the AVID Elective Classroom's Tutorial 10-step inquiry process.
- Student work displayed with EQ-Essential Question and WICOR- Writing, Inquiry, Collaboration, Organization and Reading
- Panel of students and staff as well as Q and A



Opportunity: AVID Summer Institute

Invitation for AVID 7-12 students

AVID Center would like to invite your students to apply to be Student Leaders for AVID Summer Institute, our biggest event of the year, where we train AVID teachers and administrators from all over the country!



The Student Leaders speak with educators about their experiences in AVID and have the opportunity to learn leadership strategies through activities with other students and a trained Staff Developer.





What's Changing Next Year with AVID in Roseville?



College knowledge begins in elementary school and it's important that our schools take part in **ensuring that all students are learning about their future options.**

Why combine the AATD and AVID Site Lead into one position?

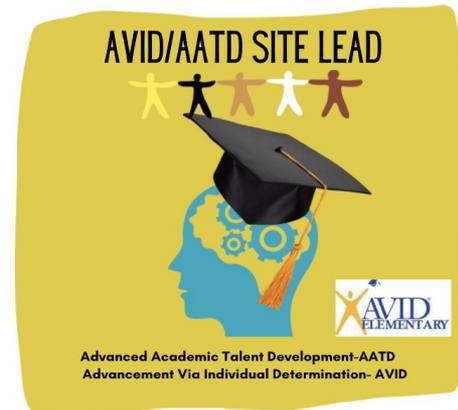
Advanced Academics and Talent Development (AATD) Mission

Roseville Area Schools is committed to equity, anti-racism, inclusiveness, and asset-based practices for the success of all students in our racially, ethnically, and socioeconomically diverse student population. We believe in developing the interests, talents and strengths of *all* students, with an assurance that historically underserved groups, namely American Indian, Black, Hispanic, English Learners, and students who qualify for free and reduced meals, are equitably served within talent development and advanced academic programs and services.

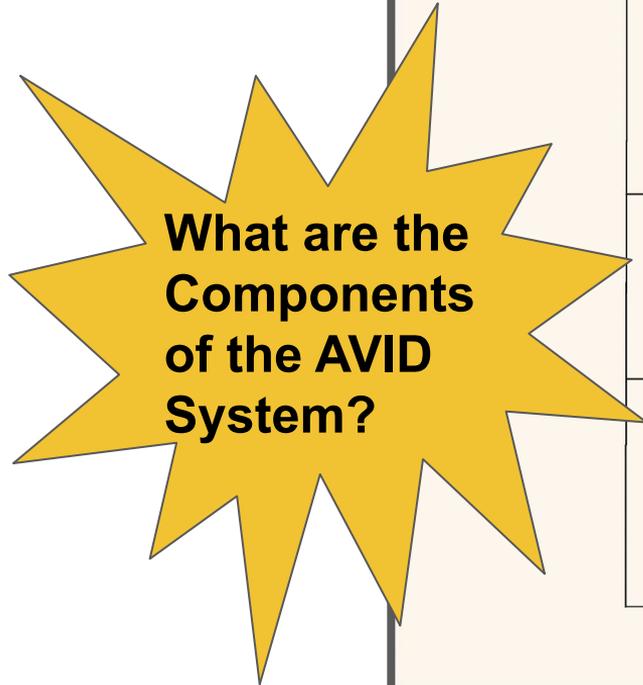
Advancement Via Individual Determination (AVID Mission)

AVID's mission is to close the opportunity gap by preparing ALL students for college readiness and success in a global society.

AVID's vision is to ensure that ALL students will access a path to success.



Components of AVID Elementary



**What are the
Components
of the AVID
System?**

Organizational Tools

- Daily Planner/Agenda
- Organizational Tool/Binder
- Note-taking
- Time Management
- Goal Setting

WICOR

- Writing
- Inquiry
- Collaboration
- Organization
- Reading

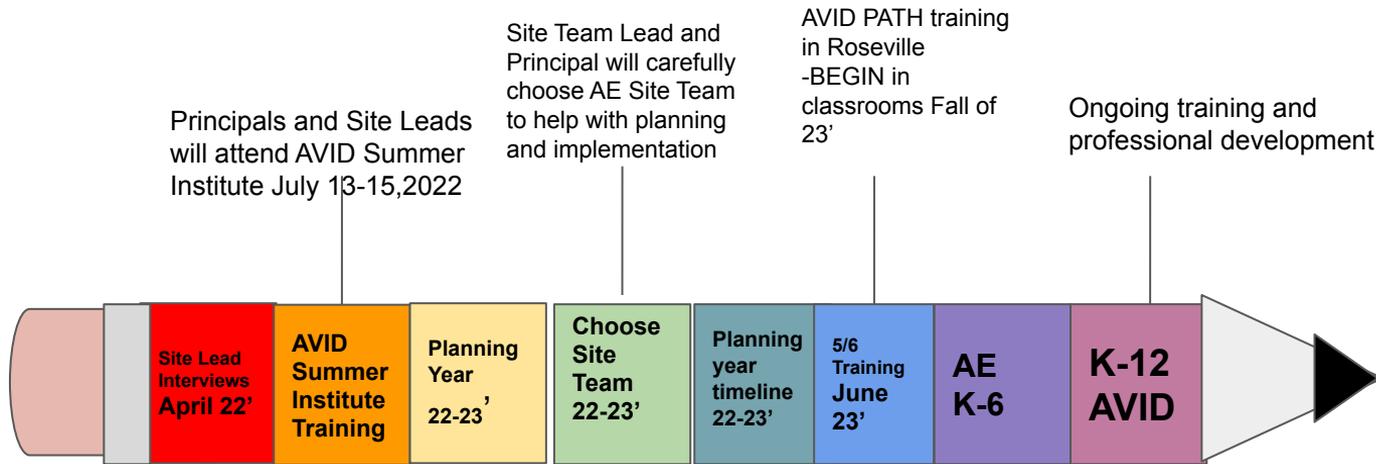
Student Success Skills

- Speaking
- Listening
- Study Habits
- Self-Advocacy

Partnerships

- Establishing Community
Connections
- Transition
- Articulation
- Open Communication

Timeline of K-6 AVID Elementary Implementation in Roseville



There will be 8 AVID Site Leads in the District

Site Leads and AE District Director will work together to plan AE at their building

Training /Implementation
5/6-June /Fall 23'
3/4-June/Fall 24'
K-2-June/Fall 25'

Fully implemented AE at all 8 sites by the end of the 2026 school year- Roseville now a K-12 AVID District





Questions



Roseville Area Schools

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

Agenda Item: 6b

Agenda Topic: Graduation and Postsecondary Report
Meeting Date: April 26, 2022
Contact Person: Jake Von De Linde and Angie Woods

Background:

Jake Von De Linde, director of student achievement, and Angie Woods, 7-12 equity advancement principal on special assignment, will present and review the 2020-21 graduation and postsecondary report. This report will focus on 4-year graduation rates for the district overall and Roseville Area High School. Information on college enrollment, enrollment in developmental college courses and entrance into the workforce will also be provided.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested



Roseville Area Schools

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

Graduation and Post-Secondary Report

Strategic Plan Areas

Expand support for college and career readiness

- Develop a plan to increase the number of teachers qualified to teach college credit bearing courses
- **Expand internship and job shadowing opportunities to include community members**
- Expand the Concurrent Enrollment program
- **Expand opportunities for students to learn about and experience careers by participating in programs such as: Best Prep, Construct for Tomorrow, Workforce Solutions, and Junior Achievement**
- Continue support of certification programs through Northeast Metro 916
- Communicate college and career readiness options to culturally and linguistically diverse families
- **Expand job-training opportunities for Adult Basic Education students in high need areas such as technology, medicine, education, and language interpretation**
- Develop a plan to communicate graduation pathways and opportunities to all families with a focus on culturally and linguistically diverse families through targeted outreach
- Study, develop, and implement a plan to increase English Learner graduation rates

Strategic Plan Areas Continued

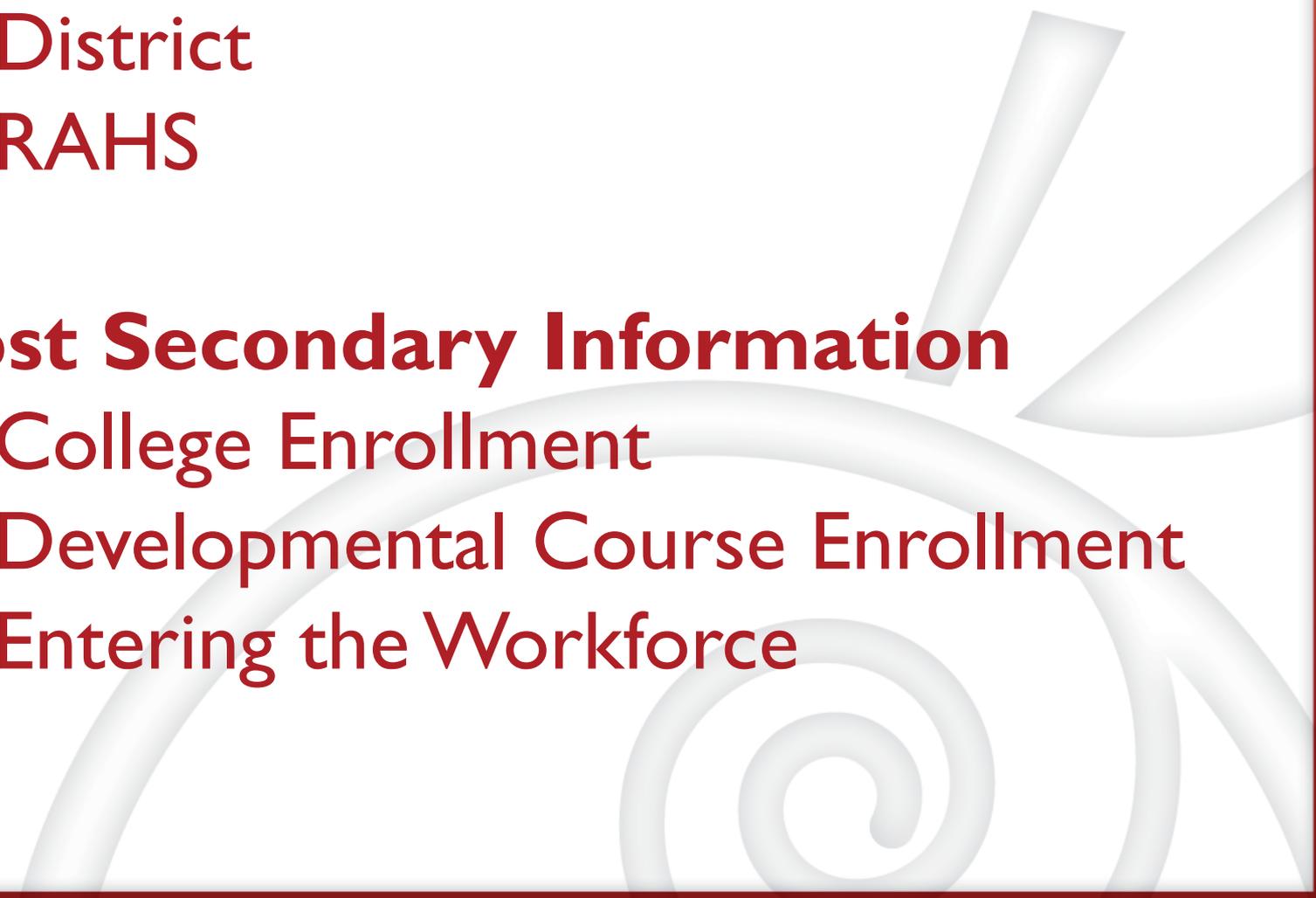
Improve learning for students of color, American Indian students, English learners, students receiving special education services, and pre-kindergarten learners

- Continue professional development for Culturally Responsive Competent Teaching

Improve communication and genuine engagement with families and communities, especially with our underrepresented communities

- Review and revise the plan to recruit, hire, and retain staff of color and American Indian staff members
- Develop or refine a plan to genuinely engage with families and the broader community including developing additional opportunities to meet families outside of school setting

Strengthen support for the social and emotional development of students

- **Graduation Data**
 - District
 - RAHS
 - **Post Secondary Information**
 - College Enrollment
 - Developmental Course Enrollment
 - Entering the Workforce
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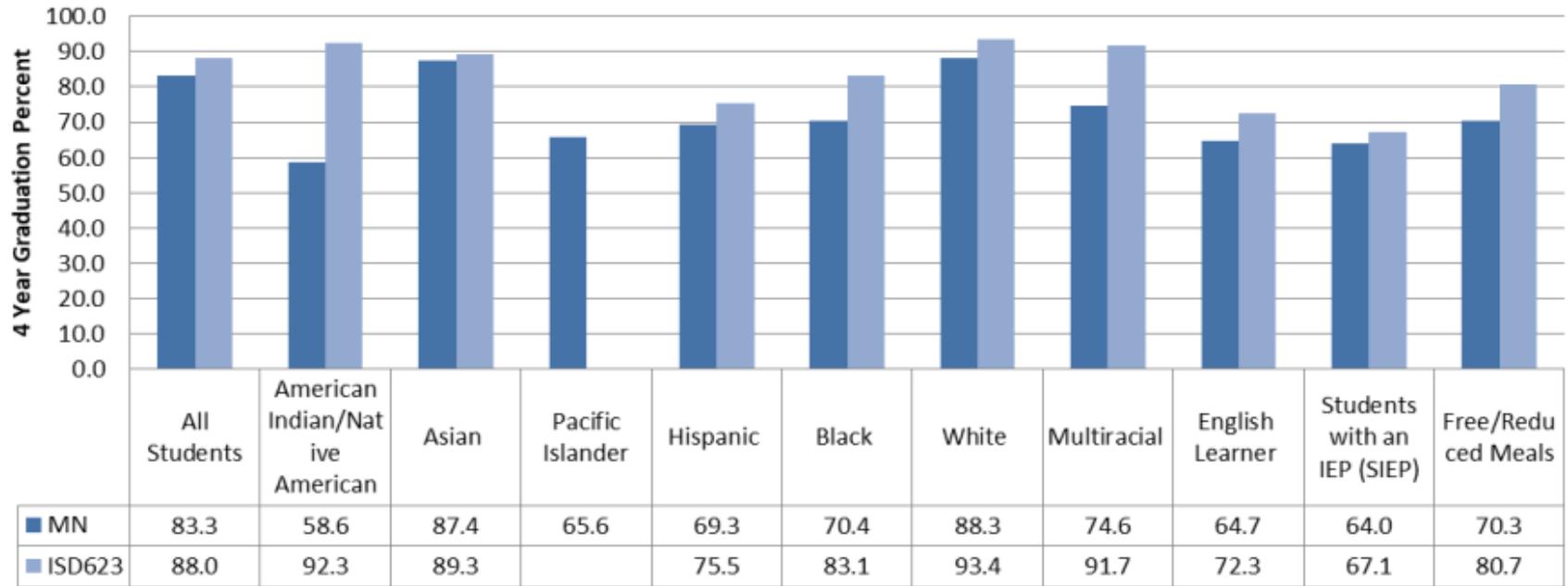
Graduation Data

- Based on a 4-year cohort format
- Data reflects students beginning 9th grade in school year 2017-18
- District data includes graduates from Roseville Area High School, Fairview Alternative High School, and Adult Basic Education

District Graduation Data

Roseville Area Schools Compared to MN Statewide

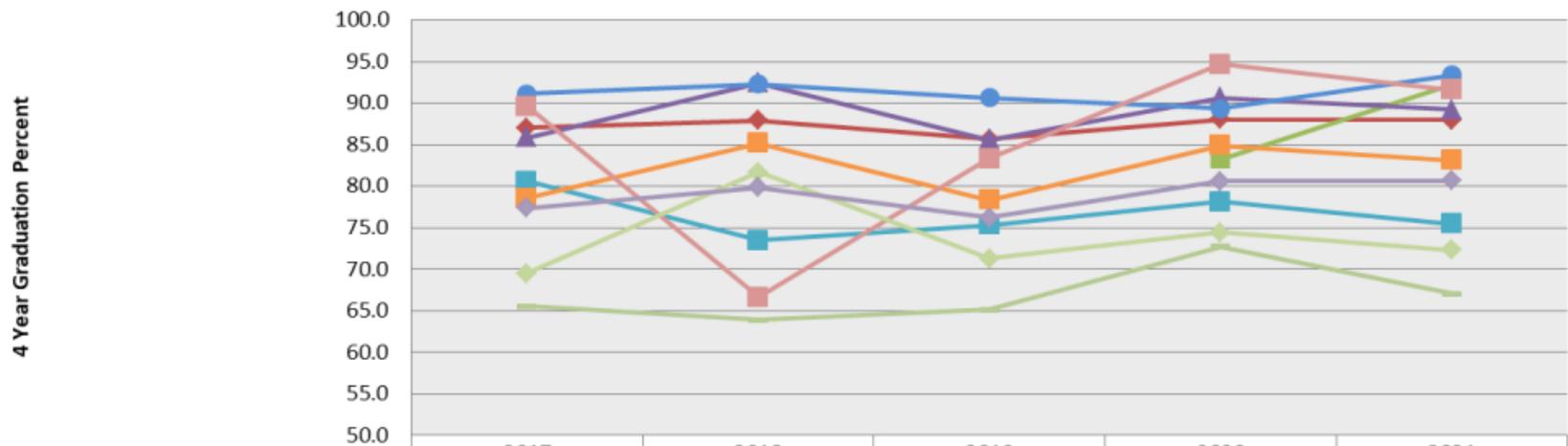
2021: 4 Year Graduation Data- MN and ISD 623



District Graduation Data

4-year Graduation by Student Group

District Graduation Percentages



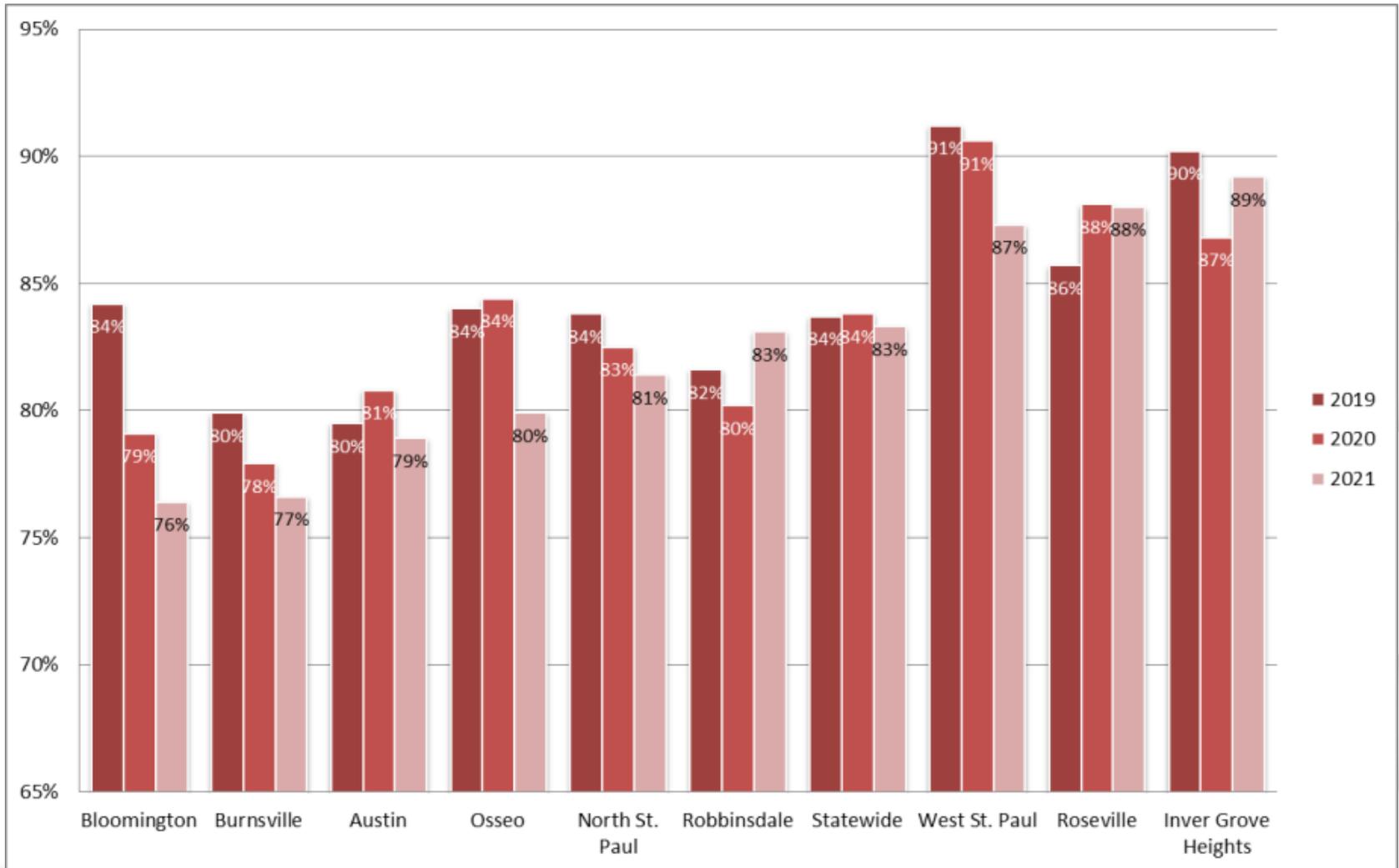
	2017	2018	2019	2020	2021
All Students	87.0	87.9	85.7	88.1	88.0
American Indian/Native American				83.3	92.3
Asian	85.9	92.5	85.6	90.7	89.3
Hispanic	80.7	73.5	75.3	78.2	75.5
Black	78.6	85.2	78.4	85.0	83.1
White	91.2	92.3	90.7	89.4	93.4
Two or More Races	89.7	66.7	83.3	94.7	91.7
English Learner	69.5	81.7	71.3	74.5	72.3
Students with an IEP (SIEP)	65.6	63.9	65.2	72.7	67.1
Free/Reduced Meals	77.4	79.9	76.3	80.7	80.7

District Graduation Data

	2017	2018	2019	2020	2021
All Students	496	502	528	503	513
American Indian/Native American	*	*	*	10	12
Asian	85	98	107	117	108
Black	66	69	76	79	69
Hispanic	50	50	55	43	74
Two or More Races	26	18	15	36	33
White	268	264	273	227	227
Students with an IEP (SIEP)	40	46	58	56	59
Free or Reduced Priced Lunch (FRP)	212	222	241	250	239
English Learner	57	76	77	70	68

* Number of students is too small to report

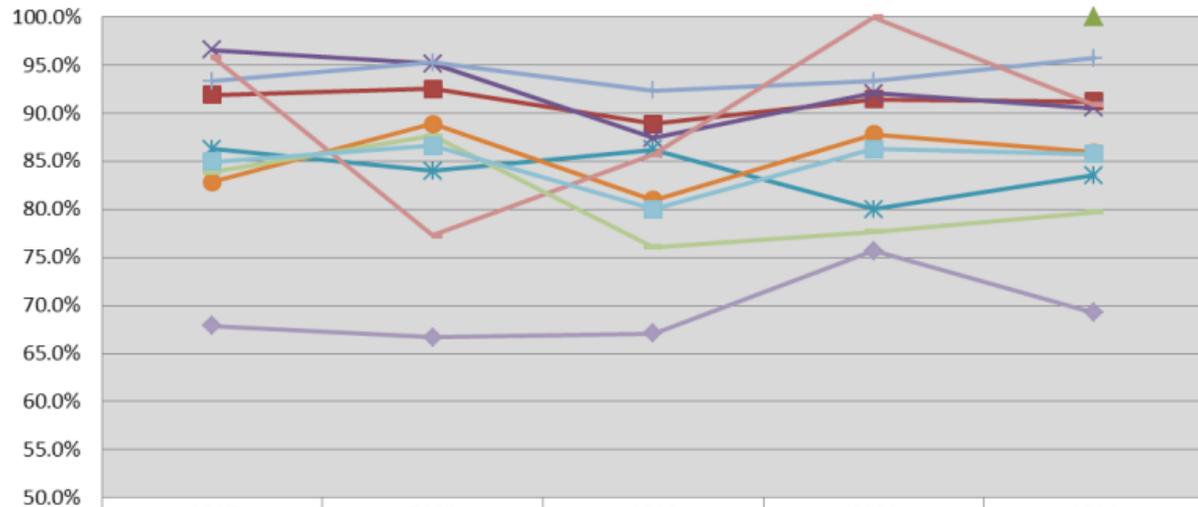
Comparable Graduation Data



RAHS Graduation Data

4-year Graduation by Student Group

RAHS 4 Year Graduation Percentages



	2017	2018	2019	2020	2021
All Students	91.9%	92.6%	88.9%	91.4%	91.2%
American Indian/Native American Students					100.0%
Asian Students	96.6%	95.2%	87.4%	92.1%	90.5%
Hispanic Students	86.3%	84.0%	86.2%	80.0%	83.5%
Black/African American Students	82.9%	88.9%	81.0%	87.8%	85.9%
White Students	93.3%	95.3%	92.4%	93.3%	95.7%
Two or More Races Students	95.8%	77.3%	85.7%	100.0%	90.9%
English Learner Students	83.9%	87.7%	76.1%	77.7%	79.7%
Students with an IEP (SIEP)	67.9%	66.7%	67.1%	75.7%	69.2%
Students Eligible for Free/Reduced Meals	85.0%	86.6%	80.0%	86.3%	85.8%

RAHS Graduation Data

	Number of Students				
	2017	2018	2019	2020	2021
All Students	475	485	503	480	489
American Indian/Alaskan Native Students	*	*	*	*	11
Asian Students	84	98	104	116	105
Black/African American Students	58	64	50	72	61
Native Hawaiian/Pacific Islander	*	*	*	*	*
Hispanic	44	42	50	36	66
White, not of Hispanic origin	265	261	267	223	225
Two or More Races Students	23	17	12	32	30
Students with an IEP (SIEP)	38	42	57	53	54
Free or Reduced Priced Lunch (FRP)	192	207	216	232	217
English Learner (LEP)	52	71	70	66	59

* Number of students is too small to report

Graduation Data Summary

Roseville Area Schools

- 4-year graduation percentages remained even from the previous year at 88%, which was about 5 percentage points higher than the state
- All of our student groups continue to outperform state averages and our district ranks 2nd in comparison to our 9 comparable districts
- American Indian/Native American and white students increased while all other student groups maintained from the previous year or decreased by 5 percentage points or less

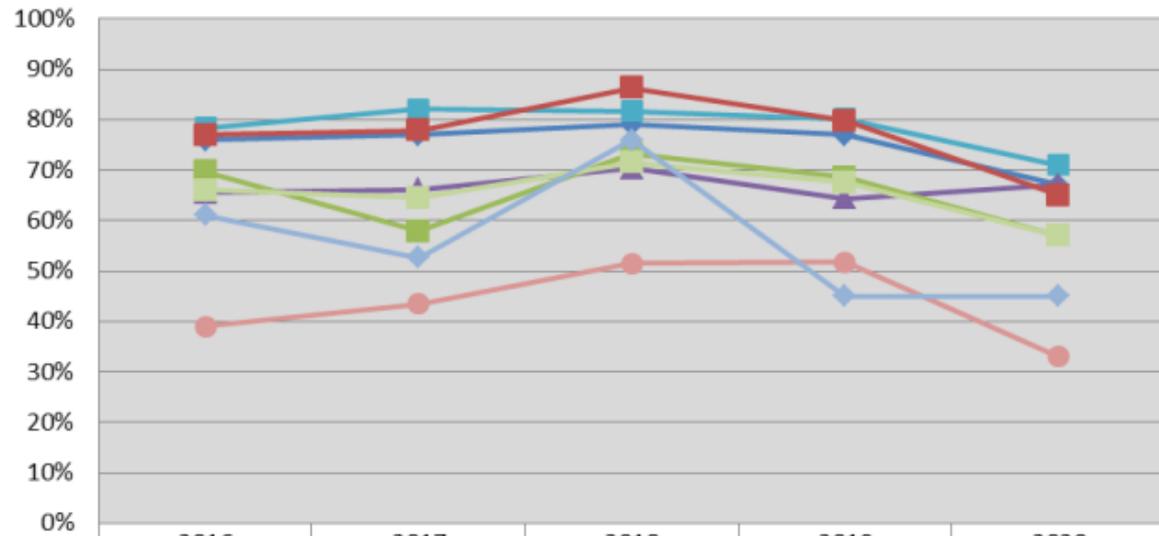
Roseville Area High School

- Maintained a high 4-year graduation percentage for all students, at 91%
- Outperforms most comparable high schools ranking 3rd out of our 9 comparable high schools
- American Indian/Native American students graduated at 100%! English Learners, Hispanic students, and white students all increased their percentages from the previous year.

Post Secondary Data

- College Enrollment
 - Developmental Course Enrollment
 - Entering the Workforce
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Enrollment in College



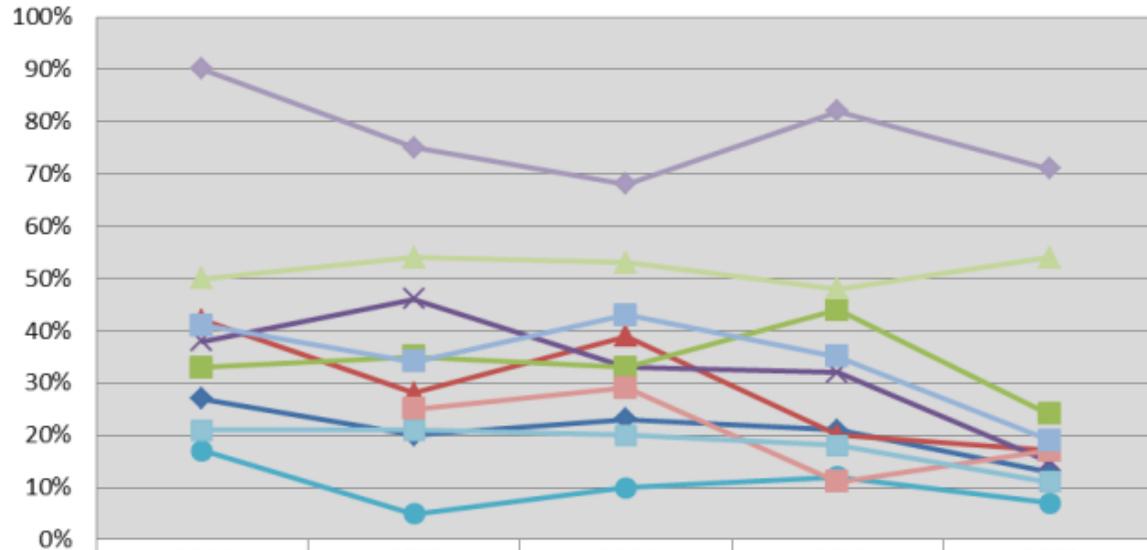
	2016	2017	2018	2019	2020
◆ All Students	76%	77%	79%	77%	67%
■ White	78%	82%	82%	80%	71%
▲ Black	66%	66%	70%	64%	67%
■ Hispanic	70%	58%	73%	69%	57%
■ Asian	77%	78%	86%	80%	65%
● Students with an IEP (SIEP)	39%	44%	52%	52%	33%
■ Free or Reduced Priced Lunch (FRP)	66%	65%	72%	68%	57%
◆ English Learner (LEP)	61%	53%	76%	45%	45%

Enrollment in College

	Number of Students					
	2015	2016	2017	2018	2019	2020
All Students	375	359	370	390	386	332
White	265	215	228	214	217	160
Black	29	38	48	58	47	62
American Indian	*	*	*	*	*	*
Hispanic	20	23	26	30	35	21
Asian	60	81	71	88	83	85
Students with an IEP (SIEP)	21	12	10	17	15	14
Free or Reduced Priced Lunch (FRP)	89	110	102	118	115	106
English Learner (LEP)	18	25	10	22	*	17

* Number of students is too small to report

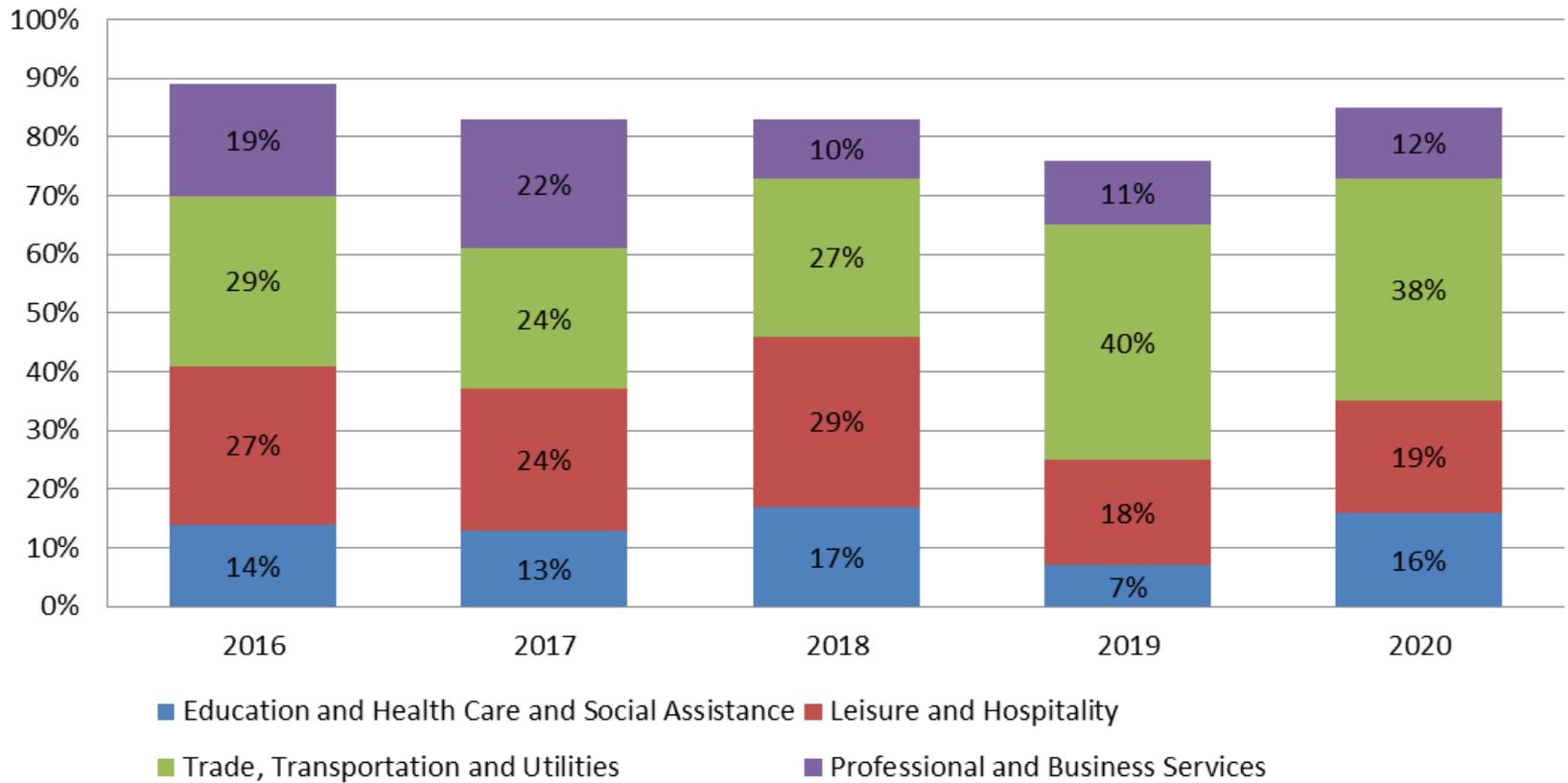
Developmental Course Enrollment



	2016	2017	2018	2019	2020
All Students	27%	20%	23%	21%	13%
American Indian					
Asian	42%	28%	39%	20%	17%
Black	38%	46%	33%	32%	15%
Hispanic	33%	35%	33%	44%	24%
White	17%	5%	10%	12%	7%
Multiracial		25%	29%	11%	17%
SPED	50%	54%	53%	48%	54%
Free or Reduced Priced Lunch (FRP)	41%	34%	43%	35%	19%
English Learner	90%	75%	68%	82%	71%
Statewide	21%	21%	20%	18%	11%

Entering the Workforce

Students Entering the Workforce after Graduation



Entering the Workforce

Student Number by Workforce Area

	2016	2017	2018	2019	2020
Education and Health Care and Social Assistance	15	13	16		17
Leisure and Hospitality	34	21	27	16	20
Trade, Transportation and Utilities	21	27	29	35	40
Professional and Business Services	33	20	12		13

Entering the Workforce or College

Comparison by Race

	2016		2017		2018		2019		2020	
	BIPOC	White								
Employed	24%	21%	25%	14%	26%	17%	19%	14%	20%	18%
Enrolled in College	64%	75%	63%	78%	67%	77%	71%	76%	62%	66%

Post-Secondary Data Summary

College Enrollment

- Students attending college decreased from 77% in 2019 to 67% in 2020, due to the pandemic.
- Most of our student groups decreased, however black students had an increase of 3 percentage points

Developmental Courses- College

- The number of students required to take developmental courses continues to decrease over time, decreasing by about half since 2016
- Most student groups decreased from the previous year

Graduates Entering the Workforce

- About 20% of our high school graduates entered the workforce after graduation
- The highest percentage of students continue to go into the fields of Trade, Transportation and Utilities, and Leisure and Hospitality

Questions?

The image features a solid red background. A white rectangular border is positioned near the edges. In the lower half, a large, thick white spiral graphic starts from the bottom center and winds outwards. The word "Questions?" is written in a bold, red, sans-serif font, centered horizontally and positioned above the spiral.



Roseville Area Schools

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

Agenda Item: 6c

Agenda Topic: Staffing Process
Meeting Date: April 26, 2022
Contact Person: Melissa Sonnek and Denise Stoos

Background:

Melissa Sonnek, assistant superintendent, and Denise Stoos, controller, will present information about the staffing process for the 2022-2023 school year. The presentation will also include an overview of how operating levy funds were allocated to fulfill the district's commitments to the community.

Recommendation:

Action Required

Informational – No Board Action Requested

Staffing Forecast for the 2022-2023 School Year

Assistant Superintendent
Melissa Sonnek



Roseville Area Schools

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

AGENDA

- I. Staffing Overview
 - A. What is Staffing?
 - B. Staffing Implications
 - C. Class Size
- II. Levy Allocations
 - A. Question 1
 - B. Question 2
- III. Questions or Comments



Roseville Area Schools

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

What is staffing?

Staffing is the process of how a school district distributes resources to each school. There is a mathematical formula that is used based on the number of students who are enrolled. Some schools also get extra resources based on the number of students who qualify for educational benefits.

- Staffing is calculated and assigned to schools prior to the start of the school year based on enrollment projections.
- In the case of teacher (licensed staff) hires, under MN Statute, once the district has assigned a teacher we cannot do mid-year layoffs. The assignment is for the entire school year.



Staffing Implications

- **Actual Student Enrollment** in 21-22 was 194 students **less** than what it was projected to be prior to the start of the school year.
 - Resulting in \$2 Million in decreased funding for our district
- **Projected Student Enrollment** for 22-23 is expected to increase in 21-22 by 8 students for total enrollment of 7,220 students.



Enrollment

	Enrollment Projections for 21-22. Current staffing based on this number	Actual Enrollment as of Feb 1, 2022	Difference	Enrollment Projections for 2022-2023
Elementary including PV 7/8	4045	3988	-57	4025
RAMS	922	847	-75	837
RAHS	2359	2296	-63	2278
FAHS	80	81	1	80
TOTALS	7406	7212	-194	7220



Roseville Area Schools

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

Average Class Size Targets

	Average Class Size Ratio for 2021-2022	Average Class Size Ratio for 2022-2023
Kindergarten	22	22
Grades 1-3	28	26
Grades 4-6	33	31
RAMS	35	33
RAHS	36	34



Staffing Allocations for 2022-2023

	Staffing FTE Allocations <i>without</i> Class Size Reductions	Staffing FTE Allocations <i>with</i> Class Size Reductions	Increase in Staffing FTE due to Class Size Reductions
Elementary including PV 7/8	172.62	180.39	7.77
RAMS	34.29	36.32	2.03
RAHS	78.70	83.25	4.55
FAHS	3.39	3.39	0
TOTALS	289.00	303.35	14.35



Class Sections at Elementary

Building	2021-2022 # of Class Sections at K-6	2022-2023 # of Class Sections at K-6
Brimhall	23	23
Central Park	17	17
Edgerton	19	19
Falcon Heights	19	20
Harambee	12	14
Little Canada	26	27
ED Williams	16	17
Parkview	22	22



Roseville Area Schools

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

Levy Allocations



Roseville Area Schools

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

Levy Allocations & School Finance - Question 1

- Levy Question 1 was for renewal of existing levy
- Passage of Question 1 renewal was crucial to avoid further cuts
- Question 1 provided no additional resources



Roseville Area Schools

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

Levy Allocations & School Finance - Question 2

- \$1.6 million to reduce the class size averages by 2 students
- \$660 thousand for SEL/mental health supports
- \$5.5 million increased salary and benefit negotiations offset by state aid increase of \$2.5 million. Net cost \$3 million
- \$500 thousand estimated increase for increased transportation costs due to bus driver shortage and increased fuel costs.

Total \$5.8 million

Dollars beyond this are retained in the fund balance to increase financial stability. This was another levy commitment that we made.



Roseville Area Schools

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

Other Important Information

- There were no layoffs of continuing contract teachers.
- There will be a small number of non-renewals or reductions in hours of probationary teachers.
- We will be hiring teachers at certain grades or subject areas.
- There are no budget cuts in K-12 programming and therefore mirroring that, no cuts at the district level.



Roseville Area Schools

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

Questions or Comments?



Roseville Area Schools

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



Agenda Topic: Dissolution of Equity Alliance MN Joint Powers Agreement
Meeting Date: April 26, 2022
Contact Person: Superintendent Jenny Loeck

Background:

Equity Alliance MN is a collaboration governed via a Joint Powers Agreement among five member school districts, including Roseville Area Schools, Forest Lake Area Schools, Inver Grove Heights Schools, South St. Paul Schools and White Bear Lake Schools. The Equity Alliance MN board is made up of one representative from each district; the board has governance authority and operates per a set of adopted/revised policies.

Over the last several years, the financial model at Equity Alliance MN has not been self-sustaining. As a result, the organization is projected to exhaust its remaining fund balance no later than June 2023.

Due to the uncertainty surrounding the future of Equity Alliance MN, district administration recommends taking the following actions:

1. Termination of the East Metro Integration District 6067 (dba "Equity Alliance MN") Joint Powers Agreement effective June 30, 2023. Dissolution of the organization on this date is contingent upon approval of the termination by all member districts prior to July 1, 2022.
2. Adopt the following resolution to amend the Joint Powers Agreement governing the East Metro Integration District 6067. The suggested amendment to the JPA is intended to protect against interpretations of the existing language that could cause issues with a district that has also submitted a notice of withdrawal.

We propose the board vote on each recommendation separately. A majority vote is recommended for the first motion. A roll call vote is recommended for the second motion.

Recommendation:

It is recommended that the board approve the following motions:

1. Termination of the East Metro Integration District 6067 (dba "Equity Alliance MN") Joint Powers Agreement effective June 30, 2023, and that the organization shall be dissolved effective that date, provided that all Member districts also approve this termination with such approval occurring prior to July1, 2022.
2. Approve the resolution to amend the Joint Powers Agreement governing East Metro Integration District 6067 (dba "Equity Alliance MN").

XX Action Required _____ Informational – No Board Action Requested

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION TO AMEND THE JOINT POWERS AGREEMENT GOVERNING THE EAST METRO INTEGRATION DISTRICT 6067 (DBA “EQUITY ALLIANCE MN”)

BE IT RESOLVED that the Joint Powers Agreement (JPA) among members governing the East Metro Integration District 6067 (dba “Equity Alliance MN”) hereby amends the JPA as follows:

1. Article Ten – Membership, Section E – Withdrawal of Members, Paragraph 2, shall be amended such that the current sentence, “*A withdrawing Member shall not be eligible to participate in any distribution of assets of EMID.*”, is extended to include the phrase: “..., except if all Member districts have approved the termination of the JPA with such termination to be effective on a date which occurs between a Member submitting a notice of withdrawal and the Withdrawal Date indicated in that notice.”
2. Notice of approval on this resolution and the date of approval shall be communicated to the Equity Alliance MN (EA-MN) Board chair and to other member district school boards. Once the EA-MN board chair has received notice of approval from all Member districts, the board chair shall cause the amendment to be recorded in the JPA, and then shall distribute copies of the amended JPA to administrators of each Member district for their signature and retention. However, the amendment will become effective immediately upon approval of the final Member district board, and shall not depend upon any distribution of documents or signatures thereon. All communication and distribution of documents pertaining to this amendment may be by electronic mail.

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

and the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

Clerk
INDEPENDENT SCHOOL DISTRICT NO. 623
ROSEVILLE AREA SCHOOLS

April 26, 2022



East Metro
Integration
District 6067

Learning Together -
It Matters

SEVENTH AMENDED
JOINT POWERS AGREEMENT
REVISED JULY 2017

Pursuant to Minnesota Statute 471.59 and other applicable statutes, Special School District 006 (also known as South Saint Paul School District), Independent School District 199 (also known as Inver Grove Heights School District), Independent School District 623 (also known as Roseville Area School District), Independent School District 624 (also known as White Bear Lake Area School District), Independent School District 834 (also known as Stillwater School District), and Independent School District 831 (also known as Forest Lake Area School District) hereinafter collectively referred to as “the Members” or “Member Districts” and individually referred to as “Member” or “Member District,” enter into this Seventh Amended Joint Powers Agreement in July, 2017. This Agreement constitutes the Seventh Amendment of the Joint Powers Agreement dated May 18, 1995, by and between the North Saint Paul-Maplewood-Oakdale School District, the Roseville Area School District, and the Saint Paul School District. The May 18, 1995, Joint Powers Agreement was first amended in January, 1998, again in January, 1999, again in March, 2003, again in February, 2004, again in December, 2007, again in December 2011, and again in July 2017.

ARTICLE ONE: PURPOSE

The purpose of this Seventh Amended Joint Powers Agreement is to provide for a Joint Powers District which shall govern and manage the operation of programs and services to support the movement toward systemic E-21 educational equity and integration through collaborative learning and advocacy.

ARTICLE TWO: NAME

The name of the Joint Powers District shall be East Metro Integration District #6067 and also known by such names as “doing business as Equity Alliance MN” or others as shall be determined by the Joint Powers Board, hereinafter referred to as EMID.

ARTICLE THREE: COMPOSITION OF EMID BOARD

- A. The organization shall be governed by a Joint Powers Board, called the EMID Board.
- B. The EMID Board shall have one representative from each of the Members.
- C. The Board of each Member shall appoint a seated School Board member or former Board member to serve as the representative on the EMID Board. They shall appoint a seated board member or former board member as an alternate to serve on the EMID Board in the absence of the Members representative. The EMID Executive Director shall serve as the ex-officio member of the EMID Board.
- D. The EMID Board may include high school students as non-voting members.
- E. EMID Board representatives or alternates shall serve at the pleasure of their Members and shall serve until their successors are duly appointed.
- F. EMID Board representative may serve an unlimited number of terms, if reappointed by their Members Board.

ARTICLE FOUR: OFFICERS

- A. The officers of the EMID Board shall consist of a chairperson, a clerk, and a treasurer; each of whom shall be elected by the EMID Board.
- B. The officers shall be elected at the annual organizational meeting.
- C. Officers shall hold office for a one-year term.
- D. Any officer may be removed from the office on the EMID Board by a minimum of a two-thirds vote of the representatives of the EMID Board.
- E. EMID Board officers shall be empowered with all parliamentary duties typically ascribed to their offices.
- F. The chairperson shall preside over all meetings of the EMID Board. The clerk shall preside over EMID Board meetings in the absence of the chairperson.

ARTICLE FIVE: QUORUM

A quorum of the EMID Board shall consist of a simple majority of the Member representatives of the EMID Board.

ARTICLE SIX: VOTING

- A. Each Members representative to the EMID Board shall be entitled to cast one vote.
- B. A majority of votes cast shall be required to affirm any matter acted upon by the EMID Board, except as otherwise provided in this Agreement or by state law.

ARTICLE SEVEN: MEETINGS AND NOTICES

- A. Public notice of regular and special meetings of the EMID Board shall be prepared and posted in a conspicuous location. Meetings shall be open to the public as required by Minnesota statute.
- B. Special meetings of the EMID Board may be called by the EMID Board chairperson or any three EMID Board representatives.
- C. The EMID Board shall convene an annual meeting of the EMID Board in January to elect officers, establish a schedule of meetings for the ensuing year, and take other actions as deemed necessary.
- D. The EMID Board may invite the Members' Boards and Superintendents or Executive Directors to a meeting to discuss issues of common interest.

ARTICLE EIGHT: POWERS

The EMID Board shall be vested with all those powers granted to independent schools districts by Minnesota statute. Powers of the Board shall include, but not be limited to, the following:

- A. To acquire, maintain, and dispose of real and personal property.
- B. To enter into contracts for goods and services, including lease purchase agreements, deemed to be in the best interests of EMID.
- C. To employ and discharge employees and to contract for other services.
- D. To prosecute and defend actions by or against the EMID Board.
- E. To apply for and accept grants, gifts, bequests, and donations and to provide assistance in the formation of a foundation or other non-profit to accomplish these purposes.
- F. To acquire and maintain insurance as deemed necessary by the EMID Board.
- G. To adopt policies governing the use of facilities and the operation of programs governed by the EMID Board
- H. To work cooperatively with any non-profit or governmental organization

- I. To adopt by-laws.
- J. To establish and maintain financial accounts.
- K. To contract with and define the duties of an executive director to administer the affairs of the organization on behalf of the EMID Board.
- L. To sell programs and services to non-member districts, organizations, and individuals.

The EMID Board shall not have the power to issue bonds or obligations except as specifically provided by this Agreement unless permitted by Minnesota statute.

ARTICLE NINE: ADMINISTRATIVE EXECUTIVE LEADERSHIP

- A. The EMID Board shall select and contract the services of a licensed executive director to provide executive leadership for the organization, implement EMID Board policies, and enact administrative procedures to ensure the effective and efficient operation of the organization.
- B. The executive director shall serve as a non-voting, ex-officio member of the EMID Board.
- C. The executive director shall recommend an administrative organization to assist in planning for the effective and efficient operation of the organization, subject to approval by the EMID Board.

ARTICLE TEN: MEMBERSHIP

- A. Definition of Membership – Membership is an official status within EMID which provides member districts certain privileges, access, and responsibilities, depending on the membership level
- B. Independent, intermediate, and special school districts, and the Perpich Center for Arts Education are eligible to join EMID as either members or associate members. Charter schools, private schools, and non-profit organizations are only eligible to join EMID as associate members
- C. Levels of Membership
 - 1. Members pay an annual membership fee, have access to members-only services, have voting rights on the EMID Board, and receive member rates for supplemental programs and services.
 - 2. Associate Members pay an annual associate member fee, have access to associate members-only services, have no voting rights on the EMID Board, and receive associate member rates for supplemental programs and services. Associate members are not eligible to participate in the distribution of EMID assets or responsibility for liabilities if EMID was to terminate.
- D. Addition of Members
 - 1. Any school district under the laws of Minnesota may petition the EMID Board for membership. The petition shall be in the form of a resolution of the school board of the school district desiring membership. The addition of a new member shall require an affirmative vote by a two-thirds majority of the membership of the EMID Board.
 - 2. Addition of school districts shall be on terms determined by the existing EMID Board.
 - 3. Upon the EMID Board's approval of a petition for membership, the newly approved Member must sign a document stating that the Member agrees to be bound by the terms of this Agreement.
 - 4. Upon the EMID Board's approval of a petition for membership and execution of the document indicating that the new Member agrees to be bound by this Agreement, the composition of the EMID Board shall be increased to include one representative from the joining Member who shall have the power to cast one vote.
- E. Withdrawal of Members
 - 1. A Member may elect to withdraw from the Joint Powers Agreement by a majority vote of its school board. Notice of withdrawal shall be in the form of a resolution sent to the Members. A withdrawing Member shall give its notice of withdrawal to EMID and to the other Members on or before February 1. The withdrawal shall be effective on June 30 of the calendar year following the February 1 deadline, hereinafter referred to as the "Withdrawal Date". Members who have submitted a notice of withdrawal must, by the January 31st immediately preceding the Withdrawal Date, either 1) rescind their notice of

withdrawal and thereby remain a Member, 2) extend their Withdrawal Date by one year to the following June 30, or 3) confirm their withdrawal plans (e.g. for those with notice of withdrawal submitted by February 1, 2017, a final decision confirming their withdrawal must be communicated to the EMID Board by January 31, 2018 to withdraw June 30, 2018).

2. A withdrawing Member shall not be eligible to participate in any distribution of assets of EMID.

ARTICLE ELEVEN: STAFFING

- A. The EMID Board shall employ educational staff, including program administration, as it deems necessary. The educational staff so employed shall be deemed to be employees of the EMID Board for all purposes including, but not limited to: salaries, fringe benefits, workers' compensation, unemployment compensation, retirement, social security, and continuing contract rights, as may be applicable.
- B. The EMID Board may employ persons directly to provide all services needed to operate the EMID programs and not covered by Section A (Staffing) above. Alternatively, the EMID Board may contract for services on terms deemed to be in the best interests of the organization.

ARTICLE TWELVE: BUDGET

- A. The fiscal year for the EMID Board shall be from July 1 through June 30.
- B. By June 30 of each year a budget shall be prepared by the EMID Board.
- C. The proposed budget shall be submitted to the Superintendent and leadership of each Member for review purposes only.

ARTICLE THIRTEEN: GOVERNANCE

- A. The EMID Board shall have the authority to create and conduct programs and services to promote the vision of the organization.
- B. The EMID Board shall adopt policies and procedures deemed necessary to comply with state and federal laws and regulations and to effectively and efficiently operate the EMID.

ARTICLE FOURTEEN: TERMINATION OF EMID

- A. This Joint Powers Agreement may be terminated if the School Boards of all Members so vote. Any termination shall be effective at the end of the next fiscal year following the fiscal year in which the termination vote takes place (i.e., termination vote must occur before July 1, 2017 to be effective June 30, 2018).
- B. Upon termination, all assets of EMID shall be distributed to Member Districts in an amount which the EMID Board determines is proportionate to their respective contributions.
- C. After termination, dissolution, and sale of assets, any remaining liabilities shall be divided equally between current Members and those Members that withdrew within two calendar years prior to the date of termination of this Agreement as approved by Members Boards.

ARTICLE FIFTEEN: DISPUTE RESOLUTION

- A. Disputes between Members arising out of the asset and debt distribution provisions contained in Article Fourteen of this Agreement shall be resolved utilizing the procedures set forth in Article Fifteen. All other disputes shall be subject to resolution in the district courts.
- B. The parties to a dispute within the terms of Article Fourteen will first attempt to resolve outstanding issues at a face-to-face meeting. Each Member will be represented by its Superintendent or Executive Director and one

School Board member.

- C. If the subject dispute cannot be resolved under the procedures established in Article Fifteen the parties will engage in non-binding mediation through a mutually acceptable mediator. In the event the Members are unable to agree on a mediator, a mediator will be selected, through alternative striking, from a list of names of mediators provided by the Bureau of Mediation Services.
- D. If the subject dispute cannot be resolved through mediation, the parties shall submit the matter to binding arbitration as follows:
 - a. The arbitration panel shall consist of three members. One shall be a retired superintendent. One shall be a retired judge. The third member shall be knowledgeable in school district finance.
 - b. If the Member Districts cannot agree on the composition of the arbitration panel, then they shall each prepare lists of three panel candidates and alternate striking names until a panel is selected.
- E. No mediator or arbitrator shall be a resident of the Members involved in the dispute. A mediator shall not be a current or former employee or officer of a Member.

ARTICLE SIXTEEN: MISCELLANEOUS

- A. All notices required to be sent under this Agreement shall be in writing and sent by first class U.S. mail addressed to the Chairperson of the Member Board at its administrative offices. All notices shall be deemed given when delivery is accepted or when delivery is refused.
- B. If one Member commits a breach of this Agreement, as determined by resolution of the EMID Board, and if that breach is not remedied within 30 days after notice of the resolution, then that District's participation in this Agreement may be terminated by the EMID Board, but such termination shall not relieve the breaching party from any obligations under this Agreement.
- C. This Agreement shall not be amended except by resolution, of the School Boards of all Members.
- D. The captions used in this Agreement are for reference purposes, and shall not be considered part of the Agreement
- E. Should any provision of this Agreement be found to be in violation of state or federal law, the other provisions shall remain in force to the extent the purpose of the Agreement remains intact. As soon as reasonably possible after a provision is found to be unlawful, representatives of all Members shall meet for the purpose of adoption of replacement provisions.
- F. Additional management requirements not defined in this Joint Powers Agreement shall be included in EMID Board policies and / or administrative procedures.

FL

Special School District 006 South St. Paul

Signature Board Chair Dated

Signature Board Clerk Dated

ISD 199 Inver Grove Heights Schools

Signature Board Chair Dated

Signature Board Clerk Dated

ISD 623 Roseville Area Schools

Signature Board Chair Dated

Signature Board Clerk Dated

ISD 624 White Bear Lake Area Schools

Signature Board Chair Dated

Signature Board Clerk Dated

ISD 831 Forest Lake Area Schools

Signature Board Chair Dated 5-4-17
[Handwritten Signature]

Signature Board Clerk: Dated 5-4-17
[Handwritten Signature]

ISD 834 Stillwater Area Schools

Signature Board Chair Dated

Signature Board Clerk Dated

Perpich Center for Arts Education / Crosswinds School

Signature Board Chair Dated

Signature Board Clerk Dated

19H

Special School District 006 South St. Paul

Signature Board Chair _____ Dated _____

Signature Board Clerk _____ Dated _____

ISD 199 Inver Grove Heights Schools

Signature Board Chair _____ Dated 5/15/17

Signature Board Clerk _____ Dated 5/15/17

ISD 623 Roseville Area Schools

Signature Board Chair _____ Dated _____

Signature Board Clerk _____ Dated _____

ISD 624 White Bear Lake Area Schools

Signature Board Chair _____ Dated _____

Signature Board Clerk _____ Dated _____

ISD 831 Forest Lake Area Schools

Signature Board Chair _____ Dated _____

Signature Board Clerk: _____ Dated _____

ISD 834 Stillwater Area Schools

Signature Board Chair _____ Dated _____

Signature Board Clerk _____ Dated _____

Perpleh Center for Arts Education / Crosswinds School

Signature Board Chair _____ Dated _____

Signature Board Clerk _____ Dated _____

RSV1

Special School District 006 South St. Paul

Signature Board Chair _____ Dated _____

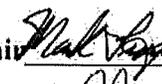
Signature Board Clerk _____ Dated _____

ISD 199 Inver Grove Heights Schools

Signature Board Chair _____ Dated _____

Signature Board Clerk _____ Dated _____

ISD 623 Roseville Area Schools

Signature Board Chair  Dated 5/23/17

Signature Board Clerk  Dated 5/23/17

ISD 624 White Bear Lake Area Schools

Signature Board Chair _____ Dated _____

Signature Board Clerk _____ Dated _____

ISD 831 Forest Lake Area Schools

Signature Board Chair _____ Dated _____

Signature Board Clerk: _____ Dated _____

ISD 834 Stillwater Area Schools

Signature Board Chair _____ Dated _____

Signature Board Clerk _____ Dated _____

Perpich Center for Arts Education / Crosswinds School

Signature Board Chair _____ Dated _____

Signature Board Clerk _____ Dated _____

SSP

Special School District 006 South St. Paul

Signature Board Chair [Signature] Dated 4.24.17

Signature Board Clerk [Signature] Dated 4.24.17

ISD 624 White Bear Lake Area Schools

Signature Board Chair _____ Dated _____

Signature Board Clerk _____ Dated _____

ISD 199 Inver Grove Heights Schools

Signature Board Chair _____ Dated _____

Signature Board Clerk _____ Dated _____

ISD 831 Forest Lake Area Schools

Signature Board Chair _____ Dated _____

Signature Board Clerk: _____ Dated _____

ISD 623 Roseville Area Schools

Signature Board Chair _____ Dated _____

Signature Board Clerk _____ Dated _____

ISD 834 Stillwater Area Schools

Signature Board Chair _____ Dated _____

Signature Board Clerk _____ Dated _____

Perpich Center for Arts Education / Crosswinds School

Signature Board Chair _____ Dated _____

Signature Board Clerk _____ Dated _____

Stillwater

Special School District 006 South St. Paul

Signature Board Clerk _____ Dated _____

Signature Board Chair _____ Dated _____

Signature Board Clerk _____ Dated _____

ISD 199 Inver Grove Heights Schools

Signature Board Chair _____ Dated _____

Signature Board Clerk _____ Dated _____

ISD 623 Roseville Area Schools

Signature Board Chair _____ Dated _____

Signature Board Clerk _____ Dated _____

ISD 624 White Bear Lake Area Schools

Signature Board Chair _____ Dated _____

ISD 831 Forest Lake Area Schools

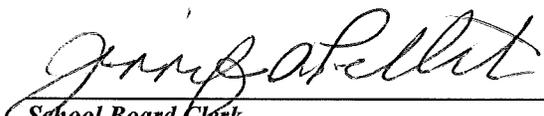
Signature Board Chair _____ Dated _____

Signature Board Clerk: _____ Dated _____

ISD 834 Stillwater Area Public Schools


School Board Chair

Dated: 5-25-2017


School Board Clerk

Dated: 5-25-2017

Perpich Center for Arts Education / Crosswinds School

Signature Board Chair _____ Dated _____

Signature Board Clerk _____ Dated _____

WBLAS

Special School District 006 South St. Paul

Signature Board Chair Date

Signature Board Clerk Date

ISD 624 White Bear Lake Area Schools

Janet Newberg 6-29-17
Signature Board Chair Date

Allen Foley 6-29-17
Signature Board Clerk Date

ISD 199 Inver Grove Heights Schools

Signature Board Chair Date

Signature Board Clerk Date

ISD 831 Forest Lake Area Schools

Signature Board Chair Date

Signature Board Clerk Date

ISD 623 Roseville Area Schools

Signature Board Chair Date

Signature Board Clerk Date

ISD 834 Stillwater Area Schools

Signature Board Chair Date

Signature Board Clerk Date



Roseville Area Schools

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

Agenda Item: 7b

Agenda Topic: Set School Board Closed Sessions for Superintendent Evaluation
Meeting Date: April 26, 2022
Contact Person: Chair Curtis Johnson

Background:

The school board will hold a closed session immediately following the work study sessions on May 10, 2022, and June 14, 2022. The purpose of the sessions will be to evaluate the performance of the superintendent as permitted by MN Statute, section 13D.05, subdivision 3(a).

Recommendation:

It is recommended that the school board set a closed session on May 10, 2022, and June 14, 2022, immediately following the work study session for the purpose of evaluating the performance of Superintendent Jenny Loeck, pursuant to MN Statute, section 13D.05, subdivision 3(a).

XX Action Required ___ Informational – No Board Action Requested