

Agenda
Regular School Board Meeting
November 29, 2022
6:30 PM

1. Call to Order, Roll Call

2. Agenda Adjustments

3. Announcements, Comments, Recognitions

4. Summary of Community Input Received for Action Items

5. Consent Agenda
 - a. Minutes - Board Meeting of November 15, 2022 3

 - b. Payment of Bills 5

 - c. Personnel - Resignations, Appointments, Reductions 7

 - d. Gifts 8

 - e. Bids for Falcon Heights Elementary LTFM Project 10

6. Reports and Non-Action Items

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7.	Action Items	
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b.	World's Best Workforce Report and Plan	96
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

November 15, 2022

Chair Curtis Johnson called the school board meeting to order at 6:30 p.m. Board members present: Todd Anderson, Mike Boguszewski, Rose Chu, Mannix Clark, Kitty Gogins, Curtis Johnson. Board members absent: none. Also present: Jenny Loeck, superintendent of schools, and approximately twelve other visitors or staff who attended all or part of the meeting.

Announcements. Treasurer Chu read a land acknowledgment to begin the meeting.

Summary of Community Input Received for Action Items. The board received no community input regarding the evening's action items.

- (18) Consent Agenda. Boguszewski moved, Gogins seconded acceptance of the consent agenda, including the minutes of the school board meeting on October 25, 2022; payment of bills; resignations, appointments, reductions, adjustments; gifts; and appointment of financial institutions and depositories for the 2022-2023 school year. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.
- (19) Retirements. Anderson moved, Gogins seconded the retirement of Janice Porter with appreciation. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.
- (20) Policy 404: Chemical Use and Abuse (revised) Second Reading. Boguszewski moved, Anderson seconded approval of revisions to Policy 404: Chemical Use and Abuse as a second reading. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.
- (21) Policy 406: Drug Free Workplace Drug Free Schools (revised) Second Reading. Boguszewski moved, Anderson seconded approval of revisions to Policy 406: Drug Free Workplace Drug Free Schools as a second reading. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.

Board Reports. Mike Boguszewski provided an update on the status of Equity Alliance MN. Todd Anderson attended meetings of the District Curriculum Advisory Committee and District Safety and Security Team. Kitty Gogins attended an open house hosted by Northeast Youth and Family Services. Rose Chu provided highlights from the Teacher-Powered Schools National Conference. Mannix Clark shared updates from the most recent Northeast Metro 916 board meeting. Curtis Johnson spoke about Kindergarten Information Night, Give to the Max Day, and the upcoming Tonic Sol-fa concert. Several board members attended events including the State of the District, Community Advisory Committee meeting, and Association of Metropolitan School Districts monthly meeting and annual conference.

Superintendent's Report. Superintendent Loeck spoke about recent district events, such as Kindergarten Information Night and the annual 623 Walk Run. With the change in weather, she encouraged families to dress students in warm clothing and to reach out to

school staff if families are in need of winter gear. She also encouraged community members to provide feedback on the district's draft vision, mission, goals and strategies by completing a strategic planning survey.

The Chair declared the meeting adjourned at 7:05 p.m.

Signed _____
Clerk

Approved _____
Chair

November 15, 2022

Roseville Area Schools-- ISD #623

Meeting Date: November 29, 2022

PAYMENT OF BILLS:

-October 16 - October 31, 2022

That bills in the amount of:

\$8,371,119.49 by the following funds be approved:

GENERAL	\$4,855,791.92
FOOD SERVICE	\$278,792.15
COMMUNITY SERVICE	\$290,985.40
BUILDING FUND	\$2,858,763.85
DEBT FUND	\$0.00
READING RECOVERY	\$0.00
AMSD	\$12,418.52
OPEB DEBT	\$0.00
DENTAL INS FUND	\$49,979.50
NO SUBURBAN COLLABORATIVE	\$24,388.15
EXTRA CURRICULAR-STU ACTIVITY	\$9,497.50

RECOMMENDATION:

That above payments are included in check numbers:

WIRE TRANSFERS	202200193	through	202200232
CHECKS	343546	through	344008
CAPITAL ONE AP CHECKS	7181	through	7216
ACH A/P	222310405	through	222310440

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	\$1,573,171.13	\$30,579.10	\$79,316.80			\$49,979.50		\$3,488.77			\$6.00	\$1,736,541.30
CHECKS	\$1,438,861.99	\$175,142.64	\$71,270.69	\$2,858,763.85				\$660.02		\$24,388.15	\$9,491.50	\$4,578,578.84
CAPITAL ONE A/P	\$52,998.65	\$13,399.07	\$6,607.70									\$73,005.42
ACH A/P	\$2,235.50	\$332.79	\$22.98									\$2,591.27
TRANSFER TO P/R	\$1,788,524.65	\$59,338.55	\$133,767.23					\$8,269.73				\$1,989,900.16
VOID CHECKS	\$0.00											\$0.00
TOTAL	\$4,855,791.92	\$278,792.15	\$290,985.40	\$2,858,763.85	\$0.00	\$49,979.50	\$0.00	\$12,418.52	\$0.00	\$24,388.15	\$9,497.50	\$8,380,616.99

BOND CONSTRUCTION FUNDS	October 1, 2022			
	Cash & Investments Balance	Revenue 10/1 to 10/31	Disbursements 10/1 to 10/31	Balance Remaining as of 10/31/22
	\$12,946,801.53	\$277,331.80	\$586,849.74	\$12,637,283.59

RECOMMENDATION:

The above disbursements include check numbers:

CHECKS October 16 - October 31, 2022	102540	through	102552	\$298,811.28
WIRES		through		\$0.00
VOID CHECKS				\$0.00

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

INVESTMENT DETAIL:

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

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

Human Resources Information

5-C

Meeting Date

11/29/22

Hired-New Non-Licensed Long Term Substitute

Roycraft, Collin

Effective Date 11/16/2022

Parkview Center School

Paraprofessional

Hired working as a paraprofessional LTS for the 2022-2023 school year- 4 hours per day from 11/16 to 11/23/2022, then 6.5 hours per day beginning 11/28/22.

Hired-Non-Licensed

Ruchie, James

Effective Date 11/21/2022

Falcon Heights Elementary

Custodial Services

Hired working 8 hours per day for the 2022-2023 school year.

Einte, Jawahir

Effective Date 11/21/2022

Parkview Center School

Paraprofessional

Hired working 4.5 hours per day for the 2022-2023 school year.

Resignation-Non-Licensed

Jackson, Kathleen

Effective Date 10/27/2022

Falcon Heights Elementary

Nutrition Services

Resigned effective 10/27/22.

GIFTS TO SCHOOLS 2022/23

SCHOOL BUILDING	NAME/ADDRESS OF DONOR	GIFT	USE
Anpétu Téča Education Center	Eric Jorgensen 5410 144th Way, Unit 14 Ramsey, MN 55303	\$15.00	623 Walk Run scholarship
Anpétu Téča Education Center	R. Sorlien 2755 Dellwood St Roseville, MN 55113	\$15.00	623 Walk Run scholarship
Anpétu Téča Education Center	Como Park Lutheran Church 1376 Hoyt Avenue West St. Paul, MN 55108	\$1,500.00	Meals on Wheels
ED Williams Elementary School	Lutheran Church of the Resurrection 3115 Victoria Street North Roseville, MN 55113	\$461.60	Student needs
Little Canada Elementary School	Kathy Douvier 3053 Wheeler St. N Roseville, MN 55113	\$400.00	School and student needs
Little Canada Elementary School	YourCause BlackBaud - on behalf of William Seifert 65 Fairchild Street Charleston, SC 29492	\$200.00	Principal's discretion
Roseville Area High School	RAHS Gymnastics Booster Association 2474 Arona St Roseville, MN 55113	\$200.00	Captains practice supervisor
Roseville Area High School	Bruce A. Seiber 3200 Shorewood Dr. Arden Hills, MN 55112	\$2,000.00	AVID program
Roseville Area High School	RGB Booster Club 2138 Arcade St Maplewood, MN 55109	\$2,000.00	Girls basketball coaching staff

Roseville Area High School	Brock & Maureen Lindstedt 3230 W Owasso Blvd Shoreview, MN 55126	\$330.00	Volleyball program
Roseville Area High School	Greg Homzik 2210 Unity Ave N Golden Valley, MN 55422	\$250.00	Music department



Agenda Topic: Accept Bids for LTFM Projects – Falcon Heights Elementary - Summer 2023 and Summer 2024
Meeting Date: November 29, 2022
Contact Person: Shari Thompson

Background:

Capacity issues and related additions to our buildings, remodeled and updated instructional spaces including media centers, safety improvements, and other facility improvements were addressed as part of the bond referendum approved in 2017. In addition, the board annually approves a Long-Term Facility Maintenance Plan as part of its facility plan to upgrade HVAC and other mechanical systems and address other deferred maintenance.

We will be doing extensive deferred maintenance at Falcon Heights Elementary in a two-phase project. Phase one will happen in summer 2023, and phase two will be completed in summer 2024. This deferred maintenance work will include roof replacement, replacement of HVAC and other mechanical systems, and replacements of ceilings, floors, and millwork.

Bids were opened on November 22, 2022. Complete results and recommendations will be added to the school board meeting packet on November 29, 2022, upon confirmation and vetting of all bids.

While some of the bids were higher than anticipated, the total project falls just over \$500,000 below the overall LTFM/construction budget scope.

Concrete:

One bid was opened on Tuesday, November 22, 2022. Of the qualified bids, the lowest bidder was B&D Associates, for a bid total of \$200,225. Administration recommends that the board award the contract to B&D Associates.

Structural Steel:

One bid was opened on Tuesday, November 22, 2022. Of the qualified bids, the lowest bidder was Red Cedar Steel Erectors, for a bid total of \$320,100. Administration recommends that the board award the contract to Red Cedar Steel Erectors.

Carpentry:

Three bids were opened on Tuesday, November 22, 2022. Of the qualified bids, the lowest bidder was Kellington Construction, for a bid total of \$410,449. Administration recommends that the board award the contract to Kellington Construction.



Architectural Millwork:

Three bids were opened on Tuesday, November 22, 2022. Of the qualified bids, the lowest bidder was Stevens Industries, Inc., for a bid total of \$125,243. Administration recommends that the board award the contract to Stevens Industries, Inc.

Roofing:

Two bids were opened on Tuesday, November 22, 2022. Of the qualified bids, the lowest bidder was Central Roofing, for a bid total of \$1,022,570. Administration recommends that the board award the contract to Central Roofing.

Exterior Glass & Glazing:

One bid was opened on Tuesday, November 22, 2022. Of the qualified bids, the lowest bidder was W.L. Hall Co., for a bid total of \$106,844. Administration recommends that the board award the contract to W.L. Hall Co.

Ceiling and Acoustical Treatment:

Four bids were opened on Tuesday, November 22, 2022. Of the qualified bids, the lowest bidder was Acoustics Associates, Inc., for a bid total of \$204,995. Administration recommends that the board award the contract to Acoustics Associates, Inc.

Carpet & Resilient Flooring:

Three bids were opened on Tuesday, November 22, 2022. Of the qualified bids, the lowest bidder was Sonus Interiors, Inc., for a bid total of \$194,000. Administration recommends that the board award the contract to Sonus Interiors, Inc.

Fluid Applied Flooring:

One bid was opened on Tuesday, November 22, 2022. Of the qualified bids, the lowest bidder was Spec Athletic, Inc., for a bid total of \$55,179.75. Administration recommends that the board award the contract to Spec Athletic, Inc.

Painting & Wallcovering:

Three bids were opened on Tuesday, November 22, 2022. Of the qualified bids, the lowest bidder was Wasche Commercial Finishes, for a bid total of \$96,720. Administration recommends that the board award the contract to Wasche Commercial Finishes.

Fire Suppression:

Four bids were opened on Tuesday, November 22, 2022. Of the qualified bids, the lowest bidder was NOVA Fire Protection, Inc., for a bid total of \$123,500. Administration recommends that the board award the contract to NOVA Fire Protection, Inc.

Combined Mechanical:

One bid was opened on Tuesday, November 22, 2022, and an interview held on Wednesday, November 23. Of the qualified bids, the lowest bidder was Pioneer Power, Inc., for a bid total of \$6,748,000. Administration recommends that the board award the contract to Pioneer Power, Inc.



Electrical:

Three bids were opened on Tuesday, November 22, 2022. Of the qualified bids, the lowest bidder was Laketown Electric Corporation, for a bid total of \$1,840,000. Administration recommends that the board award the contract to Laketown Electric Corporation.

Bids were also opened for Drywall and Earthwork on November 22, 2022. Further information is required. We anticipate making a recommendation for these work scopes on December 13, 2022.

Recommendation:

It is recommended that the board accept bids for long term facility maintenance construction projects to be completed at Falcon Heights Elementary School during summer 2023 and summer 2024.

XX

Action Required

Informational – No Board Action Requested



November 29, 2022

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

RE: Falcon Heights Elementary 2023-2024 LTFM

Dear Ms. Thompson:

This letter is concerning the contract awards for the above referenced project that was bid on November 22, 2022.

Kraus-Anderson has verified bidders and we submit the following lowest responsible bidders and their total bid amount:

<i>Work Scope</i>	<i>Contractor, City, State</i>	<i>Bid Amount</i>
WS 03-A Concrete	B&D Associates, LLC. St. Paul, MN	Total Contract Amount: \$200,225.00
WS 05-C Structural Steel	Red Cedar Steel Erectors, Inc. Menomonie, WI	Total Contract Amount: \$320,100.00
WS 06-A Carpentry	Kellington Construction, Inc. Minneapolis, MN	Total Contract Amount: \$410,449.00
WS 06-D Architectural Millwork	Stevens Industries, Inc. Teutopolis, IL	Total Contract Amount: \$125,243.00
WS 07-H Roofing	Central Roofing Company Minneapolis, MN	Total Contract Amount: \$1,022,570.00
WS 08-F Exterior Glass & Glazing	W.L. Hall Co. Hopkins, MN	Total Contract Amount: \$106,844.00

WS 09-C	Acoustical Ceilings & Treatment	Acoustics Associates Inc. Golden Valley, MN	Total Contract Amount:	\$204,995.00
WS 09-D	Resilient & Carpet Flooring	Sonus Interiors, Inc. Golden Valley, MN	Total Contract Amount:	\$194,000.00
WS 09-H	Fluid-Applied Flooring	Spec Athletic, Inc. Plainfield, IL	Total Contract Amount:	\$55,179.75
WS 12-K	Wall Covering & Painting	Wasche Commercial Finishes, Inc. East Bethel, MN	Total Contract Amount:	\$96,720.00
WS 21-A	Fire Suppression	NOVA Fire Protection, Inc. Fargo, ND	Total Contract Amount:	\$123,500.00
WS 23-B	Combined HVAC	Pioneer Power, Inc. Woodbury, MN	Total Contract Amount:	\$6,748,000.00
WS 26-A	Electrical	Laketown Electric Corporation Waconia, MN	Total Contract Amount:	\$1,840,000.00
			Contract Total:	\$11,447,825.75

We have enclosed the Bid Tabulation sheets that reflect the bids received.

This letter does not include Work Scope 09-A or 31-A, further post-bid confirmation is required.

Estimated Value of Packages yet to be awarded:

- 09-A = \$48,145.00
- 31-A = \$125,000.00

If you have any questions regarding this information, please do not hesitate to contact me at (480) 369-2079.

Very truly yours,
KRAUS-ANDERSON® CONSTRUCTION COMPANY



AJ Lillesve,
Senior Project Manager



Roseville Area Schools

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

Agenda Item: 6a

Agenda Topic: Achievement and Integration Plan Report
Meeting Date: November 29, 2022
Contact Person: Delon Smith

Background:

Each year, districts are required to hold a public meeting to report progress toward their achievement and integration plan goals. The full achievement and integration plan report was given during the public meeting held at 5:30 p.m. this evening.

District administration will provide a summary of the report and answer questions.

Recommendation:

Action Required

Informational – No Board Action Requested



Roseville Area Schools

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

Achievement & Integration Plan

July 1, 2020 - June 30, 2023

Achievement & Integration Plan

July 1, 2020 to June 30, 2023

The Achievement and Integration (A&I) for Minnesota program supports the pursuit of racial and economic integration, increased student achievement, the creation equitable educational opportunities, and the reduction of academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

Achievement & Integration Plan

July 1, 2020 to June 30, 2023

Budget

2020-2021: \$1,702,835.00

2021-2022: \$1,779,100.00

2022-2023: \$1,748,629.00

Achievement & Integration Plan

July 1, 2020 to June 30, 2023

Budget

Supports the attainment of goals through:

- AVID: Advancement Via Individual Determination
- DLI: Dual Language Immersion
- Cultural Liaisons
- Specialist:
 - Harambee Art
 - Edgerton Coding
 - Central Park SPARK
- Equity Professional Development
- Intra-district Programming/Activities

Achievement & Integration Plan

July 1, 2020 to June 30, 2023

GOAL #1: Increase the graduation rate for Hispanic students from 75.34% in 2019 to 90.0% by 2023.

Progress on Goal #1:

- 2019: 75.34%
- 2020: 78.2%
- 2021: 75.5% (State: 69.3%)
- 2022: Available Spring 2023

Achievement & Integration Plan

July 1, 2020 to June 30, 2023

GOAL #1 Strategies:

- Increase Latinx student participation in AVID and AP courses.
- Cultural Liaisons and Dual Language Immersion teachers working closely with building support staff to provide culturally responsive academic interventions.
- Intervention activities to enhance students' self-awareness, social unity, and cultural understandings.
- Cultural Liaisons working with families to remove barriers and support the academic achievement of their student(s).
- Differentiated instruction including student voice and absent narratives.

Achievement & Integration Plan

July 1, 2020 to June 30, 2023

GOAL #2: Roseville Area Schools' students will self-report a 10% increase, from 2020 baseline year data to 2023 data, in their level of comfort initiating and maintaining positive relationships with students from diverse backgrounds (e.g., racial/ethnic, socio-economic).

Progress on Goal #2:

- Student Survey In Development

Achievement & Integration Plan

July 1, 2020 to June 30, 2023

GOAL #2 Strategies:

- Cross-District integration activities - AVID focus
- Continue the Youth Executive Board (YEB), a multi-district group of high school students.
- Utilize AmeriCorp Promise Fellows and Vista volunteers, in collaboration with MN Alliance with Youth.
- Civil Rights and Native American Tour

Achievement & Integration Plan

July 1, 2020 to June 30, 2023

GOAL #3: Increase students' access to the number of racially and ethnically diverse teachers from 11% in 2019 to 17% in 2023.

Progress on Goal #3:

- 2022 BIPOC Teachers: 12%

Achievement & Integration Plan

July 1, 2020 to June 30, 2023

GOAL #3 Strategies:

- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Enhanced F.O.C.U.S program for racially/ethnically diverse staff.
- Minnesota Humanities Center Professional Development Programs.
- Collaborating with Metro State with Urban Teacher Program.

Achievement & Integration Plan

July 1, 2020 to June 30, 2023

Racially Identifiable School (RIS):

- Harambee
- Edgerton
- Central Park*

Achievement & Integration Plan

July 1, 2020 to June 30, 2023

Racially Identifiable Schools

Goal #1: Increase our overall reading proficiency rates, as measured by the MCA-III reading test, while also reducing the academic achievement gap between white students and students of color in reading achievement as measured by the MCA-III.

The achievement gap in reading for Edgerton, Harambee, and Central Park will be reduced from 28.6% in 2019 to 14.3% in 2023.

Achievement & Integration Plan

July 1, 2020 to June 30, 2023

Racially Identifiable Schools

Progress on Goal #1:

MCA-III Reading Proficiency (%):

	<u>18-19</u>	<u>20-21</u>	<u>21-22</u>
Harambee:	41.6	27.5	35.6
Edgerton:	48.6	31.2	35.7
Central Park:	24.8	26.3	28.1
Average:	38.3	28.3	33.1

Reading Achievement Gap (%):

	<u>18-19</u>	<u>20-21</u>	<u>21-22</u>
Harambee:	8.9	22.3	39.1
Edgerton:	33.1	16.6	11.5
Central Park:	34.8	21.5	24.2
Average:	25.6	20.1	24.9

Achievement & Integration Plan

July 1, 2020 to June 30, 2023

Racially Identifiable Schools

Goal #1 Strategies:

- Student Individual Learning Plans
- Cultural Fluency Instruction
- Progress Monitor Standard Based Common Formative Assessments
- Develop and support recruitment strategies to affect enrollment that eliminates racial isolation.

Achievement & Integration Plan

July 1, 2020 to June 30, 2023

Racially Identifiable Schools

Goal #2: Reduce racial and economic enrollment disparities at Central Park, Edgerton and Harambee Elementary by increasing the enrollment of white students from 18% in 2019 to 23% by 2023.

Progress on Goal #2:

- Harambee: 13.5%
- Edgerton: 16.6% - average of 17.1%
- Central Park: 21.1%

Achievement & Integration Plan

July 1, 2020 to June 30, 2023

Racially Identifiable Schools

Goal 2 Strategies:

- Market Harambee as a year-round school with transportation.
- Market Central Park as a neighborhood choice school that offers SPARKS/STEM programming.
- Market Edgerton's WeCode 21st Century Skills K-6 program.
- Intra-district integration activities.

Achievement & Integration Plan

July 1, 2020 to June 30, 2023

Racially Identifiable Schools

Goals #3: Increase racially identifiable schools' students' access to teachers with an understanding of racial equity and skills in culturally responsive teaching strategies from 96% in 2019 to 100% by 2023.

Progress on Goal #3:

- 100% of Roseville Area Schools staff trained in racial equity and cultural responsiveness.

Achievement & Integration Plan

July 1, 2020 to June 30, 2023

Racially Identifiable Schools

Goal #3 Strategies:

- Culturally Responsive Teaching Professional Development.
- Staff co-created book study centered around how to be an anti-racist.
- Principals will work with building leaders to co-create professional development based on student voice.

Achievement & Integration Plan

July 1, 2020 to June 30, 2023



Achievement & Integration Plan

July 1, 2020 to June 30, 2023

Questions?

A decorative graphic in the bottom right corner of the slide. It features a thick, light gray curved line that starts from the bottom left and sweeps upwards and to the right. From the end of this curve, a spiral line winds inward. To the right of the spiral, there are two more light gray shapes: a vertical wedge pointing upwards and a larger, rounded triangular shape pointing to the left.



Roseville Area Schools

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

Agenda Item: 6b

Agenda Topic: Financial Report – November
Meeting Date: November 29, 2022
Contact Person: Shari Thompson

Background:

Director of Business Services Shari Thompson will report on the status of the 2021-2022 audit, current year budget and Long-Term Facilities Maintenance projects.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested



Agenda Topic: Approval of Solar Guaranteed Energy Savings Contract - Edgerton,
Harambee & Little Canada
Meeting Date: November 29, 2022
Contact Person: Shari Thompson

Background:

Roseville Area Schools continues efforts to reduce its carbon footprint and save energy costs by utilizing solar power in the district. Administration is recommending installing solar projects at three additional sites including Edgerton, Harambee & Little Canada. All three projects will use Xcel's Solar*Rewards for Schools incentive program. The program was funded by the 2021 Legislature and provides added financial incentives for schools to install solar arrays. These 3 sites were chosen based on income levels of families enrolled at the schools and the ages of the roofs. Roseville Area Schools will receive \$569,000 in financial incentives from upfront cash incentives and rebates. We have already secured the incentives from Xcel Energy.

Chris Psihos, President/CEO, and Rich Ragatz, Senior VP of Business Development, from commercial solar developer iDEAL Energies, will provide an update on the existing solar array at Anpétu Téča Education Center and share the proposal for the district to further reduce its carbon footprint and save energy costs with the new solar arrays, utilizing these credits and other energy savings to cover the cost of the installation and maintenance of the project.

Attached is a copy of the contract, reviewed by legal counsel, as well as a copy of the presentation.

Recommendation:

It is recommended that the board approve the guaranteed energy savings contract with iDEAL Energies, LLC and Green2 Solar Leasing, LLC for installation of solar arrays at Edgerton, Harambee & Little Canada.

Action Required

Informational – No Board Action Requested



Solar Array Purchase, Facility Lease & Power Purchase Agreements

144.320 kW DC JinkoJKM410M Solar Panels with
100.00 kW AC SolarEdge SE100k480V(1) Inverter(s), SolarEdge P960 Power Optimizers & Unirac,
PanelClaw (or equivalent) Ballasted Racking

Xcel Solar*Rewards Solar for Schools & Photovoltaic Credit Rider Tariff

Customer & Site Information

Effective Date:	October 20, 2022
Customer:	ISD 623 - Roseville Area Schools
Customer Corporate Form:	Minnesota Public School
Customer Mailing Address:	1251 West County Road B2, Roseville, MN 55113
Customer Signer Name:	Shari Thompson
Customer Signer Title:	Director of Business Services
Customer Authorized Representative:	Todd Lieser
Customer Authorized Representative Tel:	651-635-1649
Site Address:	1929 Edgerton Street, Maplewood, MN 55117
Premise Number:	303243670
Site Owner:	ISD 623 - Roseville Area Schools
Site Owner Mailing Address:	1251 West County Road B2, Roseville, MN 55113
Utility:	Xcel, d/b/a Northern States Power, and its successors and assigns

Project Information

Energy System Nameplate Capacity:	144.320 kW DC (+/- 0.50 kW DC) oriented at approximately 180°
Installation Cost:	\$335,690.00
Target Substantial Completion Date:	August 31, 2023
Tariff Name:	Xcel Photovoltaic Credit Rider Tariff
Incentive Name:	Xcel Solar*Rewards for Schools Program
REC Owner:	Xcel Energy
Projected Tax Credit Percent:	30%
Solar Panel Description:	JinkoJKM410M (72 cell Tier 1, CEC listed, or DNV-GL Rated Top Performer)
Solar Panel Size in Watts DC:	410 (+/- 20 Watts DC)
Inverter Description:	SolarEdge SE100k480V(1) Inverter(s)
Total Inversion in kW AC:	100.00 (kW AC)
Power Optimizer Description:	SolarEdge P960 Power Optimizers
Solar Racking Description:	Unirac, PanelClaw (or equivalent) Ballasted Racking

Facility Lease & Power Purchase Agreement Information

Site Use:	Edgerton Elementary
Tenant:	iDEAL Energies Solar Leasing, LLC
Tenant Signer Name:	Rich Ragatz
Tenant Signer Title:	Vice President
Leased Space Rent Payment:	\$90.00 per year
Leased Energy System Rent Payment:	\$10.00 per year

Purchase Agreement

144.320 kW DC JinkoJKM410M Solar Panels with 100.00 kW AC SolarEdge SE100k480V(1) Inverter(s), SolarEdge P960 Power Optimizers & Unirac, PanelClaw (or equivalent) Ballasted Racking

Xcel Photovoltaic Credit Rider Tariff

This **PURCHASE AGREEMENT** (“**Agreement**”), dated **October 20, 2022** (“**Effective Date**”) is between **IDEAL ENERGIES, LLC**, a Minnesota limited liability company, whose principal place of business is located at **8318 Pillsbury Avenue South Bloomington, MN 55420** (“**Seller**”), and **ISD 623 - Roseville Area Schools**, a **Minnesota Public School**, whose principal place of business is located at **1251 West County Road B2, Roseville, MN 55113** (“**Customer**”). Seller and Customer are sometimes also referred to in this Agreement jointly as “**Parties**”, or individually as a “**Party**”.

RECITALS

- A. Seller sells and installs grid-tied photovoltaic solar electric systems (“**Energy System**”) and Customer desires to purchase and install an Energy System on the Site location described above (“**Site**”) in accordance with the terms and conditions set forth in this Agreement;
- B. Seller has or will apply for the Incentive (defined below) on behalf of Customer for the Energy System, and after the Incentive is secured for the Project (as defined below), will install the Energy System, in accordance with the terms and conditions set forth in this Agreement;
- C. Customer will, with the reasonable assistance of Seller, apply for the Tariff (as defined below) for the Project (as defined below) by executing Utility Agreements (as defined below) required to install the Energy System and receive the Tariff;
- D. Customer will, in connection with this Agreement, enter into a Facility Lease Agreement with **iDEAL Energies Solar Leasing, LLC** (“**Tenant**”) pursuant to which Tenant will lease, operate and maintain the Energy System (“**Facility Lease Agreement**”);
- E. Customer will, in connection with this Agreement, enter into a Power Purchase Agreement (“**Power Purchase Agreement**”, together with this Agreement, and the Facility Lease Agreement, the “**Transaction Documents**”) with Tenant pursuant to which Tenant will sell power generated by the Energy System to Customer; and
- F. **Contingency. The Parties performance under this Agreement is contingent on the Customer’s Project (defined below) securing the Incentive for the Energy System.**

AGREEMENT

NOW, THEREFORE, for valuable consideration, the receipt of which is hereby acknowledged, the Parties agree as follows:

1. **Project.** Seller will perform electrical engineering on the Energy System, perform structural engineering on the Site to verify it is adequate to support the Energy System,

Customer	ISD 623 - Roseville Area Schools
Site	1929 Edgerton Street, Maplewood, MN 55117
Xcel Premise #	303243670

provide and install an Energy System with a Nameplate Capacity of **144.320 kW DC** (+/- 0.50 kWDC) on the Site, and perform Energy System commissioning. The “**Project**” will consist of the Energy System components identified on **Schedule A** (“**System Components**”) and the Project’s design documents (“**Design Documents**”).

2. **Title and Risk of Loss.** Title and risk of loss for the Energy System and Design Documents will pass to Customer upon Substantial Completion (as defined below). Notwithstanding the foregoing, as of the Effective Date, and as further set forth in this Agreement, Customer agrees to maintain insurance in its own name, and with Seller as an additional insured, to fully insure the Site during the term of this Agreement.
3. **Purchase and Sale; Installation Cost; Payment Terms.** Seller agrees to sell and Customer agrees to purchase the Project and the services provided for hereunder for the total installation cost of **\$335,690.00** (“**Installation Cost**”). The Installation Cost for the Project will be paid pursuant to the Facility Lease Agreement. The actual Installation Cost paid to Seller and/or the Tenant’s Tax Basis for the Energy System may vary from the amounts stated or contemplated by this Agreement.
4. **Customer’s Representations and Responsibilities.**
 - a. Customer represents that the Site is owned by Customer (or an affiliated entity that has common ownership with Customer), as described in **Schedule B**.
 - b. Customer represents that it is not a party to any litigation that would materially or adversely affect its ability to enter into or perform under the Transaction Documents.
 - c. The Authorized Signer(s) (“**Authorized Signer**”) listed in **Schedule B** are legally authorized to act on behalf of Customer and have the authority to approve or execute Amendments, and otherwise modify this Agreement. The Customer Representative listed in **Schedule B** (“**Customer’s Representative**”) will serve as the Seller’s Site contact and will inform the Seller of the Customer’s parties that need to be communicated with regarding the construction, approve the Design Documents, coordinate with Seller regarding construction activities, and serve as the 24-hour contact for communicating with Utility for any planned or emergency issues related to the Energy System.
 - d. Where any of the Customer’s utility meters are located indoors, Customer will provide Utility with 24-hour unescorted keyless access to all the utility meters.
 - e. Customer will, at least three weeks before the Target Substantial Completion Date, provide and maintain either a wireless internet connection or a RJ45 Internet outlet at the electrical room for connecting the

- Energy System's web-based monitoring equipment. If Customer does not provide the foregoing, Seller will provide and install a cellular device for exclusive use by the Energy System, as set forth on **Schedule A**. Customer will be responsible for any cellular service provider data charges.
- f. If required by the applicable Incentive program, Customer will participate in energy audits to identify additional energy savings opportunities.
5. **Seller's Representations and Responsibilities.**
- a. As a part of the Project, Seller will provide all System Components, Design Documents, labor, equipment, supplies and services necessary to install the Energy System at the Site in accordance with the "Scope of Work" described in **Schedule C ("Work")**.
- b. Seller shall comply with all applicable laws, rules, regulations, governmental approvals and permits, including all applicable agreements with, and tariffs of, the Utility (collectively, "**Applicable Requirements**").
6. **Project Schedule; Substantial Completion; Final Completion.**
- a. Customer and Seller will work together to develop a proposed work plan and schedule for the Project ("**Project Schedule**") that is targeted to be substantially complete by **August 31, 2023 ("Target Substantial Completion Date")**. If events arise which make achievement of Substantial Completion by the Target Substantial Completion Date impracticable, such as force majeure (as described in Section 16.g. below), availability of System Components or equipment, and other reasonable delays, Seller will promptly notify Customer of the same, and the Parties will adjust the Project Schedule accordingly. No penalties are due for changes or delays in execution of the Project Schedule.
- b. The Project will be substantially complete when the Utility performs a witness test and the Energy System is turned on and is capable and authorized under Applicable Requirements to generate and deliver electric energy to Customer and the Utility's electrical grid at the interconnection point ("**Substantial Completion**"). The date on which Substantial Completion is achieved is the Substantial Completion Date ("**Substantial Completion Date**").
- c. Upon Seller's completion of unfinished work remaining at the time of Substantial Completion ("**Punchlist Work**") the Project will be fully complete ("**Final Completion**").
7. **Changes.**
- a. It is the desire of the Parties to keep changes to the terms of this Agreement to a minimum, including changes to the Project Schedule. Either Party may request a change by advising the other Party in writing of the proposed change. If (a) Customer elects to purchase any additional services from Seller, as further described on **Schedule A ("Optional Services")**, or (b) any change in the Project or the Work is required to address unforeseen Site conditions, the circumstances of Section 7.b, or other events or circumstances, the Parties will execute a written Amendment to document the change ("**Amendment**").
- b. Seller may substitute System Components in accordance with the requirements of this Section, as required to accommodate structural limitations of the Site, the availability of System Components (including changes in panel wattage available from manufacturers), Utility's requirements, or other reasons consistent with the intended purpose of this Agreement. Without requiring an Amendment, Seller may, at its sole discretion, substitute the following System Components:
- i. For solar panels listed on Schedule A, Seller may substitute a solar panel with any standard or bi-facial polycrystalline, monocrystalline 72 cell high efficiency solar panel that (i) is Tier 1 rated, CEC listed, or a DNV-GL "Top Performer" (ii) has at least a 10-year manufacturer's workmanship warranty and a 25-year production warranty achieving at least 80% of its rated capacity ("**Substitute Panels**"), and (iii) is +/- 20 Watts DC and that results in a total variance in the Nameplate Capacity of +/- 0.50 kW DC.
- ii. For Inverters listed on Schedule A, Seller may substitute an inverter(s) with any standard alternative inverter that is (i) of substantially equal electrical rating and (ii) has a warranty of equal or greater term as the inverter(s) listed on Schedule A.
- iii. For Power Optimizers listed on Schedule A, if any, Seller may substitute a Power Optimizer with a model that is appropriately rated for the solar panels and inverters installed at the Site.
- iv. For Racking listed on Schedule A, Seller may substitute Racking with any standard alternative Racking that is (i) substantially equal, and (ii) has a warranty of equal or greater term as the Racking listed on Schedule A.
8. **Tariff, Solar*Rewards for Schools Incentive, Utility Bill Credits, Net Metering Tax Credits.** The Parties anticipate the Project will be eligible for the following:
- a. Following the Production Incentive Term (defined below), the Project may be eligible to receive the tariff described in Xcel Energy's Electric Rate Book, (as may be amended or replaced from time to time) as the "Photovoltaic Demand Credit Rider" Rate Code A86 which provides a utility bill credit on the utility bill ("**Utility Bill Credit**") based on the kWh produced from the Energy System from the hours 1:00 PM to 7:00 PM multiplied by the rate per kWh specified in the Electric Rate Book for the Rate Code ("**Tariff**"). To apply for the Tariff, Customer (or its tenant, if any, and as identified on **Schedule B**) will execute required utility agreements, including but not limited to: (i) Electric Service Agreement, (ii) Amendment No. 1 to Electric Service Agreement, (iii) Uniform Statewide Contract for Cogeneration and Small Power Production Facilities, (iv) Minnesota Distributed Energy Resource Interconnection Agreement (MN DIA) under which Renewable Energy Credits ("**RECs**") for the Energy System belong to the Party stated in the Utility Agreements, and (v) any other documentation required by the Utility ("**Utility Agreements**") to install the Project. Seller will assist Customer (or its tenant) with the application but Customer will be solely responsible for timely

completion of the same. RECs do not belong to Seller.

- b. **Xcel Solar*Rewards for Schools Incentive:** The Project may be eligible to receive the Xcel Solar*Rewards for Schools Program Incentive (MS Ch. 216C.376) totaling **\$0.04** per kWh generated from the Energy System (the "**Production Incentive**") paid annually for ten consecutive years (the "**Production Incentive Term**") based on the Energy System's prior year's annual kWh production, and an Upfront Incentive totaling **\$0.90** per DC Watt paid approximately 90 days after Substantial Completion (the "**Upfront Incentive**") (together the Production Incentive and the Upfront Incentive are referred to herein as the "**Incentive**") payable to Customer (or its assignee) from **Xcel Energy**. The Incentive is available to applicants on a first-come first-served basis. Seller will apply for an Incentive for the Project on behalf of Customer. RECs otherwise owned by the Party stated in the Utility Agreements will belong to Xcel Energy at all times in accordance with Incentive Program requirements.
- c. Customer (or its tenant) may be eligible to participate in the Utility's **Net Metering Program** where they are compensated by the Utility at the applicable rate specified in the Rate Code for each kWh produced from the Energy System that exceeds the Site's consumption ("**Net Metering Credit**"). Under this program, the energy generated from the Energy System is available for on-Site use and reduces the total units of energy (kWh) otherwise purchased from Utility.
- d. The Project may be eligible to receive an investment tax credit from the U.S. Treasury, pursuant to Section 48 of the IRS Code ("**Tax Credit**"). The Tax Credit is worth **30%** of the Project's eligible costs ("**Projected Tax Credit**").

9. **Insurance.**

- a. Seller will, at its own cost and expense, maintain in full force, insurance reasonable and customary for the services being performed by Seller under this Agreement, including those set forth on **Schedule C**. Upon request, Seller shall provide Customer with certificate(s) evidencing such insurance naming Customer as an additional insured prior to commencement of any work at the Site. A sample Certificate of Insurance for Seller, which identifies the required insurances and limits for the insurances required for the Project, is provided in **Schedule D**. Seller shall also provide Builder's Risk insurance for the Project.
- b. Customer will at all times, at its own cost and expense, maintain in full force and effect, insurance reasonable and customary for the Site and, after Substantial Completion has occurred, for the Energy System and the System Components.
- c. Customer will provide the Seller and the Utility with a Certificate of Insurance that conforms with the Utility requirements specified in **Schedule E**.

10. **Seller's Waiver and Indemnity Regarding Liens.** To the fullest extent permitted under the Applicable Requirements, and to the extent Customer has made payments owed under this Agreement, Seller waives any right to file or impose any mechanic's, materialman's, or other liens with respect to the Site or the Energy System.

Seller shall promptly pay all undisputed amounts owed for services, materials, equipment, and labor furnished by any person to Seller with respect to the Project. Seller shall, at Seller's sole cost and expense, discharge and cause to be released, whether by payment or posting of an appropriate surety bond in accordance with the Applicable Requirements, within thirty (30) days of Seller's notice of its filing, any mechanic's, materialmen's, or other lien in respect of the Energy System or the Site created by, through or under, or as a result of any act or omission (or alleged act or omission) of, Seller or any subcontractor or other person providing services, materials, equipment or labor with respect to the Project. If Seller defaults in its obligation to discharge, satisfy or settle such liens, Customer may discharge, satisfy or settle such liens and Seller will, within thirty (30) days of a written request by Customer, reimburse Customer for all costs and expenses incurred by Customer to discharge, satisfy or settle such liens.

11. **Warranties.**

- a. Seller will provide the warranties set forth on **Schedule F**. Except as otherwise set forth in Schedule F, the System Components furnished and installed by Seller, but not manufactured by Seller (including without limitation the solar panels, inverters, power optimizers, racking, and monitoring equipment and their performance/energy output), will carry only the warranty of their manufacturer. More detailed information about warranties on the System Components are set forth on the applicable manufacturer's specification sheets and Operations Manual(s) provided to Customer, or available on the manufacturer's websites. Customer is solely responsible for pursuing any available warranties on System Components against the manufacturer at its own expense, and may look only to such manufacturer, and not to Seller, for any warranty with respect thereto.

- b. **EXCEPT AS EXPRESSLY PROVIDED IN SCHEDULE F, SELLER MAKES NO AND EXPRESSLY DISCLAIMS ALL WARRANTIES, WHETHER EXPRESS, IMPLIED OR STATUTORY, INCLUDING WITHOUT LIMITATION ANY WARRANTY AS TO THE INSTALLATION, DESIGN, DESCRIPTION, QUALITY, MERCHANTABILITY, COMPLETENESS, USEFUL LIFE, ENERGY PRODUCTION, PROJECTED ECONOMIC VIABILITY, FINANCIAL DATA AND PROJECTIONS, UTILITY RATES, INCENTIVES, CURRENT OR FUTURE TARIFF PROGRAMS, NET METERING, THE AMOUNT OF OR CUSTOMER'S RECEIPT OF UTILITY BILL CREDITS OR NET METERING CREDITS, ROOF PERFORMANCE, FITNESS FOR ANY PARTICULAR PURPOSE OR ANY OTHER MATTER OF THE ENERGY SYSTEM, THE SYSTEM COMPONENTS, THE PROJECT, OR ANY SERVICES PROVIDED UNDER THIS AGREEMENT.**

12. **Ownership of Project Documents and Design.** All Design Documents for the Energy System shall be the sole and exclusive property of Customer. Customer grants Seller an irrevocable perpetual, transferable, royalty free license to use the Design Documents for its own private use.

13. **Indemnification; Limitation of Damages.**

- a. Subject to the limitations set forth below, Seller hereby indemnifies and holds harmless Customer and its officers, directors, members, consultants, representatives, agents, employees and affiliates (each a “**Customer Indemnified Party**”) against any third-party damages, liabilities, losses, costs and expenses, including reasonable attorney fees and costs (collectively, “**Damages**”) incurred or suffered by any Customer Indemnified Party caused by (i) any material breach of this Agreement by Seller, or (ii) gross negligence or willful misconduct of Seller, its employees, or subcontractors in connection with the Project.
- b. To the extent permitted by law, Customer hereby indemnifies and holds harmless Seller and its officers, directors, members, consultants, representatives, agents, employees and affiliates (each a “**Seller Indemnified Party**”) against any Damages incurred or suffered by any Seller Indemnified Party in any way arising out of, relating to, or in connection with (i) any material breach of this Agreement by Customer, or (ii) the gross negligence or willful misconduct of Customer or its employees in connection with the Project.
- c. Any Customer Indemnified Party or Seller Indemnified Party claiming indemnification hereunder must give each Party prompt notice of the relevant claim and each Party agrees to cooperate with each other Party, at its own expense, in the defense of such claim. Notwithstanding the forgoing, any Party from whom indemnification is sought shall control the defense and settlement of such claim; provided however that such Party shall not agree to any settlement that materially adversely affects the other Party without the prior written consent of such Party, which approval shall not be unreasonably withheld. Without limiting or diminishing the foregoing, any Party may, at its option and its own expense, participate in the defense of any such claim with legal counsel of its own choice.
14. **Termination.** This Agreement may be terminated as follows:
- a. Except where Seller includes the items below in the Installation Cost, Seller may terminate this Agreement in its sole discretion by providing Customer written notice in the event (i) the structural analysis indicates the Site is not in its then-current condition capable of supporting the Energy System unless accommodated by alternate equipment, structural retrofits or other requirements as specified in the structural engineering report that render the Site suitable for installing the Energy System, or (ii) the Utility requires engineering studies, interconnection expenses or site improvements as a condition to Seller installing the Project, or (iii) before construction begins, in the event Seller’s performance under the terms of this Agreement would cause Seller significant detriment for reasons including but not limited to significant increases in equipment costs resulting from import tariffs or market variations, the unavailability of licensed labor, changes in law or other similar events impairing the installation of the Energy System in accordance with the Project Schedule, or for the Installation Cost.
- b. Seller may terminate this Agreement by giving written notice to Customer at any time prior to completion of the Project in the event Customer has breached any representation, warranty or covenant contained in this Agreement in any material respect, Seller has notified Customer of the breach, and the breach has continued without cure by Customer or written waiver by Seller for a period of thirty (30) days after the notice of breach.
- c. Customer may terminate this Agreement by giving written notice to Seller at any time prior to completion of the Project in the event that (i) Seller has breached any representation, warranty or covenant contained in this Agreement in any material respect, and Customer has notified Seller of the breach, and the breach has continued without cure by Seller or written waiver by Customer for a period of thirty (30) days after the notice of the breach; or (ii) upon sixty (60) days’ notice to Seller if Seller has not achieved Substantial Completion within one hundred eighty (180) days of the Target Substantial Completion Date not including any additional time related to delay of receipt of Utility interconnection approval, as may be extended pursuant to the terms of this Agreement. In such event, and subject to Section 16.g., the Parties acknowledge the 180-day period accounts for Force Majeure events, or other unforeseen delays in the Work, including but not limited to equipment supply and third-party approvals.
- d. Upon termination of this Agreement pursuant to this Section 14, all rights and obligations of the Parties under this Agreement will terminate without any liability of any Party to any other Party, except (i) with respect to Section 13, Section 16, and as otherwise provided in this Section 14, and (ii) for any liability of any Party then in breach.
- e. Except as otherwise provided in this Section 14, the termination rights under this Section 14 are cumulative with and in addition to any other rights or remedies to which the Parties may be entitled at law or under this Agreement.
15. **Roof Warranty.** Before installing the Energy System, Seller will take measures required to provide documentation to the Customer to keep the Site’s existing or new roofing manufacturer warranty intact.
16. **Miscellaneous.**
- a. **Relationship of the Parties.** The Parties shall for all purposes be considered independent contractors with respect to each other, and neither shall be considered an employee, employer, agent, principal, partner or joint venturer of the other.
- b. **Entire Agreement.** This Agreement and all schedules, exhibits and attachments hereto, together with any agreement reference herein, constitute the entire agreement and understanding of the Parties relative to the subject matter hereof. The Parties have not relied upon any promises, representations, warranties, agreements, covenants or undertakings, other than those expressly set forth or referred to herein. This Agreement replaces and supersedes any and all prior oral or written agreements, representations and discussions relating to such subject matter.
- c. **Survival of Representations.** All representations, warranties, covenants and agreements of the Parties contained in this Agreement, or in any instrument, certificate, exhibit or other writing provided for in it, shall survive the execution of this Agreement and the

consummation of the transactions contemplated herein.

- d. **Amendment.** This Agreement may be amended or modified only by a writing executed by the Parties to this Agreement. No custom or practice of the Parties at variance with the terms hereof shall have any effect.
- e. **Notices.** All notices to be given under this Agreement shall be in writing and shall be effectively given upon personal delivery, facsimile or email transmission (with confirmation of receipt), delivery by overnight delivery service or three days following deposit in the United States Mail (certified or registered mail, postage prepaid, return receipt requested).
- f. **No Delay.** No delay or failure on the part of any Party hereto to exercise any right, power or privilege hereunder shall operate as a waiver thereof.
- g. **Force Majeure.** Neither Party will be liable to the other Party for any delay, error, failure in performance or interruption of performance resulting from causes beyond its reasonable control, including without limitation fires, flood, accidents, explosions, sabotage, strikes or other labor disturbances, civil commotion, riots, invasions, wars, acts of God, acts of government, terrorism, delayed governmental process, international tariffs, inability to timely obtain a permit, inability to timely receive interconnection approval or response from Utility, inability to obtain sufficient qualified labor, or any cause (whether similar or dissimilar to the foregoing) beyond the reasonable control of the Party.
- h. **Governing Law / Venue.** This Agreement shall be governed by and construed in accordance with the laws of the state of Minnesota without regard to its conflict of laws principals. Any lawsuit brought in connection with this Agreement shall be brought only in a court of general jurisdiction in Hennepin County, Minnesota.
- i. **Severability.** The provisions of this Agreement are severable. If any part of this Agreement is rendered void, invalid or unenforceable, such rendering shall not affect the validity and enforceability of the remainder of this Agreement.
- j. **Successors and Assigns.** This Agreement shall be binding upon and inure to the benefit of the Parties and their respective successors and permitted assigns. Neither Party shall assign this Agreement, or any portion thereof, without the prior written consent of the other Party. Any other attempted assignment or transfer without such prior written consent of the other Party shall be of no force or effect. As to any permitted assignment: (i) reasonable prior notice of any such assignment shall be given to the other Party; and (ii) any assignee shall expressly assume the assignor's obligations hereunder, unless otherwise agreed to by the other Party in writing. Notwithstanding the foregoing, Seller may, at its sole discretion, assign all or part of its interest under this Agreement to an affiliate of Seller or Tenant, or assign this Agreement in connection with any sale or pledge of any or all of its assets to a third party or bank.
- k. **UCC Terms.** All terms in this Agreement that are defined in the Minnesota Uniform Commercial Code, as amended from time to time ("**UCC**") shall have the

meanings set forth in the UCC and such meanings will automatically change at the time that any amendment to the UCC, which changes such meanings, becomes effective.

- l. **Terms.** All terms in this Agreement that are defined in the Minnesota Uniform Commercial Code, as amended from time to time ("**UCC**") shall have the meanings set forth in the UCC and such meanings shall automatically change at the time that any amendment to the UCC, which changes such meanings, becomes effective.
- m. **Marketing and Promotion.** Seller shall not use Customer's name, image or likeness in connection with advertising and promoting the Project or the Energy System without Customer's approval, which shall not be unreasonably withheld.
- n. **Subordination to Utility Agreements.** No portion of this Agreement is intended to conflict with any Utility Agreements to which Seller, Tenant, Customer or Customer's tenant (if any) are a party. In the case of a conflict between the terms or conditions of this Agreement and the Utility Agreements, the terms and conditions of the Utility Agreements shall control. Utility, or its successors and assigns, is a third-party beneficiary of the provision of this paragraph. Nothing in this Agreement shall prevent Utility, from fully enforcing the terms and conditions of the Utility Agreements.
- o. **Data Practices.** Seller considers the information contained in this Agreement related to the programs, methods, techniques and processes utilized by Seller with respect to the Project to be trade secret information of Seller as defined in the Minnesota Government Data Practices Act Ch. 13 .37 Subd 1 (b) GENERAL NONPUBLIC DATA. Subject to the requirements of the Government Data Practices Act, in no event shall this information be shared or disclosed with any person or third party without the prior written approval of Seller.
- p. **Bonds.** Where the Installation Cost exceeds \$175,000, Seller shall post performance and payment bonds in the amount of the Installation Cost.

The Parties hereto have caused this Agreement to be duly signed in their respective names as of the Effective Date.

Seller
IDEAL ENERGIES, LLC

By: _____
Chris Psihos, its President

Dated: _____

Customer
ISD 623 - Roseville Area Schools

By: _____
Shari Thompson, its Director of Business Services

Dated: _____

SCHEDULE A

System Components

Included with Energy System: The Energy System is comprised of the following System Components:

1. UL Listed and approved Solar Panels: **352 @ JinkoJKM410M solar panels each rated at 410 (+/- 20 Watts DC); 72 cell Tier 1, CEC listed, or DNV-GL Rated Top Performer oriented at approximately 180°**
2. UL listed and approved DC/AC inverters: **100.00 kW AC total; 1 @ SolarEdge SE100k480V(1) Inverter(s)**
3. SolarEdge Power Optimizers: **176 - SolarEdge P960 Power Optimizers (or equivalent)**
4. Solar Panel Racking / mounting system: **Unirac, PanelClaw (or equivalent) Ballasted Racking**
5. Electrical components including but not limited to conductive wiring, ground circuitry, conduit, junction boxes, disconnects, switches, over-current protection, and any associated hardware necessary to complete the installation of the solar panels and interconnect with the Site's existing electric service excluding any Specialized Equipment as defined below. Electrical components including the inverters, transformers, disconnects and production meter will be located on the exterior of the building near existing electrical service unless otherwise agreed. If the main service utility meter is located indoors, a keypad or lockbox will be provided for allowing the Utility Company 24-hour access to the meter. The electrical conduit will be run on the exterior of the building. If required by the Energy System Engineering, Seller will provide and install mechanical roof attachments required to keep the Energy System immobile using a qualified Roofer.
6. Monitoring equipment and web-based remote system monitoring system. Customer is responsible for bringing, providing and paying for ethernet cable or cellular based internet service at the Site (typically the electrical room).
7. Where Customer's roofing manufacturer for EPDM, TPO, PVC or SBS roof membrane system(s) require that slip sheets of like kind roofing membrane ("Slip Sheets") be placed between the roof's membrane and the solar array racking pads to preserve the manufacturer's roof warranty, Slip Sheets will be installed by Seller.
8. For ground mounted systems, includes: (1) 200' AC trench run from array to interconnection location (additional cost for longer runs will be added to project cost at Seller's cost) (2) grass or mulch at the Seller's discretion (Customer is responsible for maintaining the grounds post installation), and (3) wire mesh for guarding of conductors (does not include fence).
9. If not provided by the Utility, a revenue grade meter for measuring and monitoring electrical production from the Energy System.
10. Site Specific Work: N/A Site Specific Work Cost: \$N/A

The Parties agree that the Energy System does **NOT** include the following unless purchased by the Customer as an option ("**Optional Services**"), or where Seller includes them in the Installation Cost:

1. Relocation of existing electric circuits, or any upgrades to Customer's electrical service to bring it up to code or other Site-specific utility requirements including any relocation of existing utility meters to an exterior location to bring a Site up to code.
2. Any structural improvements to the building required to support the Energy System and the System Components.
3. Batteries or emergency back-up power capability.
4. Third-party fees for web-based monitoring of the Energy System.
5. Afterhours Labor and after-hours equipment rental (i.e., outside the weekday hours of 6am-6pm local prevailing time) / Weekend Labor.
6. Tree removal, gas line relocation, fencing or guardrails around roof perimeter.
7. Seller-provided cellular device for web-based System monitoring: \$1200
8. Non-customary design requests, any other item or service not described in this Schedule A including but not limited to step up/down transformers to/from 480V 3 Phase, roof penetrations, conduit run through building interior, powder coated or other special materials to match building, roofing (roof spudding, upgrades or re-certifications), landscaping or screening around solar array exterior.
9. Incremental Cost for Site Specific Work described above that exceeds the stated Site Specific Work Cost.

SCHEDULE B
Contact Information for Parties

Customer: **ISD 623 - Roseville Area Schools**
1251 West County Road B2, Roseville, MN 55113

Site Owner: **ISD 623 - Roseville Area Schools**
1251 West County Road B2, Roseville, MN 55113

Customer's Authorized Signer: **Shari Thompson**
Director of Business Services

Customer's Authorized Representative: **Todd Lieser**
651-635-1649

Seller/Installer: **Ideal Energies, LLC**
Chris Psihos t. (612)928-5008
chris.psihos@idealenergies.com
8318 Pillsbury Avenue South Bloomington, MN 55420

Project Electrician: **Green² Electric, LLC** License **EA791017**
Robert Buskirk & Russell Goetze Master Electricians
t. (612)928-5008 f: (612)928-5009
8318 Pillsbury Avenue South Bloomington, MN 55420

SCHEDULE C

Seller's Scope of Work

A. Design Scope

1. Seller will prepare structural and electrical Design Documents describing the Project.
2. Seller will comply with all building codes and, as necessary, obtain any code variances.
3. Seller will ensure that the Energy System installation meets then current National Electrical Code requirements.
4. Seller will apply for all permits, and complete inspections to close such permits after Substantial Completion.
5. Seller will prepare all documentation required by Utility for Customer to interconnect the Energy System with Utility's electrical grid at the interconnection point.
6. Seller will prepare all documentation required by Utility for Customer to apply for interconnection.

B. Installation

1. Seller will furnish and install all required material or equipment for a complete installation.
2. Seller will connect the Energy System to Customer's electric panel.
3. Seller will commission and test the Energy System after installation.
4. Electrical interconnections will be performed by licensed electricians.
5. Except as provided in the Purchase Agreement, the Parties agree that Seller will not be liable for any indirect or consequential losses incurred by Customer as a result of the Energy System installation. Such losses may result from disruption of operations, interruption of electrical service, suspension of mechanical services and other interruptions reasonably related to standard Energy System installation of the size and type contemplated by the Project.

C. Safety

1. Seller will adhere to all current safety laws including without limitation federal, state and local safety regulations.
2. Seller's workers will conform to standard OSHA safety practices and procedures during installation.

D. General

1. Seller will provide all required design, engineering, construction, administration and management services necessary to complete the Project.
2. Seller will provide to Customer copies of all operating and maintenance manuals and third-party warranties.

SCHEDULE E

Utility Insurance Requirements for Solar Equipment

Please call your insurance company and let them know you are installing solar equipment and need to insure it. If your insurance company has any questions about the equipment, the installation or the below, please have them contact **Wendy Vorasane** of iDEAL Energies at **612.928.5008**.

Please have a copy of the completed Insurance Checklist with a copy of your policy emailed to wendy.vorasane@idealenergies.com.

1. Have your insurance provider complete the Insurance Checklist.
2. Have them provide an endorsement naming the following as an additional insured:
Northern States Power Company, A Minnesota Company, 414 Nicollet Mall, Minneapolis, MN 55401
3. Make sure the physical address listed on your policy matches the physical address at the Site where the Energy System is installed.

Please see the Utility's Insurance Checklist and the Distributed Energy insurance requirements on the following page.

Application

Minnesota

Clear form



Insurance Checklist Form for Minnesota DER Applications

1. Identify by legal name of interconnection customer/garden and application number of the project that is the subject of this insurance review:

2. Identify by legal name and application number any additional DER projects also covered by the insurance indicated below:

3. Has the insurance policy described below been the subject of a prior insurance review as part of this program?

	Insurance Requirement — need to provide copy of policies and declaration page.	Where applicable, indicate page number, paragraph number, where this is shown.
1.	The insurance needs to be from an insurance company rated B+ or better by "Best" (Section 10, sheet 202, 5.10.1).	<input type="text"/>
2.	Show that the entity which has signed the Interconnection Agreement (Interconnection Customer) is a Named Insured on the policy.	<input type="text"/>
3.	Show whether, or not, a Project needs to be specifically identified in the Insurance Policy in order to be covered by the insurance. If there is such a requirement, show that the Project is identified in the Insurance Policy.	<input type="text"/>
4.	General Liability insurance must have the following limits: \$1,000,000 (for systems >40 kW AC and ≤250 kW AC) or \$2,000,000 (for systems above 250 kW AC) for each occurrence for each generation system in each interconnection agreement (Section 10, sheet 202, 5.10.1) This means that each project must have insurance in this amount. Please identify projects covered by this policy.	<input type="text"/>
5.	Includes coverage against claims for damages resulting from (i) bodily injury, including wrongful death; and (ii) property damage arising out of the Interconnection Customer's ownership and/or operating of the Generation System under the interconnection agreement (Section 10, sheet 202, 5.10.1).	<input type="text"/>
6.	Includes "Northern States Power Company, a Minnesota Company" as an additional insured (Section 10, sheet 202, 5.10.2).	<input type="text"/>
7.	Contains a severability of interest, separation of insureds, or cross-liability clause (Section 10, sheet 202, 5.10.2.)	<input type="text"/>
8.	Provides that Northern States Power Company shall not by reason of its inclusion as an additional insured incur liability to the insurance carrier for the payment of premium for such insurance (Section 10, sheet 202, 5.10.2).	<input type="text"/>
9.	Provides for twenty (20) calendar days' written notice to Northern States Power Company prior to cancellation, termination, alteration, or material change of such insurance (Section 10, sheet 202, 5.10.2).	<input type="text"/>
10.	Insurance states that coverage provided is primary and is not excess to or contributing with any insurance or self-insurance maintained by Northern States Power Company (Section 10, sheet 202, 5.10.5).	<input type="text"/>
11.	We need to be provided with a copy of the entire insurance policy, including all endorsements. (Section 10, sheet 202, 5.10.4).	<input type="text"/>

SCHEDULE F

Seller's Warranties

Engineering and Design Services Warranty Seller warrants that it will perform the engineering and design services in a professional and workmanlike manner using the degree of care, skill, prudence, judgment and diligence that a reasonable, qualified and competent provider of similar services would exercise. Except as otherwise provided herein, for a period beginning on the Substantial Completion Date and ending five years later (the "**Warranty Period**"), if it is shown that there was an error in such engineering and design services as a result of Seller's failure to meet those standards, and if Customer properly notifies Seller within the Warranty Period, Seller will, at its own expense and at no cost to Customer, re-perform such services to remedy such error within a reasonable timeframe.

Installation Services Warranty Seller warrants that it will perform the installation services in a professional and workmanlike manner using the degree of care, skill, prudence, judgment and diligence that a reasonable, qualified and competent provider of similar services would exercise. Except as otherwise provided herein, if during the Warranty Period it is shown that there was an error in such installation services as a result of Seller's failure to meet those standards, and if Customer properly notifies Seller within the Warranty Period, Seller will, at its own expense and at no cost to Customer, re-perform such services to remedy such error within a reasonable timeframe.

Limited System Components Warranty Seller warrants that the System Components will be new and not physically damaged by Seller at the time of Substantial Completion. If Customer notifies Seller within the Warranty Period that any System Components were not new or were, at that time, physically damaged by Seller at the time of Substantial Completion, Seller will replace such System Components within a reasonable timeframe with System Components that are new and undamaged.

Roof Warranty Except as otherwise provided herein, if during the Warranty Period it is shown that the roof leaks solely as a result of Seller's installation of the Energy System, and if Customer properly notifies Seller within the Warranty Period, Seller will, at its own expense and at no cost to Customer, promptly repair the roof so that it does not leak; provided that such leaking is not due to normal wear and tear.

Limitation on Warranties The above warranties do NOT cover damage, malfunctions or services failures to the extent caused by:

1. Failure to follow any applicable operations or maintenance manual or any other maintenance instructions provided by Seller or the manufacturer of the System Components, or failure to properly maintain or operate the Energy System;
2. Repair, modification, maintenance, movement or relocation of the Energy System or the System Components by someone other than a service technician approved by Seller or the manufacturer of the System Components;
3. Attachment or connection to the Energy System of any equipment not supplied by Seller, or the use of the Energy System for a purpose for which the Project was not intended;
4. Abuse, misuse or acts of Customer or any third person (other than Seller or its employees or agents), including intentional damage, theft or vandalism; or
5. Damage or deteriorated performance of the Energy System or Site caused by electrical surges, building settling, building component failure, work done on the building or adjacent structures, use of machinery or vehicle in the area, winds in excess of the system design rating, lightning, fire, flood, extreme weather conditions, pests, tornadoes, hurricanes, hail, storms, explosions, earthquakes, ground subsidence, falling debris, force majeure (as described in Section 16.g. of the Purchase Agreement) accidental breakages (not caused by Seller or its employees or agents), normal wear and tear, and other events or accidents outside the reasonable control of Seller.

Customer's Right to Remedy In the event that Seller fails to timely remedy any breach of warranty under this **Schedule F** or such breach threatens imminent harm to Customer or its property, Customer shall have the right to employ any reasonable means necessary to remedy such breach, and Seller shall reimburse Customer for all reasonable and necessary expenses incurred by Customer in carrying out such remedy.

Facility Lease Agreement

144.320 kW DC JinkoJKM410M Solar Panels with 100.00 kW AC SolarEdge SE100k480V(1) Inverter(s), SolarEdge P960 Power Optimizers & Unirac, PanelClaw (or equivalent) Ballasted Racking

Customer	ISD 623 - Roseville Area Schools
Site	1929 Edgerton Street, Maplewood, MN 55117
Xcel Premise #	303243670

Xcel Photovoltaic Credit Rider Tariff

This **FACILITY LEASE AGREEMENT** ("**Agreement**"), dated **October 20, 2022** ("**Effective Date**") is between **iDEAL Energies Solar Leasing, LLC**, a Minnesota limited liability company, whose principal place of business is located at **8318 Pillsbury Avenue South Bloomington, MN 55420** ("**Tenant**"), and **ISD 623 - Roseville Area Schools**, a **Minnesota Public School**, whose principal place of business is located at **1251 West County Road B2, Roseville, MN 55113** ("**Customer**"). Tenant and Customer are sometimes also referred to in this Agreement jointly as "**Parties**", or individually as a "**Party**".

RECITALS

- A. Customer is the owner or lessee of that certain Site located at **1929 Edgerton Street, Maplewood, MN 55117** presently used as an **Edgerton Elementary** ("**Site**");
- B. Tenant desires to lease from Customer, and Customer desires and is authorized to lease to Tenant, subject to the terms and conditions of this Agreement, a portion of the Site for the construction, operation and maintenance of a photovoltaic solar electric system ("**Energy System**") as further described in that certain Purchase Agreement between Customer and Ideal Energies, LLC ("**Seller**") of even date herewith ("**Purchase Agreement**");
- C. Customer will be the legal owner of the Energy System upon purchase from Seller, and Customer desires to lease the same to Tenant subject to the terms and conditions of this Agreement;
- D. Tenant and Customer will, in connection with this Agreement, enter into a Power Purchase Agreement ("**Power Purchase Agreement**") pursuant to which Tenant will sell power generated by the Energy System to Customer;
- E. The Project may be eligible to receive an investment tax credit from the U.S. Treasury, pursuant to Section 48 of the IRS Code ("**Tax Credit**"). The Tax Credit is worth **30%** of the Project's eligible costs ("**Projected Tax Credit**"). For federal tax purposes, Customer and Tenant will treat this Agreement as a transfer of the ownership of the Energy System from Customer to Tenant. The eligible cost basis for the Tax Credit may differ from the Installation Cost; and
- F. Any capitalized term not defined herein shall have the meaning given to it in the Purchase Agreement, unless otherwise stated.

AGREEMENT

NOW, THEREFORE, in consideration of the foregoing Recitals, the mutual promises of the Parties hereto and for other good and valuable consideration, the receipt and

sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. **Contingency.** The Parties' performance under this Agreement is contingent on Substantial Completion occurring for the Project in accordance with the terms of the Purchase Agreement.
2. **Lease of Energy System and Leased Space.** Customer hereby leases to Tenant, and Tenant hereby leases from Customer the following: (a) the Energy System, and (b) all roof/ground space required for the installation and operation of the Energy System on the Site ("**Leased Space**") as generally prescribed on the Plan View Drawing included herewith as **Schedule A**, including rights to place wiring to the point of interconnection. The Energy System and the Leased Space together constitute the leased property ("**Leased Property**"). The Plan View Drawing provided to Customer by Seller in its Operations Manual after Substantial Completion occurs is hereby incorporated into **Schedule A** of this Agreement by reference.
3. **System Payments, Tax Ownership.**
 - a. **Installation Cost Payment.** Tenant hereby assumes in full and agrees to pay Customer's Installation Cost within 15 days after the Substantial Completion Date, as defined in the Purchase Agreement.
 - b. **Transfer of Tax Ownership.** The Parties shall treat the Energy System as having been sold to Tenant for federal tax purposes in consideration of the payment(s) made under Section 3.a above.
4. **Access to Leased Space.** Customer grants to Tenant the right to access the Leased Space via reasonable route(s) over and across the Site upon reasonable prior notice to Customer. Customer will cooperate with Tenant to access the electrical meter or any other part of the Energy System, if not located within the Leased Property.
5. **Permitted Use of Leased Space.** During the Term (as defined below), Tenant shall have the exclusive right to use the Leased Space for the construction, installation, operation, maintenance, repair, replacement, relocation, reconfiguration, removal, alteration, modification, improvement, use and enjoyment of the Energy System (and other necessary and incidental uses for the operation of the Energy System) to fulfill Tenant's obligations under this Agreement and the Power Purchase Agreement ("**Permitted Uses**"). Tenant may not erect any other facilities or use any other equipment on the Leased Space that is not expressly permitted under the terms of this Agreement without first obtaining Customer's written consent, which consent shall not be unreasonably withheld, delayed or conditioned provided the other facilities or equipment are related to the operation of the Energy System and are not likely, in Customer's

reasonable opinion, to damage the Site or materially interfere with Customer's business.

6. **Term.** The term of this Agreement shall begin on the Substantial Completion Date and shall terminate on the 20th anniversary thereafter ("**Term**").
 7. **Rent of Leased Space.** Beginning on the first anniversary of the Substantial Completion and continuing on each and every anniversary thereof throughout the Term, Tenant shall pay to Customer rent for the Leased Space. Such rent shall be **\$90.00** per year ("**Leased Space Rent**").
 8. **Rent of Energy System.** Beginning on the first anniversary of the Substantial Completion and continuing on each and every anniversary thereof throughout the Term, Tenant shall pay to Customer rent for the Energy System. Such rent shall be **\$10.00** per year ("**Energy System Rent**").
 9. **Holdover.** If Tenant holds over its tenancy after expiration of the Term, such tenancy shall be month-to-month subject to the terms and conditions of this Agreement. Either Party may terminate such month-to-month tenancy at any time upon the giving to the other Party no less than thirty (30) days written notice.
 10. **Operating Permits.** Tenant shall, at its sole expense, maintain in full force and effect all certificates, permits and other approvals ("**Operating Permits**") required by any federal, state or local authorities having jurisdiction over Tenant or the Leased Property.
 11. **Energy System Title and Condition on Facility Lease Termination.** The Parties agree that legal title to any and all fixtures, equipment, improvements or personal property of whatsoever nature at any time constructed or placed on or affixed to the Leased Space by Tenant, including without limitation the Energy System and its System Components, shall be and remain with Customer, as the Energy System owner. Tenant shall leave the Energy System at the end of this Agreement in substantially the same condition as existed on the Substantial Completion Date plus any improvements, ordinary wear and tear and casualty damage excepted.
 12. **Energy System Operation and Maintenance.**
 - a. **Energy System Operation & Maintenance Services.** At Tenant's expense, Tenant will monitor the Energy System's performance and keep and maintain the Energy System in good condition and repair in accordance with the Maintenance Services provided in **Schedule B**; *provided, however*, the Parties acknowledge **Schedule B** is a guideline, to which strict adherence is not expected by the Parties ("**Maintenance Services**"). Customer is solely responsible for pursuing any available warranties on System Components against the manufacturer(s) at its own expense, and may look only to such manufacturer, and not to Tenant, for any warranty with respect thereto. Tenant will assist Customer in resolving any warranties relating to System Components as described in **Schedule B**. Tenant shall prevent any liens from attaching to the Leased Space or the Site resulting from its maintenance activities, and shall defend, indemnify, and hold Customer harmless from the same. In the event Seller fails to meet such obligation, Customer may discharge, satisfy, or settle such liens and Tenant shall, within thirty (30) days of a written request by Customer, reimburse Customer for all costs and expenses incurred by Customer, including but not limited to attorneys' fees.
 - b. **Energy System Casualty.** In the case of casualty to the Energy System, Tenant agrees to repair the Energy System with insurance proceeds described in Section 16.a. Customer shall cause said proceeds to be provided to Tenant to make the repairs caused by the casualty. Tenant shall repair, at Tenant's expense, any damage to the Leased Space that results from the Tenant's repair, reconfiguration, alteration, modification or replacement of the Energy System.
13. **Customer's Repair of Leased Space During Term.** Customer shall have the right at any time to access the Leased Space to inspect, maintain, replace or repair items and components thereof, excluding the Energy System. ("**Customer Maintenance**"). Customer shall provide thirty (30) days prior notice of any scheduled Customer Maintenance, except in the case of an emergency, Customer shall give notice as soon as practicable. Customer, at its own cost, will perform Customer Maintenance, and use Seller or another third party approved by Tenant to perform services required to be performed to the Energy System during Customer Maintenance (Tenant's approval of third parties will not be unreasonably withheld). Customer Maintenance will be performed at Tenant's expense to the extent the Customer Maintenance was required as a result of damage to the Leased Space caused by Tenant.
 14. **Utilities / Taxes.** After Substantial Completion Date, Tenant shall pay all taxes and assessments levied upon the Energy System and other personal property located and/or installed on the Site by Tenant that are related and attributed to consideration paid to Customer by Tenant for the Leased Space and the lease of the Energy System.
 15. **Interference.**
 - a. **Interference by Tenant.** Tenant shall operate the Energy System in a manner that will not unreasonably interfere with any existing operations or equipment located, operated or owned by Customer or any other permitted occupants as of the date of this Agreement. All operations by Tenant shall be lawful and in material compliance with all regulations and requirements of the Minnesota Public Utilities Commission, as well as any other applicable state, federal or local regulations and requirements and any applicable agreements with, or tariffs of, the local utility.
 - b. **Interference by Customer.** Following installation of the Energy System, Customer shall not cause or permit any other persons or parties to, install equipment or facilities or construct or allow any construction of a structure or structures ("**New Construction**") near the Leased Space if such New Construction would interfere with the Energy System or its performance. Customer shall not move, modify, remove, adjust, alter, change, replace, reconfigure or operate the Energy System or any part of it during the term of the Agreement without prior written direction or approval of Tenant, except if there is an occurrence reasonably deemed by Customer to be a bona fide emergency, in which case Customer will immediately notify Tenant of such emergency and Customer's proposed actions. Customer shall be responsible for,

and promptly notify Tenant, of any damage to the Energy System caused by the Customer or its employees, invitees or agents, and shall promptly pay Tenant the costs to repair such damage to the Energy System, and Power Payments (as defined in the Power Purchase Agreement) due to Tenant.

16. Insurance.

a. General Liability and Property Insurance.

Customer shall (i) keep the Energy System insured against loss by fire, theft, hail and wind (ii) at all times shall insure the Energy System at an amount equal to its replacement cost and (iii) will provide Tenant with a certificate of insurance that names Tenant as an additional insured and loss payee as further described in **Schedule C**. Customer shall also secure and maintain adequate comprehensive general liability insurance against liability related to the Energy System. Customer shall provide Tenant with evidence of having acquired such insurance coverages prior to the Substantial Completion Date and on an annual basis thereafter. The loss, injury or destruction of the Energy System shall not release Customer from payment as provided in this Agreement. Any insurance policies obtained by Customer shall provide that such policy of insurance cannot be terminated or cancelled by the insurer without thirty (30) days prior written notice to Tenant. Customer is responsible for any deductibles due under the insurance policies for casualties and will pay Tenant said deductible along with insurance proceeds received to repair the Energy System, and Tenant's lost Power Payments due to Tenant. Customer's failure or refusal to repair and recommitment an Energy System following a loss shall constitute a breach of this Agreement.

b. Workers' Compensation Insurance and Employers' Liability Insurance.

In accordance with Minnesota state law, Tenant shall maintain in force workers' compensation insurance for all of its employees. Tenant shall also maintain employer's liability coverage in an amount of not less than One Million Dollars (\$1,000,000.00) per accident. Tenant shall also secure and maintain adequate comprehensive general liability insurance against liability related to the Leased Property. Upon request, Tenant will provide Customer with a certificate of insurance.

17. Indemnification.

a. Tenant shall indemnify and hold harmless Customer and its officers, directors, members, consultants, representatives, agents, employees and affiliates (each a "**Tenant Indemnified Party**") against any damages, liabilities, losses, costs and expenses, including reasonable attorney fees and costs (collectively, "**Damages**") incurred or suffered by any of them in any way arising out of, relating to, or in connection with (i) any breach of this Agreement by Tenant, or (ii) gross negligence or willful misconduct of Tenant or its employees or agents in connection with the transactions contemplated by this Agreement.

b. Tenant shall indemnify Customer from any mechanic's, materialman's, or other lien with respect to the Site or the Leased Property to the extent such lien is attributable to Tenant's failure to pay the

Installation Cost or other costs incurred in the performance of Tenant's obligations for maintenance and repair of the Energy System.

c. To the extent permitted by law, Customer shall indemnify and hold harmless Tenant and its officers, directors, members, consultants, representatives, agents, employees and affiliates (each a "**Customer Indemnified Party**") against any Damages incurred or suffered by any of them in any way arising out of, relating to, or in connection with (i) any breach of this Agreement by Customer, or (ii) gross negligence or willful misconduct of Customer or its employees or agents in connection with the transactions contemplated by this Agreement.

d. A Customer Indemnified Party or Tenant Indemnified Party claiming indemnification or Damages hereunder must give each Party prompt notice of the relevant claim and each Party agrees to cooperate with each other Party, at its own expense, in the defense of such claim. Notwithstanding the foregoing, any Party from whom indemnification or Damages are sought, shall control the defense and settlement of such claim; provided however that such Party shall not agree to any settlement that materially adversely affects the other Party without the prior written consent of such Party, which approval shall not be unreasonably withheld. Without limiting or diminishing the foregoing, any Party may, at its option and its own expense, participate in the defense of any such claim with legal counsel of its own choice.

18. Incentive. The Incentive, as defined in the Purchase Agreement, (the "**Incentive**") is irrevocably assigned to Tenant as additional consideration and will be treated by Tenant as a fee earned for its services. In the event the actual Production Incentive (defined in the Purchase Agreement) received is greater or less than the expected Production Incentive, there will be no adjustment to the terms of this Agreement or the Power Purchase Agreement, and each Party waives its right to recover any surplus or deficiency from the other Party. In the event the actual Upfront Incentive (defined in the Purchase Agreement) received is less than the expected Upfront Incentive, or the Installation Cost (defined in Purchase Agreement) includes Optional Services (defined in Purchase Agreement) provided by Seller, the Power Purchase Agreement's Schedule A will be adjusted pro-rata so that Tenant recovers any deficit. Any payments received directly by the Customer will be deposited in their account and paid to Tenant via cash or check within ten days of Customer's receipt. Customer will reimburse Tenant for any lost Production Incentive resulting from the Energy System being non-operational during Customer's Maintenance, excluding any downtime resulting from damage to the Leased Space caused by the Energy System.

19. Miscellaneous.

a. Relationship of the Parties. The Parties shall for all purposes be considered independent contractors with respect to each other, and neither shall be considered an employee, employer, agent, principal, partner or joint venturer of the other.

b. Entire Agreement. This Agreement and all schedules, exhibits and attachments hereto, together with any agreement reference herein, constitute the entire agreement and understanding of the Parties

relative to the subject matter hereof. The Parties have not relied upon any promises, representations, warranties, agreements, covenants or undertakings, other than those expressly set forth or referred to herein. This Agreement replaces and supersedes any and all prior oral or written agreements, representations and discussions relating to such subject matter.

- c. **Survival of Representations.** All representations, warranties, covenants and agreements of the Parties contained in this Agreement, or in any instrument, certificate, exhibit or other writing provided for in it, shall survive the execution of this Agreement and the consummation of the transactions contemplated herein.
- d. **Amendment.** This Agreement may be amended or modified only by a writing executed by the Parties to this Agreement. No custom or practice of the Parties at variance with the terms hereof shall have any effect.
- e. **Notices.** All notices to be given under this Agreement shall be in writing and shall be effectively given upon personal delivery, facsimile or email transmission (with confirmation of receipt), delivery by overnight delivery service or three days following deposit in the United States Mail (certified or registered mail, postage prepaid, return receipt requested).
- f. **No Delay.** No delay or failure on the part of any Party hereto to exercise any right, power or privilege hereunder shall operate as a waiver thereof.
- g. **Force Majeure.** Neither Party will be liable to the other Party for any delay, error, failure in performance or interruption of performance resulting from causes beyond its reasonable control, including without limitation fires, flood, accidents, explosions, sabotage, strikes or other labor disturbances, civil commotion, riots, invasions, wars, acts of God, acts of government, terrorism, delayed governmental process, international tariffs, inability to timely obtain a permit, inability to timely receive interconnection approval or response from Utility, inability to obtain sufficient qualified labor, or any cause (whether similar or dissimilar to the foregoing) beyond the reasonable control of the Party.
- h. **Governing Law / Venue.** This Agreement shall be governed by and construed in accordance with the laws of the state of Minnesota without regard to its conflict of laws principals. Any lawsuit brought in connection with this Agreement shall be brought only in a court of general jurisdiction in Hennepin County, Minnesota.
- i. **Severability.** The provisions of this Agreement are severable. If any part of this Agreement is rendered void, invalid or unenforceable, such rendering shall not affect the validity and enforceability of the remainder of this Agreement.
- j. **Successors and Assigns.** This Agreement shall be binding upon and inure to the benefit of the Parties and their respective successors and permitted assigns. Neither Party shall assign this Agreement, or any portion thereof, without the prior written consent of the other Party. Any other attempted assignment or transfer without prior written consent of

the other Party shall be of no force or effect. As to any permitted assignment: (i) reasonable prior notice of any such assignment shall be given to the other Party; and (ii) any assignee shall expressly assume the assignor's obligations hereunder, unless otherwise agreed to by the other Party in writing. Notwithstanding the foregoing, as may be required for Tenant to avoid being classified as a Public Utility under Minnesota Statutes Chapter 216B.02, Subd. 4., or to leverage tax benefits as tax owner or to obtain financing, Tenant may, at its sole discretion, assign and/or sublease all or part of its interest under this Agreement to a controlled affiliate of Seller or Tenant, or assign this Agreement in connection with any sale or pledge of any or all of its assets to a third party or bank.

- k. **UCC Terms.** All terms in this Agreement that are defined in the Minnesota Uniform Commercial Code, as amended from time to time ("**UCC**") shall have the meanings set forth in the UCC and such meanings will automatically change at the time that any amendment to the UCC, which changes such meanings, becomes effective.
- l. **Definitions.** Any capitalized term not defined herein shall have the meaning given to it in the Purchase Agreement, unless otherwise stated.
- m. **Marketing and Promotion.** Tenant shall not use Customer's name, image or likeness in connection with advertising and promoting the Project or the Energy System without Customer's approval, which shall not be unreasonably withheld.
- n. **Subordination to Utility Agreements.** No portion of this Agreement is intended to conflict with any Utility Agreements to which Seller, Tenant, Customer or Customer's tenants (if any) are a party. In the case of a conflict between the terms or conditions of this Agreement and the Utility Agreements, the terms and conditions of the Utility Agreements shall control. Utility, or its successors and assigns, is a third-party beneficiary of the provision of this paragraph. Nothing in this Agreement shall prevent Utility, from fully enforcing the terms and conditions of the Utility Agreements.
- o. **Data Practices.** Tenant considers the information contained in this Agreement related to the programs, methods, techniques and processes utilized by Tenant to offer and implement the Energy System to be trade secret information of Tenant as defined in the Minnesota Government Data Practices Act Ch. 13 .37 Subd. 1 (b) GENERAL NONPUBLIC DATA. Subject to the requirements of the Minnesota Data Practices Act, in no event shall this information be shared or disclosed with any person or third party without the prior written approval of Tenant.

The Parties hereto have caused this Agreement to be duly signed in their respective names as of the Effective Date.

Trade Secret

Tenant
iDEAL Energies Solar Leasing, LLC

Customer:
ISD 623 - Roseville Area Schools

By: _____
Rich Ragatz, its Vice President

By: _____
Shari Thompson, its Director of Business Services

Dated: _____

Dated: _____

SCHEDULE A
Site Plan

Plan View Drawing indicating the final location of the Energy System on the Leased Space and the point of interconnection of the Energy System with the electrical system at the Site

[The above document is provided by Seller, and is included in the Owner's Manual that is provided to Customer after Substantial Completion]

SCHEDULE B

Maintenance Services

1. Operation and Maintenance Standard of Care. Tenant will use commercially reasonable efforts to identify, respond to, and complete necessary maintenance and repairs and to operate the Energy System to operate the Energy System in accordance with the Design Documents and manufacturers' Operating Manuals (as described in the Purchase Agreement). Notwithstanding the foregoing, the Parties understand that delays may be caused by multiple reasons including without limitation, delay in the identification of operational issues, troubleshooting issues, warranty replacement, warranty procurement, force majeure, parts availability, parts delivery, crew availability, equipment defects, equipment performance, internet downtime, and similar causes.

2. Maintenance Services. The following Maintenance Services are provided by Tenant at Tenant's sole expense as described in Section 12 of this Agreement:

- A. Weekly performance monitoring via online monitoring system to validate performance of panels and inverters, energy production; benchmark performance vs. similar systems for validation
- B. Identify any defective equipment via on-line monitoring system
- C. Semi-annual site audits of the Energy System performing the following tasks
 - 1. Inspect panels, inverters, and racking for physical damage
 - 2. Clean any debris on or under the solar arrays
 - 3. Ensure labels are intact
 - 4. Check for loose hanging wires, repair as necessary
 - 5. Check electrical connections, tighten/torque as necessary
 - 6. Check for corrosion of electrical enclosures, repair as necessary
- D. Tenant will manage System Component warranty claims on behalf of Customer

3. Fees for parts replaced under manufacturer's warranty. For twelve (12) months after the Substantial Completion Date, Tenant will provide the services described in Section 12a at Tenant's sole expense. Beginning on the thirteenth (13) month, the following fees will be charged to Customer where Tenant removes and reinstalls parts that are available and replaced under the manufacturer's warranty. Inverters will be serviced as soon as possible after identification of a performance issue. After identification of performance issues, Optimizers will be replaced at least quarterly.

- 1. Panel Replacement & Recycling Services - \$150 / each
- 2. Optimizer Replacement Services - \$65 / each
- 3. Inverter Replacement Services
 - o 20 to 50 kW inverter - \$200 / each
 - o 51 to 100 kW inverter - \$400 / each

4. Payment for Services. Payment is due for any services provided by Tenant under Section 3 above net 30 days from Tenant's invoice date.

SCHEDULE C
iDEAL Energies Solar Leasing, LLC
Insurance Requirements for Solar Equipment

Contact your insurance company and let them know you are installing solar equipment and need to insure it. Have them issue a Certificate of Insurance described below as required to comply your Facility Lease Agreement's requirements. If your insurance company has any questions about the equipment, the installation or the below, please have them contact **Wendy Vorasane** of iDEAL Energies at **612.928.5008**.

Please have a copy of the Certificate of Insurance emailed to wendy.vorasane@idealenergies.com.

1. List the following information in the 'Certificate Holder's' box:

iDEAL Energies Solar Leasing, LLC 8318 Pillsbury Avenue South, Bloomington, MN 55420

2. List the following (or equivalent language) in the 'Descriptions of Operations / Locations / Vehicles' box:

iDEAL Energies Solar Leasing, LLC is named as an additional insured and Loss Payee for the Energy System. Should any of the above-described policies be cancelled before the expiration date, 30 days-notice will be sent in accordance with the policy provisions.

Note:

For the purposes of insuring your Energy System, the current replacement cost of the solar equipment is estimated at \$268,600.00.

Power Purchase Agreement

144.320 kW DC JinkoJKM410M Solar Panels with 100.00 kW AC SolarEdge SE100k480V(1) Inverter(s), SolarEdge P960 Power Optimizers & Unirac, PanelClaw (or equivalent) Ballasted Racking

Customer	ISD 623 - Roseville Area Schools
Site	1929 Edgerton Street, Maplewood, MN 55117
Xcel Premise #	303243670

Xcel Photovoltaic Credit Rider Tariff

This **POWER PURCHASE AGREEMENT** (“**Agreement**”), dated **October 20, 2022** (“**Effective Date**”) is between **iDEAL Energies Solar Leasing, LLC**, a Minnesota limited liability company, whose principal place of business is located at **8318 Pillsbury Avenue South Bloomington, MN 55420** (“**Tenant**”), and **ISD 623 - Roseville Area Schools**, a **Minnesota Public School**, whose principal place of business is located at **1251 West County Road B2, Roseville, MN 55113** (“**Customer**”). Tenant and Customer are sometimes also referred to in this Agreement jointly as “**Parties**”, or individually as a “**Party**”.

RECITALS

- A. Tenant leases, operates and maintains Customer's photovoltaic solar electric system (“**Energy System**”) located at the Site, as defined in that certain **Purchase Agreement** between Customer and Ideal Energies, LLC (“**Seller**”) of even date herewith (“**Purchase Agreement**”) pursuant to a Facility Lease Agreement between the Parties of even date herewith (“**Facility Lease Agreement**”);
- B. Tenant desires to sell renewable electric power inclusive of all rights to its available environmental attributes to Customer, and Customer desires to purchase from Tenant all such electricity which is produced by the Energy System;
- C. Customer has or will apply for the Tariff. Contemporaneous or near the Substantial Completion Date for the Energy System, Customer will enter into an agreement(s) (“**Utility Agreement**”, as may be amended) with Utility pursuant to which Customer will interconnect the Energy System to the Utility's grid;
- D. Customer may be eligible to participate in the Utility's Net Metering Program. Under this program, the energy generated from the Energy System is available for use and reduces the total amount of energy that needs to be purchased from the Utility. Under this program, for months where the Energy System produces more kWh than the Site consumes, the Utility will compensate Customer at the applicable rate specified in the Utility Agreements;
- E. Pursuant to the Facility Lease Agreement, for federal tax purposes, Customer and Tenant have transferred of the ownership of the Energy System from Customer to Tenant; and
- F. Any capitalized term not defined herein shall have the meaning given to it in the Purchase Agreement, unless otherwise stated.

NOW, THEREFORE, in consideration of the foregoing Recitals, the mutual promises of the Parties hereto and for other good and valuable consideration, the receipt and sufficiency of which hereby are acknowledged, the Parties agree as follows:

1. **Contingency.** The Parties performance under this Agreement is contingent on Substantial Completion occurring for the Project in accordance with the terms of the Purchase Agreement.
2. **Power Purchase.** Tenant shall deliver all power generated from the Energy System to Customer at the point of interconnection shown on Schedule A of the Facility Lease Agreement.
 - a. **Power Payments.** Customer will pay Tenant for all the power generated from the Energy System and delivered to the interconnection point by making the payments specified in **Schedule A** (“**Power Payments**”), as may be amended pursuant to Section 18 of the Facility Lease.
 - b. **Access to Data.** Customer agrees to provide Tenant with online access to its monthly utility bills and available data downloads from Utility that are permitted to be provided to third parties.
 - c. **Payment Remittance / Sales Tax.** The Power Payments are due monthly beginning on the first day of the first month following the Substantial Completion Date and continuing each month until expiration of the Term (as defined below) of this Agreement. Power Payments do not include any sales tax. Sales tax will be added to the Power Payments based on Customer's applicable sales tax rate. Customer will remit and mail payments to Tenant, or its assignee, to the address below:

iDEAL Energies Solar Leasing, LLC
8318 Pillsbury Avenue South
Bloomington, MN 55420
3. **Ownership of Renewable Energy Credits.** If required by the Utility Agreements or Incentive program, Customer will convey to the Utility all Renewable Energy Credits (“**RECs**”) generated by the Energy System for the term specified in the Utility Agreements. Subject to any required assignment to the Utility, Customer owns all RECs. For purposes of this Agreement, RECs include all attributes of an environmental or other nature that are created or otherwise arise from the Energy System, including without limitation, tags, certificates or similar projects or rights associated with solar energy as a “green” or “renewable” electric generation resource. RECs shall also include any other environmental attribute intended to be transferred to the Utility under the Utility Agreements.

AGREEMENT

4. **Term.** The term of this Agreement shall begin on the Substantial Completion Date and shall terminate on the 20th anniversary thereafter ("**Term**").
5. **Late Charge / Costs of Collection.** In the event Customer fails to make any Power Payment when due, Customer agrees that Tenant may charge interest at the rate provided in Minnesota Statutes 549.09, subd. 1(c)(1)(i) on a monthly basis on the amount of any Power Payment remaining unpaid more than ten (10) days from the due date until paid in full. In addition, Customer agrees to pay Tenant's attorney's fees and costs of collection, including expert witness fees, whether a lawsuit is commenced or not commenced, and Customer's liability for attorneys' fees and costs of collection, including expert witness fees, extending to any appeals.
6. **Grant of Security Interest.** To secure the payment and performance of all of Customer's liabilities, obligations and covenants under this Agreement or the Facility Lease Agreement, Customer hereby grants to Tenant a continuing security interest in all RECs, in the Energy System, together with all attachments, accessories or replacement parts placed upon the Energy System, and in all proceeds of each of the foregoing. Upon the request of Tenant, Customer shall promptly obtain a subordination agreement in favor of Tenant from any third-party lienholder who may have a lien or security interest in any of the foregoing. Tenant's security interest and other rights under this Section 6 shall be extinguished upon the later of termination of this Agreement and the Facility Lease Agreement and performance of all of Customer's obligations hereunder and thereunder, and Tenant shall execute and file any evidence of such extinguishment reasonably requested by Customer.
7. **Insurance.** Customer shall keep the Energy System insured against loss by fire, theft, hail and wind and such other hazards as required by the Facility Lease Agreement. The loss, injury or destruction of the Energy System shall not release Customer from making all Power Payments.
8. **Events of Default.** Each of the following shall constitute an event of default ("**Event of Default**"):
 - a. Customer shall fail to make any payment to Tenant when due hereunder, Tenant has notified Customer of such failure, and the failure has continued without cure by Customer or written waiver by Tenant for a period of thirty (30) days after the notice of failure;
 - b. Customer shall breach in any material respect any representation, warranty or covenant contained in any Transaction Documents (as defined in the Purchase Agreement), Tenant has notified Customer of the breach, and the breach has continued without cure by Customer or written waiver by Tenant for a period of thirty (30) days after the notice of breach;
 - c. Customer shall cease to do business, become insolvent, make an assignment for the benefit of creditors or file any petition under bankruptcy, reorganization, insolvency or moratorium law, or any other law for the relief of debtors;
 - d. Any involuntary petition shall be filed under any bankruptcy statute against Customer or any receiver, trustee, or similar official shall be appointed to take possession of the properties of Customer unless such petition or appointment ceases to be in effect within thirty (30) days of such filing or appointment;
 - e. The Customer fails to comply with any of its obligations under any of Customer's agreements with the Utility; or
 - f. The Customer's failure or refusal to repair and recommission an Energy System following a casualty loss.
9. **Remedies.**
 - a. If an Event of Default occurs, Tenant may, at its option, exercise any one or more of the following remedies:
 - i. Declare all amounts due or to become due under this Agreement immediately due and payable;
 - ii. Recover any additional damages and expenses sustained by Tenant by reason of the Event of Default;
 - iii. Enforce the security interest granted hereunder, in which event Customer agrees to make the Energy System available to Tenant at a place or places acceptable to Tenant and Tenant shall have the right to take possession of the Energy System without legal process for which purpose Tenant may enter any premises where the Energy System may be found without legal process and without breaching the peace, provided that in such case the fair market value of the Energy System shall offset any amounts due under this Agreement;
 - iv. Retain all payments made by Customer as liquidated damages for the non-performance of this Agreement, for use of the Energy System and for depreciation thereof;
 - v. Exercise any other remedies available under law, including those under Article 9 of the UCC.
 - b. In the event the Energy System is sold, foreclosed on, or repossessed in the manner provided herein or by law and the fair market value of the Energy System as determined by a qualified independent third-party appraiser is not sufficient to pay the amount due under this Agreement, Customer agrees to pay immediately to Tenant such deficiency. In the event the Energy System is sold, foreclosed on, or repossessed in the manner provided herein or by law and the fair market value of the Energy System exceeds the amount that Customer is required to pay Tenant under this Agreement, Tenant agrees to pay immediately to Customer such excess.
 - c. The remedies provided herein shall be cumulative and may be exercised singularly, concurrently or successively with and in addition to all other remedies in law or equity. If either Party fails to perform any of its obligations under this Agreement, the other Party may (but need not) at any time thereafter perform such obligation, and the expenses incurred in connection therewith shall be payable in full by the nonperforming Party upon demand. In addition, the nonperforming Party agrees to pay the other Party's reasonable attorney's fees and costs of collection in pursuing any remedies.
10. **Annual Energy Production Not Guaranteed. THE PARTIES UNDERSTAND AND AGREE THE ANNUAL ENERGY PRODUCTION FROM THE ENERGY SYSTEM MAY VARY FROM ANNUAL**

PROJECTIONS FOR REASONS BEYOND THE PARTIES CONTROL INCLUDING WITHOUT LIMITATION SEASON WEATHER VARIATIONS, ROUTINE AND NON-ROUTINE MAINTENANCE CAUSING DOWNTIME, EQUIPMENT PERFORMANCE, PROCESSING ANY EQUIPMENT WARRANTIES FOR MALFUNCTIONING EQUIPMENT, FORCED MAJEURE, ETC. THE PARTIES UNDERSTAND THAT THE UTILITY BILL CREDITS, [INCENTIVES/RECS], NET METERING CREDITS, AND UTILITY BILL SAVINGS THAT ARE RECOGNIZED BY THE PROJECT WILL VARY WITH UTILITY RATES, THE ENERGY SYSTEM'S ENERGY PRODUCTION, ACTUAL SITE ENERGY DEMAND OR CONSUMPTION PROFILES, OR SIMILAR, AND THAT THE ACTUAL AMOUNTS RECOGNIZED OR RECEIVED BY THE PARTIES WILL VARY ACCORDINGLY. TENANT DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, THAT PRODUCTION WILL MATCH PROJECTIONS, AND CUSTOMER AND TENANT ASSUME THE VARIABILITY OF POTENTIAL OUTCOMES AT THEIR SOLE RISK.

11. **Utility Bill & Net Metering Credits.** The Utility Bill Credits and Net Metering Program (as described in the Purchase Agreement), are owned by, and for the exclusive use of Customer or their tenant. In the event the actual Utility Bill Credits or Net Metering Credits received are greater or less than the expected, there will be no adjustment to the terms of this Agreement, and each Party waives its right to recover any surplus or deficiency from the other Party.
12. **Customer's Maximum Payment Obligation.** Customer's maximum power payment obligation to Tenant under this Agreement is the sum of all the Power Payments listed in Schedule A.
13. **Power Payment Production Adjustment.** Except where the reimbursement due under this Section is caused by Customer's breach of this Agreement, or the Energy System being non-operational during Energy System replacement or periods of Customer's Maintenance performed in accordance with Sections 12(b) or 13 of the Facility Lease Agreement, if the Energy System does not produce at least 900 kWh per KW DC of nameplate capacity in any twelve month period on a calendar year basis, Tenant will reimburse Customer within sixty (60) days after the then end of that calendar year as follows:
 - a. Total payments made over a calendar year * (1 - (actual kWh/kWDC / 900 kWh/kWDC)).
 - b. For example, an Energy System produces 750 kWh/kWDC nameplate capacity and Power Payments totaling \$1,000.00 are paid during a calendar year. A \$166.67 cash reimbursement will be paid to Customer that is calculated as follows: $\$1,000.00 * (1 - 750/900) = \166.67 .
14. **Miscellaneous.**
 - a. **Relationship of the Parties.** The Parties shall for all purposes be considered independent contractors with respect to each other, and neither shall be considered an employee, employer, agent, principal, partner or joint venturer of the other.
 - b. **Entire Agreement.** This Agreement and all schedules, exhibits and attachments hereto, together with any agreement reference herein, constitute the entire agreement and understanding of the Parties relative to the subject matter hereof. The Parties have not relied upon any promises, representations, warranties, agreements, covenants or undertakings, other than those expressly set forth or referred to herein. This Agreement replaces and supersedes any and all prior oral or written agreements, representations and discussions relating to such subject matter.
 - c. **Survival of Representations.** All representations, warranties, covenants and agreements of the Parties contained in this Agreement, or in any instrument, certificate, exhibit or other writing provided for in it, shall survive the execution of this Agreement and the consummation of the transactions contemplated herein.
 - d. **Amendment.** This Agreement may be amended or modified only by a writing executed by the Parties to this Agreement. No custom or practice of the Parties at variance with the terms hereof shall have any effect.
 - e. **Notices.** All notices to be given under this Agreement shall be in writing and shall be effectively given upon personal delivery, facsimile or email transmission (with confirmation of receipt), delivery by overnight delivery service or three days following deposit in the United States Mail (certified or registered mail, postage prepaid, return receipt requested).
 - f. **No Delay.** No delay or failure on the part of any Party hereto to exercise any right, power or privilege hereunder shall operate as a waiver thereof.
 - g. **Force Majeure.** Neither Party will be liable to the other Party for any delay, error, failure in performance or interruption of performance resulting from causes beyond its reasonable control, including without limitation fires, flood, accidents, explosions, sabotage, strikes or other labor disturbances, civil commotion, riots, invasions, wars, acts of God, acts of government, terrorism, delayed governmental process, international tariffs, inability to timely obtain a permit, inability to timely receive interconnection approval or response from Utility, inability to obtain sufficient qualified labor, or any cause (whether similar or dissimilar to the foregoing) beyond the reasonable control of the Party.
 - h. **Governing Law / Venue.** This Agreement shall be governed by and construed in accordance with the laws of the state of Minnesota without regard to its conflict of laws principals. Any lawsuit brought in connection with this Agreement shall be brought only in a court of general jurisdiction in Hennepin County, Minnesota.
 - i. **Severability.** The provisions of this Agreement are severable. If any part of this Agreement is rendered void, invalid or unenforceable, such rendering shall not affect the validity and enforceability of the remainder of this Agreement.
 - j. **Successors and Assigns.** This Agreement shall be binding upon and inure to the benefit of the Parties and their respective successors and permitted

assigns. Neither Party shall assign this Agreement, or any portion thereof, without the prior written consent of the other Party. Any other attempted assignment or transfer without prior written consent of the other Party shall be of no force or effect. As to any permitted assignment: (i) reasonable prior notice of any such assignment shall be given to the other Party; and (ii) any assignee shall expressly assume the assignor's obligations hereunder, unless otherwise agreed to by the other Party in writing. Notwithstanding the foregoing, as may be required for Tenant to avoid being classified as a Public Utility under Minnesota Statutes Chapter 216B.02, Subd. 4., or to leverage tax benefits as tax owner or to obtain financing, Tenant may, at its sole discretion, assign all or part of its rights under this Agreement to a controlled affiliate of Seller or Tenant, or assign this Agreement in connection with any sale or pledge of any or all of its assets to a third party or bank.

- k. **UCC Terms.** All terms in this Agreement that are defined in the Minnesota Uniform Commercial Code, as amended from time to time ("**UCC**") shall have the meanings set forth in the UCC and such meanings will automatically change at the time that any amendment to the UCC, which changes such meanings, becomes effective.
- l. **Definitions.** Any capitalized term not defined herein shall have the meaning given to it in the Purchase Agreement, unless otherwise stated.
- m. **Marketing and Promotion.** Tenant shall not use Customer's name, image or likeness in connection with advertising and promoting the Project or the Energy System without Customer's approval, which shall not be unreasonably withheld.
- n. **Subordination to Utility Agreements.** No portion of this Agreement is intended to conflict with any Utility Agreements to which Seller, Tenant, Customer or Customer's tenant (if any) are a party. In the case of a conflict between the terms or conditions of this Agreement and the Utility Agreements, the terms and conditions of the Utility Agreements shall control. Utility, or its successors and assigns, is a third-party beneficiary of the provision of this paragraph. Nothing in this Agreement shall prevent Utility, from fully enforcing the terms and conditions of the Utility Agreements.

- o. **Data Practices.** Tenant considers the information contained in this Agreement related to the programs, methods, techniques and processes utilized by Tenant to offer and implement the Energy System to be trade secret information of Tenant as defined in the Minnesota Government Data Practices Act Ch. 13 .37 Subd. 1 (b) GENERAL NONPUBLIC DATA. Subject to the requirements of the Minnesota Government Data Practices Act, in no event shall this information be shared or disclosed with any person or third party without the prior written approval of Tenant.

The Parties hereto have caused this Agreement to be duly signed in their respective names as of the Effective Date.

Tenant
iDEAL Energies Solar Leasing, LLC

By: _____
Rich Ragatz, its Vice President

Dated: _____

Customer:
ISD 623 - Roseville Area Schools

By: _____
Shari Thompson, its Director of Business Services

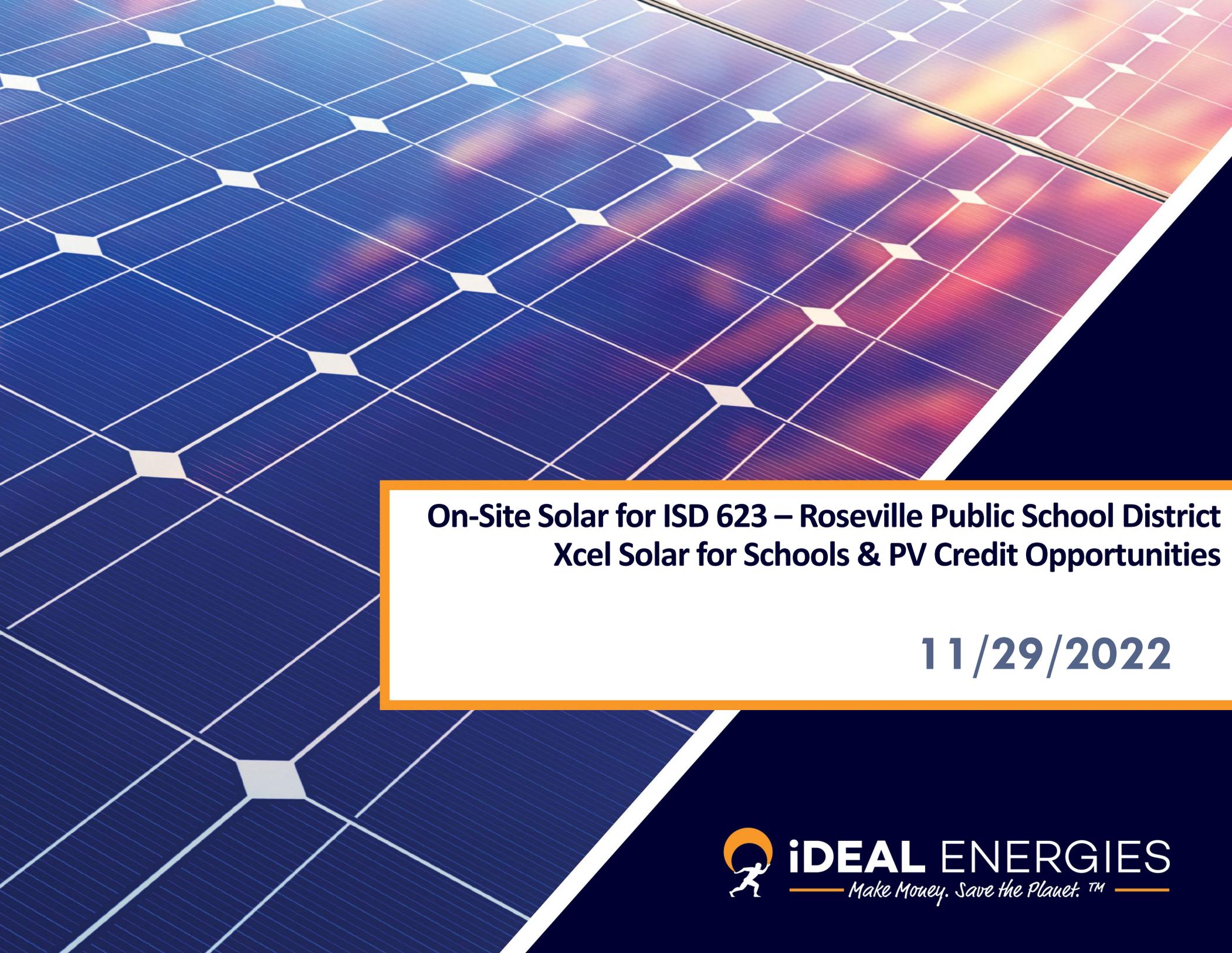
Dated: _____

SCHEDULE A
Power Purchase Payment Schedule

144.320 kW DC JinkoJKM410M Solar Panels with
100.00 kW AC SolarEdge SE100k480V(1) Inverter(s)(s), SolarEdge P960 Power Optimizers &
Unirac, PanelClaw (or equivalent) Ballasted Racking

Xcel Solar*Rewards for Schools Incentive

iDEAL Energies Solar Leasing, LLC		
Year	(Power Purchase Expense)	
	(\$/year)	(\$/month)
1	\$ 8,173.80	\$ 681.15
2	\$ 8,417.64	\$ 701.47
3	\$ 8,668.68	\$ 722.39
4	\$ 8,927.16	\$ 743.93
5	\$ 9,193.44	\$ 766.12
6	\$ 9,467.52	\$ 788.96
7	\$ 9,749.88	\$ 812.49
8	\$ 10,040.76	\$ 836.73
9	\$ 10,340.16	\$ 861.68
10	\$ 10,648.56	\$ 887.38
11	\$ 15,160.08	\$ 1,263.34
12	\$ 15,612.24	\$ 1,301.02
13	\$ 16,077.96	\$ 1,339.83
14	\$ 16,557.48	\$ 1,379.79
15	\$ 17,051.28	\$ 1,420.94
16	\$ 17,559.84	\$ 1,463.32
17	\$ 18,083.52	\$ 1,506.96
18	\$ 18,622.92	\$ 1,551.91
19	\$ 19,178.40	\$ 1,598.20
20	\$ 19,750.32	\$ 1,645.86
21	\$	\$
22	\$	\$
23	\$	\$
24	\$	\$
25	\$	\$
Total	\$ 267,281.64	



**On-Site Solar for ISD 623 – Roseville Public School District
Xcel Solar for Schools & PV Credit Opportunities**

11/29/2022

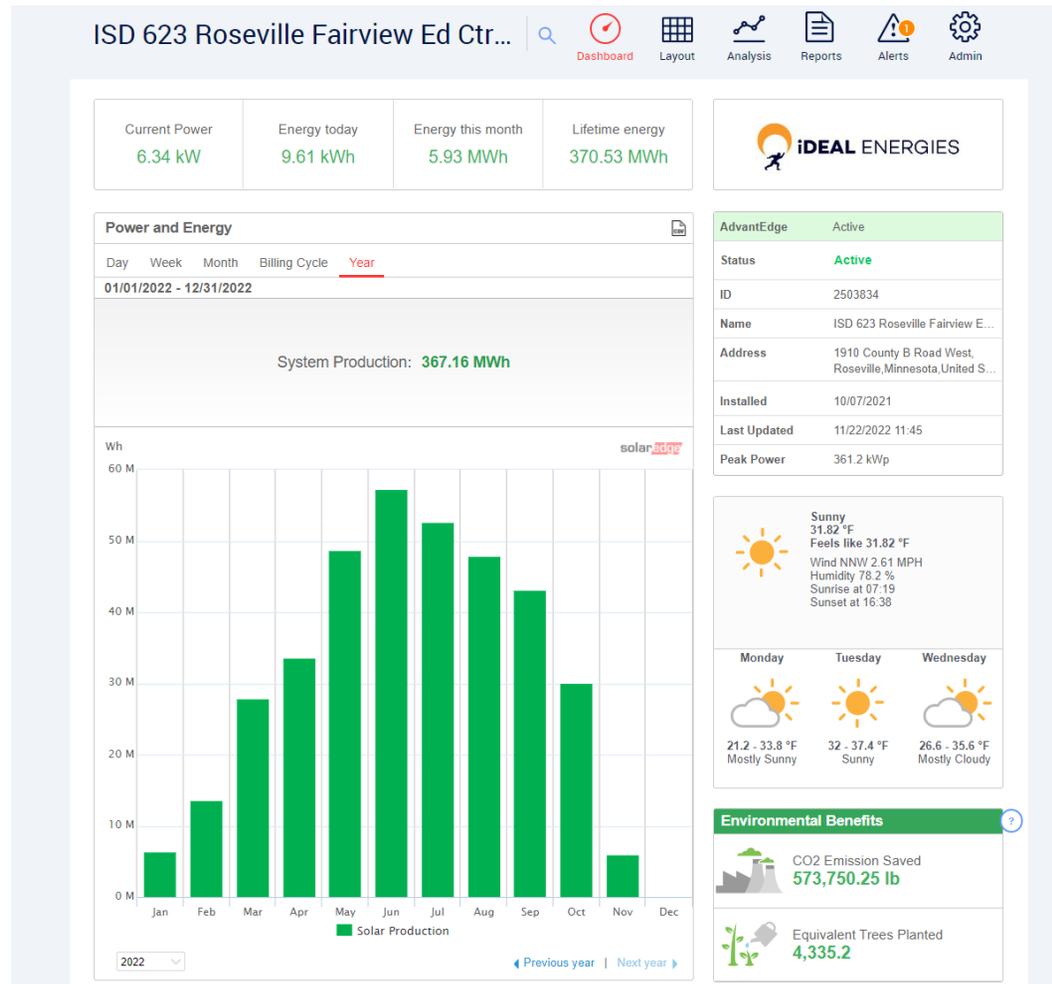
Completed Project Roseville Fairview Community Center



- Ideal completed the installation of this 361.2kW DC solar array on 12/16/21

Completed Project

Roseville Fairview Community Center



- The Solar Array is operated and maintained by Ideal and performing optimally.

Additional Opportunities for ISD 623 Xcel's 2022 Solar for Schools Program

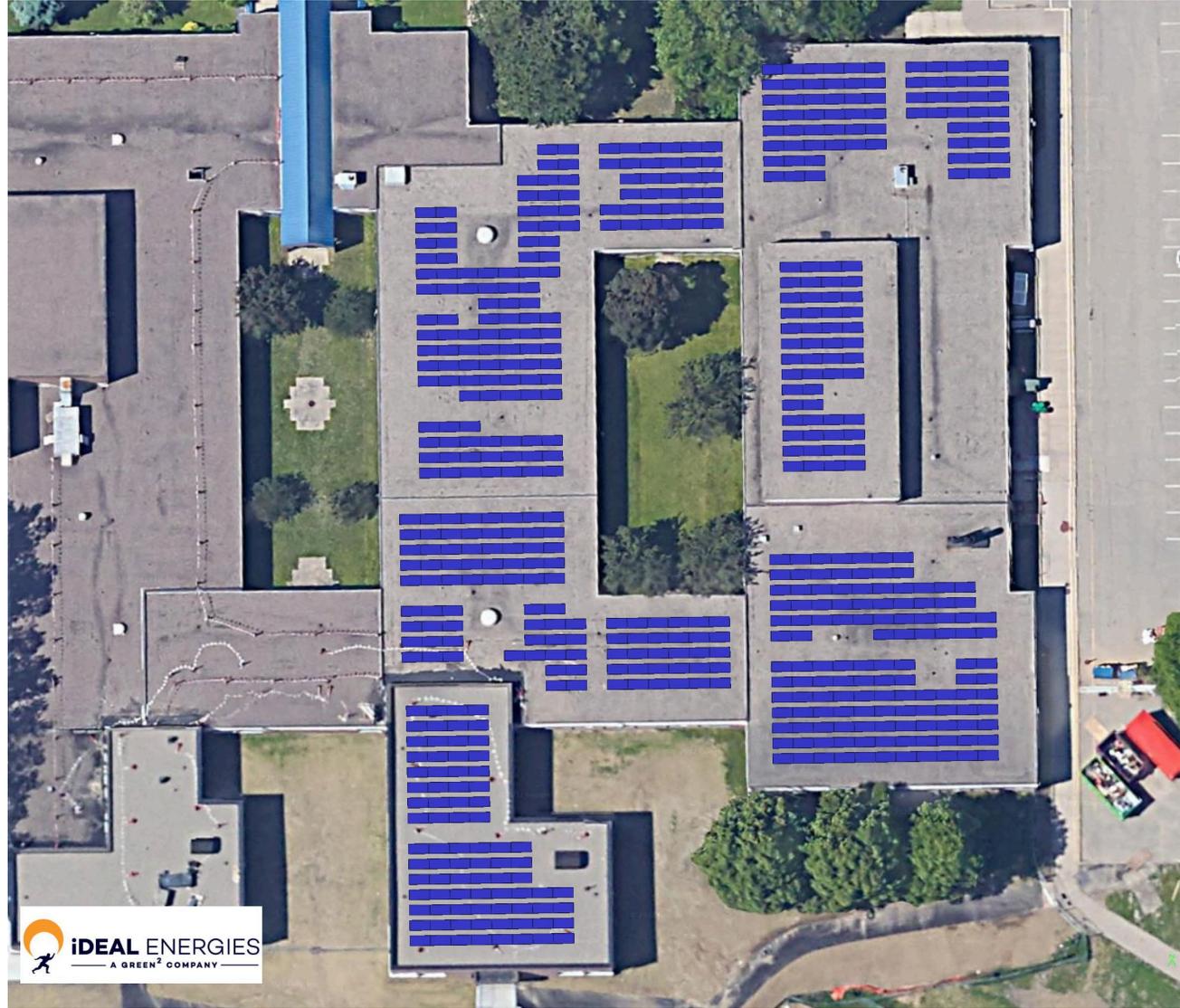
- 2021 legislation that provides financial incentives for schools to install solar arrays that are a maximum size of 1MW AC (~\$800,000 maximum per District)
- SFS Funding benefits **Low Income Qualifying Schools** by providing an upfront cash incentive in **addition** to a ten year production rebate

ISD 623 Low Income Qualifying Schools:

- Little Canada Elementary
 - Edgerton Elementary
 - Harambee Elementary
- Requirements in the Solar for Schools program:
 - An education curriculum
 - Live solar energy monitoring available in a public place

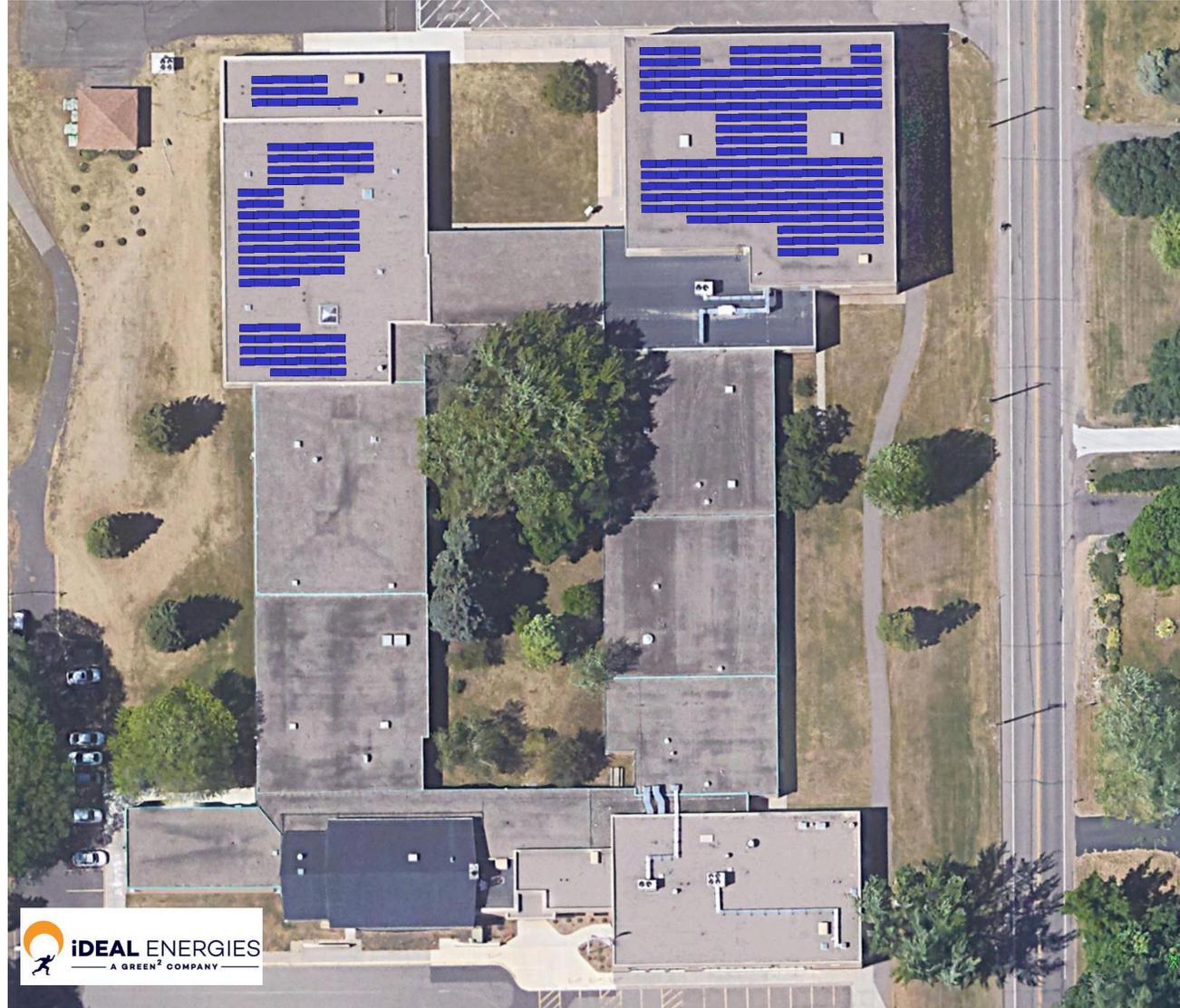
Little Canada Elementary

235kWDC



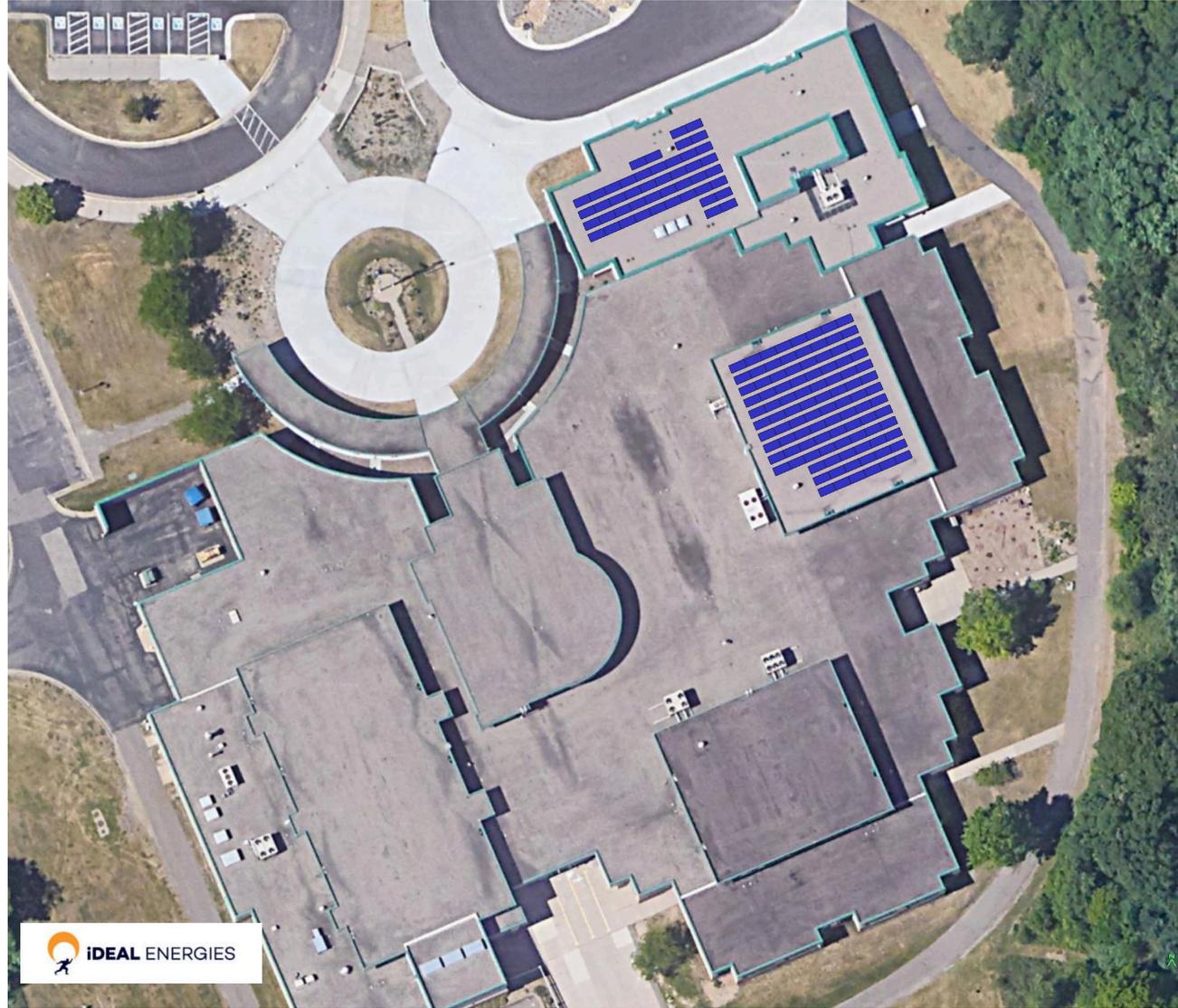
Edgerton Elementary

144kWDC



Harambee Elementary

59kWDC



Solar for Schools Program

Low Income Qualifying Schools Incentives secured for ISD 623

School Name & Installation Address	kWDC	kWAC	SFS Xcel Total Incentive
ISD 623 - Roseville Public School District - Little Canada Elementary - 400 ELI RD	234.93	160	\$277,011
ISD 623 - Roseville Public School District - Edgerton Elementary - 1929 EDGERTON ST	144.32	100	\$199,035
ISD 623 - Roseville Public School District - Harambee Elementary School - 30 COUNTY ROAD B E	59.04	40	\$93,231
Total	438.29	300	\$569,277

Maximum Incentive for the District capped at ~\$800,000

SFS Incentive Program yields annual energy expense savings of ~45% over 20 years & ~60% over the 25 year panel warranty!

Ideal & ISD 623 has secured the Incentive for the above 3 projects!

Ideal's Existing Solar Program

(Same as Fairview)

1. District owns the arrays day 1
2. No upfront cost
3. The District's only financial obligation is to pay Ideal Energies for a 20 year term during which the School will realize significant electric expense savings
4. Free energy after year 20
5. iDEAL Energies operates and maintains the solar arrays for the District
6. 25 Year solar panel warranty

Annual Energy Expense Savings Summary

Year	Customer's Utility Savings and Rent Income		
	Utility Bill Savings	Rent Revenue	Total Annual Customer Revenue
Year 1	\$ 25,264	\$ 100	\$ 25,364
Year 2	\$ 26,017	\$ 100	\$ 26,117
Year 3	\$ 26,793	\$ 100	\$ 26,893
Year 4	\$ 27,592	\$ 100	\$ 27,692
Year 5	\$ 28,415	\$ 100	\$ 28,515
Year 20	\$ 60,935	\$ 100	\$ 61,035
Year 21	\$ 62,753	\$ -	\$ 62,753
Year 22	\$ 64,624	\$ -	\$ 64,624
Year 23	\$ 66,552	\$ -	\$ 66,552
Year 24	\$ 68,537	\$ -	\$ 68,537
Year 25	\$ 70,581	\$ -	\$ 70,581
Year 38	\$ 103,421	\$ -	\$ 103,421
Year 39	\$ 106,506	\$ -	\$ 106,506
Year 40	\$ 109,682	\$ -	\$ 109,682
TOTAL	\$ 2,508,340	\$ 2,000	\$ 2,510,340

Customer's Expenses		
Energy Payment to Ideal (subject to sales tax)	Insurance, Maintenance Expense & Utility Fees	Total Annual Expenses
\$ (13,895)	\$ (600)	\$ (14,495)
\$ (14,309)	\$ (612)	\$ (14,921)
\$ (14,736)	\$ (624)	\$ (15,360)
\$ (15,176)	\$ (637)	\$ (15,812)
\$ (15,628)	\$ (649)	\$ (16,278)
\$ (33,514)	\$ (874)	\$ (34,388)
\$ -	\$ (2,771)	\$ (2,771)
\$ -	\$ (2,789)	\$ (2,789)
\$ -	\$ (2,807)	\$ (2,807)
\$ -	\$ (2,826)	\$ (2,826)
\$ -	\$ (12,188)	\$ (12,188)
\$ -	\$ (3,128)	\$ (3,128)
\$ -	\$ (3,153)	\$ (3,153)
\$ -	\$ (3,179)	\$ (3,179)
\$ (453,836)	\$ (101,864)	\$ (555,700)

Annual Savings	
Total Annual Energy Expense Savings	Total Cumulative Annual Energy Expense Savings
\$ 10,868	\$ 10,868
\$ 11,196	\$ 22,064
\$ 11,533	\$ 33,597
\$ 11,880	\$ 45,476
\$ 12,237	\$ 57,714
\$ 26,647	\$ 349,398
\$ 59,981	\$ 409,380
\$ 61,835	\$ 471,214
\$ 63,744	\$ 534,959
\$ 65,711	\$ 600,669
\$ 58,393	\$ 659,062
\$ 100,293	\$ 1,744,784
\$ 103,353	\$ 1,848,136
\$ 106,504	\$ 1,954,640
\$ 1,954,640	

Utility Expense Savings Roll Up

Solar Array System Summary				
Site	Harambee Elementary	Little Canada Elementary	Edgerton Elementary	System Sizing - All Projects
Solar Program	SFS LI	SFS LI & PVCredit	SFS LI & PVCredit	Total kW DC / kW AC
kW DC	59	235	144	438

Net Annual Cashflow				Net Annual Cashflow	
Year	Harambee Elementary	Little Canada Elementary	Edgerton Elementary	Total	Cumulative
Year 1	\$3,320	\$10,868	\$7,095	\$21,284	\$21,284
Year 2	\$3,420	\$11,196	\$7,308	\$21,923	\$43,208
Year 3	\$3,522	\$11,533	\$7,527	\$22,581	\$65,789
Year 4	\$3,628	\$11,880	\$7,752	\$23,260	\$89,049
Year 5	\$3,736	\$12,237	\$7,985	\$23,958	\$113,007

Year 20	\$5,819	\$26,647	\$17,387	\$49,852	\$664,663
Year 21	\$10,315	\$59,981	\$36,997	\$107,294	\$771,957
Year 22	\$10,647	\$61,835	\$38,141	\$110,623	\$882,579
Year 23	\$10,988	\$63,744	\$39,319	\$114,051	\$996,631
Year 24	\$11,340	\$65,711	\$40,532	\$117,582	\$1,114,213
Year 25	\$9,305	\$58,393	\$36,158	\$103,857	\$1,218,069

Year 38	\$17,527	\$100,293	\$61,868	\$179,687	\$3,161,759
Year 39	\$18,074	\$103,353	\$63,755	\$185,182	\$3,346,941
Year 40	\$18,638	\$106,504	\$65,700	\$190,842	\$3,537,783
Total	\$364,190	\$1,954,640	\$1,218,953	\$3,537,783	

Ideal's Solar Curriculum for Students

We have offered our school customers a science-based module that engages students in the real work of STEM professionals to develop their understanding of solar energy, STEM careers, teamwork, design, and real-world issues for years.

Our module is aligned with future Minnesota State Standards, Next Generation Science Standards, and 21st Century Learning Frameworks.

GOOD NEWS!

Our educational curriculum already satisfies the requirements of the Solar for Schools program.

Current Power 85.79 kW	Energy today 976.98 kWh	Energy this month 37.86 MWh	Lifetime energy 155.67 MWh
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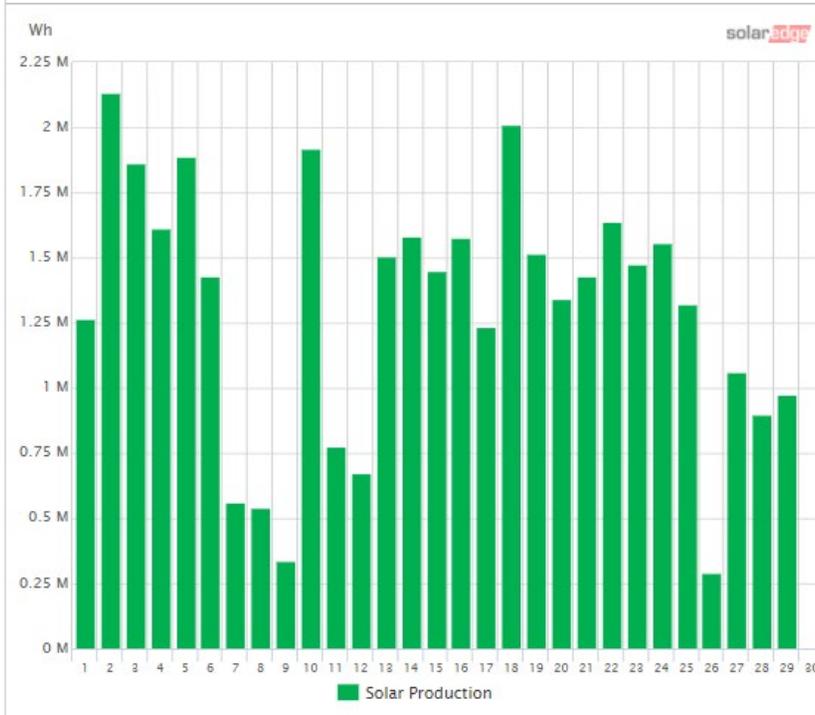


Power and Energy

Day Week **Month** Billing Cycle Year

09/01/2020 - 09/30/2020

System Production: **37.86 MWh**



Site Status	
ID	1576743
Name	
Address	
Installed	04/13/2020
Last Updated	09/29/2020 15:54
Peak Power	300 kWp

Cloudy
60 °F
Feels like 60 °F
Wind SSE, 7 MPH
Humidity 60 %
Sunrise at 07:10
Sunset at 18:57

Tuesday  61 - 48 °F Mostly Cloudy	Wednesday  57 - 45 °F 30% Chance of Rain	Thursday  48 - 36 °F Mostly Cloudy
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Environmental Benefits

 CO2 Emission Saved
241,041.77 lb

 Equivalent Trees Planted
1,821.29

Monitor your solar array's performance and demonstrate your District's sustainability goals with web-based monitoring tools.

Utilize each school's real time web-based monitoring in the classroom as part of its solar curriculum.

GOOD NEWS!

Our monitoring solution already meets the requirements of the Solar for Schools program.

Next Steps...

Secure Grant Funds from the Solar for Schools Program

- Apply for and reserve funds from Xcel Energy (Done)

Solar Array Interconnection Approval

- Apply for and receive interconnection approval from Xcel Energy (Done)

Board Approval / Contract Execution

- Agreements reviewed by ISD 623 Counsel (Done)
- Execute Agreements

Solar Array Engineering

- Finalize electrical and structural engineering for the solar arrays (In Progress)

Solar Array Construction and Startup

- Construct and energize the solar arrays (Summer/Fall 2023)

**GET IN
TOUCH!**

© 2022 iDEAL ENERGIES
8318 Pillsbury Ave, Bloomington, MN
P 612.928.5008

iDEALenergies.COM



Supplemental information documenting assumptions in this presentation are available upon request

Make Money. Save the Planet.™



Agenda Topic: World's Best Workforce Report and Plan Acceptance
Meeting Date: November 29, 2022
Contact Person: Jake Von De Linde and Delon Smith

Background:

All Minnesota school districts must develop a World's Best Workforce (WBWF) plan that aligns with the following five goal areas:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

School districts must prepare an annual report for the public highlighting progress made in the implementation of the district's WBWF plan. The following report includes the Roseville Area Schools WBWF plan that aligns to our five district focus areas. This year we have included the plan for 2022-23 and a report from the 2021-22 school year.

District administrators will present the World's Best Workforce plan and report at a public meeting at 5:30 p.m. on November 29, 2022. District administration will answer questions about the plan and/or report during the regular school board meeting. The report will be made available on the district website, and a summary will also be forwarded to the Minnesota Department of Education.

Recommendation:

It is recommended that Roseville Area Schools' 2022-23 World's Best Workforce plan and 2021-22 report be accepted as presented.

XX Action Required ___ Informational – No Board Action Requested



Roseville Area Schools

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

November 2022
World's Best Workforce Report

Strategic Planning Process

5 Focus Areas from our Strategic Plan developed in 2016:

- Improve learning for students of color, American Indian students, English learners, students receiving special education services, and pre-kindergarten learners
- Improve communication and genuine engagement with families and communities, especially with our underrepresented communities
- Strengthen support for the social and emotional development of students
- Expand support for college and career readiness
- Secure and manage resources to provide a quality education and improve facilities

5 Areas of the World's Best Workforce:

- All students Ready for School
- All third-graders can read at grade level
- All racial and economic achievement gaps between students are closed
- All students ready for career and college
- All students graduate from high school

World's Best Workforce Overview

Sections in Report:

- Closing Achievement Gaps
- Kindergarten Readiness
- Reading Well By Grade 3
- Graduation
- College and Career Readiness
- Curriculum and Program Review
- Staff Development Goals
- ATPPS Report
- Budget Overview



Closing Achievement Gaps

Strategies from 2021-22

- **Districtwide Professional Development - The Office of Educational Equity**
 - critical self-reflection, culturally responsive content and pedagogy, and inclusive communities
 - “train-the-trainer” - equity professional development for site administrators
- **Dual Language Immersion**
 - ensure a bilingual developmental pathway into high school in academic content areas
- **Student Engagement**
 - professional development focused on creating positive school climates centered around engagement and social and emotional learning (SEL)
 - analyze and reduce disproportionality of students of color and Native American students identified to receive special education services
- **Multi-Tiered Systems of Support (MTSS)**
 - to guide our instruction and research-based best practices
- **Districtwide Discipline Guidance Document**
 - to ensure consistency in discipline practices and reduce disparities for students of color

Closing Achievement Gaps

Looking Forward to 2022-23

- **Districtwide Professional Development - The Office of Educational Equity**
 - equity training for all staff, including Raider Support staff
 - provide LETRS training to all K-4, EL, and Special Education teachers
 - provide Grading for Equity training for 7-12 staff
 - critical self-reflection, culturally responsive content and pedagogy, and inclusive communities
- **Student Engagement**
 - cultural liaison student groups
 - AVID Elementary (planning year)
 - continue building high school coursework, graduation pathways, and community college partnerships
- **Multi-Tiered Systems of Support (MTSS)**
 - develop a handbook, guidance document, and implementation plan for MTSS
- **Recruitment and Retention**
 - develop a plan for recruitment and retention of BIPOC teachers (Black, Indigenous, and People of Color) - Black Teacher Fellowship
 - Insight Interviews (Stay Interviews)

Kindergarten Readiness

Strategies for 2021-22

- Participated in the second year of the Pyramid Model grant project
- Early childhood collaborative teams analyzed assessment data to inform instruction and plan interventions
- Supported students' oral language and vocabulary development

Looking Forward to 2022-23

- Support students' personal and social development through Second Step curriculum
- Paraprofessional training on strategies for supporting students' oral language and social skills development
- Continue to support families with the transition from pre-K to kindergarten
- Increase engagement and participation in ECFE

Reading by 3rd Grade

Strategies from 2021-22

- Alternative Delivery of Specialized Instructional Services (ADSIS) grant
- Revitalized PRESS interventions with training for all teachers
- Expanded PRESS progress monitoring
- Revitalized What I Need (WIN) time based on progress monitoring
- Continued learning as professional learning communities
- 80 teachers joined the Minnesota Department of Education's Language Essentials for Teachers of Reading (LETRS) with incentives from Roseville Area Schools.

Looking Forward to 2022-23

- LETRS training for Pre-Kindergarten and Early Childhood Special Education teachers, Kindergarten - 4th grade classroom teachers, and elementary English Language Development and Special Education teachers.
- K-6 English Language Arts curriculum review team piloting several curricula for possible adoption.

Graduation

Strategies for 2021-22

- Creating an equitable grading system through our Grading for Equity 7-12 Professional Development
 - Through our Professional Learning Communities (PLC) we are moving towards standards-based grading, which includes:
 - Standards-based mindset
 - Standards-based instruction (defining power standards and assessments)
 - Standards-based assessment (assessing power standards)
 - Standards-based grading (grading power standards)
- Grew school year opportunities for credit recovery
- Sustained and strengthened existing support structures
 - AVID Schoolwide
 - College and Career Center
 - Raider/WIN Time

Graduation

Looking Forward to 2022-23

- Grading for Equity professional development is embedded within our professional development calendar providing opportunities for discovery and application across our 7-12 buildings
 - Differentiated professional development led by principals and teacher leaders.
- Professional Learning Communities
 - Utilizing the work of PLCs to help guide, facilitate and strengthen our Raider/WIN time
- Credit Recovery Academies
 - Strengthening the partnership with RAHS and FAHS to better support our students and their credit recovery needs
- Reduction of 2 elective credits for the Class of 2023
- Reduction of 1 elective credit for the Class of 2024

Career and College Readiness

Strategies for 2021-22

- Family events including: FAFSA Night, college application Zooms, College Application Day, Family Financial Night.
- Received a \$65,000 Youth Skills Training grant to improve advanced manufacturing pathway at RAHS
- Hosted Career Fair in May 2022 geared towards graduating seniors without a post-secondary plan.
- Began using YouScience with students at RAHS.
- Utilized WIN/Raider Time to support students with FAFSA, college applications, etc.

Career Connect Day Photos



Career and College Readiness

Looking forward to 2022-23

- AVID School-Wide (Revalidation Cycle)
 - RAMS & RAHS
- Career Center
 - Increase intentional partnership between Navigator and Career and College Coordinator
 - Career and College Center will be open during Raider Time at least 2 times per week to assist students with college applications, FAFSA applications, scholarships, finding job opportunities, exploring trades and other hands-on careers, etc.
 - Counselors work with grade level teams to create readiness opportunities
 - Funds from the Youth Skills Training grant will provide guest speakers, field trips to local manufacturers, paid opportunities for students to attend Summer Manufacturing Camp at Saint Paul College.

Curriculum and Program Review

2021-22 Curriculum Review:

- K-12 Physical Education
- 7-12 Health
- K-6 Language Arts
- K-12 Visual Art
- 7-12 World Language
- Science in 6th and 8th grade (standards changes)
- Math 7 course at RAMS

2022-23 Overview

- K-6 English Language Arts
- K-12 Visual Art
- 7-12 World Language
- 7-12 Family and Consumer Sciences
- 7-12 Social Studies

District Curriculum Advisory Committee

Staff Development Goals

Goal 1: Improve instruction for our students of color, American Indian students, English learners, students receiving special education services and pre-K learners.

- WIN time at all sites
- PRESS interventions in English and Spanish
- Professional development in culturally responsive competent teaching emphasized critical self-reflection
- Cognitively Guided Instruction Summer Institute and continuous learning

Staff Development Goals

Goal 2: Improve communication and genuine engagement with families and communities, especially with our underrepresented communities.

- Multiple strategies for family-school connections
 - quarterly family events
 - town hall meetings in person or via Zoom
 - weekly newsletters
 - Facebook groups
 - texting, communication in multiple languages
 - personal invitations to families
 - printing elementary report cards in Spanish and English
 - Dialog One access to interpreters
- SeeSaw for elementary
- Schoology for secondary with family access and communication
- Cultural liaisons provided support specifically for African American and Native American families, and families who speak Spanish, Hmong, Bhutanese/Nepalese, Karen, and Somali

Staff Development Goals

Goal 3: Strengthen support for the social and emotional development of students.

- SEL curriculum piloted at all elementary sites paid for with grant funds
- District-wide and building support FTE allocated to support in the area of SEL
- Affinity groups for students
- Continued to strengthen PBIS (Positive Behavior Interventions and Supports) and Restorative Practices

Staff Development Goals

Goals 4: Expand support for career and college readiness.

- Continued expansion and strengthening of Raider Career Pathways. Career Navigator and Career & College Center Coordinator work together to ensure all students have a goal and actionable plan for post-graduation.
- Cultivate college and career knowledge for all students at FAHS in the HOMES (advisory course). All students have set goals and a plan for post-graduation. Work based learning courses provide students with information regarding employment skills and options to expand their opportunities in the workforce

Goal 5: Use Advancement Via Individual Determination strategies to support student learning.

- AVID Instructional Framework at RAMS, RAHS and FAHS
- Certification and Coaching Instrument (CCI)

Staff Development Goals

Goal 6: Strengthen writing as a means to increase reading achievement.

- Continued to support the Lucy Calkins Units of Study writing program
- K-6 English Language Arts Curriculum Review Team looking to integrate writing within language arts curriculum

Goal 7: Improve Professional Learning Community practices and implementation.

- Equity-centered data analysis protocols
- Common data collection tools for elementary math common formative assessments
- Continue to use the four guiding questions:
 - What do I want my students to know and be able to do?
 - How will I know they learned it?
 - What will I do if they didn't learn it?
 - What will I do if they already know it?

ATPPS Report

What is ATPPS?

The Alternative Teacher Professional Pay System (ATPPS)—also known as Quality Compensation, is a voluntary program that allows districts and teachers unions to work together and agree on a plan that provides ...

- career advancement options for teachers
- job-embedded professional development
- teacher evaluation
- performance pay and an alternate salary schedule.

ATPPS Report

Focus for 2021-2022

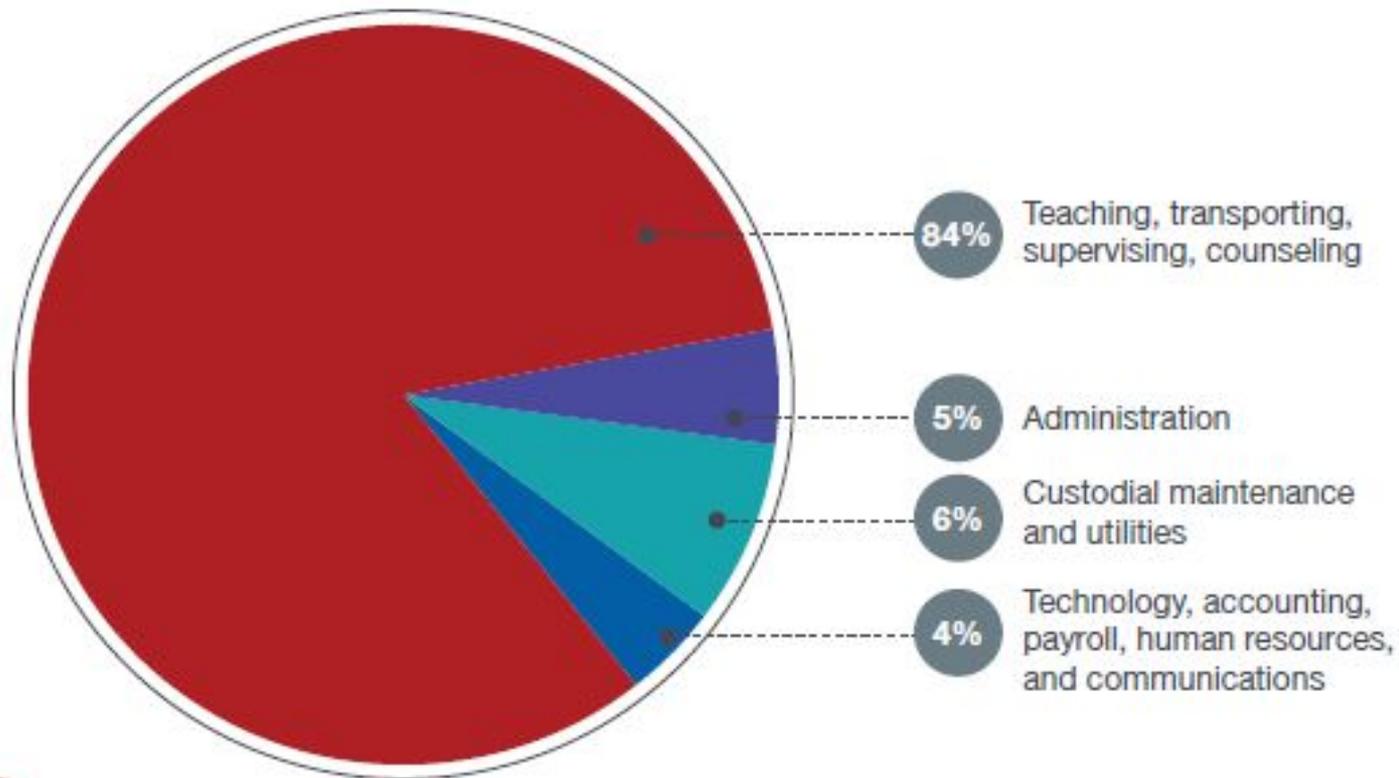
- Implement Professional Learning Communities (PLCs) with fidelity focusing on the third and fourth PLC essential questions for learning
 - How will we respond when students do not learn?
 - How will we respond if they have already learned it?

Looking Ahead 2022-2023

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

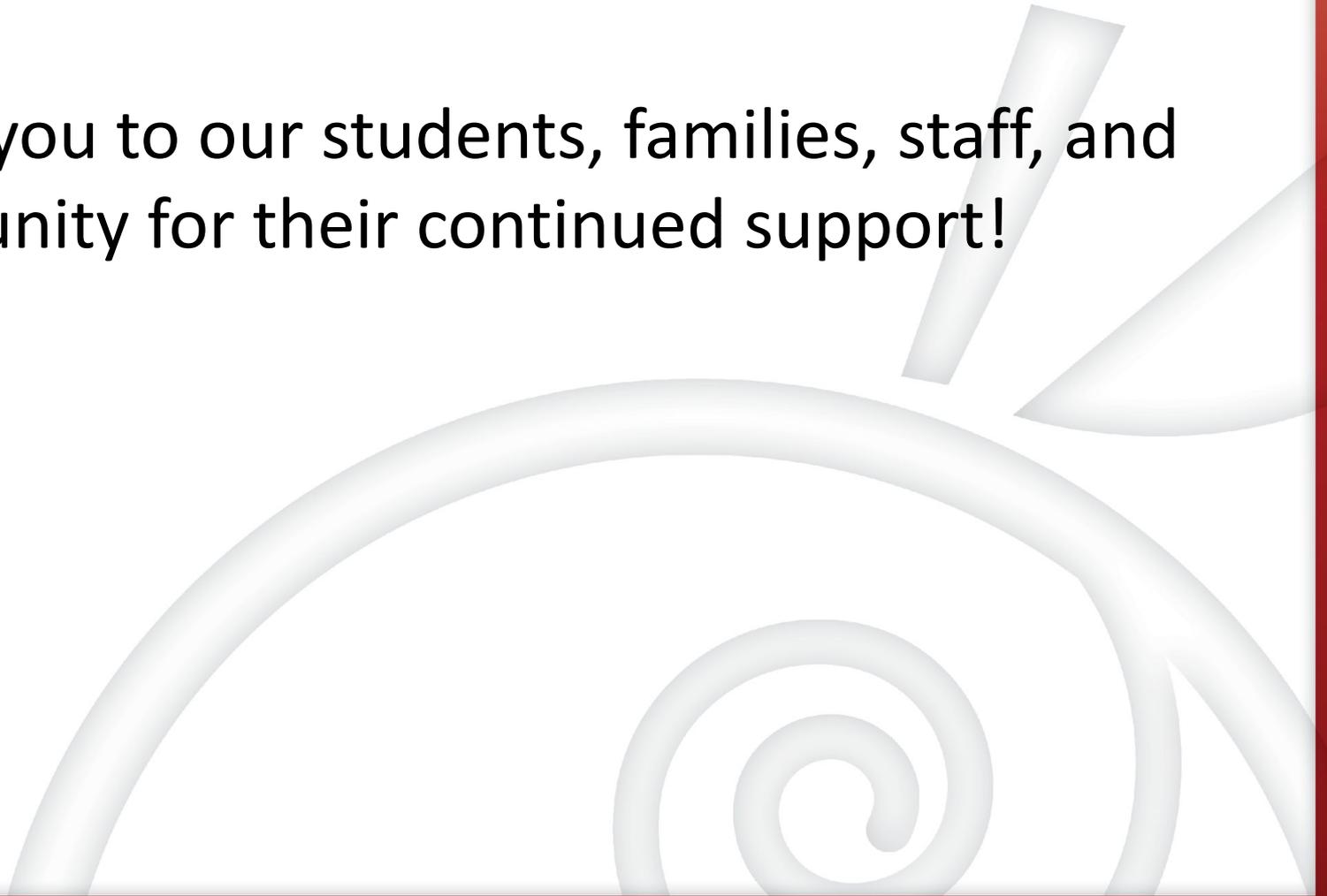
Budget

Fund Expenditures for 2021-22



World's Best Workforce

Thank you to our students, families, staff, and community for their continued support!





Roseville Area Schools

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



World's Best Workforce

**2021-2022 School Year Report
& 2022-2023 School Year Plan**

District Launches Comprehensive Strategic Planning Process

Roseville Area Schools' Strategic Plan and the state's World's Best Workforce statute both focus on continuous improvement efforts on instruction and achievement for all students. The 2021-2022 school year was still impacted by the COVID-19 pandemic, but not to the degree experienced during the 2020-2021 school year. The biggest impacts on Roseville Area Schools were a shortage of substitute teachers, ongoing communication and expectations around masking, and a two-week move into distance learning triggered by the surge of the COVID-19 Omicron variant.

Roseville Area Schools strives to develop potential in each student. We expect every student to succeed academically, socially, and emotionally and will focus on each student's potential for excellence. In order to achieve our commitment to prepare all students and prevent inequitable outcomes and racial predictability, we intentionally focus on student populations experiencing the biggest disparities in opportunity.

In an effort to inspire all students to attain the highest levels of achievement, we continue to implement evidence-based educational practices and collaborate with families and communities to fully engage students in learning. During the 2021-2022 school year, we remained focused on addressing the following focus areas as part of our mission of *Quality Teaching and Learning for All ... Equity in All We Do*:

- Improve learning for students of color, American Indian students, English learners (ELs), students receiving special education services, and pre-kindergarten learners.
- Improve communication and genuine engagement with families and communities, especially with our underrepresented communities.
- Strengthen support for the social and emotional development of students.
- Expand support for career and college readiness.
- Secure and manage resources to provide a quality education and improve facilities.

Starting in spring 2022, Roseville Area Schools launched a comprehensive strategic planning process rooted in setting goals for the district's future. Key to this process has been the engagement of a broad range of stakeholders including students, staff, families, and community members with a particular focus on ensuring our underrepresented families have ample opportunities to participate and have a voice.

This report includes a summary of progress during the 2021-2022 school year as well as a summary of our World's Best Workforce plan for the 2022-2023 school year. Due to the impact of the pandemic (resulting in the cancellation of standardized testing in 2020 and reduced participation rates in 2021), this report compares 2018-2019 results to 2020-2021 results.

Closing Achievement Gaps

Roseville Area Schools is committed to closing achievement gaps by providing an equitable education to all students. During the 2021–2022 school year, we focused on culturally responsive and competent teaching with a lens on critical self-reflection. This work was designed around the four areas on the Educational Equity Curriculum and Instruction Compass, which are Equity Pedagogy, Culturally Relevant Content, Collective Knowledge Creation, and Social Justice Orientation. We continue to use an equity lens in all we do.

2021–2022 Strategies

- Provided equity training for all staff through the Office of Educational Equity. The focus is on critical self-reflection, culturally responsive content and pedagogy, and inclusive communities.
- Continue to provide equity professional development for site administrators, including assistant principals, during instructional leaders meetings.
- In response to ongoing community conversations, focused on equity work and anti-racist action looking at systemic “isms” to support absent/inclusive narratives and commitment to disruption of systemic inequities.
- Increased student engagement by providing professional development focusing on creating positive school climates centered around engagement and social and emotional learning (SEL).
- Analyzed and reduced disproportionality of students of color and Native American students identified to receive special education services.
- Used Multi-Tiered Systems of Support (MTSS) to guide our instruction and research-based best practices.
- Continued the use of our districtwide discipline guidance document to ensure consistency in practices.
- Supported learning through cultural liaison outreach and culturally specific academic support. This work is ongoing and extends to a multitude of specific needs that manifested during the COVID-19 pandemic.
- Ensured a bilingual developmental pathway into high school in academic content areas.
- Identified pre-K bilingual students who qualify for EL services and provide support to pre-K teachers and transition

support for entrance into EL services in kindergarten.

- Continued building our high school coursework, graduation pathways, and community college partnerships for all students by using career and college pathways to meet individual learner needs.
- Refined our CoGAT testing program to not only identify the students in need of advanced academics, but to identify the strengths in all of our students.
- Developed a partnership with Metro State University and the University of St. Thomas to increase the number of BIPOC (Black, indigenous, or people of color) teachers in Roseville Area Schools.

Measuring Progress

Statewide testing was canceled in spring 2020, and in 2021 testing was significantly impacted by low student participation because of the COVID-19 pandemic. Roseville Area Schools are using the 2019 Minnesota Comprehensive Assessments (MCA) data as our comparison year, since that was the last time we had stable participation and results.

Reading

In Roseville Area Schools, we saw a 6 percentage point decline in our reading scores from 2019, whereas the state declined about 8 percentage points. We are now just below the statewide average by 1 percentage point. Grades 3, 7, and 8 MCA reading scores declined but all of them are even with the state or above the state. We are not able to compare scores in grade 10 as student participation levels were significantly reduced. Our American Indian/Native American and white students perform above the state average and our Hispanic, Black, multiracial, and EL students along with our students with an Individualized Education Program (IEP) perform even with the statewide average. Our reading scores were better than

eight out of the nine comparable districts. Central Park Elementary was the only school to show improvement from 2019 with a 3 percentage point increase. All of our student groups by race decreased from 2019 and our achievement gaps between our students of color and white students remain too high and persistent with gaps, ranging from 20 to 40 percentage points.

Math

Overall, Roseville Area Schools decreased almost 12 percentage points and the statewide average decreased about 10 percentage points. This decrease aligns to significant declines nationwide as our students experienced interrupted instruction during the COVID-19 pandemic. All grade levels saw decreases from 2019 and student participation levels in grade 11 were significantly reduced in 2022 and cannot be used for comparison to 2019 or 2021. Most of our student groups fell below the statewide average, although our American Indian/Native American students, white students, and multiracial students performed above the state.

Roseville Area Schools outperformed 7 out of the 9 comparable districts. All student groups by race and ethnicity declined from 2019; however, our Hispanic students and multiracial students had the smallest declines and saw decreases to the achievement gap compared to our white students. Large achievement gaps continue to persist between our students of color and white students, ranging between 18 to 42 percentage points.

Closing Achievement Gaps, continued

MCA III Proficiency/READING

	2018	2019	2020	2021**	2022
Hispanic/Latino	35.8%	34.8%	MCA reading and math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic.	30.6%	29.9%
American Indian/Alaskan Native	50.0%	+		57.1%	69.2%
Asian	47.2%	48.1%		42.0%	43.5%
Black/African American	34.8%	36.6%		31.5%	30.3%
White	77.5%	75.4%		71.2%	69.4%
Multiracial	52.1%	54.3%		54.6%	48.3%
English Learner	13.9%	14.2%		8.4%	11.1%
Students with an IEP	34.2%	30.6%		26.1%	25.9%
Students who qualify for educational benefits	37.0%	36.6%		29.6%	29.3%

MCA III Proficiency/MATH

	2018	2019	2020	2021**	2022
Hispanic/Latino	25.4.0%	26.1%	MCA reading and math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic.	14.9%	17.8%
American Indian/Alaskan Native	50.0%	+		28.6%	40.0%
Asian	42.9%	42.1%		30.1%	31.5%
Black/African American	26.9%	28.1%		17.2%	15.5%
White	70.7%	69.0%		52.9%	58.1%
Multiracial	40.2%	45.5%		33.9%	37.5%
English Learner	16.7%	16.0%		7.6%	10.9%
Students with an IEP	27.4%	27.1%		19.1%	22.2%
Students who qualify for educational benefits	28.1%	28.3%		16.3%	18.2%

Achievement Gap/READING

	2018	2019	2020	2021**	2022
Hispanic/Latino	42%	41%	MCA reading and math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic.	41%	40%
American Indian/Alaskan Native	28%	+		14%	0%
Asian	30%	27%		29%	26%
Black/African American	43%	39%		40%	39%
Multiracial	25%	21%		17%	21%
English Learner	51%	50%		52%	46%
Students with an IEP	26%	30%		32%	29%
Students who qualify for educational benefits	38%	38%		39%	34%

Achievement Gap/MATH

	2018	2019	2020	2021**	2022
Hispanic/Latino	44%	43%	MCA reading and math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic.	35%	33%
American Indian/Alaskan Native	21%	+		24%	18%
Asian	28%	27%		23%	27%
Black/African American	44%	41%		36%	43%
Multiracial	30%	23%		19%	21%
English Learner	39%	39%		34%	32%
Students with an IEP	26%	26%		20%	18%
Students who qualify for educational benefits	41%	40%		34%	32%

*MCA reading and math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic. ** MCA reading and math data in 2021 is not comparable to other years, based on lowered participation due to the COVID-19 pandemic. +Count too small to report

Looking Forward

2022–2023 Strategies

- Provide equity training for all staff through the Office of Educational Equity. The focus is around critical self-reflection, culturally responsive content and pedagogy, and inclusive communities.
- Provide Language Essentials for Teachers of Reading (LETRS) training for all K-4, EL, and special education staff.
- Continue to provide professional development for site administrators, including assistant principals.
- Continue to focus on creating positive school climates centered around engagement and SEL.
- Continue to analyze and reduce disproportionality of students of color and Native American students identified to receive special education services.
- Develop a handbook, guidance document, and implementation plan for MTSS for K-12 districtwide based on the MnMTSS model from the Minnesota Department of Education (MDE).
- Continue the use of our districtwide discipline guidance document to ensure consistency in practices.
- Support learning through cultural liaison outreach and culturally specific academic support. This work is ongoing and extends to a multitude of specific needs the manifested during the pandemic.
- Continue to improve a bilingual developmental pathway through high school in academic content areas.
- Continue building our high school coursework, graduation pathways, and community college partnerships for all students by using career and college pathways to meet individual learner needs.
- Explore and lay the foundation for Advancement Via Individual Determination (AVID) elementary implementation.
- Build on the strengths of students identified by the CoGAT test by providing advanced academics and talent development in their area of strength.
- Develop a plan for the recruitment and retention of BIPOC teachers in Roseville Area Schools using strategies learned through participation in the Fellowship for Black Teacher Talent program.

Acronym Key

ACRONYM	DEFINITION
ABE	Adult Basic Education
ACT	American College Test
ADSIS	Alternative Delivery of Specialized Instructional Services
AP	Advanced Placement
ASVAB	Armed Services Vocational Aptitude Battery
ATPPS	Alternative Teacher Professional Pay System
AVID	Advancement Via Individual Determination
BIPOC	Black, Indigenous, and People of Color
BIRS	Behavior Incident Report System
CASEL	Collaborative for Academic, Social, and Emotional Learning
CFA	Common Formative Assessment
CGI	Cognitively Guided Instruction
CID	Communications Interaction Disorder
COMPASS	Collaborative Minnesota Partnerships to Advance Student Success
CRCT	Culturally Responsive and Competent Teaching
CT	Collaborative Team
CTE	Career and Technical Education
DCAC	District Curriculum Advisory Committee
DLI	Dual Language Immersion
ECFE	Early Childhood Family Education
ECSE	Early Childhood Special Education
EL	English Learners
ELM	English Learners in the Mainstream
FAHS	Fairview Alternative High School
FAFSA	Free Application for Federal Student Aid
FAST	Formative Assessment System for Teachers
FOCUS	Future Oriented Collaborative United Support (Group)
IEP	Individualized Education Program
IGDI	Individual Growth and Development Indicators
IGDP	Individual Growth and Development Plan
LETRS	Language Essentials for Teachers of Reading and Spelling
MCA	Minnesota Comprehensive Assessments
MCIS-Jr.	Minnesota Career Information System
MDE	Minnesota Department of Education
MTAS	Minnesota Tests of Academic Skills
MTSS	Multi-Tiered Systems of Support
OEE	Office of Educational Equity
PAES	Practical Assessment Exploration System
PBIS	Positive Behavior Interventions and Supports
PLC	Professional Learning Community
PLP	Personal Learning Program
PRESS	Path to Reading Excellence in School Sites
RAHS	Roseville Area High School
RAMS	Roseville Area Middle School
SEL	Social Emotional Learning
SIEP	Students with an IEP
SPED	Special education
STEM	Science, technology, engineering and math
TDE	Teacher Development and Evaluation
TPOT	Teaching Pyramid Observation Tool
WBWF	World's Best Workforce
WICOR	Writing, Inquiry, Collaboration, Organization and Reading
WIN	What I Need

Kindergarten Readiness

Since 2006, Roseville Area Schools has offered pre-kindergarten programs that follow state standards for early learning. The pre-K program focuses on early literacy development, which leads to reading well by grade 3. Following state standards for early learning, our early childhood teachers use an innovative, theme-based curriculum that includes individualized activities to help all children reach developmental and academic goals. Research has shown education begins long before a child reaches kindergarten. The district's investment in pre-K learning creates an environment of success for each of our early learners, closes achievement gaps, and prepares children for continued success.

Looking Back

2021–2022 Strategies

- Participated in the second year of the Pyramid Model grant project to train and coach early childhood staff to use best practices to support student's social and emotional development.
- The early childhood collaborative teams focused on the district professional learning community (PLC) vision. Teams analyzed assessment data to inform instruction and plan interventions aligned to the learning standards in the area of social/emotional development.
- Supported students' oral language and vocabulary development through a literacy-rich early childhood environment and curriculum to include repeated read alouds, conversation prompts, and journaling.
- Continued to implement programs to support partnerships with community early childhood, childcare, and pre-K programs to support early learners.
- Supported families with the transition from pre-K to kindergarten.

Measuring Progress

The Pyramid Model grant project provided support for the framework for supporting students' social and emotional development by creating the systems for data collections, internal coaching, and sustainability of the project. Pre-K and early childhood special education (ECSE) teachers attend training on Teaching Pyramid Observation Tool (TPOT), Behavior Incident Report System (BIRS), and practice-based coaching and intervention strategies. Resources that support social/emotional development and intervention plans to provide Tier 1, 2, and 3 learning in pre-K classrooms were developed and available in all classrooms. The Pyramid Model project is guided by

the implementation team of administrators, teachers, and support staff from Minnesota Regional Centers of Excellence. The second year of the Pyramid Model project was placed on hold during the 2021-2022 school year due to the pandemic and year two will resume in 2022-2023.

The early childhood programs continue to support families by offering a variety of class options. During 2021-2022, families participated in distance learning and in-person early childhood family education (ECFE) and pre-K classes and parental involvement and engagement increased through the use of online formats. Reaching families from pre-K-grade 3 with parenting education started in 2021-2022. Short parenting videos and a monthly parenting presentation were developed and shared in a variety of formats.

PLC collaborative teams met weekly to answer: What do we want students to learn? How will we know if they learned it? To support student learning, teams planned progress monitoring and interventions.

To measure students' progress, the pre-K program analyzed assessments with benchmarks determined by the pre-K through grade 3 alignment team. This includes vocabulary development, phonological awareness, and number knowledge. Assessments are used to inform instruction, provide interventions, and monitor student progress. With the return to more consistent in-person instruction, we saw an improvement in early literacy indicators when compared to 2020-2021.

2022 END-OF-YEAR DATA

ASSESSMENT	BENCHMARK SCORE	% PRE-K STUDENTS MEETING BENCHMARK
Vocabulary, Oral Language (My IGDIs)	11	57%
Rhyming, Phonological Awareness (My IGDIs)	13	46%
Number Naming (My IGDIs)	12	37%

My IGDIs: Individual Growth and Development Indicators

Looking Forward

2022–2023 Strategies

- Continue to support families with the transition from pre-K to kindergarten.
- Improve early childhood to kindergarten enrollment process.
- Participate in the Pyramid Model grant project to train and coach early childhood staff to use best practices to support students' social and emotional development.
- Support students' personal and social development through Second Step curriculum instruction and teaching problem-solving strategies.
- Support students' oral language and vocabulary development through a literacy-rich early childhood environment and curriculum to include repeated read alouds, conversation prompts, and journaling.
- Train paraprofessionals on strategies for supporting students' oral language and social skills development.
- Increase family engagement and participation in ECFE by offering a variety of class options.

Reading by 3rd Grade

Roseville Area Schools recognizes that by grade 3, students are not just learning to read, but are reading to learn in other areas. Students who aren't reading well by this grade often fall behind and struggle to catch up. To increase achievement in reading and narrow the achievement gap, the district has implemented strategies on several fronts to help struggling readers while continuing to stretch the abilities of those who are becoming skilled readers.

Looking Back

2021–2022 Strategies

As part of our aim to increase achievement and narrow the achievement gap, we implemented strategies on several fronts to help struggling readers while also continuing to stretch the abilities of those who are becoming skilled readers. In 2021-2022, we:

- Continued the Alternative Delivery of Specialized Instructional Services (ADSIS) grant with these areas of focus:
 - Created Path to Reading Excellence in School Sites (PRESS) tight and loose expectations to prevent a PRESS implementation dip.
 - Trained all teachers in PRESS expectations, process, and procedures.
 - Expanded monitoring progress of students on a weekly basis that included the grade-level outcome measurement and the skill measurement.
 - Expanded our Tier II literacy interventions using research-based intervention strategies.
 - Provided professional learning for teachers regarding the PRESS interventions with a focus on vocabulary and reciprocal teaching.
- Continued to offer Reading Corps at qualified sites.
- Continued to support the Lucy Calkins Units of Study writing program. Some teachers used the units of study virtual resources to adapt the units to virtual teaching environments.
- Continued program review for K–6 English language arts. We evaluated our current program and then designed a revised K–6 English language program. This included reviewing the recently released 2020 Minnesota academic standards in English language arts.

- Reimplemented What I Need (WIN) time to improve our achievement and close opportunity gaps.
- Continued to support collaborative teams at school sites as part of the district's adoption of being a professional learning community. Teams identified key standards and developed common formative assessments, with professional development in our data analysis protocol that includes a focus on race-based equity.
- Offered incentives to teachers to join the MDE's LETRS two-year training program. Eighty teachers accepted the opportunity.

Measuring Progress

Roseville Area Schools' grade 3 students showed a slight increase in Minnesota Comprehensive Assessments (MCA) scores from 2019 to 2022. This was a bright spot in our testing results as all other grades saw decreases. Because of the increase and a statewide decrease our grade 3 students now perform even with the statewide average. However, almost half of our students are reading below proficiency and we know this needs to change. Our literacy instructional changes are a social justice issue that needs immediate attention.

The data included in the chart below are students' proficiency rates (or the percent of students who meet or exceed state standards) for the previous three years. The following grade 3 proficiency rates are based on all accountability tests (MCA and Minnesota Tests of Academic Skills or MTAS).

GRADE 3 / MCA Reading

2019	2020	2021	2022
47.4%	*	41.9%**	48.0%

*MCA Reading and Math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic.

** MCA Reading and Math data in 2021 is not comparable to other years, based on lowered participation due to the COVID-19 pandemic.

Looking Forward

2022–2023 Strategies

As part of our aim to increase achievement and narrow the achievement gap, we will implement strategies on several fronts to help struggling readers while also continuing to stretch the abilities of those who are becoming skilled readers. This includes a major training program in the science of reading. We will also accelerate learning due to interrupted instruction due to the COVID-19 pandemic, consulting MDE's COMPASS for support. In 2022-2023, we will:

- Provide professional development in LETRS training to all pre-K and early childhood special education teachers, all kindergarten through grade 4 classroom teachers, all elementary English language development teachers, and all elementary special education teachers.
- Continue the ADSIS grant with these areas of focus:
 - Continue to implement tight and loose expectations for PRESS implementation.
 - Continue monitoring progress of students in intervention on a weekly basis that includes the grade-level outcome measurement and the skill measurement.
 - Expand our Tier II literacy interventions using research-based intervention strategies.
 - Provide professional development for all K–6 teachers, ADSIS staff, and principals in PRESS interventions and the accompanying monitoring system.
 - Provide professional learning for new teachers regarding the PRESS interventions with a focus on vocabulary and reciprocal teaching.
- Continue the curriculum review process of K–6 English language arts. We completed the program review and design program during the 2021-2022 school year, and are currently piloting several curricula for adoption.

Reading by 3rd Grade, continued

- Continue to use WIN time to improve student achievement and close opportunity gaps now that we are fully in person again.
- Continue collaborative teams at school sites that focus on the district vision of high functioning professional learning communities. This includes defining power standards, using common formative assessments to determine student academic success, analyzing student data using a data analysis protocol that includes a focus on race-based equity, and planning for extension, reteaching, or the next topic in the curriculum.
- Continue to offer Reading Corps at qualified sites.
- Continue to support the Lucy Calkins Units of Study writing program.

Graduation

In today's highly competitive high-tech world, a high school diploma is critical and can set the foundation for future planning. While our high school graduation rate is higher than the state average and we were able to maintain our rates from last year, we have room for improvement.

Looking Back

2021–2022 Strategies

- Adjusted our elective credits at Roseville Area High School (RAHS) due to the pandemic. Elective credit reductions were as follows:
 - Reduction of two elective credits for sophomores (Class of 2023)
 - Reduction of one elective credit for freshmen (Class of 2024)
- Sustained existing support structures.
 - College Possible
 - AVID Schoolwide
 - Unity Centers
 - Grade 7–12 college fairs
 - College visits
 - Career exploration opportunities
- Strengthened Raider Time at RAHS to provide time during the day for support, social interaction, and activities.
- Implemented new equitable grading practices at the secondary level.

- Grew school-year opportunities for credit recovery including:
 - Both traditional and online programs
 - Partial credit opportunities
 - Standards alignment for all summer school courses

Measuring Progress

Roseville Area Schools' four-year graduation rate remained steady at 88.1% in 2020 and 88.0% in 2021. Roseville students continue to graduate at a higher rate than the state average which is 83.3%. All of our student groups outperformed the state graduation percentages and American Indian/Native American, Black, and multiracial students were 13 to 34 percentage points above the state average.

RAHS maintained its graduation rate of 91% and Fairview Alternative High School (FAHS) increased its 4 year rate by 1 percent over the previous year.

Looking Forward

2022–2023 Strategies

- Continue to expand and strengthen Career Pathways. Career navigator and Career & College Center coordinator will work together to ensure all students have a post-graduation goal and actionable plan.
- Focus on building the capacity of college and career knowledge for all students at FAHS in HOMES (advisory course). All students have set goals and plans for after graduation. Work-based learning courses provide students with information regarding employment skills and opportunities in the workforce.
- AVID Schoolwide
 - Strengthen through revalidation process
- Sustain existing support structures:
 - College Possible
 - Unity Centers
- Continuous discovery of equitable grading practices at the secondary level through the book study of *Grading for Equity*.
- Strengthen credit recovery process, opportunities, and alignment for grades 7-12.

GRADUATION RATES / Class of 2021

	MN	ISD623
All Students	83.3%	88.0%
American Indian/Alaska Native	58.6%	92.3%
Asian	87.4%	89.3%
Pacific Islander	65.6%	*
Hispanic	69.3%	75.5%
Black	70.4%	83.1%
White	88.3%	93.4%
Two or More Races	74.6%	91.7%
EL	64.7%	72.3%
Students with an IEP	64.0%	67.1%
Students qualifying for educ. benefits	70.3%	80.7%

*Cell size too small to report

2021 Graduation Percentage Trend: All Students

	2017	2018	2019	2020	2021
Minnesota	82.7%	83.2%	83.7%	83.8%	83.3%
Roseville Area Schools	87.0%	87.9%	85.7%	88.1%	88.0%
RAHS	91.9%	92.6%	88.9%	91.4%	91.2%
FAHS	44.7%	37.0%	50.0%	52.3%	53.3%

Career and College Readiness

Ensuring students are career and college ready means they are prepared for future opportunities because they are equipped with the skills necessary to navigate the future of their choosing. In Roseville Area Schools, we have a variety of approaches in place so all students will be prepared for life after high school.

Looking Back

2021–2022 Strategies

- Supported students and families with events including: FAFSA (Free Application for Student Aid) Night, college application Zooms, College Application Day, and Family Financial Night.
- Continued to provide Armed Services Vocational Aptitude Battery (ASVAB) for grade 10 (career interest results) and ACT (American College Test) prep sessions.
- Developed a student mentoring program where AVID and Intro to Urban Education students serve as peer tutors in the media center.
- Engaged students with special education services in:
 - Practical Assessment Exploration System (PAES) Lab
 - RAHS Coffee Shop
 - Work experience classes
 - Social Skills for Work (combining communication needs with work opportunities)
 - Partnership with EL and AVID
- Received a \$65,000 Youth Skills Training grant to improve advanced manufacturing pathway at RAHS. This grant will be implemented across the 2022-2023 and 2023-2024 school years.
- Partnered with BIX Produce to offer an internship during summer 2022. Students learned about eight departments at BIX Produce, had hands-on experience, and learned basic welding.
- Hosted a career fair in May 2022 geared towards graduating seniors without a post-secondary plan. Featured approximately 40 employers in a variety of different industries/career pathways including human services, construction, landscaping, manufacturing, culinary arts, and healthcare.
- Increased partnerships with area businesses to provide hands-on experiences, learning opportunities, and potential employment for RAHS students.
- Began using YouScience with RAHS students. YouScience offers brain games to assess where a student's natural abilities (aptitudes) lie, and gathers information on their interests. From there, students can learn from a database of more than 600 career options about what careers might be a good fit based on their aptitudes, interests, and where those areas overlap. Completed brain games with a pilot group of about 300 students in 2021-2022 and will continue to grow this number going forward.
- Produced a monthly Career Pathways newsletter for district staff, administration, business/industry partners, and community stakeholders to highlight the work being done at RAHS and to grow community/industry partnerships.
- The career navigator worked with teachers and students to highlight careers and post-secondary planning.
 - Presented to Career Seminar (EL, special education, and general education), AVID classes, and Career and Technical Education (CTE) classes.
 - Met one on one with students to explore careers and help them formulate a plan for post-high school.
- Offered field trip opportunities for students to visit different trades unions and two-year technical colleges through Construction Trades and Math for Trades courses.
- Offered field trips to college options for students.

AP SUMMARY / Roseville Area High School

	2018	2019	2020	2021	2022
Total Advanced Placement (AP) students	583	587	521	532	489
Number of exams	904	858	770	756	678
AP students with a 3+ score	69%	65%	68%	56%	65%
Graduating seniors with a 3+ score	36.2%	31.0%	29.7%	28.4%	29.9%

ACT RESULTS

	2019	2020
Total tested	497	449
Roseville Area Schools Avg Scores	19.7	18.9
Minnesota Average Scores	21.4	21.0

NUMBER OF STUDENTS ENTERING THE WORKFORCE

	2016	2017	2018	2019	2020
Education and Health Care and Social Assistance	15	13	16	°	18
Leisure and Hospitality	34	21	27	16	17
Trade, Transportation and Utilities	21	27	29	35	42
Professional and Business Services	33	20	12	°	21

°Cell size too small to report

Career and College Readiness, continued

- Hosted guest speakers to promote career pathways to interested students.
- Used WIN time to create opportunities for support on FAFSA, college applications, etc.

Measuring Progress

ACT testing was canceled in spring 2020, and 2021 testing was significantly impacted by low student participation due to the COVID-19 pandemic.

Roseville Area Schools are using the 2019 ACT data as the comparison year, as that was the last time the district had stable participation and results. For the ACT, we saw an almost 1 point drop from 2019 and the state saw a smaller drop of 0.4 point.

AP tests continued throughout the pandemic. But in 2020, for the first time ever, the tests were taken online at home. The number of overall tests and total AP students has decreased since 2019 but the percent of students earning a score at 3 or above is even with 2019.

From 2019 to 2020, the percent of students attending college after high school declined by 10 percentage points. In 2021, that number stabilized at 67%. This matches the nationwide trend of college enrollment declines. We believe this was impacted by COVID-19 but also could be impacted by many other career options students are choosing after graduation. In Roseville Area Schools, most students going into the workforce are choosing the fields of trades, transportation, and utilities, or leisure and hospitality.

College ENROLLMENT 67%- Percent

of students who enrolled in a two- or four year college any time the first year after graduation (2021).

Looking Forward

2022–2023 Strategies

- The career navigator and career and college coordinator now share office space in the heart of the school. These two roles will work closely together to plan, coordinate, and implement career/college readiness opportunities for students in grades 9-12.
- Pair up counselors to create career/college readiness opportunities for students in specific grade levels.
- The Career & College Center will be open during Raider Time at least two times per week to assist students with college applications, FAFSA applications, scholarships, finding job opportunities, exploring trades and other hands-on careers, etc.
- Provide more field trip opportunities for students to explore careers, meet business/industry professionals, tour 2-year and 4-year colleges by grade level (e.g., Career Connect field trip for grade 10) or by course (e.g., Century College field trip for students in Career Seminar).
- Continue Career Pathway growth for manufacturing through the Youth Skills Training grant. Objectives through the grant include hosting guest speakers for Engineering/Manufacturing classes, field trips to local manufacturers, targeted recruiting for classes in the Engineering/Manufacturing Pathway (focused on under-represented students), offer paid opportunities for students to attend Summer Manufacturing Camp at Saint Paul College, and offer increased paid summer internships for students interested in the field of manufacturing.
- Continue partnerships with area businesses and employers, targeting in-demand career fields with livable-wage jobs that also have opportunities for growth (e.g., Buerkle Automotive, Warners Stelian, Oberg Roofing, Navy Island, ACR Homes, RosePointe Senior Living, Total Tool). Some of this work will also include establishing advisory committees for our CTE departments.
- Continue building our strong AVID program.
- Promote post-secondary career options via field trips and guest speakers.
- Provide FAFSA support for all students going on to post-secondary opportunities.
- Build partnerships with community employers.

Instruction and Curriculum Review Process

Roseville Area Schools uses its curriculum and program review system to review curricular/program areas and to provide continuous improvement for teaching and learning in the district. As part of the review process, we gather input from a variety of stakeholders including staff, administration, school board, and community. The process is flexible, enabling the district to respond to the many rapidly changing areas in education such as alignment with standards, technology, and new ideas as they relate to 21st-century learning. Over the past two years, this process was significantly impacted by COVID-19. In spring 2020, we halted all curriculum review processes and during the 2020-2021 school year we were only able to complete the bare minimum to continue movement in critical areas. The 2021-2022 school year was significantly impacted by a shortage of substitute teachers and curriculum review meetings were on hold until the third trimester. This year, we are resuming our curriculum review processes at a close-to-normal pace.

The review system is divided into two cycles:

- 1 A formal program review cycle**
- 2 An implementation and continuous improvement cycle**

Program Review

The program review cycle is made up of curricular areas and programs needing a formal review for one or more of the following reasons:

- They are not meeting their intended outcomes.
- Minnesota standards have been revised.
- There's been a change in Minnesota assessments.
- It's been nine years since their last program review.
- The curricular or program materials are outdated.
- They haven't met performance goals according to Roseville Area Schools metric reports.

The program review cycle has three phases:

1. Program evaluation: This phase helps us understand how our instruction compares with current research-based practices and stakeholder expectations.

2. Program design: In this phase, we develop and align our K-12 curriculum outcomes with Minnesota state standards, student assessments, and instructional strategies.

3. Implementation plan and purchase: In this phase, we recommend materials for the district to purchase and develop a plan to implement the curricular area or program.

Implementation and Continuous Improvement

The implementation and continuous improvement cycle is an ongoing process of evaluating how well a program is being implemented and determining whether the program is meeting intended outcomes.

This cycle has four phases:

INSTALLATION → EARLY IMPLEMENTATION → FULL IMPLEMENTATION → SUSTAINABLE

District Curriculum Advisory Committee

Through the District Curriculum Advisory Committee (DCAC), Roseville Area Schools ensures active community involvement in all phases of planning and improving curriculum and instruction. The committee acts as a forum for dialogue and recommends to the School Board rigorous academic standards, student achievement goals and measures, assessments, and curriculum evaluations.

Advisory committee membership reflects the community and the diversity of the district as much as possible. Members include teachers, families, support staff, students, community residents, administrators, and the school board.

The DCAC is consulted after each phase of the program review cycle. The advisory committee or the school board may also request a curricular/program review team to provide a work update throughout the process.

At the end of Phase 3 (implementation plan and purchase), an in-depth report is made to DCAC and school board for approval. Detailing the work accomplished in the program review cycle, the report describes the program design, curricular/program purchases, implementation plan, and expected curricular/program outcomes.

We assign curricular areas and programs to a cycle and phase each year based on their outcomes. Also, an annual report is presented to the district's principals, DCAC, and school board. This report details the curriculum and program work accomplished in the past year, current efforts, and anticipated outcomes.

ADVISORY COMMITTEE MEMBERS		
REPRESENTATIVE	BUILDING	ROLE
Todd Anderson	School Board	School Board Representative
Jake Von De Linde	Office of Educational Equity	Chair
Lindsay Most	Office of Educational Equity	Administrative Assistant
Heather Holbrook	Community Member	Community Representative
Greg Ueland	Roseville Area High School	Teacher
Mark Carignan	Roseville Area Middle School	Parent
Becky Berkas	Central Park	Principal
Halimo Hassan	Emmet D. Williams	Parent
Maureen Kieger	Fairview Alternative High School	Teacher
Celeste Clay	Harambee	Parent
Lizzie Brodeen-Kuo	Falcon Heights	Parent
Cameron McWhorter	Falcon Heights	Parent
Aaron Komo	Community Member	Community Member
Nasri Mohamed	Roseville Area High School	Student
Carmello McWilliams	Roseville Area High School	Student
Rose Gasongo	Roseville Area High School	Student
Kayla Reynosa-Shaw	Roseville Area Middle School	Student

Staff Development Goals and Findings

Professional Learning is a part of the continuous improvement cycle utilized in Roseville Area Schools. Each site develops an annual school improvement plan informed by multiple sources of data. The Office of Educational Equity plans professional development that supports achievement of the goals described in the District's Focus Areas. The Professional Development Advisory Committee reviews and advises the district professional development plan along with site professional development plans to ensure alignment between district and site goals.

GOALS

DISTRICT FOCUS AREAS AND PROFESSIONAL DEVELOPMENT SUPPORT

1. Improve instruction for our students of color, American Indian students, ELs, students receiving special education services, and pre-K learners.
 - a. Continue implementation of elementary math curriculum and instructional practices.
 - b. Understand, implement, and reflect on Culturally Responsive and Competent Teaching practices (CRCT).
 - c. Create, refine, and implement culturally relevant curriculum and support to increase achievement for all students, with a focus on improving achievement for students of color and American Indian students.
 - d. Provide students with effective feedback that improves achievement.
2. Improve communication and genuine engagement with families and communities, especially with our underrepresented communities.
3. Strengthen support for the social and emotional development of students.
 - a. Support students through trauma-informed instruction and SEL.
 - a. Continue to develop a positive climate in schools by using Positive Behavior Interventions and Supports (PBIS) and restorative practices.
4. Expand support for career and college readiness.
5. Use AVID strategies to support student learning.
6. Grading for Equity
7. Improve PLC practices and implementation.

Goals with Strategies from School Improvement Plans

Each school site prepared a School Improvement Plan that addressed goals identified by each site's data analysis that also aligned to the seven focus areas of the strategic plan. The goals in the School Improvement Plans are summarized below in four key areas:

- 1) School culture and professional learning communities
- 2) Standards-based instruction
- 3) Social-emotional learning

A building focus based on comprehensive needs assessment.

BRIMHALL

- School Culture and PLCs
 - All teachers will meet in their collaborative teams weekly, reviewing math power standards implementation, pacing timeline, and CFA data to then respond to the four questions of PLCs. (*Goal 7*)
 - Staff will engage in a year-long study of *Culturally Responsive Teaching and the Brain* (Hammond, Z. 2014)

and integrate the learning into their collaborative team planning and data analysis. (*Goals 1 and 7*)

- All staff will implement common commitments, including morning meetings, explicitly teaching the Zones of Regulation language and size of problem, and Tier 1 supports. (*Goal 3*)
- Standards-based Instruction
 - Teachers will use Cognitively Guided Instruction (CGI) practices in math instruction. (*Goals 1 & 7*)
 - Staff will evaluate current reading instruction with an intentional focus on evaluating the current small group reading practices while building common expectations about teaching practices through a culturally responsive lens. (*Goal 1*)
 - All students will have access to small group instruction in math. (*Goal 1*)
- SEL
 - All staff will review and use common commitments of morning meetings, Zones of Regulation, and Tier 1 supports, with common language to support students' belonging. (*Goals 1 & 3*)
- Building Focus Based on Comprehensive Needs Assessment
 - All teachers will use learning from Hammond's *Culturally Responsive Teaching and the Brain* (2014) as part of anti-racism staff development. (*Goal 3*)

CENTRAL PARK

- School Culture and PLCs
 - Collaborative teams will develop and consistently monitor standards-based learning goals in mathematics, analyzing common formative assessments to assess and plan next lessons. (*Goals 1 & 7*)
 - The format of conferences will be shifted to include in-person, Zoom, and DialogOne with guiding questions. (*Goal 2*)
- Standards-based Instruction Including Absent Narratives/Inclusive Curriculum

Staff Development Goals and Findings, continued

- Amplify student voice through implementation of Cognitively Guided Instruction strategies and knowledge co-creation. (*Goal 1*)
- Provide training in community cultural wealth to see students' assets (*Goal 1*)

• SEL

- Use technology to increase communication with families. (*Goal 2*)
 - Review and renew implementation of Zones of Regulation, PBIS, and MTSS for staff and students. (*Goal 3*)
- Building Focus Based on Comprehensive Needs Assessment
- Increase parent and family voice by hosting family circles. (*Goal 2*)

EDGERTON

• School Culture and PLCs

- Collaborative teams will fully implement and use the PLC process in the area of mathematics and literacy, alternating weekly. (*Goals 1 & 7*)
- Collaborative teams will review and use common formative assessments followed by data analysis. (*Goals 1 & 7*)

• Standards-based Instruction

- Absent narratives/inclusive curriculum – focus on Window and Mirrors approach. (*Goal 1*)
- Teachers will receive CGI training and implement strategies and concepts into daily lessons with students. (*Goal 1*)
- PRESS training for implementation in WIN time, coupled with monitoring of student progress weekly. (*Goal 1*)

• SEL

- Host bimonthly affinity groups for students identified as Black. (*Goal 3*)
 - Establish relationship-building as the primary focus of fall conferences. (*Goal 2*)
 - Use Be Good People curriculum the first six weeks of school, followed by ongoing SEL lessons monthly. (*Goal 3*)
 - Use CASEL standards to align SEL lessons and PBIS. (*Goal 3*)
- Building Focus Based on Comprehensive Needs Assessment
- Staff development on English Learner in the Mainstream, specifically focused on the elements of building

background knowledge and vocabulary. (*Goal 1*)

- Use check-in/check-out process as a supportive tool for students with three or more referrals out of the classroom. (*Goal 3*)

EMMET D. WILLIAMS

• School Culture and PLCs

- Hold weekly collaborative team meetings to review data from common formative assessments in math and determine next steps in teaching. (*Goal 7*)
- Provide flexible support as needed during WIN time. (*Goal 1*)
- Use CGI strategies to increase students' number sense. (*Goal 1*)
- Use science of reading knowledge to provide more direct instruction in the decoding side of Scarborough's Rope. (*Goal 1*)
- Provide training in PRESS intervention processes, tools, and strategies to be used during WIN time for reading intervention. (*Goal 1*)

• SEL

- Implement a variety of strategies to build community around Emmet D. Williams while focusing on discipline/disparity data. Strategies include: #goodhuman; Mind Up; Second Step (CID); monthly school-wide meetings; calming spaces; Zones of Regulation; Responsive Classroom; PBIS; and Restorative Practices. (*Goal 3*)

• Building Focus Based on Comprehensive Needs Assessment

- Increase sense of belonging through #goodhuman work, student circles, affinity groups, and synchronous schoolwide morning meetings. (*Goals 1 & 3*)

FALCON HEIGHTS

• School Culture and PLCs

- Collaborative teams will implement the PLC process in math focused on teaching power standards, using common formative assessments, analyzing the data, and reteaching through WIN time. (*Goal 7*)
- Use the data analysis protocol with an equity lens. (*Goals 1 & 7*)

— Continue standards-based instruction including absent narratives/inclusive curriculum

— Seek ways to include more windows, mirrors, and doors in student experiences. (*Goal 1*)

— Staff will collectively read and discuss anti-racism through book studies to increase staff understanding of cultural responsiveness. (*Goal 3*)

— Staff and students will use a continuum of activist-advocate-ally to discuss social justice themes. (*Goal 3*)

• SEL

— Teachers will include SEL lessons and practices (Falcon 4, Zones of Regulation, mindfulness, calming strategies, CASEL standards, Steps to Respect) during morning meetings. (*Goal 3*)

— Use check-in/check-out process for students needing more support. (*Goal 3*)

— Work with Falcon Families for Equity and Justice to host family affinity circles to develop sense of belonging. (*Goal 3*)

• Building Focus Based on Comprehensive Needs Assessment

— All staff will use Love and Logic with Calm and Assertive classroom management. (*Goal 3*)

HARAMBEE

• School Culture and PLCs

— Teachers will modify scheduling practices to schedule EL lessons first. (*Goal 1*)

— Provide training for all teachers regarding English Learners in the Mainstream. (*Goal 1*)

— Analyze data from common formative assessments using the data protocol to identify student learning and create intervention/practice/extension groups. (*Goals 1 & 7*)

• Standards-based Instruction Including Absent Narratives/Inclusive Curriculum

— Continue to increase staff knowledge of culturally relevant teaching strategies through the use of Culturally Responsive Teaching and the Brain by Zaretta Hammond. (*Goals 1 & 3*)

Staff Development Goals and Findings, continued

- Develop media center lessons connected to cultures and our community. (*Goals 1 & 3*)
- SEL
 - Develop SEL lessons that honor and center cultural identity (schoolwide provided and teacher-created). (*Goal 3*)
 - Teachers and staff will use the Responsive Classroom and Circle process daily, as a way to strengthen relationships, solve problems, support decision making, celebrate student voice, and communicate. (*Goal 3*)
- Building Focus Based on Comprehensive Needs Assessment
 - Principal communication to families will be in multiple forms to increase interactive family engagement, including digital communication, town halls, and direct interaction. (*Goal 3*)

LITTLE CANADA

- School Culture and PLCs
 - Collaborative teams will continue to teach the math power standards, use data analysis protocols to analyze common formative assessments, and provide tiered intervention. (*Goals 1 & 7*)
- Standards-based Instruction Including Absent Narratives/Inclusive Curriculum
 - Teachers will create school norms for small group reading and math instruction. (*Goal 1*)
 - Teachers will use the data analysis protocol with an equity lens. (*Goal 1*)
- SEL
 - Staff will continue to participate in school-wide PBIS training with Cohort 16 of MN PBIS. (*Goal 3*)
- Building Focus Based on Comprehensive Needs Assessment
 - Staff will engage in PBIS training to develop a common framework of organized schoolwide approaches for formal teaching, reteaching, and reinforcing school wide expectations. (*Goal 3*)

PARKVIEW

- School Culture and PLCs
 - Bridge to Learning working in CTs. (*Goal 7*)
- Weekly CTs focused on reading growth K-8. (*Goal 7*)
- Standards-based Instruction Including Absent Narratives/Inclusive Curriculum
 - Rubrics noting standards on assignments. (*Goals 6 & 7*)
 - Grade 5 professional development around absented narrative. (*Goal 1*)
 - Educators will use PRESS and math interventions at K-6, special education and EL. Identify and use strategies for use across content areas at the middle school level. (*Goals 1 & 7*)
 - Implement intervention times with specific rounds in grades 1-6 for semester 1 and grades K-9 for semester 2. (*Goals 1 & 7*)
- SEL
 - Anti-racist practices and social emotional instruction and competencies. (*Goals 1 & 3*)
 - Increase SEL specialists time in elementary to include K, 1, 2, 3 focused on CASEL. (*Goals 1 & 3*)
 - PBIS (*Goals 1 & 3*)

RAMS

- School Culture and PLCs
 - Collaborative teams (PLCs) will use power standards and common formative assessments to engage in the DuFour questions to increase student learning. (*Goal 7*)
 - Collaborative teams will incorporate AVID WICOR strategies with a focus on reading and writing strategies to include scaffolds for all levels; implemented during school-wide WIN time. (*Goals 5 & 7*)
 - Increase community engagement. (*Goal 2*)
- Standards-based Instruction Including Absent Narratives/Inclusive Curriculum
 - Educators will incorporate Collective Knowledge Creation into their instruction aligned with AVID foundation. (*Goals 1 & 2*)
- SEL
 - Use restorative practices as part of culture building across the entire school. (*Goal 3*)
 - Delivery of SEL curriculum through STAR. (*Goal 3*)

- Building Focus Based on Comprehensive Needs Assessment

- WICOR strategies with emphasis on: (*Goal 5*)
 - Organization and academic mindset
 - Focused note taking
 - Critical reading

RAHS

- School Culture and PLCs
 - Building-wide focus on anti-racist spaces and classrooms. (*Goal 1*)
 - Collaboration around common power standards and common assessment (supporting Dufour questions 1 and 2) housed in the RAHS Curriculum Hub. (*Goal 7*)
 - Standards-based instruction including absent narratives/inclusive curriculum. (*Goal 1*)
- SEL
 - Mini school assistance teams, behavioral interventionists, and mentoring. (*Goal 3*)
 - Building focus based on comprehensive needs assessment.
 - CRCT and AVID through professional learning and career pathways with emphasis on: (*Goals 1, 4 & 5*)
 - Collaborative study groups
 - Digital organization
 - Focused note taking
 - PLC culture

FAHS

- School Culture and Professional Learning Communities
 - Grading for Equity learning. (*Goal 7*)
 - WICOR discussions in content areas. (*Goals 1, 4 & 7*)
 - Unpacking the standards. (*Goals 1 & 7*)
- Standards-based Instruction Including Absent Narratives/Inclusive Curriculum
 - Focus on multicultural learning/celebrations of individuals each month. (*Goal 1*)
 - Culturally responsive teaching strategies (*Goal 1*)
 - Absent narratives within our curriculum (*Goals 1 & 3*)

Staff Development Goals and Findings, continued

- SEL
 - HOMES classes provide the following for students: SEL topics, circle discussions, post-secondary planning. (*Goal 3*)
- Building Focus Based on Comprehensive Needs Assessment
 - WICOR strategies (*Goal 5*)
 - Writing to Learn strategies in all content areas (*Goal 5*)
 - School culture (*Goals 1 & 3*)

EARLY CHILDHOOD (ECSE/PRE-K/ECFE)

- School Culture & PLCs
 - Collaborative planning of family engagement events, along with increased partnership with educational teams at Anpétu Téča Education Center. (*Goals 2 & 3*)
 - Flexible and collaborative teaching grounded in culturally responsive instruction and aligned with Early Childhood Indicators of Progress (ECIPs). (*Goal 1*)
- Standards-based Instruction Including Absent Narratives/Inclusive Classroom
 - Flexible and collaborative teaching grounded in culturally responsive instruction and aligned with Early Childhood Indicators of Progress (ECIPs). (*Goal 1*)
- SEL
 - Data-informed instruction using common formative assessments and curriculum-based assessments three times per year. (*Goals 1 & 3*)
 - Intentional instruction in SEL aligned with the Pyramid Model. (*Goals 1 & 3*)

Findings (PD Pathways, Professional Development Calendar, PDAC Agendas)

Professional development offered during the 2021-2022 school year supported the implementation of each school's improvement plans as described above as well as the seven focus areas of the Roseville Area Schools Strategic Plan. Findings from each of these focus areas is described below.

1. Improve instruction for our students of color, American Indian students, English learners, students receiving special education services, and pre-K learners.

- a. During the 2021-2022 school year, WIN time was reinstated at each of the elementary schools with the return to in-person learning. RAMS created WIN time within their course structures, and RAHS and FAHS shifted their schedules to create WIN time for high school students. At elementary sites, interventions during WIN time were prepared and provided as a result of grade-level collaborative teams' analysis of common formative assessments to determine groups for reteaching and extending learning. This strategy was used to accelerate student learning, especially in math.
- b. To support interventions during WIN time, all elementary staff were trained in the use of PRESS interventions and progress monitoring. PRESS interventions were extended to our Spanish-speaking students in the Dual Language Immersion program as our district piloted the PRESS-Spanish program for the University of Minnesota.
- c. District-wide staff development focused on understanding, implementing, and reflecting on CRCT practices. The emphasis for the school year for all staff members was continuous critical self-reflection. Specific training included a table-top exercise regarding absented narratives of early colonization of what is now called the United States as well as a

guidance document regarding the N Word. Additionally, schools extended this learning with site-specific book studies and local staff development regarding culturally responsive pedagogy—not what we teach, but how we teach it.

- d. Since the 2020-2021 school year, 70 K-8 teachers have been trained in CGI, which is a student-centered approach to teaching math. It starts with what your students already know and builds on their natural number sense and intuitive approaches to problem solving. Rather than a math program or curriculum, CGI is a way of listening to students asking smart questions, and engaging with their thinking—all with the goal of uncovering and expanding every student's mathematical understanding. These teachers met quarterly in extended learning sessions to discuss implementation, deepen their skills, and craft common lessons together.

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

District staff and sites continue to work toward positive interactions between schools and families. Staff used multiple efforts to foster relationships with families such as quarterly family events, town hall meetings in person or via zoom, weekly newsletters, Facebook groups, texting, communication in multiple languages, personal invitations to families, incorporating family voice, printing elementary report cards in Spanish and English, and ensuring families have access to the curriculum and learning goals. Seesaw was used as the elementary platform to communicate with families. Secondary students used Schoology, with family access and communication as part of the platform. In addition, cultural liaisons provided support to families, especially African American and Native American families, and families who speak Spanish, Hmong, Buthanese/Nepalese, Karen, and Somali

3. Strengthen support for the social and emotional development of students

- a. Every site had an SEL focus as a part of their school improvement plan during the 2020-2021 school year. The most common thread was the SEL

Staff Development Goals and Findings, continued

power standards and lessons to teach about emotions, how to respond to those emotions, and how to care for yourself and others in the process.

- b. Due to COVID-19 and the strain on individual mental health, each school had a response team that met weekly to monitor attendance and any social or behavioral concerns reported by students, teachers, or families.
- c. Many schools also continued to develop a positive climate by using PBIS, Responsive Classroom, and restorative practices.
- d. Many schools incorporated new elements of social and emotional learning such as the Zones of Regulation (to support students in regulating emotions) and creating calming spaces. During distance learning, students could work in breakout rooms or visit teachers during online office hours.
- e. Many schools provided restorative circles and check-ins for students after the murder of George Floyd and the

subsequent trial of the police officer as part of their SEL support.

- f. Specific staff development featured inclusive language and actions for LGBTQ+ youth, families, and staff. This training was offered to all staff and helped to create inclusive and safe environments for all our LGBTQ+ students, staff, and community members.

4. Expand support for college and career readiness.

Courses that offer college credit and CTE courses continue to expand as opportunities for our students. Raider Career Pathways were solidified and shared with students and families, providing students with coursework that prepares them for careers after high school graduation.

5. Use AVID strategies to support student learning.

FAHS, RAHS, and RAMS continue to be identified as Schools of Distinction for their use of AVID strategies schoolwide.

6. Grading for Equity

Secondary schools continue to work toward creating an equitable grading system based on three principles found in Feldman's Grading for Equity: a system for grading that is accurate, bias-resistant, and motivational.

7. Improve PLC practices and implementation.

Staff development to support the implementation of PLCs included training in equity-centered data analysis protocols. Elementary teachers used a common spreadsheet tool to record, track, and analyze student learning as demonstrated by common formative assessments. The data analysis protocols deepened staff learning in the second question of the PLCs process: "How will we know students learned?"

Staff Development Goals and Findings, continued

PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE

SCHOOL	TEACHER	GRADE LEVEL/SUBJECT/ROLE
Office of Educational Equity	Angie Woods	Secondary Program Administrator
Roseville Area High School	Anne Barnes	AVID
Central Park Elementary	Berri Reiser	Interventionist
Falcon Heights Elementary	Beth Behnke	Principal
Adult Basic Education	Betsy Gedatus-Garcia	EL Coordinator
Emmet D. Williams	Brandon Button	Intervention
Education Minnesota-Roseville	Dan Beck	Union Representative/Parkview
Falcon Heights Elementary	Emily Wendlandt	Grade 4/5 and Intervention
District Wide	Florence Odegard	Title I/ATPPS/TDE Administrator
Parkview Center School	Heidi Wheelock	EL
Office of Educational Equity	Jake Von De Linde	Director of Student Achievement
Pre-K	Janina Haug	Early Childhood Instructional Support Manager
Roseville Area Middle School	Jill Bue	Teacher
Parent	John Stuart	RAMS Parent
Roseville Area High School	Jonathan Friedman	Math and PLC Lead Teacher
Early Childhood Special Education	Kirsten Hawkes	Speech/Language and ATPPS
Fairview Alternative High School	Laura Tucci	Teacher
Brimhall Elementary	Lorna Plana	Intervention and ATPPS
Office of Educational Equity	Mary Bussman	Elementary Program Administrator
District Wide	Melissa Sonnek	Assistant Superintendent
Out of School Time	Molly Flynn	Community Education Supervisor
Little Canada Elementary	Myriam Castro-Franco	DLI Grade 3/4
Harambee Elementary	Nasreen Fynewever	Principal
District Wide	Rebecca Wade	Special Education TOSA
Edgerton Elementary	Stacey Whitwood	2nd grade
Roseville Area Middle School	Tana Bogenholm	AVID
Roseville Area High School	Tess Ormseth	English Language Arts/CRCT Lead
Out of School Time	Tom Krueger	Community Education Supervisor
Office of Educational Equity	Trina Hira	Advanced Academics and Talent Development
District Wide	Tyler Small	School Social Worker
Office of Educational Equity	Yeng Chang	Technology Integration/Online School TOSA

ATPPS Report and Budget

The Alternative Teacher Professional Pay System (ATPPS)—also known as Quality Compensation (Q Comp)—is a voluntary program that allows districts and teachers unions to work together and agree on a plan that provides career advancement options for teachers, job-embedded professional development, teacher evaluation, performance pay, and an alternate salary schedule. Every district school participates in the program.

Implementation and Effectiveness

Short-Term Allowable Modifications Due to the Pandemic

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

Information for the ATPPS annual report was gathered from the following sources:

- End-of-year lead teacher survey
- End-of-year staff survey
- Site program review
- Student outcomes

Impact

PLCs

Staff responses to the following question: To what extent did each of these processes and activities impact your professional growth and student outcomes?

- Analyzing common formative assessments.
 - 89% report positive impact
- Using frequent assessment data to create, monitor, and adjust intervention and extension groups.
 - 94% report positive impact
- Planning interventions and extensions based on analyzed assessments.
 - 94% report positive impact
- Adjusting interventions and extensions based on analyzed assessments.
 - 92% report positive impact on professional growth
 - 92% report positive impact on student learning outcomes

Effectiveness – Student Achievement

- Team goals (student goals)
 - 80% of staff met their team goal
 - 74% in 2021
 - No data for 2020
 - 84% in 2019
 - 85% in 2018

Areas for Improvement

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

Recommendations

- Continue to provide professional development to lead teachers and principals that is grounded in equity/culturally responsive teaching practices
- Continue to revisit collaborative team structure and expectations for non-classroom teachers
- Improve logistics for intervention/extension time - secondary level
- Increase collaboration time
- Focus on
 - LETRS
 - Grading for Equity
 - PLC Questions 3 and 4 especially at the secondary level with regard to structure and logistics

FUND EXPENDITURES

