



Agenda
Regular School Board
Meeting
Tuesday, February 20,
2024
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
 - 5.a. Minutes - Board Meeting of February 6, 2024
 - 5.b. Payment of Bills
 - 5.c. Personnel - Resignations, Appointments, Reductions
 - 5.d. Gifts
 - 5.e. Facility Assessment Proposal - Kraus Anderson
 - 5.f. Capitol Region Watershed District 2024 Partner Grant Award
 - 5.g. Minnesota Multi-Tiered System of Supports (MnMTSS) Grant Award
 - 5.h. PELSB Teacher Mentorship and Retention of Effective Teachers Grant Award
6. Reports and Non-Action Items
 - 6.a. Program Participation Report
Speaker(s): Jake Von De Linde, Melissa Sonnek, Niceta Thomas, Andrea Schmidt and Trina Hira
 - 6.b. Monthly Financial Report
Speaker(s): Shari Thompson
7. Action Items
 - 7.a. American Indian Education Transmittal of Resolution and Parent Committee Roster
Speaker(s): American Indian Parent Advisory Committee members
8. Study Session Report
Speaker(s): Director Kitty Gogins
9. Board Reports
Speaker(s): Board Members
10. Superintendent's Report
Speaker(s): Superintendent Jenny Loeck
11. Adjournment

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

February 6, 2024

Chair Todd Anderson 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 fourteen other visitors or staff who attended all or part of the meeting.

Announcements, Comments, Recognitions. Director Gogins read a land acknowledgment to begin the meeting.

Summary of Community Input Received for Action Items. The board received feedback on the proposed 2024-2025 school year calendar from a community member.

- (42) Consent Agenda. Johnson moved, Clark seconded acceptance of the consent agenda, including the minutes of the school board meeting on January 23, 2024; payment of bills; resignations, appointments, reductions, adjustments; and gifts. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.

American Indian Program Report. Delon Smith, director of equity and innovation; Gabriella Carroll, American Indian education program coordinator; and Savannah Rojas, American Indian cultural liaison, presented information about the district's American Indian education program. This program serves American Indian students throughout the district and promotes cultural awareness, academic advocacy, and community connection for students and families.

- (43) Approval of Final 2024-2025 and Draft 2025-2026 School Year Calendars. Gogins moved, Boguszewski seconded approval of the final 2024-2025 and draft 2025-2026 school year calendars. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.

- (44) 2023-2024 Budget Revisions. Johnson moved, Chu seconded approval of the revised 2023-2024 budget as presented. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.

Board Reports. Rose Chu and Curtis Johnson attended the Association of Metropolitan School Districts' legislative session preview. Mike Boguszewski attended Harambee Elementary's PTO meeting. He and Director Johnson also toured the Ramsey/Washington Recycling & Energy Center. Kitty Gogins attended a district Community Advisory Committee meeting. She and Clerk Chu also attended an Equity Leadership Advisory Council meeting. Director Johnson attended a performance by Shaun Johnson & the Big Band Experience. He also recognized the district's Nutrition Services department for their excellent and innovative work in school nutrition. Todd Anderson attended a 6th grade Honors Chorus performance. He also congratulated 2024

Minnesota Teacher of the Year candidates Kristen Lonetree and Susanne Collins, and Schmitt Music 2024 Band Educator of the Year Joe Churchich for their achievements.

Superintendent's Report. Dr. Loeck thanked Governor Walz, Lieutenant Governor Flanagan, and Education Commissioner Jett for visiting Edgerton Elementary to highlight the success of the Free School Meals bill passed in 2023. She extended an invitation to community members to participate in upcoming focus group discussions about community safety. She also reminded the public that the first school board meeting in March will shift to Wednesday, March 6 due to the presidential primary on March 5.

The Chair declared the meeting adjourned at 7:48 p.m.

Signed _____
Clerk

Approved _____
Chair

February 6, 2024

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

February 6, 2024

Chair Todd Anderson called the meeting to order at 7:52 p.m. in the Fairview Room at Appétu Téča Education Center.

Chu moved, Clark seconded a motion to close the meeting as permitted by Minnesota Statutes section 13D.03 to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiations proposals. The purpose of the closed session was to consider strategy for labor negotiations with Education Minnesota-Roseville.

Board members present: Todd Anderson, Mike Boguszewski, Rose Chu, Mannix Clark, Kitty Gogins, Curtis Johnson. District staff present: Superintendent Jenny Loeck, Kenyatta McCarty, Melissa Sonnek, Mechelle Tessem, Niceta Thomas, and Shari Thompson.

The Chair re-opened the meeting and adjourned at 9:01 p.m.

Signed _____
Clerk

Approved _____
Chair

February 6, 2024

Meeting Date: February 20, 2024

PAYMENT OF BILLS:

-January 16 - January 31, 2024

That bills in the amount of: **\$15,898,445.45** by the following funds be approved:

GENERAL	\$4,530,203.56
FOOD SERVICE	\$277,951.98
COMMUNITY SERVICE	\$231,590.18
BUILDING FUND	\$25,896.62
DEBT FUND	\$9,205,508.75
READING RECOVERY	\$0.00
AMSD	\$13,014.13
OPEB DEBT	\$1,482,387.50
DENTAL INS FUND	\$74,839.43
NO SUBURBAN COLLABORATIVE	\$51,386.34
EXTRA CURRICULAR-STU ACTIVITY	\$5,666.96

RECOMMENDATION:

That above payments are included in check numbers:

WIRE TRANSFERS	202300342	through	202300362	
CHECKS	352942	through	353261	
CAPITAL ONE AP CHECKS		through		*start 8177
ACH A/P	232410632	through	232410703	

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	\$1,517,660.96	\$37,934.59	\$77,322.74		\$9,205,508.75	\$74,839.43		\$3,544.61	\$1,482,387.50		\$1,121.45	\$12,400,320.03
CHECKS	\$1,155,159.35	\$177,165.99	\$19,422.17	\$25,896.62	\$0.00			\$692.72	\$0.00	\$51,386.34	\$4,432.81	\$1,434,156.00
CAPITAL ONE A/P	\$0.00	\$0.00	\$0.00									\$0.00
ACH A/P	\$6,171.03	\$704.56	\$114.07								\$112.70	\$7,102.36
TRANSFER TO P/R	\$1,851,212.22	\$62,146.84	\$134,731.20					\$8,776.80				\$2,056,867.06
VOID CHECKS	\$0.00	\$0.00	\$0.00									\$0.00
TOTAL	\$4,530,203.56	\$277,951.98	\$231,590.18	\$25,896.62	\$9,205,508.75	\$74,839.43	\$0.00	\$13,014.13	\$1,482,387.50	\$51,386.34	\$5,666.96	\$15,898,445.45

BOND CONSTRUCTION FUNDS

Jan 1, 2024 Cash & Investments	Revenue	Disbursements	Balance
Balance	1/1 to 1/31	1/1 to 1/31	Remaining as of 1/31/24
\$8,718,417.00	\$17,979.00	\$3,500.00	\$8,732,896.00

RECOMMENDATION:

The above disbursements include check numbers:

CHECKS Jan 16 - Jan 31, 2024	102697	through	102697	\$3,500.00
WIRES		through		\$0.00
VOID CHECKS				\$0.00

Human Resources Information

5-C

Meeting Date

02/20/24

Change in Continuing Contract

Yang-lee, Mao

Effective Date 02/05/2024

Little Canada Elementary

School Climate Lead Teacher

Was working a .5 FTE and will now be working a .7 FTE.

Hired-Non-Licensed

Adair, Andrea

Effective Date 2/12/2024

Parkview Center School

Paraprofessional

Hired working 4 hours per day.

Chirimwami, Julius

Effective Date 2/16/2024

Parkview Center School

Special Education Paraprofessional

Hired working 6.75 hours per day.

Hostutler, David

Effective Date 2/16/2024

Brimhall Elementary

Nutrition Services

Hired working 5 hours per day.

Htay, Sar

Effective Date 2/5/2024

Edgerton Elementary

Paraprofessional

Hired working 4 hours per day.

Johnson, Peter

Effective Date 2/13/2024

Districtwide

Custodial Services

Hired working 8 hours per day.

Human Resources Information

5-C

Meeting Date

02/20/24

Smith, Latrone

Effective Date 2/5/2024

Emmet Williams Elementary

Special Education Paraprofessional

Hired working 3 hours per day.

Resignation-Licensed

Holty, Sarah

Effective Date 06/07/2024

Central Park Elementary

English Learner Teacher

Resigning from leave effective 06/07/2024.

Schuyler, Maribel

Effective Date 06/07/2024

Little Canada Elementary

Elementary Teacher

Resigning effective 06/07/2024.

Resignation-Non-Licensed

Carver, Benjamin

Effective Date 1/26/2024

Parkview Center School

Custodial Services

Resigned effective 01/26/2024.

Hammond, Jessica

Effective Date 2/13/2024

Roseville Area High School

College and Career Clerk

Resigned effective 02/13/2024.

Jordan, Geneva

Effective Date 2/2/2024

Quora Education Center

Nutrition Services

Resigned effective 02/02/2024.

Human Resources Information

5-C

Meeting Date

02/20/24

Moeller, Matthew

Effective Date 02/07/2024

Districtwide

Custodial Services

Resigned effective 02/07/2024.

Pettit, Christina

Effective Date 03/01/2024

Falcon Heights Elementary

Out of School Time Program Specialist

Resigning effective 03/01/2024.

Speidel, Tianna

Effective Date 02/15/2024

Roseville Area High School

Special Education Paraprofessional

Resigned effective 02/15/2024.

Retirement

Zen, Carol

Effective Date 6/7/2024

Little Canada Elementary

Media Technology Assistant

Retiring effective 06/07/2024. Ms Zen has worked for the district for 9 years.

GIFTS TO SCHOOLS 2023/24

SCHOOL BUILDING	NAME/ADDRESS OF DONOR	GIFT	USE
Edgerton Elementary School	Leslie and Karen Suzukamo 4517 Birch Ridge Road Vadnais Heights, MN 55127	\$720.00	Music department
Fairview Alternative High School	Rebecca Sorlien 2755 Dellwood Street Roseville, MN 55113	\$50.00	Food for students
Little Canada Elementary School	BlackBaud Connect - on behalf of Merle Gaedy 65 Fairchild Street Charleston, SC 29492	\$197.21	School needs
Roseville Area High School	Jess Winkelaar 1747 Malvern St Lauderdale, MN 55113	\$50.00	Prom and Family and Consumer Science department
Roseville Area High School	James A. and Nancy M. Pirkl 939 Brenner Ave Roseville, MN 55113	\$50.00	Music department

Agenda Topic: Approve Facility Assessment Proposal with Kraus Anderson
Meeting Date: February 20, 2024
Contact Person: Shari Thompson

Background:

The school board annually approves a Long-Term Facilities Maintenance (LTFM) Plan to address deferred maintenance needs throughout the district. The plan was originally established in 2017 based on a facilities study conducted in 2016. Eight years have passed, and it is time to complete another assessment to ensure we are identifying and prioritizing the maintenance of our facilities. Kraus Anderson has been partnering with us since 2017 and is familiar with our buildings, proficient in costing projects, and can provide a digital platform for use by district staff. The assessment will help identify priorities beginning in the 2026 fiscal year.

Upon completion of the assessment in approximately four to five months, Kraus Anderson will present its findings to the board.

Recommendation:

It is recommended that the board accept the proposal from Kraus Anderson in the amount of \$91,200.

Action Required

Informational – No Board Action Requested



KRAUS-ANDERSON®

Kraus-Anderson Construction Company
501 South Eighth Street, Minneapolis, MN 55404



Roseville Area Schools

Facility Condition Assessment

January 16, 2024

OBJECTIVE

Roseville Area School is seeking a proposal from Kraus-Anderson to provide comprehensive facility condition assessments on the districts twelve (12) facilities. Kraus-Anderson has been in partnership with Roseville Area Schools for many years. The school district has also worked with KFI on various projects. However, the school district needs a comprehensive report of the deferred maintenance needs and upcoming facility expenditures. The district needs to prioritize the needs between its facilities and ensure that investments being made on the facilities are timely and well-balanced from a financial impact.

Kraus-Anderson will work with Roseville Area Schools and its various partners to review and collect information already available on its facilities. This information would include hard-scape assessments, KFI information on Mechanical and Electrical systems, roof assessments and any other information pertaining to the upkeep of the given facilities.

The completion of a Facility Condition Assessment would help Roseville Area Schools identify their current deferred maintenance needs, fulfill the need for determining LTFM spending, and assist on what additional upcoming facility expenditures will need to be considered for maintaining the district's facilities.

This process will develop the capital plan and deferred maintenance needs for the facilities, develop a long-term facility maintenance plan and provide prioritization of the current needs for their facilities.

The assessment will be provided on a digital platform and allow the staff to keep the information on work completed, updated, refreshed and live. The final deliverable will help the staff understand the status of the facility, prioritize immediate needs, and provide a long-term facility maintenance plan. This plan can be presented to the facilities key stakeholders, school board and acceptable for public review for full understanding of the facilities upcoming needs.

SCOPE OF WORK

The Kraus-Anderson Facility Assessment team is pleased to submit our proposal to assist Roseville Area Schools with providing comprehensive Facility Condition Assessments. The FCA will be inclusive of the following facilities and associated athletic field complexes:

Facility	Approximate SF
Anjpetu Teca Education Center	109,190
Brimhall	101,967
Central Park	88,801
District Center	16,952
Edgerton	86,880
Falcon Heights	74,081
Harambee Elementary	85,266
Little Canada	88,796
Parkview	168,594
Roseville Area High School	528,000
Roseville Area Middle School	260,232
Williams	76,423
Total SF for the District	1,685,182

Facilities Condition Assessments

Kraus-Anderson's Facility Condition Assessments will provide Roseville Area Schools with a complete inventory of the facility with a focus on a facility short and long-term facility maintenance of current and anticipated deferred maintenance and facility expenditures and approximation of costs for each identified line-item. Our comprehensive review of the facilities includes the following:

- Complete site interviews of key facility personnel currently managing and maintaining the facility- gather all pertinent information regarding the facilities and surrounding properties
- Onsite visit: Complete a non-destructive visual inspection, a high-level site visit to review the property and existing building systems conditions inclusive of the following divisions:
 - *02- Site Work*: Site lighting, transformer, parking lots/structures, stormwater, curb, green space, playgrounds, etc.
 - *03- Building Structure*: Non-engineering review of structure- identify points of concern
 - *04- Foundation/Slab-on-Grade*: Basements, loading docks, slabs, etc.
 - *05- Exterior Enclosure*: Façades, exterior walls, exterior doors, windows, building penetrations
 - Includes drone photography to capture the exterior enclosure and roof of the facilities
 - *06- Roofs*: Roof review, roof drainage, flashing, coping, etc.
 - *07- Interior Construction*: Phased replacement budgeting only
 - *08- FF&E*: Phase replacement budgeting only
 - *09- Special Construction*: Pools, data centers, etc.
 - *10- Conveyance*: Elevators, escalators, chair lifts, etc.
 - *11- Fire Protection*: Protection, detection, panels
 - *12- Plumbing Systems*: Water Heaters, softeners, sumps, sewer, med gas, etc.
 - *13- HVAC*: Heating, Ventilation, cooling, boilers, AHUs, etc.
 - *14- Controls*: DDC, Pneumatic, Lighting
 - *15- Electrical*: Switchgear, Generators, ATS, lighting
 - *16- A/V*: Provided by Roseville Area Schools
 - *17- Technology, Electronic Safety/Security*: Provided by Roseville Area Schools
- Identify all deferred maintenance and upcoming facility expenditures and digitize the findings into a consolidated and detailed report
- Itemize and prioritize deferred maintenance and facility expenditure items and develop a comprehensive deferred maintenance list for the facilities
- Identify cost estimates associated with either repair, replacement, or upgrades that coincide with each identified depreciable asset item that will either be a deferred maintenance item or upcoming facility expenditure
- Analyze and consolidate cost estimate information and provide summary cost information on an annualized plan basis
- Present and review itemized FCA and list of prioritization recommendations and review with key facility personnel and decision makers
- Develop assessment report content
- Present and review assessment report and FCA with Roseville Area Schools and/or various departments
- Modify/update final facilities condition assessment report based on Roseville Area Schools input and prioritization direction

In addition, Kraus-Anderson will provide high-level analysis and recommendations for the potential identification of harmful materials and possible indoor air-quality concerns. Detailed testing will need to be verified by third-party consultants (not included in this scope).

PROJECT APPROACH & WORK PLAN

Kraus-Anderson's Facility Assessment Service follows a detailed delivery assurance process to maintain the quality of the Facility Condition Assessments provided for our customers. Independent of the amount of information available, our team will provide a comprehensive

review of the facilities and property, organize the gathered information and previously, and present the results of the facility condition assessment. All information will be digitized and consolidated into an online accessible portal. All information will be easily accessible and available for download.

Define Phase (Project initiation)

- Project proposal development and understanding of client goals and objectives
- Project Award and Setup
- Internal Kickoff Meeting
- External Kickoff Meeting
 - Introduce team members
 - Identify key stakeholders
 - Identify and gather existing key documentation of the site that has not been provided
 - Review proposed timelines and project schedule

Collect Phase

- Site observation and walk-throughs (digitally documenting site walk-through)
- Review existing documentation
- Interview with key personnel and stakeholders– identify key site dates, information about the site, critical information, anecdotal information that may be useful to understanding the status of equipment/materials/condition, transfer of knowledge
- Complete inventory of all reviewed systems and assets
- Digitize information gathered from site interviews, walk-throughs, site visits, etc.

Develop Phase

- Development of comprehensive facility expenditures and deferred maintenance list on a 10-year basis
- Prioritize facility maintenance needs, energy efficiency, code compliance, and ADA issues identified
- Estimate costs associated with facility improvements and upcoming expenditures
- Develop phasing considerations for various projects that should be completed simultaneously or in conjunction
- Incorporate previously completed assessments and estimated costs and confirm pricing for those items

Refine Phase

- Collaboratively work with the owner through:
 - Concepts for facility maintenance items, site improvements, and remediation concepts
 - Iterative prioritization process and criticality of items
 - Potential costs savings for completing projects simultaneously
 - Full understanding of remediation of costs
 - Presentation of data to executive committees
- Identify and understand the results of the data via the Facility Condition Index (FCI) measurement of the reviewed properties

Present Phase

- Provide an executive summary of findings and ownership recommendations
- Provide concepts and prioritization of remediation items
- Provide estimation consolidate budgets on a 10-year plan, inclusive of cost escalation/inflation
- Provide a full digitized package of site plans, concepts, results, estimates, a 10-year plan, and a final report

PROJECT DELIVERABLES

At the conclusion of the project, Roseville Area Schools will be presented with access to KA's portal, inclusive of the following:

Name	Description
Executive report	Summary of the key findings from site visits, including client personnel interviewed
Digitized Site Report	Report of facility information, site walk-through, and deferred maintenance findings and site photography
KA FCA Dashboard	<p>Detailed annualized plan which includes the following items, prioritize and categories by condition, criticality, replacement timing, resolution, and funding mechanisms including the following:</p> <ul style="list-style-type: none"> • Capital and deferred maintenance/facility deficiency items identified • Project identification and phasing considerations • Equipment and Materials lifetime expectancy • Cost estimates based upon real-time market data from KA's current construction cost database
Facility Condition Index	Following the IFMA standard for Facility measurement, the FCI score informs clients on the status of their overall facility and assists with strategy on level of investment required moving forward.
Site Interview Information	Document the anecdotal information available about the various facilities, document timeframes and phasing of the building, and current issues the facility teams are dealing with in regards to the facility.
Meetings and Agendas	Inclusive of the kickoff meeting agenda and other regular meetings where information is gathered.

*Deliverables will be provided via Kraus-Anderson's online portal and accessible and downloadable for up to one (1) year from date of initiation of project.

SCHEDULE

Based upon the scope of services, we anticipate an FCA for the proposed facilities to require 14-18 Weeks from the date of the initial kickoff meeting.

FEE

We propose to furnish all labor, material, Workers' Compensation, all liability insurance, and to pay all state, federal and local taxes to provide this assessment for a lump sum fee of **\$91,200.00.**

EXCLUSIONS

The following is a list of exclusions, not included in the scope of services.

- Bulk printing of reports and findings

CLIENT RESPONSIBILITIES

In order to deliver a successful project, the Client agrees to provide the following information in order to support this engagement.

- Designate a single point of contact (SPOC) who will be responsible for:
 - Identify, schedule, and confirm availability of Client subject matter experts, facilities staff, end-users, and management for onsite interviews and meetings.
 - Provide access to the facility as needed
- Provide documentation as needed throughout the project, such as drawings, diagrams, inventories, current cost data, and various reports.
- Ensure client interviews and review meetings are attended in order to avoid project delays and costs.
- Provide information, decisions, and approvals within three (3) working days of the request or otherwise agreed upon.

ACCEPTANCE

This proposal will be deemed accepted as the Work Order for the project upon receipt of a signed original or copy thereof. If this proposal correctly states our agreement, please sign below:

In witness whereof, the parties hereto have caused their duly authorized representatives to enter into this agreement effective as of the date set forth below.

ROSEVILLE AREA SCHOOLS

KRAUS-ANDERSON

By: _____

By: _____

Date: / /

Date: / /

PROJECT ASSUMPTIONS

- The purpose of this project is to define current facilities conditions, provide framework for space planning efforts and strategy, not to execute the strategy. The actual execution is expected to be a follow on engagement to be discussed upon the presentation of the strategy and approval by the Client.
- The scope of work was proposed solely to meet the needs of KA's Client.
- KA's evaluations and opinions of cost estimates are only as of the date the walk-through performed, documentation reviewed and interviews conducted. KA does not guarantee any cost estimates provided as part of the facilities assessment.
- Conditions at a property and the estimated costs to remedy them can change significantly over a relatively short period of time due to levels of maintenance, wear and tear, acts of nature and other factors.
- KA shall not be liable for any unintended usage of this report by another party.
- No facility assessment can wholly eliminate uncertainty regarding the potential for physical deficiencies and the performance of a property's building.
- There is an inherent subjective nature of opinions as to such issues as original workmanship, quality of original installation, and estimating the remaining useful life of any given component or system.
- KA's facility assessment was designed to reduce, but not eliminate the uncertainty regarding the potential for component or system failure, within reasonable limits of time and cost, and no warranty is expressed or implied regarding the design, operation or safety of any building system or component by KA's performance of the facility assessment.
- The facility assessment is intended to be a non-intrusive assessment.
- No destructive testing will be completed and concealed areas, such as inside, plenums, behind walls or within machinery, were not accessed (unless specifically noted)
- KA makes no representations regarding exterior insulation and finishing systems (EIFS), curtain walls or other building skin conditions that would not be readily observable and, therefore, outside the scope of this assignment (unless specifically included).
- The facility assessment does not constitute a design, regulatory or code compliance audit of the building systems that may be present at the Property.
- KA is not performing the facilities assessment in the capacity of a design professional. Where any changes or repairs to existing building systems are contemplated, Client agrees to retain the services of a licensed design professional to evaluate/design any such changes or repairs.
- KA's fee for the facilities assessment includes a reasonable allowance for risk. Client agrees that KA's aggregate liability for all claims arising from the facilities assessment will not exceed the fee paid to KA or \$50,000, whichever is greater, and Client agrees to indemnify KA from any liability in excess of such amount.
- Testing, measuring, or preparing calculations for any system or component to determine adequacy, capacity, or compliance with any standard is outside the scope of work.
- Information in this report, concerning past and current physical concerns, maintenance and replacement activities, and condition of spaces not observed or viewable, is from sources deemed to be reliable, including, but not limited to interviews with property owners, operators and tenants, interviews with municipal agencies and vendors; however, no representation or warranty is made as to the accuracy thereof.
- KA will have no ongoing obligation to obtain and include information that was not reasonably ascertainable, practically reviewable or provided to KA in a reasonable timeframe to formulate an opinion and complete the assessment by the agreed upon due date.

- While the general environmental setting of the property is described, this assessment is not intended to be a formal flood plain or wetland determination, and no warranty with respect thereto is expressed or implied.
- Any fungi or mold reference included in the final report does not constitute a professional mold inspection and is not based upon any sampling, testing and/or abatement.
- KA merely notes the visual presence or absence of fungi or mold while in the course of preparing this report.

Agenda Topic: Approval of the Capitol Region Watershed District 2024 Partner Grant
Meeting Date: February 20, 2024
Contact Person: Shari Thompson

Background:

Jenny Eckman, National Board Certified Teacher at Parkview Center School, submitted a proposal to the Capitol Region Watershed District (CRWD) to receive grant money to fund Parkview's Water Project (PWP) 2024. CRWD has awarded Parkview Center School \$19,500.00 for the project with the intention of improving and expanding water quality and conservation. The project will consist of water education experiences for grades K-5 at Parkview and several grades at Harambee and staff time for integration and planning. CRWD's partner grants are funded on a reimbursement basis. The district will submit the final grant report to CRWD by December 2024.

Recommendation:

It is recommended that the board approve the receipt of funds awarded from the Capitol Region Watershed District's 2024 Partner Grant.

Action Required

Informational – No Board Action Requested

**Capitol Region Watershed District
PARTNER GRANT AGREEMENT**

This Grant Agreement (Agreement) is entered into between Capitol Region Watershed District (DISTRICT), a political subdivision of the State of Minnesota; and Parkview Center School (GRANTEE) and shall be effective as of the date it is signed by both parties.

WHEREAS, THE DISTRICT has established a grant program to provide financial assistance to various individuals or organizations to protect and improve water resources within THE DISTRICT; and

WHEREAS, the mission of THE DISTRICT is to protect, manage and improve water resources of THE DISTRICT by encouraging water resource stewardship in the watershed district; and

WHEREAS, the GRANTEE has presented a proposal (Project) that THE DISTRICT believes will further its mission;

IT IS THEREFORE AGREED BETWEEN THE PARTIES AS FOLLOWS:

1. SCOPE OF PROJECT

The GRANTEE will perform the Project as described in Exhibit A, with total grant funding not to exceed \$19,500.00. Only staff time and materials associated with the project are eligible for reimbursement.

2. GENERAL CONDITIONS

A. Non Assignment

The GRANTEE shall not assign any part or all of this Agreement to any other person without the prior written consent of the DISTRICT.

B. Independent Contractor

The GRANTEE is an independent contractor and neither the GRANTEE, its agent, employees, assigns nor other persons while engaged in the performance of the Project shall be considered employees of the DISTRICT. Nothing contained in the Agreement shall be construed to create the relationship of co-partners, joint ventures or a partnership or association between the DISTRICT and the GRANTEE.

C. Indemnification

The GRANTEE agrees to defend, indemnify and hold the DISTRICT, its officials, agents and employees harmless from any claims, demands, actions or causes of action, including attorneys' fees, arising out of any act or omission of the GRANTEE, its agents or employees in the performance of the Project and Agreement.

D. Alteration

No alteration, variation, modification or waiver of the provision of the Agreement is valid until it is in writing and signed by both parties.

E. Insurance

GRANTEE shall purchase and/or maintain the insurance necessary to protect the DISTRICT from claims, which may arise out of, or result from, the GRANTEE's performance of the Project. GRANTEE shall provide a copy of all certificates of insurance to the DISTRICT upon request. It is the sole responsibility of the GRANTEE to purchase and maintain insurance that may be necessary for performance of the Project and Agreement.

F. Setoff

If damages are sustained by the DISTRICT as a direct or indirect result of the GRANTEE's performance of the Project or Agreement, the DISTRICT may withhold payments (not to exceed the amount of the damages) to the GRANTEE until the exact amount of damages is determined.

G. Termination

The DISTRICT may suspend or terminate the Agreement for failure of the GRANTEE to meet the terms of the Project and Agreement. In such case, the DISTRICT shall provide written notice to the GRANTEE specifying the extent of the suspension or nature of the termination and the reasons for it, and the effective date. Upon receipt of such notice the GRANTEE shall discontinue further performance or expenditure of funds as related to the Project and Agreement.

H. Compliance With Applicable Law

The GRANTEE shall comply with all applicable federal, state and local laws and regulations, and apply, pay for and obtain all permits or licenses necessary for the performance of the Project and Agreement.

I. Documents

The DISTRICT, its authorized representative or the State Auditor shall have full access to all documents relating to the performance of the Agreement. The GRANTEE shall maintain records for all services provided under the Agreement and retain those records for seven (7) years following the termination of the Agreement.

J. Data Practices

The GRANTEE's performance of this Agreement and all documents related thereto are governed by the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and applicable federal law.

K. Publicity and Endorsement:

- a. Publicity. Any publicity regarding the subject matter of this grant agreement must identify the DISTRICT as a sponsoring agency. For purposes of this provision, publicity includes traditional and digital media and communications, including but not limited to social media channels, website, photography, videography, notices, informational pamphlets, press releases, research reports, signs and similar public notices by or for the GRANTEE individually or jointly with others, or any subcontractors, with respect to the program, publications, or services provided resulting from this

grant agreement. Please reference the DISTRICT's Communications Toolkit provided by staff during the spring workshop for style and branding requirements.

b. Endorsement. The GRANTEE must not claim that the DISTRICT endorses its products or services.

L. Interpretation/Venue

This Agreement shall be interpreted and construed according to the laws of the State of Minnesota. Any litigation involving this Agreement shall be conducted in the State of Minnesota.

M. Term

This Agreement shall be effective as of the date it is signed by both parties and continue until **December 31, 2024** or until terminated pursuant to the Agreement.

N. Ownership

All work products, including but not limited to concepts, ideas, layouts, drawing, maps, models, computer programs or simulations, photography, scripts, graphics, reports and recommendations become the property of the DISTRICT upon completion of the Project. The GRANTEE shall be entitled to retain copies of all work products.

O. Entire Agreement

This Agreement and Exhibit shall constitute the entire Agreement between the DISTRICT and the GRANTEE and shall supercede all prior oral and written Agreements or negotiations.

P. Final Report

Upon completion of the Project, the GRANTEE is required to prepare a Final Report of the Project's implementation and submit it to the DISTRICT by December 31, 2024. The Final Report should include a detailed description of the deliverables and outcomes for each funded task, itemized receipts for materials and supplies, an invoice for staff time, high resolution photos/video and a brief quote about your experience working with the DISTRICT for program promotion.

3. PAYMENT

The DISTRICT shall reimburse the GRANTEE a total not to exceed \$19,500.00 of actual documented costs upon completion of the Project and receipt and review of a Final Report (Condition P).

IN TESTIMONY WHEREOF, the Parties hereto have caused this Agreement to be executed by the respective duly authorized representatives as of the day and year written:

FOR THE GRANTEE:

By: Kristen Smith Olson
Kristen Smith Olson (Jan 17, 2024 13:33 CST)
(Title): Principal
Date: Jan 17, 2024

FOR CAPITOL REGION WATERSHED DISTRICT:

By: Mark Donaup
(Title): Administrator
Date: Jan 17, 2024



Capitol Region Watershed District

595 Aldine Street • Saint Paul, MN 55104
 T: 651-644-8888 • F: 651-644-8894 • capitolregionwd.org

Exhibit A **Parkview Center School’s Parkview Water Project (PWP) 2024**

Project Name: Parkview Water Project (PWP) 2024

Project Summary: The first key element is water education experiences for grades K-5 at Parkview and in several grades at Harambee. We start with a kindergarten winter field trip to Lake McCarrons. Students discover tracks of the animals they have been learning about in science and for many, the first time to see an ice fishing hole. The 1st grade field trip to Lake McCarrons is in spring so the student scientists can observe the seasonal changes in the habitat as they search for dragonfly larvae and do damselfly catch and release! At each grade level there are carefully paired activities integrating water education into the curriculum. The project culminates with a 5th grade Mississippi River canoe paddle to experience the river first hand. The second key element is time for staff to do integration and planning. We have seen repeatedly that we need this time to make this successful. The project provides learning for approximately 400 students and their families from diverse racial and cultural backgrounds. Over time this has cumulative impact as students each year build on the knowledge and understanding from the past years. Being a part of activities that are directly related to water quality awareness, protection, and conservation in their own neighborhoods with Lake McCarrons and the Mississippi River as the anchor water bodies, gives these students a strong foundation and background knowledge. We have planned the unique kind of experiences that will give our students not just the knowledge but also the motivation to be water protectors.

Approved Tasks and Funding Levels

Task 1 Name: K-1 Lakes-Ponds-Wetlands Habitat Study	Task 1 CRWD Funding Approved = \$6,500.00
Task 1 Staff Costs = \$3,500.00	Task 1 Material Costs and Other Expenses = \$3,000.00
Task 1 Description: Students in K and 1 are introduced to the wonders of the lake/pond/wetland habitat through a series of connected experiences that integrate with our science and social studies themes as well as bringing in specialists that incorporate arts and creative cultural elements. We deliberately connect both school campuses to Lake McCarrons and to the CRWD underground project at Parkview that is protecting the water quality for that lake habitat. We have seen that this extended study of a habitat and the many different ways of approaching the learning provide our students with a stronger experience and an improved chance of retaining information and concepts. We start with the youngest students in a tangible way with multiple modalities so that the complexities of water habitats are very real to them by the time they leave 1st grade. At both schools, the emphasis on action is woven into the knowledge throughout. In both the PEACE framework and the Harambee focus areas, there are elements of community and service.	

These activities also involve a large number of family volunteers and reach the family's home communities. We have a wide variety of racial, cultural, religious and socio-economic groups represented in our schools. Both schools are above the state average for diversity in racial demographics. Our families have chosen our schools and want to be informed and active. This task is truly the foundation building for future active citizens who care about protecting and managing water resources responsibly!

Task 1 Deliverables and Outcomes: *80 kindergarten students at Parkview will participate in Winter Ecology field trip to Lake McCarrons including ice fishing, snowshoe introduction, animal track observation, and trash pick up

Outcomes: increased knowledge of local water body, increased knowledge of how animals use lake in winter, human use of lake in winter, winter ecology, ice safety

*155 students at Parkview (K and 1st) and 75 at Harambee (K and 1st) will participate in visit with naturalist including music, sign language, live lake, pond and wetland plants and animals (will be in person or combination of videos and virtual visit); introduced in kindergarten, 2nd visit in 1st grade

Outcomes: Increased knowledge of habitat, increased engagement in topic

*75 1st Grade PCS students will participate in artist in residence experience with COMPAS artist connecting our work with Odonata to creative movement. Will learn a dance depicting the dragonfly life cycle and comparing differences with Monarch life cycle.

Outcomes: Making learning more engaging for more students by adding kinesthetic element and artist of color, connecting science and art to make learning about Odonata more likely to be remembered

*125 1st grade students (both PCS and Harambee) will participate in Spring Entomology field trip to Lake McCarrons or the Harambee pond for macroinvertebrate water study and Odonata catch and release

Outcomes: increased knowledge of importance of lake habitat for odonata and other macroinvertebrates, increased connection with local body of water

*125 1st grade students (both PCS and Harambee) will participate in Odonata art project designing their own dragonfly and crafting it into a 3D sculpture.

Outcomes: increased knowledge and interest in aquatic insects

*125 1st grade students (both PCS and Harambee) will work with songwriter Michael Deppe to learn Ode to Odonata, the song he wrote with 2020 1st graders. We will then do a parade with their Odonata sculptures using the song to share their art with the school and their families. (might be virtual or live depending on COVID precautions)

Outcomes: increased awareness of odonata in the community and increased interest in protecting their habitat

Task 2 Name: 2nd and 3rd Grade Water Science and Human Impacts Study	Task 2 CRWD Funding Approved = \$4,000.00
Task 2 Staff Costs = \$1,000.00	Task 2 Material Costs and Other Expenses = \$3,000.00
Task 2 Description: At these grade levels, we continue with the lake/pond/wetland habitat but add the connection to the Mississippi River. We add new concepts in science and more complex understandings of the human impacts on the environment. We plan PWP activities that show students both the positive and negative impacts of human interaction with the habitats. There is an in-depth text study with non-fiction	

books related to the science of water and the cultural connections to water. We also integrate with science and social studies curriculum units on bird migration and solar energy. We are working to create an experience for 2nd grade that will bring together Dakota history and their connection to water and the land. In 3rd grade, students have a water week focus that includes a simulation with pollution clean up and take a field trip to the Harriet Alexander Nature Center to learn more about a local wetland. Again, these activities are designed to help students strengthen their knowledge but also their motivation to be involved in the protection and conservation of water resources. We work carefully to find materials and activities that reinforce diversity in science and provide access for our students and families who have been absented from environmental education and outdoor education. We believe our mission of connecting our students with quality science experiences and creating lifelong learners and possible career conservationists aligns exactly with the CRWD goals of protecting and managing the Mississippi watershed and our smaller local water bodies.

Task 2 Deliverables and Outcomes: *175 students in 2nd grade (PCS and Harambee) will participate in a field trip to Fort Snelling State Park or to an event at Wakan Tipi Awanyankapi. Outcomes: increased engagement with water as a topic, increased knowledge of cultural connections, motivating way to introduce cultural connections

*300 2nd and 3rd grade students (PCS and Harambee) will have access to non-fiction texts that cover elements of water science, water conservation and protection concepts and multiple reading levels. We also include books about people who have taken action to protect water or the environment with a focus on indigenous culture. Outcomes: The text sets give teachers flexibility in providing texts for students with varying levels of reading skill and interest areas and ensure that all students will be able to interact with non-fiction information about water.

*150 3rd grade students (PCS and Harambee) will participate in water week activities including in a simulation activity with designing a solution for cleaning water pollution and visual representation of how cumulative effects of human use on water create pollution. Outcomes: Increased engagement in water conservation and protection, increased knowledge of water science, increased awareness of prevention practices

*150 3rd grade students (PCS and Harambee) will participate in a field trip to the Harriet Alexander Nature Center Outcomes: increased awareness of importance of wetlands, increased knowledge of wetland habitat, increased motivation to protect and preserve habitat

Task 3 Name: 4th and 5th Grade: Bringing it All Together; Field Experiences

Task 3 CRWD Funding Approved = \$7,000.00

Task 3 Staff Costs = \$4,000.00

Task 3 Material Costs and Other Expenses = \$3,000.00

Task 3 Description: In 4th grade, Parkview students take part in the Big River Journey project with the National Park service during the fall. For the PWP, we created a spring activity at Lake McCarrons that would wrap up many of the big concepts from the Big River Journey, as well as revisiting concepts from earlier years of our PWP work and connect to the grade level district science and engineering curriculum. Wilderness Inquiry staff lead a day long spring field experience at Lake McCarrons that includes water quality testing, fishing and an introduction to their voyageur canoes. In 5th grade it all comes together in a culminating activity where students actually canoe on the Mississippi River. Wilderness Inquiry staff lead trip with focus on geology, erosion, and human impacts on water. This authentic and engaging experience

for students allows them to make lasting connections between school learning and the river. This is a capstone experience to solidify knowledge, and increase motivation to take action for water quality protection and conservation. If flooding prevents the Mississippi paddle, a suitable replacement activity will be planned (typically Lake Phalen or Bde Make Ska). Last year, Harambee 4th graders connected their water filter engineering work and water science with learning about the life cycle of dragonflies and did Odonata catch and release in the Harambee wetland. For the 2024 proposal we will include authentic experiences for Harambee students that tie in to their prior knowledge and build on their capacity to be involved in future water conservation.

Task 3 Deliverables and Outcomes: *100 students (4th grade PCS) will participate in field experience at Lake McCarrons including Voyageur canoe paddle, water quality sampling, fishing demonstration, and exploring water protection improvements at the site Outcomes: Increased knowledge of water resources and use of local water body, increased awareness of human impacts on local water body, increased motivation to protect and preserve water resources

*100 students (5th grade PCS) will participate in field experience with Wilderness Inquiry on the Mississippi River (if flooding, is moved to an inland lake) with focus on geology, history, and human impacts on water. Outcomes: Increased knowledge of national river, increased awareness of human impacts on river, increased engagement and motivation to protect and preserve water resources

*100 students (4th grade PCS) will participate in a field trip to water treatment plant

Outcomes: Increased knowledge of how natural water system and human created/treated water systems connect, increased motivation to protect and preserve water resources

*60 students (4th and 5th Harambee) will participate in activities at Harambee and/or Lake McCarrons designed to provide field experiences around water science and ecology

Outcomes: Increased knowledge of water resources and use of local water body, increased awareness of human impacts on local water body, increased motivation to protect and preserve water resources

Task 4 Name: Integration and Planning	Task 4 CRWD Funding Approved = \$2,000.00
Task 4 Staff Costs = \$2,000.00	Task 4 Material Costs and Other Expenses = \$0.00

Task 4 Description: This task can best be described as what happens behind the scenes so that the other 3 tasks can happen. Because we are attempting to create a project that crosses several grade levels and 2 buildings as well as tying together concepts from multiple content and curriculum areas, there is an enormous need for planning time. Yes, teachers love the opportunity to give their students these amazing activities and adventures! However, we have to ensure they are connected to curriculum and standards and that the teachers are also getting the learning they need in order to teach the concepts. For this task, the grant author and 2 other lead staff will coordinate the project and set up the conditions for success. We meet with each other and sometimes with teachers to do things like; help them integrate the PWP into the curriculum, lead an activity, or to develop pre and post assessments to determine how students are being impacted by the project, and to take care of the details that make continued work at this scope possible. Due to the current shortage of substitute teachers, this will likely mean time outside of the school day rather than meeting during school hours and paying for subs. There is also an enormous amount of volunteer and in-kind time donated because the people involved in the PWP are passionate about giving students these kinds of unique learning experiences and in their belief that we can make a difference in changing environmental outcomes.

Task 4 Deliverables and Outcomes: Deliverables: The PWP will be able to fulfill its goals for students Outcomes: Approximately 600 young people at Harambee and Parkview will be impacted and will be on

their way to fulfilling their promise as citizens who will be actively involved in protecting and managing the water resources in their neighborhoods and communities!

Total Approved Funding for Staff = \$10,500.00

Total Approved Funding for Materials and Other Expenses = \$9,000.00

Total Approved CRWD Funding = \$19,500.00

Parkview Center School CRWD 2024 Partner Grant Agreement

Final Audit Report

2024-01-17

Created:	2024-01-17
By:	Lindsay Schwantes (lindsay@capitolregionwd.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA1nieEJso-ul4ZoVnxL9f-I42HpD6S5WR

"Parkview Center School CRWD 2024 Partner Grant Agreement" History

-  Document created by Lindsay Schwantes (lindsay@capitolregionwd.org)
2024-01-17 - 5:33:33 PM GMT- IP address: 96.82.221.37
-  Document emailed to kristen.smith.olson@isd623.org for signature
2024-01-17 - 5:34:19 PM GMT
-  Email viewed by kristen.smith.olson@isd623.org
2024-01-17 - 7:33:21 PM GMT- IP address: 198.36.216.4
-  Signer kristen.smith.olson@isd623.org entered name at signing as Kristen Smith Olson
2024-01-17 - 7:33:47 PM GMT- IP address: 198.36.216.4
-  Document e-signed by Kristen Smith Olson (kristen.smith.olson@isd623.org)
Signature Date: 2024-01-17 - 7:33:49 PM GMT - Time Source: server- IP address: 198.36.216.4
-  Document emailed to Mark Doneux (mdoneux@capitolregionwd.org) for signature
2024-01-17 - 7:33:50 PM GMT
-  Email viewed by Mark Doneux (mdoneux@capitolregionwd.org)
2024-01-17 - 8:34:20 PM GMT- IP address: 96.82.221.37
-  Document e-signed by Mark Doneux (mdoneux@capitolregionwd.org)
Signature Date: 2024-01-17 - 8:34:55 PM GMT - Time Source: server- IP address: 96.82.221.37
-  Agreement completed.
2024-01-17 - 8:34:55 PM GMT

Agenda Topic: Minnesota Multi-Tiered System of Supports (MnMTSS) Grant Award
Meeting Date: February 20, 2024
Contact Person: Shari Thompson

Background:

Sheila McCormick, MnMTSS district coordinator, was awarded a three-year grant by the Minnesota Department of Education for Multi-Tiered System of Supports (MnMTSS). These funds will support the creation of a district MnMTSS plan, with a focus on implementing a sustainable MnMTSS system. FY24 funds will support district MnMTSS team planning meetings, with FY25 and FY26 funding two half-time MnMTSS coordinators, one for elementary and one for secondary.

Implementation of grant activities will be measured through the Self-Evaluation of MnMTSS for District Leadership Team (SEMI-DLT) and other local data to develop and enact an action plan to advance implementation.

Recommendation:

It is recommended that the board approve the receipt of the FY24-25 Minnesota Multi-Tiered System of Supports Grant Award.

Action Required

Informational – No Board Action Requested



January 22, 2024

SENT VIA ELECTRONIC MAIL ONLY

Dr. Jenny Loeck
Superintendent of Schools
Roseville Area Schools
1251 County Rd. B West
Roseville, MN 55113-3205

Re: Minnesota Multi-Tiered System of Supports (MnMTSS) Grant Award

Dear Dr. Loeck:

Congratulations! We have selected your application submitted in response to the Minnesota Multi-Tiered System of Supports (MnMTSS) grant opportunity. The grant offer is \$296,289.21; your approved budget is attached.

Dana Garry, Grants Specialist, will be assisting with the preparation of the Official Grant Award Notification (OGAN), financial reporting, processing of payments requests, and dissemination of the award document. Dana can be contacted at dana.garry@state.mn.us or 651-582-8895. Your grants specialist will also be conducting a Pre-Award Risk Assessment, which may require a review of financial documentation and prior grant performance before the execution of the OGAN. Dana will contact you for any information needed to conduct that assessment.

Please do not incur any expenditures until the OGAN is fully executed. Any expenditure you make prior to the full execution of the OGAN will be your sole responsibility to pay.

We look forward to working with you.

Sincerely,

Jean Duffy

Jean Duffy, Ed. D.
COMPASS Asst. Director | MnMTSS Lead

cc: Sheila McCormick, MTSS District Coordinator
Shari Thompson, Director of Business Services
Dana Garry, Grants Specialist

APPLICANT NAME:				
STATE FUNDED GRANT PROJECT TITLE:		MnMTSS New Projects		
REQUEST AMOUNT for FY24:		\$	7,313.14	
FY24 FUNDING PERIOD:		2/1/24-6/30/24		
UFARS	100 SERIES SALARIES	BUDGET AMT	FTE	NARRATIVE DESCRIPTION FOR BUDGET LINE
145	Substitute Teacher-Licensed	\$ 5,000.00		Potential budget needed for substitute teachers for staff who are members of the district leadership to be able to attend MnMTSS professional development during the day. This is an approximate cost for 4 meetings from February to May for a committee of 15 members with at least 5 teachers. This calculation accounts for \$200 per substitute teacher needed.
185	Other Salary Payments - Licensed and Certified- outside of contract time	\$ 1,250.00		Potential budget amount accounts for 30 hours for timecarding staff for attending MnMTSS leadership team professional development outside of contract hours and an additional 20 hours for summer planning for our current .5 MTSS coordinator. The contracted amount for timecarding hours is \$25/hour.
UFARS	200 SERIES BENEFITS BASED ON SALARIES	BUDGET AMT		NARRATIVE DESCRIPTION FOR BUDGET LINE
210	FICA - District's Portion	\$ 478.13		Staff Benefits
214	PERA - District's Portion	\$ -		
218	TRA - District's Portion	\$ 546.88		Staff Benefits
270	Worker's Compensation	\$ 38.13		Staff Benefits
TOTAL ALL	INSERT TOTAL FOR FY24 REQUEST AMOUNT ON	\$ 7,313.14		
End of Worksheet				

APPLICANT NAME:				
STATE FUNDED GRANT PROJECT TITLE:		MnMTSS New Projects		
REQUEST AMOUNT for FY25:		\$ 142,714.49		
FY25 FUNDING PERIOD:		7/1/24-6/30/25		
UFARS	100 SERIES SALARIES	BUDGET AMT	FTE	NARRATIVE DESCRIPTION FOR BUDGET LINE
140	Licensed Classroom Teacher	\$ 98,000.00	1	A full-time MTSS coordinator position, differentiated by .5 elementary focus and .5 secondary focus is critical for developing and implementing a comprehensive MnMTSS framework that meets the needs of all students, focusing on personalized support, early intervention, and data-informed decision-making.
145	Substitute Teacher-Licensed	\$ 9,000.00		Potential budget for substitute teachers for staff who are members of the district leadership to be able to attend MnMTSS professional development meetings during the day. This is an approximate cost for 8 meetings from September to May for a committee of 15 members with at least 5 teachers. This calculation accounts for \$200 per substitute teacher needed.
185	Other Salary Payments - Licensed and Certified-	\$ 2,750.00		Potential budget for 30 hours for timecarding staff for attending MnMTSS leadership team professional
UFARS	200 SERIES BENEFITS BASED ON SALARIES	BUDGET AMT		NARRATIVE DESCRIPTION FOR BUDGET LINE
210	FICA - District's Portion	\$ 8,395.88		Staff Benefits
214	PERA - District's Portion	\$ -		
218	TRA - District's Portion	\$ 9,603.13		Staff Benefits
220	Health Insurance	\$ 10,222.00		Staff Benefits
230	Life Insurance	\$ 56.00		Staff Benefits
235	Dental Insurance	\$ 480.00		Staff Benefits
240	Long-Term Disability Insurance	\$ 598.00		Staff Benefits
250	Deferred Compensation	\$ 980.00		Staff Benefits
251	Tax Advantage - Employer Sponsored Health	\$ 1,960.00		Staff Benefits
270	Worker's Compensation	\$ 669.48		Staff Benefits
TOTAL ALL	INSERT TOTAL FOR FY25 REQUEST AMOUNT ON	\$ 142,714.49		
End of Worksheet				

APPLICANT NAME:				
STATE FUNDED GRANT PROJECT TITLE:		MnMTSS New Projects		
REQUEST AMOUNT for FY26:		\$ 146,261.58		
FY26 FUNDING PERIOD:		7/1/25-6/30/26		
UFARS	100 SERIES SALARIES	BUDGET AMT	FTE	NARRATIVE DESCRIPTION FOR BUDGET LINE
140	Licensed Classroom Teacher	\$ 100,940.00		A full-time MTSS coordinator position, differentiated by .5 elementary focus and .5 secondary focus is critical for developing and implementing a comprehensive MnMTSS framework that meets the needs of all students, focusing on personalized support, early intervention, and data-informed decision-making.
145	Substitute Teacher-Licensed	\$ 9,000.00		Potential budget for substitute teachers for staff who are members of the district leadership to be able to attend MnMTSS professional development meetings during the day. This is an approximate cost for 8 meetings from September to May for a committee of 15 members with at least 5 teachers. This calculation accounts for \$200 per substitute teacher needed.
185	Other Salary Payments - Licensed and Certified- outside of contract time	\$ 2,750.00		Potential budget for 30 hours for timecarding staff for attending MnMTSS leadership team professional development outside of contract hours and an additional 80 hours for summer planning for the elementary and secondary MnMTSS coordinators. This calculation accounts for \$200 per substitute teacher needed.
186	Other Salary Payments - Non-Licensed and	\$ -		
UFARS	200 SERIES BENEFITS BASED ON SALARIES	BUDGET AMT		NARRATIVE DESCRIPTION FOR BUDGET LINE
210	FICA - District's Portion	\$ 8,620.79		Staff Benefits
214	PERA - District's Portion	\$ -		
218	TRA - District's Portion	\$ 9,860.38		Staff Benefits
220	Health Insurance	\$ 10,222.00		Staff Benefits
230	Life Insurance	\$ 56.00		Staff Benefits
235	Dental Insurance	\$ 480.00		Staff Benefits
240	Long-Term Disability Insurance	\$ 616.00		Staff Benefits
250	Deferred Compensation	\$ 1,010.00		Staff Benefits
251	Tax Advantage - Employer Sponsored Health	\$ 2,019.00		Staff Benefits
270	Worker's Compensation	\$ 687.41		Staff Benefits
TOTAL ALL	INSERT TOTAL FOR FY26 REQUEST AMOUNT ON	\$ 146,261.58		
End of Worksheet				



Minnesota Multi-Tiered System of Supports (MnMTSS) – FY24-26

Application Coversheet for New Projects

Applicant Information

Legal name of applicant organization: Roseville Area Schools

If district or charter school applicant, enter organization number: District 623

Address: 1251 County Rd. B West

City, state and zip code + 4: Roseville, MN 55113-3205

Required Identification Numbers

Minnesota SWIFT vendor ID number: VN00001939831

Federal UEI number: D4A4JMM918K1

Amount of Request

Total grant request (maximum of \$375,000): \$296,289.17

Request amount for the period 2/1/24 – 6/30/24 (FY24): \$ 7,313.14

Request amount for the period 7/1/24 – 6/30/25 (FY25): \$ 142,714.49

Request amount for the period 7/1/25 – 6/30/26 (FY26): \$ 146,261.58

Contact Information

Identified Official with Authority to Sign

Instructions: Enter the contact information of the person who will sign the application in the signature section (page 3).

Name of official with authority to sign: Dr. Jenny Loeck

Title: Superintendent of Schools

Phone number: 651-628-6452

Email: jenny.loeck@isd623.org

Primary Program Contact Information

Name of Program Contact: Sheila McCormick

Title: MTSS District Coordinator

Phone number: 651-724-6474

Email: sheila.mccormick@isd623.org

Business Manager Contact Information

Name of business manager: Shari Thompson

Title: Director of Business Services

Phone number: 651-635-1615

Email: shari.thompson@isd623.org

Signature Section

Submit the completed and signed application cover sheet with the application narrative and Excel budget form to mde.compgrants@state.mn.us by **November 13, 2023**, no later than 5pm Central Time.

Signature and Date of the Official with Authority to sign

By signing below, I certify I have read the application (narrative, assurances, budget and supplemental documents, if applicable) and will comply with the approved application and assurances herein and additional state, local, federal regulations and policies that apply to my organization.

Name: Dr. Jenny Loeck

Date: November 10, 2023

Signature: _____

Assurances

The applicant, by signing the coversheet to the application submitted to the State, certifies they have read all application documents, including any revised documents. The applicant agrees to comply with the approved application and all federal, state and local laws, ordinances, rules and regulations, public policies herein and all others as applicable.

1. Survival of Terms

The following clauses below survive the expiration or cancellation of this award: 4D) State and Federal Audits; 5) Liability; 6) Ownership of Materials and Intellectual Property Rights; 7) Publicity; 8) Government Data Practices and Disclosure of Breach in Security; 9) Data Disclosure; and 12) Governing Law, Jurisdiction and Venue.

2. Use of Funds

The use of funds shall be limited to that portion identified in the application materials and the attached application and by any applicable state or federal laws. Funds may not be used for gifts or novelty items (unless individually and specifically approved by the State) or for payments to vendors displaying exhibits for their profit. Funds should support the purpose and activities approved in the application. Funds must not be used to benefit state employees, or to reimburse them for any of their expenditures, including travel expenses, alcohol purchases, costs of registration fees for training sessions or educational courses presented or arranged, payments to state employees for presentations at workshops, seminars, etc., whether on state time, vacation time, leave of absence or any other non-work time.

- A. The grantee, in the conduct of activities under this award, shall submit such reports as may be required by written instructions of the State within the times required by it. The State reserves the right to withhold funding if reporting requirements are not met. The grantee must promptly return to the State any unexpended funds not accounted for in the financial report due to the State at grant closeout.
- B. The grantee shall present reports to the Commissioner of the Department of Education or the State's Authorized Representative. At the Commissioner's discretion, these reports may be presented at departmental, legislative, other state agency or public meetings where the grantee shall be available to explain the project and respond to questions.
- C. Reimbursement for travel and subsistence expenses actually and necessarily incurred by grantee in performance of this project will be paid if allowed in the approved budget, provided that the grantee shall be reimbursed for travel and subsistence expenses in the same manner and in no greater amount than in the current "Commissioner's Plan," promulgated by the Commissioner of Minnesota Management and Budget (MMB). The grantee will only be reimbursed for travel and subsistence outside Minnesota if it has received prior written approval for such out-of-state travel from the State. The current [Commissioner's Plan](#) can be viewed to obtain current maximum expense reimbursement rates. Exceptions to these travel rates are those that may be negotiated with the University of Minnesota.

3. Equipment

Upon termination of the award, the State shall have the right to require transfer or return of any equipment purchased during the award grant period using these grant funds.

4. Financial and Administrative Provisions

A. Allowability of Costs

The allowability of costs for federal funding incurred under this award shall be determined in accordance with the procedures and principles given in the federal Office of Management and Budget (OMB) circulars located in 2 Code of Federal Regulations (CFR), Part 200 and/or as in the approved budget and/or specific legislation.

For all funds, no claim for materials purchased in excess of budget categories or program services not specifically provided for in this award by the grantee will be allowed by the State unless approved in writing by the State. Such approval shall be considered to be a modification of the award. There may be additional limitations on allowable costs, which shall be noted in the award.

A grantee hosting a meeting or conference may not use federal grant funds to pay for food for attendees unless it is necessary and reasonable to accomplish a legitimate meeting, conference business for approved grant activities. Budget allocations for food must be approved by the Minnesota Department of Education (MDE). Example: A working lunch might be allowable to ensure full participation by attendees and if training continues during the lunch. Funds may not be used for entertainment, alcohol purchases or gifts. Refer to the applicable federal uniform guidance for cost principle information.

A meeting or conference hosted by a grantee and charged to the grant must not be promoted as a U.S. Department of Education conference.

B. Records

The grantee shall maintain books, records, documents and other evidence pertaining to the costs and expenses of implementing this application to the extent and in such detail as will accurately reflect all gross costs, direct and indirect, of labor materials, equipment, supplies, services and other costs and expenses of whatever nature. The grantee shall use generally accepted accounting principles. The grantee shall preserve all financial and cost reports, books of account and supporting documents and other data evidencing costs allowable and revenues and other applicable credits under this award which are in the possession of the grantee and relate to this award, for a period of no less than six years and the respective federal requirements where applicable.

All pertinent records and books of accounts related to this award and subsequent awards shall be preserved by the grantee for a period of six years subject to the following criteria:

1. The six-year retention period shall commence from the date of submission of the final expenditure report.
2. If any litigation, claim or audit is started before the expiration of the six-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved.

3. The grantee agrees to cooperate in any examination and audit under the provisions of this paragraph.

C. Examination

The State or its representative or the federal administering department (when applicable) shall have the right to examine books, records, documents and other evidence and accounting procedures and practices, sufficient to reflect properly all direct and indirect costs and the method of implementing the award. The grantee shall make available at its office and at all reasonable times before and during the period of record retention, proper facilities for such examination and audit.

D. State and Federal Audits

Under [Minnesota Statutes 2022, section 16B.98, subdivision 8](#), the grantee's books, records, document, and accounting procedures and practices relevant to this grant are subject to examination by the Commissioner, the State and/or the state auditor or legislative auditor, as appropriate, for a minimum of six years from the end of this grant agreement, receipt and approval of all final reports, or the required period of time to satisfy all state retention requirements, whichever is later. If federal funding, all grantees are subject to retention requirements related to audits.

If the grantee (in federal Office of Management and Budget (OMB) Circular language known as "subrecipient") receives federal assistance from the State of Minnesota, it will comply with the applicable single audit requirements. The grantee will provide copies of the single audit reporting package upon request.

5. Liability

Grantee agrees to indemnify and save and hold the State, its agents and employees harmless from any and all claims or causes of action, including all attorneys' fees incurred by the State arising from the performance of the award by grantees, agents or employees. This clause shall not be construed to bar any legal remedies grantee may have for the State's failure to fulfill its obligations pursuant to the award and subsequent awards.

6. Ownership of Materials and Intellectual Property Rights

A. Intellectual Property Rights

The State shall own all rights, title and interest in all of the intellectual property rights, including copyrights, patents, trade secrets, trademarks and service marks in the works and documents created and paid for under the award. Works means all inventions, improvements, discoveries (whether or not patentable), databases, computer programs, reports, notes, studies, photographs, negatives, designs, drawings, specifications, materials, tapes and disks conceived, reduced to practice, created or originated by the grantee, its employees, agents and subcontractors, either individually or jointly with others in the performance of this award. Works includes "Documents." Documents are the originals of any databases, computer programs, reports, notes, studies, photographs, negatives, designs, drawings, specifications, materials, tapes, disks or other materials, whether in tangible or electronic forms, prepared by the grantee, its employees, agents or subcontractors in the

performance of this award. The documents will be the exclusive property of the State and all such documents must be immediately returned to the State by the grantee upon completion or cancellation of the award. To the extent possible, those works eligible for copyright protection under the United States Copyright Act will be deemed to be "works for hire." The grantee assigns all right, title and interest it may have in the works and the documents to the State. The grantee, at the request of the State, shall execute all papers and perform all other acts necessary to transfer or record the State's ownership interest in the works and documents.

B. Notification

Whenever any invention, improvement or discovery (whether or not patentable) is made or conceived for the first time or actually or constructively reduced to practice by the grantee, including its employees and subcontractors, in the performance of the award, the grantee will immediately give the State's authorized representative written notice thereof, and must promptly furnish the authorized representative with complete information and/or disclosure thereon.

C. Representation

The grantee must perform all acts, and take all steps necessary to ensure that all intellectual property rights in the works and documents are the sole property of the State, and that neither the grantee nor its employees, agents, or subcontractors retain any interest in and to the works and documents. The grantee represents and warrants that the works and documents do not and will not infringe upon any intellectual property of other persons or entities.

Notwithstanding Liability clause 5, the grantee will indemnify; defend, to the extent permitted by the Attorney General; and hold harmless the State, at the grantee's expense, from any action or claim brought against the State to the extent that it is based on a claim that all or part of the works or documents infringe upon the intellectual property rights of others.

The grantee will be responsible for payment of any and all such claims, demands, obligations, liabilities, costs and damages, including but not limited to, attorney fees. If such a claim or action arises, or in the grantee's or the State's opinion is likely to arise, the grantee, must at the State's discretion, either procure for the State the right or license to use the intellectual property rights at issue or replace or modify the allegedly infringing works or documents as necessary and appropriate to obviate the infringement claim. This remedy of the State will be in addition and not exclusive of other remedies provided by law.

7. Publicity

Any publicity given to the program on, publications or services provided resulting from the award, including, but not limited to, notices, informational pamphlets, press releases, research, website pages, reports, signs and similar public notices prepared for the grantee or its employees individually or jointly with others or any subrecipients, shall publicly identify the State as the sponsoring agency and identify the source of funding. The publicity described may only be released with the prior approval of the State's authorized representative.

The applicant/awardee must **not** claim that the state or the federal Department of Education **endorses** its products or services. See a sample statement below:

Example: The contents of this publication, film, or conference do not necessarily represent the policy of the federal Department of Education or the state Department of Education and you should not assume endorsement by the federal or state government.

See the sample publicity statement below for citing the funding source below:

Example: This training is partially funded with a grant from the Minnesota Department of Education using federal funding, CFDA 84.027A, Special Education - Grants to States.

8. Government Data Practices and Disclosure of Breach in Security

The grantee and the State must comply with the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13, as it applies to all data provided by the State under the award, and as it applies to all data created collected, received, stored, used, maintained or disseminated by the grantee under the award. The civil remedies of [Minnesota Statutes 2022, section 13.08](#) apply to the release of the data referred to in this paragraph by either the grantee or the State.

If the grantee receives a request to release the data referred to in this paragraph, the grantee must immediately notify the State. The State will give the grantee instructions concerning the release of the data to the requesting party before the data is released.

[Minnesota Statutes 2022, section 13.055](#), applies to all government entities in Minnesota, not just state agencies. This applies to all school districts and charter schools. Government entities must notify individual data subjects when nonpublic data about them has been the subject of a breach of security of the data.

9. Data Disclosure

Under [Minnesota Statutes 2022, section 270C.65](#), and other applicable laws, the grantee consents to disclosure of its SWIFT Supplier ID Number (formally known as SWIFT Vendor ID), Social Security number, UEI number, federal employer tax identification number and/or Minnesota tax identification number, already provided to the State, to federal and state tax agencies and state personnel involved in the payment of state obligations. These numbers may be used in the enforcement of federal and state tax laws which could result in action requiring the grantee to file state tax returns and pay delinquent state tax liabilities, if any.

10. Worker's Compensation

Grantee certifies that it is in compliance with [Minnesota Statutes 2022, section 176.181, subdivision 2](#), pertaining to workers' compensation insurance coverage. The grantee's employees and agents will not be considered state employees. Any claims that may arise under the Minnesota Workers' Compensation Act on behalf of these employees and any claims made by any third party as a consequence of any act or omission on the part of these employees are in no way the State's obligation or responsibility. (Exemption/Waiver as allowed under law.)

11. Antitrust

Grantee hereby assigns to the State of Minnesota any and all claims for overcharges as to goods and/or services provided in connection with the award resulting from antitrust violations which arise under the antitrust laws of the United States and the antitrust laws of the State of Minnesota.

12. Governing Law, Jurisdiction and Venue

Minnesota law, without regard to its choice-of-law and provisions, governs the award. Venue for all legal proceedings arising out of the award, or its breach, must be in the appropriate state or federal court with competent jurisdiction in Ramsey County, Minnesota.

13. Lobbying

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 2 Code of Federal Regulations (CFR), Part 200, the grantee when signing the application, certifies that:

1. No federally appropriated funds have been paid or will be paid, by or on behalf of organization, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal award, and the extension, continuation, renewal, amendment or modification of any federal grant.
2. If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant award, the applicant/grantee shall complete and submit a Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The grantee shall require that the language herein shall be included in any award documents for all subawards at all tiers (including subgrants, contracts under award, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

14. Debarment, Suspension, and Other Responsibility Matters

As required by [Executive Order 12549](#), Debarment and Suspension, and implemented at 2 CFR 180.200 or amendments thereto, for prospective participants in primary covered transactions.

The grantee certifies that it and its principals:

1. Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency;
2. Have not within a three-year period preceding this application or award been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection

with obtaining, attempting to obtain, or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property;

3. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and,
4. Have not within a three-year period preceding this application had one or more public transaction (federal, state or local) terminated for cause or default.

15. Drug-Free Workplace (Awardees Other Than Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 2 CFR, Part 200, the grantee certifies that it will continue to provide a drug-free workplace by:

1. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
2. Establishing an on-going drug-free awareness program to inform employees about:
 - a. The dangers of drug abuse in the workplace;
 - b. The grantee's policy of maintaining a drug-free workplace;
 - c. Any available drug counseling, rehabilitation and employee assistance programs; and
 - d. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
3. Making it a requirement that each employee to be engaged in the performance of the award be given a copy of the statement required by paragraph (1);
4. Notifying the employee in the statement required by paragraph (1) that, as a condition of employment under the award, the employee will:
 - a. Abide by the terms of the statement; and,
 - b. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
5. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (4)(b) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected award;
6. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (4)(b), with respect to any employee who is so convicted:

- a. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or,
 - b. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement or other appropriate agency;
7. Making a good faith effort to continue to maintain a drug-free workplace through implementation of Paragraphs (1), (2), (3), (4), (5) and (6).

16. Transferability

The grantee shall not transfer or assign to any party or parties any right(s), obligation(s) or claim(s) under the award without the prior written consent of the State. It is understood, however, that grantee remains solely responsible to the State for providing the products and services described.

17. Time

The grantee must comply with the time requirements described in the application and award and inform the grantor of any potential long term delays or changes affecting those timelines.

18. Nondiscrimination

The grantee will comply with nondiscrimination statutes.

1. Grantees will follow the Civil Rights Act of 1964, and amendments thereto which prohibits discrimination on the basis of race, color, or national origin.
2. Section 504 of the Rehabilitation Act of 1973, and amendments which prohibits discrimination on the basis of disability.
3. Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs.
4. Age Discrimination in Employment Act of 1975 and amendments.
5. In addition, per federal CFR 200.415, Agreement of Applicant, which states that prior to the Commissioner's issuance of any commitment or other loan approval, shall agree, by signing the application, (in a form prescribed by the Commissioner), that there shall be no discrimination against anyone who is employed in carrying out work receiving assistance pursuant to this chapter, or against an applicant for such employment, because of race, color, religion, sex, handicap, age or national origin.
6. Minnesota Statutes 2022, Chapter 363A. Human Rights.

19. Pre-Award Work and Pre-Award Costs

The grantee understands that no work should begin and no pre-award costs would be covered under this award until all required signatures have been obtained, an Official Grant Award Notification (OGAN) has been issued, or other award documentation has been received and the grantee is notified to begin work by the State's program authorized representative or their designee. If an exception to this is determined necessary by MDE, the grantee would be informed in writing or email by the State's program authorized representative or designee.

20. Grantee's Grant Program Representative

The applicant's Program Contact Representative will be named on the OGAN or other award information. If the Program Contact Representative or official with authority to sign changes at any time during the grant award period, the applicant/grantee must immediately notify the State.

21. Delinquent State or Federal Debt

As an applicant, you are not delinquent on the repayment of any federal debt. If delinquent in state debt, payments shall not be made by the state agency to the vendor until the commissioner notifies the agency the vendor is no longer a delinquent taxpayer or as otherwise indicated under [Minnesota Statutes 2022, section 270C.65, subdivision 3.](#)

22. Cancellation With or Without Cause

An award contract may be cancelled by the State at any time, with or without cause, upon thirty (30) days' written notice to the grantee. Upon termination, the grantee will be entitled to payment, determined on a pro rata basis, for services satisfactorily performed and for approvable expenditures.

23. Cancellation Due to Discontinued or Insufficient Funding

It is expressly understood and agreed that in the event the funding to the State from federal sources or appropriations by the Minnesota Legislature are not obtained and/or continued at an aggregate level sufficient to allow for the grantee's program to continue operating, the grant shall immediately be terminated upon written notice by the State to the grantee. The State is not obligated to pay for any services that are provided after notice and effective date of termination. However, the grantee will be entitled to payment, determined on a pro-rata basis, for services satisfactorily performed and approvable expenditures incurred prior to termination to the extent that funds are available. The State will not be assessed any penalty if the grant is terminated because of a decision of the Minnesota Legislature, or other funding source, not to appropriate funds. The State must provide the grantee notice within a reasonable time of the State receiving notice.

24. Cancellation Due to Failure to Comply

The State may cancel an award contract immediately if the State finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled. The State may take action to protect the

interests of the State of Minnesota, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.

25. Termination of Grant Agreements

Commissioner of Administration may unilaterally cancel this grant contract agreement if further performance under the agreement would not serve agency purposes or is not in the best interest of the State. As indicated in Minnesota Statutes, section 16B.991, subdivision 2 and [Laws of Minnesota, chapter 62](#), article 7, section 12.

26. Conflict of Interest

In accordance with the [Minnesota Office of Grants Management Policy 08-01](#), the grantee will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or present the appearance of personal or organizational conflicts of interest, or personal gain.

27. Voter Registration Services

The commissioner or chief administrator officer of each state agency or community-based public agency or nonprofit corporation that contracts with the state agency to carry out obligations of the state agency shall provide voter registration services for employees and the public. Refer to [Minnesota Statutes 2022, section 201.162](#), Duties of State Agencies for the complete statute.

28. Minimizing State Funded Administrative Costs

Under [Minnesota Statutes 2022, section 16B.98](#), Grants Management Process, a grant from an appropriation of state funds, the recipient of the grant must agree to minimize administrative costs.

29. Supplanting

Grant funds shall not be used to supplant salaries and wages normally budgeted for an employee of the applicant/agency. Total time for each staff position paid through various funding streams financed in part or whole with grant funds shall not exceed one Full Time Equivalent (FTE), except in certain situations. The grantee may allow staff to work on extended day assignments, such as, after school programs, special education services or other projects, if necessary, or allowable under funding. The grantee must be prepared to disclose all required supporting documentation for salaries paid for their employees.

30. Uniform Municipal Contracting Law – Counties, Schools, Cities – Supplies/Construction

Per [Minnesota Statutes 2022, section 471.345](#), grantees that are municipalities as defined in subdivision 1, must follow service contracting and bidding requirements as stated, including prevailing wage rules for construction work of \$25,000 or more. Support documentation for the procurement processes must be retained.

Support document for the procurement processes must be retained regardless of the source of funding.

31. Contracting – Nongovernmental Entities

Pursuant to Minnesota Statutes 2022, 471.345, any grant-funded services and/or materials that are expected to cost:

- \$175,000 or more must undergo a formal notice and bidding process.
- Between \$25,000 and \$174,999 must be competitively awarded based on a minimum of three (3) verbal quotes or bids.
- Between \$10,000 and \$24,999 must be competitively awarded based on a minimum of two (2) verbal quotes or bids or awarded to a targeted vendor.

For grant-funded projects that include construction work of \$25,000 or more, prevailing wage rules apply per Minnesota Statutes 2022, section 177.41 through section 177.44. The bid request must state the project is subject to prevailing wage. These rules require that the wages of laborers and workers should be comparable to wages paid for similar work in the community as a whole. A prevailing wage form should accompany these bid submittals.

The grantee must take all necessary affirmative steps to assure that targeted vendors from businesses with active certifications through these entities are used when possible:

- State Department of Administration's Certified Targeted Group, Economically Disadvantaged and Veteran-Owned Vendor List.
- Metropolitan Council's Targeted Vendor list: Minnesota Unified Certification Program.
- Small Business Certification Program through Hennepin County, Ramsey County, and City of St. Paul: Central Certification Program.

The grantee must maintain:

- Written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.
- Support documentation of the purchasing and/or bidding process utilized to contract services in their financial records, including support documentation justifying a single/sole source bid, if applicable.

The grantee must not contract with vendors who are on the Suspended/Debarred Vendor Report.

Domestic preferences for procurements

As appropriate and to the extent consistent with law, the non-federal entity should, to the greatest extent practicable under a federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including, but not limited, to iron, aluminum, steel, cement, and

other manufactured products). The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award.

32. Amendments

Any amendment to an award must be in writing and will not be effective until it has been executed and approved by the same parties who executed and approved the original grant award or assurances, or their successors in office.

33. Evidence-Based Education Grant Report

Minnesota [statute 127A.20](#) requires that, within 180 days of the end of the grant period, each grant recipient must compile a report that describes the data that was collected and evaluate the effectiveness of the strategies. The evidence-based report may identify or propose alternative strategies based on the results of the data. The report must be submitted to the commissioner of education and to the chairs and ranking minority members of the legislative committees with jurisdiction over prekindergarten through grade 12 education. The report must be filed with the Legislative Reference Library according to section [3.195](#).

34. Other Provisions

- a. When a grant includes the production of a report or other publication and this publication may be posted on the Minnesota Department of Education's website, that document must adhere to all department communication's policies, available upon request from the Communication Division.
- b. The grantee shall cooperate with the State when enforcing applicable Minnesota Office of Grants Management policies and statutes.
- c. Grantees funded with federal funding must follow CFR 200.308, Revision of Budget and Program, or as approved in the OGAN or other award documentation.
- d. Grantees and subcontractors receiving grants exceeding \$100,000 must comply with all applicable standards, orders, or requirements under section 306 of the Clean Air Act, section 508 of the Clean Water Act and Environmental Protection Agency regulations (40 CFR, part 15).
- e. The grantee must promptly return to the State any unexpended funds that have not been accounted for in a financial report to the State due at grant closeout.
- f. The grantee shall comply with any and all provisions of the Family Educational Rights to Privacy Act of 1974 (FERPA).
- g. Grantees will submit reports and comply with the terms as outlined in the OGAN, other award document and relevant legislation.
- h. Grantees will submit reports and comply with the terms as outlined in the Official Grant Award Notification.

35. Programmatic Assurances

- a. Upon receiving a grant award, the District or Charter School Leadership Team **must enroll and fully participate** in the next available Introduction to MnMTSS six-session course and the subsequent implementation of MnMTSS nine-session course.

- b. By the end of the six-session course the team must use results from the Self-Evaluation of MnMTSS for District Leadership Teams to develop a two-year MnMTSS implementation plan, prioritize items for immediate improvement and develop a theory of action with goals, activities, strategies, outcomes, estimated timelines, and alignment to budget.
- c. By the end of the first year, the district team must onboard at least one school to complete the Self-Evaluation of MnMTSS for School Leadership Teams (SEMI-SLT), develop an implementation plan aligned to the district plan with a theory of action goals, activities, strategies, outcomes, and estimated timelines and participate in MnMTSS school level professional learning opportunities.
- d. Both district and school action plans will be used to guide the work and should be reviewed and updated at monthly leadership team meetings.
- e. The SEMI-DLT and SEMI-SLT must be re-administered annually and used to inform revisions to the action plan and budget.
- f. District and school MnMTSS Coordinators are required to participate in a monthly community or practice.
- g. If a district or charter school applicant has already fully participated in the Introduction to MnMTSS (6 session course) and Implementation of MnMTSS (9 session course) and is using an action plan developed to improve implementation of the framework, this plan should be referenced and included as part of the application. Continued participation in MnMTSS district and school professional learning opportunities will be an expectation. However, the best fit for professional learning should be based on the action plan, local needs and determined in consultation with the MDE Authorized Representative/MnMTSS Coordinator.

Application Narrative Section for New Projects

Statement of Need

Describe the need for this project and identify the targeted group(s) who will benefit from the project. Provide data that support how the need was determined. Include the following:

- Describe the need.
- Describe the targeted group or groups that will benefit from the project.
- Provide data and other information to support your determination of the need.
- Describe current and past efforts to implement a multi-tiered system of support (MTSS) in the school district, schools, or charter schools. Include information on the following:
 - Successes experienced in MTSS implementation? To what were these successes attributed? How were these successes sustained?
 - Challenges experienced in MTSS implementation? To what are the challenges attributed? How were they addressed? Which of these challenges remain?
- If a district or charter school is identified as a World’s Best Workforce District or has schools identified through ESEA for Targeted (TSI) or Comprehensive (CSI) Support, provide information on how this funding opportunity will be aligned with and support implementation of the strategies identified in the School Improvement Plan.
- Any other supporting information.

Points Possible: 30

Narrative Response:

This grant outlines the need for a MnMTSS (Minnesota Multi-Tiered System of Supports) Coordinator, and continued MnMTSS professional learning within the Roseville Area Schools District. The MnMTSS Coordinator position is essential for building the infrastructure for continuous improvement, addressing the diverse needs of our student population, ensuring early intervention and prevention, promoting data-driven decision-making, and fostering a collaborative and inclusive educational environment.

The need for a dedicated MnMTSS Coordinator in Roseville arises from the increasingly diverse needs of our students and our mission to provide excellence, innovation and equity in all that we do. A full-time MTSS coordinator position, differentiated by .5 elementary focus and .5 secondary focus is critical for developing and implementing a comprehensive MnMTSS framework that meets the needs of all students, focusing on personalized support, early intervention, and data-informed decision-making.

Although all students will benefit from the MnMTSS framework, the data shows that the following groups have been historically underserved and will benefit from additional supports. The targeted groups that will benefit from the MnMTSS Coordinator position include:

- Multilingual learners
- Black, Hispanic, Asian, Multiracial students
- Students with IEPs
- Students that receive educational benefits
- Highly mobile students
- Families in transition

To support the determination of the need, we present the following data and information:

- Student performance data, including standardized test scores, graduation and post-secondary data, and behavioral records as well as analysis of academic achievement gaps and areas where students require additional support.
- School climate data
- Student demographic data
- Office referral data
- Program, policy and process data

Student Performance Data:

Reading: In the 2022-2023 school year, Roseville decreased 1 percentage point on the MCA Reading Assessment, scoring 7.5 percentage points below our pre-pandemic scores. There was an increase in racial disparities, an increase in disparities with students with an IEP, and an increase in disparities with our students receiving educational benefits.

Roseville Area Schools	% Proficient in MCA Reading (2022-23)
All	48.80%
American Indian/Alaska Native	38.50%
Asian	39.60%
Black	29.90%
Hispanic	28.20%
Multi-Racial	47.70%
White	70.60%
Educational Benefits NO	69.60%
Educational Benefits YES	31.00%
Students with IEP NO	52.60%
Students with IEP YES	27.20%
Multilingual NO	56.80%
Multilingual YES	10.70%

More detailed data is listed below:

- [Fall 2023 Reading Summary](#)
- [MCA Trends by Site](#)
- [FAST Reading Screening \(K-6, PV 7-8\)](#)
 - [Reading Screening 2022-23 Proficiency/Risk Level](#)
 - [Maintaining Proficiency](#)
 - [Growth by School/Grade](#)
 - [Growth by Race](#)
- [Early Childhood Data](#)

Math: In the 2022-2023 school year, Roseville showed a small proficiency increase on the MCA Math Assessment, yet is still scoring 11 percentage points below pre-pandemic scores. There were increases

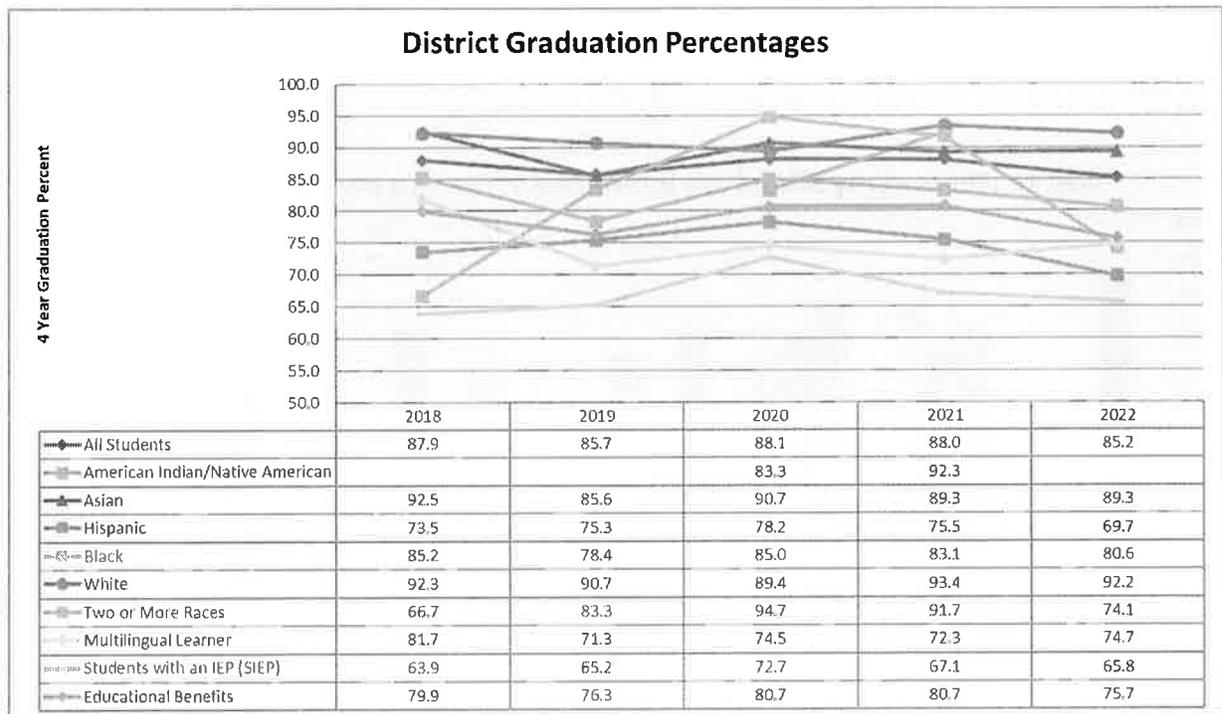
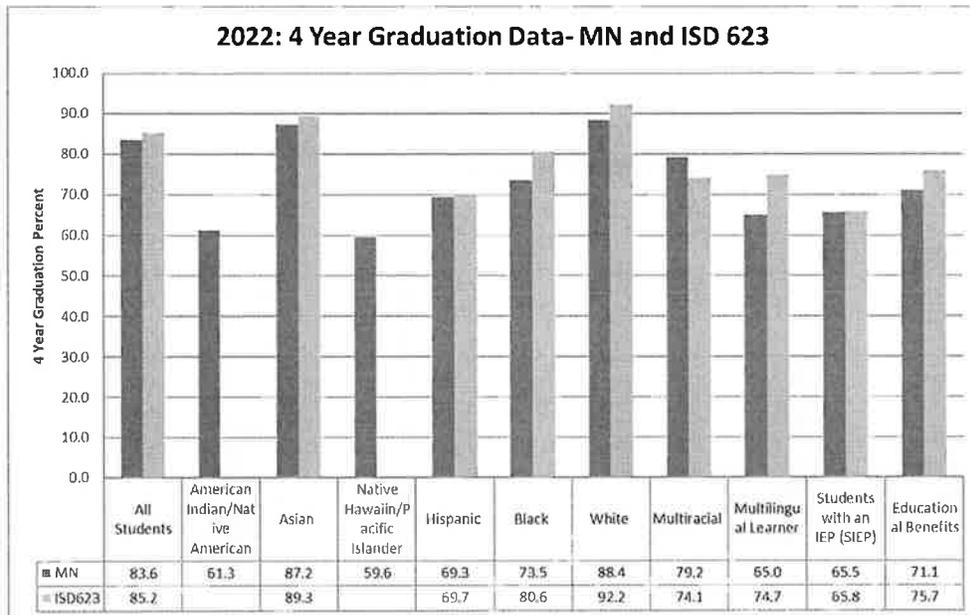
for Black, Hispanic and Native American students as well as students who receive educational benefits. Racial disparities decreased for Black, Hispanic, and Native American students.

Roseville Area Schools	% Proficient in MCA Math (2022-2023)
All	37.90%
AI/NA	58.30%
Asian	30.60%
Black	19.10%
Hispanic	18.30%
Multi-Racial	37.50%
White	57.60%
Educational Benefits NO	56.70%
Educational Benefits YES	21.20%
Students with IEP NO	41.10%
Students with IEP YES	20.00%
Multilingual NO	43.70%
Multilingual YES	10.00%

More detailed data is listed below:

- [Fall 2023 Math Summary](#)
- [MCA Trends by Site](#)
- FAST Math Screening (K-8)
 - [By Grade](#)
 - [By Race](#)

Graduation and Post-Secondary: Roseville at 85.2% continues to outperform the statewide level of graduation at 83.6%. Almost all of our student groups also outperform their statewide counterpart. However we continue to see graduation disparities between our white students and students of color.

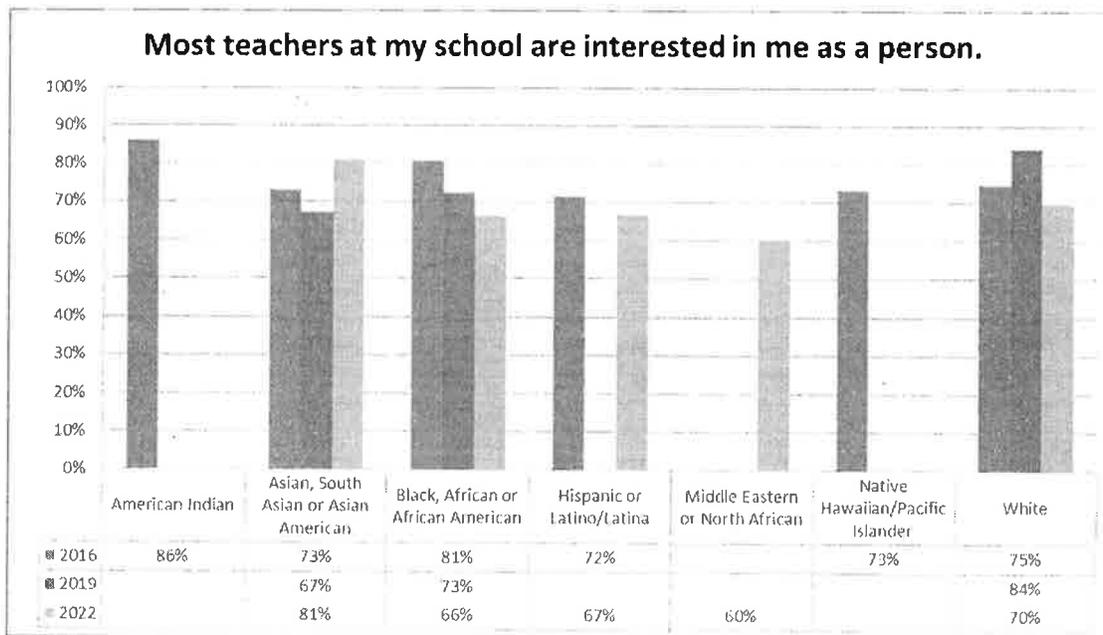
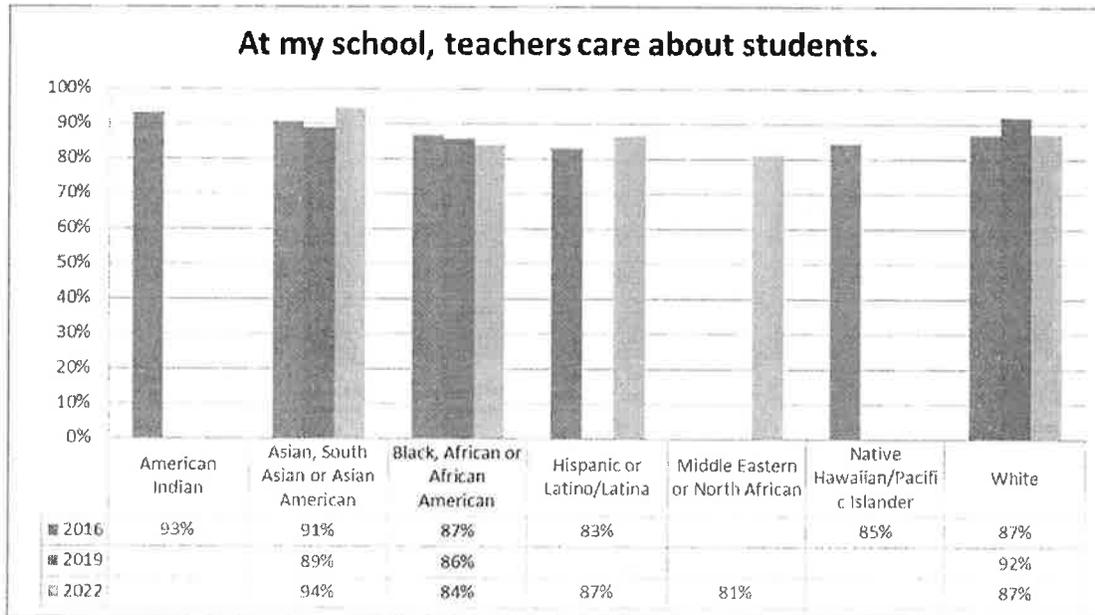


- 2023 Graduation and Post-Secondary Report (Secondary)

Attendance Data: While all schools have access to attendance data (three schools have goals around it in 23-24 school improvement plan), we do not have a district level process for reviewing and responding to attendance data. This is covered as an identified need in goal 2.

School Climate Data: Overall, most students agree with the statement, “at my school, teachers care about students”. Overall, most students agree with the statement, “most teachers at my school are

interested in me as a person". Black and Hispanic students are less likely to feel that they are treated fairly by adults. Students of color are less likely to feel that teachers are interested in them.



- [2023 School Climate Report](#)
- [Spring 2023 SEL/Equity Survey](#) - response rate low (especially at secondary)

Student Demographic Data: Overall we have seen a decrease in enrollment over the last 10 years, however we saw a slight increase from 2022 to 2023. We see higher enrollment in our secondary

grades than elementary, especially in grades 9-12. We have seen increases in the percentage of students and families of color that we serve over the past 20 years, we are now at about 61% students of color and 39% white students. The breakdown by race and ethnicity is as follows:

- Multiracial 9%
- Asian 19%
- Hispanic 17%
- Black 17%
- White 39%

15% of our students are Multilingual Learners who are served in our English Learner program and about 97 languages other than English are spoken in our student's homes. The trend of students served in special education remains level at approximately 16%. Our students who qualify for free or reduced meals continues to increase over the past two decades and is now at 53% of our student population.

2023 Enrollment and Demographic Report

Office Referral Data: Black, Hispanic, American Indian and Multi-Racial student are over-represented in suspensions and referrals districtwide. Minnesota has some of the highest racial disparities in the country. Looking at our data, Roseville has larger disparities than the state as a whole because our white students outperform the state average. Nearly every racial student group (with the exception of American Indian) underperforms the state.

Behavior Data 2022-23- Synergy and SWIS

236 students suspended; 355 Suspension Incidents

September 2022 - June 2023

BIPOC	% of Suspensions	% of Student Population	Ratio of Suspensions to Population
Students Suspended	84%	60.7%	1.38
Number of Suspensions	85%	60.7%	1.40
Average of Two	84%		1.39

Hispanic Students	% of Suspensions	% of Student Population	Ratio of Suspensions to Population
Students Suspended	19%	15.6%	1.22
Number of Suspensions	17%	15.6%	1.12
Average of Two	18%		1.17

Black Students	% of Suspensions	% of Student Population	Ratio of Suspensions to Population
Students Suspended	42%	17.3%	2.40
Number of Suspensions	44%	17.3%	2.52
Average of Two	43%		2.46

Asian Students	% of Suspensions	% of Student Population	Ratio of Suspensions to Population
Students Suspended	7%	18%	0.40
Number of Suspensions	6%	18%	0.34
Average of Two	7%		0.37

American Indian Students	% of Suspensions	% of Student Population	Ratio of Suspensions to Population
Students Suspended	1%	0.4%	2.12
Number of Suspensions	1%	0.4%	1.41
Average of Two	1%		1.76

Multiracial Students	% of Suspensions	% of Student Population	Ratio of Suspensions to Population
Students Suspended	15%	8.6%	1.77
Number of Suspensions	17%	8.6%	2.00
Average of Two	16%		1.89

White	% of Referrals	% of Student Population	Ratio of Referrals to Population
Students Referred	16%	39.3%	0.41
Number of Referrals	15%	39.3%	0.38
Average of Two	16%		0.39

Program, Policy and Process Data: The Roseville Area Schools MTSS Leadership Team participated in the introduction to MnMTSS (6 session course) and Implementation of MnMTSS (9 session course). As the result of participation in the cohort we have collected the following data and have identified needs that are informing our next steps in our continuous improvement process.

SEMI-SLT Essentials Summary:

Level	Total Score	Maximum Score	Percentage	Average Item
Global Score	82	202	40.6%	0.77
Infrastructure for Continuous Improvement	30	56	53.6%	1.07
Family and Community Engagement	6	10	60.0%	1.20
Multi-layered Practices and Supports	16	56	28.6%	0.57
Assessment	15	40	37.5%	0.75
Data-Based Decision Making	15	40	37.5%	0.75

- [SEMI-DLT Complete Scoring](#)
- [MnMTSS Roseville Action Planning Guide](#)
- [Roseville Initiative Inventory](#)
- [Roseville Teams Inventory](#)

Throughout the course of our MnMTSS work we experienced many successes and some challenges.

- Successes in MnMTSS Implementation:
 - Established MnMTSS Leadership team, representation from all parts of the district and attended the MnMTSS training provided by COMPASS and CAREI.
 - Completed self-evaluation of the SEMI-DLT. Identified priority growth areas in Multi-Layered Practices and Supports, Data Based Decision Making and Assessment.
 - Created district initiatives inventory and teams inventory.
 - Implemented universal screening (K-8) and defined district wide assessment plan and communicated to building leaders.
 - Embedded goals and tasks in the district strategic plan to target implementation on MnMTSS.
- Challenges in MnMTSS Implementation:
 - Data collection and analysis processes at the secondary level need streamlining and optimization to be used more frequently and effectively.
 - Manage scheduling and training of screening measures and ensure the fidelity of administration and scoring.
 - Current number of district wide initiatives.

- Funding for subs/time out of building, sub availability.
- Changes in MnMTSS leadership and MnMTSS district leadership team.
- Funding for MnMTSS leadership coordinator each year.
- Fully implementing action planning guide and additional learning from the MDE training.
- Current system is site based, not district based. There is work to do with districtwide alignment while continuing to support building-based decisions.

Roseville Area Schools is identified as a World’s Best Workforce District and has schools identified for Targeted (TSI) and Comprehensive (CSI) Support under ESEA. The funding opportunity for the MnMTSS Coordinator position will support the strategies identified in our School Improvement Plans around Tier I instruction (academics), behavior, and SEL as well as the priority areas identified in the SEMI-DLT that was conducted in the 2022-2023 school year.

In conclusion, the addition of a MnMTSS Coordinator will not only address identified needs but also strengthen the overall educational framework, ensuring that all students have the opportunity to succeed and receive the support necessary for their growth and development. This position is pivotal for fostering a responsive, collaborative, and data-driven educational environment through the establishment and creation of a self-sustaining Multi Tiered System of Support.

Diversity and Equity

Describe your organization’s diversity, equity, and inclusion efforts. Include the following:

- What access and opportunity gaps exist in your school district or charter school? What steps have been taken to address these? What have the results been?
- How will typically underserved populations will benefit from the work of this grant and how the voices of typically marginalized students, families and educators will be represented in planning, implementation, and evaluation.
- For district or charter schools that have received notification of meeting the state threshold for significant disparate rates of special education identification, placement in restrictive settings, and/or discipline, please describe how this funding opportunity will support implementation of the strategies identified in the Comprehensive Early Intervening Services (CEIS) plan.

Points Possible: 20

Narrative Response:

At Roseville Area Schools, we are committed to providing equitable access and opportunities for all students. We support initiatives to address existing access and opportunity gaps. We work to ensure that historically underserved students, families, and educators have a voice in our planning, implementation, and evaluation processes.

Access and Opportunity Gaps:

Based on our data, we have identified access and opportunity gaps in the following areas:

- Disparities in academic achievement among different racial groups.
- Overrepresentation of racial groups in disciplinary actions.
- Limited access to advanced coursework among underserved populations.

We have initiated several steps to address these gaps, including:

- Implementing culturally responsive teaching practices.
- Expanding access to advanced placement courses.
- Providing professional development on equity and inclusion.
- Grading for Equity work at the secondary level
- Adopting new K-6 ELA Tier 1 curriculum, based on Science of Reading

While we continue to work on addressing these gaps, disparities continue to exist.

Benefit to Underserved Populations and Inclusivity:

The work supported by this grant will directly benefit historically underserved populations, such as students from marginalized racial and ethnic groups, students from low-income backgrounds, and multilingual learners. MnMTSS funding from this grant will allow us to focus on systems-level resources and supports to create an equitable experience for all.

Representation of Marginalized Voices: To ensure that marginalized students, families, and educators have a voice in our efforts, we will continue to partner with families and our community. Our advisory committees allow us to gain diverse perspectives from all stakeholders to inform decision-making, and we will continue to gather input from students, families, and educators and incorporate marginalized voices into our planning, implementation, and evaluation processes. We will use our learning from the Family and Community Engagement component of MnMTSS to improve our practices and systematize them across the district.

Our district is committed to using the MnMTSS framework and its anti-bias and socially-just approaches to provide ongoing professional learning. As a district we implement equity and inclusion training for staff and educators, fostering a culture of openness, respect, and collaboration among all members of our school community. We develop reciprocal relationships with families, and amplify voices of underserved populations. The MnMTSS funding support for a MnMTSS Coordinator (.5 Elementary and .5 Secondary) will allow us to bring a culture of data-informed decision making to our professional learning planning and evaluation in order to ensure that our learning is affecting the student experience and learning outcomes.

Capacity of the Applicant Organization

Describe your organization's capacity for and commitment to administering the project successfully. Include information on the following:

- How district or charter school leaders will lead, guide and generally ensure the successful implementation of MnMTSS over time.
- Licensed staff currently assigned to MTSS coordination. Include a brief description of responsibilities and how these will be merged or aligned this grant.
- Any external or community partners, such as school linked mental health service providers that may contribute to the implementation of MnMTSS.

Points Possible: 20

Narrative Response:

Roseville Area Schools is fully committed to the successful implementation of MnMTSS. District leaders, including the Superintendent, School Board, and Principals, will work collaboratively within and across collaborative teams to provide clear, consistent direction that supports all components of the MnMTSS framework.

District and School Leaders will provide guidance and support implementing an equity-focused MnMTSS framework across our PreK-12 system. District leaders will utilize multiple budget sources to oversee the allocation of resources to support MnMTSS. District and School Leaders will promote MnMTSS as a priority within our school district and continue to engage with external partners and community stakeholders.

Licensed Staff Assigned to MTSS Coordination:

- Current MTSS Staff: Roseville Area Schools currently employs a .5 FTE MTSS Coordinator responsible for districtwide MTSS coordination. The MTSS Coordinator is responsible for:
 - Facilitating district leadership team attendance at MnMTSS training.
 - Attending district MnMTSS district leadership meetings
 - Attending MnMTSS Network for improvement Community meetings
 - Facilitating the development of school district MnMTSS handbook and guidance materials.
 - Collecting and analyzing data related to student academic performance and behavior.
 - Observing Student Assistance Team (SAT) processes at each building level.
 - Collaborating with SE/Metro Regional Center of Excellence

- New roles aligned with the grant: This grant will fund two positions, a .5 FTE MnMTSS Elementary Coordinator and .5 FTE MnMTSS Secondary Coordinator. With a .5 increase in allocation, these positions will continue previous MTSS Coordinator responsibilities as well as:
 - Provide focused support for principals at the elementary and secondary level.
 - Coach principals and school leadership teams for continuous progress on district and school implementation plans based on the self-assessment (SEMI) tools and other systems data.
 - Complete the development of school district MnMTSS handbook and guidance materials.
 - Readminister the SEMI-DLT and SEMI-SLT annually and summarize progress on the district and school plan goals and implementation plans.
 - Collaborate with district and school leaders to ensure all staff are provided with professional development and coaching specific to their roles and responsibilities in implementing MnMTSS.
 - Enhance data collection and analysis capabilities. Monitor and coach the review of data and data-based decision making by all teams.
 - Develop and implement additional evidence-based interventions.
 - Distribute MnMTSS work with general-funded positions in order to sustain coordination beyond the duration of the grant.
 - Collaborate with district and school leaders to intentionally plan for sustainability of the work at the end of the grant period.

External and Community Partners:

- Roseville Area Schools has established partnerships with external organizations and community providers to support the implementation of MnMTSS, including school-linked mental health service providers, social service agencies, and local nonprofits.
 - Suburban Ramsey Family Collaborative (SRFC) helps us immeasurably by channeling LCTS funds to districts, providing family supports, hosting therapeutic programs open to all students like a weekly art group and an equity council. SRFC is also the parent group for The Community SW/Community Resource Navigator program; CLUES, the SOL Center, Merrick, The Cultural Broker program from MHealth Fairview and Housing supports from Solid Ground/Homework Starts With Home.
 - Ramsey County Children's Mental Health Collaborative (RCCMHC) supports intake and assessments and provide basic supports for families and then make referrals to 6 partnering agencies. Students may receive three emergency therapy appointments or between 6 and 16 sessions from culturally specific providers. We have capacity for approximately 30 families at a time.

- Northeast Youth and Family Services (NYFS) uses funding from the DHS grant to provide therapeutic support in school. They currently have a total of five therapists (three licensed, two interns) working in four schools, K-12.
- Marnita's Table works with SRFC to provide student-facilitated intentional social interactions (IZIs), with district staff and community members.
- Midwest and Plains Equity Assistance Center (MAP) Currently helping guide our equity work with our strategic plan.

This continued collaboration with external and community partners will contribute to support the MnMTSS framework in Roseville by providing mental health services and counseling for students in need, additional resources and support for underserved populations as well as assistance in engaging with families and the broader community to ensure comprehensive support networks for students. The partnership with the MAP Center, keeps our focus on “Equity in All we do” in our mission statement. This partnership helps us stay in line with equitable practices as we look at interventions put in place at each tier.

In conclusion, Roseville Area Schools has the leadership commitment, dedicated licensed staff, and valuable external partners needed to successfully administer the MnMTSS framework. With this capacity and continued community collaboration, we are prepared to create an inclusive and equitable educational environment that benefits all students to foster academic and social-emotional growth.

In the table below, please describe the linkages between other district and school plans, initiatives, and programs and how they will be incorporated into the district’s MnMTSS framework. Project Goals, Activities, Outcomes, and Estimated Timelines

Program/Plan	Description of Integration
World's Best Workforce	<ul style="list-style-type: none"> ● The WBWF plan sets out our yearly district goals and is aligned to our district strategic plan. ● Our goals are focused on MnMTSS areas including, having all students reading well by third grade, eliminating achievement disparities between students of color/Native American students and white students, increasing our graduation rates for all students and eliminating barriers for students participating in college credit bearing and Career and Technical Education courses.
Local Literacy Plan ELA Language Arts Implementation	<ul style="list-style-type: none"> ● Continue year two of ELA curriculum implementation. Continue to review its alignment to the standards, evidence-based, culturally and linguistically sustaining, includes multiple perspectives and identities. ● The ELA Implementation team continues to refine the process in place for training staff on instructional materials and assessing the progress of the program across the district. ● Align ongoing PD with the MN Read Act approved vendors. ● Provide high quality research-based professional learning around the Science of Reading to all K-4 teachers so we can meet needs in Tier 1. This will build and sustain effective instructional practices. Aligning the new curriculum to ELA standards to meet the needs of more students in tier 1. ● Review ELA assessments to accurately and reliably collect information to support effective decision-making. ● Form scope and sequence for K-6 to ensure equitable learning experiences are guaranteed.
School Improvement Plan(s)	<ul style="list-style-type: none"> ● Planning time for school leadership teams in spring 2024 to complete the SLT in order to better prepare for data retreat in August 2024. ● Alignment of SIP to schools onboarding with SEMI-SLT
American Indian Education	<ul style="list-style-type: none"> ● Improved data systems will provide snapshots of student success and better inform support needs.
Achievement and Integration	<ul style="list-style-type: none"> ● Our Achievement and integration goals are focused on the areas of our strategic plan and in alignment with our World's Best Workforce plan. The goals are focused on reducing and

	<p>eliminating racial disparities in reading, math, and graduation rates. The MnMTSS framework supports our work towards all of these goals.</p>
Curriculum Review and Materials Selection Process	<ul style="list-style-type: none"> ● Prioritize Tier 1 instruction with rigorous materials aligned to academic standards. ● Continue to make families partners in educational decision-making processes. Members include representatives of our teachers, families, support staff, students, community residents, administrators and the school board. ● Ensure values and experiences are honored and reflected in our curriculum and instruction.
Alternative Delivery of Specialized Instructional Services (ADSIS)	<ul style="list-style-type: none"> ● Our ADSIS funding supports our students in receiving Tier 2 interventions in reading, math, and behavior. ADSIS also has helped us create an MTSS framework through screening, identifying students, providing research based interventions, progress monitoring students in intervention and creating exit criteria for students. ● Expand our Tier II Literacy Interventions using researched based intervention strategies. ● 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, re-teaching, or the next topic in the curriculum.
Title I and Title II	<ul style="list-style-type: none"> ● We have multiple schools that, based on their counts of students who qualify for free or reduced price meals, meet the criteria for Title 1. At these sites we provide extra ADSIS funding to provide more personnel to support students in tier 2 interventions. ● Provide professional learning to Title I staff in research-based strategies aligned to School Improvement Plans to meet the educational needs of historically underserved populations. ● Collaborate with to refine district wide Student Assistance Team (SAT) process. ● Support school teams with implementation of district wide Student Assistance Team (SAT) process.
Quality Compensation (QComp)	<ul style="list-style-type: none"> ● Coaching for Equity book study with Principals, Instructional leaders and ATPPS Lead Teachers ● Structured peer coaching.

	<ul style="list-style-type: none"> ● Provide training so that lead teachers can work with building staff to interpret data and identify evidence based academic (literacy and math), attendance and behavior interventions. ● MnMTSS Coaching specific to role and districtwide ELA professional learning as sustainability is more likely to be achieved when training is accompanied by coaching in the classroom setting. ● SAT Refinement (connect to goal 2) ● Improved data systems will allow us ---- snapshots/etc.
<p>Total Special Education System (TSES)</p>	<ul style="list-style-type: none"> ● Use for child find and referral process ● Strengthen the general education pre-referral process and help with the decreasing percentage of students receiving special education services. ● Incorporate MnMTSS District Handbook into total special education systems
<p>Early Learning Programs</p>	<ul style="list-style-type: none"> ● Identify and provide support to students needing early academic and social intervention ● Continue focus on early literacy development ● Build early partnerships with families by offering a variety of class options. MnMTSS will continue to support the family and community engagement focus that was started in 21-22 in order to promote authentic collaboration to support common values and equitable outcomes.
<p>Restorative Practices</p>	<ul style="list-style-type: none"> ● Promote a positive school climate by creating a school wide culture of respect, empathy and communication. ● Promote positive relationships among all students and staff. ● Collaborative approach encourages students, families and school staff to work together to solve conflict and create a supportive learning environment built on positive relationships.
<p>Advisory Committees</p> <ul style="list-style-type: none"> ● Community Advisory Committee ● Special Education Advisory Committee ● Talent Development ● Equity Leadership and Advisory Committee 	<ul style="list-style-type: none"> ● Our district prioritizes making families part of our educational decision making process with bi-directional communication. Our multiple advisory committees are representative of our families, staff and community in order to amplify voices of those participating and receiving needed changes. ● MnMTSS framework would allow us to create systems to clearly identify objectives and student progress for each advisory group.

<ul style="list-style-type: none"> American Indian Parent Advisory Committee 	<ul style="list-style-type: none"> Improved data systems will provide snapshots of specific student groups outlining areas of success and additional needs for support.
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Project Goals, Activities, Outcomes and Estimated Timelines

Outline your initial goals and the activities that you will use to achieve the expected outcomes of the grant. Refer to the **Sample Activities, Specific Program Expectations, and MnMTSS Coordinator Responsibilities** described in the instruction document.

Copy and paste the prompts below as needed for multiple goals and/or activities. Make sure your goals and activities are specific, measurable, attainable, relevant and time bound (SMART). **Note: Additional implementation goals will be developed once the SEMI-DLT and SEMI-SLT have been completed.**

Points Possible: 15

Goal 1:

Activity 1:

Expected Outcome and Benefiting Party:

Person Responsible for Activity:

Estimated Timeline:

The SEMI-DLT indicated that we prioritize multi-layered practices and supports, data analysis, and assessment, however after completing the root cause analysis we realize that we need to initially focus on our infrastructure to support continuous improvement in order for the other pieces to fall into place. The following goals are based on the MTSS Leadership Team’s follow-up discussions around determining root cause. District action planning will be ongoing.

INFRASTRUCTURE TO SUPPORT CONTINUOUS IMPROVEMENT:

Goal 1: By the end of the first year, Roseville Area Schools will review and refine current MnMTSS processes and systems.

- Activity 1: Consult with MDE local representative to create a plan to continue participation of MnMTSS professional learning opportunities. Review resources from MnMTSS Intro and Implementation cohorts as well as the asynchronous Canvas course to identify gaps in Roseville’s planning.

- Person Responsible for Activity: MTSS Coordinator and Director of Student Achievement
- Estimated Time: Spring 2024
- Activity 2: Update MnMTSS Leadership Team to represent all areas of the district in order to ensure that members have knowledge of all components of the SEMI-DLT. create a schedule for MnMTSS to review progress and district and school action plans.
 - Person Responsible for Activity: MnMTSS Coordinator and Director of Student Achievement
 - Estimated Time: Spring 2024
- Activity 3: Complete SEMI-DLT and use data to inform revisions to action plan and budget.
 - Person Responsible for Activity: Updated MnMTSS Leadership Team
 - Estimated Time: Fall 2024 and readministered annually.
- Activity 4: Create a list of steps needed to onboard Roseville Area High School (RAHS) in the 2024-2025 school year.
 - Person Responsible for Activity: MnMTSS Leadership Team
 - Estimated Time: Spring 2024
- Activity 5: Hire .5 Elementary and .5 Secondary MnMTSS Coordinator
 - Person Responsible for Activity: Office of Educational Equity, Director of Student Achievement, Director of Student Services
 - Estimated Time: Spring 2024
- Activity 6: RAHS school leadership team complete SEMI-SLT and develop an implementation plan aligned to the district plan with action goals, activities, strategies, outcomes and estimated timelines. Use data from SEMI-SLT to inform future school action plans and budget.
 - Person Responsible for Activity: RAHS school leadership team, MnMTSS Secondary Coordinator
 - Estimated Time: End of first year and readministered annually.
- Activity 7: Provide MnMTSS school level professional learning opportunities based on determined needs from SEMI-SLT.
 - Person Responsible for Activity: MnMTSS Secondary Coordinator, RAHS School Leadership Team
 - Estimated Time: End of first year

Expected Outcome and Benefiting Party: Ensure district wide alignment and coherence of MnMTSS framework to provide structural stability for sustained continuous improvement. Begin to build complete and systemic MnMTSS structures at the secondary level. Use learning from this process to help with future implementation of MnMTSS at schools across the district.

MULTI-LAYERED PRACTICES AND SUPPORTS

Goal 2: By the end of the 25-26 school year, Roseville Area Schools will define, install and initially implement a common Student Assistance Team (SAT) process across all K-12 schools, differentiated between elementary and secondary.

- Activity 1: Examine the current SAT process at each school. Identify what is already in place and address changes needed.
 - Person Responsible for Activity: MnMTSS Coordinator; MnMTSS District Leadership Team, Title I School Leads
 - Estimated Time: Spring 2024
- Activity 2: Identify key components of districtwide SAT process.

- Person Responsible for Activity: MnMTSS Coordinator, MnMTSS District Leadership Team, Title I School Leads
- Estimated Time: Spring 2024
- Activity 3: Communicate to principals and instructional leaders the why behind the SAT process and bridging/linking of key components.
 - Person Responsible for Activity: MnMTSS Elementary Coordinator, MnMTSS Secondary Coordinator
 - Estimated Time: Fall 2024
- Activity 4: Create a menu of evidence-based options for Tier 2 math, literacy, SEL and attendance interventions differentiated between elementary and secondary.
 - Person Responsible for Activity: MnMTSS Elementary Coordinator, MnMTSS Secondary Coordinator, MnMTSS District Leadership Team,
 - Estimated Time: Spring 2025
- Activity 5: Provide training to principals, instructional leaders and interventionists re: interpreting data and identifying evidence based academic (literacy and math) attendance, and behavior interventions.
 - Person Responsible for Activity: MnMTSS Elementary Coordinator, MnMTSS Secondary Coordinator, Lead Teachers
 - Estimated Time: Fall 2025
- Activity 6: Use data-based decision making process to gather data and feedback on implementation
 - Person Responsible for Activity: MnMTSS Elementary Coordinator, MnMTSS Secondary Coordinator
 - Estimated Time: 2025-2026 school year
- Activity 7: Refine implementation infrastructure based on data and feedback.
 - Person Responsible for Activity: MnMTSS Elementary Coordinator, MnMTSS Secondary Coordinator, MnMTSS District Leadership Team
 - Estimated Time: Spring 2026

Expected Outcome and Benefiting Party: Meeting the needs of all students. Decrease racial disparities in student achievement. Reducing ODRs. Reducing referrals to special education.

DATA-BASED DECISION MAKING

Goal 3: By the end of the 24-25 school year, Roseville Area Schools will have a complete inventory of data collection practices and systems that inform district level, school level, grade level and individual levels of student strengths and needs in academics (reading and math), attendance and SEL/behavior, differentiated between elementary and secondary.

- Activity 1: Identify and inventory what data is already collected, and identify additional needs. Establish the most effective way to view it from a district perspective, school perspective and classroom perspective.
 - Person Responsible for Activity: Data and Assessment Coordinator, MnMTSS District Coordinator, Technology Coordinator
 - Estimated Time: Spring 2024
- Activity 2: Explore our existing data systems and systems performance. Ensure that the system allows users to document and access data, disaggregate data and look at information for a variety of student

populations in order to make timely adjustments. Use inventory from activity 1 to address technology needs, professional development, time and resources. Plan accordingly.

- Person Responsible for Activity: Data and Assessment Coordinator, Technology Coordinator
- Estimated Time: Fall 2024
- Activity 3: Develop districtwide data communication processes to support decision-making processes. Ensure data provides group and individual user-friendly reports and graphical displays for team analysis and decision making.
 - Person Responsible for Activity: Data and Assessment Coordinator, MnMTSS Elementary Coordinator, MnMTSS Secondary Coordinator
 - Estimated Time: Fall 2024
- Activity 4: Provide ongoing professional learning to all staff on how to access data systems and use data so that inequities can be identified and addressed proactively. Use resources from the MnDAL modules for professional learning.
 - Person responsible for: Data and Assessment Coordinator, MnMTSS Elementary Coordinator, MnMTSS Secondary Coordinator
 - Estimated Time: Spring 2025
- Activity 5: Establish a process for school teams to analyze assessment data and monitor student learning and progress in academic, SEL standards, attendance and behavior outcomes in order to make timely adjustments.
 - Person Responsible for Activity: Data and Assessment Coordinator, MnMTSS Elementary Coordinator, MnMTSS Secondary Coordinator
 - Estimated Time: Fall 2024
- Activity 6: Gather data and feedback on initial implementation and refine as necessary.
 - Person Responsible for Activity: Data and Assessment Coordinator, MnMTSS Elementary Coordinator, MnMTSS Secondary Coordinator
 - Estimated Time: Spring 2025

Expected Outcome and Benefiting Party: Understand the capabilities of our current systems and build data-based decision making capacity and habits of regularly reviewing data at district, school and classroom levels.

Evaluation Plan

The State is committed to funding services that produce a measurable result, outcome and/or product for the population identified in your application and the people of Minnesota. Evaluations help demonstrate a project's effectiveness and inform future decision making. Evaluations use quantitative data, qualitative data, and sometimes, interviews.

Please describe your district or charter school process for evaluating MnMTSS implementation. This annual evaluation plan should include at least the following:

- Results of the school district and school self-evaluation (SEMI-DLT and SEMI-SLT) re-administered annually.
- Summary of progress on the school district and school plan goals and implementation plans.

Points Possible: 10

Narrative Response:

The evaluation of MnMTSS implementation within Roseville Area Schools is a crucial component of building a sustainable MnMTSS framework. This annual evaluation plan aims to provide a comprehensive overview of our efforts and progress in implementing MnMTSS, focusing on the results of the self-evaluations (SEMI-DLT) as well as the summary of progress on district and school plan goals and implementation plans.

- The MnMTSS District Leadership Team will complete the SEMI-DLT and the SEMI-SLT on an annual basis and review the annual results. Summarized results will be shared with the district cabinet members and building principals as well as building MnMTSS leadership teams.
- The SEMI-DLT/SLT will be reviewed and used to inform our district and school improvement planning sessions during our district data and school improvement planning days in June and August.
- The district and school MnMTSS teams will set goals and create district/school improvement plans based on our aligned Strategic Plan, World's Best Workforce, and MnMTSS goals. The goals are based on key data including MCA results for math, and reading, FASTBridge results for math, reading, and SEL/behavior, attendance and enrollment, office discipline referrals and suspensions, ACCESS data, ACT data, graduation data trends, special education referrals, Equity/Social Emotional Learning survey data, course enrollment for CTE and college credit bearing courses. To monitor progress:
 - The District MnMTSS Leadership team will review the progress towards these goals in the fall, winter, and spring.
 - The Assistant Superintendent will review School Improvement Plan goals and progress during the fall, winter and spring with corresponding data. This includes principal reflection on implementation of the school improvement plan.
 - Building Leaders will review their school improvement plans with their building leadership teams throughout the school year at their building leadership team meetings.
- ATPPS/Q-Comp Lead Teachers will review site and team goals with corresponding data midyear and end of year.
- The District Cabinet reviews progress on Strategic Plan action plans and goals throughout the school year.
- As schools are on-boarded to the MnMTSS process, MnMTSS District Leadership Team reviews SEMI-SLT results and corresponding data annually.
- Fidelity of implementation of MTSS is monitored annually at a district level by the District MnMTSS team and incorporated into the district's continuous improvement plan.

Excel Budget with Descriptions

Complete the Excel Budget Form for New Projects. Break out the grant amount by fiscal years, as requested. Detail all necessary and reasonable expenditures anticipated during the project period that align with the project goals and activities, using the budget codes available.

Necessary means it is important to the success of the project. **Reasonable** means you are paying fair market price for the item or services.

Provide the budget narrative in the Excel budget form, ensuring the following:

- There is sufficient narrative description for each budget line item entry.
- Reviewers are able to determine if the budget aligns with the project activities and primary purpose of the funding.
- The budget estimates for employee and proposed contractor services appear to correspond with reasonable approximations of the activities to be performed.
- The budget planned expenses appear *necessary and reasonable* for the success and purpose of the project.

Points Possible: 5

Agenda Topic: PELSB Teacher Mentorship and Retention of Effective Teachers Grant Award

Meeting Date: February 20, 2024

Contact Person: Shari Thompson

Background:

Roberta Hernandez, FOCUS (Future Oriented Community of United Support) teacher on special assignment, was awarded a FY24 grant by the Professional Educator Licensing and Standards Board (PELSB) for the Teacher Mentorship and Retention of Effective Teachers Grant (TMRG) Program in the amount of \$176,259.97. PELSB makes this grant available from the State of Minnesota for the development and expansion of mentoring, induction, and retention programs and affinity group networks designed for teachers of color or American Indian Teachers. This is the fifth year of this grant award, with total funding of \$543,147.13.

Recommendation:

It is recommended that the board approve the receipt of the FY24 Teacher Mentorship and Retention of Effective Teachers Grant Award.

Action Required

Informational – No Board Action Requested

Grant Information Form

(Copy of grant must be attached)

BUILDING/DEPARTMENT INFORMATION							
Building/Department:		Office of Educational Equity					
Building/Dept Contact:		Delon Smith			Phone:		
Person Managing Grant:		Roberta Hernandez			Phone:		
GRANTING AGENCY INFORMATION							
Granting Agency Name: PELSB							
Address, City, State, Zip:					Phone:		
Contact Email:					Contact Name:		Laura Dyer
Name of Grant:		Teacher Mentorship and Retention of Effective Teachers (TMRG)			Amount:		\$176,259.97
FUNDING SOURCE							
<input type="checkbox"/> Federal (specify public law or CFDA number)				<input type="checkbox"/> Private Industry			
<input checked="" type="checkbox"/> State (specify source or dept)				<input type="checkbox"/> Other			
INKIND DISTRICT EXPENDITURES/RESOURCES							
<input checked="" type="checkbox"/> No		<input type="checkbox"/> Yes		If Yes, Amount or Type:			
TIMELINE							
Application Deadline:		Effective Date:		12/18/2023		Ending Date: 06/30/2024 (carryover to 6/30/25)	
Check One:		<input type="checkbox"/> New Grant		<input checked="" type="checkbox"/> Renewal			
Purpose of Grant: Mentorship and affinity groups for teachers of color							
SIGNATURES							
Grant Writer:		Roberta Hernandez			Date:		
Building Administrator:		Delon Smith			Date:		
Director of Business Services:					Date:		
Office Use Only							
Fund	ORG	PGM	CRS	FIN	OBJ	Original Amount	Amendments
01 R	200	293	251	000	369	\$176,259.97	\$
						\$	\$
Grant TOTAL						\$176,259.97	\$
Date of School Board Approval if applicable:							

VIA E-MAIL

November 28, 2023

Re: FY24 Teacher Mentorship and Retention of Effective Teachers Grant (TMRG) Proposal

Thank you for submitting a proposal in response to PELSB's call for proposals for the 2024 Teacher Mentorship and Retention of Effective Teachers Grant (TMRG). The scoring process is complete. Each application was given careful consideration and, after a thorough evaluation by the review committee and the Professional Educator Licensing and Standards Board, we are pleased to inform you that your proposal was awarded grant funding for project activities supported by the grant's legislation.

This fall we received an unprecedented request for **over \$9 million dollars** in grant funding, exceeding the \$3.5 million dollar appropriation for state fiscal year 2024, of which at least \$2,330,000 each fiscal year must be granted for the development and expansion of mentoring, induction, and retention programs designed for teachers of color or Native American teachers.

Related to these considerations, we are pleased to inform you that we are able to offer \$176,259.97 (33% of the fundable grant work proposed) pertaining to your request, based upon reviewer recommendation using the evaluation criteria set forth in the Request for Proposals (RFP). We will be offering this grant again in the spring for another round of funding, which would be accessible after this award is fully spent down and submitted for reimbursement.

Please respond to this email message confirming your acceptance of this award, as itemized in the approved budget to follow.

STATE OF MINNESOTA
GRANT CONTRACT AGREEMENT

36135
240705
300-1249

This grant contract agreement is between the State of Minnesota, acting through its Professional Educator Licensing and Standards Board (PELSB) ("STATE") and ISD 0623 Roseville Area Schools, 1251 County Road B2 W., Roseville, MN 55113, Vendor #000193983 ("GRANTEE").

Recitals

1. Under Minn. Stat. §122A.70 the State is empowered to enter into this grant contract agreement.
2. The State makes this funding available to school districts; groups of school districts; schools or coalitions of schools; and coalitions of teachers, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching.
3. The Grantee represents that it is duly qualified and agrees to perform all services described in this grant contract agreement to the satisfaction of the State. Pursuant to Minn.Stat. §16B.98, Subd.1, the Grantee agrees to minimize administrative costs as a condition of this grant contract agreement.

Grant Contract Agreement

1 Term of Grant Contract Agreement

1.1 Effective date:

December 18, 2023, Per Minn. Stat. §16B.98, Subd. 5, the Grantee must not begin work until this grant contract agreement is fully executed and the State's Authorized Representative has notified the Grantee that work may commence. Per Minn.Stat. §16B.98 Subd. 7, no payments will be made to the Grantee until this grant contract agreement is fully executed.

1.2 Expiration date:

June 30, 2025, or until all obligations have been satisfactorily fulfilled, whichever occurs first.

1.3 Survival of Terms.

The following clauses survive the expiration or cancellation of this grant contract agreement: 8. Liability; 9. State Audits; 10. Government Data Practices and Intellectual Property; 12. Publicity and Endorsement; 13. Governing Law, Jurisdiction, and Venue; and 15 Data Disclosure.

2 Grantee's Duties

The Grantee, who is not a state employee, will:

Comply with required grants management policies and procedures set forth through Minn.Stat. §16B.97, Subd. 4 (a) (1).

2.1. Comply with required grants management policies and procedures set forth through Minn.Stat. §16B.97, Subd. 4 (a) (1).

2.2 Perform the duties specified in **ATTACHMENT A**, which is attached and incorporated into this grant contract agreement.

2.3 Provide a report to PELSB by **September 30, 2024** on the services outlined in Attachment A that may include but are not limited to outcomes, number of participants, any program(s) or service evaluation.

3 Time

The Grantee must comply with all the time requirements described in this grant contract agreement. In the performance of this grant contract agreement, time is of the essence.

6 Authorized Representative

The State's Authorized Representative is Laura Dyer, Grants Specialist, 1021 Bandana Blvd., Suite 222, St Paul, MN 55108, 651-539-4182, Email: Laura.Dyer@state.mn.us, or her successor, and has the responsibility to monitor the Grantee's performance and the authority to accept the services provided under this grant contract agreement. If the services are satisfactory, the State's Authorized Representative will certify acceptance on each invoice submitted for payment.

The Grantee's Authorized Representative is Shari Thompson, Director of Business Services, Telephone: 651-635-1615, Email: shari.thompson@isd623.org. If the Grantee's Authorized Representative changes at any time during this grant contract agreement, the Grantee must immediately notify the State.

7 Assignment Amendments, Waiver, and Grant Contract Agreement Complete

7.1 Assignment

The Grantee shall neither assign nor transfer any rights or obligations under this grant contract agreement without the prior written consent of the State, approved by the same parties who executed and approved this grant contract agreement, or their successors in office.

7.2 Amendments

Any amendments to this grant contract agreement must be in writing and will not be effective until it has been executed and approved by the same parties who executed and approved the original grant contract, or their successors in office.

7.3 Waiver

If the State fails to enforce any provision of this grant contract agreement, that failure does not waive the provision or the State's right to enforce it.

7.4 Grant Contract Agreement Complete

This grant contract agreement contains all negotiations and agreements between the State and the Grantee. No other understanding regarding this grant contract, whether written or oral, may be used to bind either party.

8 Liability

The Grantee must indemnify, save, and hold the State, its agents, and employees harmless from any claims or causes of action, including attorney's fees incurred by the State, arising from the performance of this grant contract agreement by the Grantee or the Grantee's agents or employees. This clause will not be construed to bar any legal remedies the Grantee may have for the State's failure to fulfill its obligations under this grant contract agreement.

9 State Audits

Under Minn. Stat. § 16B.98, Subd.8, the Grantee's books, records, documents, and accounting procedures and practices of the Grantee or other party relevant to this grant contract agreement or transaction are subject to examination by the Commissioner of Administration, by the State granting agency and/or the State Auditor or Legislative Auditor, as appropriate, for a minimum of six years from the end of this grant contract agreement, receipt and approval of all final reports, or the required period of time to satisfy all state and program retention requirements, whichever is later

10 Government Data Practices and Intellectual Property Rights

10.1 Government Data Practices

The Grantee and State must comply with the Minnesota Government Data Practices Act, [Minn. Stat. Ch. 13](#), as it applies to all data provided by the State under this grant contract, and as it applies to all data created, collected, received, stored, used, maintained, or disseminated by the Grantee under this grant contract agreement. The civil remedies of [Minn. Stat. §13.08](#) apply to the release of the data referred to in this clause by either the Grantee or the State. If the Grantee receives a request to

12.2 **Endorsement**

The Grantee must not claim that the State endorses its products or services.

13 **Governing Law, Jurisdiction, and Venue**

Minnesota law, without regard to its choice-of-law provisions, governs this grant contract agreement. Venue for all legal proceedings out of this grant contract agreement, or its breach, must be in the appropriate state or federal court with competent jurisdiction in Ramsey County, Minnesota.

14 **Termination**

14.1 **(a) Termination by the State**

The State may immediately terminate this grant contract agreement with or without cause, upon 30 days' written notice to the Grantee. Upon termination, the Grantee will be entitled to payment, determined on a pro rata basis, for services satisfactorily performed.

(b) Termination by The Commissioner of Administration

The Commissioner of Administration may unilaterally cancel this grant contract agreement if further performance under the agreement would not serve agency purposes or is not in the best interest of the State.

14.2 **Termination for Cause**

The State may immediately terminate this grant contract agreement if the State finds that there has been a failure to comply with the provisions of this grant contract, that reasonable progress has not been made or that the purposes for which the funds were granted have not been or will not be fulfilled. The State may take action to protect the interests of the State of Minnesota, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.

14.3 **Termination for Insufficient Funding**

The State may immediately terminate this grant contract agreement if:

- (a)** It does not obtain funding from the Minnesota Legislature.
- (b)** Or, if funding cannot be continued at a level sufficient to allow for the payment of the services covered here. Termination must be by written or fax notice to the Grantee. The State is not obligated to pay for any services that are provided after notice and effective date of termination. However, the Grantee will be entitled to payment, determined on a pro rata basis, for services satisfactorily performed to the extent that funds are available. The State will not be assessed any penalty if the grant contract agreement is terminated because of the decision of the Minnesota Legislature, or other funding source, not to appropriate funds. The State must provide the Grantee notice of the lack of funding within a reasonable time of the State's receiving that notice.

15 **Data Disclosure**

Under [Minn. Stat. § 270C.65](#), Subd. 3, and other applicable law, the Grantee consents to disclosure of its social security number, federal employer tax identification number, and/or Minnesota tax identification number, already provided to the State, to federal and state tax agencies and state personnel involved in the payment of state obligations. These identification numbers may be used in the enforcement of federal and state tax laws which could result in action requiring the Grantee to file state tax returns and pay delinquent state tax liabilities, if any.

ATTACHMENT B

Mentorship/Affinity Program Stipends – Subs	\$107,690.52
Affinity Group Gatherings – Food, Events, Guest Speakers, and Professional Development	\$54,225.60
Administrative Costs – consultants, grant coordination and implementation (10%)	\$14,343.85
At least \$157,782.33 Reserved for Teachers of Color and Indigenous Teachers	
Total	\$176,259.97

Agenda Topic: Program Participation Report
Meeting Date: February 20, 2024
Contact Person: Jake Von De Linde, Melissa Sonnek, Niceta Thomas, Andrea Schmidt and Trina Hira

Background:

Jake Von De Linde, director of student achievement; Trina Hira, coordinator of advanced academics and talent development; Melissa Sonnek, assistant superintendent; Andrea Schmidt, activities director; and Niceta Thomas, director of student services, will report on student participation in programming including special education, advanced academics and talent development, and activities and athletics.

Recommendation:

Action Required

Informational – No Board Action Requested



ROSEVILLE AREA SCHOOLS

2022-23 Program Participation Report

February 20, 2024



District Goals and Key Strategies

#1 Our graduates are prepared to achieve their goals and aspirations.

- **Deliver a challenging, joyful, and safe learning environment**
- Deliver innovative, effective practices and systems

#2 Our learners contribute to an equitable, caring society.

- Cultivate student engagement and joy in learning
- **Amplify student leadership and voice in decision-making**
- **Support learner resiliency (student social and emotional learning and mental health)**

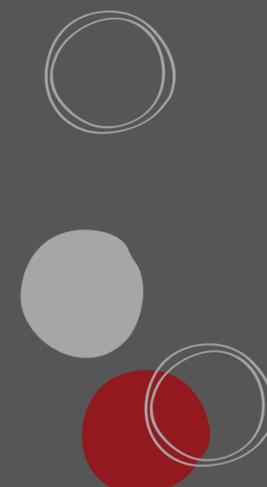
#3 We are a culturally responsive, inclusive, anti-racist district.

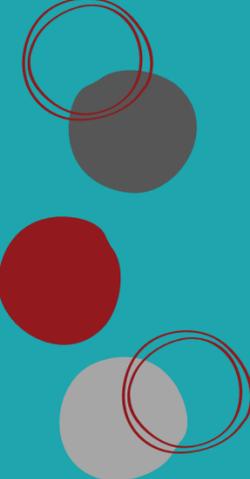
- **Build a culture of belonging where all feel welcome, included, and safe**

#4 The community is united behind meeting student needs.

- **Build a culture of belonging**

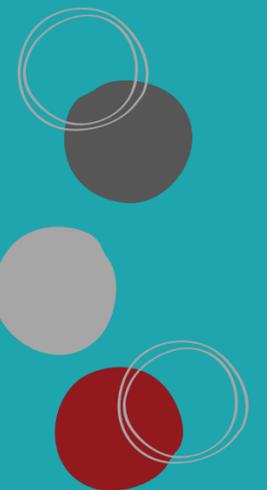
#5 We are financially secure.

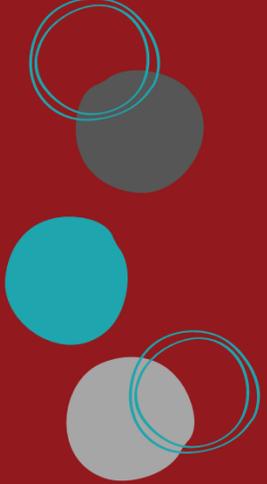
- **Cultivate and maintain community trust**
- 



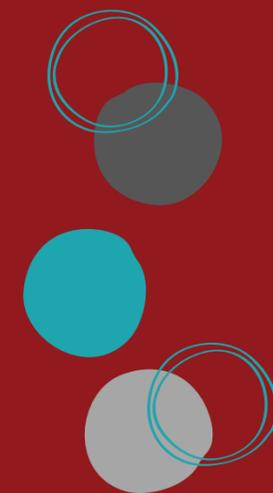
Report Sections:

- **Advanced Academics and Talent Development**
- **Activities and Athletics**
- **Special Education**





Advanced Academics and Talent Development

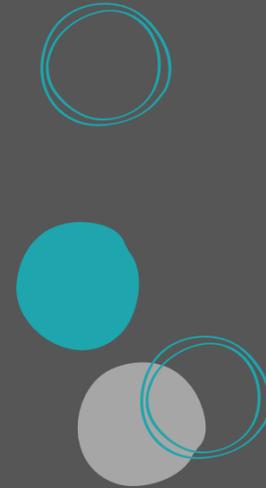




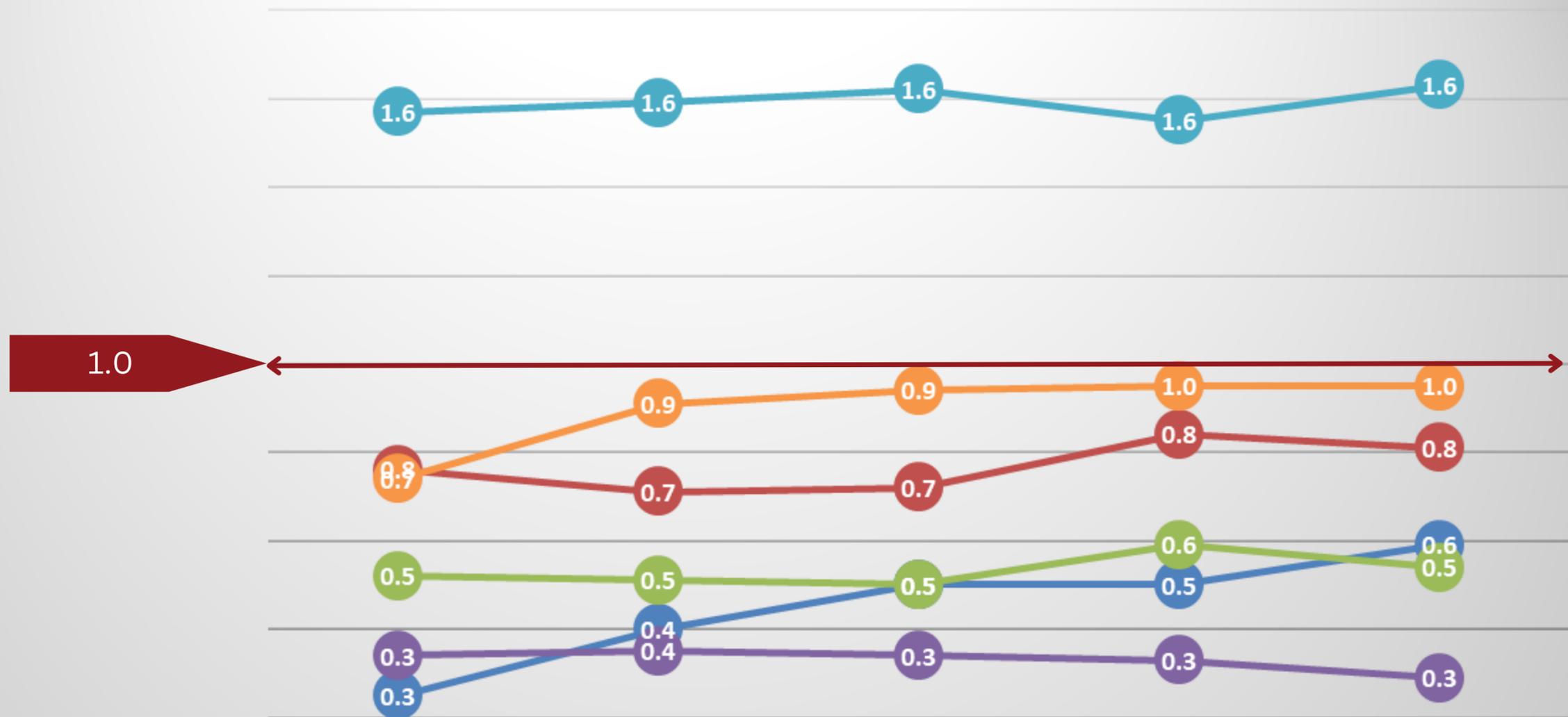
Advanced Academics and Talent Development (AATD)

Identified grades 2*-12

Informally Identified K&1



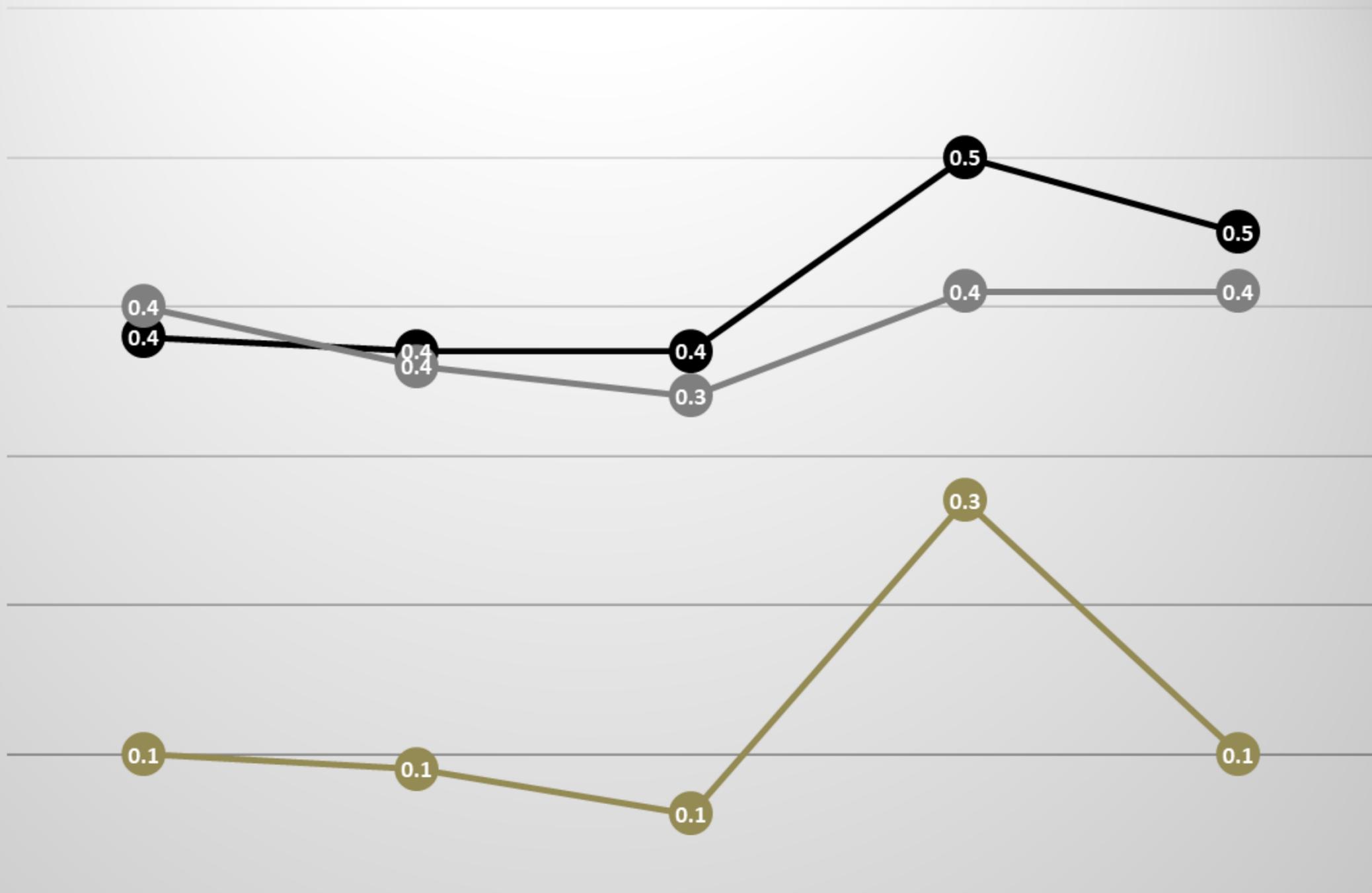
AATD Trends by Race/Ethnicity



	2018-19	2019-20	2020-21	2021-22	2022-23
—●— American Indian	0.3	0.4	0.5	0.5	0.6
—●— Asian	0.8	0.7	0.7	0.8	0.8
—●— Hispanic	0.5	0.5	0.5	0.6	0.5
—●— Black	0.3	0.4	0.3	0.3	0.3
—●— White	1.6	1.6	1.6	1.6	1.6
—●— Multiracial	0.7	0.9	0.9	1.0	1.0

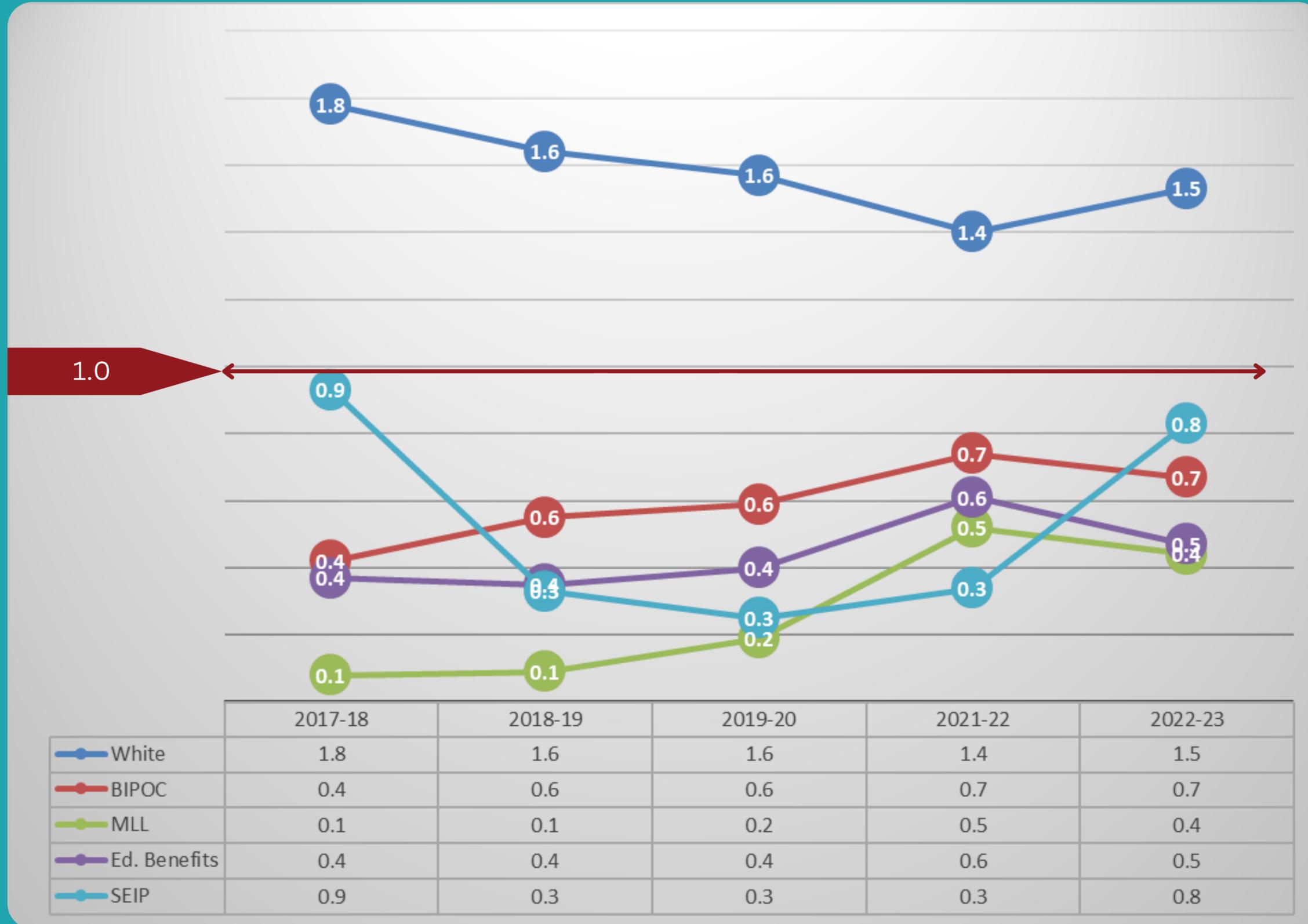
AATD by Student Groups

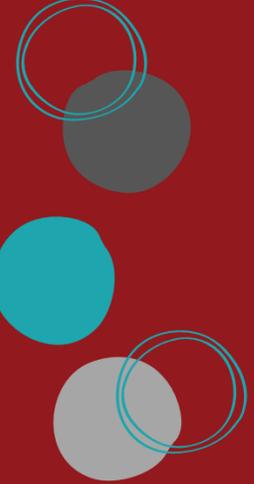
1.0



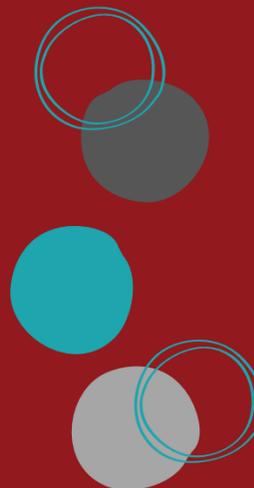
	2018-19	2019-20	2020-21	2021-22	2022-23
MLL	0.1	0.1	0.1	0.3	0.1
Ed. Benefits	0.4	0.4	0.4	0.5	0.5
SIEP	0.4	0.4	0.3	0.4	0.4

AATD Initial Identification by Student Groups





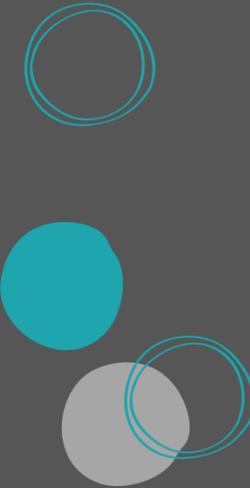
Activities and Athletics



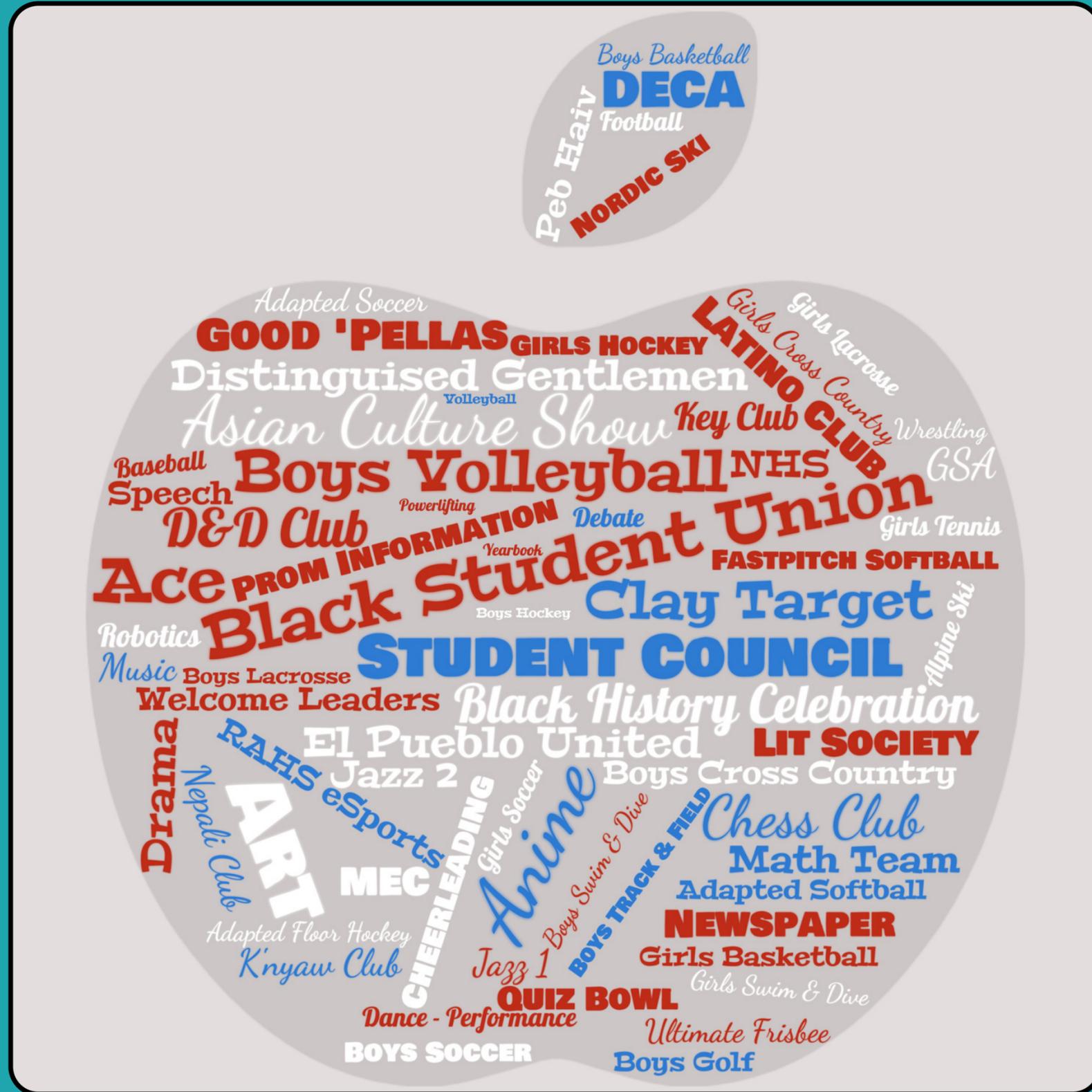


Secondary Activities

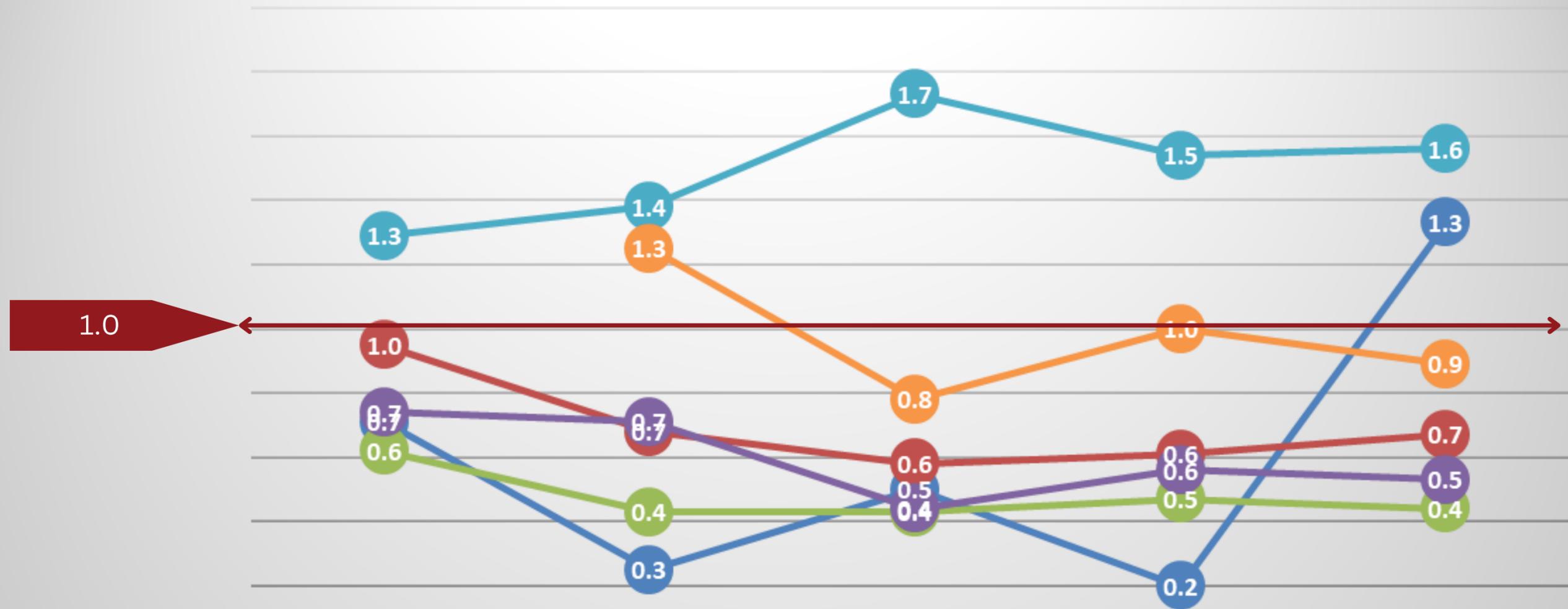
4 Activities Categories:

- Academic Groups
 - Athletics
 - Clubs
 - Fine Arts
- 

Secondary Activities



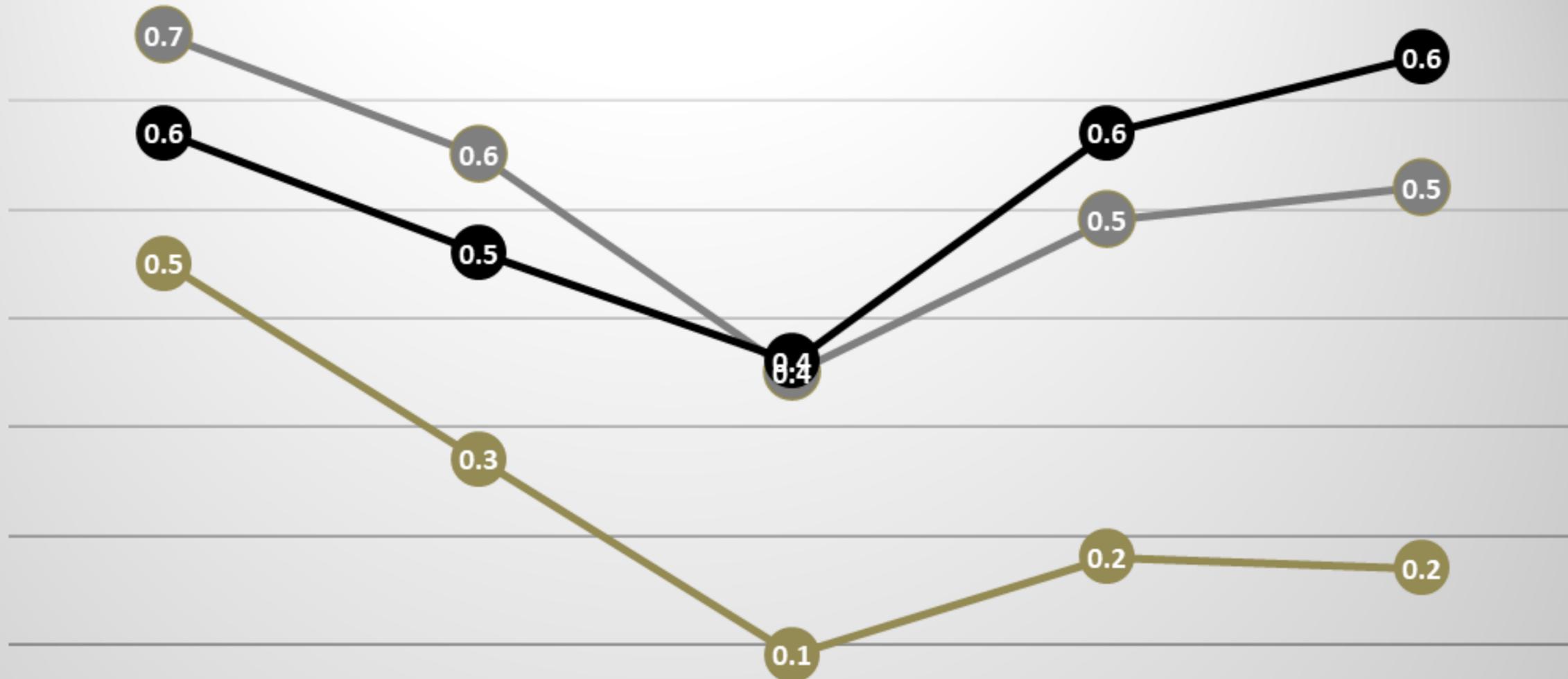
Activities Trend by Race/Ethnicity



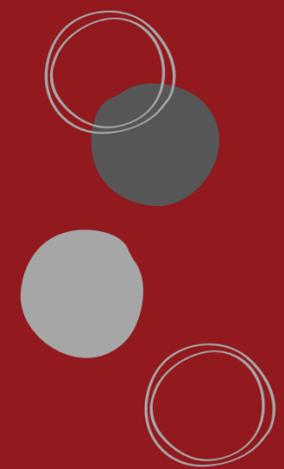
	2018-19	2019-20*	2020-21*	2021-22	2022-23
American Indian	0.7	0.3	0.5	0.2	1.3
Asian	1.0	0.7	0.6	0.6	0.7
Hispanic	0.6	0.4	0.4	0.5	0.4
Black	0.7	0.7	0.4	0.6	0.5
White	1.3	1.4	1.7	1.5	1.6
Multiracial	1.0	1.3	0.8	1.0	0.9

Activities Trend by Student Groups

1.0



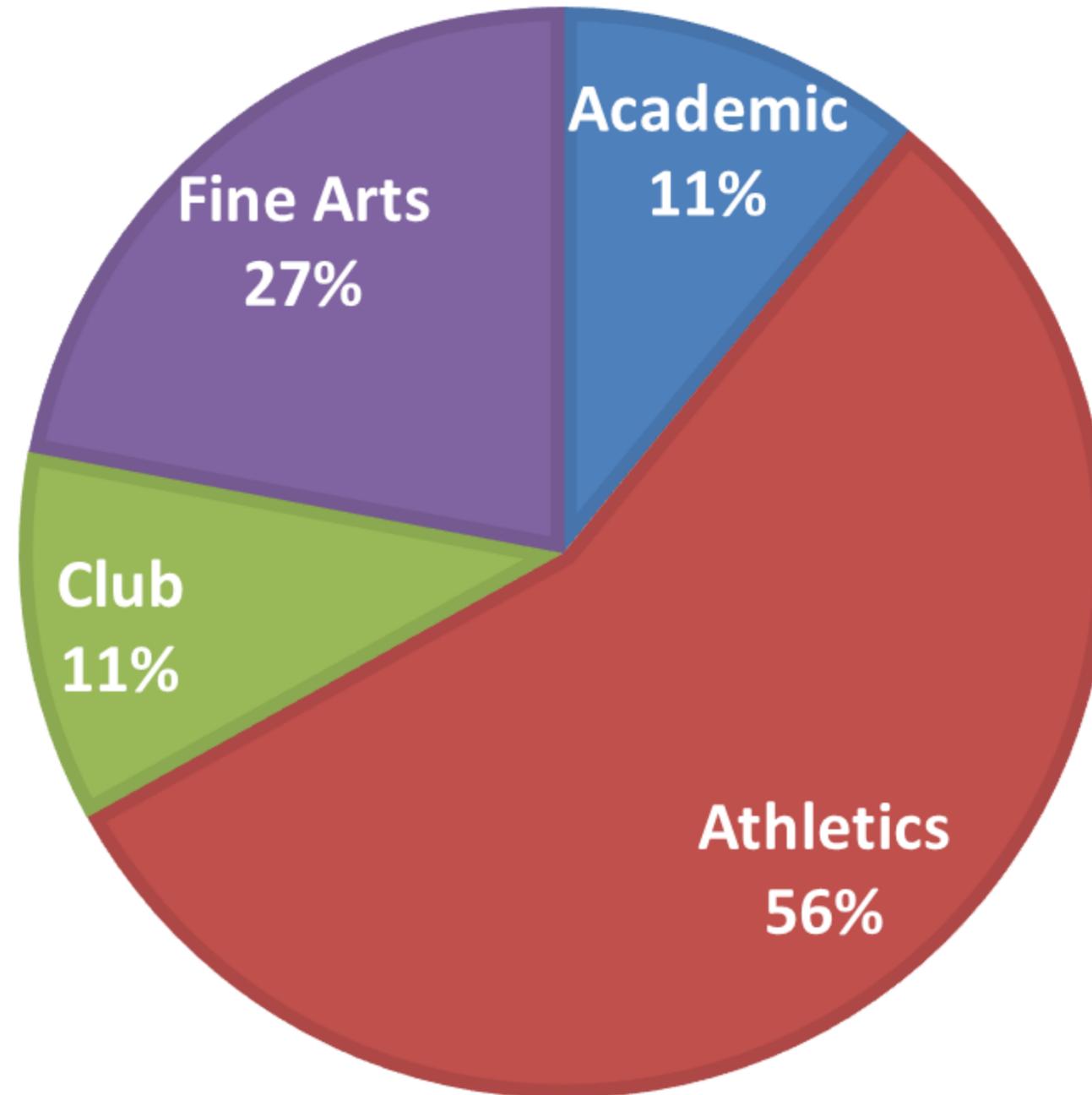
	2018-19	2019-20*	2020-21*	2021-22	2022-23
MLL	0.5	0.3	0.1	0.2	0.2
Ed. Benefits	0.7	0.6	0.4	0.5	0.5
SIEP	0.6	0.5	0.4	0.6	0.6



Secondary Activities

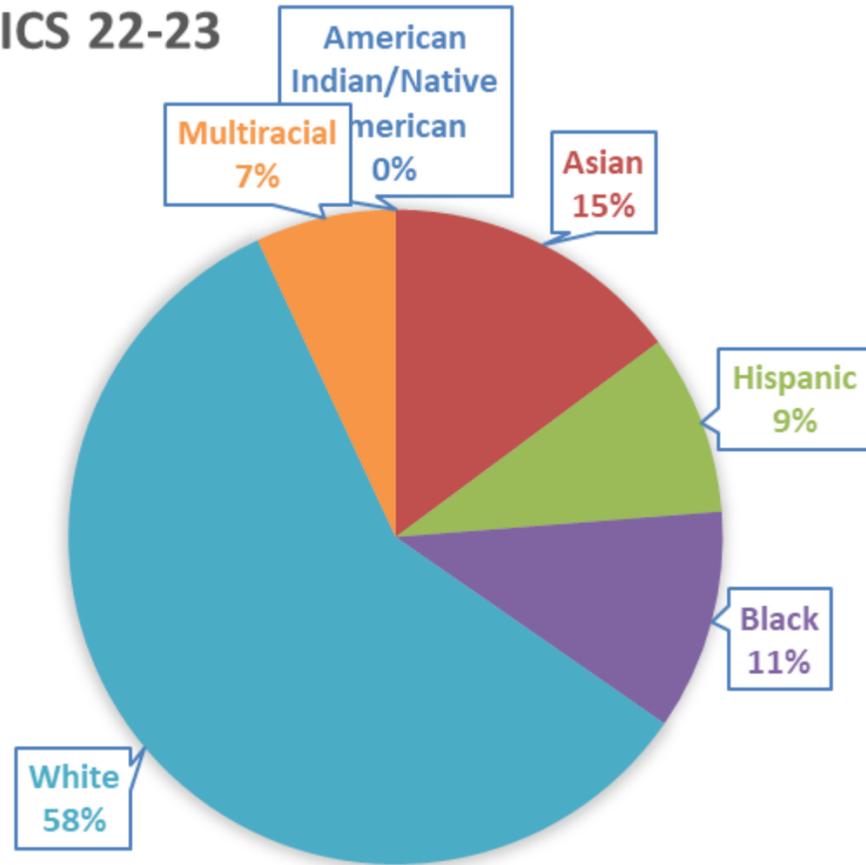
SECONDARY ACTIVITIES CATEGORY SUMMARY

■ Academic ■ Athletics ■ Club ■ Fine Arts/Activity

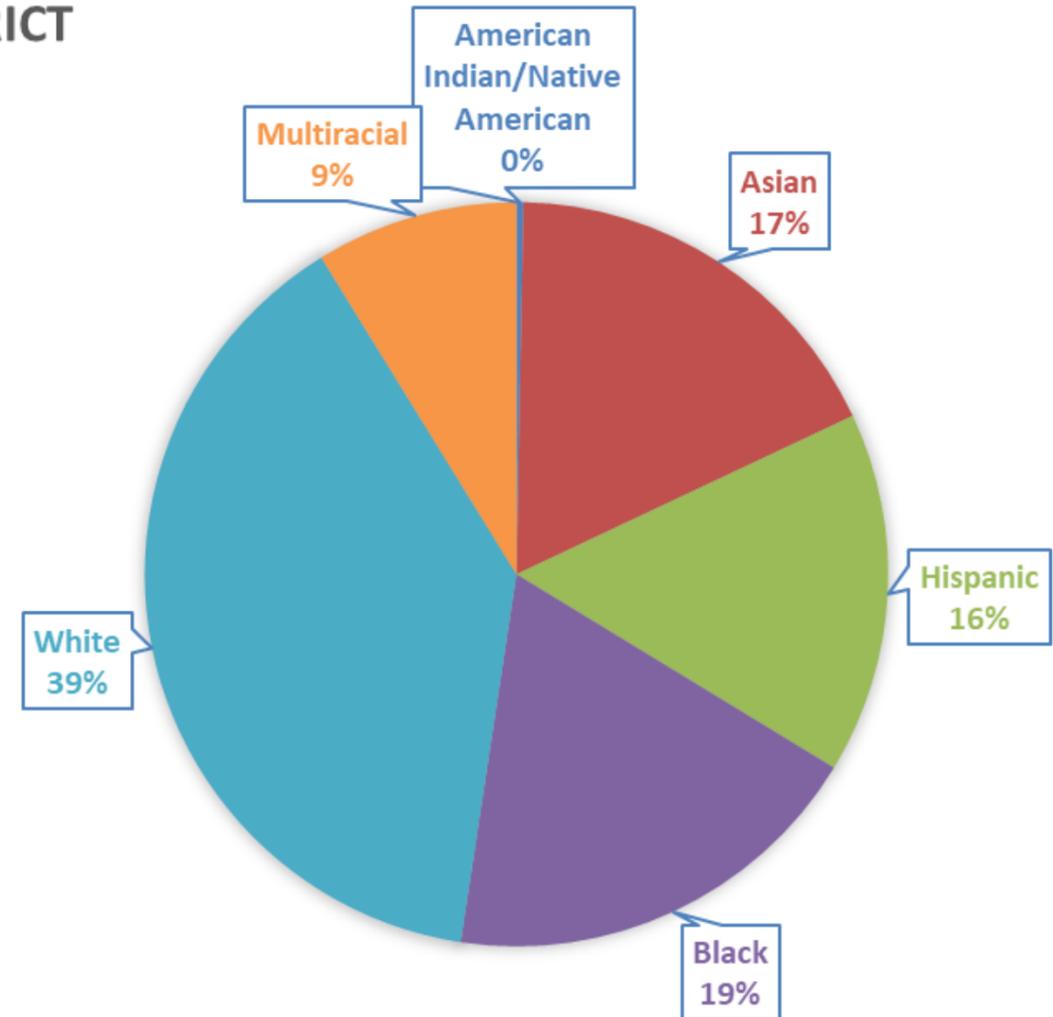


Activities: Academics

ACADEMICS 22-23

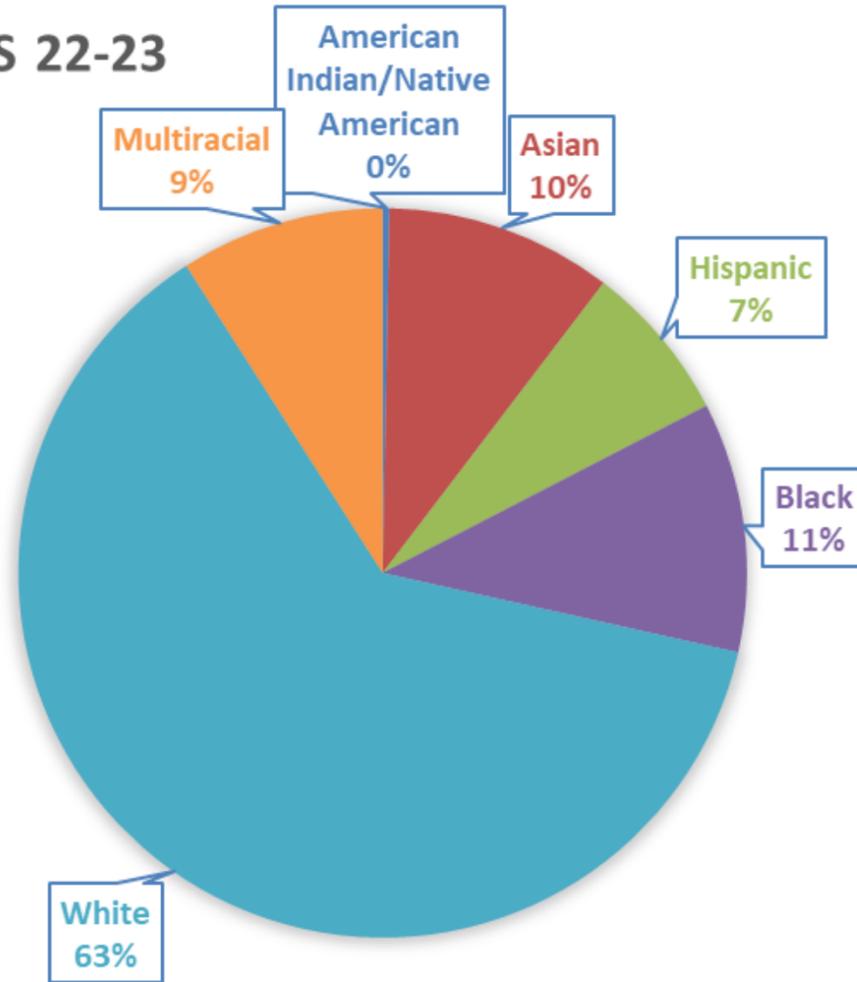


DISTRICT

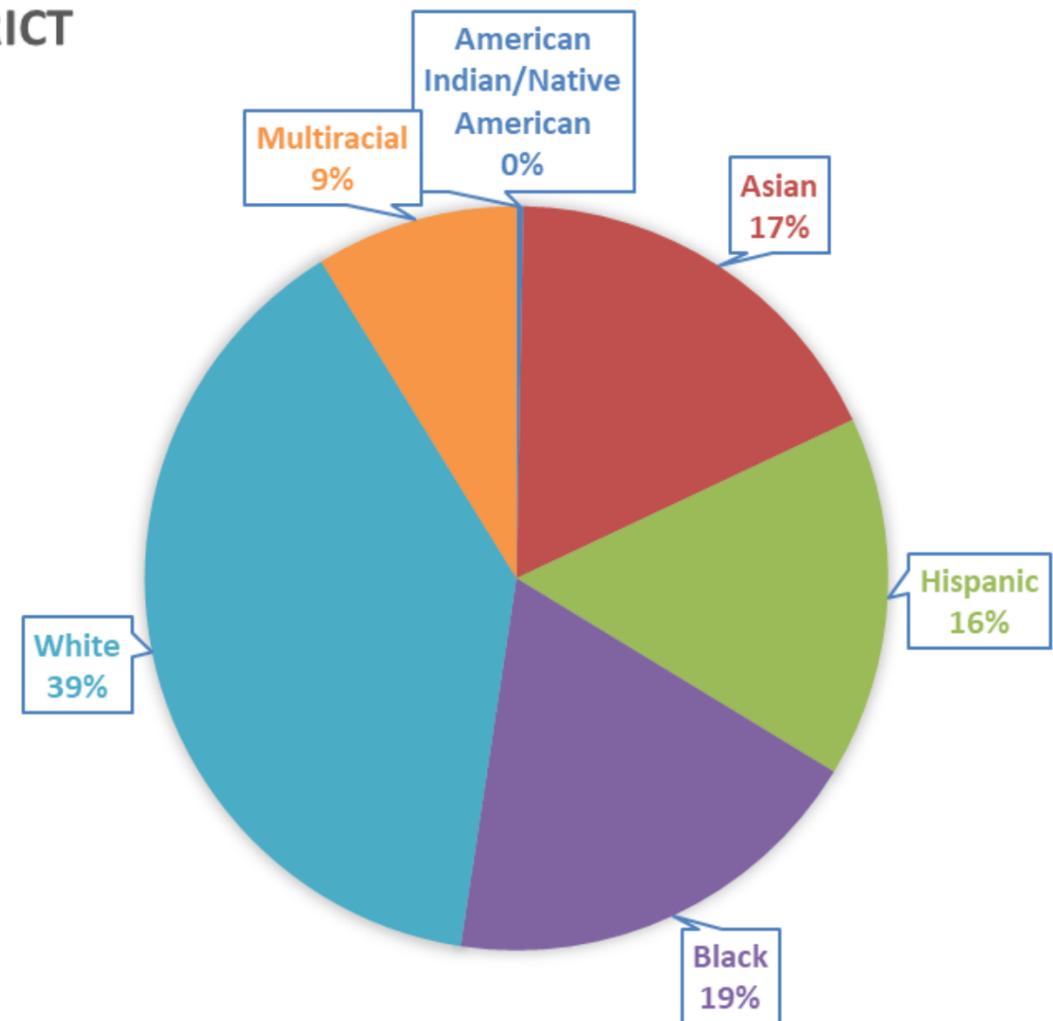


Activities: Athletics

ATHLETICS 22-23

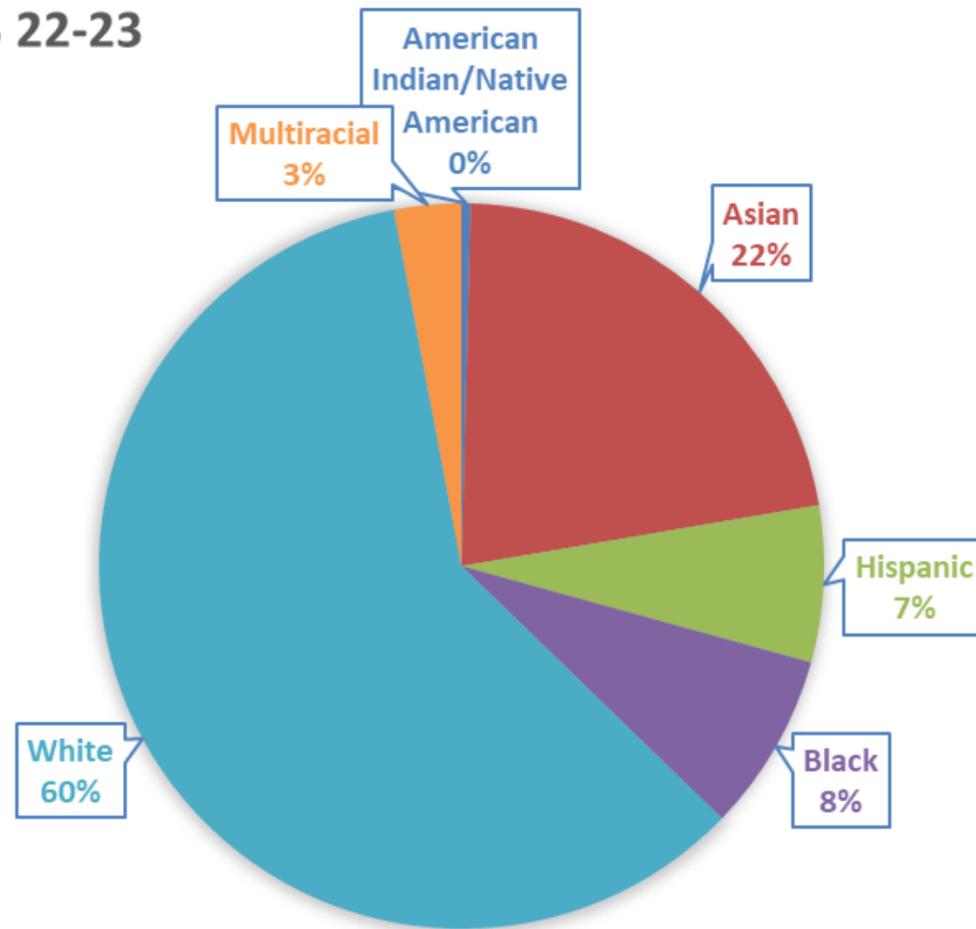


DISTRICT

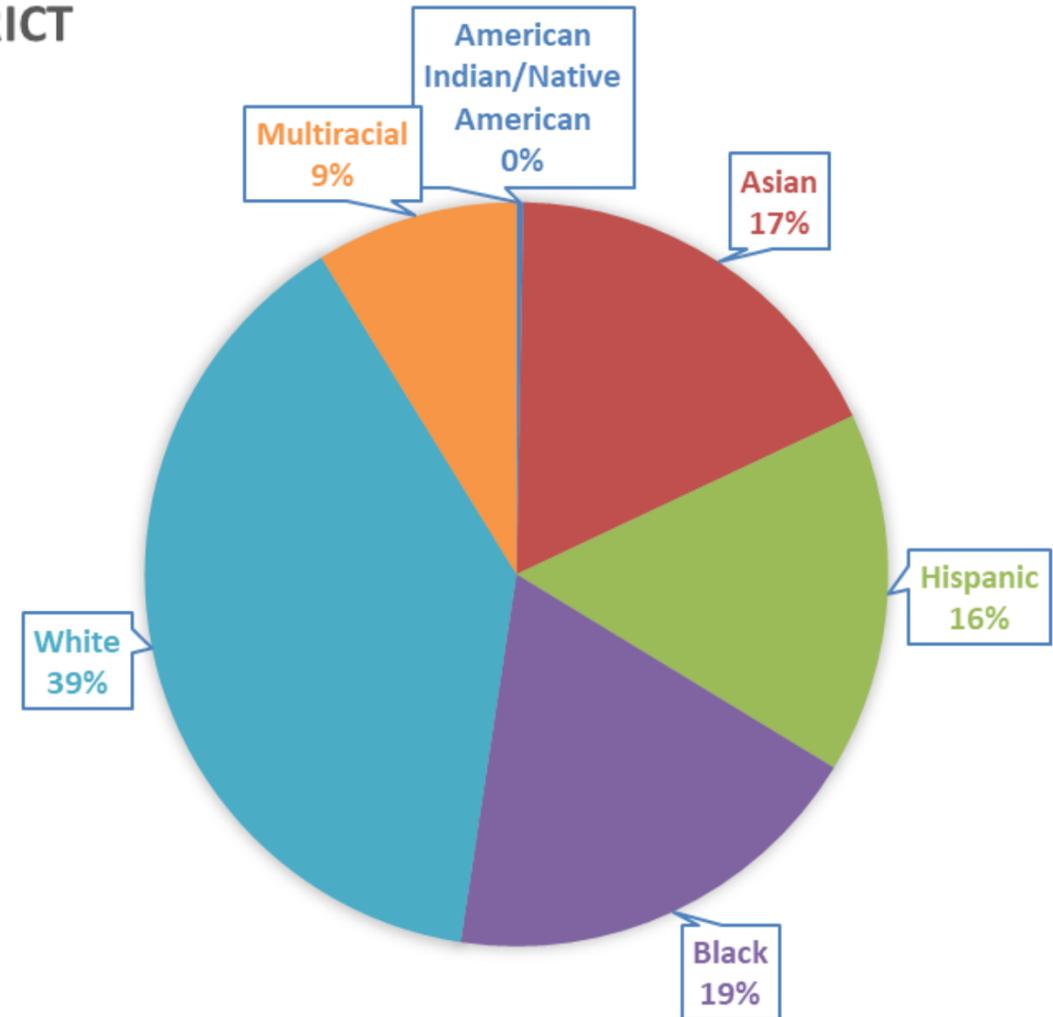


Activities: Clubs

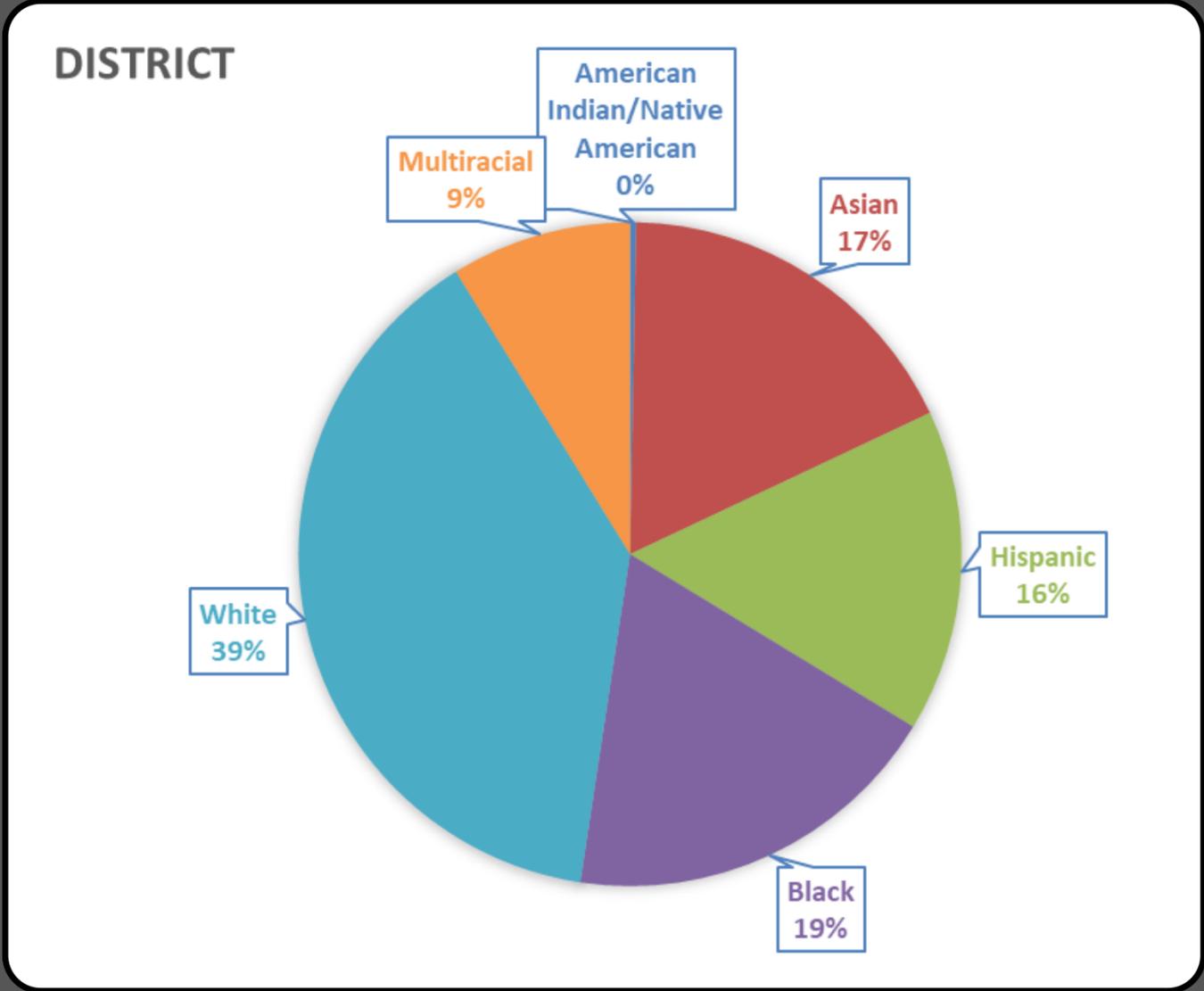
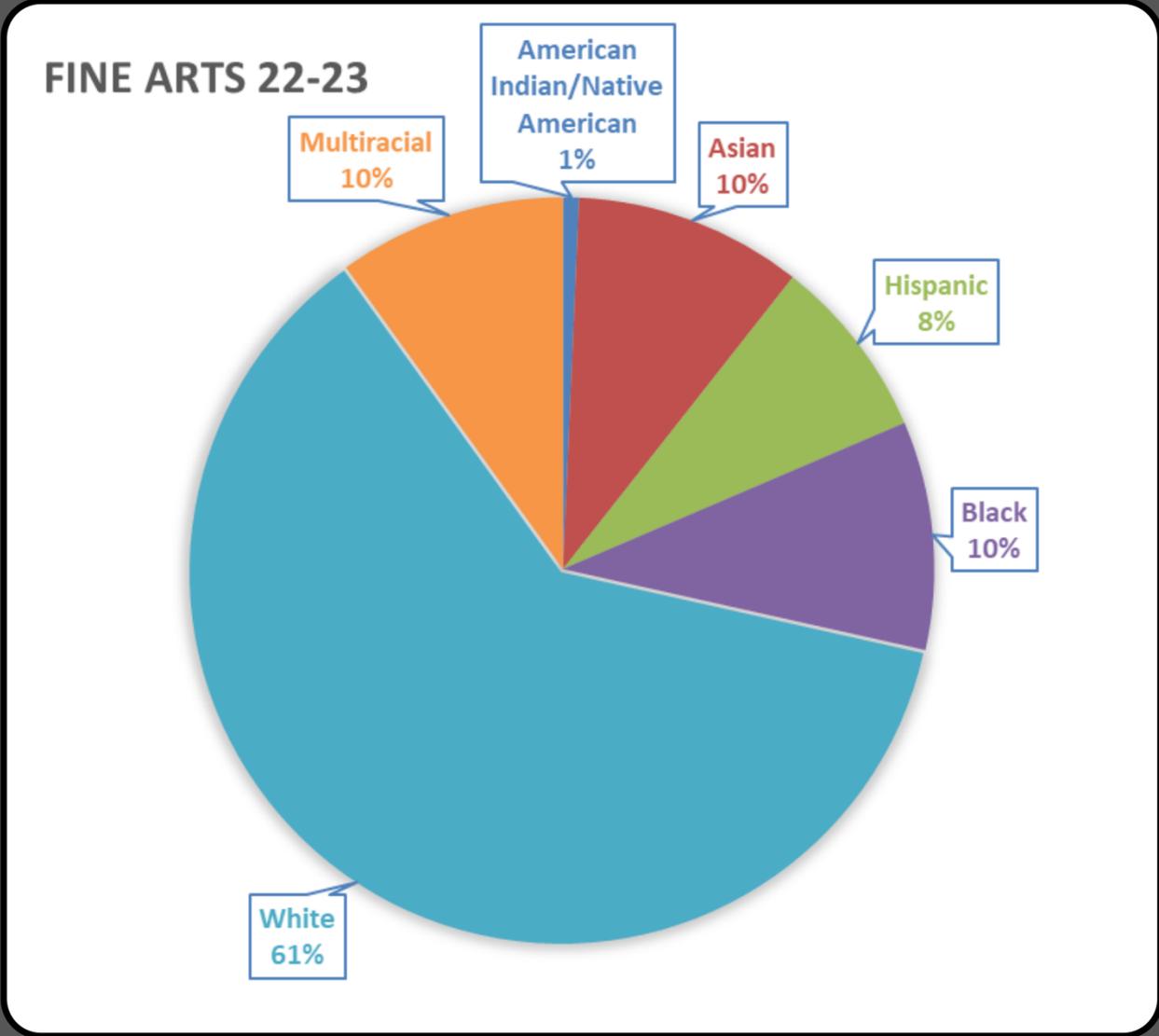
CLUBS 22-23



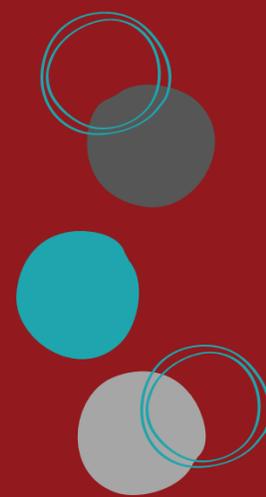
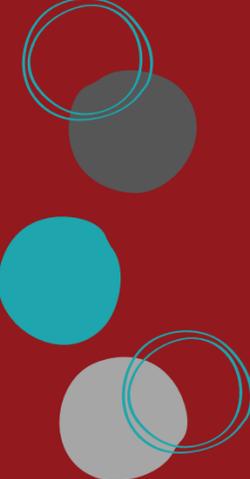
DISTRICT



Activities: Fine Arts



Special Education





Initial Referrals

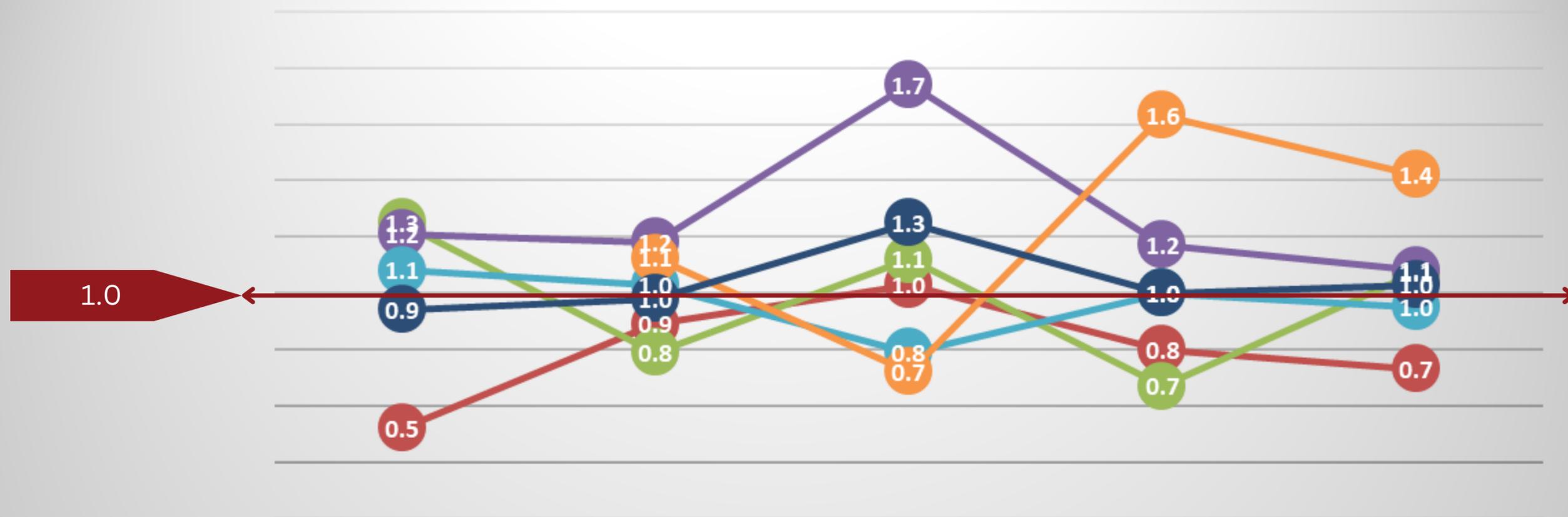
Met criteria to be evaluated for special education

- **May or may not qualify**

Data is monitored for over/under representation



Special Education Referrals Trend by Race/Ethnicity



	2018-19	2019-20	2020-21	2021-22	2022-23
American Indian					
Asian	0.5	0.9	1.0	0.8	0.7
Hispanic	1.3	0.8	1.1	0.7	1.1
Black	1.2	1.2	1.7	1.2	1.1
White	1.1	1.0	0.8	1.0	1.0
Multiracial		1.1	0.7	1.6	1.4
BIPOC	0.9	1.0	1.3	1.0	1.0



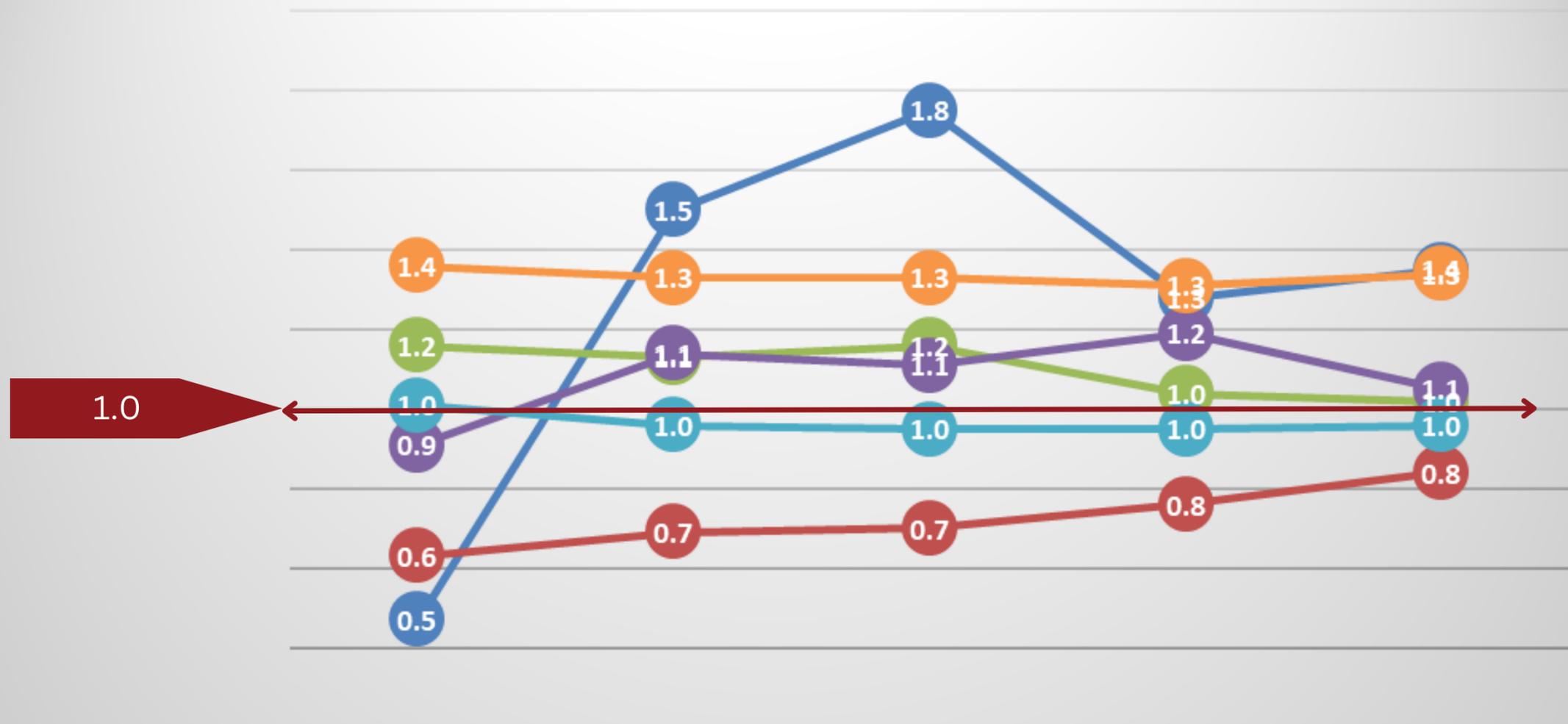
Special Education Students Served

**Students receiving special education
instruction or services**

**Differ from referral slides as students
have been referred, qualified for and
currently served**



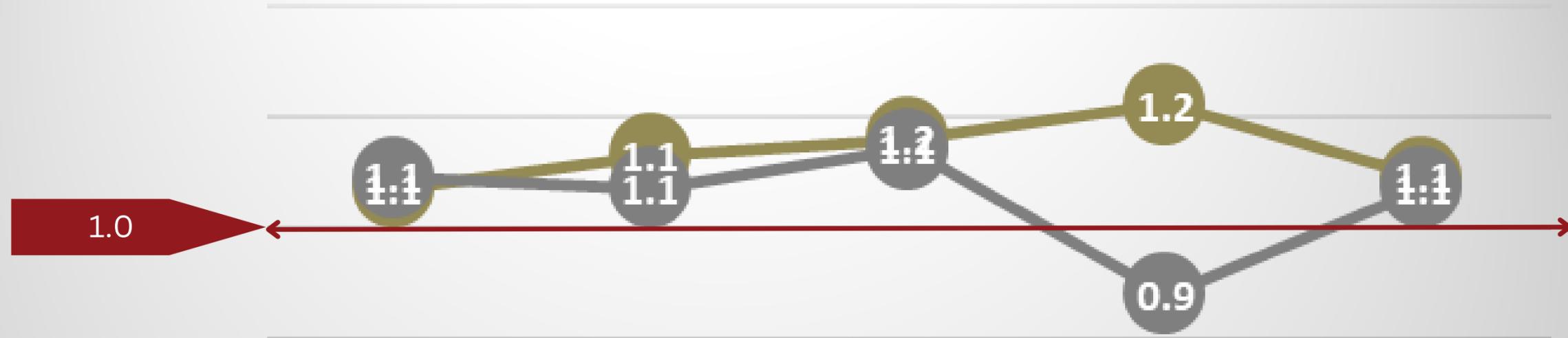
Special Education Trend by Race/Ethnicity



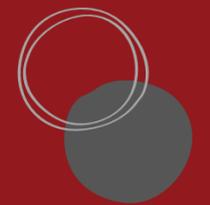
	2018-19	2019-20	2020-21	2021-22	2022-23
American Indian	0.5	1.5	1.8	1.3	1.4
Asian	0.6	0.7	0.7	0.8	0.8
Hispanic	1.2	1.1	1.2	1.0	1.0
Black	0.9	1.1	1.1	1.2	1.1
White	1.0	1.0	1.0	1.0	1.0
Multiracial	1.4	1.3	1.3	1.3	1.3



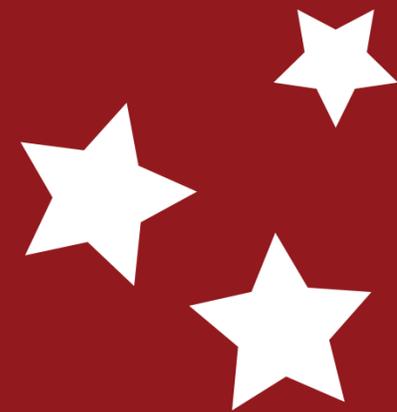
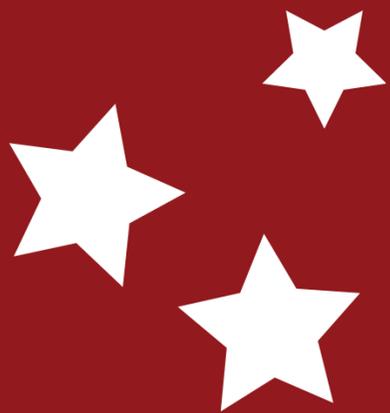
Special Education Trend by Student Groups



	2018-19	2019-20	2020-21	2021-22	2022-23
—●— MLL	1.1	1.1	1.2	1.2	1.1
—●— Ed. Benefits	1.1	1.1	1.1	0.9	1.1



Questions and Discussion



Agenda Topic: Monthly Financial Report – 2024-2025 Budget and Enrollment Update
Meeting Date: February 20, 2024
Contact Person: Shari Thompson

Background:

This month's financial update focuses on the enrollment estimates and projections the district is using for 2024-2025 budgeting and staffing. We are estimating enrollment growth will be stagnant compared to the current year.

Director of Business Services Shari Thompson will review the enrollment projections.

Recommendation:

Action Required

Informational – No Board Action Requested

2/5/2024

**ROSEVILLE AREA SCHOOLS #623
SCHOOL ENROLLMENT
Projections for 2024-2025**

ELEMENTARY

	K	1	2	3	4	5	6	TOTAL	23-24 Staffing	Difference of prior yr staffing to 24-25 projections	Feb 1 2024
Brimhall	88	93	85	82	75	78	82	583	574	9	578
Central Park	64	69	55	78	62	47	52	427	423	4	416
Edgerton	44	44	58	57	58	60	67	388	434	-46	403
Falcon Heights	64	55	79	63	65	63	62	451	487	-36	463
Harambee	44	45	52	27	46	29	43	286	272	14	267
Little Canada	22 ELI 66 DLI	24 ELI 64 DLI	27 ELI 66 DLI	29 ELI 69 DLI	47 ELI 65 DLI	39 ELI 55 DLI	41 ELI 51 DLI	665	661	4	658
E. D. Williams	64	58	81	61	77	60	65	466	453	13	460
Parkview	88	73	73	79	71	82	88	554	583	-29	553
TOTAL	544	525	576	545	566	513	551	3820	3887	-67	3798

SECONDARY

	7	8	9	10	11	12	TOTAL				
Parkview	87	90					177	175	2	175	
Middle School	434	434					868	816	52	861	
High School			594	602	560	523	2279	2297	-18	2286	
FAHS				3	36	46	85	80	5	88	
TOTAL	521	524	594	605	596	569	3409	3368	41	3410	
							TOTAL K -12	7229	7255	-26	7208

Notes:

- Adjust K based on current year enrollment experience at kindergarten and overall enrollment by grade levels
- Moved grade levels forwards at all grades
- Subtract 1% (4 students) of 6th graders except at Parkview going into 7th grade at the Middle School based on previous years attrition
- Added 77 or 15% to students at 9th grade for Open Enrollment based on last year's increase
- Added 4% (23 students) to students going into 10th grade based on previous year numbers
- Subtract 4% (23 students) at 11th grade based on prior year attrition rates
- Subtract 6% (33 students) at 12th grade based on previous years attrition

30 PSEO students in grade 12 and 11 will come off enrollment for staffing allocations

Overall staffing was 47 students above Feb enrollment in 23-24. In 24-25 proposed enrollment will decrease by 26 students, 7255-7229.

Agenda Topic: American Indian Education Transmittal of Resolution and Parent Committee Roster
Meeting Date: February 20, 2024
Contact Person: Delon Smith

Background:

School districts that enroll ten or more American Indian students are required by Minnesota law to establish an American Indian Parent Advisory Committee and complete the resolution of concurrence or non-concurrence each school year. The American Indian Education program, now in its ninth year, is designed to increase outcomes for American Indian students in the five areas of the World's Best Workforce as outlined in the grant work plan.

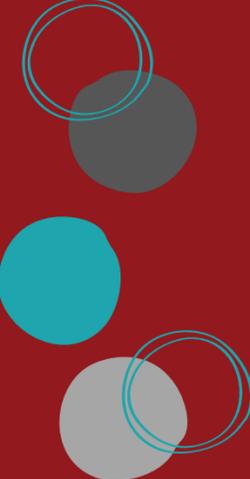
The American Indian Parent Advisory Committee passed a resolution of concurrence on January 16, 2024.

Recommendation:

It is recommended that the board accept the American Indian Education Transmittal of Resolution and Parent Committee Roster.

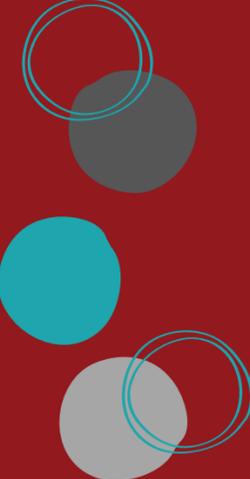
 X Action Required

 Informational – No Board Action Requested



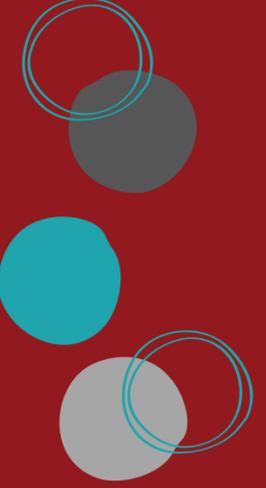
**AMERICAN INDIAN
PARENT ADVISORY COMMITTEE**

Annual Compliance Meeting



Priorities & Requests

- Increased professional development for all staff
- Adequate staff for American Indian Education
 - Additional 1.0 FTE for staffing
 - Plans for coverage (e.g., sub for maternity leave)
- Increased support for American Indian Ed staff and program
 - Improved collaboration



Annual Compliance

The American Indian Parent Advisory Committee issues a vote and resolution of concurrence with the educational offerings that have been extended by Roseville Area Schools to Indigenous students.