

## SUPERINTENDENT'S REPORT AND AGENDA

Regular Meeting of the Board of Education  
Independent School District No. 280, Richfield, Minnesota

Richfield Public Schools *inspires* and *empowers* each individual to learn, grow and *excel*

**Monday, March 7, 2022**  
**7:00 p.m. School Board Meeting**

- I. CALL TO ORDER
- II. REVIEW AND APPROVAL OF THE AGENDA
- III. INFORMATION AND PROPOSALS -- NON-ACTION ITEMS
  - A. Superintendent Update
    - 1. Richfield Middle School Presentation
    - 2. Vision Cards Mid-year Update
    - 3. Superintendent Goals Update
- IV. CONSENT AGENDA
  - A. Routine Matters
    - 1. Minutes of the regular meeting held February 22, 2022
    - 2. General Disbursements as of 3/1/22 in the amount of \$1,107,075.46
    - 3. Investment Holdings
    - 4. Year-to-Date Finance Update
  - B. Personnel Items
- V. OLD BUSINESS
  - A. Policy 206: Negotiations with Employee Groups
  - B. Policy 207: The Superintendent--School Board Working Relationship
- VI. NEW BUSINESS
  - A. Policy 306: Salary and Benefit Provisions for Administrators
  - B. Administrative Guideline 116.1: Equity
  - C. Policy 548: COVID-19 Face Covering
  - D. Proposed 2022-2023 Calendar

E. Resolution Discontinuing Positions for 2022-2023

F. Notice of Resolution Proposing to Discontinue Teaching Contracts and to Place Teachers on Unrequested Leave of Absence

G. Donations

## VII. ADVANCE PLANNING

A. Legislative Update

B. Information and Questions from Board

C. Future Meeting Dates

3-21-2022	7:00 p.m.	Regular Board Meeting – Public Comment
4-4-2022	7:00 p.m.	Regular Board Meeting

D. Suggested/Future Agenda Items

## VIII. ADJOURN REGULAR MEETING

**INFORMATION AND PROPOSALS –  
NON-ACTION ITEMS**

**Agenda Item III.A.**

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 7, 2022**

**Subject: Superintendent Update**

Richfield Middle School Principal Erica Barlow will present. Superintendent Unowsky will give a mid-year update on vision cards as well as his goals.

**Attached:**

Ongoing Acronym Reference List

RMS Presentation

Vision Cards:

- Academics Progress Report
- Academics Key Actions
- Academics Rubric
- Activities Progress Report (Baseline)
- Activities Key Actions
- Activities Rubric
- Business & Operations Progress Report
- Business & Operations Key Actions
- Business & Operations Rubric
- Climate & Culture Progress Report
- Climate & Culture Key Actions
- Climate & Culture Rubric
- Communication & Marketing Progress Report
- Communication & Marketing Key Actions
- Communication & Marketing Rubric

Vision Cards Presentation

Superintendent Goals Presentation

**INFORMATION AND PROPOSALS –  
NON-ACTION ITEMS**

**Agenda Item III.A.**

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 7, 2022**

**Subject: Ongoing Acronym Reference List**

This list will be added to for each board meeting whenever acronyms are presented in following items of the board packet.

ADA:	Americans with Disabilities Act
A.I.:	American Indian
AIPAC:	American Indian Parent Advisory Committee
AP:	Advanced Placement
BIPOC:	Black, Indigenous, and People of Color
CDC:	Centers for Disease Control
CIS:	College in the Schools
CLSD:	Comprehensive Literacy State Development
ECSE:	Early Childhood Special Education
EL or ELL:	English Learner or English Language Learner
FAFSA:	Free Application for Federal Student Aid
HR:	Human Resources
LGBTQ+ or LGBTQIA+:	Lesbian, Gay, Bisexual, Transgender, Queer, and others or Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and others
MAP:	Measure of Academic Progress
MCA:	Minnesota Comprehensive Assessments
MDE:	Minnesota Department of Education
MDH:	Minnesota Department of Health
MIEA:	Minnesota Indian Education Association
MLL:	Multilingual Learning
MnDOT:	Minnesota Department of Transportation
MSBA:	Minnesota School Boards' Association
NSPRA:	National School Public Relations Association
NWEA-MAP	Northwest Evaluation Association – Measures of Academic Progress
OSHA:	Occupational Safety and Health Administration
PD:	Professional Development
RCEP:	Richfield College Education Program
RDLS:	Richfield Dual Language School
RHS:	Richfield High School

RMS:	Richfield Middle School
RPS:	Richfield Public Schools
SEC:	South Education Center
SEL:	Social-Emotional Learning
SPED:	Special Education
SRTS:	Safe Routes to School
STAT:	Student and Teacher Assistance Team
STEM:	Science, Technology, Engineering, and Math
VPK:	Voluntary PreKindergarten



**RICHFIELD**  
**MIDDLE SCHOOL**

**Spartan Day**

# Agenda

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- *Our Beliefs*
- RMS's Identified Need
- What is Spartan Day
- What we learned
- What's next



We believe that our building's culture and community foster learning. Returning from the pandemic and from distance learning, RMS was in need of a reset of building expectations.

### **Equity Guideline**

#### **II. PRACTICES RELATED TO CLIMATE & CULTURE**

*C. Students will be engaged in opportunities that increase school pride, enjoyment of school and dedication to learning.*



## RMS's Identified Need

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Our Operational Leadership Team identified the needed to reteach our building expectations to establish RMS's core values.

We are: Honest, Responsible, Caring and Respectful.

Staff retaught expectations around how they should look like, sound like and feel like in different spaces throughout the building.

Students participated in the brainstorming.

Spartan Bucks were created to reward students demonstrating the core values.

# ***What is Spartan Day?***

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Spartan Day was created as an incentive for students to earn by exhibiting our buildings core values, an opportunity for staff to acknowledge the demonstration of the core values and a chance to create community among students and staff.

Students that earn enough Spartan Bucks get to select one or two activities on Spartan Day, rooms hosted by staff:

- Movie Room
- Large Gym and Small Gyms
- Pool, Bowling, Video Games, Board games etc...

Those that do not earn enough Spartan Bucks work with staff to problem solve, reflect and create plans for individual success.

# Cooking & Video Games



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# Board Game Room & Movie Room



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# Lower & Upper Gym



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# Bowling



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# Donaldson Park

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# RMS Pool



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# What we learned from our 1st Spartan Day



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December 21st:

Students LOVED Spartan Day!

- Feedback:
  - Students shared we need more fun rooms!
  - PAG offered parent/guardian volunteers

Our Operational Leadership Team decided for Spartan Day II we'd have weekly themes to focus on:

# What we learned from our 2nd Spartan Day



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February 25:

Students *still* LOVED Spartan Day!

- Added in swimming pool, bowling and outside (and were huge successes)
- We had 16+ parent/guardian volunteers to support the fun rooms

## What's Next?

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Our Operational Leadership Team will review the effectiveness of the weekly theme to determine what the focus will be for our next Spartan Day.

- Tentatively - we are focusing on student attendance, specifically tardies

# Questions

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# ACADEMICS

## Vision

Students will receive a challenging, engaging and relevant academic experience in Richfield Public Schools which will prepare them for college, career and life.

## Belief Statement

All students are capable of achieving their dreams with the right educational foundation.

## 2021-26 Goals February 2022 Progress Report

Rating Scale  
Level -2: Intervention  
Level -1: High Concern  
Level 0: Baseline  
Level 1: Progressing  
Level 2: Vision

1. We will address the educational debt owed to marginalized communities to ensure equitable outcomes for all students.

- Increase our districtwide four-year graduation rate.
- Ensure the demographics of students graduating in four years align with the overall demographics of RPS.
- Increase the districtwide seven-year graduation rate.
- Ensure the demographics of students graduating in seven years align with the overall demographics of RPS.
- Increase enrollment in college credit-bearing courses.
- Ensure the demographics of students enrolled in college credit-bearing courses align with the overall demographics of RPS.
- Increase the number of students scoring proficient on the 3rd-grade MCA reading test.
- Ensure the demographics of students scoring proficient on the 3rd-grade MCA reading test align with the overall demographics of RPS.
- Increase the number of students scoring proficient on the 5th grade Teacher's College Benchmark Reading Assessment.
- Ensure the demographics of students scoring proficient on the 5th grade Teacher's College Benchmark Reading Assessment align with the overall demographics of RPS.
- Increase the number of students scoring proficient on the 8th-grade MCA math test.
- Ensure the demographics of students scoring proficient on the 8th-grade MCA math test align with the overall demographics of RPS.
- Develop a standard practice for a summative assessment at 8th grade level.
- Ensure the demographics of students scoring proficient on the 8th grade summative assessment align with the overall demographics of RPS.
- Improve pre-referral intervention systems to prevent unnecessary special education referrals.
- Ensure the demographics of students referred to special education align with the overall demographics of RPS.

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2. We will maintain small class sizes to ensure ideal student to staff ratios according to grade level and subject area.

- Maintain class size averages at 25 students per elementary class, 28 students per middle school class, and 30 students per high school class.

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3. We will increase course offerings to expand opportunities for students.

- Increase course offerings at RHS.

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4. We will continue to support, promote and value biliteracy.

- Increase the number of students receiving the seal of biliteracy.

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5. We will ensure all students learn about post-secondary options to set them up for success in their futures.

- Increase the FAFSA and/or Dream Act application completion rate for eligible students.
- Ensure the demographics of students with a completed FAFSA and/or Dream Act application align with the overall demographics of RPS.
- Increase the percentage of graduates enrolled in post-secondary education.
- Ensure the demographics of grads enrolled in post-secondary education align with overall demographics of RPS.

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# Vision Card 1: Academics

## Page 2: Key Actions

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### Academic Goals:

- We will address the educational debt owed to marginalized communities to ensure equitable outcomes for all students.
- We will maintain small class sizes to ensure ideal student to staff ratios according to grade level and subject area.
- We will increase course offerings to expand opportunities for students.
- We will continue to support, promote and value biliteracy.
- We will ensure all students learn about post-secondary options to set them up for success in their futures.

### Key Actions Occurring in the 21-22 School-Year:

- Updates to Policy 601: Academic Standards and Instructional Curriculum have allowed for grading and course offering changes that will foster greater equity.
- A new data warehouse system is being rolled out for use by teachers and administrators.
- The elementary digital gradebook has been fully implemented.
- All teachers participate in ongoing PLCs and coaching cycles.
- COVID-19 relief funds have been utilized to support individual academic needs.
- All members of STAT teams have been trained in the official process this year in order to minimize unnecessary referrals to special education.
- District budget areas have been allocated toward maintaining small class sizes.
- Master schedules are regularly reviewed to ensure a broad range of course offerings.
- School counselors are focusing on supporting FAFSA completion for students.

Item	Measure	Level -2	Level -1	Baseline	Level 1	Level 2	February 2022 Progress Report
1	Increase our districtwide four-year graduation rate.	5% decrease	2.5% decrease	2020 RPS 4-Year Graduation Rate: <b>86.3%</b>	2.5% increase	5% increase	
2	Ensure the demographics of all students graduating in 4 years align with overall demographics of RPS (The gap is the difference between the percentage of RPS 12th graders who are BIPOC and the percentage of students who graduated within 4 years who are BIPOC)	10% increase in gap	5% increase in gap	2020: <b>NO GAP</b>		Maintain no gap	
3	Increase the districtwide 7-year graduation rate.	5% decrease	2.5% decrease	2020 RPS 7-Year Graduation Rate: <b>85.7%</b>	2.5% increase	5% increase	
4	Ensure the demographics of all students graduating in 7 years align with overall demographics of RPS (The gap is the difference between the percentage of students in the class of three years prior who are BIPOC and the percentage of students who graduated within 7 years who are BIPOC)	5% increase in gap	2.5% increase in gap	Percentage of class of 2017 who are BIPOC: 69%; Percentage of class of 2017 graduating in 2020 or earlier who are BIPOC: 67%; 2020: <b>Gap of 2%</b>	1% decrease in gap	2% decrease in gap	
5	Increase enrollment in college credit-bearing courses.	5% decrease	2.5% decrease	2020-2021 Semester 2: <b>702 students</b>	2.5% increase	5% increase	2021-2022 Semester 1: <b>734 students</b>
6	Ensure the demographics of students enrolled in college credit-bearing courses align with overall demographics of RPS (The gap is the difference between the percentage of RPS 9-12 graders who are BIPOC and the percentage of students enrolled in college credit classes who are BIPOC)	5% increase in gap	2.5% increase in gap	2020-2021 Semester 2: Percentage of RPS 9-12 graders who are BIPOC: 73%; Percentage of students enrolled in college credit courses who are BIPOC: 68%; <b>Gap of 5%</b>	2.5% decrease in gap	5% decrease in gap	2021-2022 Semester 1: Percentage of RPS 9-12 graders who are BIPOC: 75%; Percentage of students enrolled in college credit courses who are BIPOC: 68%; <b>Gap of 7%</b>
7	Increase the number of students scoring proficient on the 3rd-grade MCA reading test.	5% decrease	2.5% decrease	2021: <b>33% of 3rd grade participants scored proficient.</b>	2.5% increase	5% increase	
8	Ensure the demographics of students scoring proficient on the 3rd grade reading MCA align with overall demographics of RPS. (The gap is the difference between the percentage of 3rd grade MCA participants who are BIPOC and the percentage of 3rd graders scoring proficient who are BIPOC)	10% increase in gap	5% increase in gap	2021: Percentage of 3rd grade participants who are BIPOC: 72%; Percentage of 3rd graders scoring proficient who are BIPOC: 52%; <b>Gap of 20%</b>	5% decrease in gap	10% decrease in gap	
9	Increase the number of students scoring proficient on the 5th grade Teacher's College Benchmark Reading Assessment.	5% decrease	2.5% decrease	2020-2021 Trimester 3: <b>47% of 5th grade participants scored proficient.</b>	2.5% increase	5% increase	2021-2022 Trimester 1: <b>44% of 5th grade participants scored proficient.</b>
10	Ensure the demographics of students scoring proficient on the 5th grade Teacher's College Benchmark Reading Assessment align with the overall demographics of RPS. (The gap is the difference between the percentage of 5th grade participants who are BIPOC and the percentage of RPS 5th graders scoring proficient who are BIPOC)	5% increase in gap	2.5% increase in gap	2020-2021 Trimester 3: Percentage of 5th grade participants who are BIPOC: 74%; Percentage of students scoring proficient who are BIPOC: 68%; <b>Gap of 6%</b>	2.5% decrease in gap	5% decrease in gap	2021-2022 Trimester 1: Percentage of 5th grade participants who are BIPOC: 70%; Percentage of students scoring proficient who are BIPOC: <b>58%; Gap of 12%</b>
11	Increase the number of students scoring proficient on the 8th grade MCA math test.	5% decrease	2.5% decrease	2021: <b>26% of 8th grade participants scored proficient</b>	2.5% increase	5% increase	
12	Ensure the demographics of students scoring proficient on the 8th grade MCA math test align with overall demographics of RPS. (The gap is the difference between the percentage of 8th grade participants who are BIPOC and the percentage of students scoring proficient who are BIPOC)	10% increase in gap	5% increase in gap	2021: Percentage of 8th grade participants who are BIPOC: 67%; Percentage of students scoring proficient who are BIPOC: 40%; <b>Gap of 27%</b>	5% decrease in gap	10% decrease in gap	
13	Develop a standard practice for a summative assessment at 8th grade level.			2021: Assessment has not yet been developed.			
14	Ensure the demographics of students scoring proficient on the 8th grade summative assessment align with the overall demographics of RPS.			2021: Assessment has not yet been developed.			
15	Improve pre-referral intervention systems to prevent unnecessary special education referrals.	5% increase	2.5% increase	2021: <b>0 staff members trained in STAT process.</b>	2.5% decrease	5% decrease	21-22: <b>53 staff members trained in STAT process.</b>
16	Ensure the demographics of students referred to special education align with overall demographics of RPS. (The gap is the difference between the percentage of RPS students who are BIPOC and the percentage of students referred to special education who are BIPOC)	5% increase in gap	2.5% increase in gap	2018-2019: Percentage of RPS students who are BIPOC: 73%; Percentage of students referred to special education who are BIPOC: 75%; <b>Gap of 2%</b>	1% decrease in gap	2% decrease in gap	
17	Maintain class size averages at 25 students per elementary class, 28 students per middle school class, and 30 students per high school class or better.	Class size average is 27 at elementary, 30 at middle, 32 at high	Class size average is 26 elementary, 29 at middle, 31 at high	Baseline class size averages set at 25 at elementary, 28 at middle, 30 at high	Class size average is 24 at elementary, 27 at middle, 29 at high	Class size average is 23 at elementary, 26 at middle, 28 at high	2021 class size averages: <b>22 at elementary, 25 at middle, 27 at high</b>
18	Increase course offerings at RHS.	5% decrease	2.5% decrease	2020-2021 Semester 2: <b>202 course offerings</b>	2.5% increase	5% increase	
19	Increase the number of students receiving the seal of biliteracy	5% decrease	2.5 % decrease	Class of 2020: <b>35 students received a seal of biliteracy</b> Class of 2021: <b>53.9% of eligible seniors completed the FAFSA and/or Dream Act</b>	2.5% increase	5% increase	Class of 2021: <b>25 students received a seal of biliteracy</b>
20	Increase the FAFSA and/or Dream Act application completion rate for eligible students.						
21	Ensure the demographics of students with a completed FAFSA and/or Dream Act application align with overall demographics of RPS. (The gap is the difference between the percentage of RPS graduates who are BIPOC and the percentage of RPS 12th graders with a completed application who are BIPOC)			Class of 2021: 62% of graduates are BIPOC; 55% of seniors who completed the FAFSA/Dream Act are BIPOC. <b>Gap of 7%</b>			
22	Increase the percentage of graduates enrolled in post-secondary education.	10% decrease	5% decrease	Class of 2019: <b>69% of graduates are enrolled in post-secondary education.</b>	2.5% increase	5% increase	
23	Ensure the demographics of graduates enrolled in post-secondary education align with the overall demographics of RPS. (The gap is the difference between the percentage of graduates who are BIPOC and the percentage of post-secondary enrolled students who are BIPOC)	5% increase in gap	2.5% increase in gap	Class of 2019: 75% of graduates are BIPOC; 73% of post-secondary enrolled students are BIPOC. <b>Gap of 2%</b>	1% decrease in gap	2% decrease in gap	

# ACTIVITIES

## 2021-26 Goals

### Vision

Students will develop life skills, friendships and a sense of belonging through participation in a variety of extracurricular activities at all grade levels. Activities will be inclusive, providing opportunity, access and a welcoming environment for all.

### Belief Statement

Extracurricular activities are an asset to our entire school community, enhancing all aspects of school life and ensuring a well-rounded educational experience for students.

Rating Scale  
Level -2: Intervention  
Level -1: High Concern  
Level 0: Baseline  
Level 1: Progressing  
Level 2: Vision

1. We will provide more variety of activity programs to cater to the needs and interests of all students.



- Increase the number of new activities that are started by students.

2. We will increase student participation in activity programs and better align the demographics of participating students with those of the overall student population.



- Increase the number of students participating in activities at the elementary level.
- Increase the number of students participating in activities at the middle school level.
- Increase the number of students participating in activities at the high school level.
  - » Ensure the demographics of students participating in activities align with the overall demographics of RPS.
- Increase the number of students with accommodations or modifications participating in activities.

3. We will increase attendance at games and performances to foster a greater sense of community.



- Increase the average number of people in attendance at games and performances.



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## Vision Card 2: Activities

### Page 2: Key Actions

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#### Activities Goals:

- We will provide more variety of activity programs to cater to the needs and interests of all students.
- We will increase student participation in activity programs and better align the demographics of participating students with those of the overall student population.
- We will increase attendance at games and performances to foster a greater sense of community.

#### Key Actions Occurring in the 21-22 School-Year:

- Summer school programming was expanded to include enrichment activities.
- After school activity offerings have been expanded through our partnership with Beacons.
- COVID-19 relief funding will be allocated toward new after school and summer programs to provide additional academic support.
- COVID-19 safety protocols have been implemented to ensure spectators are able to safely attend games and performances.

Item	Measure	Level -2	Level -1	Baseline	Level 1	Level 2
1	Increase the number of new activities that are started by students.			Data not yet available.		
2	Increase the number of students participating in activities at the elementary level.			2019-2020: <b>796 elementary school activities participants</b>		
3	Increase the number of students participating in activities at the middle school level.	5% decrease	2.5% decrease	2019-2020: <b>473 middle school activities participants</b>	2.5% increase	5% increase
4	Increase the number of students participating in activities at the high school level.	5% decrease	2.5% decrease	2019-2020: <b>762 high school activities participants</b>	2.5% increase	5% increase
5	Ensure the demographics of students participating in activities align with the overall demographics of RPS. (The gap is the difference between the percentage of RPS students who are BIPOC and the percentage of activities participants who are BIPOC)	10% decrease in gap	5% increase in gap	2019-2020: Percentage of RPS students who are BIPOC: 72%; Percentage of activities participants who are BIPOC: 52%; <b>Gap of 20%</b>	5% decrease in gap	10% decrease in gap
6	Increase the number of students with accommodations or modifications participating in activities.			Data not yet available.		
7	Increase the average number of people in attendance at games and performances.			Data not yet available.		

# BUSINESS & OPERATIONS

## 2021-26 Goals February 2022 Progress Report

### Vision

Every person in every role and every department will work together seamlessly to further our mission and vision.

Rating Scale  
Level -2: Intervention  
Level -1: High Concern  
Level 0: Baseline  
Level 1: Progressing  
Level 2: Vision

### Belief Statement

Only by working in alignment across all departments can we, as a district, achieve our goals.

1. We will maintain or improve staff hiring and support.

- Decrease the number of staff members who voluntarily leave RPS per year.
- Increase the percentage of RPS staff hires who are black, indigenous, and/or people of color.

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2. We will continuously improve our facilities to provide a comfortable and functional physical environment.

- Decrease the magnitude of unmet facilities needs.

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3. We will ensure environmentally friendly practices are used across the District.

- Maintain or improve District energy performance.

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4. We will continue to improve school meals to provide for students' nutritional needs.

- Increase the percentage of students participating in school meals per month.

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5. We will maintain financial accountability and transparency as part of our responsibility to the community of Richfield.

- Improve audit practices to eliminate negative findings.

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6. We will continue to invest in technology resources for students, staff, and families.

- Increase the financial investment allocated to technology in the hands of students and teachers.

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7. We will continue to improve transportation services to provide a welcoming atmosphere and access to opportunities.

- Increase the percentage of RPS students receiving District transportation and/or safe routes to schools support.

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# Vision Card 3: Business & Operations

## Page 2: Key Actions

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### Business & Operations Goals:

- We will maintain or improve staff hiring and support.
- We will continuously improve our facilities to provide a comfortable and functional physical environment.
- We will ensure environmentally friendly practices are used across the District.
- We will continue to improve student meals to provide for students' nutritional needs.
- We will maintain financial accountability and transparency as part of our responsibility to the community of Richfield.
- We will continue to invest in technology resources for students, staff and families.
- We will continue to improve transportation services to provide a welcoming atmosphere and access to opportunities.

### Key Actions Occurring in the 21-22 School-Year:

- RPS administrators participate in diverse hiring fairs and events and deliberately recruit diverse staff members through our partnerships with higher education institutions.
- Facility construction projects are nearing completion and long-term facility maintenance cycles remain active.
- Across the District, solar panels on buildings have been added or replaced as needed.
- The nutrition services department signed the Food Forward Pledge to provide more plant-based meal options and has expanded other menu options based on student input.
- COVID-19 relief funding is being responsibly and effectively allocated with student equity in mind.
- Transportation boundaries were returned to their pre-pandemic state to increase students served.
- The Safe Routes to School program continues with additional grant funding.

Item	Measure	Level -2	Level -1	Baseline	Level 1	Level 2	February 2022 Progress Report
1	Decrease the number of staff members who voluntarily leave RPS per year.	5% increase	2.5% increase	2020-2021: <b>141 staff members voluntarily left RPS</b>	2.5% decrease	5% decrease	
2	Increase the percentage of RPS staff hires who are black, indigenous and/or people of color.	Percentage of BIPOC new hires is 5% lower than RPS staff percentage	Percentage of BIPOC new hires is 2.5% lower than RPS staff percentage	2020-2021: <b>22% of RPS staff members are BIPOC</b>	Percentage of BIPOC new hires is 2.5% higher than RPS staff percentage	Percentage of BIPOC new hires is 5% higher than RPS staff percentage	21-22: 24% of RPS staff members are BIPOC; 31% of new hires are BIPOC; <b>Percentage of BIPOC new hires is 7% higher than RPS staff percentage</b>
3	Decrease the magnitude of unmet facilities needs.	5% increase	2.5% increase	FY21 LTFM Budget: <b>\$2,445,861.00 plus \$11,079,154 for indoor air quality construction</b>	2.5% decrease	5% decrease	
4	Maintain or improve District energy performance.	ENERGY STAR score of 87 or below	ENERGY STAR score of 88-92	January 2022: <b>B3 Benchmarking rates RPS with a 98 out of 100 ENERGY STAR score.</b>	ENERGY STAR score of 93-97	ENERGY STAR score of 98-100	
5	Increase the percentage of students participating in school meals per month.	5% decrease	2.5% decrease	Average over the month of November 2019: <b>49% of students participated in school breakfast, 70% of students participated in school lunch</b>	2.5% increase	5% increase	Average over the month of November in 2021: <b>51% of students participated in school breakfast, 67% of students participated in school lunch</b>
6	Improve audit practices to eliminate negative findings.	2 or more major findings	1 major finding or 3 minor	Baseline set at: <b>2 minor findings</b>	1 minor finding	Fully clean	<b>2021: 2 minor findings</b>
7	Increase the financial investment allocated to technology in the hands of students and teachers.	5% decrease	2.5% decrease	2020-2021: <b>\$3.5 million</b>	2.5% increase	5% increase	
8	Increase the percentage of RPS students receiving District transportation and/or safe routes to schools support.	5% decrease	2.5% decrease	2020-2021: <b>1,318 students received transportation + 273 SRTS = 39% of RPS students)</b>	2.5% increase	5% increase	

# CLIMATE & CULTURE

## 2021-26 Goals February 2022 Progress Report

### Vision

All students, families, staff and community members will share a sense of ownership, pride and belonging at Richfield Public Schools, where they will be part of a warm, welcoming and respectful environment that celebrates each and every individual.

Rating Scale  
Level -2: Intervention  
Level -1: High Concern  
Level 0: Baseline  
Level 1: Progressing  
Level 2: Vision

### Belief Statement

By truly listening to, valuing and celebrating every member of our educational community, we can ensure our schools and programs provide a safe and supportive environment for learning, playing and working.

1. We will ensure students are seen, valued, heard and respected to maintain a healthy school and District climate.

-2   -1   **R**   1   2

- Decrease the total number of office referrals per semester.
- Ensure the demographics of students receiving office referrals align with the overall demographics of RPS.
- Increase the percentage of students reporting a positive school climate.
- Ensure the demographics of students reporting a positive climate align with the overall demographics of RPS.

2. We will increase student support, especially social-emotional support to care for the needs of the RPS community.

-2   -1   0   1   **R**

- Increase the number of staff members whose main role is to support social-emotional learning.

3. We will support and celebrate diversity to provide a welcoming environment.

-2   -1   **R**   1   2

- Increase the number of student and family groups whose main purpose is to support traditionally marginalized students and families.

4. We will improve school pride to increase student enjoyment of and dedication to their education.

-2   -1   **R**   1   2

- Increase the percentage of students reporting a strong sense of school pride.
- Ensure the demographics of students reporting a strong sense of school pride align with the overall demographics of RPS.

5. We will provide new opportunities for parent involvement to strengthen connections between home and school.

-2   -1   **R**   1   2

- Increase the number of volunteers who support RPS schools.
- Increase the percentage of student conferences completed per semester.

6. We will provide new opportunities for community involvement to strengthen connections between the Richfield community and school.

-2   -1   **R**   1   2

- Increase the number of hours RPS students report volunteering in the community per year.



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# Vision Card 4: Climate & Culture

## Page 2: Key Actions

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### Climate & Culture Goals:

- We will ensure students are seen, valued, heard and respected to maintain a healthy school and District climate.
- We will increase student support, especially social-emotional support to care for the needs of the RPS community.
- We will support and celebrate diversity to provide a welcoming environment.
- We will improve school pride to increase student enjoyment of and dedication to their education.
- We will provide new opportunities for parent involvement to strengthen connections between home and school.
- We will provide new opportunities for community involvement to strengthen connections between the Richfield community and school.

### Key Actions Occurring in the 21-22 School-Year:

- Leadership members continue to benefit from equity-focused professional development, and staff development through Innocent Classroom and Conscious Discipline is also ongoing.
- Sheridan Hills and Richfield High School are piloting a new minor behavior tracking system this spring.
- A districtwide social-emotional learning curriculum has been rolled out.
- New staff members have been hired to focus on social-emotional learning and student behavior.
- Mental health therapy offerings in the schools have been expanded.
- A part-time volunteer coordinator has been hired.
- Parents/guardians have the choice of attending conferences virtually or in person, to allow for flexibility based on need.

Item	Measure	Level -2	Level -1	Baseline	Level 1	Level 2	February 2022 Progress Report
1	Decrease the total number of office referrals per semester.	10% increase	5% increase	2019-2020 Semester 1: <b>729 referrals</b>	5% decrease	10% decrease	21-22 Semester 1: <b>423 referrals</b>
2	Ensure the demographics of students receiving office referrals align with the overall demographics of RPS. (The gap is the difference between the percentage of RPS students who are BIPOC and the percentage of office referrals that are documented for BIPOC students)	10% increase in gap	5% increase in gap	2019-2020 Semester 1: Percentage of RPS students who are BIPOC: 72%; Percentage of office referrals documented for BIPOC students: 83%; <b>Gap of 11%</b>	5% decrease in gap	10% decrease in gap	21-22 Semester 1: Percentage of RPS students who are BIPOC: 72%; Percentage of office referrals documented for BIPOC students: 86%; <b>Gap of 14%</b>
3	Increase the percentage of students reporting a positive school climate.	10% decrease	5% decrease	2019-2020: <b>68% of students report a positive school climate</b>	5% increase	10% increase	
4	Ensure the demographics of students reporting a positive school climate align with the overall demographics of RPS. (The gap is the difference between the percentage of survey participants who are BIPOC and the percentage of students reporting a positive climate who are BIPOC)	10% increase in gap	5% increase in gap			Maintain no gap	
5	Increase the number of staff members whose main role is to support social-emotional learning.	5% decrease	2.5% decrease	2019-2020: <b>NO GAP</b> 2020-2021: <b>38 staff members, including outreach workers</b>	2.5% increase	5% increase	21-22: <b>40 staff members, including outreach workers</b>
6	Increase the number of student and family groups whose main purpose is to support traditionally marginalized students and families.	10% decrease	5% decrease	2020-2021: <b>4 family groups</b>	5% increase	10% increase	
7	Increase the percentage of students reporting a strong sense of school pride.			Data not yet available.			
8	Ensure the demographics of students reporting a strong sense of school pride align with the overall demographics of RPS. (The gap is the difference between the percentage of survey participants who are BIPOC and the percentage of students reporting a strong sense of school pride who are BIPOC)			Data not yet available.			
9	Increase the number of volunteers who support RPS schools.			Data not yet available.			
10	Increase the percentage of student conferences completed per semester.	5% decrease	2.5% decrease	2020-2021: <b>Elementary conference attendance averaged 94%; Secondary conference attendance averaged 63%</b>	2.5% increase	5% increase	
11	Increase the number of hours RPS students report volunteering in the community per year.			Class of 2021: <b>9,638 total hours</b>			



# COMMUNICATION & MARKETING

## Vision

Our families, staff and community will view Richfield Public Schools as a trusted first source of school-related information and feel well informed through consistent, high quality digital and print communication.

## 2021-26 Goals

### February 2022 Progress Report

#### Rating Scale

Level -2: Intervention  
Level -1: High Concern  
Level 0: Baseline  
Level 1: Progressing  
Level 2: Vision

## Belief Statement

By producing consistent, engaging and detailed content, as well as responsible marketing materials, we can engage and educate our audience, resulting in a stronger community.

1. We will improve family communication to strengthen the partnership between families and schools.

-2 -1 **R** 1 2

- Increase the percentage of families reporting a high level of connection to their student's teachers.
- Increase the percentage of staff members reporting that district communication is effective.
- Increase the percentage of families reporting that district communication is effective.

2. We will support the positive reputation of Richfield Public Schools.

-2 -1 **R** 1 2

- Increase the number of positive news stories about RPS published per year.
- Increase average community engagement with RPS social media posts.

3. We will improve marketing and public relations efforts to increase District enrollment.

-2 -1 **R** 1 2

- Increase RPS website traffic from social media referrals.
- Increase RPS enrollment market share percentage.



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# Vision Card 5: Communication & Marketing

## Page 2: Key Actions

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### Communication & Marketing Goals:

- We will improve family communication to strengthen the partnership between families and schools.
- We will support the positive reputation of Richfield Public Schools.
- We will improve marketing and public relations efforts to increase District enrollment.

### Key Actions Occurring in the 21-22 School-Year:

- Communications & Marketing staff work directly with schools to streamline and improve the quality of family communication.
- The frequency of the staff newsletter has been increased to twice per month.
- The updated Your Schools newsletter for the community was launched.
- Social media stories are tailored to highlight the diversity of the RPS community.
- The Communications & Marketing team promotes all student events that are open to the community.

Item	Measure	Level -2	Level -1	Baseline	Level 1	Level 2	February 2022 Progress Report
1	Increase the percentage of families reporting a high level of connection to their student's teachers.	5% decrease	2.5% decrease	2020-2021: 83% of families report high level of connection	2.5% increase	5% increase	
2	Increase the percentage of staff members reporting that district communication is effective.	5% decrease	2.5% decrease	2020-2021: 78% of staff members report communication is effective	2.5% increase	5% increase	
3	Increase the percentage of families reporting that district communication is effective.	5% decrease	2.5% decrease	2020-2021: 69% of families report communication is effective	2.5% increase	5% increase	
4	Increase the number of positive news stories about RPS published per year.	5% decrease	2.5% decrease	2020-2021: 17 positive stories published, excluding athletics & COVID-related	2.5% increase	5% increase	
5	Increase the average community engagement with RPS social media posts.	5% decrease	2.5% decrease	2020-2021: Average of 54 engagements per Facebook post	2.5% increase	5% increase	
6	Increase RPS website traffic from social media referrals.	5% decrease	2.5% decrease	2020-2021: 6,155 website hits from social media referrals	2.5% increase	5% increase	
7	Increase RPS enrollment market share percentage.	5% decrease	2.5% decrease	2020-2021: 65%	2.5% increase	5% increase	2021-2022: 64%

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## **Vision Cards**

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Mid-Year Update

March 7, 2022

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# What is a Vision Card?

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- **A way of reporting progress** on our strategic plan strategies, goals, actions and activities
- **A public accountability system**
- **A way to remain focused** on our top priorities

# What Vision Cards are there?

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## There is one card for each strategic plan strategy:

**Vision Card 1 - Academics:** Students will receive a challenging, engaging and relevant academic experience in RPS which will prepare them for college, career and life.

**Vision Card 2 - Activities:** Students will develop life skills, friendships and a sense of belonging through active participation in a variety of extracurricular activities at all grade levels. Activities will be inclusive, providing access, opportunity and a welcoming environment for all students.

**Vision Card 3 – Business & Operations:** Every person in every role and department will work together seamlessly to further our mission and vision.

**Vision Card 4 – Climate & Culture:** All students, families, staff and community members will share a sense of ownership, pride and belonging to RPS, where they will be part of a warm, welcoming and respectful environment that celebrates each and every individual.

**Vision Card 5 – Communication & Marketing:** Our families, staff and community will view RPS as a trusted first source of school-related information and feel well informed through consistent, high-quality digital and print communications.

# The Parts of a Vision Card

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## Each vision card has three pages:

- Page 1: An overview of our current status with each measurement (**progress report**)
- Page 2: A list of **key actions** that have been implemented to work toward attaining the goals
- Page 3: The **rubric** for assessing progress on each measure

**The vision cards in their entirety are included in the board packet.**

# Understanding the Progress Report

- Each progress report will list all the measurements we use to report on each goal, but the measurements that have new, updated data to show progress toward that specific goal will be noted in **red**.
- Some measures are reported on in the mid-year update and some at the end of the school year.
- The baseline is represented by the level 0 in the middle of the progress bar shown below. To show the current progress level, the Richfield logo slides along the progress bar to show forward or backward movement toward the goal.
- Only the new, updated data for the measures noted in **red** is used to determine progress toward each goal.



Rating Scale  
Level -2: Intervention  
Level -1: High Concern  
Level 0: Baseline  
Level 1: Progressing  
Level 2: Vision



# Challenges & Limitations

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- The listed measures are NOT the **only** measures by which we evaluate our progress as a district. It is a sampling of measures to keep us focused on our priorities.
- When to look at a broad group of students and when to look at a specific group? Sometimes there is no gap for BIPOC students as a whole but there is for a specific racial demographic.
- Our strategic plan has created a vision for some areas that have never been measured in the past – therefore there is no baseline data for certain measures at this time.
- We are using baseline data from different school years for different measures. Sometimes it makes sense to use data from before the unique pandemic-related challenges for baseline measures.
- There are a few measures where our baseline data already reflects where we want to be as a district (or very nearly there). In these cases, little to no improvement can be expected.

# Vision Card Page 1: Progress Report Academics



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1. We will address the educational debt owed to marginalized communities to ensure equitable outcomes for all students.

-2

-1



1

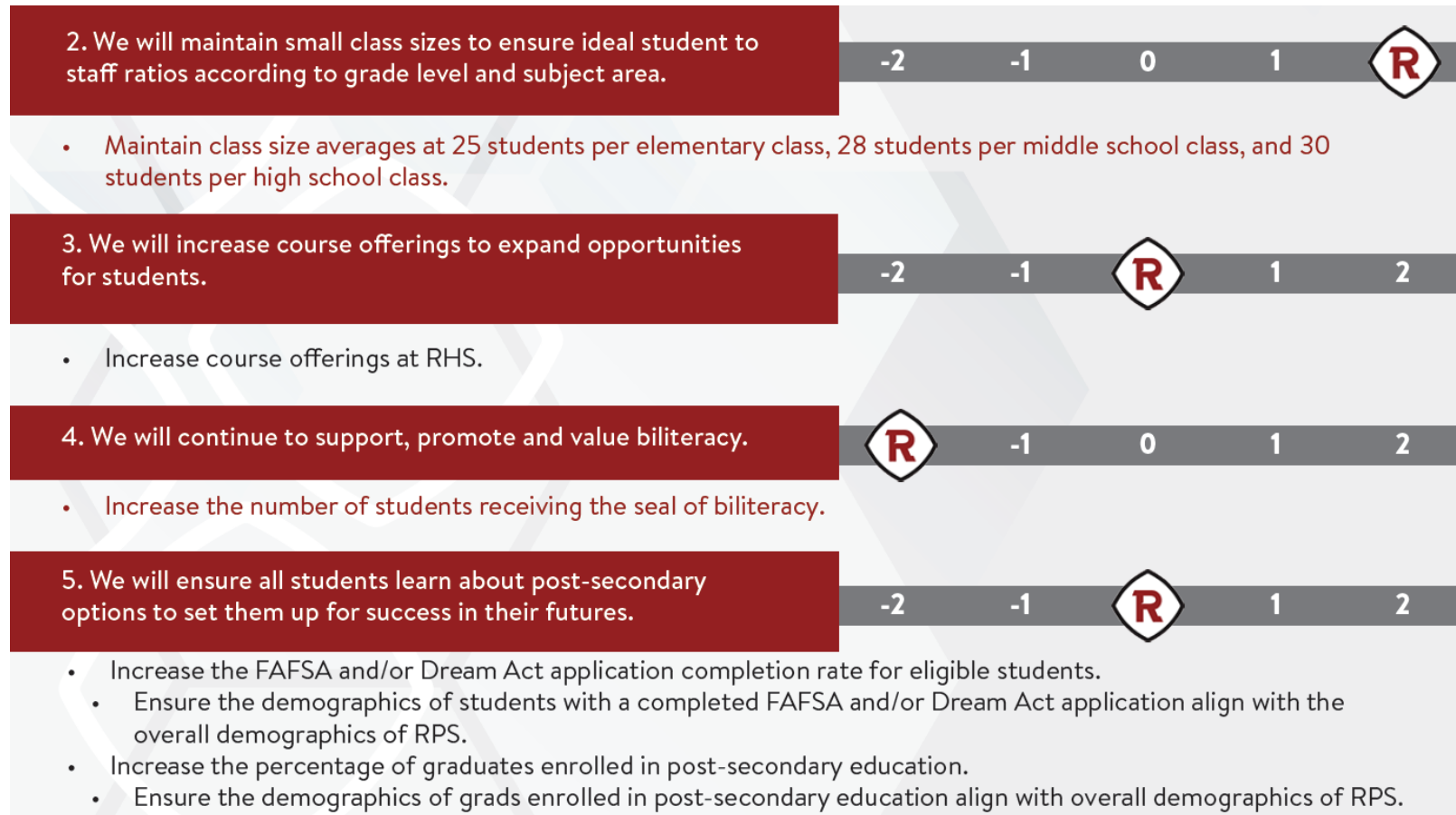
2

- Increase our districtwide four-year graduation rate.
- Ensure the demographics of students graduating in four years align with the overall demographics of RPS.
- Increase the districtwide seven-year graduation rate.
- Ensure the demographics of students graduating in seven years align with the overall demographics of RPS.
- Increase enrollment in college credit-bearing courses.
- Ensure the demographics of students enrolled in college credit-bearing courses align with the overall demographics of RPS.
- Increase the number of students scoring proficient on the 3rd-grade MCA reading test.
- Ensure the demographics of students scoring proficient on the 3rd-grade MCA reading test align with the overall demographics of RPS.
- Increase the number of students scoring proficient on the 5th grade Teacher's College Benchmark Reading Assessment.
- Ensure the demographics of students scoring proficient on the 5th grade Teacher's College Benchmark Reading Assessment align with the overall demographics of RPS.
- Increase the number of students scoring proficient on the 8th-grade MCA math test.
- Ensure the demographics of students scoring proficient on the 8th-grade MCA math test align with the overall demographics of RPS.
- Develop a standard practice for a summative assessment at 8th grade level.
- Ensure the demographics of students scoring proficient on the 8th grade summative assessment align with the overall demographics of RPS.
- Improve pre-referral intervention systems to prevent unnecessary special education referrals.
- Ensure the demographics of students referred to special education align with the overall demographics of RPS.

New, updated data for the measures noted in **red** has been used to determine progress toward the overall goal. Academics Goal #1 is at progress level 0.

# Vision Card Page 1: Progress Report

## Academics, continued.



New, updated data for the measures noted in **red** has been used to determine progress toward the overall goals. Academics Goal #2 is at progress level 2, and Goal #4 is at progress level -2.

- **Goal #1, Enrollment in College-Credit Bearing Courses** (Rubric Measure #5 & #6): Between Semester 2 of 20-21 and Semester 1 of 21-22, we increased in the number of students enrolled in college-credit bearing courses from 702 to 734. However, we are further from our goal of ensuring the racial demographics of those enrolled students align with the overall demographics of RPS. The gap for BIPOC students increased from 5% to 7%.
- **Goal #1, Proficiency on 5<sup>th</sup> Grade Teacher's College Benchmark Reading Assessment** (Rubric Measure #9 & #10): Between Trimester 3 of 20-21 and Trimester 1 of 21-22, the percentage of 5<sup>th</sup> graders scoring proficient on the Teacher's College Benchmark Reading Assessment decreased from 47% to 44%. The gap for BIPOC students also increased from 6% to 12%.
- **Goal #1, Improvement of Pre-referral Intervention Systems** (Rubric Measure #15): We trained 53 staff members in the STAT process, an increase from the baseline of 0.
- **Goal #2, Maintenance of Class Size Averages** (Rubric Measure #17): Our class size averages are currently above the goal level with averages of 22 students at elementary, 25 students at middle, and 27 students at high.
- **Goal #4, Students Receiving the Seal of Biliteracy** (Rubric Measure #19): 25 students from the Class of 2021 received a seal of biliteracy, down from 35 students in the Class of 2020.
- Baseline data was updated within Goal #4 and Goal #5 (Rubric Measures #19, #20, #21, #22, & #23).
- Progress for the other measures will be included in the end-of-year update.

# Vision Card Page 1: Progress Report (Baseline) Activities



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<p>1. We will provide more variety of activity programs to cater to the needs and interests of all students.</p> <ul style="list-style-type: none"><li>• Increase the number of new activities that are started by students.</li></ul>	<p>-2 -1 <b>R</b> 1 2</p>
<p>2. We will increase student participation in activity programs and better align the demographics of participating students with those of the overall student population.</p> <ul style="list-style-type: none"><li>• Increase the number of students participating in activities at the elementary level.</li><li>• Increase the number of students participating in activities at the middle school level.</li><li>• Increase the number of students participating in activities at the high school level.<ul style="list-style-type: none"><li>» Ensure the demographics of students participating in activities align with the overall demographics of RPS.</li></ul></li><li>• Increase the number of students with accommodations or modifications participating in activities.</li></ul>	<p>-2 -1 <b>R</b> 1 2</p>
<p>3. We will increase attendance at games and performances to foster a greater sense of community.</p> <ul style="list-style-type: none"><li>• Increase the average number of people in attendance at games and performances.</li></ul>	<p>-2 -1 <b>R</b> 1 2</p>

There are no current updates for the Activities goals.

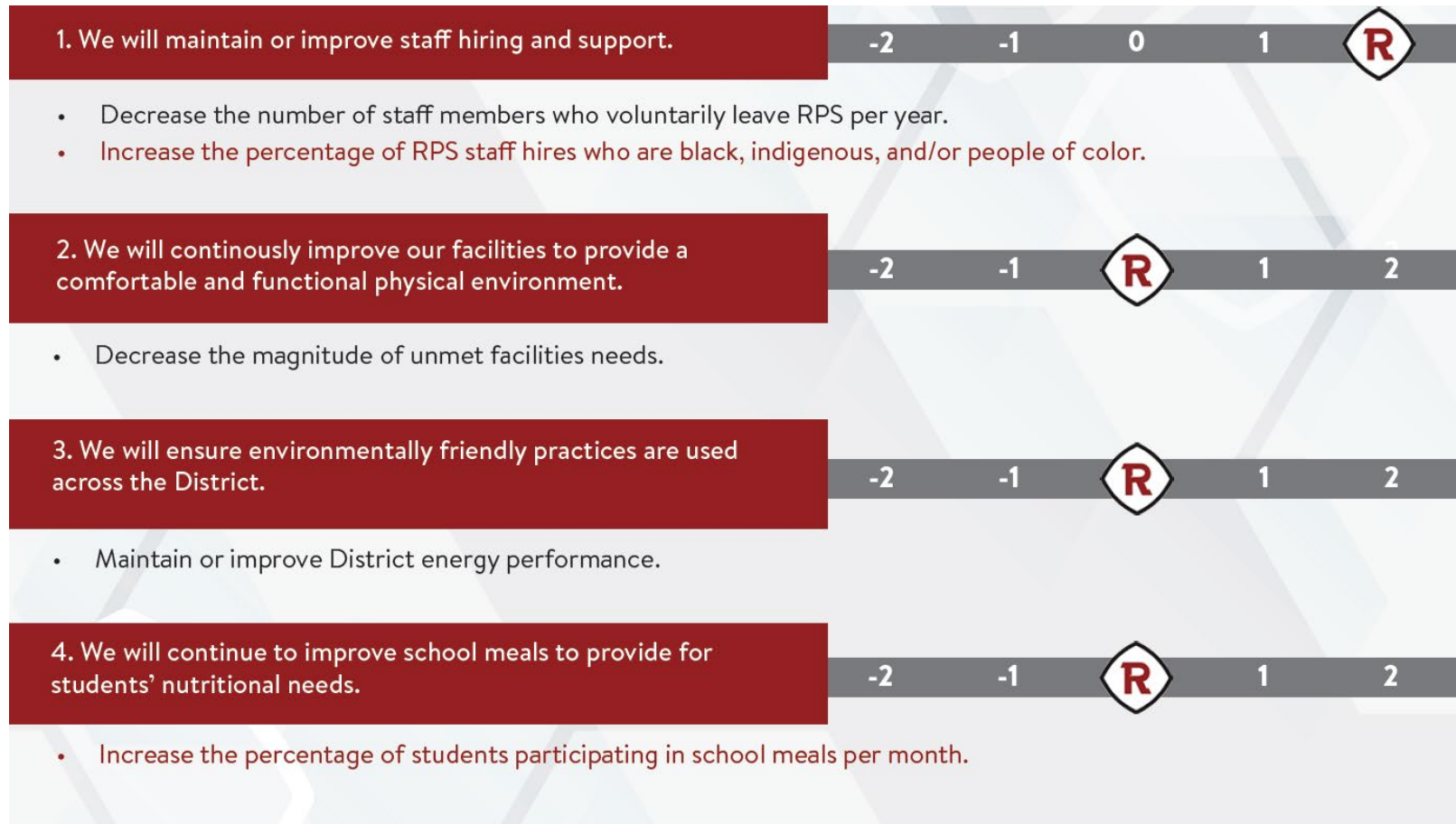


# Activities: Details of Progress (Baseline)

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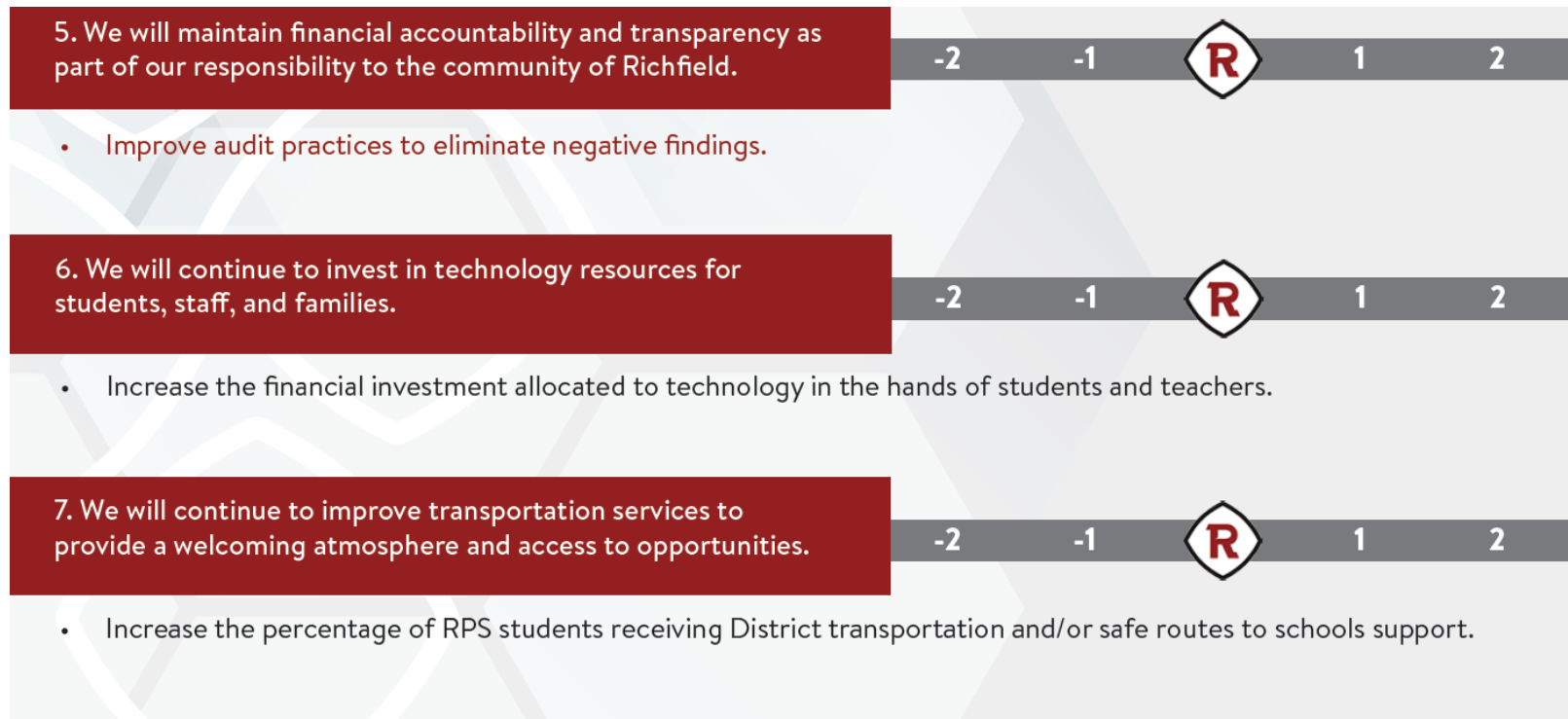
- Baseline data was updated within Goal #2 (Rubric Measures #2, #3, #4, & #5).
- Progress for all measures will be included in the end-of-year update.

# Vision Card Page 1: Progress Report Business & Operations



New, updated data for the measures noted in red has been used to determine progress toward the overall goals. Business & Operations Goal #1 is at progress level 2, and Goal #4 is at progress level 0.

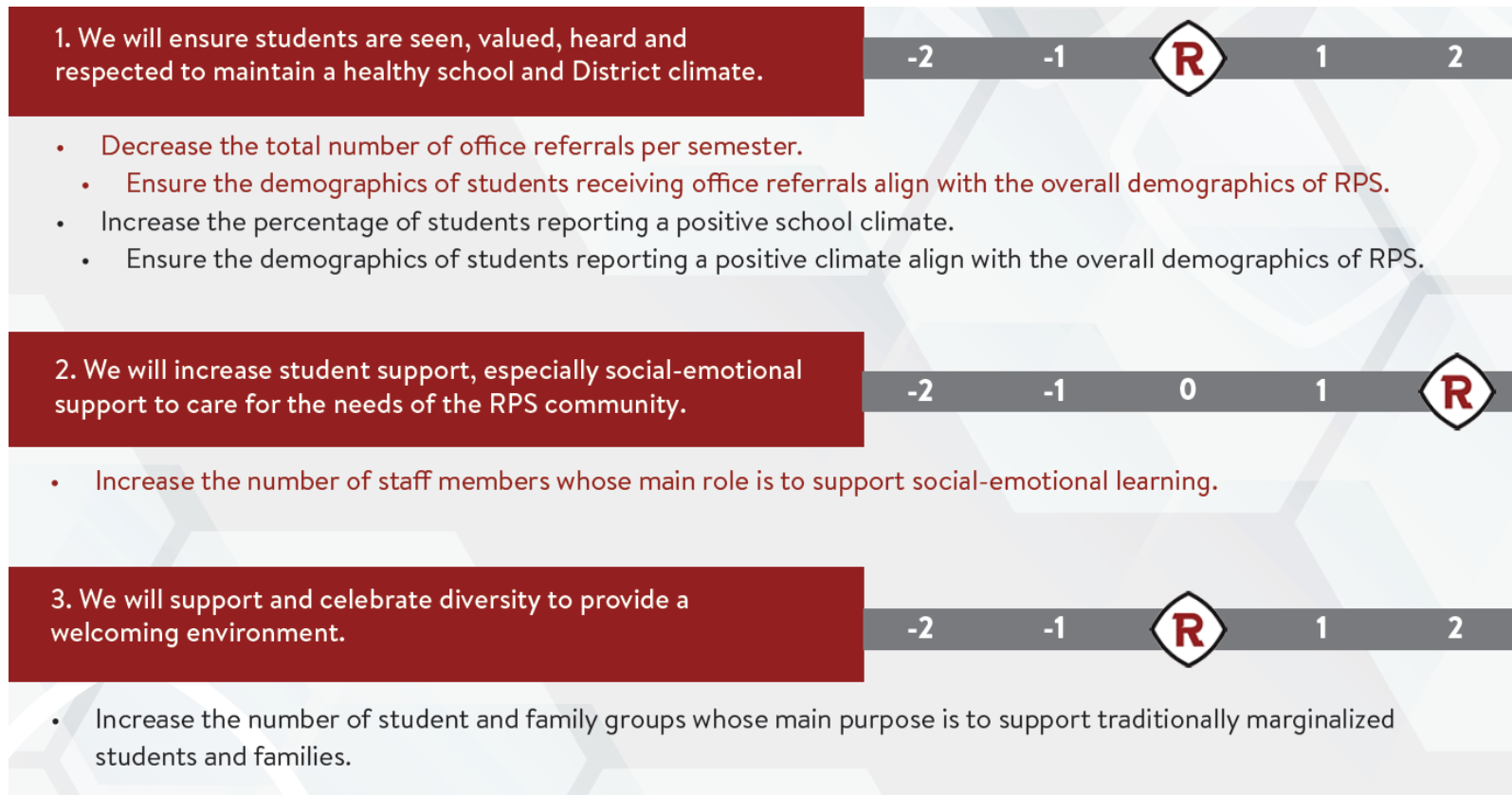
# Vision Card Page 1: Progress Report Business & Operations, continued.



New, updated data for the measure noted in **red** has been used to determine progress toward the overall goal. Business & Operations Goal #5 is at progress level 0.

- **Goal #1, BIPOC New Staff Hires** (Rubric Measure #2): For the 21-22 year, the percentage of new hires who are BIPOC is 7% greater than the overall percentage of BIPOC staff members employed at RPS. This is even higher than our goal of 5% each year.
- **Goal #4, Students Participating in School Meals** (Rubric Measure #5): In comparing November 2021 to the baseline of November 2019, the percentage of students participating in school breakfast increased slightly from 49% to 51%, and the percentage of students participating in school lunch decreased slightly from 70% to 67%.
- **Goal #5, Audit Practices** (Rubric Measure #6): Our 2021 audit remained at the baseline level of 2 minor findings.
- Baseline data was updated within Goal #3 (Rubric Measure #4).
- Progress for the other measures will be included in the end-of-year update.

# Vision Card Page 1: Progress Report Climate & Culture



New, updated data for the measures noted in red has been used to determine progress toward the overall goal. Climate & Culture Goal #1 is at progress level 0, and Goal #2 is at progress level 2.

# Vision Card Page 1: Progress Report

## Climate & Culture, continued.



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4. We will improve school pride to increase student enjoyment of and dedication to their education.

-2

-1



1

2

- Increase the percentage of students reporting a strong sense of school pride.
- Ensure the demographics of students reporting a strong sense of school pride align with the overall demographics of RPS.

5. We will provide new opportunities for parent involvement to strengthen connections between home and school.

-2

-1



1

2

- Increase the number of volunteers who support RPS schools.
- Increase the percentage of student conferences completed per semester.

6. We will provide new opportunities for community involvement to strengthen connections between the Richfield community and school.

-2

-1



1

2

- Increase the number of hours RPS students report volunteering in the community per year.

There are no current updates for Climate & Culture Goals #4-6.



- **Goal #1, Office Referrals** (Rubric Measure #1 & #2): Between Semester 1 of 19-20 and Semester 1 of 21-22, we decreased the number of documented office referrals from 729 to 423. However, we are further from our goal of ensuring the racial demographics of the students being referred align with the overall demographics of RPS. The gap for BIPOC students increased from 11% to 14%.
- **Goal #2, Staff Members Supporting Social-Emotional Learning** (Rubric Measure #5): Between 20-21 and 21-22 we increased the number of staff members whose main role is to support social-emotional learning from 38 to 40.
- Baseline data was updated within Goal #6 (Rubric Measure #11).
- Progress for the other measures will be included in the end-of-year update.

# Vision Card Page 1: Progress Report Communication & Marketing



New, updated data for the measure noted in **red** has been used to determine progress toward the overall goal. Communication & Marketing Goal #3 is at progress level 0.

- **Goal #3, Enrollment Market Share** (Rubric Measure #7): The RPS enrollment market share has held nearly steady from 65% in 20-21 to 64% in 21-22.
- Progress for the other measures will be included in the end-of-year update.

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**Questions/Comments**

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## **Superintendent Goals 2021-2022**

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March 7, 2022

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Student Achievement (35%): Specific data based on gains and performance of students

Process Goals (35%): Strategic Plan strategies and activities designed to improve our district

Individual Performance (30%): Board evaluation of superintendent

# Achievement Measure: Common Formative Assessment Growth & Gap Closure



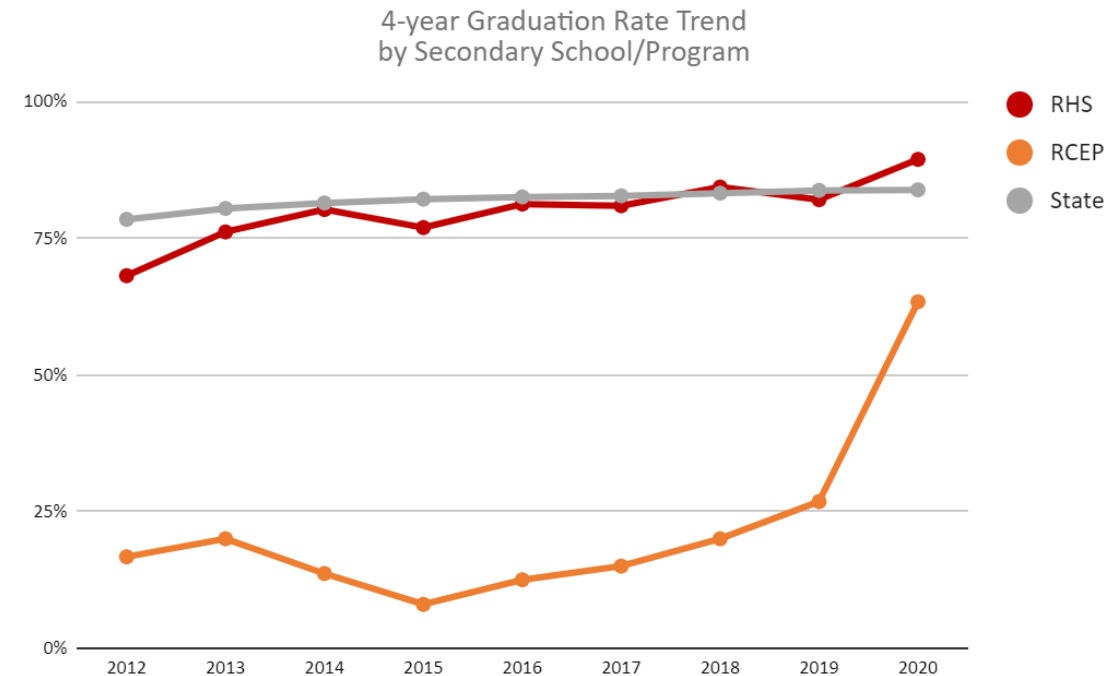
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- Increase the number of students scoring proficient on the 5th grade Teacher's College Benchmark Reading Assessment by 5%.
  - 2020-2021 Trimester 3: **47% of 5th grade participants scored proficient.**
  - 2021-2022 Trimester 1: **44% of 5<sup>th</sup> grade participants scored proficient.**
- Ensure the demographics of students scoring proficient on the 5th grade Teacher's College Benchmark Reading Assessment align with the overall demographics of RPS. (The gap is the difference between the percentage of 5th grade participants who are BIPOC and the percentage of RPS 5th graders scoring proficient who are BIPOC.)
  - 2020-2021 Trimester 3: Percentage of 5th grade participants who are BIPOC: 74%; Percentage of students scoring proficient who are BIPOC: 68%; **Gap of 6%**
  - 2021-2022 Trimester 1: Percentage of 5<sup>th</sup> grade participants who are BIPOC: 70%; Percentage of students scoring proficient who are BIPOC: 58%; **Gap of 12%**



# Achievement Measure: Graduation Rate Growth

- Continued graduation rate growth – 3 point gain overall and within each demographic group.



Still waiting for graduation data for 2021 to be released – MDE predicts end of March or later.

# Achievement Measure: NWEA-MAP Assessment Growth & Gap Closure



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- Achievement growth of 5% from fall to **winter** measured by NWEA-MAP Assessment
- Closure of racial achievement gap by 5% from fall to **winter** measured by NWEA-MAP Assessment

	Fall 2021 Average RIT scale score - MATH	Fall 2021 Average RIT scale score - READING	Winter 2022 Average RIT scale score – MATH	Winter 2022 Average RIT scale score - READING
All RPS students	198	192	195	190
BIPOC students	194	189	189	187
White students	206	200	203	197
Achievement gap between BIPOC and white students	6%	6%	7%	5%

RIT scale score range is 100-350

Only a small subset of students take the NWEA-MAP test in the spring, so that data would not be representative of our district as a whole.

## Process Goals

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- Goal: Effectively Lead RPS Schools Through the Ongoing Pandemic
- Goal: Maintain District Focus on Goals of the Strategic Plan and Transparently Measure Progress Through Vision Cards
- Goal: Oversee Substantial Completion of Construction Project on Time and within Overall Budget
- Goal: Complete, Launch and Communicate District Equity Guidelines to Accompany the Equity Policy
- Goal: Manage Continuing Transition to Standards-Based Grading District-Wide
- Goal: Continue to Improve Communications and Serve the RPS Community Through Radical Hospitality

# Process Goal: Effectively Lead RPS Schools Through the Ongoing Pandemic

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Measurement: Survey data

Progress:

- Worked through summer to create safe in-person learning plans, expand blended programming at RCEP, and offer online learning through partner districts
- Added premier reserve substitutes and held substitute hiring fairs to address staffing shortages
- Maintained COVID safety protocols, allowing schools to remain open all but 3 days this school year
- Consistently had lower COVID infection rates in schools than outside of schools
- Realign masking to new CDC guidelines (tonight)

## **Process Goal: Maintain District Focus on Goals of the Strategic Plan and Transparently Measure Progress Through Vision Cards**

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Measurement: Published Vision Cards with Updated Data

Progress:

- Published draft vision cards with baseline data on 7/7/21
- Published mid-year updated vision cards on 3/7/22

## Goal: Oversee Substantial Completion of Construction Project Remaining on Time and within Overall Budget

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Measurement: Substantial Completion of Projects According to Timeline and Budget

Progress:

- Construction complete at Centennial, RDLS, RSTEM, Sheridan Hills, RMS, RHS, and Central
- Construction just beginning on the Facilities building
- Currently on time and within overall budget
- Strong budgeting and monitoring practices have allowed for continued improvements to occur

## Goal: Complete, Launch and Communicate District Equity Guidelines to Accompany Equity Policy

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Measurement: Published Equity Guidelines

Progress:

- Equity Policy approved by board on 4/19/2021
- Equity Guidelines drafted and brought to the board for a first read on 3/7/22.
- Feedback on the guidelines has been obtained from the Management Team and Safe & Supportive Schools Committee.



## Goal: Manage Continuing Transition to Standards-Based Grading District-Wide

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Measurement: Appropriate progress in development between Director of Secondary Education and teacher leadership teams

### Progress:

- Launch of digital gradebook at elementary level for Trimester 2 of the 20-21 year
- Professional development for all teachers before the start of the 21-22 year
- Policy 601 updated and approved by the board on 12/6/21
- Elementary teams worked throughout the summer and fall to ensure a full standards-based grading and reporting model is now in place for grades K-5. The digital gradebook is in the process of transitioning into Synergy for the 22-23 year
- Secondary teacher leadership teams are participating in ongoing professional development and planning to work toward full implementation building-wide, including the creation of a holistic rubric that provides common language around proficiency for grades 6-12

## Goal: Continue to Improve Communications and Serve the RPS Community Through Radical Hospitality

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Measurement: Survey data

Progress:

- RPS is the first district in the nation to sign on to the Forward Food Pledge. This decision was supported by requests from students and the RPS Green Team
- RPS was named a Top Workplace by the Star Tribune (the only school district to be named a Top Workplace in 2021)
- RPS is one of a small percentage of districts hosting on-site COVID testing for symptomatic students
- RPS maintains an open Health Resource Center despite pandemic challenges

Evaluation occurs yearly in spring/summer:

- Data from Parent and Staff Surveys
- Feedback from Direct Reports
- Feedback from Board Members
- Board Member Closed Session and Evaluative Process

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**Questions/Comments**

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FUND	CHECK	DATE	VENDOR	TYPE	AMOUNT
01	303815	02/03/2022	SCREENCASTIFY, LLC	R	725.00
01	303816	02/03/2022	ALL STATE COMMUNICATIONS INC	R	5,568.00
01	303817	02/03/2022	ALLIED PROFESSIONALS, INC.	R	4,368.00
01	303818	02/03/2022	BEST PLUMBING SPECIALTIES, INC.	R	109.02
01	303819	02/03/2022	BRAMBILLA'S LEASE SYSTEMS, INC	R	2,229.50
01	303820	02/03/2022	CARQUEST AUTO PARTS	R	613.29
01	303821	02/03/2022	CHAMPION YOUTH	R	1,445.50
01	303822	02/03/2022	CINTAS CORPORATION NO 2	R	127.84
01	303823	02/03/2022	CITY OF RICHFIELD	R	450.00
01	303824	02/03/2022	COMCAST BUSINESS	R	246.35
01	303825	02/03/2022	CULLIGAN SOFT WATER	R	9.50
01	303826	02/03/2022	DIGITAL INSURANCE LLC	R	1,680.00
01	303827	02/03/2022	EASYPERMIT POSTAGE	R	1,875.03
01	303828	02/03/2022	ECM PUBLISHERS INC	R	283.95
01	303829	02/03/2022	ECOLAB INC	R	698.95
01	303830	02/03/2022	EVERYDAY SPEECH LLC	R	299.99
01	303831	02/03/2022	FASTENAL INDUSTRIAL	R	11.04
01	303832	02/03/2022	FASTSIGNS	R	133.40
01	303833	02/03/2022	FATH CUTTER, NOELLA	R	2,940.00
01	303834	02/03/2022	FURTHER	R	6,106.50
01	303835	02/03/2022	GEORGAKOPOULOS, TESS	R	75.00
01	303836	02/03/2022	WW GRAINGER INC	R	108.56
01	303837	02/03/2022	HILLYARD	R	5,247.26
01	303838	02/03/2022	HOGLUND BUS CO INC	R	247.04
01	303839	02/03/2022	INSTITUTE FOR ENVIROMENTAL	R	5,257.50
01	303840	02/03/2022	KINECT ENERGY INC	R	525.00
01	303841	02/03/2022	MALLOY MONTAGUE KARNOWSKI & RADO	R	9,300.00
01	303842	02/03/2022	MARIA SANCHEZ MONTENEGRO	R	5.00
01	303843	02/03/2022	MCEA	R	45.00
01	303844	02/03/2022	MINUTEMAN PRESS EDINA	R	47.36
01	303845	02/03/2022	MIRA	R	23,592.50
01	303846	02/03/2022	THE PROPHET CORPORATION	R	83.94
01	303847	02/03/2022	NORTHERN STAR COUNCIL / BSA	R	100.00
01	303848	02/03/2022	PER MAR SECURITY SERVICES	R	11.00
01	303849	02/03/2022	PROFESSIONAL WIRELESS COMMUNICATION	R	299.17
01	303850	02/03/2022	PRYOR LEARNING SOLUTIONS	R	499.00
01	303851	02/03/2022	RAIJAELE DE LEON	R	200.00
01	303852	02/03/2022	RICHFIELD READY	R	84.00
01	303853	02/03/2022	RUPP ANDERSON SQUIRES & WALDSPURGER	R	5,672.14
01	303854	02/03/2022	SCHOOL SPECIALTY, LLC	R	199.24
01	303855	02/03/2022	SOROUSH NAJI	R	250.00
01	303856	02/03/2022	SYN-TECH SYSTEMS, INC	R	1,175.00
01	303857	02/03/2022	TAFFE SARAH ANN	R	8,492.23
01	303858	02/03/2022	TECHNOLOGY MANAGEMENT CORPORATION	R	4,125.00
01	303859	02/03/2022	TOLL COMPANY	R	207.56
01	303860	02/03/2022	TRANSPORTATION PLUS, INC.	R	26,568.00
01	303861	02/03/2022	ULINE	R	159.03
01	303862	02/03/2022	VERIZON WIRELESS	R	320.08
01	303863	02/03/2022	VIG SOLUTIONS INC	R	3,396.00

01	303864	02/03/2022	ALLSTATE PETERBILT OF S ST PAUL	R	138.24
01	303865	02/03/2022	WHEELCO	R	829.08
01	303866	02/03/2022	WORLD FUEL SERVICES, INC.	R	20,580.30
01	303867	02/03/2022	XCEL ENERGY	R	30,888.62
01	303868	02/03/2022	ZACK'S INC.	R	1,249.56
01	303869	02/03/2022	ZENAIDO PONCE	R	5.00
01	V611539	02/03/2022	ERICA T BARLOW	R	70.00
01	V611540	02/03/2022	MIRIAM A CASTRO SANJUAN	R	40.00
01	V611541	02/03/2022	MARY L CLARKSON	R	70.00
01	V611542	02/03/2022	LATANYA R DANIELS	R	70.00
01	V611543	02/03/2022	GEORGE A DENNIS	R	35.00
01	V611544	02/03/2022	MEGAN M STECHER	R	70.00
01	V611545	02/03/2022	JARED ELLERSON	R	70.00
01	V611546	02/03/2022	PETER J FITZPATRICK	R	40.00
01	V611547	02/03/2022	STEVEN T FLUCAS	R	70.00
01	V611548	02/03/2022	MICHAEL L FRANKENBERG	R	70.00
01	V611549	02/03/2022	DAVID A FREEBURG	R	70.00
01	V611550	02/03/2022	SARA-ROSE K GARCIA	R	4.63
01	V611551	02/03/2022	RACHEL GENS	R	70.00
01	V611552	02/03/2022	AREND J GEURINK	R	70.00
01	V611553	02/03/2022	JAMES A GILLIGAN	R	70.00
01	V611554	02/03/2022	CHRISTINA M GONZALEZ	R	70.00
01	V611555	02/03/2022	KYLE L GUSTAFSON	R	40.00
01	V611556	02/03/2022	KEVIN D HARRIS	R	40.00
01	V611557	02/03/2022	JAMES L HILL	R	40.00
01	V611558	02/03/2022	JESSICA M HOFFMAN	R	40.00
01	V611559	02/03/2022	CRAIG D HOLJE	R	70.00
01	V611560	02/03/2022	CASSIDY H JAVNER	R	40.80
01	V611561	02/03/2022	CORY J KLINGE	R	70.00
01	V611562	02/03/2022	DANIEL E KRETSINGER	R	70.00
01	V611563	02/03/2022	ANOOP KUMAR	R	40.00
01	V611564	02/03/2022	SHANNON J LINDBERG	R	40.00
01	V611565	02/03/2022	JOHN M LORENZINI	R	70.00
01	V611566	02/03/2022	COLLEEN M MAHONEY	R	70.00
01	V611567	02/03/2022	STACIE L MAHOWALD	R	14.28
01	V611568	02/03/2022	MICHAEL A MANNING	R	70.00
01	V611569	02/03/2022	DANIEL P MCGINN	R	40.00
01	V611570	02/03/2022	DOUG R MCMEEKIN	R	70.00
01	V611571	02/03/2022	KENT D MEYER	R	70.00
01	V611572	02/03/2022	ALECIA M MOBLEY	R	70.00
01	V611573	02/03/2022	ERIN H NEILON	R	40.00
01	V611574	02/03/2022	ROBERT G OLSON	R	40.00
01	V611575	02/03/2022	LAURA B OTTERNESS	R	70.00
01	V611576	02/03/2022	MARK S PEDERSEN	R	40.00
01	V611577	02/03/2022	DARBY L SWANK	R	70.00
01	V611578	02/03/2022	DENNIS E PETERSON	R	35.00
01	V611579	02/03/2022	CASSANDRA QUAM	R	70.00
01	V611580	02/03/2022	RENEE C REED-KARSTENS	R	40.00
01	V611581	02/03/2022	KEITH D RIEF	R	40.00
01	V611582	02/03/2022	TERESA L ROSEN	R	70.00

01	V611583	02/03/2022	MAUREEN E RUHLAND	R	75.69
01	V611584	02/03/2022	TIMECKA MARIE SANCHEZ-MICHAELS	R	70.00
01	V611585	02/03/2022	ASHLEY SCHAEFER	R	70.00
01	V611586	02/03/2022	MARTA I SHAHSAVAND	R	70.00
01	V611587	02/03/2022	NANCY J STACHEL	R	70.00
01	V611588	02/03/2022	PATRICK M SURE	R	40.00
01	V611589	02/03/2022	KAYE R SWEENEY	R	63.00
01	V611590	02/03/2022	STACY THEIEN-COLLINS	R	70.00
01	V611591	02/03/2022	MICHELLE T THOEMKE	R	82.70
01	V611592	02/03/2022	VLADIMIR S TOLEDO	R	40.00
01	V611593	02/03/2022	STEVEN P UNOWSKY	R	270.00
01	V611594	02/03/2022	STEPHEN C URBANSKI	R	40.00
01	V611595	02/03/2022	CARRIE A VALA	R	70.00
01	V611596	02/03/2022	JENNIFER K VALLEY	R	4,186.00
01	V611597	02/03/2022	RYAN WAGNER	R	40.00
01	V611598	02/03/2022	REBECCA S WALD	R	40.00
01	V611599	02/03/2022	KASYA L WILLHITE	R	70.00
01	V611600	02/03/2022	AMY J WINTER AHSENMACHER	R	70.00
01	303870	02/04/2022	ACCO BRANDS USA LLC	R	68.08
01	303871	02/04/2022	ALLIED PROFESSIONALS, INC.	R	8,584.45
01	303872	02/04/2022	BENJAMIN E DOSE	R	182.00
01	303873	02/04/2022	CAPITAL ONE TRADE CREDIT	R	153.74
01	303874	02/04/2022	CARDONA IVAN	R	82.00
01	303875	02/04/2022	CASEY MICHAEL TODD	R	82.00
01	303876	02/04/2022	CHRISTIAN NICHOLAS	R	100.00
01	303877	02/04/2022	CHURCHILL LEE	R	64.00
01	303878	02/04/2022	COLLINS MELANIE	R	35.00
01	303879	02/04/2022	DELGADO MICHEAL	R	82.00
01	303880	02/04/2022	EICHACKER ERIC R	R	64.00
01	303881	02/04/2022	GUSTAFSON ZACHARY	R	64.00
01	303882	02/04/2022	HERFF JONES INC	R	1,869.86
01	303883	02/04/2022	HOLLINS DREKAL	R	101.00
01	303884	02/04/2022	HOME DEPOT U.S.A.	R	900.54
01	303885	02/04/2022	JOHNSON LEAH	R	82.00
01	303886	02/04/2022	KLEIN MORVA A	R	200.00
01	303887	02/04/2022	METRO TRANSIT	R	97.00
01	303888	02/04/2022	PATE MARVIN	R	64.00
01	303889	02/04/2022	PEARSON CLIFTON	R	165.00
01	303890	02/04/2022	PILMARK	R	1,274.20
01	303891	02/04/2022	SULLIVAN LAMARR	R	64.00
01	303892	02/04/2022	SUNDRE ZACHARY	R	82.00
01	V2201116	02/04/2022	P-CARD BAIRD LISA	R	1,228.47
01	V2201117	02/04/2022	P-CARD BARLOW ERICA	R	133.24
01	V2201118	02/04/2022	P-CARD BROWN MATTHEW	R	346.27
01	V2201119	02/04/2022	P-CARD BRUNNER PATTI	R	5,195.95
01	V2201120	02/04/2022	P-CARD CARUSO MATTHEW	R	349.22
01	V2201121	02/04/2022	P-CARD EDWARDS NATHAN	R	121.81
01	V2201122	02/04/2022	P-CARD FINDLEY LAMPKIN MELISSA	R	742.71
01	V2201123	02/04/2022	P-CARD GEURINK AREND	R	1,855.42
01	V2201124	02/04/2022	P-CARD GULLICKSON KEVIN	R	95.82



01	V2201125	02/04/2022	P-CARD KRETSINGER DAN	R	91.43
01	V2201126	02/04/2022	P-CARD LEIKNES LISA	R	562.06
01	V2201127	02/04/2022	P-CARD LEWIS JENNIFER	R	1,426.24
01	V2201128	02/04/2022	P-CARD LUNDY MICHELLE	R	517.65
01	V2201129	02/04/2022	P-CARD MACE CHRISTI JO	R	35.99
01	V2201130	02/04/2022	P-CARD MAHONEY COLLEEN	R	508.38
01	V2201131	02/04/2022	P-CARD MANNING MICHAEL	R	38.00
01	V2201132	02/04/2022	P-CARD MCGINN DAN	R	919.91
01	V2201133	02/04/2022	P-CARD MCINNES CALLEN	R	80.79
01	V2201134	02/04/2022	P-CARD MCNAUGHTON COMMERS CAROLE	R	181.68
01	V2201135	02/04/2022	P-CARD MORALES LIZETTE	R	211.25
01	V2201136	02/04/2022	P-CARD MORRISSEY MELISSA	R	2,130.48
01	V2201137	02/04/2022	P-CARD SHAHSAVAND MARTA	R	1,129.22
01	V2201138	02/04/2022	P-CARD SMITH DANE	R	54.67
01	V2201139	02/04/2022	P-CARD STACHEL NANCY	R	2,155.11
01	V2201140	02/04/2022	P-CARD VALLEY JENNIFER	R	748.51
01	V2201141	02/04/2022	P-CARD WILLHITE KASYA	R	638.71
01	V2201142	02/04/2022	P-CARD WINTER AMY	R	871.46
01	303989	02/11/2022	CITY OF RICHFIELD	R	770.00
01	303990	02/11/2022	ARMSTRONG BOYS CRS COUNTRY BOOSTERS	R	350.00
01	303992	02/11/2022	BIX FRUIT COMPANY	R	5,765.62
01	303993	02/11/2022	DEBORAH LANGLOIS	R	1,262.00
01	303994	02/11/2022	HASTINGS CREAMERY LLC	R	12,293.56
01	303995	02/11/2022	HUBERT COMPANY, LLC	R	57.88
01	303996	02/11/2022	KAMARO ALI	R	50.00
01	303997	02/11/2022	LARSON KEITH	R	21.95
01	303998	02/11/2022	LOFFLER COMPANIES	R	103.00
01	303999	02/11/2022	PAN O GOLD BAKING CO	R	722.92
01	304000	02/11/2022	TRIO SUPPLY COMPANY	R	1,970.29
01	304002	02/11/2022	UPPER LAKES FOODS	R	38,343.12
01	304003	02/16/2022	CITY OF RICHFIELD	R	77.00

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<b>TOTAL CHECKS, E-PAYS &amp; P-CARDS</b>					<b>286,399.03</b>
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## P-CARD,CHECK RUNS, E-PAYS & WIRES FOR 02/22/2022 BOARD REPORTS

BANK 05	DATE	AMOUNT
Checks	2/3/2022	179,178.27
	2/4/2022	14,460.87
	2/11/2022	60,448.34
	2/16/2022	77.00
E-Pays	2/3/2022	7,877.10
JANUARY P-CARDS	2/4/2022	22,370.45
Blessed Trinity-ESSER FUNDS	2/3/2022	725.00
	2/11/2022	1,262.00

CHECK REGISTER BANK 05 TOTAL =	<b>286,399.03</b>
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BREAKDOWN	
01-206-00	122,340.34
02-206-00	59,828.39
03-206-00	53,377.05
04-206-00	46,050.00
06-206-00	70.00
07-206-00	-
18-206-00	-
20-206-00	3,756.21
21-206-00	977.04
47-206-00	-
BANK TOTAL =	<b>286,399.03</b>

## SUPERINTENDENT'S REPORT AND AGENDA

Regular Meeting of the Board of Education  
Independent School District No. 280, Richfield, Minnesota

Richfield Public Schools *inspires* and *empowers* each individual to learn, grow and *excel*

**Tuesday, February 22, 2022**  
**7:00 p.m. School Board Meeting**

### I. CALL TO ORDER

- A. The regular meeting of the Board of Education of ISD 280, Hennepin County, Richfield, Minnesota was held on Tuesday, February 22, 2022 in the boardroom at the Richfield Public Schools district office. Chair Tim Pollis called the Regular Board Meeting to order at 7:02 p.m. with the following school board members in attendance: Brakke, Carter, and Smisek. Banks Kupcho and Cole were not able to attend.

Administrators present were Superintendent Unowsky, Assistant Superintendent Daniels, Executive Director Clarkson, and Chief HR & Admin Officer Holje. Student representatives present were Ely Cruz Parra, Helen Dombrock, and Corinna Jones.

### II. REVIEW AND APPROVAL OF THE AGENDA

Motion by Brakke, seconded by Carter, and unanimously carried, the Board of Education approved the agenda.

### III. INFORMATION AND PROPOSALS -- NON-ACTION ITEMS

- A. Public Comment
- B. Superintendent Update
  - 1. Student Support Services Presentation
  - 2. Activities Update
  - 3. Schools & COVID-19 Update
- C. Commendation

### IV. CONSENT AGENDA

Motion by Smisek, seconded by Carter, and unanimously carried, the Board of Education approved the consent agenda.

- A. Routine Matters
  - 1. Minutes of the regular meeting held February 7, 2022
  - 2. General Disbursements as of 2/16/22 in the amount of \$286,399.03
  - 3. Personnel Items

**Certified Full Time Positions for Employment – 1st year of Probation**

**Julie Ann Hanks** – Licensed School Nurse – RMS

**Management Full Time Positions for Employment**

**Amy Skare-Kleckner** – Director of Community Education – Community Ed  
Effective 03/21/2021

**Certified Part Time Positions for Employment**

**Rebecca Robertson Konz** – EL Teacher – District Wide

**Classified Full Time – Administrative Assistant**

**Crystal Dismuke** – 40 hr/wk – Student Records – District Office  
Effective 2/22/2022

**Classified Part Time – Paraprofessional**

**John Webb** – 36.25 hr/wk – Special Ed Para – RHS  
Effective 2/14/2022

**Rosario Aguirre Iguanero** – 35 hr/wk – Health Assistant - Centennial Elem  
Effective 02/04/2022

**Classified Part Time – Food and Nutrition**

**Maria Arias Yanez** – 25 hr/wk – Kitchen Assistant – RHS  
Effective 02/15/2022

**Erin Johnson** – 25 hr/wk – Kitchen Assistant – RHS  
Effective 02/07/2022

**Classified Part Time Resignations – Facilities and Transportation**

**John Nielson** – 10 hr/wk - Bus Driver - Effective 2/7/2022

**Certified Full Time Request for Unpaid Leave of Absence**

**Christy Conrad** – Teacher – Unpaid Leave  
Effective for the 2022-2023 school year

**Amber Lewis** – Music Teacher – Unpaid Leave  
Effective 03/02/2022 – 04/13/2022

**Erin Burggraft** – Language Arts Teacher – Unpaid Leave  
Effective for 2022-2023 school year

**Classified Part Time Request for Leave**

**Kimberly Hernandez Xochipiltécalt** – Unpaid LOA  
Effective 03/01/2022 – 05/16/2022

V. OLD BUSINESS

A. Policy 202: School Board Member Code of Ethics - third read

Motion by Brakke, seconded by Smisek, and unanimously carried, the Board of Education approved the revised policy.

B. Policy 204: Board Member Orientation and Development - third read

Motion by Carter, seconded by Brakke, and unanimously carried, the Board of Education approved the revised policy.

VI. NEW BUSINESS

A. Policy 206: Negotiations with Employee Groups - first read

B. Policy 207: The Superintendent–School Board Working Relationship - first read

C. Authorization for Purchase of Passenger Vehicles

Motion by Smisek, seconded by Brakke, and unanimously carried, the Board of Education approved the authorization.

D. Sheridan Hills Change Order #31

Motion by Brakke, seconded by Smisek, and unanimously carried, the Board of Education approved the change order.

E. RMS Change Order #28

Motion by Smisek, seconded by Carter, and unanimously carried, the Board of Education approved the change order.

F. Resolution Approving Cooperative Sponsorship Agreement

Motion by Carter, seconded by Brakke, and unanimously carried, the Board of Education approved the resolution.

G. Donations

Motion by Brakke, seconded by Smisek, and unanimously carried, the Board of Education accepted the donations with gratitude.

VII. ADVANCE PLANNING

A. Legislative Update

B. Information and Questions from Board

C. Future Meeting Dates

3-7-2022 7:00 p.m. Regular Board Meeting

3-21-2022 7:00 p.m. Regular Board Meeting - Public Comment

D. Suggested/Future Agenda Items

VIII. ADJOURN ORGANIZATIONAL MEETING

Chair Pollis adjourned the meeting at 8:26 p.m.

FUND	CHECK	DATE	VENDOR	TYPE	AMOUNT
01	304004	02/17/2022	AGORA SUPPLY, LLC	R	8,000.00
01	304005	02/17/2022	ALLIED PROFESSIONALS, INC.	R	3,396.00
01	304006	02/17/2022	BARNES & NOBLE BOOK	R	147.82
01	304007	02/17/2022	BELLS OF STEEL USA INC	R	494.98
01	304008	02/17/2022	BEN FRANKLIN ELECTRIC INC	R	6,006.00
01	304009	02/17/2022	BIX FRUIT COMPANY	R	2,555.09
01	304010	02/17/2022	BCBS OF MINNESOTA & BLUE PLUS	R	10,120.00
01	304011	02/17/2022	BOOKSOURCE	R	245.34
01	304012	02/17/2022	BSI MECHANICAL, INC.	R	13,200.00
01	304013	02/17/2022	CANON USA	R	4,166.53
01	304014	02/17/2022	CAPTIVATE MEDIA & CONSULTING	R	1,488.00
01	304015	02/17/2022	CARQUEST AUTO PARTS	R	411.17
01	304016	02/17/2022	CDW GOVERNMENT INC	R	3,230.66
01	304017	02/17/2022	CINTAS CORPORATION NO 2	R	1,814.89
01	304018	02/17/2022	CITY OF RICHFIELD	R	6,546.15
01	304019	02/17/2022	COMCAST BUSINESS	R	541.35
01	304020	02/17/2022	CONTINENTAL RESEARCH CORP	R	555.24
01	304021	02/17/2022	DIGITAL INSURANCE LLC	R	3,607.00
01	304022	02/17/2022	DOLLIFF INC	R	16,115.00
01	304023	02/17/2022	DOOR SERVICE COMPANY OF THE TWIN CI	R	45,629.73
01	304024	02/17/2022	EASYPERMIT POSTAGE	R	93.70
01	304025	02/17/2022	ECOLAB INC	R	255.97
01	304026	02/17/2022	EDUCATORS BENEFIT CONSULTANTS LLC	R	456.35
01	304027	02/17/2022	EHLERS & ASSOCIATES	R	3,300.00
01	304028	02/17/2022	FINANGER PHILLIP J	R	35.00
01	304029	02/17/2022	WW GRAINGER INC	R	591.20
01	304030	02/17/2022	H&B SPECIALIZED PRODUCTS INC	R	3,383.00
01	304031	02/17/2022	H2I GROUP, INC.	R	8,170.00
01	304032	02/17/2022	HAWKINS INC	R	3,444.70
01	304033	02/17/2022	HILLYARD	R	10,349.27
01	304034	02/17/2022	HOGLUND BUS CO INC	R	119.89
01	304035	02/17/2022	HOPE CHURCH	R	14,413.77
01	304036	02/17/2022	IDEAL SERVICE, INC.	R	910.76
01	304037	02/17/2022	INNOVATIVE OFFICE SOLUTIONS LLC	R	4,810.56
01	304038	02/17/2022	JOHNSTONE SUPPLY	R	275.74
01	304039	02/17/2022	KATE KULAS	R	38.00
01	304040	02/17/2022	KOCH SCHOOL BUS SERVICE, INC.	R	4,449.04
01	304041	02/17/2022	LOFFLER	R	1,225.09
01	304042	02/17/2022	LUPIENT CHEVROLET	R	192.56
01	304043	02/17/2022	MIDWEST BUS PARTS INC	R	211.42
01	304044	02/17/2022	SELAM ASFAHA	R	20.00
01	304045	02/17/2022	MRI SOFTWARE LLC	R	4.00
01	304046	02/17/2022	MTI DISTRIBUTING CO	R	21,179.18
01	304047	02/17/2022	MTN-METROPOLITAN TRANSP NETWORK	R	320,723.50
01	304048	02/17/2022	NAPA AUTO PARTS	R	394.97
01	304049	02/17/2022	NEW DOMINION SCHOOL	R	5,802.41
01	304050	02/17/2022	NOKOMIS SHOE SHOP	R	5,234.40
01	304051	02/17/2022	NORTH CENTRAL BUS	R	34.50
01	304052	02/17/2022	NOVAK JANICE SOPHIE	R	100.00

01	304053	02/17/2022	OCCUPATIONAL MEDICINE CONSULTANTS	R	50.50
01	304054	02/17/2022	OKEY CHRIS	R	50.00
01	304055	02/17/2022	OLYMPIC COMMUNICATIONS INC	R	395.00
01	304056	02/17/2022	PREMIUM WATERS INC	R	30.00
01	304057	02/17/2022	REHABMART, LLC	R	1,958.99
01	304058	02/17/2022	RICHFIELD BUS COMPANY	R	1,740.00
01	304059	02/17/2022	SCHMITTY AND SONS	R	426.25
01	304060	02/17/2022	SCHUMACHER ELEVATOR COMPANY	R	805.80
01	304061	02/17/2022	SHERWIN WILLIAMS CO	R	81.07
01	304062	02/17/2022	SMARTSENSE BY DIGI	R	330.00
01	304063	02/17/2022	STRATEGIC STAFFING SOLUTIONS	R	6,988.10
01	304064	02/17/2022	TERREL'S TOOLBOX LLC	R	2,699.85
01	304065	02/17/2022	TOLL COMPANY	R	24.06
01	304066	02/17/2022	TRA	R	40.97
01	304067	02/17/2022	TRANSPORTATION PLUS, INC.	R	14,805.00
01	304068	02/17/2022	TRIO SUPPLY COMPANY	R	852.63
01	304069	02/17/2022	TWIN CITY TRANSPORTATION	R	81,203.56
01	304070	02/17/2022	UHL COMPANY INC	R	41,435.00
01	304071	02/17/2022	UNITED HEALTHCARE INSURANCE CO	R	503.63
01	304072	02/17/2022	UNITED HEALTHCARE/AARP MEDICARE RX	R	101.20
01	304073	02/17/2022	UNITED HEARTHCARE /AARP MEDICARE RX	R	101.20
01	304074	02/17/2022	UNIVERSITY OF MINNESOTA	R	29,870.00
01	304075	02/17/2022	UPPER LAKES FOODS	R	4,369.21
01	304076	02/17/2022	WORLD FUEL SERVICES, INC.	R	2,805.71
01	304077	02/17/2022	XCEL ENERGY	R	135.78
01	V611601	02/18/2022	SUE D BESSER	R	8.59
01	V611602	02/18/2022	JENELLE BULLEN	R	150.00
01	V611603	02/18/2022	AMY L COUGHLIN	R	175.00
01	V611604	02/18/2022	LILI CUATE PLIEGO	R	79.05
01	V611605	02/18/2022	GLORIA M ENGLUND	R	36.99
01	V611606	02/18/2022	KARIN V GAERTNER	R	33.96
01	V611607	02/18/2022	IRIS C HERNANDEZ BALBUENA	R	175.00
01	V611608	02/18/2022	RACHAEL G LENMARK	R	12.99
01	V611609	02/18/2022	ALECIA M MOBLEY	R	1,721.13
01	V611610	02/18/2022	JODI A NICKELL	R	173.90
01	V611611	02/18/2022	CASSI M O'MEARA	R	175.00
01	V611612	02/18/2022	STEVEN C PEER	R	55.06
01	V611613	02/18/2022	PATRICIA RUBIO SEGURA	R	174.98
01	V611614	02/18/2022	CARMEN SARMIENTO	R	175.00
01	V611615	02/18/2022	DANE A SMITH	R	46.48
01	V611616	02/18/2022	MORGAN L STEELE	R	102.51
01	V611617	02/18/2022	REBECCA S WALD	R	130.37
01	V611618	02/18/2022	PAULA J WASHINGTON	R	82.85
01	303948	02/22/2022	MATRIX COMMUNICATIONS, INC	V	-1,872.00
01	304078	02/24/2022	ACCO BRANDS USA LLC	R	111.69
01	304079	02/24/2022	ALLIED PROFESSIONALS, INC.	R	1,344.00
01	304080	02/24/2022	AMPLIFIED IT LLC	R	2,729.91
01	304081	02/24/2022	AMPLIFY EDUCATION, INC.	R	7,795.20
01	304082	02/24/2022	ANNIKA ANDERSEN DURYEA	R	75.00
01	304083	02/24/2022	ANTHOLOGIE, LLC	R	495.00



01	304084	02/24/2022	APPRIZE TECHNOLOGIES	R	300.00
01	304085	02/24/2022	BIX FRUIT COMPANY	R	1,708.14
01	304086	02/24/2022	BURFEIRD JOEL	R	101.00
01	304087	02/24/2022	CAPSTONE PRESS	R	3,738.78
01	304088	02/24/2022	CHOUINARD DYLAN	R	64.00
01	304089	02/24/2022	CHRISTIAN MICHAEL P	R	35.00
01	304090	02/24/2022	CHRISTIAN NICHOLAS	R	70.00
01	304091	02/24/2022	CITY OF RICHFIELD	R	225.00
01	304092	02/24/2022	COMMERCIAL KITCHEN	R	220.00
01	304093	02/24/2022	CONTINENTAL RESEARCH CORP	R	11.29
01	304094	02/24/2022	DETERMAN ROBERT J	R	118.00
01	304095	02/24/2022	DICK BLICK COMPANY	R	203.36
01	304096	02/24/2022	DISTRICT 196	R	372.23
01	304097	02/24/2022	DOOR SERVICE COMPANY OF THE TWIN CI	R	5,773.00
01	304098	02/24/2022	EDFIRST MN LLC	R	6,290.00
01	304099	02/24/2022	EDWARDS NICHOLAS THOMAS	R	82.00
01	304100	02/24/2022	ELLIOTT MATTHEW	R	82.00
01	304101	02/24/2022	ESSIG BRADLEY	R	64.00
01	304102	02/24/2022	FINANGER PHILLIP J	R	155.00
01	304103	02/24/2022	FUGATE BEN	R	101.00
01	304104	02/24/2022	FURTHER	R	6,097.50
01	304105	02/24/2022	GONZALEZ JOSUE	R	200.52
01	304106	02/24/2022	GROUP MEDICAREBLUE RX	R	6,993.00
01	304107	02/24/2022	HABERMANN HENRY	R	183.00
01	304108	02/24/2022	HANKS, DANE AUGUST	R	10.00
01	304109	02/24/2022	HANSEN BRIAN	R	101.00
01	304110	02/24/2022	HAWKINS CLAUDE	R	82.00
01	304111	02/24/2022	HOLT JAMES B JR	R	82.00
01	304112	02/24/2022	HR SIMPLIFIED INC.	R	588.00
01	304113	02/24/2022	IDEAL ENERGIES LLC	R	992.09
01	304114	02/24/2022	INSTITUTE FOR ENVIROMENTAL	R	3,224.25
01	304115	02/24/2022	INTEREUM, INC	R	1,702.03
01	304116	02/24/2022	INTERMEDIATE DISTRICT 287	R	101,474.22
01	304117	02/24/2022	JACKSON AZZAIRIA	R	82.00
01	304118	02/24/2022	JAYTECH, INC	R	685.09
01	304119	02/24/2022	JOERGER BRYCE	R	10.00
01	304120	02/24/2022	JOINER KESWIC	R	82.00
01	304121	02/24/2022	KINECT ENERGY INC	R	18,928.12
01	304122	02/24/2022	LEGO EDUCATION	R	5,997.00
01	304123	02/24/2022	LOFFLER COMPANIES	R	527.00
01	304124	02/24/2022	MACSWAIN JIM	R	182.00
01	304125	02/24/2022	NETWORK DESIGN, INC.	R	1,872.00
01	304126	02/24/2022	MCGRAW-HILL EDUCATION, INC.	R	113.88
01	304127	02/24/2022	MERLE H IHNE III	R	82.00
01	304128	02/24/2022	METRO ECSU	R	140.00
01	304129	02/24/2022	METROPOLITAN MECHANICAL CONTRACTORS	R	4,344.00
01	304130	02/24/2022	MITTELSTAEDT MICHAEL	R	118.00
01	304131	02/24/2022	MOORE KENAN	R	82.00
01	304132	02/24/2022	MSOPA	R	300.00
01	304133	02/24/2022	MTI DISTRIBUTING CO	R	46,970.98

01	304134	02/24/2022	NEW DOMINION SCHOOL	R	4,997.57
01	304135	02/24/2022	NOVAK JANICE SOPHIE	R	20.00
01	304136	02/24/2022	NUSS TRUCK & EQUIPMENT	R	2,884.00
01	304137	02/24/2022	OCCUPATIONAL MEDICINE CONSULTANTS	R	75.00
01	304138	02/24/2022	OKEY CHRIS	R	185.00
01	304139	02/24/2022	PAN O GOLD BAKING CO	R	185.88
01	304140	02/24/2022	PAUL, RYAN P	R	82.00
01	304141	02/24/2022	PREMIUM WATERS INC	R	462.69
01	304142	02/24/2022	RAHJA MARK	R	64.00
01	304143	02/24/2022	RICHFIELD READY	R	100.00
01	304144	02/24/2022	RIVERA DAVID	R	101.00
01	304145	02/24/2022	RYAN JEANNIE M	R	640.27
01	304146	02/24/2022	SCHMITT MUSIC CREDIT	R	684.42
01	304147	02/24/2022	SULLIVAN THOMAS W	R	101.00
01	304148	02/24/2022	TALENT ASSESSMENT, INC.	R	125.00
01	304149	02/24/2022	TRIO SUPPLY COMPANY	R	1,056.86
01	304150	02/24/2022	TWIN CITY HARDWARE	R	50.40
01	304151	02/24/2022	UPPER LAKES FOODS	R	15,933.53
01	304152	02/24/2022	VSP VISION SERVICE PLAN	R	3,372.12
01	304153	02/24/2022	WASHINGTON ROBERT	R	82.00
01	304154	02/24/2022	XCEL ENERGY	R	2,025.32
01	V611619	02/24/2022	LISA M BAIRD	R	10.41
01	V611620	02/24/2022	ROSALBA CUATE PLIEGO	R	175.00
01	V611621	02/24/2022	NASHWA M IBRAHIM	R	49.98
01	V611622	02/24/2022	TYONE L LADOUCEUR	R	59.88
01	V611623	02/24/2022	STACIE L MAHOWALD	R	10.59
01	V611624	02/24/2022	LYNN A SAINATI	R	52.61
01	V611625	02/24/2022	SARAH A WENTHOLD	R	68.27
01	304155	02/25/2022	A.J. MOORE ELECTRIC, INC.	R	367.50
01	304156	02/25/2022	BRAUN INTERTEC CORP	R	1,346.00
01	304157	02/25/2022	ICS CONSULTING, LLC (DBA: ICS)	R	8,600.00
01	304158	02/25/2022	INNOVATIVE BUILDING CONCEPTS, LLC	R	6,650.00
01	304159	02/25/2022	INSTITUTE FOR ENVIROMENTAL	R	236.00
01	304160	02/25/2022	MID MINNESOTA STORAGE	R	390.00
01	304161	02/25/2022	SAFETYFIRST PLAYGROUND MAINTENANCE	R	15,446.00
01	304162	02/25/2022	INDIGO SIGNWORKS, INC.	R	7,957.00
01	304163	02/25/2022	WOLD ARCHITECTS AND ENGINEERS	R	2,923.19
01	304164	02/28/2022	ALLIANCE INTERPRETING SERVICES	R	170.00
01	304165	02/28/2022	HARVEST TECHNOLOGY GROUP, INC.	R	14,900.00
01	304166	02/28/2022	INDEPENDENT SCHOOL MGMT, INC. (ISM)	R	12,560.00
01	304167	02/28/2022	LAURSEN PIANO SERVICE	R	330.00
01	304168	02/28/2022	MADISON NATIONAL LIFE INS CO INC	R	17,962.59
01	304169	02/28/2022	NCEA	R	244.82
01	304170	02/28/2022	SCHOOL SERVICE EMPLOYEES UNION	R	8,612.41
01	304171	02/28/2022	UNITED STATES TREASURER	R	430.00
01	304176	03/01/2022	AMAZON.COM SYNCB/AMAZON	R	7,854.57

<b>TOTAL CHECKS &amp; E-PAYS</b>					<b>1,107,075.46</b>
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## CHECKS & E-PAYS FOR 03/07/2022 BOARD REPORTS

BANK 05	DATE	AMOUNT
CHECKS	2/17/2022	730,293.44
	2/24/2022	267,738.34
	2/28/2022	53,337.82
	3/1/2022	7,854.57
Construction Checks	2/25/2022	43,915.69
E-PAYS	2/18/2022	3,508.86
	2/24/2022	426.74

CHECK REGISTER BANK 05 TOTAL =	<b>1,107,075.46</b>
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BREAKDOWN	
01-206-00	583,490.02
02-206-00	29,776.57
03-206-00	433,496.15
04-206-00	7,375.78
06-206-00	44,490.69
07-206-00	3,300.00
18-206-00	-
20-206-00	3,499.45
21-206-00	1,646.80
47-206-00	-
BANK TOTAL =	<b>1,107,075.46</b>

## **RICHFIELD PUBLIC SCHOOLS**

Investment Holdings as of  
February 23, 2022

Description	Matures	Rate	Cost	General Operating	Custodial (Scholarships)	OPEB Bond
MN TRUST TERM SERIES	02/25/22	0.03%	15,000,000.00	15,000,000.00	-	-
MN TRUST TERM SERIES	11/15/22	0.12%	1,500,000.00	1,500,000.00	-	-
US TREASURY N/B	06/30/23	0.25%	1,998,011.64	1,998,011.64	-	-
STATE BANK OF INDIA	11/29/23	0.40%	249,739.23	249,739.23	-	-
SYNCHRONY BANK	11/30/23	0.40%	249,739.23	249,739.23	-	-
US TREASURY N/B	10/31/22	0.06%	124,082.34	-	124,082.34	-
SALLIE MAE BANK/SALT LKE	08/25/23	0.30%	249,248.07	-	249,248.07	-
Bank OZK	02/28/22	2.65%	230,100.00	-	-	230,100.00
TULSA CO ISD #3-TXBL	04/01/22	2.58%	693,178.90	-	-	693,178.90
HONOLULU CITY and CNTY	10/01/22	1.58%	965,371.30	-	-	965,371.30
HONOLULU-E-TXBL	10/01/22	1.61%	282,931.00	-	-	282,931.00
TEXAS ST-C-REF-TXBL	10/01/22	1.61%	784,606.90	-	-	784,606.90
Trustar Bank	10/26/22	0.05%	249,800.00	-	-	249,800.00
GREENSTATE CREDIT UNION	10/26/22	0.07%	249,800.00	-	-	249,800.00
SERVISFIRST BANK	10/26/22	0.05%	249,800.00	-	-	249,800.00
ROBBINSDALE ISD-B-REF	02/01/23	0.13%	2,716,236.55	-	-	2,716,236.55
HAWAII-FA-TXBL	10/01/23	1.62%	882,359.50	-	-	882,359.50
NYC -TXBL -REF -D	08/01/24	0.38%	506,600.00	-	-	506,600.00
US TREASURY N/B	10/15/24	1.12%	527,929.69	-	-	527,929.69
<b>Total Investments Held</b>			<b>27,709,534.35</b>	<b>18,997,490.10</b>	<b>373,330.41</b>	<b>8,338,713.84</b>

# REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES

RICHFIELD | January 31, 2022

REVENUE CATEGORIES			Adopted Budget	Projected End Of Year	Received YTD	Budget Remaining	January 31, 2022	January 31, 2021	January 31, 2020	Current YTD vs. PYTD	January 31, 2021	January 31, 2020
	June 30, 2020	June 30, 2021					% of Budget Received	% of Actuals	% of Actuals			
STATE	45,674,569	45,171,242	45,287,702	46,013,389	17,196,749	28,090,953	37.97%	36.46%	36.51%	727,551	16,469,197	16,675,682
FEDERAL	2,834,495	4,835,777	7,405,625	7,613,246	1,669,153	5,736,472	22.54%	30.55%	-0.08%	191,869	1,477,284	(2,400)
PROPERTY TAXES	18,018,704	17,711,183	17,137,896	17,347,393	17,004,521	133,375	99.22%	98.53%	99.62%	(446,743)	17,451,264	17,949,430
LOCAL SALES, INS RECOVERY & JUDGEMENTS	130,566	346,118	102,910	79,201	31,720	71,190	30.82%	72.75%	26.20%	(220,070)	251,790	34,211
SALE OF BONDS & LOANS	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
INCOMING TRANSFERS FROM OTH FUNDS	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
LOCAL (FEES, INTEREST, ETC.)	1,284,111	653,828	1,123,630	1,125,614	483,686	639,944	43.05%	61.39%	60.12%	82,296	401,390	771,965
<b>TOTALS</b>	<b>67,942,444</b>	<b>68,718,148</b>	<b>71,057,763</b>	<b>72,178,842</b>	<b>36,385,829</b>	<b>34,671,934</b>	<b>51.21%</b>	<b>52.46%</b>	<b>52.15%</b>	<b>334,903</b>	<b>36,050,926</b>	<b>35,428,888</b>

EXPENDITURES (OBJECT SERIES)			Adopted Budget	Projected End Of Year	Expended YTD	Budget Remaining	January 31, 2022	January 31, 2021	January 31, 2020	Current YTD vs. PYTD	January 31, 2021	January 31, 2020
	June 30, 2020	June 30, 2021					% of Budget Expended	% of Actuals	% of Actuals			
SALARIES & WAGES	36,586,619	37,395,344	40,653,895	39,817,633	17,896,058	22,757,837	44.02%	44.89%	46.23%	1,109,076	16,786,982	16,915,148
EMPLOYEE BENEFITS	13,190,108	13,311,059	13,937,881	14,313,549	6,785,994	7,151,887	48.69%	49.64%	50.99%	178,083	6,607,911	6,725,398
PURCHASED SERVICES	8,325,304	7,829,673	9,360,559	9,704,466	5,096,121	4,264,438	54.44%	50.04%	50.04%	1,178,061	3,918,060	4,165,736
SUPPLIES	2,632,033	3,264,242	3,460,020	3,449,074	2,136,536	1,323,484	61.75%	62.92%	62.83%	82,533	2,054,003	1,653,705
EQUIPMENT	2,313,465	3,127,326	2,846,283	3,961,104	2,826,923	19,360	99.32%	80.86%	82.15%	298,102	2,528,821	1,900,524
DEBT SERVICE	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
OTHER EXPENDITURES	412,717	366,580	399,670	407,988	95,051	304,619	23.78%	25.85%	18.38%	308	94,743	75,857
OTHER FINANCING USES	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
<b>TOTALS</b>	<b>63,460,246</b>	<b>65,294,224</b>	<b>70,658,308</b>	<b>71,653,814</b>	<b>34,836,684</b>	<b>35,821,624</b>	<b>49.30%</b>	<b>48.99%</b>	<b>49.54%</b>	<b>2,846,163</b>	<b>31,990,521</b>	<b>31,436,367</b>

EXPENDITURES (PROGRAM SERIES)			Adopted Budget	Projected End Of Year	Expended YTD	Budget Remaining	January 31, 2022	January 31, 2021	January 31, 2020	Current YTD vs. PYTD	January 31, 2021	January 31, 2020
	June 30, 2020	June 30, 2021					% of Budget Expended	% of Actuals	% of Actuals			
SITE ADMINISTRATION	1,960,813	1,782,559	1,842,666	1,977,396	1,148,715	693,951	62.34%	57.82%	59.73%	118,101	1,030,614	1,171,272
DISTRICT ADMINISTRATION	2,060,508	2,143,369	2,160,087	1,844,687	894,211	1,265,876	41.40%	58.73%	56.10%	(364,623)	1,258,834	1,156,005
SUPPORT SERVICES	2,214,338	2,393,196	2,605,288	2,765,997	1,726,172	879,116	66.26%	64.79%	69.65%	175,709	1,550,463	1,542,374
REGULAR INSTRUCTION	26,944,471	27,799,860	29,848,695	28,798,254	11,808,831	18,039,864	39.56%	42.51%	44.18%	(9,218)	11,818,050	11,904,175
EXTRA-CURRICULAR ACTIVITIES	979,957	845,030	1,045,554	1,035,453	498,799	546,755	47.71%	45.95%	57.84%	110,518	388,281	566,787
VOCATIONAL INSTRUCTION	446,106	457,380	637,555	678,887	331,322	306,233	51.97%	41.64%	43.07%	140,881	190,440	192,126
SPECIAL EDUCATION	12,270,481	11,761,573	12,521,704	12,454,311	5,758,580	6,763,124	45.99%	45.46%	45.25%	411,553	5,347,027	5,552,448
COMMUNITY SERVICES	65,126	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
INSTRUCTIONAL SUPPORT	4,727,289	4,551,070	4,796,535	4,941,567	2,976,317	1,820,218	62.05%	63.24%	66.35%	98,134	2,878,183	3,136,448
PUPIL SUPPORT SERVICES	6,626,336	6,736,524	7,802,980	8,593,081	4,400,399	3,402,581	56.39%	46.94%	51.15%	1,238,464	3,161,935	3,389,395
FACILITIES	4,893,517	6,499,064	7,124,914	8,184,916	4,938,473	2,186,441	69.31%	62.21%	53.08%	895,378	4,043,095	2,597,682
OTHER FINANCING USES	271,303	324,599	272,330	379,264	354,866	(82,536)	130.31%	99.69%	83.91%	31,267	323,599	227,654
<b>TOTALS</b>	<b>63,460,246</b>	<b>65,294,224</b>	<b>70,658,308</b>	<b>71,653,814</b>	<b>34,836,684</b>	<b>35,821,624</b>	<b>49.30%</b>	<b>48.99%</b>	<b>49.54%</b>	<b>2,846,163</b>	<b>31,990,521</b>	<b>31,436,367</b>

# REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES

RICHFIELD | January 31, 2022

## ACTIVITY - OTHER FUNDS

REVENUE			Adopted	Projected End	Received	Budget	% of Budget	% of	% of	Current YTD vs. PYTD	January 31,	January 31,
	June 30, 2020	June 30, 2021	Budget	Of Year	YTD	Remaining	Received	Actuals	Actuals		2021	2020
FOOD SERVICE	2,684,713	2,613,215	2,816,200	3,338,748	1,460,938	1,355,262	51.88%	41.18%	43.11%	384,782	1,076,156	1,157,369
COMMUNITY EDUCATION	1,957,664	1,892,291	2,037,908	2,166,430	1,492,107	545,801	73.22%	65.41%	73.17%	254,301	1,237,806	1,432,368
CONSTRUCTION	2,184,625	232,885	13,500	66,954	53,569	(40,069)	396.81%	-27.82%	-18.86%	118,361	(64,791)	(411,920)
DEBT SERVICE	8,469,549	7,641,299	7,150,836	9,619,266	9,450,505	(2,299,669)	132.16%	99.33%	99.02%	1,860,782	7,589,723	8,386,576
TRUST	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	40,221
CUSTODIAL	8,908	9,151	6,100	10,968	6,702	(602)	109.87%	59.59%	0.00%	1,249	5,453	0
INTERNAL SERVICE	7,722,748	7,521,053	7,605,050	7,378,175	3,473,058	4,131,992	45.67%	46.23%	46.38%	(3,845)	3,476,903	3,581,849
OPEB REVOCABLE TRUST	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
OPEB IRREVOCABLE TRUST	247,051	100,761	50,000	112,438	61,385	(11,385)	122.77%	-27.70%	-16.90%	89,294	(27,909)	(41,758)
OPEB DEBT SERVICE	811,277	2,129,110	2,096,886	1,976,597	2,051,624	45,262	97.84%	99.24%	99.63%	(61,319)	2,112,943	808,268
TOTALS	24,086,536	22,139,765	21,776,480	24,669,576	18,049,888	3,726,592	82.89%	69.59%	62.08%	2,643,604	15,406,284	14,952,975

							January 31,	January 31,	January 31,			
	June 30, 2020	June 30, 2021	Adopted Budget	Projected End Of Year	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals	% of Actuals	Current YTD vs. PYTD	January 31, 2021	January 31, 2020
EXPENDITURES												
FOOD SERVICE	2,980,090	2,329,661	2,670,312	2,815,590	1,440,015	1,230,297	53.93%	48.45%	48.39%	311,404	1,128,611	1,441,984
COMMUNITY EDUCATION	1,941,755	2,026,134	1,984,879	2,136,979	1,172,135	812,744	59.05%	49.23%	52.55%	174,601	997,534	1,020,447
CONSTRUCTION	65,066,268	35,442,525	3,900,000	7,575,150	6,294,415	(2,394,415)	161.40%	67.90%	57.86%	(17,770,366)	24,064,781	37,645,626
DEBT SERVICE	8,105,988	7,246,938	7,251,038	12,732,315	9,711,049	(2,460,011)	133.93%	99.95%	100.00%	2,467,686	7,243,363	8,105,988
TRUST	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	47,551
CUSTODIAL	13,551	6,098	6,100	10,265	6,050	50	99.18%	99.55%	0.00%	(21)	6,071	0
INTERNAL SERVICE	7,047,734	7,805,471	7,710,600	10,476,163	5,853,829	1,856,771	75.92%	57.74%	61.60%	1,346,663	4,507,166	4,341,688
OPEB REVOCABLE TRUST	0	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	0
OPEB IRREVOCABLE TRUST	816,085	697,086	735,000	735,000	0	735,000	0.00%	0.00%	0.00%	0	0	0
OPEB DEBT SERVICE	783,025	2,021,775	2,033,150	1,744,336	2,033,025	125	99.99%	100.00%	100.00%	11,250	2,021,775	783,025
TOTALS	86,754,495	57,575,688	26,291,079	38,225,798	26,510,517	(219,438)	100.83%	69.42%	61.54%	(13,458,783)	39,969,300	53,386,308

## SUMMARY - ALL FUNDS

SUMMARY			Adopted	Projected End		Budget	% of Budget	% of	% of	Current YTD vs. PYTD	January 31, 2021	January 31, 2020
	June 30, 2020	June 30, 2021	Budget	Of Year	YTD	Remaining	Expended	Actuals	Actuals			
REVENUE	92,028,981	90,857,913	92,834,243	96,848,418	54,435,718	38,398,525	58.64%	56.63%	54.75%	2,978,508	51,457,210	50,381,862
EXPENDITURES	150,214,740	122,869,913	96,949,387	109,879,612	61,347,201	35,602,186	63.28%	58.57%	56.47%	(10,612,620)	71,959,821	84,822,675
SPENDING VARIANCE	(58,185,760)	(32,012,000)	(4,115,144)	(13,031,194)	(6,911,483)	N/A	N/A	N/A	N/A	13,591,127	(20,502,610)	(34,440,813)

**Consent Agenda – For Action**

**Agenda Item IV.B.**

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 7, 2022**

**Subject: PERSONNEL ITEMS**  
(Recommended by Superintendent)

That the Board of Education approve the following personnel items:

**Certified Full Time Positions for Employment – 1<sup>st</sup> year of Probation**

**Shelby Hueper** – Special Education Teacher – Center Based DCD – Sheridan Hills

**Certified Full Time Request for Unpaid Leave of Absence**

**Hannah Wegleitner** – Teacher – Unpaid Leave

Effective First Day of 22-23 Year - Last Day of Winter Break approx. 1/3/23

**Classified Part Time Resignations – Facilities and Transportation**

**Afi Adjalo** – Building Cleaner – RMS

Effective 2/24/2022

**Classified Part Time Resignations – Paraprofessionals**

**Stacie Mahowald** – Health Assistant – Districtwide/Blessed Trinity

Effective 3/11/2022

**Classified Part Time Resignations – Food and Nutrition**

**Lili Cuate Pliego** – Kitchen Assistant – RDLS

Effective 3/9/2022

**OLD BUSINESS – FOR REVIEW**

**Agenda Item V.A.**

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 7, 2022**

**Subject: Negotiations with Employee Groups**

(Recommended by the Superintendent)

A second read of Policy 206: Negotiations with Employee Groups.

**Attachments:**

Policy 206: Negotiations with Employee Groups - redlined



**RICHFIELD PUBLIC SCHOOLS**

**NEGOTIATIONS WITH EMPLOYEE GROUPS**

It is the Board's responsibility to provide quality education services that support the mission of the Richfield Public Schools.

The Board will therefore plan comprehensively to negotiate master agreements with the exclusive representatives of licensed and non-licensed employees, while retaining the district's management rights.

The Board recognizes contract negotiations as an administrative function and will therefore not directly participate at the bargaining table, however, each Board member has the individual responsibility to review and understand the current contract(s) under consideration and other relevant information, including the following:

- Key statutory obligations
- Cost implications of current contract and proposals
- Appropriate comparisons with other groups
- Financial condition of the district
- Program/Staffing implications

After meeting in ~~Executive-closed~~ session, the Board will establish negotiating guidelines so that the negotiating team can function with flexibility. Specific directions on proposals, bargaining strategies, and final contract language are functions of the negotiating team.

The negotiating team will provide the Board with regular summary reports on the progress of negotiations.

The Board will be provided with a summary of all changes when a proposed settlement is presented for ratification.

***Legal References:***

Minn. Stat. Chapter 179A (Public Employment Labor —Relations Act)

***Cross References:***

MSBA Service Manual, Chapter 4, School Board - Employee Negotiations

~~ADOPTED-RATIFIED~~ BY THE BOARD OF EDUCATION: April 15, 1991

~~AMENDED-REVISED~~ BY THE BOARD OF EDUCATION: January 19, 1999, February 1, 2016; March 21, 2022

~~REVIEWED AND~~ REAFFIRMED BY THE BOARD OF EDUCATION: May 5, 2003, May 19, 2008

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**OLD BUSINESS – FOR REVIEW**

**Agenda Item V.B.**

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 7, 2022**

**Subject: The Superintendent – School Board Working Relationship**

(Recommended by the Superintendent)

A second read of Policy 207: The Superintendent – School Board Working Relationship.

**Attachments:**

Policy 207: The Superintendent – School Board Working Relationship - redlined

**RICHFIELD PUBLIC SCHOOLS**  
**THE SUPERINTENDENT - SCHOOL BOARD**  
**WORKING RELATIONSHIP**

The major elements necessary to establish a positive school board-superintendent relationship include:

1. A clear understanding of the difference between policy decisions and administrative decisions.
2. A description of the administrative position listing the major duties and responsibilities of the superintendent of schools.
3. Clearly established goals for the school district and the superintendent with appropriate timelines for completion.
4. A plan for achieving the priorities of the position after an opportunity for mutual discussion between the school board and the superintendent.
5. A plan for review and appraisal of the superintendent's performance.
6. A plan for improvement, if necessary, depending upon the review and appraisal results.
7. A contract determining the terms and conditions of the employment relationship between the superintendent and the school board to include such matters as salary, fringe benefits, leaves of absence, expense reimbursement and other items agreed upon.

A positive school board-superintendent relationship is essential to the effective governance and management of the public school district. The foundation of that relationship is a clear, written understanding by the superintendent of the superintendent's position and the expectations of the school board. The position description shall be specific in delineating responsibilities and authority. The expectations of the board for the superintendent shall be set forth in an annual prioritized list of goals.

**School Board Roles and Responsibilities**

In working together and utilizing the written position description and previously established performance goals, the school board as a whole shall:

1. Hold the superintendent responsible for the administration of the school district.
2. Give the superintendent authority commensurate with the position's responsibility to carry out school board adopted-strategic goals and policies

in addition to administration rules and regulations necessary to implement school board direction.

3. Appoint employees after recommendation of the superintendent.
4. Participate in school board action after the superintendent has furnished adequate information supporting the superintendent's recommendations.
5. Expect the superintendent to keep the school board adequately informed at all times through oral and/or written reports.
6. Provide the superintendent counsel and advice.
7. Refer all constituent complaints to the superintendent who will discuss them with the proper ~~administrative officer~~ staff member.
8. Present personal criticisms of employees to the superintendent.
9. Provide support for the professional growth of the superintendent.
10. Provide the school district with professional administrative personnel.
11. Devote appropriate time to the ongoing development and review of educational policies.
12. Recognize that the authority for school district governance rests with the school board operating in legally called meetings. It does not rest with individual members of the board except as may be specifically authorized by law.

#### Superintendent Roles and Responsibilities

The superintendent, in a relationship with the school board and the school district, utilizing the written position description and previously established performance goals, shall:

1. Give full, faithful and diligent attention to all administrative duties.
2. Discharge all responsibilities concerning staff, students, parents and school district constituents in a professional manner.
3. ~~Have~~ Hold students and their educational program as ~~a~~ the highest priority in the school district ~~students and their educational program~~.
4. Keep the school board fully informed on all school district affairs so that the board will have the benefit of the superintendent's professional recommendations.
5. Prepare and recommend such board policies, district rules and regulations as may be necessary for the district's administration.

6. Keep the school board informed of current developments in school law including state and federal statutes, rules and court decisions.
7. Keep the school board informed of legislative activity.
8. Be the educational leader for the school district.
9. Provide community leadership through reasonable participation in community activities.
10. Communicate the educational program and needs of the school district to the community it serves.
11. Ensure that the business transactions and financial affairs of the school district are in compliance with state laws and accounting practices.
12. Recognize that the overall authority for school district operation rests with the school board operating in legally called meetings and does not rest with individual members of the board except as may be specifically authorized by law.

~~Adopted-Ratified~~ by the Board of Education: November 20, 1995  
Reviewed and Reaffirmed by the Board of Education: August 21, 2000, ~~August~~  
1, 2005, ~~February~~ 21, 2012, ~~February~~  
1, 2016

Revised by the Board of Education: March 21, 2022

~~(NOTE: Jointly prepared by MSBA and MASA)~~

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**NEW BUSINESS – FOR REVIEW**

**Agenda Item VI.A.**

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 7, 2022**

**Subject: Salary and Benefit Provisions for Administrators**

(Recommended by the Superintendent)

A first read of Policy 306: Salary and Benefit Provisions for Administrators.

**Attachments:**

Policy 306: Salary and Benefit Provisions for Administrators

**RICHFIELD PUBLIC SCHOOLS**

**SALARY AND BENEFIT PROVISIONS FOR ADMINISTRATORS**

Salary and benefit provisions for administrators shall be as established in the Management Team and Classified Management Team Handbooks.

Adopted by the Board of Education:	February 16, 1982
Reviewed by the Board of Education:	July 21, 1986, April 3, 2000, August 2, 2004
Amended by the Board of Education:	November 21, 1994, March 5, 2012, February 1, 2016

**NEW BUSINESS – FOR REVIEW**

**Agenda Item VI.B.**

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 7, 2022**

**Subject: Equity Guidelines**

(Recommended by the Superintendent)

A first read of Administrative Guideline 116.1: Equity. This new guideline has been created in accordance with Policy 116: Equity. District staff members collaborated to write the guideline, and input has been obtained from the Management Team and the Safe & Supportive Schools Committee. Before the guideline is brought to the board for a second read, additional feedback will be obtained from the Richfield Latino Family Association.

**Attachments:**

Policy 116: Equity

Administrative Guideline 116.1: Equity



**RICHFIELD PUBLIC SCHOOLS****EQUITY POLICY****I. PURPOSE**

All students deserve a safe, supportive school environment to thrive academically and developmentally. The purpose of this policy is to provide a district environment in which all students achieve high-level academic outcomes that are not predictable by race, culture, socioeconomic status, language, gender, sexual orientation, ability, religion, migratory status or any other real or perceived demographic characteristic.

Richfield Public Schools (RPS) is committed to viewing and analyzing all of our work through a racial and cultural equity lens that intentionally subverts the policies and practices of institutional racism. Through this ongoing anti-racist work, we will identify and interrupt practices and policies that elevate white supremacy and/or perpetuate institutional racism in any form in order to ensure all RPS students succeed. Educational environments are enriched and improved by the contributions, perspectives and very presence of diverse participants. Richfield Public Schools will provide a high quality, personalized educational program with rich opportunities for all students in a real community where each individual is welcomed and belongs.

**II. DEFINITIONS**

The following definitions are provided to assist in understanding this policy:

- A. Anti-racism: The work of actively and consistently opposing racism by advocating for changes in political, economic, educational, and social spheres.
- B. Diversity: All the characteristics that make an individual or group different from another, including race, ethnicity, gender/gender expression, age, national origin, religion, ability, sexual orientation, socioeconomic status, education, language, and more.
- C. Educational Debt: The results of the historical lack of investment in educating children from marginalized communities, which continue to affect opportunities and achievement for children who are part of those communities today.
- D. Equity: The concept of being fair and impartial while acknowledging that society has not afforded the same resources, access, and

treatment to everyone and working to remedy all inequities through actions.

- E. Institutional Racism: The ways in which policies and practices within an organization create different and predictable outcomes for different racial groups, typically maintaining an advantage for white individuals and simultaneously maintaining a disadvantage for individuals of color.
- F. Intersectionality: The concept that demographic categories such as race, gender, ability, class, and sexual orientation cannot be solely examined in isolation from one another. Rather, these identities interact within individuals' lives, in society, and in social systems, creating a distinct effect within each intersection.
- G. Weaponization: the weaponization of public education against communities of color refers to situations when an educational institution uses its authority to act in a manner that is unfair, punitive, exclusionary, or harmful to students of color, and that makes those students and/or families feel unwelcome, unsafe, thought of as less than, and that interferes with students' abilities to learn, grow in healthy ways and achieve at high levels.

### III. COMMITMENTS

- A. School district administration will develop, maintain, and be held accountable for the use of practices that provide quality education, high standards, rigorous curriculum and powerful instruction using culturally-relevant pedagogy to all students. Practices may include:
  - 1. Focusing on student strengths and a growth mindset
  - 2. Maintaining high expectations for all students
  - 3. Embedding social/emotional learning, including acknowledging the unique mental and emotional strain caused by historical, systemic, and institutionalized racism
  - 4. Using restorative practices to engage students in their school and classroom communities
  - 5. Incorporating student and family voice
  - 6. Radically transforming learning environments to serve all students

7. Taking steps to address the historical trauma caused by the weaponization of public education against communities of color
  8. Additional practices will continue to be researched, developed, and implemented with the specific goal of ensuring outstanding outcomes for all students.
- B. School district administration will promote a warm, welcoming and respectful district environment that celebrates each and every individual. This effort shall include acknowledging the intersectional identities of students and staff members, addressing the social-emotional needs of students and staff members, and engaging in bullying prevention efforts. School district administration may also provide opportunities for interested students to participate in anti-racist and equity-driven activities.
- C. School district administration will develop, support, model, and sustain equity-focused, anti-racist and culturally-responsive training and development for staff and students. This will include educating staff and students on the racial history of the United States and acknowledging the complexities of intersectional issues within the area of equity. These training and development initiatives will be ongoing to ensure continuing fidelity and growth in anti-racist and equity-driven work.
- D. The school district will work to recruit, employ, support and retain a workforce that reflects all forms of diversity of enrolled students, as well as culturally competent administrative, instructional and support personnel.
- E. School district administration will monitor programs and activities to assess educational equity. Administration will be responsible to design, redesign, and if necessary, terminate, programs and activities to serve the needs of all students.
- F. Consistent with state regulations and school district policy, the school district will develop, implement, and sustain curricular materials and assessments that reflect the diversity of students and staff and include learning and activities that deepen the understanding and appreciation of race, culture, socioeconomic status, language, gender, sexual orientation, ability, religion, migratory status and other differences that contribute to the uniqueness of each student and staff member.

- G. Each school and program will actively seek community input, specifically and actively ensuring that all voices are present to create a welcoming culture and inclusive environment that reflects and supports all forms of diversity of the school's student populations, their families, and communities.
- H. Hate speech and harassment of any kind is not tolerated in the RPS community. Procedures for reporting and addressing harassment are found in Policy 103: Harassment Prohibition.

#### **IV. SHARED RESPONSIBILITY**

- A. The Board of Directors shall refer to the values stated in this policy in conducting its business and in exercising its responsibilities to the people of Richfield and all individuals served by RPS.
- B. The Superintendent shall establish in accordance with this policy such plans and procedures as may be necessary and appropriate to accomplish its purpose and intent. Plans and procedures established shall include clear accountability for actions and oversight, and shall include metrics for evaluation.
- C. The Superintendent may create regulations and guidelines for the implementation of this policy.
- D. The School Board and Superintendent may establish specific goals to implement this policy as permitted by law.
- E. The Superintendent shall integrate information into reports to the Board of Directors and the community regarding progress toward the goals of this policy, including both process-driven changes and outcomes for students.
- F. District staff shall, within the parameters of their various duties and responsibilities, comply with and execute such plans as are designed to address the values and directions included in this policy. District staff are further responsible to make such suggestions to the appropriate authority to improve the ability of the district to address the educational debt owed to marginalized communities.
- G. Families and community members are partners with the District in its effort to address the educational debt and dismantle institutional patterns of racism in the Richfield community. Families and community members can embody this partnership through providing feedback to the district, advocating for their students, encouraging

their students to grow toward their own goals, supporting the learning environment and pursuing anti-racism in themselves and their communities.

- H. Students are partners in their academic achievement. School attendance and engagement are essential to making a more equitable society. Students will be intentionally encouraged to support the goals of this policy by providing feedback to the district, advocating for themselves, growing toward their own goals, supporting the learning environment and contributing to positive school culture. RPS staff members will support students in believing in their abilities to achieve their dreams and use their voices to create more equitable systems in our world.
- I. The School Board, Superintendent and employees will collaborate with students and families to identify and address barriers to achievement and opportunities for academic success. Richfield Public Schools leadership and staff will be responsible for empowering and inspiring students, families, and community members to actively listen, participate and engage in anti-racist and equity-driven practices to support the success of every student.

***Cross References:***

Policy 103: Harassment Prohibition

RATIFIED BY THE BOARD OF EDUCATION: April 19, 2021

## **RICHFIELD PUBLIC SCHOOLS**

### **EQUITY GUIDELINES**

RPS will work to eliminate practices that lead to predictability of over or under representation of any student group compared to peers. RPS will work to embed culturally responsive engagement practices in our work with students, families and our larger community to support a positive and inclusive climate and culture. We will work to ensure that all staff implement these practices in their interactions to support increased levels of academic success, inclusion, and mental and emotional well-being.

#### **I. PRACTICES RELATED TO ACADEMICS**

- A. Staff will ensure all students are working toward mastery of academic content standards and provide differentiated instruction based on the individual learning needs of students.
- B. Staff will demonstrate a commitment to teaching all students and will convey to students that they are capable of doing challenging work.
- C. Staff will recognize, support, and value students' abilities and the assets they bring to the classroom. Staff will specifically acknowledge and value diversity and the strength it brings to our community. This includes:
  - 1. The different ways in which students demonstrate commitment, perseverance, flexibility, and time management.
  - 2. Students' proficiencies in other languages and dialects beyond the standard American English dialect that is commonly used in school, as well as their abilities to code-switch.
  - 3. The breadth of different lived experiences that students are able to share with their peers.
- D. Students will see themselves, their racial identities, and their lived experiences in what is being taught and learned and will be engaged in a culturally and racially informed way.
- E. All staff will communicate the purpose and relevance of daily lessons.
- F. Staff will support peer interaction and elevate student voice in the classroom through culturally relevant practices.
- G. Explicit instruction and guided practice will be included in every lesson; multiple modes of representation and scaffolding will be used to support

student learning.

- H. Staff and students will work together to create a safe and supportive learning environment by co-constructing norms and class agreements.
- I. Staff will build and maintain positive relationships with and among students that are characterized by empathy, care, and genuine interest in their lives and identities.
- J. Staff will demonstrate commitment to communicating about academics with students and families outside of the classroom, using the methods of communication that are most effective for those individuals to the greatest extent possible.
- K. Multiple modes of assessment and measurement of student knowledge will be used to objectively measure student learning and provide specific and timely feedback to students on their progress toward mastering academic standards.
- L. Staff will deliberately engage multilingual learners using strategies that leverage multilingualism and multiculturalism as strengths. Staff will also use strategies to promote biliteracy at appropriate grade level rigor.

## II. PRACTICES RELATED TO CLIMATE & CULTURE

- A. Staff will provide a welcoming environment for all by clearly and openly supporting and celebrating diversity through classroom culture, events, training, hiring practices and academic content.
  - 1. Students will see themselves, their racial identities, and their lived experiences reflected in the classroom and all other school-wide environments.
  - 2. Staff will leverage District social emotional learning (SEL) initiatives to provide culturally responsive spaces for learning and working.
  - 3. Staff will intentionally seek out and include student perspectives in the development and implementation of culturally responsive teaching and engagement practices.
  - 4. Staff will honor student identities by striving to pronounce student names correctly, use preferred pronouns, and refrain from judgment of beliefs voiced by students.
- B. RPS will meet students' social emotional needs through direct teaching, staff training and, if warranted, increasing dedicated programs or staff members focused on SEL.

- C. Students will be engaged in opportunities that increase school pride, enjoyment of school and dedication to learning.
- D. RPS families will be provided with opportunities for community involvement, input into District policies and practices, and events that celebrate and value differences in all forms. This includes:
  - 1. Participation, particularly from students and families of color, in the development and implementation of culturally appropriate and effective partnerships between home and school, as well as responsive teaching and learning practices, curriculum and engagement strategies.
  - 2. Valuing the identities, cultures, and race of families as important resources relied upon to inform school and District policies and practices.
  - 3. Participation in district-wide events to celebrate cultures and bring together community organizations and families from different backgrounds.
- E. Staff will engage in active listening with any student or family disclosure of discrimination or harassment and ensure support and action to address the incident. This includes adherence to the RPS reporting procedures related to harassment and bullying, as outlined in Policy 103: Harassment Prohibition and Policy 113: Bullying Prohibition, along with each policy's respective administrative guidelines.
- F. Staff will engage in regular professional development related to parent and student engagement, culturally responsive practices, and social emotional learning.

### III. PRACTICES RELATED TO ACTIVITIES

- A. RPS will strive to make all activities as accessible as possible to all RPS students and community members regardless of ability to pay. This is accomplished through an equitable fee scale for middle and high school athletics and activities participation with a lower fee for students who are eligible for reduced-price meals and even lower fees for students who are eligible for free meals. Additionally, scholarships for participation in middle and high school activities as well as community education programs will be made available to the greatest extent possible.
- B. RPS will strive to make athletics and activities accessible to all RPS students by providing additional opportunities for eligible students to



obtain the required physicals through our Richfield Health Resource Center.

- C. RPS will continue to offer adaptive sports as part of our selection of student activities, and will strive to provide accommodations and modifications to all activities to make them accessible to all students. This may include hiring paraprofessionals to support students during activities, providing training to activity leaders, collaborating with families to creatively support student needs, and additional strategies.
- D. RPS theatre, band, and choir teachers will seek out student input as part of the selection process for which theatrical productions and musical pieces to perform with their groups. Performances will provide opportunities for exploration of student identity and culture.
- E. RPS will only hire activity leaders who are able to demonstrate cultural competency.
- F. RPS staff members will collaborate with RPS families and community members to determine how to best serve student and family needs in order to make activities more accessible. This may include providing activity transportation and/or childcare when possible, adapting the timing of activities, creating opportunities for community members to lead activities, and other strategies.

#### IV. PRACTICES RELATED TO OPERATIONS & COMMUNICATIONS

- A. RPS will maintain and improve hiring practices that further the equity goals of the District.
  - 1. Leaders will continue to seek out candidates who reflect the racial identities and lived experiences of the student population for all positions in the District.
  - 2. Leaders will use strategic interview questions to ensure that staff members hired for all roles in the district are culturally competent.
- B. RPS will increase retention and promotion of BIPOC and bilingual staff members. Strategies may include creating staff affinity groups and mentorships specifically tailored to BIPOC staff members, bilingual staff members, and LGBTQ+ staff members, as well as other strategies informed by input from BIPOC and bilingual staff members.

- C. RPS will provide equity-related professional development for all staff members that is dynamic, collaborative, and relevant to their specific job roles. This may include adding professional development opportunities for regular substitute teachers and non-licensed staff members.
- D. RPS leaders will build their skills and confidence at addressing equity-related concerns, conflicts, and performance issues with the staff members they supervise.
- E. RPS will continue to align District financial resources to prioritize the equity goals of the District.
- F. RPS will maintain and improve practices of providing resources to families in multiple languages. This may include translated transportation information, online registration materials in multiple languages, and greater access to bilingual staff members at all interactions between families and schools.
- G. To the extent possible, RPS student information systems will be adapted to be more inclusive of student gender identities and preferred terms for student racial identities.
- H. All RPS operations teams will strive to keep the focus of their work student-centered.
  - 1. Staff members who regularly interact with students, such as facilities, transportation, and nutrition services staff members will provide a clean and welcoming environment to all students while they are outside of the classroom.
  - 2. District communications will showcase student strengths and voices.
  - 3. Staff members who do not regularly interact with students, such as finance, human resources, and student information staff members will intentionally steer their work toward excellent outcomes for students as the ultimate goal.

Dated: April 4, 2022

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 7, 2022**

**Subject: COVID-19 Face Covering Policy**

(Recommended by the Superintendent)

Passage upon a single read of Policy 548: COVID-19 Face Covering.

The CDC has updated their guidance on masking, as well as other COVID-19 mitigation factors. Under the new guidance, communities are rated as low, medium or high risk based on their local COVID-19 infection rates and available hospital beds. This guidance is for the entire community regardless of age or vaccination status. The CDC website outlines personal and community-level steps to take for preventing the spread of COVID-19 based on these risk levels. Under this guidance, masks are optional for everyone until a community reaches a high-risk level. At that point, individuals are advised to wear a well-fitting mask indoors in public, regardless of vaccination status (including in schools and on buses).

Updates have been made to the policy to follow the new CDC guidance.

**Attachments:**

Policy 548: COVID-19 Face Covering - redlined

**RICHFIELD PUBLIC SCHOOLS**  
**COVID-19 FACE COVERING POLICY**

**I. PURPOSE**

The purpose of this policy is to establish requirements for employees, students, and other persons (including visitors, guests, contractors, etc.) present on school property to wear face coverings in classrooms, preschool, child care settings and other indoor areas, in order to minimize exposure to COVID-19.

The following policy requirements in Sections II through IV will only be in effect if the COVID-19 community level in Hennepin County as defined by the Centers for Disease Control (CDC) is classified as high. If the COVID-19 community level in Hennepin County is classified as low or medium, then the following policy requirements in Sections II through IV will not be in effect. In that case, all individuals present on school property will be recommended to wear a face covering at their own discretion.

Additionally, regardless of the COVID-19 community level in Hennepin County, individuals returning to school buildings after a 5-day quarantine or isolation period will be asked to wear a face covering for five additional days. Also, in alignment with CDC guidelines, face coverings will continue to be required in health services offices and in early childhood and preschool classrooms where children are too young to be vaccinated against COVID-19. These specific requirements will follow the policy details as enumerated below in Sections II through IV.

**II. GENERAL OF STATEMENT OF POLICY**

A. Face coverings are meant to protect other people in case the wearer does not know they are infected.

B. When present indoors in school buildings and district offices, face coverings are required for all individuals, regardless of vaccination status, unless an exception described in Part IV below applies.

C. All students in all grades, all staff members and other people who are riding on school transportation vehicles are required to wear a face covering at all times.

D. Face coverings are not required outdoors. 6 foot social distancing while outdoors is encouraged.

E. A violation of this policy occurs when any student, staff, or other person is present in a school building, in the school district office, or on a school transportation vehicle and fails to wear a face covering, unless an enumerated exception applies.

### **III. DEFINITIONS**

A. A face covering must be worn to cover the nose and mouth completely, should not be overly tight or restrictive, and should feel comfortable to wear. Face coverings should never be shared and should only be utilized by one individual. The following are included in the definition of face covering:

1. Paper or disposable mask;
2. Cloth face mask;
3. Scarf;
4. Neck gaiter;
5. Bandana;
6. Religious face covering;
7. Medical-grade mask or respirator; and
8. Transparent face mask

This policy recommends the use of a multi-layered cloth mask as the preferred option as this has been recommended by the Center for Disease Control (CDC) as the best method for preventing the spread of COVID-19. Bandanas and neck gaiters are generally not recommended by the CDC, but are not expressly prohibited, thus all face coverings listed above are acceptable. Any face coverings that are made of only one layer of cloth material are recommended to be worn folded over to provide two layers of cloth.

B. A face shield is a clear plastic barrier that covers the face and allows visibility of facial expressions and lip movements for speech perception. A face shield should extend below the chin anteriorly, to the ears laterally, and there should be no exposed gap between the forehead and the shield's headpiece. A face shield does not meet the definition of a face

covering and is not recommended to be used in place of a face covering. The best use of a face shield is in addition to a face covering as a secondary layer of protection.

C. Masks that incorporate a valve designed to facilitate easy exhaling, mesh masks, or masks with openings, holes, visible gaps in the design or material, or vents are not sufficient face coverings because they allow exhaled droplets to be released into the air.

#### **IV. EXCEPTIONS AND ALTERNATIVES; TEMPORARY REMOVAL OF FACE COVERING**

A. Face coverings should never be placed on anyone under age 2, anyone who is having trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance.

B. A face shield may be used as an alternative to a face covering in the following situations:

1. Individuals who cannot tolerate a face covering due to a documented medical condition or documented disability related condition may be permitted to utilize alternative options such as a face shield or other reasonable accommodation.
2. If a transparent face mask is not available, a teacher of any grade level may wear a face shield when wearing a face covering may impede the educational process. This may only occur when the teacher is able to remain at least 6 feet away from all other individuals. For example, a teacher teaching phonics in early grades might need students to observe lip motions to appropriately learn the content. In this example, the teacher would need to teach from a 6 foot distance and wear a face covering if moving closer than 6 feet to the students.
3. If a transparent face mask is not available, staff providing direct support student services may wear a face shield instead of a face covering when a face covering would impede the service being provided. This may only occur when the staff member is able to remain at least 6 feet away from all other individuals. For example,

in a special education session where a student is learning to identify emotions, they may need to see facial expressions to appropriately learn the content. In this example, the staff member would need to teach from a 6 foot distance and wear a face covering if moving closer than 6 feet to the students.

C. Staff, students, and other people present in school buildings or in district offices may temporarily remove their face covering in the following situations:

1. During activities, such as swimming or showering, where the face covering will get wet;
2. While receiving a service, including nursing, medical, or personal care services, that cannot be performed or is difficult to perform when the individual receiving the service is wearing a face covering;
3. When the wearer needs to remove their face covering to eat or drink, though care should be taken to maintain as much space as possible between people while doing so;
4. During indoor practices or performances involving playing musical instruments where a face covering cannot be used while playing the instrument, though people participating in these activities must maintain at least three feet of distance to the extent possible;
5. When required by school staff for the purposes of identification;
6. Staff working alone in their offices, classrooms, vehicles, or job locations that have no person-to-person interaction;
7. Staff working in communal spaces that have barriers such as Plexiglas or cubicle walls between employees that are above face level, provided that three feet of distance is maintained to the extent possible; or
8. When communicating with a person who is deaf or hard of hearing or has a disability, medical condition, or mental health

condition that makes communication with a face covering difficult, provided that three feet of distance is maintained to the extent possible.

9. Students participating in athletics competitions may temporarily remove their face coverings during competitive game play. Athletes must keep their face coverings on when they are indoors and not actively playing (on the bench) and at all other indoor activity times, including practice and warm-ups.

## **V. IMPLEMENTATION**

A. This policy will be conspicuously posted in each school building and administrative office and communicated to students, staff, families, and potential visitors to the school building.

B. The school district will provide face coverings to all students. Employees will be provided face coverings and face shields (to the extent practicable). Employees and students may choose to wear their own face covering as long as it covers the nose and mouth. To the extent practicable, the school district will maintain an extra supply of face coverings for people who forget to bring their face covering.

C. The school district will teach and reinforce the use of face coverings for students and staff throughout the school day, including on transportation vehicles and inside school buildings.

D. Individuals who cannot tolerate a face covering due to a medical condition or disability related condition may be permitted to utilize alternative options such as a face shield or other reasonable accommodation. The Superintendent or designee shall have discretion to determine whether an employee, parent, or community member qualifies for a reasonable accommodation and the accommodation to be provided. For a student with a medical condition or disability, the student's education team (i.e. IEP team, Section 504 team, health plan team) will determine whether the student qualifies for a reasonable accommodation and the accommodation to be provided. As a condition to granting a reasonable accommodation, the school district may require an individual to provide a note from a health care provider or medical authority and/or other relevant information or with respect to the condition or circumstance. Requests for



reasonable accommodations from the face covering requirement shall be assessed on a case-by-case basis in accordance with applicable federal and state law.

E. All face coverings shall meet the requirements of applicable dress code policies and/or codes of conduct.

1. Face coverings promoting products or activities that are illegal for use by minors are not acceptable.
2. Face coverings with any of the following will not be tolerated: Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in School Board Policy 103 pertaining to "Racial, Religious and Sexual Harassment and Violence."
3. It is not the intention of this policy to infringe on the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, do not advocate violence or harassment against others or do not create a substantial disruption of the learning environment.

F. Students and staff should not engage in any indoor physical activity where the level of exertion makes wearing a face covering difficult, except as outlined above in section IV.C.9.

## **VI. ENFORCEMENT; CONSEQUENCES FOR NON-COMPLIANCE**

A. In order to promote the health and safety of employees, students and members of the community, and make available a safe environment that is conducive to learning, compliance with this policy is necessary.

B. Employees who fail or refuse to comply with this policy may be subject to discipline, as appropriate, up to and including the termination of employment.

C. Students who fail or refuse to comply with this policy may be subject to discipline in accordance with Policy 541, Student Behavior.

Accommodation will appropriately and legally be made for students with specific health or special education concerns that prevent them from wearing face coverings. When appropriate, additional options will be provided such as face shields or Plexiglas dividers.

Legal References:

Cross References:

Policy 103 Racial, Religious and Sexual Harassment and Violence

Policy 541 Student Behavior

Policy 547 Student Dress and Appearance

RATIFIED BY THE BOARD OF EDUCATION: 9/8/2020

REVISED BY THE BOARD OF EDUCATION: 10/19/2020; 6/14/2021; 8/16/2021;  
3/7/2022

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 7, 2022**

**Subject: District Calendar for School Year 2022-2023**

Recommended by the Superintendent that the Board approve the attached Richfield Public Schools District Calendar for School Year 2022-2023.

**Background Information**

(Prepared by Craig Holje)

The District's Calendar Committee has met three times to develop a recommendation to the Administration and School Board regarding the school calendar for 2022-2023. The committee includes 36 individuals who represent parents, teachers and administrators across the various schools and programs.

The committee reviewed all options and recommended the attached calendar for 2022-2023 school year. It contains an additional work day for teachers compared to last year's calendar resulting in 185 work days plus six holidays provided in the Education Richfield master agreement. The additional work day allows an additional professional development day for 6th-12th grade teachers and the addition of Connect and Assess Days for Kindergarten through 5th grade. The calendar includes 170 instructional days for Kindergarten through 8<sup>th</sup> grade and 171 instructional days for grades 9-12. Kindergarten through 5th grade classes will conference individually with teachers, parents and students on September 2 and September 6 so appropriate intake connections and assessments can be completed. The first full day for Kindergarten through 5th grade students would be Wednesday, September 7, 2022.

The calendar changes also provide the opportunity for elementary schools to align to the quarter/semester schedules of the middle school and high school programs and adjusts the conference schedules for elementary and middle school students to provide for enhanced communication at approximately the mid-semester mark.

School will start on Tuesday, September 6, 2022 for students in grades 6-12 and Wednesday, September 7th for students in grade Kindergarten through 5th grade. All students will end on Thursday, June 8, 2023. Winter Break will begin on Thursday, December 22, 2022, with school resuming on Tuesday, January 3, 2023. Spring Break will begin on Friday March 24, 2023 with school resuming on Monday, April 3, 2023. Other breaks, conferences and professional development days when school will not be in session are included on the attached calendar.

**Attached:**  
Proposed 2022-2023 Calendar

# DRAFT\_OPTION2\*\*\*Richfield Public Schools Calendar 2022-2023\*\*\*DRAFT\_OPTION2

## July 2022

Su	M	T	W	Th	F	Sa
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					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4: Independence Day

2: Winter Recess

4: MAP Testing Begins

16: MLK Jr. Day

25: MAP Testing Ends

25: End of Qtr 2 / Semester 1

26: 9-12 Tchr Grading Day

27: Preschool-12 Prof. Dev. Day

31: ACCESS Testing Begins

## January 2023

Su	M	T	W	Th	F	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## February 2023

Su	M	T	W	Th	F	Sa
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

## March 2023

Su	M	T	W	Th	F	Sa
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19	20	21	22	23	24	25
26	27	28	29	30	31	

## April 2023

Su	M	T	W	Th	F	Sa
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30						

## May 2023

Su	M	T	W	Th	F	Sa
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21	22	23	24	25	26	27
28	29	30	31			

## June 2023

Su	M	T	W	Th	F	Sa
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

## August 2022

Su	M	T	W	Th	F	Sa
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

23-25: New Teacher Workshop

26: All Teacher Workshop

29-31: All Teacher Workshop

20: President's Day

## September 2022

Su	M	T	W	Th	F	Sa
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1: All Teacher Workshop

2: 6-12 Teacher Workshop

2, 6: Preschool-5 Connect & Assess\*

5: Labor Day

6: 6-12 First Day of School\*

7: Preschool-5 First Day of School\*

21: MAP Testing Begins

9: 9-12 Conferences 4pm-8pm

10: Preschool-12 Prof. Dev. Day

24: ACCESS Testing Ends

22: Preschool Conf. (day & evening)

22: PreK-8 Conf. (evening)

23: Preschool-8 Conf. (day & evening)

24: Preschool-12 Conf. Comp. Day

27-31: Spring Recess

## October 2022

Su	M	T	W	Th	F	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

6: 9-12 Conferences 4pm-8pm

12: MAP Testing Ends

20-21: Teacher Convention

6: MCA Testing Begins

7: End of Qtr 3 / Midterm

27: 9-12 Conferences 4pm-8pm

## November 2022

Su	M	T	W	Th	F	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

3: Preschool-8 Conf. (evening)

4: Preschool Conf. (day)

7: Preschool-8 Conf. (day & evening)

8: Preschool-12 Prof. Dev. Day

11: End of Qtr 1 / Midterm

23: Preschool-12 Conf. Comp Day

23-25: Thanksgiving Holiday

5: MCA M&R Testing Ends

8: MAP Testing Begins

12: MCA Science Testing Ends

12: 6-12 Prof. Dev. Day

26: MAP Testing Ends

29: Memorial Day

## December 2022

Su	M	T	W	Th	F	Sa
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1: 9-12 Conferences 4pm-8pm

22-30: Winter Recess

8: Last Day of School

9: RHS Graduation

9: Preschool-12 Tchr Workshop

Student Instructional Days = PreK-8 170 days; 9-12 171 days

  = Start and End dates

  = No school entire district

  = No school partial district

\*First day of school: Students in grades 6-12 begin Tuesday, Sept. 6, 2022, Students in grades PreK-5 begin Wednesday, Sept. 7, 2022.  
Families with PreK-8 students will receive information over the summer about Connect & Assess family meetings that will take place on Friday, Sept. 2, 2022 and Tuesday, Sept. 6, 2022 prior to their first day of school.

**NEW BUSINESS - FOR ACTION**

**Agenda Item VI.E.**

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 7, 2022**

**SUBJECT: RESOLUTION DISCONTINUING POSITIONS FOR 2022-2023**

(Recommended by Superintendent)

That the Board of Education approve the attached resolution which eliminates certified positions within specific licensure areas as recommended to achieve the necessary staffing for 2022-2023.

**Background Information**

(Prepared by Craig Holje)

9.69 FTE certified positions need to be eliminated for the 2022-2023 school year in order to adjust staffing to the projected student enrollment and the associated revenue in the formula allowance. In addition, staffing also addresses fluctuation in grade levels and course registrations. Adjustments were also made to account for program needs and necessary budget reductions.

2022-2023 staffing will maintain current average class sizes. Staffing may be increased later this spring once additional revenue and student registration information is available.

**Attached:**

Resolution Discontinuing Positions for 2022-2023

## RESOLUTION DISCONTINUING POSITIONS

WHEREAS financial limitations, because of multiple factors including enrollment changes, applicable to Independent School District No. 280 (Richfield) have restricted the amount of revenue available to the School District in the school year 2022-2023; and

WHEREAS a need exists to provide a sound educational program commensurate with the financial resources available; and

NOW THEREFORE BE IT RESOLVED that the position(s) of:

<b>Elementary/Secondary FTE Reductions:</b>	
Art	.7
Career and Technical Education	.36
Elementary Education	6.0
Global Language/French	.18
Global Language/German	.27
Mathematics	.18
Music	1.0
Physical Education	1.0
<b>Total :</b>	<b>9.69</b>

be and the same hereby is/are discontinued pursuant to the provision of Minn. Stat. Sec. 122A.40.

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Clerk

\_\_\_\_\_  
Date

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 7, 2022**

**SUBJECT: NOTICE OF RESOLUTION PROPOSING TO DISCONTINUE  
TEACHING CONTRACTS AND TO PLACE TEACHERS ON  
UNREQUESTED LEAVE OF ABSENCE**

(Recommended by Superintendent)

That the Board of Education approve the attached resolutions proposing to discontinue the teaching contracts and to place the teachers on unrequested leave of absence.

**Attached:**

Resolutions Proposing to Discontinue Teaching Contracts

**RESOLUTION PROPOSING TO DISCONTINUE  
THE TEACHING CONTRACT OF**

**Kari Taylor**

**BY PLACING SUCH TEACHER ON  
UNREQUESTED LEAVE OF ABSENCE**

WHEREAS the School Board of Independent School District No. 280 has determined that it is necessary to reduce the number of teachers employed in the School District because of financial limitations or the need to discontinue positions; and

WHEREAS the School Board of Independent School District No. 280 has discontinued the position of **Elementary Music** because of financial limitations or the need to discontinue positions; and

WHEREAS **Kari Taylor** appears to be the teacher whose contract must be discontinued by operation of the seniority provision contained in the Master Agreement entered into between the Richfield School Board and the Education Richfield;

NOW THEREFORE BE IT RESOLVED by the School Board of Independent School District No. 280 as follows:

(1) The continuing contract of **Kari Taylor**, a teacher in said school district is proposed to be discontinued and said teacher is proposed to be placed on unrequested leave of absence, effective at the beginning of the **2022-2023** school year pursuant to Article X, Section 9 or 10, of the Master Agreement between the School Board of the Richfield School District and the Education Richfield.

(2) That written notice be sent to said teacher regarding the proposed discontinuance and placement on unrequested leave of absence.



RESOLUTION PROPOSING TO DISCONTINUE  
THE TEACHING CONTRACT OF

**Adam Sorenson**

BY PLACING SUCH TEACHER ON  
UNREQUESTED LEAVE OF ABSENCE

WHEREAS the School Board of Independent School District No. 280 has determined that it is necessary to reduce the number of teachers employed in the School District because of financial limitations or the need to discontinue positions; and

WHEREAS the School Board of Independent School District No. 280 has discontinued the position of **Elementary Art** because of financial limitations or the need to discontinue positions; and

WHEREAS **Adam Sorenson** appears to be the teacher whose contract must be discontinued by operation of the seniority provision contained in the Master Agreement entered into between the Richfield School Board and the Education Richfield;

NOW THEREFORE BE IT RESOLVED by the School Board of Independent School District No. 280 as follows:

- (1) The continuing contract of **Adam Sorenson**, a teacher in said school district is proposed to be discontinued and said teacher is proposed to be placed on unrequested leave of absence, effective at the beginning of the **2022-2023** school year pursuant to Article X, Section 9 or 10, of the Master Agreement between the School Board of the Richfield School District and the Education Richfield.
- (2) That written notice be sent to said teacher regarding the proposed discontinuance and placement on unrequested leave of absence.

**NEW BUSINESS - FOR ACTION**

**Agenda Item VI.G.**

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 7, 2022**

**Subject: Donations**

(Recommended by the Superintendent)

That the Board of Education accept the following donations with gratitude.

**Richfield Middle School** received donations totaling \$1,198.00 from the Assistance League of Minneapolis-St. Paul for arts programming.

**The RPS General Fund** received donations totaling \$50.00 from Michelle Burnside of Richfield and \$20.00 from Lisa Ferrara of Freehold, NJ.