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*

If you require a reasonable accommodation in order to attend the board meeting or view the livestream, please contact Board Secretary Cassandra Quam at cassandra.quam@rpsmn.org or 612-798-6012 at least 24 hours before the meeting.

Tuesday, February 17, 2026
7 p.m. School Board Meeting

I. CALL TO ORDER

II. REVIEW AND APPROVAL OF THE AGENDA

III. INFORMATION AND PROPOSALS -- NON-ACTION ITEMS

A. Public Comment

B. Superintendent Update (pages 9-77)

1. IPAC & Native American/Indigenous Education Presentation (pages 10-55)
2. Student Support Services Presentation (pages 56-71)
3. Update on Temporary Online Program and Supports (pages 72-77)

C. Commendation (page 78)

IV. CONSENT AGENDA

A. Routine Matters (pages 79-91)

1. Minutes of the Regular Meeting held February 2, 2026 (pages 80-86)
2. General Disbursements as of 2/5/26 in the Amount of $410,886.42 (pages 87-91)

B. Personnel Items (page 92)
C. Pay Equity Compliance Report (pages 93-95)

V. OLD BUSINESS

A. Policy 406: Professional Learning & Administrative Guideline 406.1 (pages 96-109)

VI. NEW BUSINESS

A. Authorization to Proceed with District Office Enclosed Offices Completion Project (pages 110-112)

B. Policy 701: Budget and Fund Reserves & Administrative Guideline 701.1 (pages 113-126)

C. Policy 413: Staff Use of School Facilities & Administrative Guideline 413.1 (pages 127-133)

D. Donations (page 134)

VII. ADVANCE PLANNING

A. Legislative Update

B. Information and Questions from Board

C. Suggested/Future Agenda Items

D. Future Meeting Dates

3-2-2026	7 p.m.	Regular Board Meeting
3-16-2026	7 p.m.	Regular Board Meeting – Public Comment

VIII. ADJOURN REGULAR MEETING

INFORMATION AND PROPOSALS – NON-ACTION ITEMS **Agenda Item II.A.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 17, 2026

Subject: Ongoing Data Reference List

Acronyms:

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

ABE:	Adult Basic Education
AC:	All Conference
ACCESS:	Assessing Comprehension & Communication in English State-to-State
ACHM:	All Conference Honorable Mention
ADA:	Americans with Disabilities Act
ADM:	Average Daily Membership
A.I.:	American Indian
A.I.:	Artificial Intelligence
A&I:	Achievement & Integration
ALC:	Area Learning Center
AMSD:	Association of Metropolitan School Districts
AP:	Advanced Placement
AP:	Assistant Principal
APBP:	Association of Pedestrian and Bicycle Professionals
BGC:	Background Check
BGC:	Boys & Girls Club
BIPOC:	Black, Indigenous, and People of Color
BILT or ILT:	(Building) Instructional Leadership Team
BLT:	Beacons Leadership Team
BOLT:	Building Operational Leadership Team
BPH:	Bloomington Public Health
C&A:	Connect & Assess
CACR:	Comprehensive Achievement and Civic Readiness (previously World's Best Workforce)
CAREI:	Center for Applied Research & Educational Improvement
CASEL:	Collaborative for Academic, Social, and Emotional Learning
CBM:	Curriculum Based Measurement

CCR:	Career & College Readiness
CDC:	Centers for Disease Control
CE:	Community Education
CIS:	College in the Schools
CPR & AED:	Cardiopulmonary Resuscitation & Automated External Defibrillator
DA:	Dream Act
D.O.:	District Office
DSLN:	District Summer Learning Network
EAP:	Employee Assistance Program
ECFE:	Early Childhood Family Education
ECSE:	Early Childhood Special Education
ELA:	English Language Arts
EL or ELL:	English Learner or English Language Learner
ESSA:	Every Student Succeeds Act
ESST:	Earned Sick and Safe Time
ESL:	English as a Second Language
ESY:	Extended School Year
FAFSA:	Free Application for Federal Student Aid
FFVP:	Fresh Fruit and Vegetable Program
F/R or FRP:	Free/Reduced or Free and Reduced Price (usually referring to eligible students)
FTE:	Full-Time Equivalent
FY:	Fiscal Year
GASB:	Governmental Accounting Standards Board
GLOW:	Gay, Lesbian or Whatever (LGBTQ+/allies student group)
GPA:	Grade Point Average
HHM:	Homeless/Highly Mobile
HR:	Human Resources
HSSC:	Hennepin South Services Collaborative
HVAC:	Heating, Ventilation, & Air Conditioning
IEP:	Individualized Education Plan
IHP:	Individual Healthcare Plan
IPAC:	Indigenous Parent/Guardian Advisory Committee
IT:	Instructional Technology
LAN:	Local Area Network
LETRS:	Language Essentials for Teachers of Reading and Spelling
LGBTQ+ or LGBTQIA+:	Lesbian, Gay, Bisexual, Transgender, Queer, and others or Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and others
LOR:	Local Optional Revenue
LTD:	Long Term Disability
LTFM:	Long-Term Facilities Maintenance
MASA:	Minnesota Association of School Administrators
MASMS:	Minnesota Educational Facilities Management Professionals Association

MCA:	Minnesota Comprehensive Assessments
MDE:	Minnesota Department of Education
MDH:	Minnesota Department of Health
MIEA:	Minnesota Indian Education Association
MIRA:	Módulo de información recursos y apoyo (CE partner)
MLL:	Multilingual Learning
MnDOT:	Minnesota Department of Transportation
MNEEP:	Minnesota Education Equity Partnership
MOA:	Memorandum of Agreement
MSBA:	Minnesota School Boards' Association
MSHSL:	Minnesota State High School League
MTSS:	Multi-Tiered Systems of Support
MVP:	Most Valuable Player
NA/I:	Native American/Indigenous
NCTM:	National Council of Teachers of Mathematics
NSBA:	National School Boards' Association
NSPRA:	National School Public Relations Association
NWEA-MAP	Northwest Evaluation Association-Measures of Academic Progress
OPEB:	Other Post-Employment Benefits
OSHA:	Occupational Safety and Health Administration
OW:	Outreach Worker
PAG:	Parent Advisory Group
PD:	Professional Development
PICA:	Parents in Community Action (Head Start organization)
PLC:	Professional Learning Community
PSEO:	Postsecondary Enrollment Options
PTO or PTSO:	Parent-Teacher Organization or Parent-Teacher-Student Organization
POS:	Point of Sale
POY:	Player of the Year
Q Comp:	Alternative Teacher Professional Pay System
RCEP:	Richfield College Experience Program
RDLS:	Richfield Dual Language School
READY:	Residents Encouraging Asset Development in Youth
RFP:	Request for Proposal
RHRC:	Richfield Health Resource Center
RHS:	Richfield High School
RLFA:	Richfield Latino Family Association
RMS:	Richfield Middle School
ROAR:	Rapid Online Assessment of Reading
RPS:	Richfield Public Schools
SAEBRS:	Social, Academic, and Emotional Behavior Risk Screener
SBG:	Standards-Based Grading
SEC:	South Education Center
SEIU:	Service Employees International Union

SEL:	Social-Emotional Learning
SLA:	Spanish Language Arts
SPED:	Special Education
SRTS:	Safe Routes to School
STAR:	Standardized Test for Assessment of Reading
STAT:	Student and Teacher Assistance Team
STEM:	Science, Technology, Engineering, and Math
SWBE:	Schoolwide Behavior Expectations
SY:	School Year
T&L:	Teaching & Learning
TMC:	Tri-Metro Conference
T Plus or T+	Transition Plus
TS GOLD:	Teaching Strategies GOLD® Assessment
UFARS:	Uniform Financial Accounting and Reporting Standards
VEBA:	Voluntary Employees' Beneficiary Association
VPK:	Voluntary Prekindergarten
WIDA:	World-Class Instructional Design & Assessment
WIN:	What I Need
YTD:	Year-to-Date

RPS Student and Staff Demographic Data:

2025-2026 Student Data

3,986 Students Districtwide

- 3,835 Traditional Count
    - 1,707 Elementary (K-5) Average Class Size = 22.17
    - 748 Middle (6-8) Average Class Size = 23.07
    - 1,246 High (9-12) Average Class Size = 25.24
    - 103 Prekindergarten (16 ECSE VPK)
    - 31 Transition+
- 151 Voluntary Prekindergarten (VPK)

Student Diversity (based on state/federal categories*)

- BIPOC: 71.25%
    - American Indian or Alaska Native: 1.13%
    - Asian: 3.31%
    - Hispanic: 45.06%
    - Black or African American: 13.62%
    - Native Hawaiian or Other Pacific Islander: 0.05%
    - 2 or More Races: 8.08%
- White: 28.75%

*Understanding state/federal student race categories: The federal data collection of race/ethnic data requires a two-part question. The first part asks if the student is

Hispanic/Latino. The federal government considers Hispanic/Latino to be an ethnicity. The second part requests at least one of the following be selected: American Indian, Asian, Black or African American, Native Hawaiian or Pacific Islander, or White. The federal government considers these groups to be races. If a family selects Hispanic/Latino, a student is reported as Hispanic/Latino to the federal level. For example, if a student is indicated as Hispanic/Latino and White, they would be reported as Hispanic/Latino in the state and federal data. If a family selects more than one of the following: American Indian, Asian, Black or African American, Native Hawaiian/Pacific Islander, or White, the student is reported to the federal level as "two or more races." For example, if a student is indicated as both American Indian or Alaska Native and White, they would be reported as "two or more races" in the state and federal data. If families do not fill out the race information, districts are required to decide the federal race/ethnicity questions based on the best information they have and to submit the information to MDE.

English Learners

- ELL: 25.74%
- Non-ELL: 74.26%

Free/Reduced Eligible

- Eligible: 55.7%
- Not Eligible: 44.3%

2025-2026 Staff Data

672 Total Staff Districtwide (629.398 FTE)

- 343 Teachers/Licensed Staff (Non-administrators)
- 121 Paraprofessionals
- 78 Facilities & Transportation
- 44 Administration & Classified Management
- 39 Nutrition Services
- 25 Administrative Support Professionals
- 11 Outreach Workers
- 11 Other

(Does not include casual, substitutes, or cocurricular assignments)

Staff Diversity (based on self-reported categories)

- BIPOC: 27.97%
    - Hispanic/Latino: 15.03%
    - Black/African American: 5.8%
    - Asian: 3.27%
    - Multiracial: 2.53%
    - American Indian/Alaskan: 1.34%
- White: 72.02%

INFORMATION AND PROPOSALS – NON-ACTION ITEMS **Agenda Item II.B.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 17, 2026

Subject: Ongoing Board Calendar

Upcoming Events to Attend:

Thursday, February 19: RDLS Family Math Night, 5:30 p.m.
Tuesday, February 24: RMS 6th-Grade Information Night, 6 p.m.

Monday, March 2: School Board Meeting
Thursday, March 5: RHS Empty Bowls Community Art Event, 5 p.m.
Monday, March 16: School Board Meeting
Wednesday, March 18: RMS Chamber Ensembles Recital, 7 p.m.
Tuesday, March 24: Districtwide Choral Festival, 6:10 p.m. @ RHS

Upcoming Holidays, Heritage Months, and Appreciation Days:

February is Black History Month
March is Women's History Month

February 23-27: RPS Employee Appreciation Week
March 1-7: School Social Workers Week

INFORMATION AND PROPOSALS – NON-ACTION ITEMS **Agenda Item III.B.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 17, 2026

Subject: Superintendent Update

Indigenous Education Coordinator Sam Weaver and leaders of the Indigenous Parent/Guardian Advisory Committee will present. Director of Student Support Services Christina Gonzalez will share an update. Superintendent Unowsky will provide information on the temporary online program the District is offering.

Prior to March 1 of each year, the IPAC must meet to discuss whether or not they concur with the educational offerings that have been extended by the District to Native American/Indigenous students. If the IPAC finds that the District and/or school board have been meeting the needs of Native American/Indigenous students, they issue a vote and resolution of concurrence. If they find that the district and/or school board have not been meeting the needs of Native American/Indigenous students, they issue a vote and resolution of nonconcurrence.

The vote and resolution must be presented to the school board by one or more members of the IPAC. The IPAC voted on February 9, 2026, and the vote of concurrence passed.

Attachments:
IPAC & Native American/Indigenous Education Presentation
Student Support Services Presentation
Update on Temporary Online Program and Supports

INDIGENOUS PARENT & GUARDIAN ADVISORY COMMITTEE

Vote of Concurrence

February 2026

The Vote of Concurrence

The Indigenous Parent & Guardian Advisory Committee (IPAC) met on February 9, 2026 to determine if RPS is:

Providing a high quality, culturally relevant & appropriate education to our Indigenous Students

Vote of Concurrence Passed

by a vote of 8 yay and 0 nay

Like last year, this vote comes as a yes AND vote.

Thank you

- Thank you to Rachel Gens, Alex Ward, and team for the thoughtful work in creating datasets that more effectively measure student success and highlight gaps for our Indigenous students.

Yes, AND Vote

- As last year, parents & guardians of Indigenous students recognize and appreciate the work the district has put forth to include a fuller, more accurate history of Indigenous people in Minnesota, and provide representation of Indigenous people in a current world view, not just the past

AND we are trusting that this momentum will continue, because there is

More Work to be Done

IPAC Expectations

1. Deliver better academic outcomes for Indigenous students
2. Develop & deliver curriculum that includes Indigenous history, knowledge, and culture for all students in RPS
3. Provide curriculum and culture training and accountability for all staff, not just classroom teachers
4. Provide culturally relevant curriculum for Indigenous students
5. Hire additional Indigenous staff to support this work

Deliver better academic outcomes for Indigenous students

Indigenous students at RPS are not achieving academic success at the same level as their white counterparts.

- Over 90% of our seniors are currently on track or have a defined pathway to graduate this spring.
- We have seen great progress in proficiency gains in both reading and math across grade levels, however a significant achievement gap still exists between Indigenous and white student outcomes.
- Check-ins have started with secondary students to see how students are progressing and what support they may need.

Develop & deliver curriculum that includes Indigenous history, knowledge, and culture

Only when all students are taught a curriculum that is accurate and inclusive of Indigenous cultures will our Indigenous students get a quality education.

- Successfully added Ojibwe to the Global Languages program in the secondary levels.
    - We request that Dakota also be added to the Global Languages program.
- Continue to review and remove texts being used that have inaccurate or harmful content.

Develop & deliver curriculum that includes Indigenous history, knowledge, and culture (continued)

- We asked that there be an increase to the amount of Indigenous content taught at all grades and across subject areas and that there be transparency in teaching standards and how Indigenous knowledge is incorporated:
    - Staff began tracking utilization and evidence of curricular resources that highlight the contributions and perspectives of Indigenous peoples.
    - Utilization remains low with most grades between 20-30% of teaching staff.

Provide curriculum & culture training and accountability for all staff

All staff engage with students in some way and have an impact on their learning environment at RPS.

- Mandate culture training for all staff in Indigenous ways of being
    - 40% of the licensed staff chose to participate in the Indigenous offerings in the three PD days so far this year.
- Provide relevant subject area training to teaching staff (teachers and other staff that provide academic support) that incorporates Indigenous content e.g. health teacher on health disparities in the Indigenous community
- Provide a mechanism for reporting and re-training staff that are not meeting expectations

Provide culturally relevant curriculum for Indigenous students

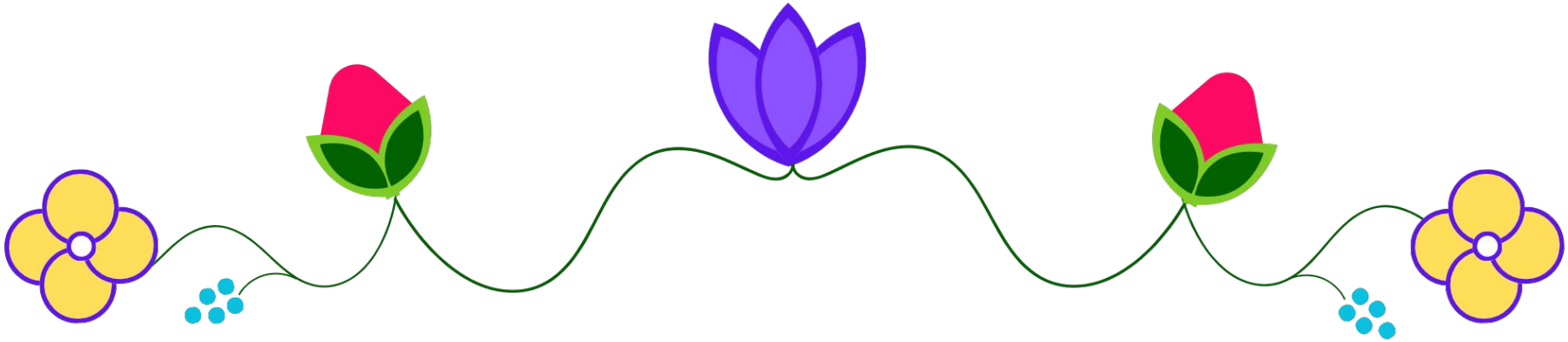
There is generational trauma impacting our student population, from centuries of attempted erasure.

- Family events in the fall were well attended
- Additional in school cultural teaching provided by Bezh (David Butler)
- The cultural events for the winter and early spring have been put on hold due to fear of participation with the current climate

Hire additional Indigenous staff to support this work

This work requires more Indigenous staff.

- Hired an Indigenous staff member to teach Ojibwe and support culture classes.
    - Hire one additional resource to support Indian Education Coordinator at the elementary levels.
- Fairly compensate resources and consider union classification.
- Continue to hire Indigenous consulting resources in reviewing current and developing new content.



We look forward to continuing our partnership

NATIVE AND INDIGENOUS EDUCATION

Program Overview

February 2026

Sam Weaver
White Earth Nation
Anishinaabe


EXIT

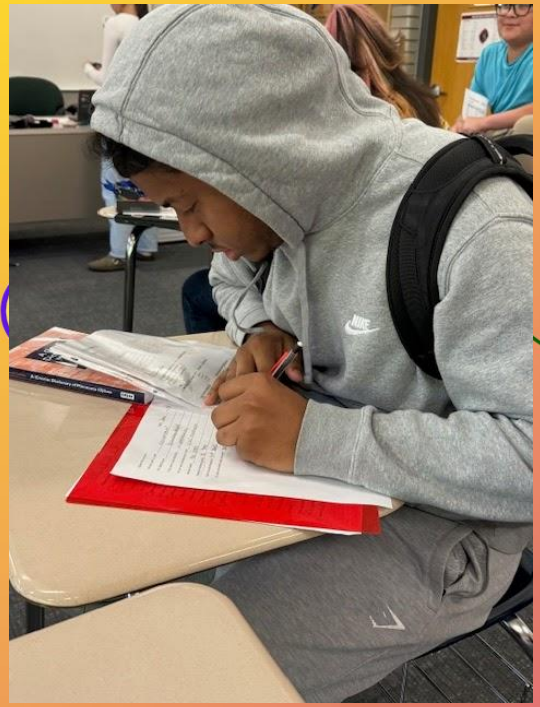

RICHFIELD
PUBLIC SCHOOLS

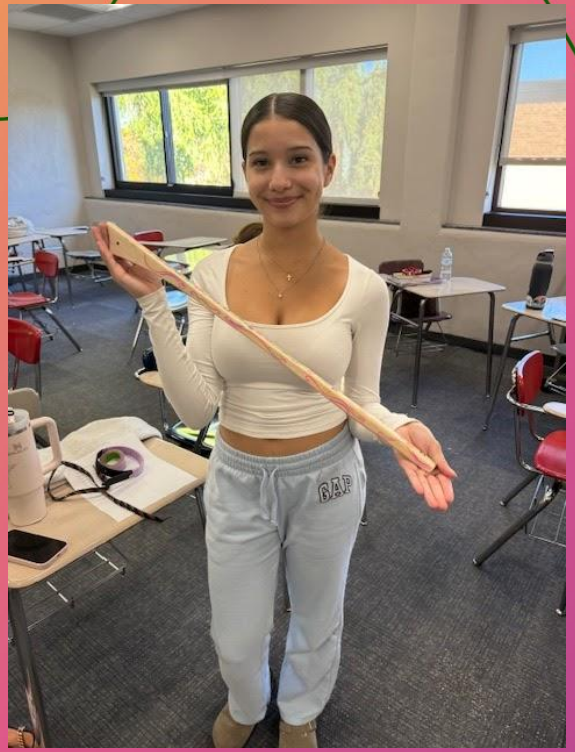


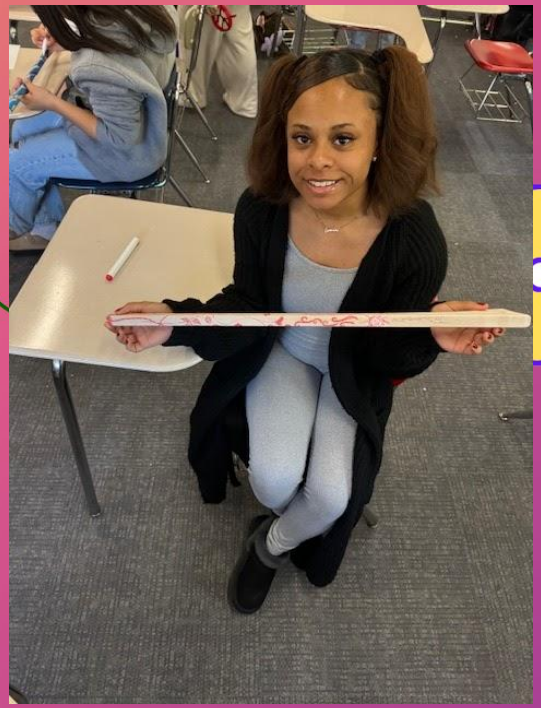

150
SHEETS


STAR
WARS
1977










Safe Kind Respectful








sale






GAP

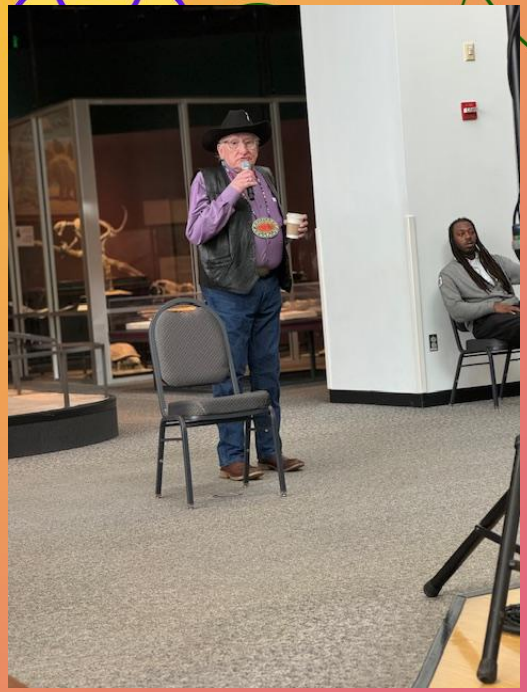









Native Americans in STEM
Red Lake Singers and
Twin Cities Intertribal Drum
& Dance Troupe










Restrooms




Exhibit Elevators




Discovery Hall
MENTORING










RICHFIELD
PUBLIC SCHOOLS




























































TODOS SON
BIENVENIDOS
AQUÍ






Richfield Jr. Princess






VISITORS


VISITORS
























Traditional Beef


16 year old Artist
Saying to her
Since Artist













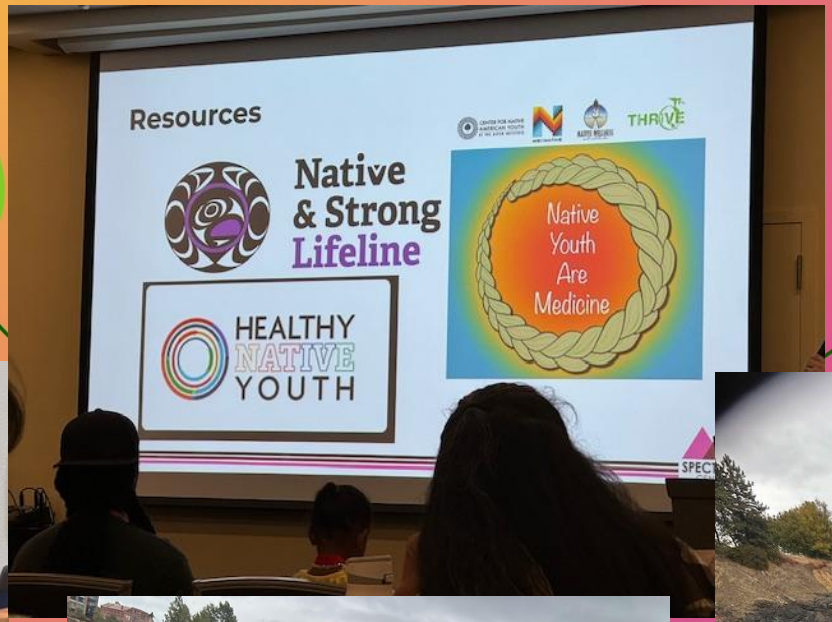











Resources
Native & Strong Lifeline
Native Youth Are Medicine
HEALTHY NATIVE YOUTH


Emotional Healing





Native Student Count

Identified student total (state count):

- SY 22-23, 137 students
- SY 23-24, 152 students
- SY 24-25, 153 students
- SY 25-25, 147 Students

Documented Tribal membership 506 form (qualification for federal funding Title VI):

SY 22-23, 42 forms

- SY 23-24, 58 forms
- SY 24-25, 62 forms
- SY 25-26, 55 forms*

decrease is due to 12 students graduating from high school in SY 24-25

Current # by site:

RHS: 38
RCEP: 3
SEC:3
RMS: 24
Centennial: 15
RSTEM: 29
Sheridan Hills: 10
RDLS: 15
Central Education Center: 3

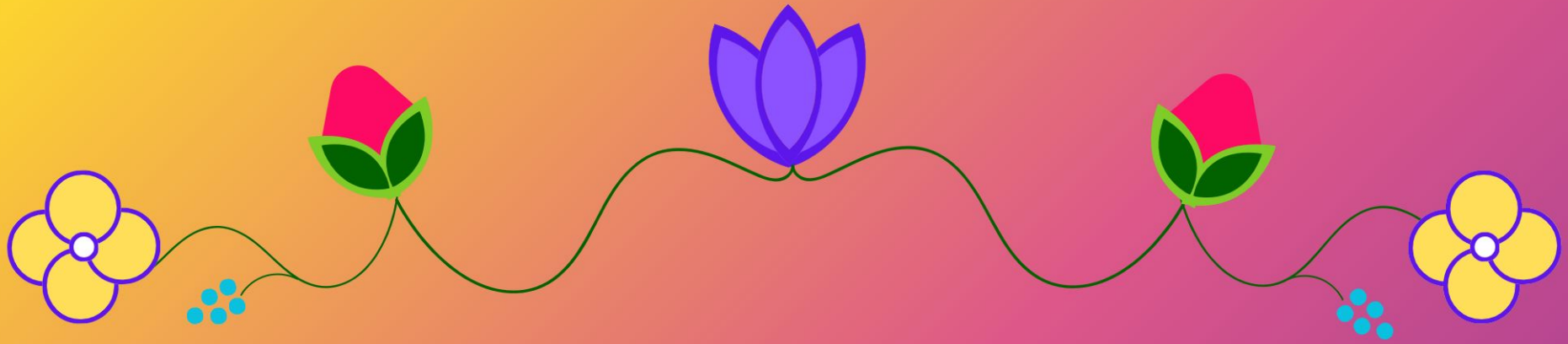
Activities / Events

- Back-To-School backpack and school supplies
- WIN Time Powwow Dance Practice
- WIN Time with Bezh doing Beading activities
- 3rd Annual Powwow
- Sewing Circle
- Natives in STEM
- NIEA : National Indian Education Conference in Spokane Washington.

Upcoming Activities

- Continued Sewing Circle/ Screen Printing Event
  - Due to family interest and positive feedback we will be continuing our sewing circle. We will continue offering these events with appropriate precautions in place to support a safe and comfortable environment for all participants.

- Guided plant walk at Wood Lake - Learn about Dakota plant medicines
- MIEA -41st Annual Minnesota Indian Education Conference
- Graduation Honoring
- Public Hearing
- Hocokata Ti
- Literacy Night
- Valley Fair (RHS Indigenous Students)



Miigwech

Thank you for your support and partnership in serving our Indigenous Students and families.


Enriching and accelerating learning
RICHFIELD
PUBLIC SCHOOLS
Student Support Services
School Board Presentation
February 2026
Enriqueciendo y acelerando el aprendizaje

Safe & Supportive Schools Student Committee

RICHFIELD PUBLIC SCHOOLS

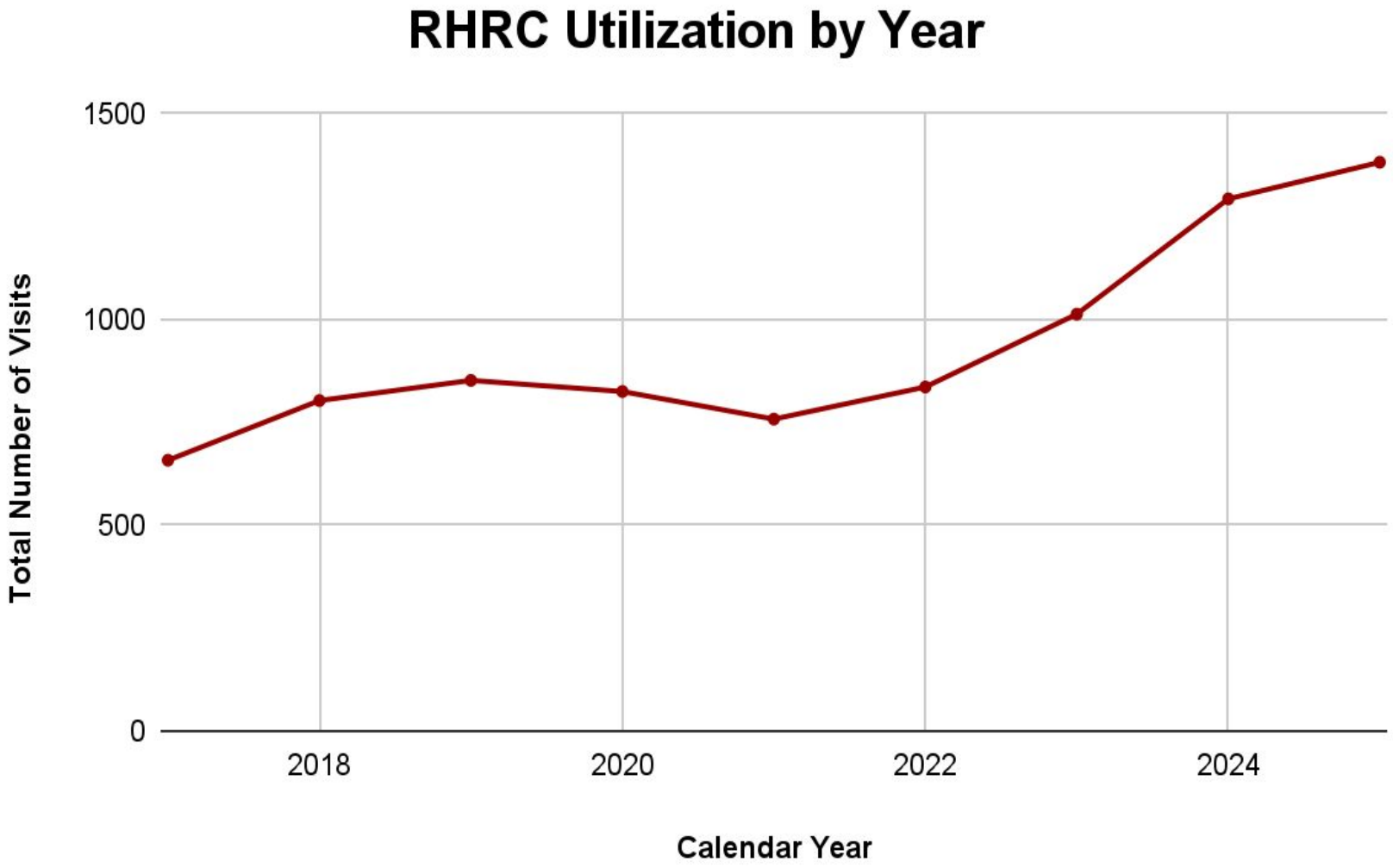
Centering student voices.

Strengthening SEL Systems

Richfield Health Resource Center

RICHFIELD PUBLIC SCHOOLS

- 2017: 658 Total Visits
  - Avg: 55/month
- 2018: 803 Total Visits
  - Avg: 68/month
- 2019: 852 Total Visits
  - Avg: 71/month
- 2020: 825 Total Visits
  - Avg: 69/month
- 2021: 758 Total Visits
  - Avg: 63/month
- 2022: 836 Total Visits
  - Avg: 70/month
- 2023: 1,013 Total Visits
  - Avg: 84/month
- 2024: 1,293 Total Visits
  - Avg: 108/month
- 2025: 1,382 Total Visits
  - Avg: 116/month



SEL Summary



High Fidelity Implementation

Safe Place initiatives are now active in 83% of classrooms, with student understanding of these concepts exceeding 95%.



Culture Shift

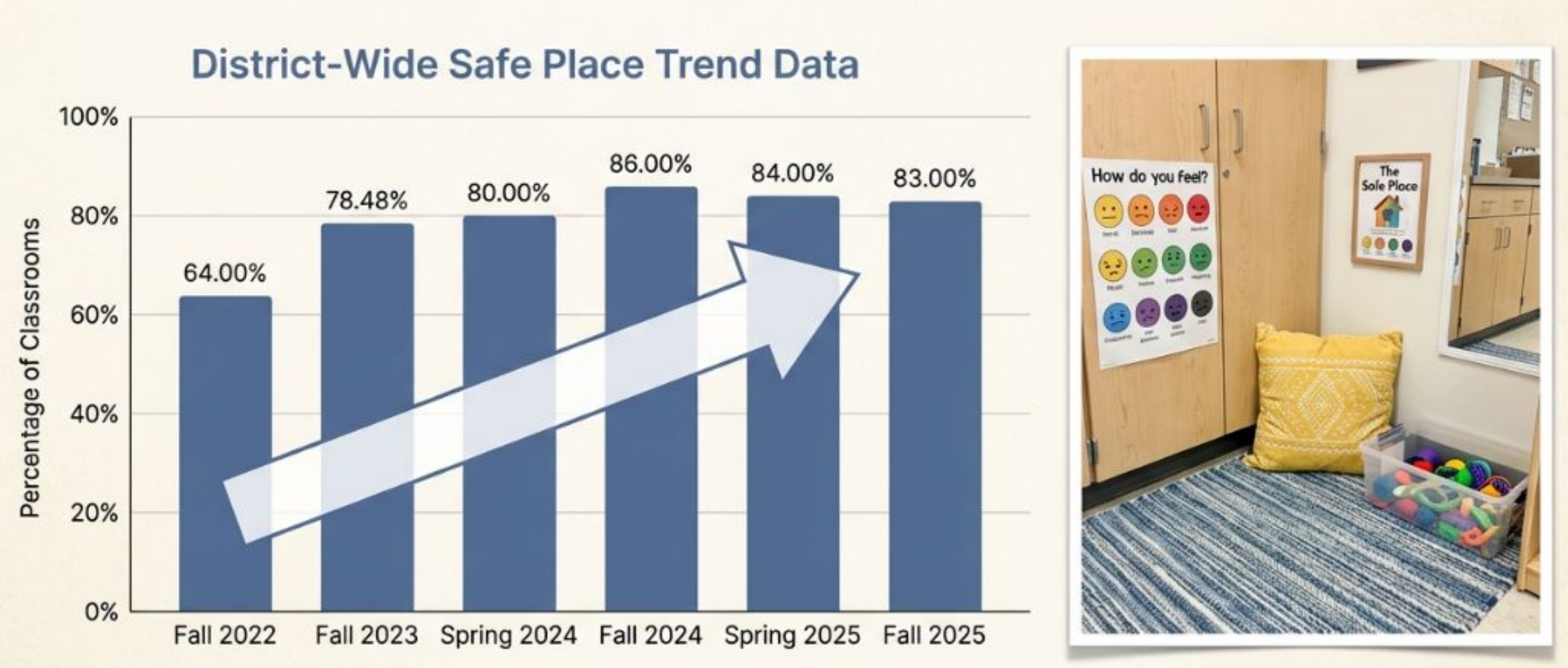
Universal screening rates have reached near-perfect levels, providing clear visibility into student needs, while student identification with "Kind, Responsible, Safe" norms continues to rise.



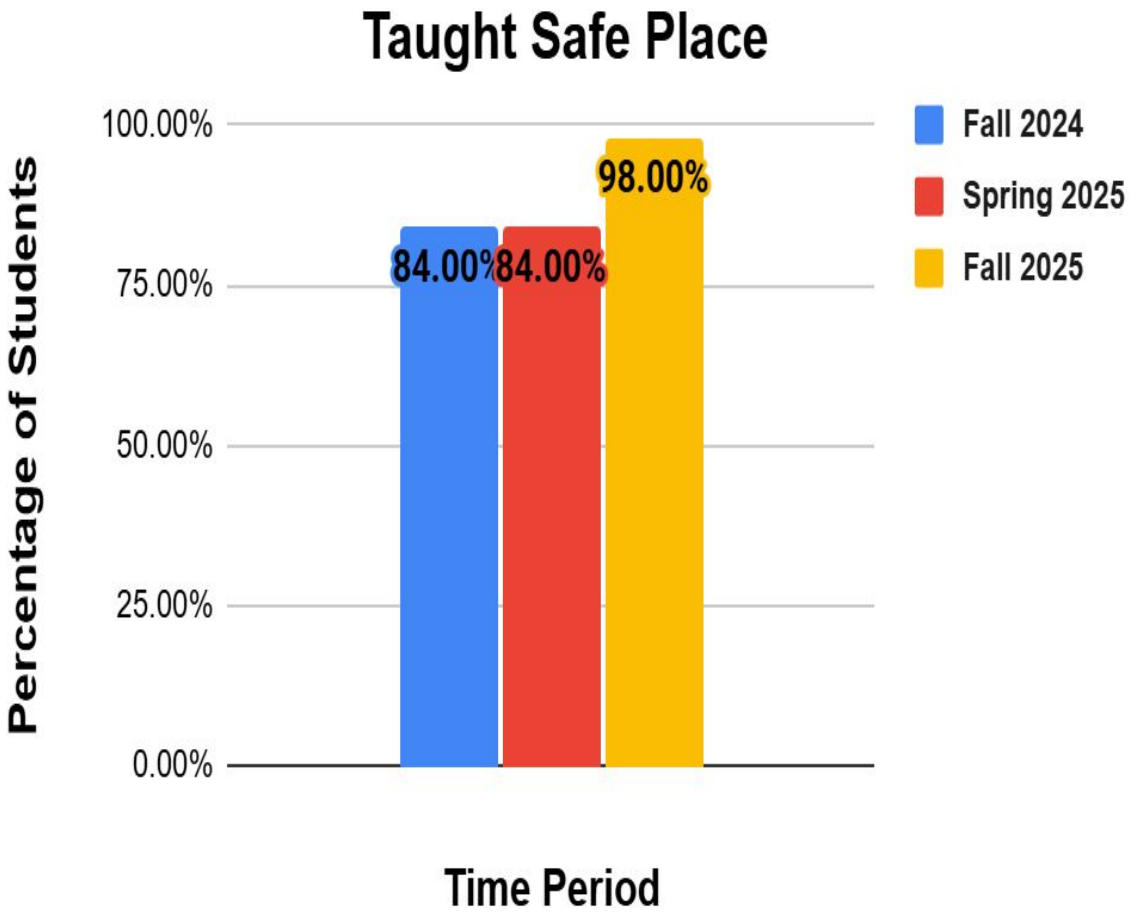
Drastic Reduction in Incidents

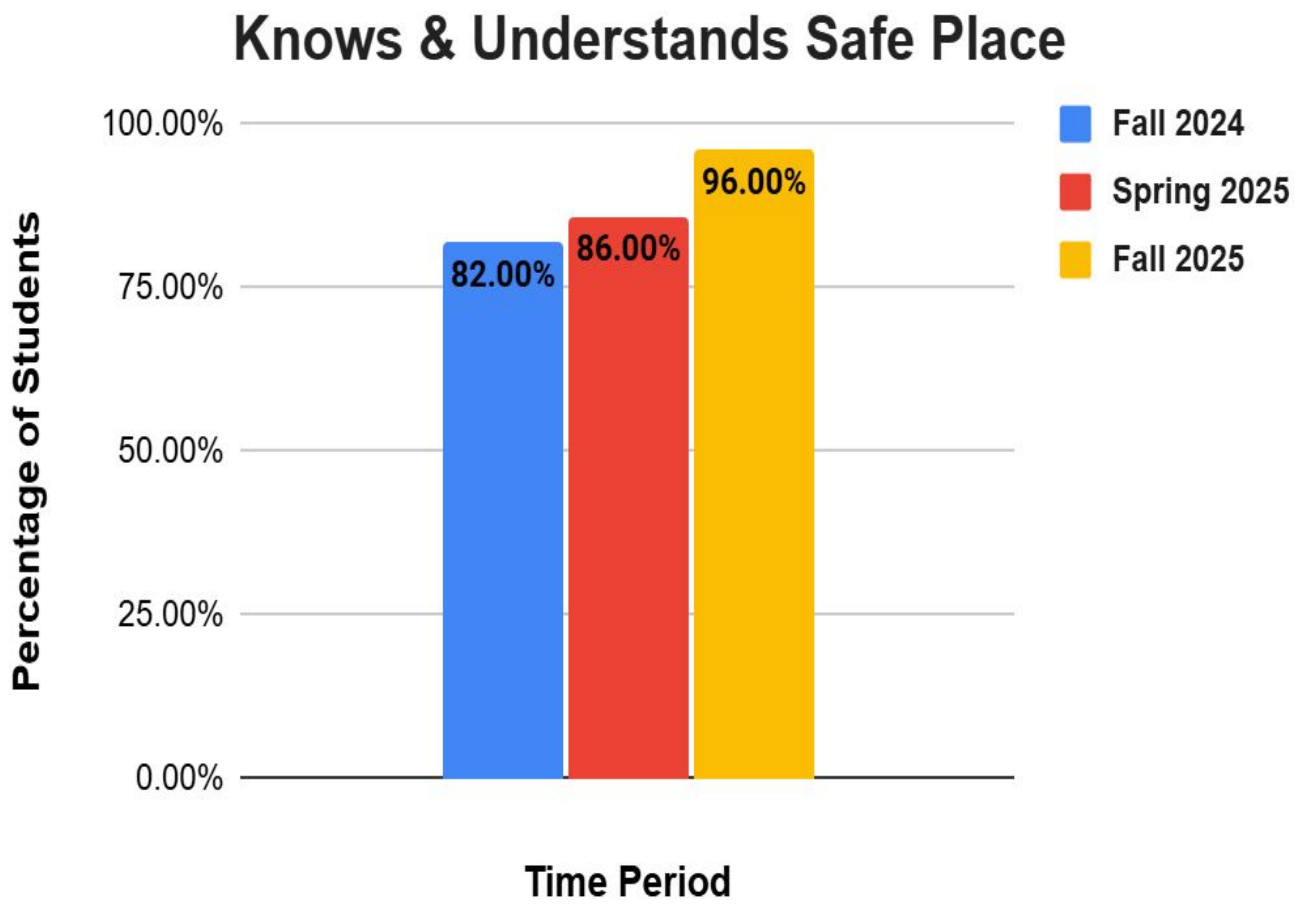
The maturity of these systems has correlated with a massive drop in major behavior incidents—most notably an ~85% reduction at the Elementary level since Fall 2023.

Safe Place Space

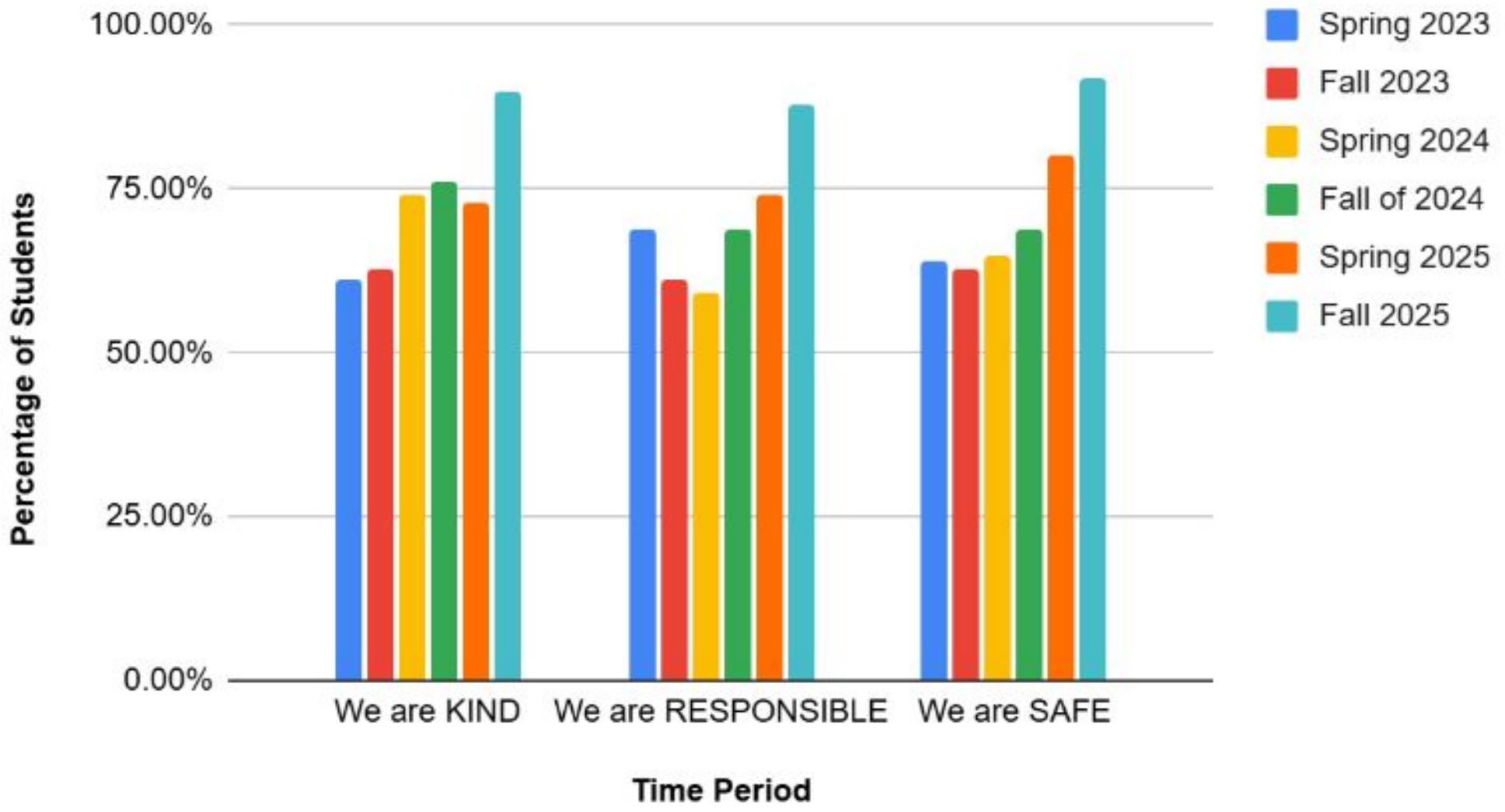


Districtwide Safe Place: Student Interviews

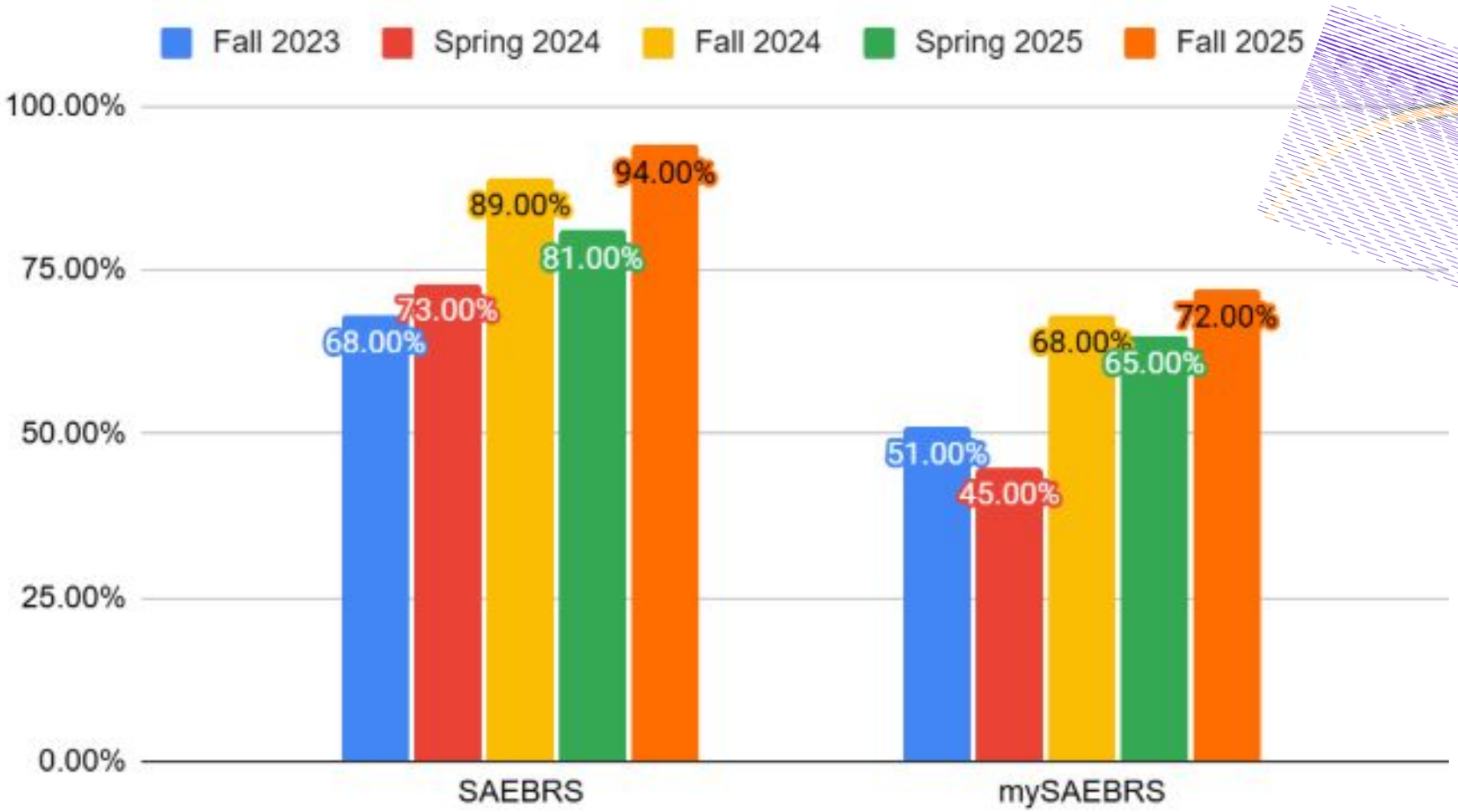




District Schoolwide Behavior Expectations: Identification



Universal Screening: SAEBRS Completion Rates



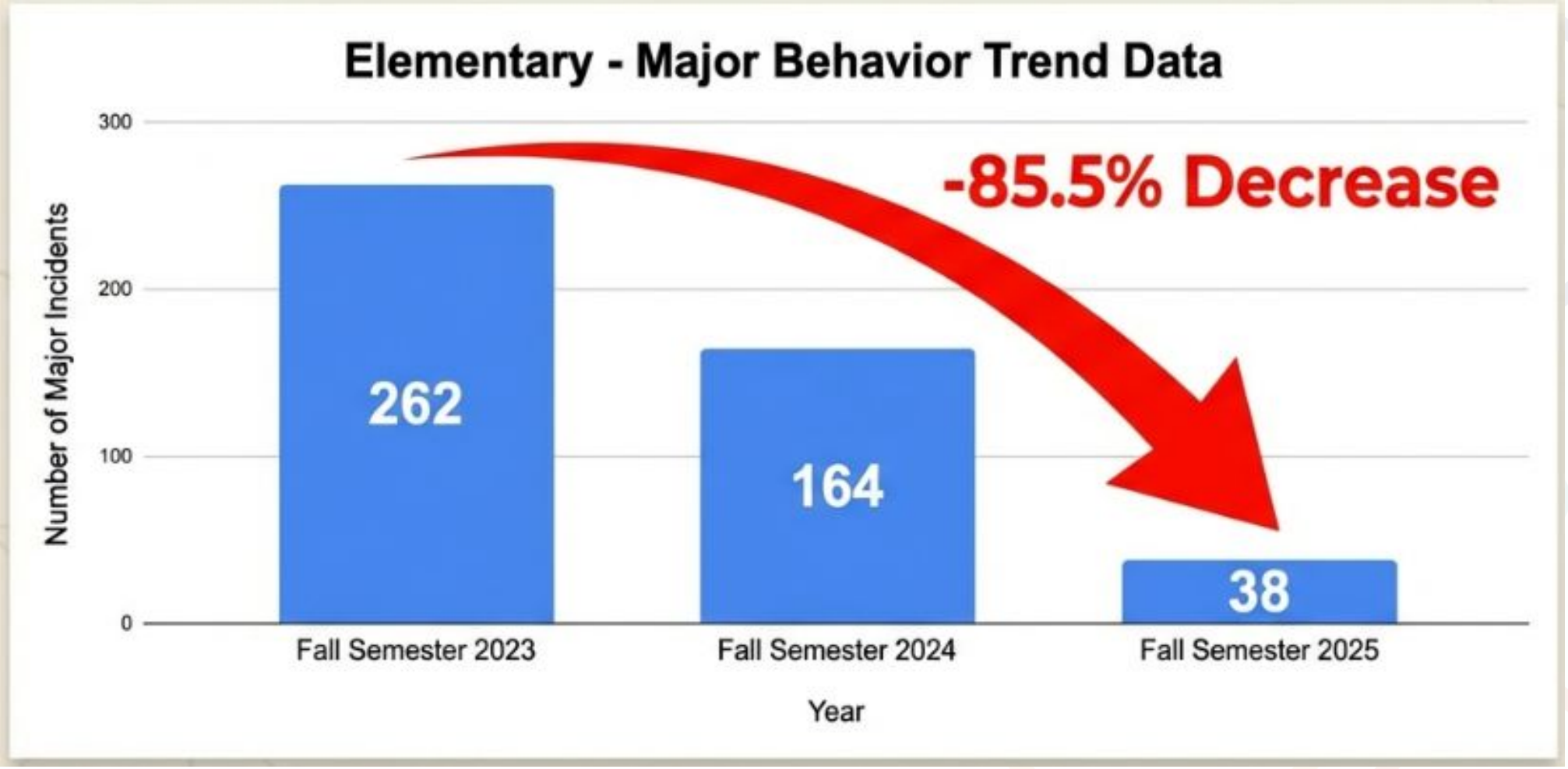
Note: K–1 students are included in this data but did not take the screener.



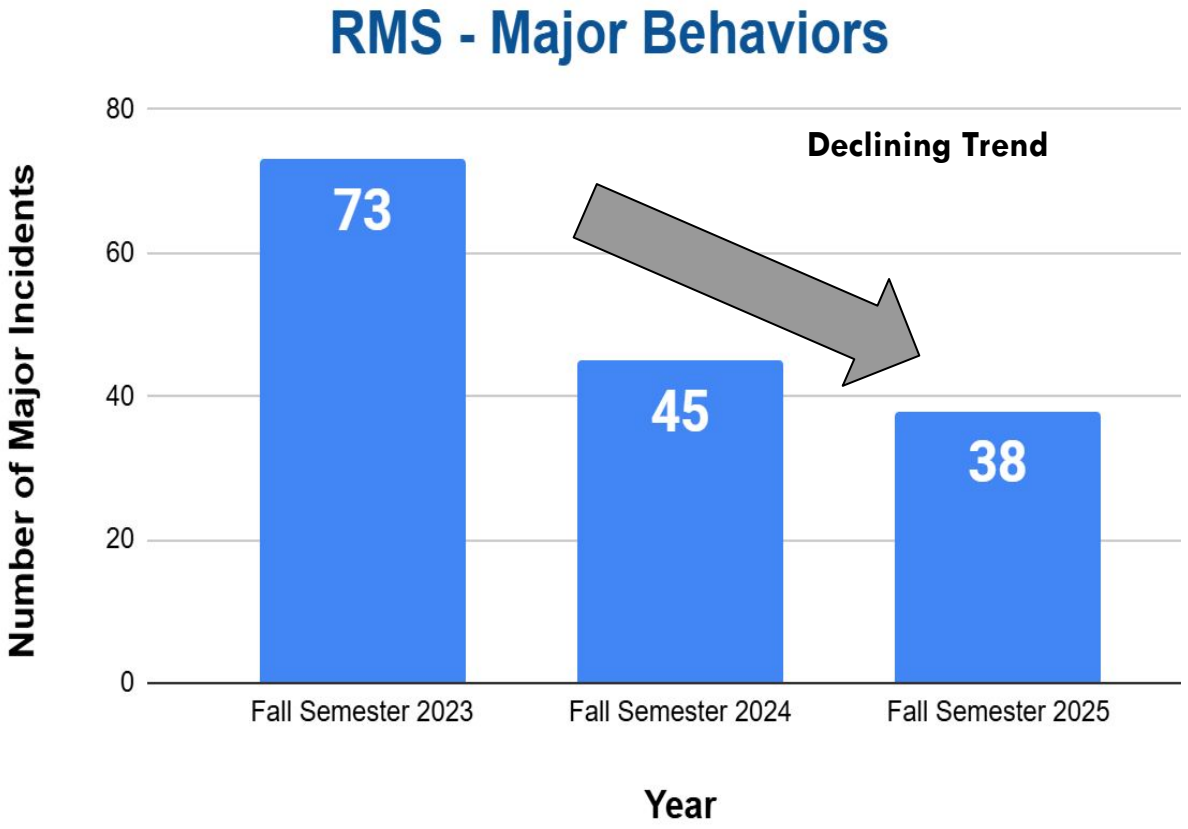
Transforming Student Behavior

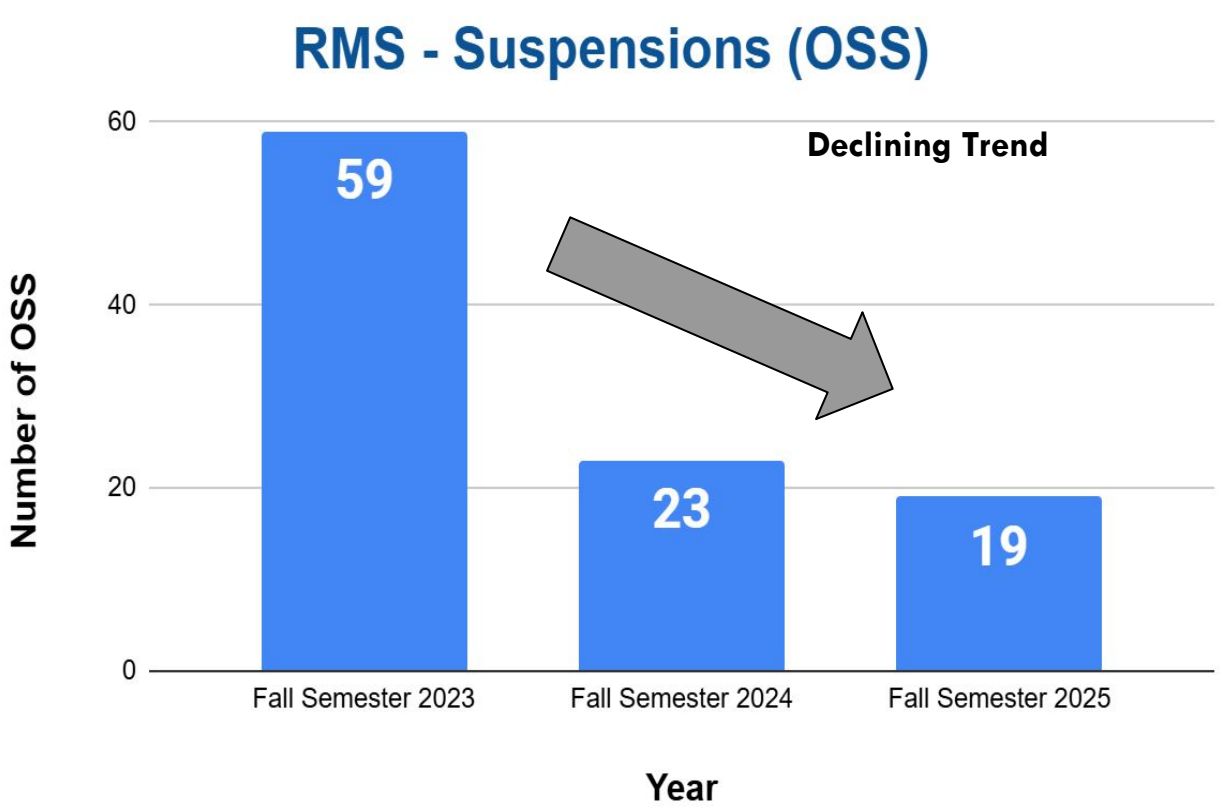
Impact: Elementary

RICHFIELD PUBLIC SCHOOLS

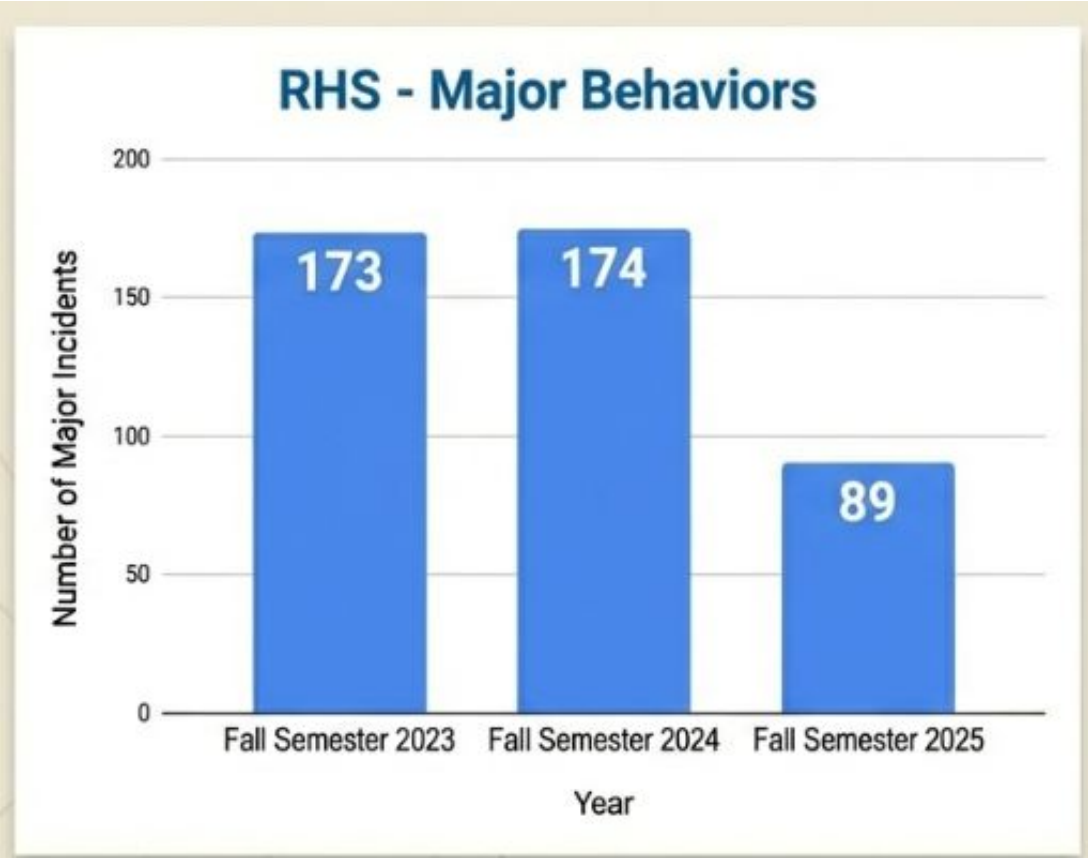


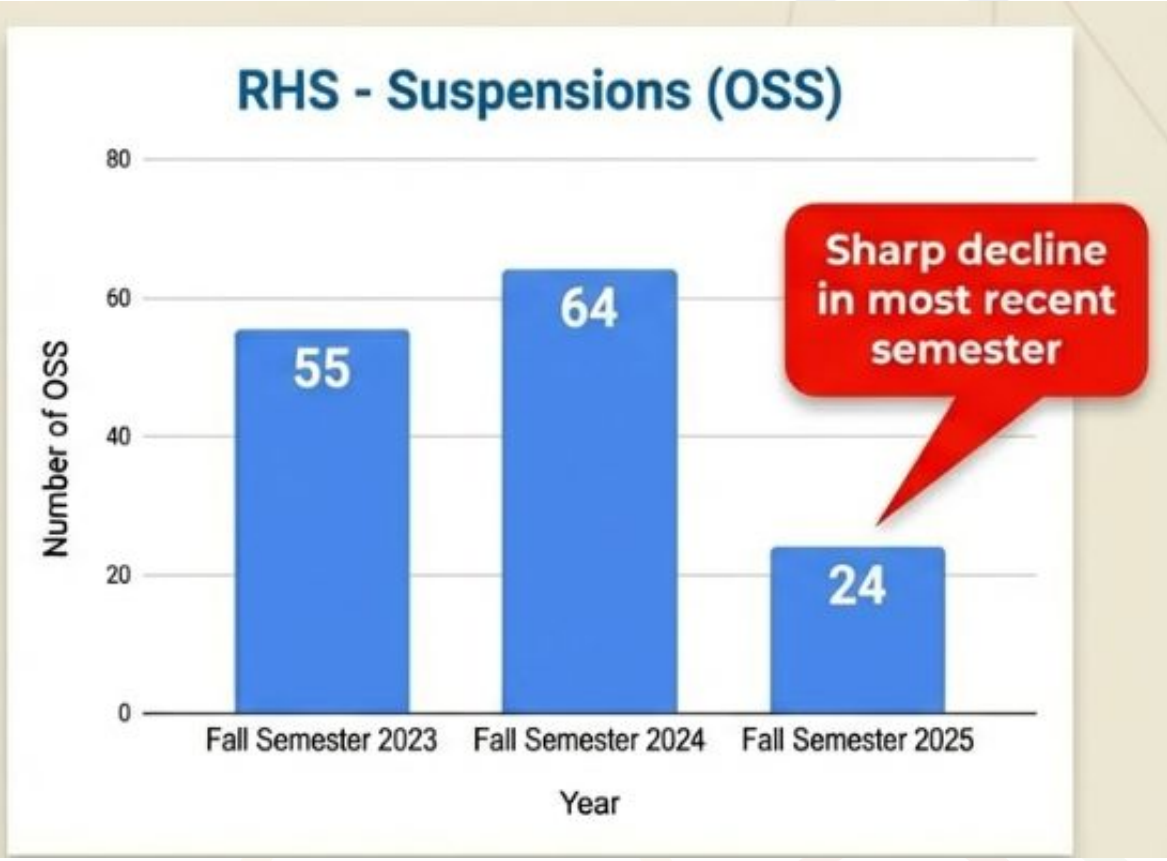
Impact: RMS


RMS - Major Behaviors
Declining Trend
80
60
40
20
0
73
45
38
Fall Semester 2023
Fall Semester 2024
Fall Semester 2025
Number of Major Incidents
Year

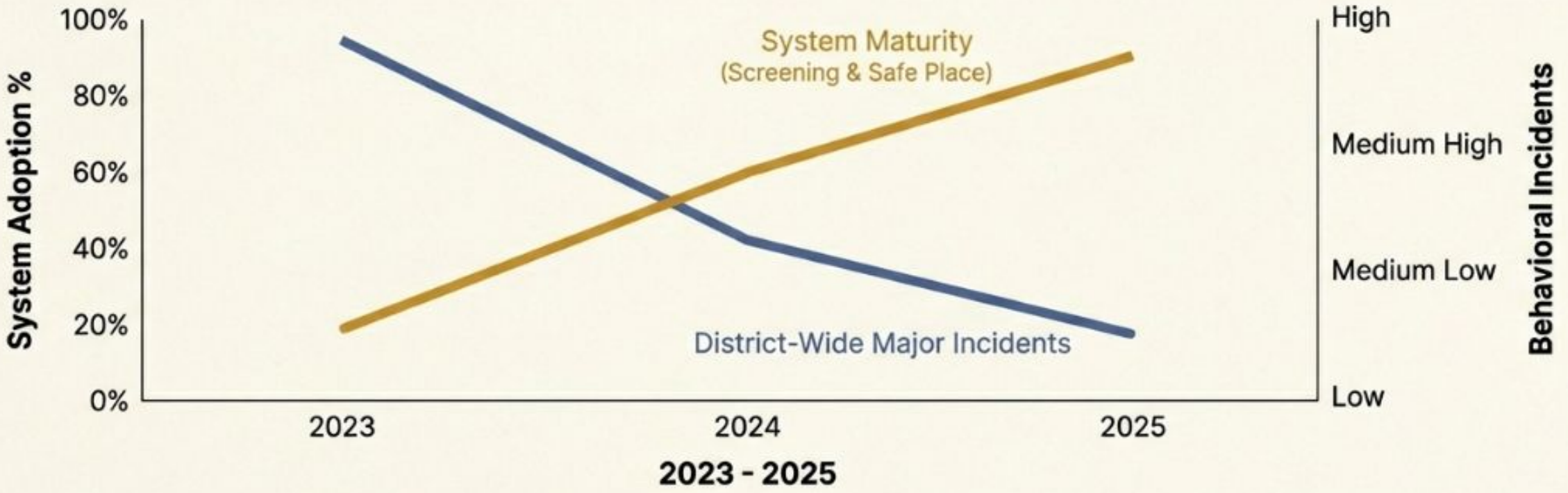

RMS - Suspensions (OSS)
Declining Trend
60
40
20
0
59
23
19
Fall Semester 2023
Fall Semester 2024
Fall Semester 2025
Number of OSS
Year

Impact: RHS


RHS - Major Behaviors
Number of Major Incidents
200
150
100
50
0
173
174
89
Fall Semester 2023
Fall Semester 2024
Fall Semester 2025
Year


RHS - Suspensions (OSS)
Number of OSS
80
60
40
20
0
55
64
24
Sharp decline in most recent semester
Fall Semester 2023
Fall Semester 2024
Fall Semester 2025
Year

Inputs vs. Impact



Data confirms a direct inverse correlation between fidelity of implementation and exclusionary discipline.

Future Work & Opportunities

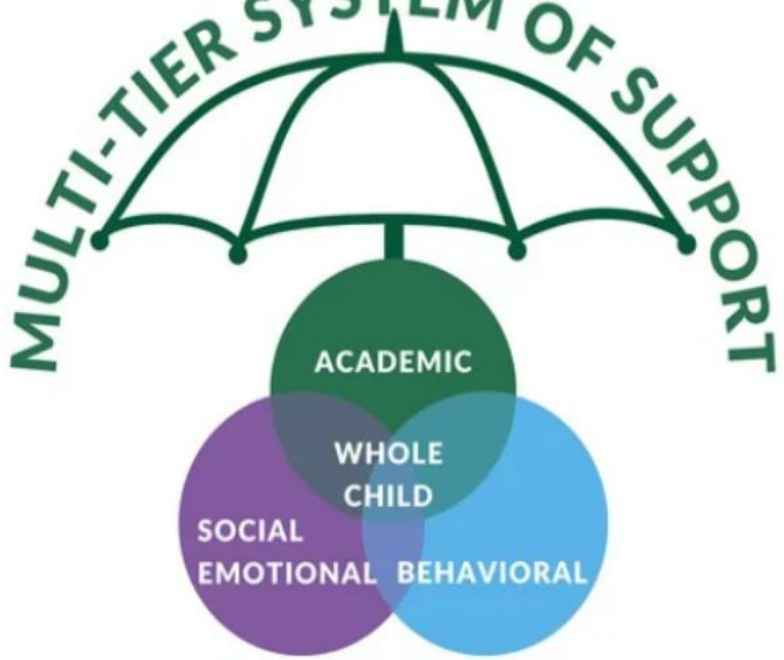
RICHFIELD PUBLIC SCHOOLS



1. Social/Emotional/ Behavioral Teams

2. Progress Monitoring





3. MTSS: Merging SEB and Academic Systems/Supports

In Gratitude

RICHFIELD PUBLIC SCHOOLS

The world we believe in
becomes the world we live in.

Enriching and accelerating learning

RICHFIELD
PUBLIC SCHOOLS

Temporary Online Program

Supt. Steve Unowsky

2/17/26

Enriqueciendo y acelerando el aprendizaje

Temporary Online Program - Version 2

RICHFIELD PUBLIC SCHOOLS

- We are offering an extension of our temporary online program for families who do not feel safe sending their students to school.
- This version is anticipated to run through February 27.
- The elementary program is remaining the same as it has been for the past month, with increased synchronous instruction and academic improvements.
- Secondary schools are using grade-level teams or concurrent teaching models to balance in-person and online learning. This will provide additional synchronous time for our secondary students who are enrolled in online.

Temporary Online Program - Elementary

RICHFIELD PUBLIC SCHOOLS

- Offerings at the elementary level are staying the same as they have been for the past month, with increased synchronous instruction and academic improvements.
- Teachers at RDLS and R-STEM spent the day on Friday preparing additional packets and online lessons for elementary online students.
- Distribution of new learning packets is occurring Tuesday (today) and Wednesday.
- Teachers at all elementary schools are collaborating toward the increase of synchronous instruction and academic improvements.
- Planned re-rostering of elementary classrooms has been canceled.

Temporary Online Program - Secondary

RICHFIELD PUBLIC SCHOOLS

- At middle school, some classes have been re-rostered to allow a number of teachers to do synchronous online classes. Some of those online teachers are working with multiple grade levels.
  - Students receive daily synchronous core instruction in ELA/SLA, math, social studies, and science
  - EL and SPED teachers provide additional instruction online and in person
  - Exploratory teachers provide asynchronous assignments and additional support
- At high school, online students will receive synchronous instruction for half of their classes on Mondays and Thursdays, the other half of their classes on Tuesdays and Fridays, and support services (SPED, EL, intervention, general content support) on Wednesdays.
- Re-rostering of students occurred at RMS, while RHS students retain their teachers.

Temporary Online Program - Current Data

RICHFIELD PUBLIC SCHOOLS

Total Students Enrolled in Online:

- Central: 11
- Centennial: 42
- RDLS: 53
- R-STEM: 34
- Sheridan: 9
- RCEP: 3
- RMS: 127
- RHS: 182
- T+: 3

Total: 464

48% of the students who had been learning online have opted to return to school in person.

Enriching and accelerating learning

RICHFIELD
PUBLIC SCHOOLS

Questions?

Enriqueciendo y acelerando el aprendizaje

INFORMATION AND PROPOSALS – NON-ACTION ITEMS **Agenda Item III.B.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 17, 2026

Subject: Commendations

Next week is RPS Employee Appreciation Week. RPS would like to commend every staff member for consistently going the extra mile for our students and families throughout these challenging months. Staff members' daily presence has been vital in meeting both the academic and emotional needs of our school community. By launching a two-phase online program and managing a massive supply distribution, they have proven that no task is too large for this team. RPS remains deeply grateful for the collective dedication and hard work that keeps our district moving forward. We believe in the best of our staff members!



CONSENT AGENDA – FOR ACTION **Agenda Item IV.A.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 17, 2026

Subject: Routine Matters

(Recommended by the superintendent)

That the board of education approve the attached routine business items.

Attachments:

1. Minutes of the Regular Meeting held February 2, 2026
   - Disbursements from the February 2, 2026 Meeting
   - Checks & E-pay Register from the February 2, 2026 Meeting
   - Superintendent's Report and Agenda Meeting Minutes from February 2, 2026
2. General Disbursements as of 2/5/26 in the Amount of $410,886.42
   - Disbursements for the February 17, 2026 Meeting
   - Checks & E-pay Register for the February 17, 2026 Meeting

Checks, EPays & Scholarships
02/02/2026 BOARD REPORTS

BANK 05	DATE	AMOUNT
Checks	1/14/2026	59,732.16
	1/15/2026	62,456.71
	1/21/2026	336,351.66
	1/26/2026	95,973.74
WIRES	1/27/2026	7,671,093.75
Bond Trust		
E-Pays	1/15/2026	415.90
Scholarships	1/26/2026	2,000.00
CHECK REGISTER BANK 05 TOTAL =		**8,228,023.92**

BREAKDOWN		
01-206-00		387,522.31
02-206-00		117,146.65
03-206-00		7,029.34
04-206-00		10,369.58
06-206-00		-
07-206-00		5,717,693.75
18-206-00		-
20-206-00		34,149.71
21-206-00		712.58
47-206-00		1,953,400.00
	BANK TOTAL =	**8,228,023.92**

FUND	CHECK	DATE	VENDOR	TYPE	AMOUNT
01	317632	01/14/2026	ANNIES FROZEN YOGURT	R	67.00
01	317633	01/14/2026	ANTHOLOGIE, LLC	R	815.00
01	317634	01/14/2026	BERRY COFFEE COMPANY INC.	R	586.50
01	317635	01/14/2026	BCBS OF MINNESOTA & BLUE PLUS	R	7,965.00
01	317636	01/14/2026	BRAND FARMS	R	3,480.00
01	317637	01/14/2026	BREAKDOWN SPORTS USA, INC.	R	350.00
01	317638	01/14/2026	BURNSVILLE HIGH SCHOOL ATHLETICS	R	3,584.34
01	317639	01/14/2026	CINTAS CORPORATION NO 2	R	1,112.80
01	317640	01/14/2026	COMCAST BUSINESS	R	569.32
01	317641	01/14/2026	WW GRAINGER INC	R	164.81
01	317642	01/14/2026	HOPE CHURCH	R	15,910.11
01	317643	01/14/2026	HOYO, SBC	R	1,020.00
01	317644	01/14/2026	IIX INSURANCE INFORMATION EXCHANGE	R	41.95
01	317645	01/14/2026	INTERMEDIATE DISTRICT 287	R	731.09
01	317646	01/14/2026	KELSEY CHARLEMAGNE	R	60.96
01	317647	01/14/2026	KINECT ENERGY INC	R	569.00
01	317648	01/14/2026	LOFFLER	R	1,031.91
01	317649	01/14/2026	METROPOLITAN MECHANICAL CONTRACTORS	R	5,021.65
01	317650	01/14/2026	MN DEPT OF LABOR AND INDUSTRY	R	510.00
01	317651	01/14/2026	NOKOMIS SHOE SHOP	R	125.00
01	317652	01/14/2026	PITNEY BOWES BANK PURCHASE POWER	R	137.42
01	317653	01/14/2026	PLUNKETT'S /VARMENT GUARD	R	1,111.09
01	317654	01/14/2026	RIDDELL ALL AMERICAN SPORTS CORP	R	2,237.45
01	317655	01/14/2026	RINGCENTERAL, INC.	R	9,320.56
01	317656	01/14/2026	SHERWIN WILLIAMS CO	R	158.18
01	317657	01/14/2026	ST CROIX FIRE & SAFETY, INC.	R	1,530.00
01	317658	01/14/2026	TOLL COMPANY	R	13.64
01	317659	01/14/2026	UNITED HEALTHCARE/AARP MEDICARE RX	R	119.10
01	317660	01/14/2026	UNITED HEARTHCARE /AARP MEDICARE RX	R	119.10
01	317661	01/14/2026	UNITEDHEALTHCARE	R	655.91
01	317662	01/14/2026	UNIVERSITY LANGUAGE CENTER	R	207.27
01	317663	01/14/2026	WIESE USA, INC.	R	406.00
01	317664	01/15/2026	HOME DEPOT CREDIT SERVICES	R	835.56
01	317665	01/15/2026	UNITED STATES TREASURY	R	274.22
01	317666	01/15/2026	KEMPS LLC	V	0.00
01	317667	01/15/2026	KEMPS LLC	R	6,142.55
01	317668	01/15/2026	RUSS DAVIS WHOLESALE/LIBERTY FRESH	R	5,867.93
01	317669	01/15/2026	PAN O GOLD BAKING CO	R	216.27
01	317670	01/15/2026	REED BEHAVIORAL HEALTH LLC	R	3,150.00
01	317671	01/15/2026	TRIO SUPPLY COMPANY	R	2,593.15
01	317672	01/15/2026	UNITED STATES TREASURY	R	214.20
01	317673	01/15/2026	UPPER LAKES FOODS	V	0.00
01	317674	01/15/2026	UPPER LAKES FOODS	R	43,162.83
01	V2600666	01/15/2026	ANGELA M FISH	R	16.52
01	V2600667	01/15/2026	LANA HENDRICKS LEUNING	R	24.57
01	V2600668	01/15/2026	JESSICA M HOFFMAN	R	83.44
01	V2600669	01/15/2026	LORINDA A LOSIER	R	30.18
01	V2600670	01/15/2026	KATRINA L MORGAN	R	125.88
01	V2600671	01/15/2026	DANE A SMITH	R	33.74
01	V2600672	01/15/2026	JOSEPH D SOBRASKE	R	64.61

01	V2600673	01/15/2026	KASYA L WILLHITE	R	36.96
01	317675	01/21/2026	4IMPRINT, INC.	R	1,254.33
01	317676	01/21/2026	ALL STATE COMMUNICATIONS LLC	R	10,102.50
01	317677	01/21/2026	AI TECHNOLOGIES LLC	R	240.00
01	317678	01/21/2026	AVIBEN	R	540.06
01	317679	01/21/2026	BACH, NATHAN W	R	68.00
01	317680	01/21/2026	BATTERIES R US	R	2,630.82
01	317681	01/21/2026	BOTSFORD CODY W	R	73.68
01	317682	01/21/2026	BRINK'S INCORPORATED	R	2,851.90
01	317683	01/21/2026	BSI MECHANICAL, INC.	R	16,494.30
01	317684	01/21/2026	CAMMERRER, KARI	R	73.68
01	317685	01/21/2026	CANON FINANCIAL SERVICES INC	R	4,747.36
01	317686	01/21/2026	CATALYST BUYING GROUP LLC	R	881.73
01	317687	01/21/2026	CEDAR SMALL ENGINE	R	61.04
01	317688	01/21/2026	CITY OF RICHFIELD	R	6,028.13
01	317689	01/21/2026	COMCAST	R	448.80
01	317690	01/21/2026	COMCAST BUSINESS	R	101.19
01	317691	01/21/2026	DIGITAL INSURANCE LLC	R	5,254.00
01	317692	01/21/2026	DIXON RALFORD	R	97.00
01	317693	01/21/2026	DOOR SERVICE MIDWEST	R	769.00
01	317694	01/21/2026	FASTENAL INDUSTRIAL	R	11.70
01	317695	01/21/2026	FINANGER PHILLIP J	R	42.10
01	317696	01/21/2026	WW GRAINGER INC	R	319.74
01	317697	01/21/2026	GROUP HEALTH NON-PATIENT A/R	R	165.00
01	317698	01/21/2026	GROUP MEDICAREBLUE RX	R	8,510.00
01	317699	01/21/2026	H&B SPECIALIZED PRODUCTS INC	R	790.00
01	317700	01/21/2026	HAAS MUSICAL INSTRUMENT REPAIR, INC	R	675.10
01	317701	01/21/2026	HAWKINS INC	R	5,186.89
01	317702	01/21/2026	HAWKINS, CLAUDE	R	97.00
01	317703	01/21/2026	HILLYARD MINNEAPOLIS	R	59.22
01	317704	01/21/2026	INTERMEDIATE DISTRICT 287	R	142,820.47
01	317705	01/21/2026	JOSEPH TRUCANO	R	250.00
01	317706	01/21/2026	JW PEPPER & SON INC	R	44.20
01	317707	01/21/2026	LAIL, ADAM	R	136.00
01	317708	01/21/2026	LOFFLER COMPANIES	R	15,237.45
01	317709	01/21/2026	MACKIN BOOK COMPANY	R	495.37
01	317710	01/21/2026	MADISON NATIONAL LIFE INS CO INC	R	11,754.24
01	317711	01/21/2026	MASTER TECHNOLOGY GROUP	R	340.00
01	317712	01/21/2026	MAXORPLUS LTD, DBA: VYTLONE	R	21,812.27
01	317713	01/21/2026	MINNESOTA UI FUND	R	9,487.22
01	317714	01/21/2026	MTI DISTRIBUTING CO	R	34.26
01	317715	01/21/2026	NAPA AUTO PARTS	R	16.40
01	317716	01/21/2026	NEI ELECTRIC, INC.	R	7,208.55
01	317717	01/21/2026	NORTH CENTRAL INTERNATIONAL, LLC	R	484.95
01	317718	01/21/2026	NUSS TRUCK & EQUIPMENT	R	2,950.00
01	317719	01/21/2026	OKEY CHRIS	R	73.68
01	317720	01/21/2026	OLSON EMILY K	R	42.10
01	317721	01/21/2026	RX VALET, LLC	R	9,176.22
01	317722	01/21/2026	RYAN JEANNIE M	R	907.14
01	317723	01/21/2026	SCHOOL SERVICE EMPLOYEES UNION	R	5,264.27
01	317724	01/21/2026	SCHUMACHER ELEVATOR COMPANY	R	18,313.79

01	317725	01/21/2026	STARK MOLLY	R	84.20
01	317726	01/21/2026	STATE OF MN DEPT OF PUBLIC SAFETY	R	250.00
01	317727	01/21/2026	STENE, JEREMIAH	R	136.00
01	317728	01/21/2026	SULLIVAN LAMARR	R	97.00
01	317729	01/21/2026	TERREL'S TOOLBOX LLC	R	386.50
01	317730	01/21/2026	TREVIPAY	R	80.97
01	317731	01/21/2026	LAMAR WILLIS	R	97.00
01	317732	01/21/2026	TWO RIVERS HIGH SCHOOL	R	350.00
01	317733	01/21/2026	UHL COMPANY INC	R	3,833.38
01	317734	01/21/2026	UNITED STATES TREASURER	R	200.00
01	317735	01/21/2026	VELOCITYEHS INC.	R	7,835.47
01	317736	01/21/2026	ALLSTATE PETERBILT OF S ST PAUL	R	161.52
01	317737	01/21/2026	WOODCRAFT	R	35.96
01	317738	01/21/2026	WORLD FUEL SERVICES, INC.	R	2,085.40
01	317739	01/21/2026	XCEL ENERGY	R	1,729.26
01	317740	01/21/2026	ZACK'S INC.	R	1,186.57
01	317741	01/21/2026	ZAYO GROUP HOLDINGS	R	2,379.58
01	317742	01/26/2026	ADVANCED COMMERCIAL KITCHENS	R	891.85
01	317743	01/26/2026	ALERUS RETIREMENT AND BENEFITS	R	846.60
01	317744	01/26/2026	NEWBERN LLC	R	97.00
01	317745	01/26/2026	BLY, JACK	R	68.00
01	317746	01/26/2026	BRAND FARMS	R	1,740.00
01	317747	01/26/2026	CAMMERRER, KARI	R	63.15
01	317748	01/26/2026	CAPITAL ONE TRADE CREDIT	R	16.95
01	317749	01/26/2026	FINANGER PHILLIP J	R	42.10
01	317750	01/26/2026	KEMPS LLC	V	0.00
01	317751	01/26/2026	KEMPS LLC	R	4,472.22
01	317752	01/26/2026	LARKIN RICHARD	R	97.00
01	317753	01/26/2026	LB CARLSON LLP	R	11,100.00
01	317754	01/26/2026	RUSS DAVIS WHOLESALE/LIBERTY FRESH	R	5,643.45
01	317755	01/26/2026	THE LOCKER GUY	R	8,390.00
01	317756	01/26/2026	MINNESOTA STATE HIGH SCHOOL LEAGUE	R	3,840.00
01	317757	01/26/2026	NOVAK JANICE SOPHIE	R	40.00
01	317758	01/26/2026	OKEY CHRIS	R	73.68
01	317759	01/26/2026	PAN O GOLD BAKING CO	R	1,015.91
01	317760	01/26/2026	SAFEWAY DRIVING SCHOOL	R	8,320.00
01	317761	01/26/2026	SCOTT DESTINY	R	97.00
01	317762	01/26/2026	SNA-SCHOOL NUTRITION	R	20.00
01	317763	01/26/2026	STARK MOLLY	R	63.15
01	317764	01/26/2026	SURA NIRAV	R	68.00
01	317765	01/26/2026	TRIO SUPPLY COMPANY	R	2,847.63
01	317766	01/26/2026	UNIVERSITY OF MINNESOTA MORRIS	R	2,000.00
01	317767	01/26/2026	UPPER LAKES FOODS	V	0.00
01	317768	01/26/2026	UPPER LAKES FOODS	R	29,495.45
01	317769	01/26/2026	XCEL ENERGY	R	16,624.60
01	V2600674	1/27/2026	BOND TRUST SERVICES CORP	R	7,671,093.75

TOTAL CHECK & EPAY REGISTER	**8,228,023.92**

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, February 2, 2026
7 p.m. School Board Meeting

I. CALL TO ORDER

The regular meeting of the board of education of ISD 280, Hennepin County, Richfield, Minnesota was held on Monday, February 2, 2026 in the boardroom at the Richfield Public Schools District Office. Chair Carter called the regular board meeting to order at 7 p.m. with the following school board members in attendance: Dennis, Liss, Spencer and Tompkins. Cole was not able to attend. Administrators present were Superintendent Unowsky and Senior Executive Officer Holje. Student representatives Vanessa Rosas Miguel and Tania Brackenridge were also present.

II. REVIEW AND APPROVAL OF THE AGENDA

Motion by Dennis, seconded by Spencer, and unanimously carried, the board of education approved the agenda.

III. INFORMATION AND PROPOSALS - NON-ACTION ITEMS

A. Superintendent Update
    1. Centennial Elementary School Presentation
    2. Vision Cards Mid-Year Update
    3. Superintendent Goals Mid-Year Update
B. Commendations

IV. CONSENT AGENDA

A. Routine Matters
    1. Minutes of the Regular Meeting held January 20, 2026
    2. General Disbursements as of 1/26/26 in the Amount of $8,228,023.92
    3. Investment Holdings
    4. Year-to-Date Finance Update
B. Personnel Items

Full Time Management Retirement
Mary Clarkson – Senior Executive Officer – District Office
Effective: 08/03/2026
Years of Service: 13

Classified Full-Time Paraprofessional for Employment

Sara Luna Apodaca - Instructional – Richfield Dual Language School
Effective: 01/28/2026

Classified Full-Time Paraprofessional Retirement
Maria Aamot - Instructional Paraprofessional – Central Education Center
Effective: 06/05/2026
Years of Service: 9

Classified Full-Time Facilities & Transportation Resignation
Cory Wise - Facilities Maintenance – Richfield Middle School
Effective: 01/30/2026
Years of Service: 13

Classified Full-Time Facilities & Transportation Termination
James Hill - Truck Driver – Garage
Effective: 01/27/2026

Motion by Liss, seconded by Tompkins, and unanimously carried, the board of education approved the consent agenda.

V. OLD BUSINESS

A. Policy 651: Athletics and Activity Program & Administrative Guidelines 651.1 & 651.2 - fourth read

Motion by Spencer, seconded by Dennis, and unanimously carried, the board of education approved the revised policy.

B. Policy 709: Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System & Administrative Guideline 709.1 - third read

Motion by Liss, seconded by Spencer, and unanimously carried, the board of education approved the revised policy.

C. Policy 581: Protection and Privacy of Pupil Records & Administrative Guidelines 581.1 & 581.2 - third read

Motion by Spencer, seconded by Liss, and unanimously carried, the board of education approved the revised policy.

D. Policy 406: Professional Learning & Administrative Guideline 406.1 - second read

VI. NEW BUSINESS

A. Donations

Motion by Tompkins, seconded by Dennis, 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. Suggested/Future Agenda Items
D. Future Meeting Dates

*Tuesday, 2-17-26	7 p.m.	Regular Board Meeting - Public Comment
3-2-26	7 p.m.	Regular Board Meeting

XII. ADJOURN REGULAR MEETING

Chair Carter adjourned the meeting at 8:35 p.m.

Checks, E-Pays, PCards & Scholarships
02/17/2026 BOARD REPORTS

BANK 05	DATE	AMOUNT
Checks	1/29/2026	210,883.16
	2/3/2026	2,590.00
	2/5/2026	164,380.35
P-Cards January 2026	2/4/2026	28,429.90
E-Pays	1/29/2026	603.01
Scholarships	2/5/2026	4,000.00

CHECK REGISTER BANK 05 TOTAL =	**410,886.42**

BREAKDOWN	
01-206-00	251,255.56
02-206-00	61,701.73
03-206-00	8,878.99
04-206-00	5,583.43
06-206-00	-
07-206-00	-
18-206-00	-
20-206-00	83,466.71
21-206-00	-
47-206-00	-
BANK TOTAL =	**410,886.42**

FUND	CHECK	DATE	VENDOR	TYPE	AMOUNT
01	317770	01/29/2026	95 PERCENT GROUP LLC	R	306.90
01	317771	01/29/2026	AQUA LOGIC INC	R	320.00
01	317772	01/29/2026	BATTERIES R US	R	5,288.29
01	317773	01/29/2026	BRIN GLASS COMPANY	R	737.55
01	317774	01/29/2026	BSI MECHANICAL, INC.	R	3,789.02
01	317775	01/29/2026	CINTAS CORPORATION NO 2	R	323.26
01	317776	01/29/2026	DISTRICT 3 DECA	R	1,560.00
01	317777	01/29/2026	ECM PUBLISHERS INC	R	160.25
01	317778	01/29/2026	WW GRAINGER INC	R	544.83
01	317779	01/29/2026	HAWKINS INC	R	20.00
01	317780	01/29/2026	IDEAL ENERGIES SOLAR LEASE 2021,LLC	R	7,937.49
01	317781	01/29/2026	INTERMEDIATE DISTRICT 287	R	260.00
01	317782	01/29/2026	KEMPS LLC	R	1,582.90
01	317783	01/29/2026	KINECT ENERGY INC	R	69,958.86
01	317784	01/29/2026	LAKESHORE LEARNING MATERIALS, LLC	R	36.98
01	317785	01/29/2026	RUSS DAVIS WHOLESALE/LIBERTY FRESH	R	6,927.16
01	317786	01/29/2026	MATRIX COMMUNICATIONS, INC	R	150.00
01	317787	01/29/2026	MAXORPLUS LTD, DBA: VYTLONE	R	32,168.57
01	317788	01/29/2026	METROPOLITAN MECHANICAL CONTRACTORS	R	807.00
01	317789	01/29/2026	MTI DISTRIBUTING CO	R	321.96
01	317790	01/29/2026	MULTILINGUAL WORD INC	R	1,436.20
01	317791	01/29/2026	NOKOMIS SHOE SHOP	R	4,999.95
01	317792	01/29/2026	PAN O GOLD BAKING CO	R	293.51
01	317793	01/29/2026	PEDIATRIC HOME SERVICE	R	431.25
01	317794	01/29/2026	PROFESSIONAL WIRELESS COMMUNICATION	R	488.91
01	317795	01/29/2026	PROPIO LS, LLC	R	264.91
01	317796	01/29/2026	RO HEALTH, LLC	R	578.40
01	317797	01/29/2026	SCHOLASTIC INC	R	171.88
01	317798	01/29/2026	SMS ADMINISTRATIVE SERVICES	R	8,137.50
01	317799	01/29/2026	SQUIRES, WALDSPURGER & MACE, P.A.	R	382.20
01	317800	01/29/2026	ST MARY'S UNIVERSITY OF MINNESOTA	R	500.00
01	317801	01/29/2026	ST OLAF COLLEGE	R	2,000.00
01	317802	01/29/2026	STATE INDUSTRIAL PRODUCTS CORP	R	1,517.04
01	317803	01/29/2026	TOLL COMPANY	R	132.59
01	317804	01/29/2026	TORTILLERIA LA PERLA	R	78.93
01	317805	01/29/2026	TRIO SUPPLY COMPANY	R	191.28
01	317806	01/29/2026	UHL COMPANY INC	R	50.32
01	317807	01/29/2026	UNIVERSITY LANGUAGE CENTER	R	586.26
01	317808	01/29/2026	UPPER LAKES FOODS	R	19,127.45
01	317809	01/29/2026	VSP INSURANCE CO. (CT)	R	3,476.22
01	317810	01/29/2026	XCEL ENERGY	R	32,837.34
01	V2600675	01/29/2026	ELEANOR CARR	R	19.75
01	V2600676	01/29/2026	AMY L COUGHLIN	R	86.06
01	V2600677	01/29/2026	ERIN M HUBER	R	80.11
01	V2600678	01/29/2026	JOHN M LORENZINI	R	150.00
01	V2600679	01/29/2026	MICHAEL A MANNING	R	26.10
01	V2600680	01/29/2026	ROMALDO R MOROCHO CUZCO	R	168.72
01	V2600681	01/29/2026	AUBREE M YUNKER	R	72.27
01	317811	02/03/2026	BUREAU OF EDUCATION & RESEARCH	R	1,100.00
01	317812	02/03/2026	CENGAGE LEARNING INC	R	990.00
01	317813	02/03/2026	MN TRUE TEAM TRACK & FIELD	R	170.00
01	317814	02/03/2026	TIFFANY BEGIN	R	330.00
01	V2600682	02/04/2026	P-CARD BAIRD LISA	R	743.40
01	V2600683	02/04/2026	P-CARD BARLOW ERICA	R	2,854.77
01	V2600684	02/04/2026	P-CARD BROWN MATTHEW	R	284.96

01	V2600685	02/04/2026	P-CARD BRUNNER PATTI	R	1,803.11
01	V2600686	02/04/2026	P-CARD CARUSO MATTHEW	R	387.55
01	V2600687	02/04/2026	P-CARD CRUZ ESTEVA JENNIFER	R	1,659.63
01	V2600688	02/04/2026	P-CARD EDWARDS NATHAN	R	366.42
01	V2600689	02/04/2026	P-CARD GARCIA YVETTE	R	27.99
01	V2600690	02/04/2026	P-CARD GEURINK AREND	R	884.19
01	V2600691	02/04/2026	P-CARD GONZALEZ CHRISTINA	R	1,921.51
01	V2600692	02/04/2026	P-CARD HUERTA-ANAYA ALICIA	R	770.19
01	V2600693	02/04/2026	P-CARD KRETSINGER DAN	R	111.56
01	V2600694	02/04/2026	P-CARD KRUEGER JENNIFER	R	122.93
01	V2600695	02/04/2026	P-CARD LEIKNES LISA	R	513.13
01	V2600696	02/04/2026	P-CARD LEWIS JENNIFER	R	1,205.98
01	V2600697	02/04/2026	P-CARD LUNDY MICHELLE	R	4,560.07
01	V2600698	02/04/2026	P-CARD MAHONEY COLLEEN	R	278.08
01	V2600699	02/04/2026	P-CARD MANNING MICHAEL	R	185.44
01	V2600700	02/04/2026	P-CARD MCCLENDON LAURA	R	1,185.35
01	V2600701	02/04/2026	P-CARD MCGINN DAN	R	1,636.34
01	V2600702	02/04/2026	P-CARD MORALES LIZETTE	R	2,077.87
01	V2600703	02/04/2026	P-CARD PETERSON CHRIS	R	332.25
01	V2600704	02/04/2026	P-CARD SACHER GRACE	R	80.75
01	V2600705	02/04/2026	P-CARD SETZER ALEXIS	R	15.98
01	V2600706	02/04/2026	P-CARD SKARE-KLECKER AMY	R	892.94
01	V2600707	02/04/2026	P-CARD SMITH DANE	R	25.98
01	V2600708	02/04/2026	P-CARD SMITH JENNIFER	R	73.82
01	V2600709	02/04/2026	P-CARD VENTURA PEREZ RAMIRO	R	507.76
01	V2600710	02/04/2026	P-CARD WILLHITE KASYA	R	98.80
01	V2600711	02/04/2026	P-CARD WOODS KELLY	R	2,821.15
01	317815	02/05/2026	T-MOBILE	R	72.90
01	317816	02/05/2026	ALL STATE COMMUNICATIONS LLC	R	1,240.00
01	317817	02/05/2026	ARVIG ENTERPRISES INC	R	1,207.90
01	317818	02/05/2026	BCN TELECOM, INC TBS	R	932.14
01	317819	02/05/2026	BERG JASON	R	97.00
01	317820	02/05/2026	BERG, LUCAS J	R	97.00
01	317821	02/05/2026	BERRY COFFEE COMPANY INC.	R	170.51
01	317822	02/05/2026	BEST PLUMBING SPECIALTIES, INC.	R	1,151.88
01	317823	02/05/2026	BOOKER, CHRISTOPHER	R	68.00
01	317824	02/05/2026	BOTSFORD CODY W	R	63.15
01	317825	02/05/2026	HIRES LLC	R	2,450.00
01	317826	02/05/2026	BRITT KEVIN	R	97.00
01	317827	02/05/2026	BSN SPORTS, LLC	R	799.25
01	317828	02/05/2026	CAMMERRER, KARI	R	73.68
01	317829	02/05/2026	CAPTIVATE MEDIA & CONSULTING	R	1,600.00
01	317830	02/05/2026	CENTURYLINK	R	52.05
01	317831	02/05/2026	CHURCHILL LEE	R	68.00
01	317832	02/05/2026	CINTAS CORPORATION NO 2	R	152.95
01	317833	02/05/2026	COLUMBIA HEIGHTS PUB SCHL, ISD #13	R	100.00
01	317834	02/05/2026	DALLUM, TIMOTHY	R	28.43
01	317835	02/05/2026	EHLERS & ASSOCIATES	R	2,100.00
01	317836	02/05/2026	EUGENE PETERSEN	R	49.00
01	317837	02/05/2026	FINANGER PHILLIP J	R	126.30
01	317838	02/05/2026	FUECKER, PAIGAN	R	84.20
01	317839	02/05/2026	GENEREUX PAUL	R	165.00
01	317840	02/05/2026	GRAHAM THOMAS	R	73.68
01	317841	02/05/2026	WW GRAINGER INC	R	16.08
01	317842	02/05/2026	GUSTAFSON ZACHARY	R	97.00
01	317843	02/05/2026	GUSTAVUS ADOLPHUS COLLEGE	R	2,000.00

01	317844	02/05/2026	HILLYARD MINNEAPOLIS	R	15,283.23
01	317845	02/05/2026	IMPROVE YOUR TOMORROW, INC.	R	2,000.00
01	317846	02/05/2026	IN THE HEART OF THE BEAST (HOBT)	R	400.00
01	317847	02/05/2026	INNOVATIVE OFFICE SOLUTIONS LLC	R	67.02
01	317848	02/05/2026	INSTITUTE FOR ENVIROMENTAL	R	2,755.00
01	317849	02/05/2026	KEDRICK D HARRIS JR	R	12.10
01	317850	02/05/2026	KEE-BOWLING BONNIE	R	84.00
01	317851	02/05/2026	KELM-GOOD, REBECCA	R	28.43
01	317852	02/05/2026	KEMPS LLC	V	0.00
01	317853	02/05/2026	KEMPS LLC	R	2,390.69
01	317854	02/05/2026	KINECT ENERGY INC	R	569.00
01	317855	02/05/2026	RUSS DAVIS WHOLESALE/LIBERTY FRESH	R	5,251.07
01	317856	02/05/2026	LINDLEY, CARMEN	R	28.43
01	317857	02/05/2026	LUND, SARAH	R	70.00
01	317858	02/05/2026	LYNN E. HENRY	R	72.00
01	317859	02/05/2026	MADISON NATIONAL LIFE INS CO INC	R	6,318.09
01	317860	02/05/2026	MASA/MASE	R	857.00
01	317861	02/05/2026	MAXORPLUS LTD, DBA: VYTLONE	R	51,298.14
01	317862	02/05/2026	MAYER CHAD	R	52.63
01	317863	02/05/2026	MAYER VALERIE	R	52.63
01	317864	02/05/2026	MERDA, EMELYN	R	12.10
01	317865	02/05/2026	METROPOLITAN MECHANICAL CONTRACTORS	R	12,358.83
01	317866	02/05/2026	MIDWEST BUS PARTS INC	R	1,407.90
01	317867	02/05/2026	MOREY DOUGLAS	R	52.63
01	317868	02/05/2026	MPLS PUBLIC SCHOOL SPECIAL DIST 1	R	15,960.29
01	317869	02/05/2026	MSBA-MINNESOTA SCHOOL BOARD ASSOC	R	210.00
01	317870	02/05/2026	MTI DISTRIBUTING CO	R	314.71
01	317871	02/05/2026	NAPA AUTO PARTS	R	154.19
01	317872	02/05/2026	NAVARRO RAYMOND	R	68.00
01	317873	02/05/2026	NELSON BLAKE L	R	97.00
01	317874	02/05/2026	NELSON, DAVID A	R	84.00
01	317875	02/05/2026	NILFISK, INC.	R	768.40
01	317876	02/05/2026	NORTH CENTRAL INTERNATIONAL, LLC	R	751.88
01	317877	02/05/2026	OKEY CHRIS	R	147.36
01	317878	02/05/2026	OLSON EMILY K	R	21.05
01	317879	02/05/2026	PAN O GOLD BAKING CO	R	311.94
01	317880	02/05/2026	PEAVEY, SHARA	R	68.00
01	317881	02/05/2026	PERRY, DWAINE	R	97.00
01	317882	02/05/2026	PITNEY BOWES BANK PURCHASE POWER	R	2,400.00
01	317883	02/05/2026	RASPEL, SERGEI	R	42.10
01	317884	02/05/2026	RICHFIELD CHAMBER OF COMMERCE	R	1,395.00
01	317885	02/05/2026	RO HEALTH, LLC	R	580.00
01	317886	02/05/2026	ROGERS HIGH SCHOOL	R	400.00
01	317887	02/05/2026	SCHERBER JASON	R	205.00
01	317888	02/05/2026	SNA-SCHOOL NUTRITION	R	20.00
01	317889	02/05/2026	SPENCER, RICKY	R	97.00
01	317890	02/05/2026	STARK MOLLY	R	252.61
01	317891	02/05/2026	STATE INDUSTRIAL PRODUCTS CORP	R	680.44
01	317892	02/05/2026	STOESZ MAUREEN	R	28.43
01	317893	02/05/2026	STONE ARCH STUDIO LLC	R	400.00
01	317894	02/05/2026	SULLIVAN LAMARR	R	97.00
01	317895	02/05/2026	TAHAR ANIS	R	68.00
01	317896	02/05/2026	THIMM, MICHAEL G	R	63.15
01	317897	02/05/2026	TILLMAN, MALCOLM	R	204.00
01	317898	02/05/2026	TYNER, RAHEEM	R	136.00
01	317899	02/05/2026	UNIVERSITY OF NORTHWESTERN-ST PAUL	R	2,000.00

01	317900	02/05/2026	UPPER LAKES FOODS	R	22,079.63
01	317901	02/05/2026	VERIZON WIRELESS	R	360.09
01	317902	02/05/2026	VILLAR, KRISTI	R	68.00
01	317903	02/05/2026	WALTON, AARON	R	97.00
01	317904	02/05/2026	WALZ CHRISTINE M	R	52.63
01	317905	02/05/2026	WALZ JEFFREY	R	28.43
01	317906	02/05/2026	TREMCO/WEATHERPROOFING TECH, INC.	R	773.00
01	317907	02/05/2026	WHITING, NATHAN	R	145.00
			CHECKS, EPAYS, PCARDS & SCHOLARSHIPS		**410,886.42**

Consent Agenda - For Action **Agenda Item IV.B.**

Board of Education

Independent School District 280, Richfield, MN

Regular Meeting

February 17, 2026

Management – Rehire

Name	Employee Group	Position	Building	FTE	Effective Date	Years of Service	Probationary
Laura Otterness (Hrad)	Management	Interim Director of Marketing & Communications	District Office	Full-Time	2/2/2026		

Certified – New Hire

Name	Employee Group	Position	Building	FTE	Effective Date	Years of Service	Probationary
Sumaia Nur	Certified	Elementary Education Teacher	Richfield STEM Elementary	Full-Time	3/2/2026		1 of 3

Certified – Retirement

Name	Employee Group	Position	Building	FTE	Effective Date	Years of Service	Probationary
Christopher Olson	Certified	Elementary Education Teacher	Centennial Elementary School	Full-Time	6/8/2026	35	
Gayle Myles	Certified	Music Teacher	Richfield STEM Elementary	Full-Time	6/30/2026	38	
Judy Hansen	Certified	Elementary Education Teacher	Richfield STEM Elementary	Full-Time	6/8/2026	15	
Karen Redlin	Certified	Elementary Education Teacher	Sheridan Elementary School	Full-Time	6/8/2026	31	
Katrina Morgan	Certified	Early Childhood Special Education Teacher	Central Education Center	Full-Time	8/11/2026	19	
Steven Leduc	Certified	Physical Education/Health Teacher	Richfield Middle School	Full-Time	6/20/2026	7	
Tiffany Stecker	Certified	Special Education Teacher	Centennial Elementary School	Full-Time	12/31/2026	32	

Certified – Resignation

Name	Employee Group	Position	Building	FTE	Effective Date	Years of Service	Probationary
Kimberly Levine	Certified	Math Teacher	Richfield High School	Full-Time	6/5/2026	1	

Classified – New Hire

Name	Employee Group	Position	Building	FTE	Effective Date	Years of Service	Probationary
San Juana Rodriguez	Facilities and Transportation	Building Cleaner	Richfield Middle School	Full-Time	2/9/2026		120 days
Xavier Rodgers	Facilities and Transportation	Truck Driver	Richfield Middle School	Full-Time	2/9/2026		120 days

Classified – Retirement

Name	Employee Group	Position	Building	FTE	Effective Date	Years of Service	Probationary
Laurie Jackson	Paraprofessional	Health Assistant	Richfield STEM Elementary	Full-Time	6/5/2026	26	

Classified – Resignation

Name	Employee Group	Position	Building	FTE	Effective Date	Years of Service	Probationary
Sandra Haug	Facilities and Transportation	Transportation Coordinator	Garage	Full-Time	2/17/2026	7	
Stephanie Blonigan	Paraprofessional	Special Education	South Education Center	Full-Time	1/28/2026	1	
Xavier Rodgers	Facilities and Transportation	Bus Driver	Garage	Part-Time	2/8/2026	2	

CONSENT AGENDA - FOR ACTION **Agenda Item IV.C.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 17, 2026

Subject: Notice of Pay Equity

(Recommended by the Superintendent)

That the board approve the attached Pay Equity Compliance Report.

Background Information

(Prepared by Craig Holje)

At the January 20, 2026 Board meeting, the District Pay Equity Compliance Report was presented for board approval. The District received notification on January 28, 2026 from Minnesota Management & Budget that Richfield Public Schools has met Local Government Pay Equity requirements under M.S. 471.991-471.999 and Minnesota rules Chapter 3920. Attached is a copy of the compliance certificate.

Attached:
Pay Equity Certificate
Pay Equity Report

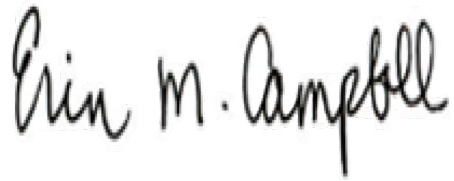
Notice of Pay Equity Compliance

Presented to

ISD No. 280 - Richfield

For successfully meeting the requirements of the Local Government Pay Equity Act M.S. 471.991 - 471.999 and Minnesota rules Chapter 3920. This notice is a result of an official review of your 2026 pay equity report by Minnesota Management & Budget.

Your cooperation in complying with the local government pay equity requirements is greatly appreciated.



January 28, 2026

Date

Erin Campbell, Commissioner

MANAGEMENT AND BUDGET

Results of Tests for Pay Equity Compliance

Date: January 28, 2026

Jurisdiction: ISD No. 280 - Richfield ID#: 1098

1. Completeness and Accuracy Test

[X] Passed. Required information was submitted accurately and on time.

[ ] Passed by Exception. Request for Reconsideration approved.

2. Statistical Analysis Test

[X] Passed. Jurisdiction had more than three male classes and an underpayment ratio of 80% or more.

[ ] Passed. Jurisdiction had at least six male classes, at least one class with a salary range, an underpayment ratio below 80% but a t-test that was not statistically significant.

[ ] Passed by Exception. Request to Reconsideration approved

3. Salary Range Test

[ ] Passed. Too few classes had an established number of years to move through a salary range.

[X] Passed. Salary range test showed a score of 80% or more.

[ ] Passed by Exception. Request for Reconsideration approved.

4. Exceptional Service Pay Test

[ ] Passed. Too few classes received exceptional service pay.

[X] Passed. Exceptional service pay test showed a score of 80% or more.

[ ] Passed by Exception. Request for Reconsideration approved.

If you have questions or need assistance, please contact Angela Garrity-Scharffbillig at (651) 259-3727, or by email: pay.equity@state.mn.us

OLD BUSINESS – FOR ACTION **Agenda Item V.A.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 17, 2026

Subject: Professional Learning

(Recommended by the superintendent)

Passage upon a third read of Policy 406: Professional Learning & Administrative Guideline 406.1. This policy establishes the purpose of staff development opportunities in RPS. The guideline provides detailed information about staff development committees and plans.

The policy and guideline have been reviewed by the Teaching & Learning Department and Q Comp Team, and suggested changes are included.

Attachments:
Policy 406: Professional Learning – redlined
Administrative Guideline 406.1 - redlined
MSBA Model Policy 425: Staff Development

RICHFIELD PUBLIC SCHOOLS

PROFESSIONAL LEARNING

I. PURPOSE

The purpose of this policy is to ensure that in Richfield Public Schools, staff development ~~learning~~ improves student learning by increasing the effectiveness of the learning environment, curriculum, instruction and assessment by supporting full implementation of the District strategic plan and school improvement plans.

II. GENERAL STATEMENT

The ~~Board~~ board of ~~Education~~ education recognizes that implementation of improvement initiatives and achievement of strategic goals requires related staff development. ~~-~~Much value can accrue from staff participation in professional growth opportunities, with an emphasis on ~~job~~ job-embedded learning, including in-person and virtual experiences. These experiences may include, but are not limited to school and classroom visits, formal and informal observations, conferencing, coaching and participation in institutes and workshops. Through professional development, staff acquire ~~Skills~~ skills and strategies ~~acquired~~ that support continuous evaluation, planning, and improvement of the educational program in alignment with the ~~district~~ District strategic plan and school improvement plans.

III. BASIC PREMISES

A. The fundamental purpose of staff development is to improve student learning.

B. Staff development outcomes shall be consistent with board of education goals and contribute to continuous progress toward these goals.

C. Staff learning activities will support achievement of proficiency on ~~RPS, performance~~ state and local academic standards.

D. The ~~district~~ District will maintain district-wide and ~~site~~ site-based processes for professional growth goals and related staff development opportunities.

E. All ~~district~~ District employees (licensed and ~~non~~ non-licensed) qualify for staff development funding.

F. Expenditures will be consistent with ~~district~~ District and site staff development plans.

G. Participation will be based on specifically identified administrative and instructional program needs, and the focus of the activity will be aligned with ~~district~~ District improvement goals.

H. Participation requests for staff learning opportunities will be reviewed by the Teaching & Learning Department, and decisions will be based on potential value added and budget considerations.

I. Understandings and learning gained from participation in staff development activities will be shared with other staff.

J. Staff ~~Development~~ development activities will be conducted within budgetary and statutory requirements. ~~(~~Minnesota Statutes 2000, 122A.60)

K. ~~Short term leaves of absence with pay may be granted to accommodate participation in professional growth activities.~~Staff may be excused from their regular duties to attend approved professional development opportunities.

Legal Reference~~s~~:

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Minn. Stat. 122A.60 (Staff Development)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Rules Parts 3501.0370, Subp. 1(B) (Assessment and Scoring Student Achievement)

Cross Reference:
Board Policy 452 ~~(~~: Evaluation and Development of Professional Staff~~)~~

RATIFIED BY THE BOARD OF EDUCATION: July 1, 1996

REVISED BY THE BOARD OF EDUCATION: May 18, 1998; June 19, 2001; April 17, 2006; March 4, 2013; May 3, 2021

RICHFIELD PUBLIC SCHOOLS

ADMINISTRATIVE GUIDELINES

PROFESSIONAL LEARNING

1. In accordance with M.S. 122A.60, ~~the district~~Richfield Public Schools shall annually establish a District Staff Development Committee (DSDC), which shall consist of:
   a. Teachers representing each site committee and a range of grades and subjects (comprise a majority of the DSDC)
   b. Administrators
   c. Parents/guardians
   d. Non-teaching staff

2. In accordance with M.S. 122A.60, each school shall annually establish a Building Staff Development Committee, which determines staff development goals and priorities, writes an action plan, ensures alignment of resources with identified ~~district~~ District priorities, evaluates effectiveness and completes an annual report.
   a. The majority of the Building Staff Development Committee shall be teachers representing various grade levels, subject areas, and special education.
   ~~a.~~b. The Building Staff Development Committee may be the same group as the Building Instructional Leadership Team.

3. The DSDC annually develops and ~~adopts~~ approves ~~district~~ District staff development goals, priorities and action plans. ~~-~~Building staff development plans are aligned with ~~district~~ District staff development goals.

4. The District Staff Development Committee annually
   a. Develops a ~~district~~ District staff development plan that is consistent with professional performance standards and with education outcomes that the board has determined
   b. Assists site staff development committees in developing site plans that are consistent with the goals of the ~~district~~ District plan
   c. Evaluates staff development efforts at the site and district levels.
   d. Identifies and helps to implement district-wide staff development opportunities

5. Staff development plans shall address opportunities that are aligned with professional performance standards to increase the effectiveness of curriculum, instruction and assessment and support full implementation of the District strategic plan and school improvement plans to increase student achievement of academic standards.

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6. Staff development plans shall focus on the implementation of state and local academic standards and ~~Federal~~federal, ~~State~~ state and local ~~Academic Standards and~~ accountabilities for all students with consideration for identified subcategories of students, including those with special needs.

7. Staff development outcomes shall be consistent with school board education goals and contribute to continuous progress toward these goals as established in M.S. 122A.60:

   a. Improve student achievement of state and local academic standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practice methods
   b. ~~Meet~~ Effectively meet the needs of a diverse student population, including at-risk students, students with disabilities, English learners, and gifted students, within the regular classroom, applied and experiential learning settings, and other settings
   c. Provide an inclusive curriculum for a racially, ethnically, linguistically and culturally diverse student population that is consistent with state education diversity rule and the ~~district~~ District equity ~~plan~~policy
   d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the ~~district~~District
   e. Effectively ~~Teach~~ teach and model violence- prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution
   ~~e.~~f. Effectively deliver digital and blended learning and curriculum and engage students with technology
   ~~f.~~g. Provide site-based teams with appropriate management and financial skills

8. The Staff Development Plans must:
   a. Support stable and productive professional communities achieved through ongoing and school-wide progress and growth in teaching practice
   b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models
   c. Maintain a strong subject matter focus premised on students' learning goals
   d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement ~~and limited English proficiency~~
   e. Reinforce national and state standards of effective teaching practice

9. Staff development activities must:
   a. Focus on the school classroom and ~~research~~ research-based strategies that improve student learning
   b. Provide opportunities for teachers to practice and improve their instructional skills over time
   c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement

d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engaging students with technology
e. Align with state and local academic standards
f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and for teacher-to-teacher mentoring
g. Align with the plan of the District or site for an alternative teacher professional pay system
h. Provide teachers of English learners, including English as a second language and content teachers, with differentiated instructional strategies critical for ensuring students' long-term academic success; the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners; and skills to support native and English language development across the curriculum
i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options

~~g.~~ Staff learning activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance. The District may also implement other staff development activities required by law and activities associated with professional teacher compensation models.

10. Richfield Public Schools values continuous staff learning and allocates days for staff learning during the regular contract calendar. ~~-~~Attendance on staff development days is expected to ensure systemic, school wide learning experiences.

    a. Staff Development

    If attendance at a ~~district~~ District ~~-~~sponsored staff development course outside one's regular workday/year is required by the ~~district~~District, participants will be paid for each hour of attendance at the most current curriculum writing/staff development hourly rate as provided in the teacher master contract.

11. The following shall pertain to the compensation for ~~Staff~~ staff ~~Development~~ development and/or for ~~Curriculum~~ curriculum ~~Writing~~writing, which occurs outside the regular work day or school year for teachers.

    a. Curriculum Writing

    The ~~district~~ District will pay the current curriculum writing hourly rate to staff who have received approval for curriculum writing time outside of the regular workday or school year. The ~~district~~ District may offer a stipend for staff development in order to eliminate the need for time sheet submittals and allow for greater flexibility for staff to avail themselves of such training.

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When stipends are offered, the amount of the stipend will be calculated by approximating the actual hours staff is required to be in attendance at the training session multiplied by the curriculum writing/staff development hourly rate.

b. Optional Staff Development

When staff development opportunities are offered to staff beyond their regular workday and participation is voluntary, an "incentive stipend" may be offered in order to encourage, but not require, attendance at such training opportunities. If the stipend is offered, it will be calculated by approximating the actual hours staff is engaged in the activity, multiplied times the curriculum writing/staff development hourly rate as provided in the most current teacher master contract.

c. College or Board Credit

Staff members are not eligible for the hourly curriculum writing/staff development pay or stipend when they elect to take the course or staff development workshop for college or board credit with the intention of applying such course work for credit on the teacher salary schedule.

Dated: July 1, 1996
Reviewed:
Revised: June 19, 2001; April 17, 2006; March 4, 2013; May 3, 2021

Adopted: _____ *MSBA/MASA Model Policy 425*
Orig. 2001
Revised: _____ *Rev. June 2025*

425 STAFF DEVELOPMENT AND MENTORING

[NOTE: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The school board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.

2. Members of the Advisory Staff Development Committee shall be appointed by the school administration. Committee members shall serve a two-year term[*] based upon nominations by board members, teachers, and paraprofessionals. The school administration shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.

B. The school board will establish the Site Professional Development Teams.

1. Members of the Site Professional Development Teams will be appointed by the school administration. Team members shall serve a two-year term* based upon nominations by board members, teachers, and paraprofessionals. The school administration shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.

2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

A. The Advisory Staff Development Committee will develop a Staff Development Plan that will be reviewed and subject to approval by the school board twice a year.[*]

[*] This time period may be changed to accommodate individual school district needs.

B. The Staff Development Plan must contain the following elements:

1. Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school board;

[NOTE: The board-determined education outcomes for your district could be inserted here.]

2. The means to achieve the Staff Development outcomes;

3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;

4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

   a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;

   b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;

   c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;

   d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;

   e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;

   f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and

   g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

5. The Staff Development Plan also must:

   a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;

   b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;

d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and

e. Reinforce national and state standards of effective teaching practice.

6. Staff development activities must:

a. Focus on the school classroom and research-based strategies that improve student learning;

b. Provide opportunities for teachers to practice and improve their instructional skills over time;

c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;

d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;

e. Align with state and local academic standards;

f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;

g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;

h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and

i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.

7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.

8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

[NOTE: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes, section 122A.40, Subdivisions. 7 and 7a, or Minnesota Statutes, section 122A.41, subdivisions. 4 and 4a, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training which enable teachers to achieve the staff development outcomes enumerated above in Section III.B.4.]

C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.

D. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board on a quarterly basis* the extent to which staff at the site have met the outcomes of the Staff Development Plan.

E. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.

F. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will review the site plans for consistency with the Staff Development Plan twice a year.*

B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.

C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

V. STAFF DEVELOPMENT FUNDING

A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2)

* This time period may be changed to accommodate individual school district needs.

principal development and evaluation under section 123B.147, subdivision. 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.

C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes, section 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

A. On a yearly* basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly basis.*

C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds. or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:

* This time period may be changed to accommodate individual school district needs.

1. additional stipends as incentives to mentors of color or who are American Indian;

2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;

3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or

4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

To the extent the school district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. The school district must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.

B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.

C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.

D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

VIII. REPORTING

A. The school district and site staff development committee shall prepare a report of the previous fiscal year’s staff development activities and expenditures as part of the school district’s comprehensive achievement and civic readiness report.

1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.

2. The report will provide a breakdown of expenditures for:

   a. Curriculum development and curriculum training programs;

   b. Staff development training models, workshops, and conferences; and

   c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

   The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

3. The report will be signed by the superintendent and staff development chair.

B. To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 121A.642 (Paraprofessional Training)
Minn. Stat. § 122A.187 (Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7, 7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References: None.

NEW BUSINESS - FOR ACTION **Agenda Item VI.A.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 17, 2026

Subject: Authorization to Proceed with a District Office Enclosed Offices Completion

Recommended by the superintendent that the board authorize the administration to proceed with planning, development, approvals, design, and implementation of a District Office renovation project and contract with Wold Architects to provide these services.

Background Information

(Prepared by Craig Holje)

The administration has identified the need for additional enclosed office spaces at the District Office. In 2022, the District issued additional bonds connected with the 2017 voter approved bond referendum to complete additional work. Part of this bond funding will be used for this renovation project.

This action allows the district to secure Wold Architects to support this design and construction coordination with additional information and authorization for the project coming at future meetings.

February 6, 2026

Craig Holje, Senior Executive Officer
Richfield Public Schools
401 West 70th Street
Richfield, Minnesota 55423

Re: Independent School District #280
Richfield High School 2026 District Office Renovation
Commission No. 9999

Dear Craig:

We are pleased to provide a fixed fee for the renovation work required to add two additional cabinet offices to the District Office at Richfield High School. As we have done for past work, our fee is based on a fixed percentage of the construction budget, plus ½ of the contingency. Project soft costs include A/E design fees, furniture, contingency, commissioning, testing, permits, printing costs, etc., have been budgeted at 25% of the Construction estimate. Reimbursable expenses will be billed at actual rate as they are incurred.

Per our discussions throughout the month of January, we have defined the project scope and budget for the project to be completed over the summer of 2026. Our fee calculation is as follows:

Fee Calculation:	**Project Costs**
Construction	$ 151,215
Contingency (10%)	$ 15,122
Project Soft Costs (15%)	$ 22,683
Total Project Budget	**$ 189,020**
Fee Basis:	
$151,215 Construction + ½ Contingency ($7,561)	$ 158,776
	x 7.5%
Fixed Fee	**$ 11,900**

If additional scope and funds are added to the project beyond the $189,020 identified above, we will revise our fees accordingly based on this fee structure.

We anticipate the following schedule such that the project will be constructed over the summer of 2026 and will be fully complete for the start of the 2026-27 school year. Some items will still need strategizing, such as the approach for construction scheduling, and we will keep the District up to date as design progresses and we learn more together.

Design and Contract Documents:	February 2026
Quoting:	March 2026
Substantial Completion (anticipated):	August 2026

Wold Architects and Engineers
50 South 6th Street, Suite 2250
Minneapolis, MN 55402
woldae.com | 612 772 9025

PLANNERS
ARCHITECTS
ENGINEERS

Per out Master Contract with the School District, we ask that you please sign this letter below. We will take that as our written authorization to proceed with this work.

We look forward to our continuing work with the District and thank you for your continued confidence in Wold. Please contact me or our team if you have any questions.

Sincerely,

Wold Architects and Engineers

Vaughn Dierks | AIA, LEED AP
Education Practice Leader, CEO

Richfield Public Schools

_____

Craig Holje Date
Senior Executive Officer

cc: Matthew Mohr, Wold
Accounting

AM/Admin/MN/Promo/ISD_280/crsp/2026.02.06 Letter to Craig Holje

NEW BUSINESS – FOR REVIEW **Agenda Item VI.B.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 17, 2026

Subject: Budget and Fund Reserves

(Recommended by the superintendent)

A first read of Policy 701: Budget and Fund Reserves & Administrative Guideline 701.1. The policy defines the purpose of the budget and fund reserves as well as the guiding principles for budgeting and the classifications of fund balances. The guideline provides specific ranges for fund balances and considerations for how to budget reduction decisions.

The policy and guideline are being reviewed by the Finance Department.

Attachments:
Policy 701: Budget and Fund Reserves
Administrative Guideline 701.1
MSBA Model Policy 714: Fund Balances

RICHFIELD PUBLIC SCHOOLS

BUDGET AND FUND RESERVES

I. GENERAL STATEMENT OF POLICY

The Board will provide direction regarding school district budget and financial affairs which reflects the general philosophy and goals of the community and which provides a framework within which the school system's administrative team can operate.

The budget and finance processes will conform to all state and local requirements as set forth by State statutes, Minnesota Department of Education and Board policies.

II. PURPOSE AND GOALS

A. The purpose of district budget and finance policies will be to provide direction for a systematized procedure such that continuity is maintained from year to year and the public is kept informed regarding the educational and financial operations of the school district.

B. In the district's fiscal management, the Board will seek to achieve the following goals:

1. To establish levels of funding which will provide quality education for the district's students, including a review of the District’s revenue sources in comparison to other Districts to ensure equitable access to programming for Richfield students.

2. To develop budgets and to guide expenditures so that the greatest educational returns and the greatest contributions to the educational program in relation to dollars expended may be achieved.

3. To use the best available techniques of long-range planning, budget development, and budget administration, and to establish efficient procedures for accounting, reporting, purchasing, contracting, payments, auditing, and all other areas of fiscal management.

4. To maintain adequate fund reserves so that the district remains debt free and avoids the negative financial impact associated with borrowing for normal operational needs.

5. To promote transparency in the budget process to ensure community understanding and support in helping the district achieve its educational and financial goals.

III. PREPARATION OF THE BUDGET

Preparation of the budget shall include the following phases:

A. Preliminary Budget

The preliminary budget is a rough estimate of total revenues and expenditures in each fund. It will be prepared in May of each year.

B. Adopted Budget

The adopted budget will be approved in June of each year and will include the following:

1. Current and projected year-end balances
2. Statements of estimated revenues by fund and source
3. Statements of estimated expenditures by fund and program.

C. Revised Budget

The revised budget will incorporate itemized amendments to the adopted budget. Said amendments, insofar as possible shall reflect changes in enrollment, legislation, negotiations, and other circumstances having a material impact on the district's finances. Typically, the revised budget will be approved in March; however, budget amendments may be submitted for Board approval whenever material deviations are recognized and quantified.

Upon acceptance by the Board, the budget represents the granting of authority to the administration for all expenditures, which are to be made during the fiscal year.

IV. BUDGET RESERVE POLICIES

In preparing budgets, the administration shall be guided by the following budget reserve policies:

A. It is desirable to have a positive reserve balance in each of the district's operating funds in order to:

1. provide a positive cash position at all times,
2. provide a cushion to smooth out revenue and expenditure variances,
3. cover appropriation deficiencies,
4. retain credit worthiness and a high bond rating,
5. provide for unexpected or emergency expenditures, and
6. provide sustainability of programming which may be limited due to external factors in state or local revenue sources.

B. In order to achieve the goals identified in part A of this section, the District should seek to maintain an adequate reserve of funds in the Unassigned fund balance. Further, the District may identify specific priorities for future

funding or specific anticipated risks to district financial stability using the Assigned and/or Committed fund balances to be reviewed at least annually.

C. Therefore, the Board of Education desires to maintain an unassigned balance in each operating fund in the range of 4% to 10% of the annual expenditure budget. The superintendent shall be responsible for annually presenting plans to the board of education that effectively consider the budgetary impact of the current unassigned fund balance. Recommendations for this are found in Administrative Guideline 701.1. Annually, the Board will consider the superintendent's recommendation, review economic conditions and financial prospects and decide if the 4-10% reserve is realistic.

V. FUND BALANCE CLASSIFICATIONS

The Governmental Accounting Standards Board (GASB) issued Statement No. 54 to enhance the usefulness and to achieve more consistent fund balance reporting.

A. Definitions

Fund Equity – A fund's equity is generally the difference between its assets and its liabilities.

Fund Balance – An accounting distinction is made between the portions of fund equity that are spendable and nonspendable. These are broken into five categories:

1. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.

2. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.

3. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are

legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.

4. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

5. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditures for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.

B. Classification of Fund Balances

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

C. Order of Resource Use

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order: restricted, committed, assigned, and unassigned.

D. Committing Fund Balance

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

E. Assigning Fund Balance

The school board, by majority vote, may assign fund balances to be used for the specific purposes when appropriate. The board also delegates the power to assign fund balances to the Superintendent and Chief Human Resources and Administrative Officer. All assigned fund balances shall be reported to the board on an annual basis.

RATIFIED BY THE BOARD OF EDUCATION: August 6, 1990

REVISED BY THE BOARD OF EDUCATION:	July 10, 2000; January 8, 2001; October 15, 2007; April 7, 2008; May 16, 2011; March 15, 2021
REAFFIRMED BY THE BOARD OF EDUCATION:	November 19, 2001; June 24, 2003

RICHFIELD PUBLIC SCHOOLS

ADMINISTRATIVE GUIDELINES

BUDGET AND FUND RESERVES

I. PURPOSE OF THE GUIDELINE

This guideline will provide direction regarding school district budget and financial affairs which reflects the general philosophy and goals of the community and which provides detailed procedures in which the school system's administrative team can operate.

II. UNASSIGNED FUND BALANCES

The Board of Education desires to maintain an unassigned balance in each operating fund in the range of 4% to 10% of the annual expenditure budget. The details outlined in this guideline provide suggestions and overall guidance to the superintendent to support the development of a budget and unassigned fund balance plan.

A. When an unassigned fund balance is at or above 8%, the superintendent shall consider opportunities to add programming to specifically meet district priorities and/or consider use of the reserve fund balance to limit reductions in the following year's budget.

B. When an unassigned fund balance is at or below 8% but greater than 6% of projected annual expenditures, the superintendent shall specifically alert the Board to this condition and propose options for the Board to consider in order to limit deficit spending and maintain existing fund balance. Options might include actions such as:

- limiting new program proposals
- reducing per-pupil allocations for non-personnel expenses
- adjusting staffing ratios
- identifying other financial measures which do not materially degrade quality of program offerings or services

C. When an unassigned fund balance is at or below 6% but greater than 4% of projected annual expenditures, the superintendent shall alert the Board to this condition and propose options for the Board to consider in order to maintain and/or increase the fund balance. Options might include actions such as:

- identifying resources for additional revenue to provide needed programming, including voter approved referendums or legislative support

- ensuring new programs are at least partially off-set with reductions in other areas
- reducing per-pupil allocations for non-personnel expenses
- adjusting staffing ratios
- review opportunities to reallocate assigned or committed fund balances
- other financial measures which do not materially degrade quality of program offerings or services

D. When an unassigned fund balance is at or below 4% of projected annual expenditures, the superintendent shall specifically alert the Board to this condition and shall propose measures to improve the balance. Such measures could include:

- taking immediate action to obtain additional revenue needed for maintaining programming
- ensuring new program proposals are equally off-set with reductions in other areas
- reducing program offerings or services based on program priorities
- increasing student/staff ratios
- reallocating non-essential categories within the assigned or committed fund balances
- planning budget and expenditure assumptions to account for any potential financial risk to the organization in order to provide, at a minimum, a balanced budget.

III. POLICIES REGARDING EXPENDITURES AND EXPENDITURE REDUCTIONS

The following guidelines have been adopted by the Board of Education for consideration when making budgetary decisions regarding expenditures and expenditure reduction.

A. General Considerations Impacting More Than One Fund

1. Budgetary decisions should be focused on meeting student and community needs and supporting the school district's mission and goals.

2. Budgeting should be based on a comprehensive needs assessment that considers:
   a. Current and emerging instructional needs and trends
   b. Research and best practices that support student learning
   c. Demographic changes
   d. Enrollment fluctuations
   e. Programmatic changes
   f. Community values and needs
   g. Ensuring equitable opportunities for success in achieving programmatic outcomes.

3. Additional factors to be considered when making decisions regarding expenditure reductions include:

    a. Services which other governmental agencies, private groups, or families themselves can assume (at least potentially) should be given extra consideration when making budget reductions.
    b. Apply budget modifications objectively across all buildings in the district.
    c. Where possible, make personnel cuts through attrition as opposed to layoffs.
    d. Do not restore or add programs/services/personnel unless they can be sustained on a long-term basis.
    e. Uphold Federal and State laws and regulations, policies and administrative regulations of the Richfield Board of Education, and contractual obligations with employees.
    f. Consolidate programs or operate on a reduced basis in order to retain programs, eliminating them only when program funding is so minimal that public expectations cannot be met.

B. Budgetary Considerations Regarding Education-Related Items (General Fund)

1. Educational priorities and use of education resources should be grounded in the District's Strategic Plan, including the district's mission, beliefs, strategic policies, objectives and strategies.

2. Factors to be considered when making decisions regarding education-related expenditure reductions include:

    a. Despite budget reductions, the educational system should remain progressive and dedicated to quality, serving the various capabilities and interests of all students. Efforts to promote student learning, advance administrative and instructional uses of technology, promote professional development, and improve programs should persist.
    b. Maintain the integrity of basic programs. If programs need to be reduced or eliminated, use the District's mission, beliefs, and strategic policies as a guide in establishing priorities.
    c. Within the General Fund, seek methods of cutting expenses that minimize the impact on the educational program.
    d. Consider budget reductions, which adversely impact the fewest pupils.
    e. Consider expanding class sizes to avoid total elimination of specialized programs such as art, music, technology education, and enrichment activities.
    f. Consolidate programs or operate on a reduced basis, rather than totally eliminating programs.
    g. Rather than funding a program at a very minimal level, eliminate the program altogether to avoid misconceptions and misplaced expectations.

h. Where possible, allow desired services to remain on a "pay-as-you-go" basis or via user fees; regularly update fees and rental rates to reflect market conditions and reasonably reflect actual costs.
i. Make cuts in services that might be subsidized by other groups such as parent/teacher organizations and booster groups.

C. Budget Considerations Regarding Facilities, Operations and Maintenance and other Capital Expenses

1. Facility changes should reflect comprehensive facility planning that reflects the following goals and criteria:

a. Criteria such as enrollment and deferred maintenance thresholds will trigger facility changes.
b. Facilities will be designed and used in ways that make Richfield Public Schools exciting, attractive, and productive, while maximizing efficiency.
c. Facilities will meet building and life safety codes and protect the safety and well-being of students, staff, and occupants.
d. Proposals for facility change will have reasonable cost implications.
e. The community will have a sense of ownership of the comprehensive facility plan.

2. Additional factors to be considered when considering capital expenditure reductions or revenue increases include:

a. Avoid cutbacks in areas such as preventative maintenance which, if not conducted on a timely basis may lead to greater costs over the long term.
b. Evaluate whether the use of purchased/contracted services or existing personnel are more efficient in fulfilling responsibilities.
c. If cutbacks are made in the area of building cleaning, attempt to spread the reductions in service such that the impact of the reductions is as minimal as possible.
d. Revise building user fees and rents to reflect actual costs of operating the buildings.

D. Budgetary Considerations Regarding Transportation Services

1. Transportation resources should be used efficiently to meet legal requirements and facilitate student participation in school programs and activities.

2. Additional factors to be considered when considering transportation expenditure reductions or revenue increases include:

a. Consider eliminating or consolidating services where possible.

b. Review all transportation services not required by law.
c. Consider providing some services on a fee for service basis.

E. Considerations Regarding the Process for Budgetary Decision-making

1. Each recommended adjustment will be accompanied by an impact statement for consideration prior to making budgetary decisions.

2. Recommendations may take several forms, including but not limited to elimination, consolidation, delay, increasing revenues, and alternative methods of delivery of service. The impact statement will address implications of the type of reduction.

3. The judgments of employees relative to consequences and likely impact of proposed budgetary reductions are to be considered.

4. When budget cuts are site-specific, implications of the cut on other sites and on programs and services across the district are to be considered.

5. Community expectations regarding types and quantity of educational services needed are to be considered; that is, budgetary decisions ultimately are to recognize community values and priorities as expressed through individual citizens, organized groups, employees, and elected school officials. Whenever possible, opportunities for communication and consultation with multiple stakeholders will be provided prior to making budgetary decisions.

F. Communicating Regarding School Finance Concerns

1. Lobby for adequate funding of public schools.

2. Work to increase public awareness of Richfield Public Schools financial concerns.

Dated: March 15, 2021
Reviewed:
Revised:

Adopted: _____ *MSBA/MASA Model Policy 714*
Orig. 2011
Revised: _____ *Rev. 2022*

714 FUND BALANCES

[NOTE: The provisions of this policy include the provisions of Statement No. 54 of the Governmental Accounting Standards Board (GASB).]

I. PURPOSE

The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

III. DEFINITIONS

A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.

B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.

C. "Enabling legislation" means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

D. "Fund balance" means the arithmetic difference between the assets and liabilities reported in a school district fund.

E. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.

F. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

G. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.

H. "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

The school district will strive to maintain a minimum unassigned general fund balance of [_____ percent of the annual budget.] [_____ months of operating expenses.]

[NOTE: School districts need to select one of the bracketed choices above and fill in the blank. The other bracketed choice should be deleted. If a minimum fund balance is specified, a stabilization arrangement such as that specified in Part IX below that sets aside specific stabilization amounts may not be necessary.]

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

[NOTE: The school board determines this order.]

VII. COMMITTING FUND BALANCE

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: _____. ***[Specify individual(s), such as the superintendent, business manager, etc., or an entity, such as the finance committee, authorized to make these assignments.]*** Assignments so made shall be reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. STABILIZATION ARRANGEMENTS

[NOTE: If the school board has established any arrangement(s) for emergencies and other contingencies, the description(s) should be included in this section. The school

board needs to specifically define the circumstances or conditions when these amounts may be used, which must be unanticipated adverse financial or economic circumstances. These circumstances or conditions cannot be situations that are expected to or which occur routinely. Stabilization arrangements should be reported as restricted or committed if they meet the criteria or, otherwise, should be reported as unassigned. They should not be reported as assigned. If the school board does not have any such arrangements, this section should be deleted.]

X. REVIEW

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

[NOTE: The school board should determine the review period adequate for their school district and change "an annual" to "a quarterly" or "a monthly" or some other time frame if appropriate.]

***Legal References**:* Statement No. 54 of the Governmental Accounting Standards Board

Cross References: None

NEW BUSINESS – FOR REVIEW **Agenda Item VI.C.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 17, 2026

Subject: Staff Use of School Facilities

(Recommended by the superintendent)

A first read of Policy 413: Staff Use of School Facilities & Administrative Guideline 413.1. The policy establishes that staff members may use school facilities for health and wellness activities when the space is not otherwise being used. The guideline establishes the rules for reserving and using the school facilities.

The policy and guideline are being reviewed by the Facilities Department and the Facilities Use Office.

Attachments:
Policy 413: Staff Use of School Facilities
Administrative Guideline 413.1
Attachment: Release and Waiver of Liability, Assumption of Risk, and Indemnity Agreement

RICHFIELD PUBLIC SCHOOLS

STAFF USE OF SCHOOL FACILITIES

GENERAL STATEMENT OF POLICY

The Board of Education supports active and healthy staff members and encourages the use of school facilities for such use. It is the policy of the Board of Education that school facilities are made available for health and wellness activities of district staff members when space is not being used for educational program purposes or reserved by outside groups, subject to certain rules and regulations of the Board of Education. All staff members who wish to use school facilities for health or wellness activities are required to sign the release form found in Administrative Guideline 413.2.

The school district may cancel facilities use when emergencies occur (inclement weather, facility damage, safety considerations, power outages, etc.).

Any deviation from the procedures outlined in the Administrative Guideline 413.1 must be approved by the Superintendent or designee.

RATIFIED BY THE BOARD OF EDUCATION: June 13, 2011

REVIEWED BY THE BOARD OF EDUCATION:

REVISED BY THE BOARD OF EDUCATION: April 5, 2021

RICHFIELD PUBLIC SCHOOLS

ADMINISTRATIVE GUIDELINES
STAFF USE OF SCHOOL FACILITIES

I. GOAL OF THE RICHFIELD PUBLIC SCHOOLS REGARDING STAFF USE OF SCHOOL FACILITIES

It is the desire of the Richfield Board of Education that school facilities are made available to staff for personal health and wellness activities.

II. RULES AND REGULATIONS IMPLEMENTING BOARD POLICY

School district staff will be permitted to use school facilities during normal working hours when facilities are not being used for educational purposes or if facilities have been reserved by individuals or outside groups.

A. Request Use of Facilities:

1. Facilities will be available during a defined schedule as determined by the Facilities Use Office.

2. Educational uses, and individuals or groups who have reserved facilities through the permit process will have priority use of facilities.

3. A list of available facilities will be provided to staff members who submit the required documentation to the Facilities Use Office.

4. Staff that would like to use facilities during non-scheduled times will complete a permit for extended use of the facility (e.g. Gym facility) through the district reservation system.

B. Use by Staff Dependents and Guests

1. Staff members may bring their dependent children with them to use school facilities. Staff members must supervise their children at all times.

2. Staff members may not bring other guests who are not RPS staff members to use school facilities. Mixed groups of RPS staff members and other individuals (except dependent children of RPS staff members) must request use of school facilities as established in Policy 979: Community Use of School Facilities and Grounds.

III. USE OF EQUIPMENT

Staff are expected to supply their own equipment such as basketballs, volleyballs, bats, baseballs, etc.

IV. RESPONSIBILITIES

A. Staff must sign and date a waiver of risk (attachment A) releasing the district of any and all liability and complete a Facilities Use Registration Form (Attachment B) when using district facilities during their non-contractual period of the day.

B. Staff members must sign and date a waiver of risk (attachment A) for any dependent children they bring with them to use school facilities.

C. Staff agree to leave all areas in the same condition they were in at the time of arrival.

Please observe the following rules.

1. Use of alcohol or drugs on school property is prohibited.

2. No smoking or other use of tobacco, tobacco-related devices, or electronic cigarettes in the building or on school grounds.

   If you violate this rule you will be asked to leave the building and your right to future use will be forfeited. Other disciplinary sanctions may also occur as appropriate.

3. Treat school property with care; you are responsible for all damages.

4. Appropriate athletic shoes are required for gymnasium use.

5. You may not use rooms or facilities not asked for and authorized by the permit.

6. Adhere to the hours of use designated in the permit.

C. If a problem occurs:

1. Report any damage of school property to the Facilities Use Office within 24 hours. If you fail to report any damage, your right to future use may be forfeited.

2. If you don't make satisfactory replacement or payment for any loss or damage, or you violate rules, your right to future use will be forfeited. The school district assumes no liability for loss of personal effects of participants.

Cross References:
Policy 105: Tobacco-Free Environment
Policy 979: Community Use of School Facilities and Grounds

DATED: June 13, 2011

REVIEWED:

REVISED: April 5, 2021

I.S.D. No. 280 Facilities Use Release

RELEASE AND WAIVER OF LIABILITY, ASSUMPTION of RISK, AND INDEMNITY AGREEMENT ("AGREEMENT")

IN CONSIDERATION of the Richfield Public Schools, I.S.D. No. 280 permitting me and my minor child(ren) to participate in any way in sports activities on premises owned by the district, I, on behalf of my child(ren), if applicable, for myself and for my personal representatives, assigns, heirs, and next of kin, and for my child(ren)'s personal representatives, assigns, heirs, and next of kin, if applicable:

1) ACKNOWLEDGE, agree, and represent that I and/or my child(ren), if applicable, understand the nature of sports activities and that I am qualified, in good health, and in proper physical condition to participate in such activity, and/or that my child(ren) is/are qualified, in good health, and in proper physical condition to participate in such activity. I agree and warrant that, to the extent that I may have any temporary or permanent physical condition that would limit my ability to safely engage in a particular activity or activities, I will not engage in any such activity, and that, to the extent my child(ren) has/have any temporary or permanent physical condition that would limit his/her/their ability to safely engage in a particular activity or activities, I will prevent them from engaging in any such activity. I further agree and warrant that if at any time I believe the conditions of the District's facilities to be unsafe, I will immediately discontinue further participation in the activity and notify the District of such conditions.

2) FULLY UNDERSTAND THAT: (a) SPORTS ACTIVITIES INVOLVE RISKS AND DANGERS OF SERIOUS BODILY INJURY, INCLUDING PERMANENT DISABILITY, PARALYSIS, AND DEATH ("RISKS"); (b) these Risks and dangers may be caused by my own actions or inactions, the actions or inactions of my child(ren) who use the District's facilities in accordance with this release, the actions or inactions of others participating in the Activity, the condition in which the Activity takes place, or THE NEGLIGENCE OF THE "RELEASEES" NAMED BELOW; (c) there may be OTHER RISK AND SOCIAL AND ECONOMIC LOSSES either not known to me or not readily foreseeable at this time; and I FULLY ACCEPT AND ASSUME ALL SUCH RISKS AND ALL RESPONSIBILITY FOR LOSSES, COSTS, AND DAMAGES I incur or that my child(ren) incur as a result of my participation in the activity, except to the extent that any such injury or damage may arise from the gross negligence or intentional misconduct of the District.

3) HEREBY RELEASE, DISCHARGE, AND COVENANT NOT TO SUE I.S.D. NO. 280 AND ITS SCHOOL BOARD, administrators, agents, volunteers, and employees, (each considered one of the "RELEASEES" herein) FROM ALL LIABILITY, CLAIMS, DEMANDS, LOSSES, OR DAMAGES ON MY ACCOUNT OR MY CHILD(REN)'S ACCOUNT(S) CAUSED OR ALLEGED TO BE CAUSED IN WHOLE OR IN PART BY THE NEGLIGENCE OF THE "RELEASEES" OR OTHERWISE, EXCEPT TO THE EXTENT THAT ANY SUCH INJURY OR DAMAGE MAY ARISE FROM THE GROSS

NEGLIGENCE OR INTENTIONAL MISCONDUCT OF THE DISTRICT. I FURTHER AGREE that if, despite this RELEASE AND WAIVER OF LIABILITY, ASSUMPTION OF RISK, AND INDEMNITY AGREEMENT I, my child(ren), or anyone on my behalf or my child(ren)'s behalf, makes a claim against any of the Releasees, I WILL INDEMNIFY, SAVE, AND HOLD HARMLESS EACH OF THE RELEASEES from any litigation expenses, attorney fees, loss, liability, damage, or cost which may incur as the result of such claim.

I HAVE READ THIS AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING IT AND HAVE SIGNED IT FREELY AND WITHOUT INDUCEMENT OR ASSURANCE OF ANY NATURE AND INTEND IT TO BE A COMPLETE AND UNCONDITIONAL RELEASE OF ALL LIABILITY TO THE GREATEST EXTENT ALLOWED BY LAW AND AGREE THAT IF ANY PORTION OF THIS AGREEMENT IS HELD TO BE INVALID THE BALANCE, NOTWITHSTANDING, SHALL CONTINUE IN FULL FORCE AND EFFECT.

Signature of Adult Participant: _____

Name(s) of Child(ren) authorized by Adult Participant: _____

_____

Date: _____

NEW BUSINESS - FOR ACTION **Agenda Item VI.A.**

Board of Education
Independent School District 280
Richfield, Minnesota

Regular Meeting, February 17, 2026

Subject: Donations

(Recommended by the superintendent)

That the board of education accept the following donations with gratitude.

The RHS Spartan Food Shelf received the following donations:

- $1,000.00 from Don & Patricia Schiffler of St. Cloud, MN
- $600.00 from Brenda DeVita of Spring Green, WI
- $500.00 from Andrea & Tim Kinney of Spring Green, WI
- $100.00 from Douglas and Pamela Ryan of Webster City, IA
- $400.00 from Allison Hrkac-Budzisz of Richfield
- $50.00 from Sara Young & John Christensen of Spring Green, WI
- $50.00 from Robin Reid of Spring Green, WI
- $40.00 from John Young & Gail Snowden of Middleton, WI
- An anonymous donation of $100.00

The RHS Softball Team received a donation of $2,000.00 from the Richfield Lions Club.