

**MEMORANDUM OF AGREEMENT
REGARDING CO-CURRICULAR BAND POSITIONS**

This Memorandum of Agreement (“MOA”) is entered into by and between Independent School District No. 280, Richfield Public Schools (“District”), and Education Richfield (“Union”). The District and the Union are collectively referred to as the “Parties”.

WHEREAS, the District and the Union are parties to a collective bargaining agreement (“CBA”) governing the terms and conditions of employment for teachers;

WHEREAS, Appendix E of the CBA contains the salaries to be paid for co-curricular assignments during the 2025-2026 and 2026-2027 school years;

WHEREAS, the District and the Union wish to enter into an agreement that outlines compensation and positions for co-curricular assignments that apply to the BAND positions;

NOW, THEREFORE, the Parties agree to the following:

1. Add new BAND positions with compensation factors:

Position	Factor (1.00)	2025-2026 Base \$5,862	2026-2027 Base \$6,009
Head Marching Band Director	1.200	\$7,034	\$7,211
Assistant Marching Band Director	0.6330	\$3,711	\$3,804
Marching Band Technician	0.400	\$2,345	\$2,403

2. Remove the following BAND positions:

- a. Marching Band - Flags
- b. Marching Band - Flags (Winter)


3. The above changes shall be effective for the spring band season. Stipends shall be paid according to the applicable stipend schedule year (i.e., March -July 2026 at the 2025-2026 rates and March – July 2027 at the 2026-2027 rates).

4. This MOA will take effect March 11, 2026.

5. This Agreement will remain in effect for the duration of the CBA and will automatically sunset when a successor agreement to the CBA is ratified by both parties.

IN WITNESS WHEREOF, the Parties have voluntarily entered into this MOA on the dates shown by their signatures.

FOR THE UNION:

 3/25/26
Lee Herman, President

FOR THE DISTRICT:

 3/25/26
Craig Holje, Senior Executive Officer

MEMORANDUM OF AGREEMENT MEETING AND PREPARATION TIME

This Memorandum of Agreement (“MOA”) is entered into by and between Independent School District No. 280, Richfield (“District”) and Education Richfield (“Union”). The District and the Union are collectively referred to as the “parties.”

WHEREAS, the District and the Union are parties to a collective bargaining agreement (“CBA”) governing the general terms and conditions of employment for teachers;

WHEREAS, the parties desire to promote a collaborative work environment that is focused on the individual educational needs of all students and the delivery of quality instruction;

WHEREAS, the parties recognize that teachers need time during the duty day to plan instruction, to prepare for the delivery of instruction, and to collaborate regarding student success; and

WHEREAS, the parties recognize that a productive, well-executed meeting may be required for the efficient running of the school;

NOW, THEREFORE, BE IT AGREED:

1. **Use of Preparation Time.** Teachers may use preparation time to prepare lessons and materials for assigned classes, to conduct conferences, to evaluate student work, to collaborate voluntarily with colleagues, and to perform other tasks related to their assignment. The specific work to be performed during preparation time will generally be within the teacher’s professional discretion as long as it is aligned with the teacher’s professional responsibilities. Principals and other administrators will not regularly schedule meetings during preparation time except for the purpose of the performance and evaluation process (i.e. pre and post observation conferences).
2. **Supervision During Preparation Time.** Absent extraordinary circumstances, teachers will not be required to supervise students during their preparation time. If, at the request or direction of the building principal, a teacher supervises or teaches a class during the teacher’s scheduled preparation time, the District will compensate the teacher for the lost preparation time, calculated by rounding up to the nearest one-quarter hour, based on the instructional program hourly rate specified in Appendix D of the CBA.
3. **Compensation for Additional Preparation Caused by Collapsed Classrooms.** In the event a substitute is not available and the teacher’s students are assigned across other classrooms, any teacher who receives at least 1 additional assigned student, for a half or full day, in this situation will receive a proportional share of the Certified Retired Teacher Substitute daily rate of pay in relation to number of teachers who are assigned responsibility for those students. At the secondary level, where classes are not scheduled on a half or full day basis, any teacher who receives at least one (1) additional assigned student for an entire class period will receive a proportional share of the instructional hourly rate of pay for each full class period in relation to the number of teachers who are assigned responsibilities for those students.

MEETING AND PREPARATION TIME

This compensation is provided in order to compensate for the additional preparation time required to accommodate this change in instruction.

4. **Compensation for Duty Reassignment.** An elementary licensed staff who is pulled from their assigned duty to cover a classroom for a half or full day will be compensated an additional hour, in addition to their regular salary, at the hourly rate of pay.
5. **Collaborative Approach.** All teachers are expected to use a collaborative approach in scheduling meetings with colleagues for the purpose of ensuring the provision of quality instruction and the alignment of regular education services with integrated programming, such as Title I, ELL, and special education programming. Toward that end, when scheduling meetings involving other staff members, teachers are expected to seek consensus from all participants regarding a mutually agreeable date and time for the meeting, including whether the meeting will be held before the student day, during preparation time, or after the student day. To help support this collaboration, the District will attempt to schedule common preparation times among individuals who share students when practicable.
6. **Guidelines for Regularly Scheduled Meetings.** In general, regularly scheduled meetings for all staff in a building outside of preparation time will include a weekly Professional Learning Community (PLC) meeting as well as a weekly collaboration meeting among grade levels, departments, integrated services and special education to plan and prepare instruction. Up to two faculty or building staff development meetings may be scheduled each month. Stipended positions or voluntary committees that meet on an infrequent basis are excluded from these guidelines. The collaboration meetings may be scheduled within the assigned planning and preparation time. IEP meetings and child study teams may be required to address the specific needs of individual students and as such, do not fall within the guidelines of Section 6.
7. **K-5 Planning and Preparation Time.** Elementary preparation time includes an additional 50 minutes of planning time per week (total of 300 minutes) for a full-time teacher. The additional time will be used to support planning and preparation for instruction, including at least one weekly meeting to collaborate and co-plan for instruction. The meetings may be rescheduled at the discretion of the assigned team with approval by the building principal.
8. **Collaboration and Professional Learning Community.** Collaboration and Professional Learning Community (PLC) meetings will be scheduled in collaboration with building leadership team factoring in team preferences as well as coordination of staff resources. Meetings may be rescheduled at the discretion of the assigned team with approval by the building principal. Teams that request to have their meetings scheduled outside the normal workday will not be eligible for any additional compensation.
9. **Review of Guidelines.** Major changes to non-student contact time resulting from schedule changes or other concerns that emerge related to preparation time will be the subject of Meet and Confer.

MEETING AND PREPARATION TIME

10. **Term.** This MOA will automatically expire on June 30, 2027 or upon ratification of the 2027-2029 Master Agreement, whichever occurs later, unless the parties agree, in writing, to amend or extend the terms or provisions of this MOA.

11. **Entire Agreement.** This MOA and the CBA constitute the entire agreement between the parties relating to preparation time for teachers. No party has relied upon any statements, representations, or promises that are not set forth in this MOA or the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.


IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION


Union President

Date: Nov. 18, 2025

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD


School Board Chair

Date: 11/21/2025


School Board Clerk

Date: 12/1/2025

MEMORANDUM OF AGREEMENT IMPROVEMENT PLANNING

This Memorandum of Agreement (“MOA”) is entered into by and between Independent School District No. 280, Richfield (“District”) and Education Richfield (“Union”). The District and the Union are collectively referred to as the “parties.”

WHEREAS, the District and the Union are parties to a collective bargaining agreement (“CBA”) governing the general terms and conditions of employment for teachers;

WHEREAS, the parties desire to promote a collaborative work environment that is focused on the individual educational needs of all students and the delivery of quality instruction;

WHEREAS, the parties desire to ensure high quality and effective implementation of program improvements;

NOW, THEREFORE, BE IT AGREED:

Richfield School District and Education Richfield agree to develop a process for reviewing program improvement efforts and implementation using an extended Meet and Confer Committee. The process for implementation will include establishing a committee which will discuss the following considerations:

1. Ensure a common understanding of what constitutes an “initiative” for purposes of this committee’s review;
2. Ensure a clear process for program improvement efforts and strategies;
3. Review and discuss who is involved in various initiatives and related timing to consider impact on effective implementation;
4. Evaluate the intended and unintended consequences of each initiative;
5. Discuss effective implementation to consider needs for staff development and follow-up training and review opportunities; and
6. Review how technology can successfully support any initiatives before they are implemented.
7. Review current expectations of activities outside of the regular school day that support parent and community relationships and work to align these efforts across the organization.
8. Review current testing timelines and processes, especially as it relates to diagnostic activities at the beginning of the year, and identify ways to mitigate negative impact on instruction.

The Education Richfield President and Superintendent will identify appropriate timing and committee representation, which may vary based on items being discussed. It is agreed that the first meeting for the committee will be scheduled no later than 45 days from ratification of this agreement.

1. **Term.** This MOA will take effect immediately upon ratification of this agreement and will automatically expire on June 30, 2027 or upon ratification of the 2027-2029 Master Agreement, whichever occurs later, unless the parties agree, in writing, to amend or extend the terms or provisions of this MOA.

IMPROVEMENT PLANNING

2. **Entire Agreement.** This MOA and the CBA constitute the entire agreement between the parties relating to improvement planning. No party has relied upon any statements, representations, or promises that are not set forth in this MOA or the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.


IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION


Union President

Date: Nov. 18, 25

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD


School Board Chair

Date: 11/21/2025


School Board Clerk

Date: 12/11/2025

**MEMORANDUM OF AGREEMENT RELATED TO
EARLY CHILDHOOD FAMILY EDUCATION AND PRESCHOOL TEACHERS**

This Memorandum of Agreement (“MOA”) is entered into by and between Independent School District No. 280, Richfield (“District”) and Education Richfield (“Union”). The District and the Union are collectively referred to as the “parties.”

WHEREAS, the District and Union are parties to a collective bargaining agreement (“CBA”) governing the general terms and conditions of employment for teachers;

WHEREAS, the District employs Early Childhood Family Education (“ECFE”) and preschool teachers;

WHEREAS, the District and Union wish to clarify the compensation and benefit provisions that apply to these teachers; and

WHEREAS, effective July 1, 2023, ECFE teachers are eligible to earn continuing contract rights, whereas pre-school teachers are not yet required to be licensed and thus are not covered by the Continuing Contract Law, Minn. Stat. 122A.40.

NOW, THEREFORE, the parties agree to the following:

1. The following provisions of the CBA shall apply for determining the compensation and benefits of ECFE /Pre-School teachers:
 - a. Article VIII (Factors Involved in Determination of Salary)
 - b. Article X (Leaves of Absence) – excluding Sections 9, 10, and 11
 - c. Article XI – Grievance Procedure
 - d. Article XIII – School Year
 - e. Article XV – Fringe Benefits
 - f. Article XVI – Salary Payment
 - g. Article XVIII – Salary and Economic Welfare
2. Article XIV (School Day) will apply to preschool teachers. Article XIV (School Day) will apply to ECFE teachers, with the exception that the hours worked each day may not be consecutive given the nature of the ECFE program. The District will determine the schedules for ECFE teachers based on the ECFE classes offered.
3. Article IX will apply only to ECFE teachers.
4. With respect to ECFE teachers, the parties agree that the unrequested leave of absence procedures in Article X, Sections 9 and 10, of the CBA will apply with the following exceptions:
 - a. Given the unique nature of ECFE teaching positions, the District may place such teachers on unrequested leave of absence effective at any time and that the July 1 deadline in Sections 9(C) and 10(C) is not applicable to ECFE teachers.
 - b. A separate seniority list will be established for ECFE teachers.

EARLY CHILDHOOD FAMILY EDUCATION AND PRESCHOOL TEACHERS

- c. For purposes of Sections 9(C)(4)(d) and 10(C)(3)(c), ECFE teachers may only transfer to other ECFE teacher positions.
- d. For purposes of Sections 9(D) and 10(D), ECFE teachers may only be recalled to ECFE teacher positions.

For purposes of unrequested leaves of absence, the parties agree that teachers on seniority lists other than the ECFE seniority list may not transfer to ECFE positions; the only teachers who may transfer to ECFE positions are ECFE teachers.

- 5. The other provisions of the CBA not listed above shall not apply to ECFE/Pre-school teachers.
- 6. This MOA will take effect upon ratification of the 2025-2027 CBA.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION

By 
Union President

Date: Nov. 18, 25

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

By 
School Board Chair

Date: 11/21/2025

By 
School Board Clerk

Date: 12/1/2025

**MEMORANDUM OF AGREEMENT
BUILDING SUBSTITUTES**

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield ("District") and Education Richfield ("Union"). The District and the Union are collectively referred to as the "parties."

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the general terms and conditions of employment for teachers;

WHEREAS, the District is considering hiring "Building Substitutes." It is intended that Building Substitutes would be contracted for a specific number of duty days during the school year and would cover for multiple absent teachers;

WHEREAS, Building Substitutes would differ from long-term substitutes (who are covered by Art. VII, Section 3 of the CBA) in that Building Substitutes would not substitute for only one absent teacher, but would likely substitute for many absent teachers over the course of their contracted year;

WHEREAS, Building Substitutes would differ from Reserve Teachers (who are covered by Art. VII, Section 4 of the CBA) in that Building Substitutes would be contracted for a set number of duty days for the school year, rather than working on an as-needed, short call basis.

NOW, THEREFORE, BE IT AGREED;

The pay and benefits for Building Substitutes will be established by Board Policy instead of the provisions of the CBA.

In the event a Building Substitute acquires continuing contract rights pursuant to Minnesota Statutes section 122A.40, the Building Substitute's unrequested leave of absence ("ULA") rights shall be as follows:

The Building Substitute shall not be able to use seniority to bump another teacher, claim a vacancy, or require a realignment of positions.

Once placed on ULA, the Building Substitute shall not have recall rights.

The provisions of Section 2 of this MOA shall constitute and be a part of the ULA plan contained in Article X, Sections 9-13 of the CBA, which has been negotiated pursuant to Minnesota Statutes section 122A.40, subdivision 10.

Building Substitutes shall not be covered by the CBA, except to the extent provided above in Section 2 of this MOA.

1. This MOA will take effect upon ratification of the 2025-2027 CBA.

Entire Agreement. This MOA and the CBA constitute the entire agreement between the parties relating to Building Substitutes. No party has relied upon any statements, representations, or promises that are not set forth in this MOA or the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.

BUILDING SUBSTITUTES

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION

By Lee Herman
Union President

Date: Nov. 18, 25

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

By [Signature]
School Board Chair

Date: 11/21/2025

By [Signature]
School Board Clerk

Date: 12/1/2025

**MEMORANDUM OF AGREEMENT
LANE CHANGE CREDITS**

This Memorandum of Agreement (“MOA”) is entered into by and between Independent School District No. 280, Richfield (“District”) and Education Richfield (“Union”). The District and the Union are collectively referred to as the “parties.”

WHEREAS, the District and the Union are parties to a collective bargaining agreement (“CBA”) governing the general terms and conditions of employment for teachers;

WHEREAS, the parties desire to promote professional development that is rigorous and aligned with organizational goals, including compensation for lane change credits; and

WHEREAS, the parties desire to ensure high quality and effective implementation of instructional practices and curriculum delivery.

NOW, THEREFORE, BE IT AGREED:

Richfield School District and Education Richfield agree to develop a process for reviewing professional development coursework which is compensated through lane change credits on the salary schedule using an extended Meet and Confer Committee. The process for implementation will include establishing a committee which will discuss programs of study that are available for lane change credits as well as other professional development methods for earning lane change credits and developing guidelines for approval. Items for discussion may include, but not be limited to, the following:

1. Identify external graduate degree programs or coursework that meet or do not meet eligibility requirements for lane change credits.
2. Identify alternative professional development opportunities that may not be eligible for graduate degree credits, but meet the rigor and alignment to organizational goals to be eligible for lane change credits.
3. Review alternative licensure programs such as licensure via portfolio and develop criteria, if appropriate, for consideration for potential lane change credits.
4. Review and maintain the District clearinghouse of resources to support selection of available programs.
5. Identify internal professional development programs that may be eligible for board credits.

The Education Richfield President and Superintendent will identify appropriate timing and committee representation, which may vary based on items being discussed. It is agreed that the first meeting for the committee will be scheduled no later than 45 days from ratification of this agreement.

Any recommendations from the committee will be subject to review and approval of the Superintendent or administrative designee as it relates to review and approval of lane change credits.

1. **Term.** This MOA will take effect immediately upon ratification of this agreement and will automatically expire on June 30, 2027 or upon ratification of the 2027-2029 Master Agreement, whichever occurs later, unless the parties agree, in writing, to amend or extend the terms or provisions of this MOA.

2. **Entire Agreement.** This MOA and the CBA constitute the entire agreement between the parties as it relates to formation of this committee. No party has relied upon any statements, representations, or promises that are not set forth in this MOA or the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION



Union President

Date: Nov. 10, 25

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD



School Board Chair

Date: 11/21/2025



School Board Clerk

Date: 12/1/2025

**MEMORANDUM OF AGREEMENT
REGARDING DUE PROCESS PAPERWORK**

This Memorandum of Agreement (“MOA”) is entered into by and between Independent School District No. 280, Richfield Public Schools (“District”), and Education Richfield (“Union”).

WHEREAS, the District and the Union are parties to a collective bargaining agreement (“CBA”) governing the terms and conditions of employment for the District’s teachers;

WHEREAS, the parties desire to develop guidelines for additional paid time or alternative scheduling for special education teachers for completion of required due process paperwork; and

WHEREAS, this MOA documents the parties’ agreements related to when special education teachers can receive additional pay for working on required due process paperwork outside of the contract day.

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises contained in this MOA, the District and the Union agree as follows:

1. Special education teachers may submit time sheets for up to 16 (sixteen) additional hours of pay if they spend time outside of the contract day working on required due process paperwork for students they serve (for example, drafting evaluation reports, individualized education programs (IEPs), and progress reports) during the assigned work year. If teachers attend due process nights sponsored by the District to work on due process paperwork, the time they are present at those sessions is included in the sixteen additional hours of pay. Additional time may be requested and granted based on caseload needs. Such requests must be submitted to the Director of Special Education and is subject to approval solely within the District’s discretion. Teachers must submit timesheets prior to June 15th in order to receive pay for any additional hours for that school year. (For example, for the 2025-2026 school year, timesheets must be submitted by June 15, 2026.) No additional pay will be provided for attendance at IEP team meetings.
2. The District will pay the instructional rate in D.1. of Appendix D for any additional hours worked in accordance with this MOA.
3. Special education teachers may request alternative schedules for conferences in order to accommodate IEP meetings that are not able to be held during conference time and are required to be held outside of the normal work day. They must coordinate with the building principal and special education lead teacher for appropriate scheduling and approval, which is solely within the District’s discretion, and will be required to document the meeting schedules that are requested for this scheduling alternative.
4. In addition to No. 1 above, special education teachers may request to be released from part of their daily assignment to complete required due process paperwork. In general, the time released from the daily assignment will be limited to 8 hours per school year, but this may be extended based on caseload needs and reserve teacher availability.

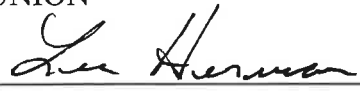
REGARDING DUE PROCESS PAPERWORK

They must coordinate with the building principal and special education lead teacher for appropriate scheduling and approval, which is solely within the District's discretion, and perform the work on-site. If there is a shortage of substitute teachers because of the overall number of teacher absences, the released time may be rescheduled for a later date or time.

5. The parties mutually understand that the time allocated as part of this MOA may not fully account for the time necessary to complete the due process paperwork, meeting schedules and requirements for special education teachers and that this MOA has no impact on teachers' responsibilities to fulfill those requirements.
6. This MOA reflects the entire agreement between the Union and the District related to additional pay for due process paperwork. No party has relied on any understanding or promise that is not stated in this MOA. This MOA controls to the extent that it conflicts with the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.
5. This Agreement will remain in effect for the duration of the CBA and will automatically sunset when a successor agreement to the CBA is ratified by both parties.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION



Union President

Date: Nov. 18, 25

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD



School Board Chair

Date: 11/21/2025



School Board Clerk

Date: 12/1/2025

**MEMORANDUM OF AGREEMENT
REGARDING PHYSICAL THERAPISTS
AND OCCUPATIONAL THERAPISTS**

This Memorandum of Agreement (“MOA”) is entered into by and between Independent School District No. 280, Richfield Public Schools (“District”), and Education Richfield (“Union”). The District and the Union are collectively referred to as “the parties.”

WHEREAS, the District and the Union are parties to a 2025-2027 collective bargaining agreement (“CBA”) governing the negotiated terms and conditions of employment for teachers employed by the District;

WHEREAS, the Public Employment Labor Relations Act (“PELRA”) (Minn. Stat. § 179A.03, subd. 18(2)) includes a physical therapist and an occupational therapist in the definition of “teacher”;

WHEREAS, as a result, physical therapists and occupational therapists are included in the teachers’ bargaining unit and are entitled to the benefits provided by the CBA;

WHEREAS, neither a physical therapist nor an occupational therapist is considered a “teacher” for purposes of the continuing contract law (Minnesota Statutes section 122A.40); and

WHEREAS, the parties desire to set forth the probationary period that a physical therapist and an occupational therapist must serve.

NOW, THEREFORE, the parties agree as follows:

1. **Probationary period.** A physical therapist and an occupational therapist will serve a three-year probationary period. The school board may or may not renew a physical therapist’s or an occupational therapist’s annual probationary contract as the board sees fit, provided the District gives notice of non-renewal before July 1. During the probationary period, the school board may discharge a physical therapist or an occupational therapist for cause, effective immediately. If a probationary physical therapist or occupational therapist is discharged effective immediately, the employee may request a hearing within ten days of notice of the immediate discharge. If a probationary physical therapist or occupational therapist requests a hearing, the school board will appoint a hearing officer to conduct the hearing.
2. **No continuing contract rights.** Because neither a physical therapist nor an occupational therapist is a “teacher” as defined by Minnesota Statutes section 122A.40, they are not eligible for continuing contract rights or any other rights under section 122A.40. After the probationary period, the District can discharge a physical therapist or an occupational therapist for just cause, and such discipline is subject to the grievance procedures in the CBA.

REGARDING PHYSICAL THERAPISTS AND OCCUPATIONAL THERAPISTS

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION



Union President

Date: Nov. 18, 25

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD


School Board Chair

Date: 11/21/2025


School Board Clerk

Date: 12/1/2025

**MEMORANDUM OF AGREEMENT
RELATED TO FLEXIBILITY IN TAKING LEAVE TIME**

This Memorandum of Agreement (“MOA”) is entered into by and between Independent School District No. 280, Richfield (“District”) and Education Richfield (“Union”). The District and the Union are collectively referred to as the “parties.”

WHEREAS, the District and the Union are parties to a collective bargaining agreement (“CBA”) governing the general terms and conditions of employment for teachers; and

WHEREAS, the parties desire to develop a process for allowing teachers more flexibility in using leave time in increments of less than a half day.

NOW, THEREFORE, THE PARTIES AGREE THAT:

1. Absences that require a substitute must be entered in either half-day or full-day increments.
2. Any arrangement for teacher-to-teacher coverage during the duty day must be agreed upon in advance and approved by the principal.
3. A committee will be established to discuss a process and procedures for scenarios where the absence is less than one-half ($\frac{1}{2}$) day or a partial day greater than one-half ($\frac{1}{2}$) day but less than a full-day and a substitute may or may not be required for the absence. Items for discussion may include, but not be limited to, the following:
 - The process for the principal to approve such arrangements;
 - The procedure for how the absence will be entered into the District’s leave system;
 - The minimum amount of time for which such increments can be approved;
 - The process for Human Resources to be involved in the monitoring of such use of leave;
 - The process for the District to track the total amount of leave time used by a teacher; and
 - The monitoring of the use of leave periods for a period of less than a half-day to analyze the impact of shorter leave periods on the continuity of the provision of educational services.

The Education Richfield President and Superintendent will identify appropriate timing and committee representation, which may vary based on items being discussed. It is agreed that the first meeting for the committee will be scheduled no later than 45 days from ratification of this agreement.

Any recommendations from the committee will be subject to review and approval of the Superintendent or administrative designee as it relates to more flexibility in using leave time.

1. **Term.** This MOA will take effect immediately upon ratification of the 2025-27 agreement and will automatically expire on June 30, 2027 or upon ratification of the 2027-2029 Master Agreement, whichever occurs later, unless the parties agree, in writing, to amend or extend the terms or provisions of this MOA.

RELATED TO FLEXIBILITY IN TAKING LEAVE TIME

2. **Entire Agreement.** This MOA and the CBA constitute the entire agreement between the parties as it relates to formation of this committee. No party has relied upon any statements, representations, or promises that are not set forth in this MOA or the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures.

UNION



Union President

Date: Nov. 18, 25

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD



Board Chair

Date: 11/21/2025



Board Clerk

Date: 12/1/2025

MEMORANDUM OF AGREEMENT

MEET AND CONFER

This Memorandum of Agreement (“MOA”) is entered into by and between Independent School District No. 280, Richfield (“District”) and Education Richfield (“Union”). The District and the Union are collectively referred to as the “parties.”

WHEREAS, the District and the Union are parties to a collective bargaining agreement (“CBA”) governing the general terms and conditions of employment for teachers;

WHEREAS, the parties desire to promote a collaborative work environment that is focused on the individual educational needs of all students and the delivery of quality instruction; and

WHEREAS, the parties recognize that supporting a positive and product work environment for staff requires engaging multiple perspectives to address work issues

NOW, THEREFORE, BE IT AGREED that the following topics and goals be discussed during Meet and Confer:

1. **Engagement Responsibilities Outside of Normal Work Day Hours.** Define and align expectations of staff for parent and community engagement which requires assigned hours outside of the normal work day.
2. **Major Changes in Schedules or Programming.** Review academic program or schedule changes which may be considered for future years.
3. **School Calendar Planning.** Identify potential changes to the school calendar to ensure efficient and effective use of time as well as opportunities to gather perspectives.
4. **Other Items.** Discuss other items as mutually agreed upon by the President of Education Richfield and Richfield Public Schools Chief Human Resources and Administrative Officer.
5. **Term.** This MOA will take effect upon ratification of the 2023-2025 CBA.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA.

UNION

Lee Herman
Union President

Date: 3/20/2024

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

Paula y de la
School Board Chair

Date: 3/18/2024

Tracy K. Pelt
School Board Clerk

Date: 03/18/2024

MEMORANDUM OF AGREEMENT

MEET AND CONFER/STATUTORY CHANGES

This Memorandum of Agreement (“MOA”) is entered into by and between Independent School District No. 280, Richfield (“District”) and Education Richfield (“Union”). The District and the Union are collectively referred to as the “parties.”

WHEREAS, the District and the Union are parties to a collective bargaining agreement (“CBA”) governing the general terms and conditions of employment for teachers;

WHEREAS, the parties desire to promote a collaborative work environment that is focused on the individual educational needs of all students and the delivery of quality instruction; and

WHEREAS, the State of Minnesota has identified adult-to-student ratios in classrooms, student testing and student-to-personnel ratios as mandatory subjects of bargaining; and

WHEREAS, the parties recognize that these mandatory subjects of bargaining are integral to the operations of the District and student success; and

WHEREAS, the parties recognize that it requires time to fully understand the impacts of program and staffing changes in relation to the work of the District

NOW, THEREFORE, BE IT AGREED that a committee of Education Richfield and District Leadership will be formed to review the following topics and goals be discussed as part of a Meet and Confer process:

1. **Current adult-to-student ratios in the classrooms, student testing, and student-to-personnel ratios.**
2. **Potential changes to these items as they are reviewed in light of budgetary or program needs.**

Term. This MOA will take effect upon ratification of the 2023-2025 CBA.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA.

UNION

Lee Herman
Union President

Date: 3/20/2024

INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD

Paula y lera
School Board Chair

Date: 3/18/2024

Trist K. Bell
School Board Clerk

Date: 03/18/2024

**MEMORANDUM OF AGREEMENT
REGARDING E-LEARNING DAY PLANS**

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield Public Schools ("District") and Education Richfield ("Union").

WHEREAS, the District and the Union are parties to a collective bargaining agreement ("CBA") governing the terms and conditions of employment for the District's teachers;

WHEREAS, the District has developed e-learning day plans for its early learning/elementary schools, middle school, and high school; and

WHEREAS, Minnesota Statutes section 120A.414, subdivision 2, obligates the District to meet and negotiate with the Union regarding the District's proposed e-learning day plans before adopting those plans.

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises contained in this MOA, the District and the Union agree as follows:

1. The District's proposed e-learning day plans are attached hereto and incorporated herein by reference.
2. The District and the Union met and bargained over, and the Union is agreeable to, the attached e-learning day plans.
3. The District and the Union agree to meet and confer regarding any substantive changes to any of the e-learning day plans. Substantive changes are changes that impact a teacher's work hours, student contact hours, and/or preparatory time.
4. This MOA reflects the entire agreement between the Union and the District relating to e-learning day plans. No party has relied on any understanding or promise that is not stated in this MOA. This MOA controls to the extent that it conflicts with the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.

FOR THE UNION:

Lee Herman

Lee Herman

Date: 10/17/23

FOR THE DISTRICT:

Craig D. Haje

[Signature]

Date: 10/17/23

The first weather-related closure of each year will serve as a planning day for teachers to prepare for e-learning. On the planning day, teachers should review the schedule and resources below. The e-learning plan below will be followed on subsequent days on which school is not able to be held in person due to inclement weather.

Richfield Early Learning/Elementary School Weather-Related E-Learning Schedule

Staff Schedule and Communication

Staff option to work from home

E-Learning Schedule		
Morning Meeting	8:00-8:15 (15-20 min.)	Morning Meeting Synchronous Check-In via Google Meet <ul style="list-style-type: none"> This time is optional for students. It should be used to provide a check in if students have devices available and an overview of the choice board.
Office Hours	8:15-9:00 (45 min.)	Open Office Hours via Google Meet <ul style="list-style-type: none"> When working through the asynchronous choice board activities, students can log into any teacher’s office hours to ask questions or connect with any teachers.
Choice Board Work Time	9:00-2:15	<u>Early Learning (Preschool, ECSE 3-5, and ECFE) Choice Board</u> <u>K-5 Choice Boards</u> <ul style="list-style-type: none"> Teachers are available to support students learning via email and Seesaw. During choice board work time, teachers will work on unit/lesson planning, update gradebooks and provide feedback on student work, contact families, and/or meet with teams/other staff members as needed.
Office Hours	2:15-3:00 (45 min.)	Open Office Hours via Google Meet <ul style="list-style-type: none"> Students can log into any teacher’s office hours to ask questions or connect with any teachers.

Morning Meeting Check-in Guidelines:

- Classroom teachers will provide a Google Meet link for Morning Meeting and office hours on their choice menu cover page and post it on Seesaw and ParentSquare. Early learning teachers should create a google meet link for both morning and afternoon classes. Each Google Meet link has a phone number to dial in as an option, with a code to join, in case a family doesn’t have a device.
- Teachers will open the Google Meet by 8:00 a.m. and keep it open until at least 8:15 am.
- Classroom teachers are responsible for recording student daily attendance in Synergy. Students should be marked present unless they have reported an absence via the attendance line.
- Teachers will review choice board activities with students who attend Morning Meeting.

Office Hours Guidelines

- Classroom teachers will log onto the same Google Meet used for Morning Meeting from 8:15 to 9:00 a.m. and 2:15 to 3:00 p.m.

- Other teachers (i.e., EL, Intervention, Spec. Ed., specialists) should create an office hour meet link and share it with classroom teachers by 7:30 so they can be added to the choice board copy posted on Seesaw and ParentSquare.
- Teachers may use this time to contact students who did not attend Morning Meeting or who may need extra support.


Choice Board Guidelines:

- Elementary classroom teachers should make a copy of their grade level choice board and add contact information and office hour google meet links prior to posting it on Seesaw and ParentSquare.
- Classroom teachers will post their choice board in Seesaw as an announcement and send via Parent Square no later than 8:00 a.m.

Additional Staff information:

- Teachers: Teachers may work from home and will provide distance/e-learning as specified above.
- Paras: Teachers who supervise early learning paras will instruct them to communicate with families, prepare for google meetings, reach out to families, or prepare lessons (classroom teachers will make these duties clear).
- ECSE B-3 Teachers: ECSE B-3 teachers will offer virtual home visits via Google meet or phone call instead of in-person visits.
- ECSE 3-5 Teachers: ECSE 3-5 teachers can offer parent phone calls or coaching if students are not able to join a morning meeting. B-3 will plan with Amber Lampron to offer virtual options depending on the situation.
- Support: If you need instructional support please contact your math or literacy coach.
- ECFE-Family School Teachers: ECFE families do not get district emails so they will get a message from Early Learning about these days. Offer a synchronous Google Meet at the time of your class to connect with families. All teachers should join the meet; there is no need to separate. Connect via phone, email or text with all families who do not join the synchronous meeting and send out the Early Learning Choice Board provided above.

Teacher Resources

<p>Language Resources <u>Translation and Interpretation Resources</u></p>	<p>Contact Information How to call using <u>Google Voice</u> - we have a limited number of GV licenses.</p> <p><u>How to create a GoogleMeet:</u> ← Watch this</p> <ul style="list-style-type: none"> ● DO NOT USE NICKNAMED MEETS ● <u>Google Meet</u>- more information ● Be sure to turn off quick access. ● Be sure to choose <i>End the call for everyone</i> at the end of the Meet. 	<p>Instructional Support Literacy Coaches CENT: <u>Amy Sobraske</u> RDLS: <u>Sarah Egberg</u> RSTEM: <u>Alison Pichel</u> SH: <u>Jen Bayley</u></p> <p>Math Coaches CENT & RSTEM: <u>Terry Meryhew</u> RDLS & SH: <u>Amy Ponce</u></p>
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	<p>Host controls X</p> <p>Use these host settings to keep control of your meeting. Only hosts have access to these controls.</p> <p>Breakout room controls</p> <p>When host management is on, breakout rooms will start with the same main room settings. Join a breakout room to customize its settings.</p> <p>MEETING ACCESS</p> <p>Quick access -</p> <p>When turned off, everyone who isn't invited must ask to join, including people in your organization.</p> <p>●</p> <p>End this video call for everyone?</p> <p>You can turn off quick access to limit who can join this call after you leave plus all future instances of this call.</p> <p>CURRENT SETTING: Quick access -</p> <p><small>Just leave the call End the call for everyone</small></p> <p>How to create and post a <u>message in Seesaw ParentSquare</u> How-Tos</p>	
<p>Technology Submit a Help Desk ticket (located in RPS Staff Portal), contact the IT Help Desk at 612-798-6050, or email support@richfieldpublicschools.samanage.com.</p>	<p>Choice Boards <u>Early Learning (Preschool, ECSE 3-5, and ECFE) Choice Board</u> <u>K-5 Choice Boards</u></p>	<p>Seesaw/Synergy/Other Tech Support <u>Ken Friel</u> (District Digital Learning Coach)</p>

Richfield Early Learning/Elementary School Weather-Related E-Learning Schedule

Student and Parent Schedule and Communication

Posted on website at <https://www.richfieldschools.org/academics/distance-learning>

E-Learning Schedule		
Morning Meeting	8:00-8:15 (15-20 min.)	Morning Meeting Synchronous Check-In via Google Meet <ul style="list-style-type: none"> This time is optional. Teachers will check-in with students and go over the choice board activities. If your child does not have access to a device, they should begin working on their choice board.
Office Hours	8:15-9:00 (45 min.)	Open Office Hours via Google Meet <ul style="list-style-type: none"> When working through the asynchronous choice board activities, students can log into any teacher's office hours to ask questions or connect with any teachers.
Choice Board Work Time	9:00-2:15	Choice Board <ul style="list-style-type: none"> Teachers are available to help students with their choice boards or answer questions via email and Seesaw.
Office Hours	2:15-3:00 (45 min.)	Open Office Hours via Google Meet

<p>Technology Support</p> <p>Helpdesk 612-798-6050</p> <p>WiFi availability in the community : Augsburg Park Library</p>	<p>Administrators</p> <p>Central: Amy Skare-Kleckler (x3001); Jenelle Bullen (x3006)</p> <p>Centennial: Colleen Mahoney (x6801)</p> <p>RDLS: Marta Shahsavand (x 6701)</p> <p>RSTEM: Kelly Woods (x6601); Ryan Meulemans (x6603)</p> <p>Sheridan Hills: Nancy Stachel (x6901)</p>
<p>Outreach Workers</p> <p>Central: Shirley Bartlett (x3054), Centennial: Ryan Anderson (x6852), Analy Hernandez Xochipiltecatl (x6804) RDLS: Carlos Balbuena Rendon (x6726) RSTEM: Yasmin Clara (x6655) SH: Eunice Garza (x6978)</p>	<p>Social Workers</p> <p>Central: Melissa Schramm (x3027) Centennial: Phil Rooney (x6841) RDLS: Karen Slaght (x6790); Brit Eisele (x6790) RSTEM: Jennifer Alfaro-Glover (x6661); Lauren Buxton (x6742) SH: Alissa Peanasky</p>

The first weather-related closure of each year will serve as a planning day for teachers to prepare for e-learning. On the planning day, teachers should review the schedule and resources below. The e-learning plan below will be followed on subsequent days on which school is not able to be held in person due to inclement weather.

Richfield Middle School e-Learning/Distance Learning Schedule

Staff Schedule and Communication

Staff option to work from home

e-Learning/Distance Learning Schedule		
Advisory	8:40-9:30	Advisory Synchronous Check-In via Google Meet <ul style="list-style-type: none"> ● Advisory Teachers will share one Google Meet link for the whole class, then break out into two groups. Advisory teachers will determine in advance who will create and share the whole group Google Meet link. ● This time should be used to prepare students for the distance day and should involve some sort of check in
Office Hours	9:35 - 10:40	Open office hours for all teachers - via Google Meet
Asynchronous Lesson Worktime	10:45 - 3:30	Students work asynchronously on assignments in Schoology -Teachers available to support students learning via email and Schoology -Advisory teachers outreach to Advisory students who did not attend Advisory via email, schoology message, Google Meet, Google Voice or your classroom phone (DO NOT USE PERSONAL PHONE OR EMAIL ACCOUNTS) During asynchronous lesson worktime, teachers will -Work a full contract day -Develop curriculum/assessments -Update gradebooks and provide feedback on student work -Contact families -Communicate with check and connect students -Meet with teams (park teams, department teams, grade-level teams)

Synchronous Advisory Check-in Advisor Guidelines:

- **Advisory Logistics:**
 - Advisors will post a Google Meet link at the top of the Schoology page (outside of any folders) for a synchronous check-in with their Advisory students.
 - Advisors will open the google meet by 8:35 am and keep it open until at least 9:30 am.
 - Advisory teachers are responsible for recording student daily attendance in Synergy.
 - Students who do not log in at any point during this synchronous session should be marked "absent" in Synergy.
 - ****If a student checks in with you later on in the day, please adjust the student's attendance from absent to present.****
- **Lesson Guidelines:**

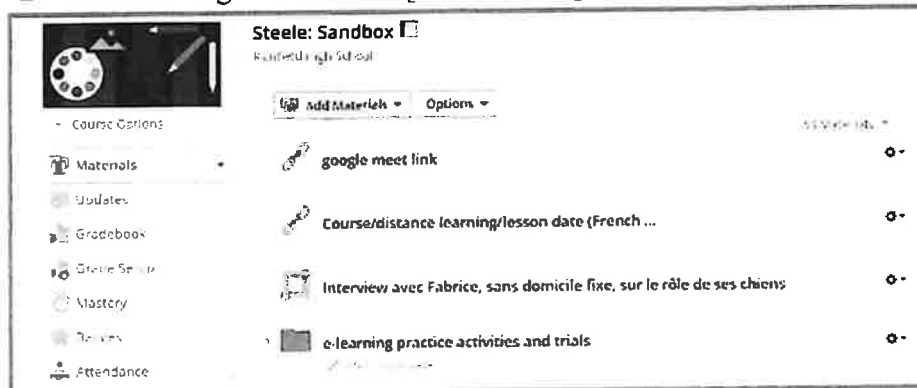
- During the synchronous check-in, advisors should use this time to connect with Advisory students to ensure they have what they need for the day and that they understand what needs to be done and what supports exist.

Office Hours Guidelines

- Teachers will be logged onto the same Google Meet link from 9:35 am to 10:40 am.
- Teachers may use this time to contact Advisory students who did not attend the synchronous Advisory session as available.

Asynchronous Lesson

- Posting Logistics
 - Teachers will post the **ungraded asynchronous assignment by 8:00 am** on the day of e-learning/distance learning (DO NOT SHARE THIS IS UNGRADED WITH STUDENTS)
 - The lesson should be posted at the top of the page *below* the Google Meet Link (not in an existing unit folder). Please review the Schoology Course Organization Expectations to ensure consistency across classes.
 - Title the assignment/folder “[Course name] Distance Learning Lesson for [date]”



- Lesson Guidelines (As aligned to our current instructional agreements):
 - **Length:** The **ungraded** lesson should take no longer than 20 minutes for a student to complete.
 - **Teaching Point:** Include a clear learning target connected to an essential standard. Provide clear success criteria.
 - **Clear Lesson:** The brief lesson should include a slide deck, YouTube video, screencast, or text overview.
 - **Guided Practice:** Provide relevant practice or reflection opportunities. The ungraded activity should be accessible to students and not require parent support.
 - **Closure:** The lesson should include an opportunity for reflection and **ungraded** formative assessment.

Teacher Resources

Language Resources	Contact Information	Instructional Support
<u>Translation and Interpretation Resources</u>	How call using <u>Google Voice</u> How to create a <u>Google Meet</u>	Katie Stephens (Instructional) Sarah Holm (Social Studies) Andy Root (Math) Laura McClendon (Science) Amy Frank (ELA)

Technology Submit a Help Desk ticket (located in RPS Staff Portal), contact the IT Help Desk at 612-798-6050, or email support@richfieldpublicschools.sa.manage.com .	Lesson/Student Learning Asynchronous hyperdoc template	Schoology / Synergy Support Sarah Holm (RMS Tech Lead) Ken Friel (District Digital Learning Coach) ken.friel@rpsmn.org
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Richfield Middle School Distance Learning Student Schedule

Student and Parent Schedule and Communication

Distance Learning Schedule	
8:40-9:30	Advisory Synchronous Check-In <ul style="list-style-type: none"> • Student will join Advisory teacher’s Google Meet (link will be at the top of their Advisory schoology page) to check in for the day and get any important announcements • If a student misses check-in, they should contact their Advisory teacher before 3:30 pm to be marked present for the day.
9:35 - 10:40	Open Office Hours for All Teachers <ul style="list-style-type: none"> • When working through the asynchronous assignments posted on each class’s schoology, student can log into any teacher’s office hours to ask questions or connect with any teachers
10:45 - 3:30	Asynchronous student work time <ul style="list-style-type: none"> • Teachers are available via email and Schoology • Complete the asynchronous lesson for each of your classes by the end of the day to the best of your ability. • Email your teacher(s) with any assignment-specific questions you might have.

Synchronous - Advisory will meet at the same time via Google Meet

Asynchronous - Courses will not meet at the same time, but students will check out assignments posted for each course in schoology.

Student Support

Technology Support Helpdesk 612-798-6050	Social Workers Joseph Corcoran Nicki Keen Dawolo	Grade Level Counselor Karen Scott Toby Bergland
Outreach	Administrators Erica Barlow (Principal)	WiFi availability in the community

<u>Jose Antonio Montejo Magana</u> <u>Massiel Gonzalez</u>	<u>David Freeburg</u> (Assistant Principal) <u>Ashley Schaefer</u> (Assistant Principal) <u>Gatha Tara Howard-Felician</u> (Dean)	Augsburg Park Library
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Horario de estudiantes de aprendizaje a distancia de Richfield Middle School

Horario y comunicación de padres y estudiantes

Horario de Aprendizaje a Distancia	
8:40-9:30	<p>Junta Sincronizada Con Su Maestro Asesor</p> <ul style="list-style-type: none"> El estudiante se unirá a Google Meet con el Maestro de asesoramiento (el enlace estará en la parte superior de su página de Schoology de asesoramiento) para registrarse para el día y recibir información importantes Si un estudiante no se registra, debe comunicarse con su maestro asesor antes de las 3:30 p. m. para que se le marque como presente ese día.
9:35 - 10:40	<p>Horario de Oficina Abierto Para Todos Los Maestros</p> <ul style="list-style-type: none"> Al trabajar en las tareas asincrónicas publicadas en Schoology de cada clase, el estudiante puede iniciar sesión en el horario de oficina de cualquier maestro para hacer preguntas o conectarse con cualquier Maestro.
10:45 - 3:30	<p>Tiempo de trabajo del estudiante asíncrono</p> <ul style="list-style-type: none"> Los maestros están disponibles por correo electrónico y Schoology Complete la lección asíncrona para cada una de sus clases al final del día lo mejor que pueda. Envíe un correo electrónico a su (s) maestro (s) con cualquier pregunta específica de la tarea que pueda tener.

Sincronico - El asesor se reunirá al mismo tiempo a través de Google Meet

Asíncrono - Los cursos no se reunirán al mismo tiempo, pero los estudiantes consultarán las tareas publicadas para cada curso en Schoology.

Soporte tecnológico

Soporte Tecnológico Helpdesk 612-798-6050	Trabajador Sociale <u>Joseph Corcoran</u> <u>Nicki Keen Dawolo</u>	Consejero por Grado <u>Karen Scott</u> <u>Toby Bergland</u>
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Outreach <u>Jose Antonio Montejo Magana</u> <u>Massiel Gonzalez</u>	Administradores <u>Erica Barlow</u> (Principal) <u>David Freeburg</u> (Assistant Principal) <u>Ashley Schaefer</u> (Assistant Principal) <u>Gatha Tara Howard-Felician</u> (Dean)	Disponibilidad de Wifi en la comunidad Augsburg Park Library
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The first weather-related closure of each year will serve as a planning day for teachers to prepare for e-learning. On the planning day, teachers should review the schedule and resources below. The e-learning plan below will be followed on subsequent days on which school is not able to be held in person due to inclement weather.

Richfield High School E-Learning Schedule

Staff Schedule and Communication

Staff option to work from home

E-Learning Schedule		
AIR Pod Advisory	8:40-9:30	AIR Pod/Advisory Synchronous Check-In via Google Meet
Office Hours	9:30-10:30	Open office hours for all teachers
Asynchronous Lesson Worktime	10:30-3:30	Students work asynchronously on assignment in Schoology -Teachers available to support students learning via email and Schoology -Teacher outreach to AIR Pod students who did not attend AIR Pod/Advisory via email, schoology message, Google Meet, Google Voice or your classroom phone (DO NOT USE YOUR PERSONAL PHONE OR EMAIL ACCOUNTS)

AIR Pod Synchronous Check-in Advisor Guidelines:

- **Advisory Logistics:**
 - Advisors will post a Google Meet link at the top of the Schoology page (outside of any folders) for a synchronous check-in with their AIR Pod/Advisory students.
 - Advisors will open the google meet by 8:35 am and keep it open until at least 9:30 am.
 - AIR Pod/Advisory teachers are responsible for recording student daily attendance in Synergy.
 - Students who do not log in at any point during this synchronous session should be marked “absent” in Synergy.
 - ****If a student checks in with you later on in the day, please adjust the student’s attendance from absent to present.****
- **Lesson Guidelines:**
 - During the synchronous check-in, advisors should use this time to connect with AIR Pod/Advisory students to ensure they have what they need for the day and that they understand what needs to be done and what supports exist.
 - Lesson Resources
 - [RHS Virtual Support Space](#)
 - [Conscious Discipline Deep Breathing Techniques](#)
 - [Conscious Discipline How Do You Feel Chart?](#)

Office Hours Guidelines

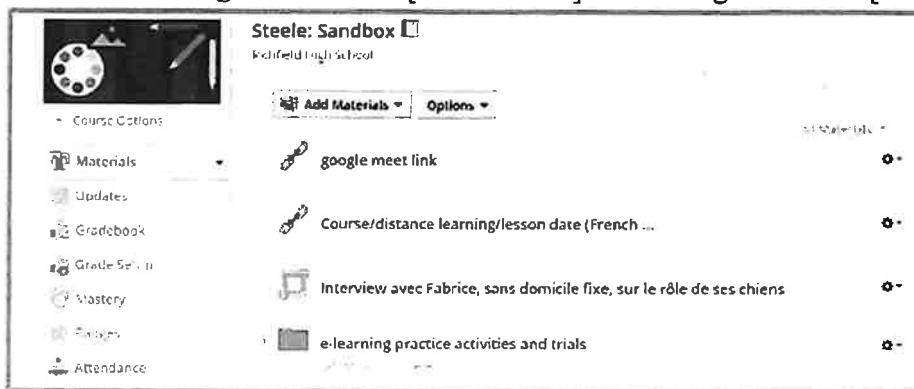
- Teachers will be logged onto the same Google Meet link from 9:30 am to 10:30 am.
- Teachers may use this time to contact AIR Pod/Advisory students who did not attend the synchronous AIR Pod session as available.

Additional Information

Department PLCs may choose to conduct their monthly PLC meeting virtually in place of their regularly scheduled meeting date and time. PLC facilitators should communicate the meeting time and virtual access link to building administration and instructional coach

Asynchronous Lesson

- Posting Logistics
 - Teachers will post the **ungraded asynchronous assignment by 8:00 am** on the day of E-Learning
 - The lesson should be posted at the top of the page *below* the Google Meet Link (not in an existing unit folder). Please review the Schoology Course Organization Expectations to ensure consistency across classes.
 - Title the assignment/folder “[Course name] E-Learning Lesson for [date]”



- **Lesson Guidelines** (As aligned to our current instructional agreements):
 - **Length:** The **ungraded** lesson should take no longer than 20 minutes for a student to complete.
 - **Teaching Point:** Include a clear learning target connected to an essential standard. Provide clear success criteria.
 - **Clear Lesson:** The brief lesson could include a slide deck, YouTube video, screencast, or text overview.
 - **Guided Practice:** Provide relevant practice or reflection opportunities. The ungraded activity should be accessible to students and not require parent support.
 - **Closure:** The lesson should include an opportunity for reflection and **ungraded** formative assessment.

Teacher Resources

<p>Language Resources <u>Translation and Interpretation Resources</u></p>	<p>Contact Information How to create a <u>Google Meet</u> (may call from the meet)</p>	<p>Instructional Support Amy Hager (Instructional) amy.hager@rpsmn.org Sarah Streitz (Math) sarah.streitz@rpsmn.org</p>
<p>Technology Submit a Help Desk ticket (located in RHS Staff Portal), contact the IT Help Desk at 612-798-6050, or</p>	<p>Lesson/Student Learning <u>Asynchronous hyperdoc template</u></p>	<p>Schoology / Synergy Support Matt Caruso (RHS Tech Lead) matt.caruso@rpsmn.org</p>

<p>email support@richfieldpublicschools.samanage.com.</p>		<p>Ken Friel (District Digital Learning Coach) ken.friel@rpsmn.org</p>
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Richfield High School E-Learning Student Schedule

Student and Parent Schedule and Communication

E-Learning Schedule	
8:40-9:30	<p>AIR Pod/Advisory Synchronous Check-In</p> <ul style="list-style-type: none"> ● Student will join Advisory teacher’s Google Meet (link will be at the top of their AIR Pod advisory schoology page) to check in for the day and get any important announcements ● If a student misses check-in, they should contact their AIR Pod/Advisory teacher before 3:30 pm to be marked present for the day.
9:30-10:30	<p>Open Office Hours for All Teachers</p> <ul style="list-style-type: none"> ● When working through the asynchronous assignments posted on each class’s schoology, student can log into any teacher’s office hours to ask questions or connect with any teachers
10:30-3:30	<p>Asynchronous student work time</p> <ul style="list-style-type: none"> ● Teachers are available via email and Schoology ● Complete the asynchronous lesson for each of your classes by the end of the day to the best of your ability. ● Email your teacher(s) with any assignment-specific questions you might have.

Synchronous - AIR Pod/Advisory will meet at the same time via Google Meet

Asynchronous - Courses will not meet at the same time, but students will check out assignments posted for each course in schoology.

Student Support

<p>Technology Support</p> <p>Helpdesk 612-798-6050</p>	<p>Social Worker</p> <p><u>Lauren Buxton</u> (x6126) <u>Jill Carlton</u> 612-405-8412 <u>Mason Davies</u> 612-798-6126</p>	<p>Grade Level Counselor</p> <p><u>Ms. Kelley</u> (x6113)- 9 <u>Ms. Linde</u> (x6121)- 10 <u>Ms. Jastrow</u> (x6122)- 11 <u>Ms. Okey</u> (x6123)- 12</p>
<p>Outreach</p> <p><u>Ms. Meza</u> (x6276) (Spanish) TBD (x6186) (Somali) <u>Ms. Weaver</u> (x 6025) (Indigenous/First Nations)</p>	<p>Administrators</p> <p><u>Principal Collins</u> (x6101) <u>Assistant Principal Flucas</u> (x6111) <u>Assistant Principal Dr. Vala</u> (x6103)</p>	<p>WiFi availability in the community</p> <p>Augsburg Park Library</p>

Richfield High School Horario de aprendizaje a distancia Horario

del personal y comunicación
Opción del personal para trabajar desde casa

Horario de aprendizaje a distancia		
AIR Pod Advisory	8:40-9:00	AIR Pod/Advisory Registro sincrónico a través de Google Meet
Horario de oficina	9:00-10:30	Abierto horas de oficina para todos los maestros
la lección	10:30-3:30	Los estudiantes trabajan asincrónicamente en tareas en Schoology - Maestros disponibles para ayudar a los estudiantes a aprender por correo electrónico y Schoology para estudiantes de AIR Pod que no asistieron a AIR Pod/Asesoramiento por correo electrónico , Schoology Message, Google Meet, Google Voice o el teléfono de su salón de clases (NO UTILICE SU TELÉFONO PERSONAL O CUENTAS DE CORREO ELECTRÓNICO)

Directrices del asesor de registro sincrónico de AIR Pod:

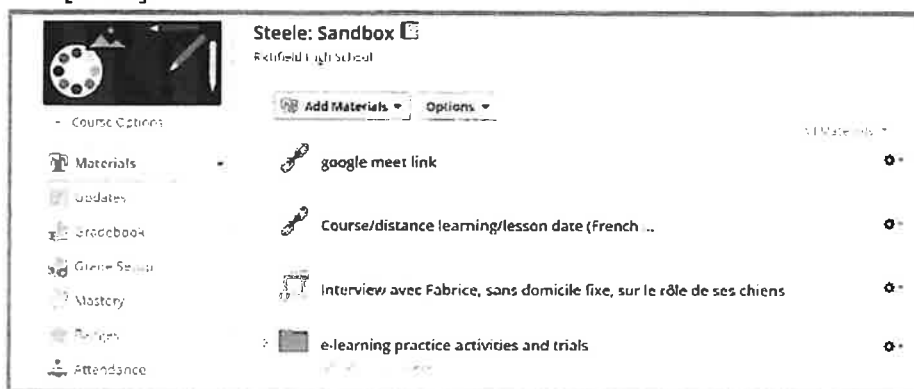
- **logística de asesoramiento:**
 - los asesores publicarán un enlace de Google Meet en la parte superior de la página de Schoology (fuera de cualquier carpeta) para un registro sincrónico con sus estudiantes de AIR Pod/Asesoramiento.
 - Los asesores abrirán Google Meet a las 8:35 a. m. y lo mantendrán abierto hasta al menos las 9:00 a. m.
 - Los maestros de AIR Pod/Consejos son responsables de registrar la asistencia diaria de los estudiantes en Synergy.
 - Los estudiantes que no inicien sesión en ningún momento durante esta sesión sincrónica deben marcarse como "ausentes" en Synergy.
 - ****Si un estudiante se registra con usted más tarde en el día, ajuste la asistencia del estudiante de ausente a presente.****
- **Pautas de la lección:**
 - durante el registro sincrónico, los asesores deben usar este tiempo para conectarse con los estudiantes de AIR Pod/Advisory para asegurarse de que tienen lo que necesitan para el día y que entienden lo que hay que hacer y qué apoyos existen.
 - Recursos de la lección
 - [RHS Espacio de apoyo virtual](#)
 - [Técnicas de respiración profunda Disciplina](#)
 - [consciente ¿Cómo te sientes?](#)

Pautas para el horario de oficina

- Los maestros iniciarán sesión en el mismo enlace de Google Meet de 9:00 a. m. a 10:30 a. m.
- Los maestros pueden usar este tiempo para comunicarse con los estudiantes de AIR Pod/Asesoramiento que no asistieron a la sesión sincrónica de AIR Pod según esté disponible.

una lección sincrónica

- Logística
 - Los maestros publicarán la **tarea asincrónica sin calificar antes de las 8:00 am** del día del aprendizaje a distancia
 - . La lección debe publicarse en la parte superior de la página *debajo* del enlace de Google Meet (no en una carpeta de unidad existente). Revise las Expectativas de organización del curso de Schoology para garantizar la coherencia entre las clases.
 - Título de la tarea/carpeta "[Nombre del curso] Lección de aprendizaje a distancia para [fecha]"



- **Directrices de la lección** (según nuestros acuerdos de instrucción actuales):
 - **Duración:** la **sin** debe tomar más de 20 minutos para que un estudiante la complete.
 - **Punto de enseñanza:** incluya un objetivo de aprendizaje claro conectado a un estándar esencial. Proporcionar criterios de éxito claros.
 - **Lección clara:** La breve lección podría incluir una presentación de diapositivas, un video de YouTube, un screencast o una descripción general del texto.
 - **Práctica guiada:** Proporcione práctica relevante u oportunidades de reflexión. La actividad sin calificar debe ser accesible para los estudiantes y no requerir el apoyo de los padres.
 - **Cierre:** La lección debe incluir una oportunidad para la reflexión y **sin** evaluación formativa

Recursos para profesores Recursos

lingüísticos Recursos de traducción e interpretación	Información de contacto Cómo crear un <u>Google Meet</u>	Apoyo Amy Hager (Instruccional) amy.hager@rpsmn.org Sarah Streitz (Matemáticas) sarah.streitz@rpsmn.org
Tecnología Envíe un ticket de la mesa de ayuda (ubicado en RHS Staff Portal), comuníquese con la mesa	Lección/Aprendizaje del estudiante <u>Plantilla de hiperdoc asíncrono</u>	Apoyo de Schoology/Synergy Matt Caruso (Líder técnico de RHS) matt.caruso@rpsmn.org

de ayuda de TI al 612-798-6050 o envíe un correo electrónico a support@richfieldpublicschools.samanage.com.

Ken Friel (Entrenador de aprendizaje digital del distrito)
ken.friel@rpsmn.org

Horario del estudiante de aprendizaje a distancia de Richfield High School

Estudiante y padre Horario y comunicación

Horario de aprendizaje a distancia	
8:40-9:30	<p>AIR Pod/Advisory Synchronous Check-In El</p> <ul style="list-style-type: none"> estudiante se unirá a Google Meet del maestro asesor (el enlace estará en la parte superior de su página de AIR Pod advisory schoology) para registrarse para el día y recibir anuncios importantes Si un estudiante no se registra, debe comunicarse con su maestro de AIR Pod/Asesor antes de las 3:30 p. m. para que se le marque como presente ese día.
9:30-10:30	<p>Horario de oficina abierto para todos los maestros</p> <ul style="list-style-type: none"> Al trabajar en las tareas asincrónicas publicadas en la escuela de cada clase, el estudiante puede iniciar sesión en el horario de oficina de cualquier maestro para hacer preguntas o conectarse con cualquier maestro
10:30-3:30	<p>Estudiante asincrónico tiempo de trabajo</p> <ul style="list-style-type: none"> Los maestros están disponibles por correo electrónico y Schoology Complete la lección asincrónica para cada una de sus clases al final del día lo mejor que pueda. Envíe un correo electrónico a su (s) maestro (s) con cualquier pregunta específica de la tarea que pueda tener.

Sincrónico : AIR Pod/Advisory se reunirá al mismo tiempo a través de Google Meet

Asincrónico : los cursos no se reunirán al mismo tiempo, pero los estudiantes revisarán las tareas publicadas para cada curso en Schoology.

estudiantil

<p>para apoyo</p> <p>612-798-6050</p>	<p>Trabajador social</p> <p><u>Sra. Buxton</u> (x6126) <u>Sra. Carlton</u> 612-405-8412 <u>Mason Davies</u> (x6126)</p>	<p>Consejero de nivel de grado</p> <p><u>Sra. Kelley</u> (x6113)- 9 <u>Sra. Linde</u> (x6121)- 10 <u>Sra. Jastrow</u> (x6122)- 11 <u>Sra. Okey</u> (x6123))- 12</p>
<p>Divulgación</p> <p><u>Sra. Meza</u> (x6276) (español) TBD (x6186) (somalí) <u>Sra. Weaver</u> (x 6025) (Indígenas/Primeras Naciones)</p>	<p>Administradores</p> <p><u>Director Collins</u> (x6101) <u>Subdirector Flucas</u> (x6111) <u>Subdirector Vala</u> (x6103)</p>	<p>Disponibilidad de WiFi en la comunidad</p> <p>Augsburg Park Library</p>

**MEMORANDUM OF AGREEMENT
REGARDING MANDATORY READ ACT TRAINING**

This Memorandum of Agreement (“MOA”) is entered into by and between Independent School District No. 280, Richfield Public Schools (“District”), and Education Richfield (“Union”).

WHEREAS, the District and the Union are parties to a collective bargaining agreement (“CBA”) governing the terms and conditions of employment for the District’s teachers;

WHEREAS, the State of Minnesota has required certain teachers to participate in approved structured literacy training in accordance with implementation of the READ Act; and

WHEREAS, the State of Minnesota has also required that districts must enter into a memorandum of understanding with the exclusive representative of teachers in the district that provides how funding appropriated for the structured literacy training may be used.; and

WHEREAS, the District, in collaboration with the Union, has identified Lexia LETRS training as the selected training for the District; and

WHEREAS, the District and Union, have met to discuss schedule options and compensation for the required training which will take place for cohorts over the next two years; and

WHEREAS, the District and Union, wish to enter into an agreement that provides clarity for options for training and appropriate compensation that is equitable for the identified training schedule;

NOW, THEREFORE, IN CONSIDERATION OF the mutual promises contained in this MOA, the District and the Union agree as follows:

1. Richfield teachers who are identified by the State of Minnesota based on their assignment will be required to participate in LETRS training that includes both asynchronous and synchronous training programming.
2. Appendix A is incorporated into this Memorandum of Agreement that provides for training opportunities that will include asynchronous training to be completed based on the teachers preferred schedule with key milestones for completion as well as synchronous training that will be scheduled with options either during professional development days or outside of the work day through the Richfield Learning Academy.

3. Appendix A is also incorporated into the Memorandum of Agreement to identify the appropriate compensation for each of the professional development options.


4. The District may develop additional professional development opportunities for the provided training and will meet and confer with the union prior to implementation to ensure equity and alignment with this Memorandum of Agreement.

5. This MOA reflects the entire agreement between the Union and the District related to additional pay for LETRS training. No party has relied on any understanding or promise that is not stated in this MOA. This MOA controls to the extent that it conflicts with the CBA. No changes to this MOA are valid unless they are in writing and signed by the parties.

6. This Agreement will remain in effect for the duration of the CBA and will automatically sunset when a successor agreement to the CBA is ratified by both parties.

FOR THE UNION:

FOR THE DISTRICT:



Lee Herman, President



Craig Holje, Chief HR and Admin. Off.

Date: 7/1/24

Date: 7/1/24

READ Act Training: Phase 1 Plan Richfield Public Schools

READ Act Professional Development Guidance

Professional development for Phase 1 teachers:

1. Complete one of the three MDE-approved programs.
 - a. CAREIALL: Advancing Language and Literacy – Center for Applied Research and Educational Improvement (CAREI University of Minnesota)
 - b. OL&LA: Online Language and Literacy Academy – Consortium on Reaching Excellence in Education (CORE)
 - c. LETRS: Language Essentials for Teachers of Reading and Spelling (Lexia)
LETRS, LETRS for Administrators, and LETRS for Early Childhood Educators
2. Synchronous Debrief
 - a. With a National Facilitator
 - b. With a Certified Local Facilitator
3. Submit certificate of completion with a passing score
 - a. CAREIALL – 80%
 - b. OL&LA – 80%
 - c. LETRS – 80%

Staff must complete both the asynchronous and synchronous components of the training.

Phase 1 LETRS: K-5 Classroom Teachers, K-5 EL Teachers, K-12 Reading Interventionists, and K-12 Special Education Teachers responsible for reading instruction

Training Component	Time	Compensation
Asynchronous		
Asynchronous (Reading & Online Modules)	86-116 hours <u>Average time spent on online modules spent by RPS employees as of 5/6/24 = 53 hours</u>	\$2000 stipend upon completion
Synchronous		
<u>Option 1: Summer 2024 Sessions</u> This option is only available to staff who have already completed the asynchronous component of the training. Staff who are unable to attend all 4 days of summer training may attend sessions for missed units on a PD day during the school year. Compensation will only be provided for sessions attended during the summer.	Summer 2024: Units 1-8 <ul style="list-style-type: none"> ● 4 6-hour days <ul style="list-style-type: none"> ○ 7/30/24 8:00-3:00: Units 1 & 2 ○ 7/31/24 9:00-4:00: Units 3 & 4 ○ 8/15/24 8:00-3:00: Units 5 & 6 ○ 8/16/24 8:00-3:00: Units 7 & 8 	Staff will be compensated at the hourly rate of pay for Curriculum Writing/Staff Development specified in the current Master Agreement (\$36 per hour in the 2023-2025 Master Agreement). <ul style="list-style-type: none"> ● Paid through CLSD
Option 2: 2024-25 & 2025-26 PD Day Choice Session Training options for Units 5-8 may be added during the 2024-25	2024-25: Units 1-4 <ul style="list-style-type: none"> ● 4 3-hour sessions <ul style="list-style-type: none"> ○ Workshop Week (TBD): Unit 1 ○ 11/8/24 8:00-11:00: Unit 2 ○ 1/24/25 8:00-11:00: Unit 3 	No compensation; training occurs during contracted time

<p>school year depending on facilitator availability.</p>	<ul style="list-style-type: none"> ○ 3/7/25 8:00-11:00: Unit 4 <p>2025-26: Unit 5-8</p> <ul style="list-style-type: none"> ● 4 3-hour sessions (8:00-11:00) on District PD Days (specific dates to be set by calendar committee) <ul style="list-style-type: none"> ○ Workshop Week (TBD): Unit 5 ○ PD Day 1: Unit 6 ○ PD Day 2: Unit 7 ○ PD Day 3: Unit 8 	
<p>Option 3: 2024-25 & 2025-26 Learning Academy</p>	<p>2024-25: Units 1-4</p> <ul style="list-style-type: none"> ● 8 1.5-hour after school sessions via Google Meet (specific dates TBD) <ul style="list-style-type: none"> ○ Oct.: Unit 1, Part 1 ○ Nov.: Unit 1, Part 2 ○ Dec.: Unit 2, Part 1 ○ Jan.: Unit 2, Part 2 ○ Feb.: Unit 3, Part 1 ○ Mar.: Unit 3, Part 2 ○ Apr.: Unit 4, Part 1 ○ May: Unit 4, Part 2 <p>2025-26: Units 5-8</p> <ul style="list-style-type: none"> ● 8 1.5-hour after school sessions via Google Meet (specific dates TBD) <ul style="list-style-type: none"> ○ Oct.: Unit 5, Part 1 ○ Nov.: Unit 5, Part 2 ○ Dec.: Unit 6, Part 1 ○ Jan.: Unit 6, Part 2 ○ Feb.: Unit 7, Part 1 ○ Mar.: Unit 7, Part 2 ○ Apr.: Unit 8, Part 1 ○ May: Unit 8, Part 2 	<p>2024-25: Staff will be compensated at the hourly rate of pay for Curriculum Writing/Staff Development specified in the current Master Agreement (\$36 per hour in the 2023-2025 Master Agreement).</p> <ul style="list-style-type: none"> ● Paid through Learning Academies (Q-Comp) <p>2025-26: Staff will be compensated at the hourly rate of pay for Curriculum Writing/Staff Development specified in the current Master Agreement (\$36 per hour in the 2023-2025 Master Agreement).</p> <ul style="list-style-type: none"> ● Paid through Learning Academies (Q-Comp)

Phase 1 LETRS for Early Childhood Educators: PreK and ECSE teachers responsible for early literacy/reading instruction and school readiness

Training Component	Time	Compensation
Asynchronous		
Asynchronous (Reading & Online Modules)	19-25 hours	\$1000 stipend upon completion

	Average time spent on online modules spent by RPS employees as of 5/6/24 = 13 hours	
Synchronous		
Option 2: 2024-25 PD Day Choice Session	2024-25: Units 1-4 <ul style="list-style-type: none"> ● 4 3-hour sessions <ul style="list-style-type: none"> ○ 11/8/24 8:00-11:00: Unit 1 ○ 1/24/25 8:00-11:00: Unit 2 ○ 3/7/25 8:00-11:00: Unit 3 ○ Unit 4 TBD 	No compensation-occurs during contracted time
Option 3: 2024-25 Learning Academy	2024-25: Units 1-4 <ul style="list-style-type: none"> ● 8 1.5-hour after school sessions via Google Meet (specific dates TBD) <ul style="list-style-type: none"> ○ Oct.: Unit 1, Part 1 ○ Nov.: Unit 1, Part 2 ○ Dec.: Unit 2, Part 1 ○ Jan.: Unit 2, Part 2 ○ Feb.: Unit 3, Part 1 ○ Mar.: Unit 3, Part 2 ○ Apr.: Unit 4, Part 1 ○ May: Unit 4, Part 2 	2024-25: Staff will be compensated at the hourly rate of pay for Curriculum Writing/Staff Development specified in the current Master Agreement (\$36 per hour in the 2023-2025 Master Agreement). <ul style="list-style-type: none"> ● Paid through Learning Academies (Q-Comp)

ALTERNATIVE TEACHER PROFESSIONAL PAY SYSTEM AGREEMENT

This Memorandum of Agreement ("MOA") is entered into by and between Independent School District No. 280, Richfield ("District") and Education Richfield to establish and implement an Alternative Teacher Professional Pay System ("ATPPS") for teachers employed by the District.

ARTICLE I AUTHORITY

Pursuant to the Public Employee Labor Relations Act ("PELRA"), Minnesota Statutes Chapter 179A, Education Richfield is the exclusive representative of teachers employed by the District. The District and Education Richfield have negotiated this MOA pursuant to Minnesota Statutes sections 122A.413, 122A.414, 122A.4144, 122A.415, and 179A.01 et. seq. Section 122A.4144 specifically permits the District and Education Richfield to reopen negotiations for the purpose of entering into an ATPPS agreement under sections 122A.413, 122A.414, and 122A.415. The negotiations for this MOA have been limited to issues related to ATPPS.

ARTICLE II SCOPE, EFFECT, AND TERM

This MOA only covers issues related to ATPPS. The District and Education Richfield are parties to a Master Agreement ("Master Agreement"), which governs the general terms and conditions of employment for teachers who are employed by the District. This MOA supersedes and replaces any provisions of the Master Agreement that are either inconsistent or in conflict with this MOA. This MOA is for a term of two years commencing July 1 2023 and ending June 30 2025.

ARTICLE III CONTINGENCIES

Section 1. Effect of Contingencies: In the event that any contingency specified in this MOA is not met, this MOA will have no force or effect and the terms and conditions of employment of the teachers employed by the District will be governed by the Master Agreement then in effect. However, either party may reopen negotiations for an ATPPS Agreement as permitted under law in an effort to cure any cause that has nullified this MOA..

Section 2. MDE Approval: This MOA is contingent upon its timely and continuing approval by the Minnesota Department of Education ("MDE") for the 2023-2025 fiscal years.

Section 3. Ratification: This MOA is contingent upon its ratification by the representative assembly of the bargaining unit represented by Education Richfield and its execution by the School Board of the District.

Section 4. Continuing Revenue: This MOA is contingent upon the initial and continuing receipt of alternative teacher compensation revenue from the State equal to the amounts specified in Minnesota Statutes section 1224.415 as of the date this MOA is executed. In the event alternative compensation revenue is eliminated, withheld, or terminated by the State or the MDE, all performance pay and stipends for teachers established pursuant to this MOA will cease effective June 30th of the fiscal year preceding cessation of the alternative compensation revenue, and the District will have no obligation to fund performance pay or the stipends from any other source. In the event alternative compensation revenue is reduced from the amounts specified in Minnesota Statutes section 1224.415 as of the date this MOA is executed, or is otherwise insufficient to fully cover the District's obligations under this MOA, Education Richfield and the District must meet to renegotiate the performance pay and stipends for teachers established pursuant to this MOA to an amount that does not exceed the reduced amount of alternative compensation revenue the District will receive. All compensation earned as a result of compliance with this MOA will be paid in accordance with this MOA in proportion to the reduced amount of alternative compensation revenue the District receives. In the event this MOA expires or terminates, or in the event a contingency is not met, the schedule in the Master Agreement then in effect will apply, except that teachers will be placed on the Step in the Master Agreement that they would have been on in the absence of this MOA.

Carry-Over Revenue: ATPPS funding from the State of Minnesota will be used only to support matters described in this MOA. Any such funds not spent in the current school year will carry over to fund such matters in future years with recommendations from the Steering Committee and final determination via a Memorandum of Agreement between Education Richfield and the District.

Section 6. Amendments: In the event that the parties amend this MOA, the parties must notify the MDE of the amendment(s). In the event that the MDE asserts that any amendment is illegal and that revenue for ATPPS will be suspended, withheld, terminated or otherwise reduced, either party may terminate this MOA effective on the date of the MDE's decision regarding changes in revenue by giving written notice to the other party at its official business address. Alternatively, the parties may mutually agree to negotiate an alternative amendment.

Section 7. Discontinuance of ATPPS Plan: If the District and Education Richfield discontinue the ATPPS plan because of any elimination or reduction in state funding of ATPPS, teachers will receive compensation and stipends on a pro-rated basis for all compensation earned as a result of compliance with this MOA prior to date of the

discontinuation of the ATPPS plan, provided the District has received ATPPS funding from the State to pay such compensation and stipends.

ARTICLE IV ALTERNATIVE TEACHER PROFESSIONAL PAY SYSTEM

Section 1. Incorporation and Implementation of Q Comp Application and Plan:

On May 14, 2014, the Minnesota Department of Education ("MDE") approved the application for Q Comp Aid that the District and Education Richfield submitted ("Application" or "Q Comp Plan"). The Application contains a Q Comp Plan, which describes an ATPPS. The Application and any subsequent amendments are hereby incorporated into, and made part of, this MOA. The District will implement the Q Comp Plan during the term of this MOA. The District will make an electronic copy of this MOA, including the Q Comp Plan, available to all staff by posting the MOA and Q Comp Plan on the District's website.

Section 2. Evaluations and Observations: Evaluations and observations will be conducted in accordance with the Application. At the conclusion of the observation/coaching process in years one *and* two (formative reviews) of the three-year cycle, the **teacher will select at least one observation** from *each* year to be available to principals for their review. During the teacher's year three (summative review year), the formative observation done with the peer evaluator will be selected by the teacher to be available to principals for their review. Observations will not be shared unless they are selected and the teacher gives consent. If observation is not shared, the teacher will not be eligible for the incentive award.

Section 3. Performance Pay and Alternate Schedule: Eligible staff members will have the opportunity to earn performance pay as described in the Application. The measures to be used, including measures of student achievement, are described in the Application. The Salary Appendix A or B of the Master Agreement will continue in full force and effect during the term of this MOA, teachers will continue to make horizontal movements as outlined in Article VIII of the Master Agreement, but vertical movement on the schedule will be in accordance with the Q Comp Plan. Thus, steps will be relabeled as "performance increments," and teachers who meet the criteria specified in the Q Comp plan will be granted a performance increment at the beginning of the subsequent school year. Each teacher's placement on the salary schedule in 2023-2024 will serve as the starting point for determining performance increments in 2024-2025. Subsequently, placement in 2024-2025 will serve as the starting point for determining performance increments in 2025-2026, provided that the parties extend the term of this MOA or enter into another MOA extending the application of the Q Comp Plan.

Subd. 1. Newly Hired Teachers: The District will determine the placement

of each newly hired teacher on the salary schedule and performance increment chart.

Subd. 2. Teachers at Top of Schedule: Teachers who are ineligible for additional performance increments because they have already achieved the highest performance increment are eligible for all other incentives.

Subd. 3. Status of ATPPS: ATPPS, including all forms of performance pay and incentives outlined in the Application, is not, and shall not be construed to be, part of a teacher's individual or continuing contract.

Subd. 4. Impact on Negotiations: This MOA does not impact the right of the parties to negotiate over the Master Agreement salary schedule for future years.

Subd. 5. Compensation Paid Before MOA is Implemented: Pursuant to Minnesota Statutes section 122A.414, subdivision 2(b)(3), the amount of compensation paid to a teacher before implementing this MOA will not be reduced as a result of the teacher participating in this ATPPS. No teacher may receive more than one hundred percent of the full incentive amount available to a teacher under this MOA.

Section 4. Retirees, Leaves of Absence, Service for Less Than a Full Year, and Part-Time:

Subd. 1. Retirees: Teachers retiring before the end of the current school year will receive a prorated portion of the money earned (meaning the goals must have been met) based on their FTE for the school year. This provision does not apply to teachers who sever employment mid-year or for any reason other than retirement.

Subd. 2. Leaves of Absence: Teachers who take statutory protected leave, including, but not limited to, Family Medical Leave Act ("FMLA") leave or Armed Services leave, and who would have met the performance pay criteria in Section 1 but for having taken statutory protected leave, will receive the entire portion of the money that would have been earned based on their FTE for the school year. Teachers who do not meet the full performance pay criteria because they have taken a leave of absence that is not statutorily protected will be eligible to receive a portion of the pay prorated.

Subd. 3. Service for Less Than a Full Year: Teachers who are hired after the first school day of the school year will be eligible to receive a prorated portion of the money earned (meaning the goals must have been met) based on their FTE for the school year.

Subd. 4. Part-Time Teachers. Part-time teachers, as defined in the Master Agreement, are eligible for the full amount of ATPPS pay available under this MOA; however, participation expectations are not tiered or reduced. Teachers may choose not to participate in the ATPPS system if they work fewer than ten hours per week or are assigned a position with a full time equivalency ("FTE") of .2 or less. Teachers who elect not to participate must notify the District's Human Resources Department in writing no later than September 15 of that given year.

Section 5. Reservation of Right Not to Renew: Nothing in this MOA may be construed to limit the District's statutory right to renew or not renew any probationary teacher's contract as it sees fit. The District specifically reserves and retains the right to non-renew any probationary teacher as the School Board shall see fit regardless of the number of evaluations that have been conducted on the teacher and regardless of the teacher's score(s) on the observation rubric.

ARTICLE V MISCELLANEOUS

Section 1. Teacher Appeal Process: As outlined in the most recent Q Comp Plan, teachers have the following appeal rights.

Subd. 1. Disagreement with Peer Observation: Any teacher who disagrees with the results of a peer observation or evaluation is encouraged to meet with the appropriate person (coach, peer observer, evaluator, or reviewer) in an attempt to resolve the disagreement. If unresolved, the licensed staff member may request a second review by another reviewer by submitting a formal written appeal to the Lead Peer Reviewer within 10 school days following the post-observation. The Lead Peer Reviewer will follow up within 5 school days regarding next steps in the process. If after the second review licensed staff is unsatisfied with the observation/evaluation, an appeal may be filed to the Lead Peer Reviewer who will forward to the Q Comp Steering Committee. The Steering Committee will review the matter or forward to the Oversight Committee as appropriate. The decision of the Steering Committee or Oversight Committee is final.

Subd. 2. Denial of Performance Award: A teacher who has been denied a performance award or increment may appeal the decision to the Oversight Committee and may also request an additional evaluation. The appeal must be in writing and must be submitted to the Oversight Committee within ten (10) calendar days after the performance award or increment is denied. The decision of the Oversight committee, as to the appeal of the performance award or increment, will be by a majority vote and will be final and binding.

Section 2. Education Richfield Grievance Process: If Education Richfield believes

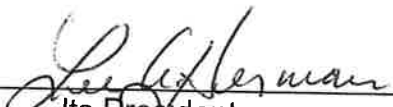
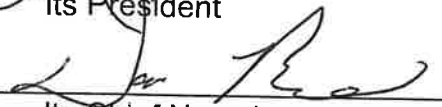
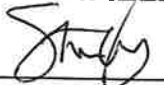

that the District has failed to comply with this MOA or the terms of the Q Comp Plan, Education Richfield may take action to enforce this MOA by filing a grievance using the procedures specified in the Master Agreement. The section is incorporated for reference purposes only and does not afford an individual teacher with additional appeals or grievances regarding their peer observations or performance awards beyond those specified in this MOA.

Section 3. Separate from Master Agreement: This MOA and the Master Agreement are separate documents and do not incorporate each other, except as expressly stated in this MOA.

Section 4. ATPPS Plan Modifications. The Q Comp Steering and Oversight Committees may make recommendations to the District and Education Richfield on revisions to the ATPPS program on an annual basis, or as needed.

Section 5. Entire Agreement. This MOA constitutes the entire agreement between the parties related to the ATPPS. Neither party has relied on any statements, promises, or representations that are not stated in this document. The terms of this MOA are legally binding and supersede any and all prior agreements between the parties. No amendment or modification of any provision of this MOA will be valid unless it is in writing and signed by both parties.

IN WITNESS THEREOF, the parties have executed this MOA as follows:

EDUCATION RICHFIELD By: <u></u> Its President By: <u></u> Its Chief Negotiator Dated: <u>7/1/24</u>	INDEPENDENT SCHOOL DISTRICT NO. 280, RICHFIELD By: <u></u> Its Superintendent By: <u></u> Its Chief of Human Resources and Administrative Officer Dated: <u>7/1/24</u>
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