Truth in Taxation Public Meeting
6:00 pm

1. Call to Order, Roll Call

2. Agenda Adjustments

3. Announcements, Comments
   - Roseville Area Middle School Robotics Team
   - Girls Tennis State Competitor
   - Girls Swimming State Competitors
   - Roseville Area Schools Foundation

4. Community Input

5. Consent Agenda
   a. Minutes - Board Meeting of November 26, 2019
   b. Payment of Bills
   c. Personnel - Resignations, Appointments, Reductions
   d. Gifts

6. Reports and Non-Action Items
   a. Early Childhood Program Report
   c. Policy 612: Homeschooling (reviewed) First Reading
   d. Policy 604: Curriculum Development (revised) First Reading

7. Action Items
   a. Revised Summer Academy Joint Powers Agreement
   b. 2018-2019 Audit Acceptance
   c. Final Levy Certification
   d. Appointment of Northeast Metro 916 Board Representative
   e. Appointment of Equity Alliance MN Board Representative
   f. School Board Objectives
   g. Reschedule February 25, 2020, School Board Meeting
   h. Set Closed Session January 14, 2020

8. Board Reports

9. Superintendent’s Report

Adjournment
Chair Kitty Gogins called the school board meeting to order at 6:30 p.m. Board members present: Todd Anderson, Erin Azer, Mike Boguszewski, Kitty Gogins, Curtis Johnson, Frank Shaw (6:36 p.m.). Board members absent: none. Also present: Aldo Sicoli, superintendent of schools, and approximately fourteen other visitors or staff who attended all or part of the meeting.

(26) Consent Agenda. Azer moved, Johnson seconded acceptance of the consent agenda including the minutes of the regular school board meeting on November 12, 2019; payment of bills; resignations, appointments, reductions, adjustments; and gifts. Motion carried unanimously.

2018-2019 Audit Report. Shari Thompson, director of business services; Dennis Hoogeveen, principal at CliftonLarsonAllen; and John Lorenzini, manager at CLA, reviewed the executive audit summary for the fiscal year ended June 30, 2019.

Career and College Readiness Report. Dr. Jenny Loeck, assistant superintendent; Jake Von De Linde, director of teaching and learning; Christina Hester, principal at Roseville Area High School; and Drew Woods, associate principal at RAHS, provided an update on the career and college readiness options available to students, including college credit-bearing courses and career and technical education.

Achievement and Integration Plan Report. An opportunity for questions about the Achievement and Integration plan report was provided. The full report was given during the public meeting held at 5:30 p.m.

Facilities Update. Shari Thompson provided updates on the district’s construction projects, including a summary of the public meeting held on November 4 regarding the Fairview Community Center site and a status report on bidding for upcoming projects.


(28) New Course Proposal. Boguszewski moved, Anderson seconded approval of the new course proposed for the 2020-2021 school year at Roseville Area High School. Motion carried unanimously.
Study Session Report. Treasurer Todd Anderson reported that at the November 12 work study session, the board reviewed a proposal for a new course at Roseville Area High School, discussed further implementation of an American Indian land acknowledgement, received an update on facilities projects, reviewed and discussed the results of the annual school board self-review, and discussed appointing a new school board representative and alternate to the Northeast Metro 916 board.

Board Reports. Mike Boguszewski attended several events, including a Minnesota School Boards Association pre-delegate assembly meeting, a Ramsey County League of Local Governments meeting, an MSBA Coffee and Conversation event, an Equity Alliance MN board meeting, and a Special Education Advisory Council meeting. Todd Anderson attended a District Curriculum Advisory Committee meeting; he also attended the MSBA pre-delegate assembly meeting. Erin Azer went to a Roseville Area Middle School production of “The Best Worst Day of My Life” and mentioned an upcoming Rosetown Playhouse production of “Thomasina Sawyer”. Curtis Johnson was sworn in to the Minnesota School District Liquid Asset Fund Plus Board of Trustees. He also congratulated the RAMS robotics team for winning first place in the Lakeville FTC Qualifier and the RAHS competitive cheer team for a second-place finish at the Royals Classic. Kitty Gogins attended the Facilitating Racial Equity Collaborative conference, the AVID showcase presentation at RAMS, and a story circle at Emmet D. Williams Elementary School. Several board members attended the Association of Metropolitan School Districts conference.

Superintendent’s Report. Superintendent Sicoli gave a brief facilities update. He attended the Equity Alliance MN Youth Summit, Edgerton Elementary School’s Veteran’s Day assembly, Kindergarten Information Night, and a Cantus Certus choir performance at the American Choral Directors Association of Minnesota State Conference. He also recognized Kitty Gogins and Mike Boguszewski for receiving the 2019 MSBA Directors’ Award.

The Chair declared the meeting adjourned at 8:37 p.m.

Signed  

Clerk

Approved  

Chair

November 26, 2019
Roseville Area Schools— ISD #623

Meeting Date: December 17, 2019

PAYMENT OF BILLS:
- November 1 - November 15, 2019
That bills in the amount of: $5,920,963.57 by the following funds be approved:

- GENERAL $5,313,296.14
- FOOD SERVICE $131,652.69
- COMMUNITY SERVICE $296,505.67
- BUILDING FUND $88,168.50
- DEBT FUND $0.00
- READING RECOVERY $0.00
- AMSD $12,879.32
- OPEB DEBT $0.00
- DENTAL INS FUND $32,005.87
- NO SUBURBAN COLLABORATIVE $46,455.38
- EXTRA CURRICULAR-STU ACTIVITY $14,180.29

RECOMMENDATION:
That above payments are included in check numbers:

- WIRE TRANSFERS 201900180 through 201900221
- CHECKS 325300 through 325699
- COMMERCE AP CHECKS 5614 through 5846
- ACH A/P 192010593 through 192010638
- EXTRA CURR-STU ACTIV 34940 through 34947

PAYMENT DISTRIBUTION BY FUND:

<table>
<thead>
<tr>
<th>WIRE TRANSFERS</th>
<th>CHECKS</th>
<th>COMMERCE A/P</th>
<th>ACH A/P</th>
<th>TRANSFER TO P/R</th>
<th>VOID CHECKS</th>
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<td>DEBT FUND</td>
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<td>29-AMSD Fiscal Agent</td>
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| $2,590,741.39 | $1,055,954.21 | $20,071.62 | $3,307.07 | $1,584,191.85 | $0.00 |
| $33,585.90   | $35,652.98   | $1,918.71  | $359.54   | $60,135.56    | $0.00 |
| $112,296.17  | $51,459.36   | $88,168.50 | $1,018.34 | $128,648.87   | $0.00 |
| $32,005.87   | $3,581.53    | $928.62    | $8,668.17 |                | $0.00 |

| $5,313,296.14  | $131,652.69  | $296,505.67 | $88,168.50 | $0.00  | $32,005.87 | $0.00  | $12,879.32 | $0.00  | $46,455.38 | $14,180.29 | $5,935,143.86 |

November 1, 2019 Cash & Investments
Balance: $99,540,235.59
Revenue: $6,189,911.03
Disbursements: $6,630,664.38
Remaining as of 11/30/19: $99,107,462.21

BOND CONSTRUCTION FUNDS

| Revenue: $6,189,911.03 |
| Disbursements: $6,630,664.38 |
| Balance: $99,107,462.21 |

RECOMMENDATION:
The above disbursements include check numbers:

- CHECKS November 1 - November 15
  - 100615 through 100628
  - $356,353.38
**RECOMMENDATION:** That investments in the amount of: $0.00 be approved

**INVESTMENT DETAIL:**

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<th>Bank</th>
<th>Purchase Date</th>
<th>Type of Purchase</th>
<th>Interest Rate</th>
<th>Date of Maturity</th>
<th>Amount of Purchase</th>
<th>Record Number</th>
<th>Interest Earnings</th>
<th>Value at Maturity</th>
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</thead>
</table>

**CPYCD: COMMERCIAL PAPER/CERTIFICATE OF DEPOSIT**

**CD: CERTIFICATE OF DEPOSIT**

**RP: REPURCHASE AGREEMENT**

Total: $0.00 $ 


### Human Resources Information

**School Board**  
**12/17/19**

## Change in Continuing Contract

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<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
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<tbody>
<tr>
<td>Snyder, Kelli</td>
<td>Fairview Community Center</td>
<td>Speech Language Pathologist</td>
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Hired working .9 FTE effective December 2, 2019.

## New Personnel-Licensed Long Term Sub

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<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
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<tbody>
<tr>
<td>Potter, Christa</td>
<td>Emmet D. Williams</td>
<td>Elementary Teacher</td>
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Hired working 1.0 FTE effective September 19, 2019 to December 16, 2019.

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<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Strom, Erika</td>
<td>Little Canada Elementary School</td>
<td>E L Teacher</td>
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</table>

Hired working November 21, 2019 to February 6, 2020.

## New Personnel-Licensed Staff

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<th>Name</th>
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<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Rowan, Courtney</td>
<td>Little Canada Elementary School</td>
<td>Speech Language Pathologist</td>
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</tbody>
</table>

Hired working .8 FTE effective December 17, 2019.

## New Personnel-Non-Licensed Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Dukes, Mario</td>
<td>Emmet D. Williams</td>
<td>Paraprofessional</td>
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</table>

Hired working 6 hrs/day effective November 25, 2019.

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
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<tbody>
<tr>
<td>Keenan, Jill</td>
<td>Falcon Heights Elementary</td>
<td>Clerical Support</td>
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Hired working 8 hrs/day effective December 16, 2019.

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<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
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<tbody>
<tr>
<td>Paredes, Alysia</td>
<td>Harambee Community School</td>
<td>Paraprofessional</td>
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</table>

Hired working 5 hrs/day effective December 3, 2019.

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vue, Yang</td>
<td>Harambee Community School</td>
<td>Custodial Cleaner</td>
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</tbody>
</table>

Hired working 8 hrs/day effective November 25, 2019.
### Resignation-Licensed

<table>
<thead>
<tr>
<th>Name</th>
<th>School/Position</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Fishlove, Susanna</td>
<td>Little Canada Elementary School</td>
<td>Speech Language Pathologist</td>
</tr>
<tr>
<td></td>
<td>Resigned effective December 16, 2019.</td>
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<tr>
<td>Johnson, Natalie</td>
<td>Roseville Area High School</td>
<td>English Teacher</td>
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<tr>
<td></td>
<td>Resigned effective November 25, 2019.</td>
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<tr>
<td>Schonning, Joann</td>
<td>Central Park Elementary</td>
<td>Special Ed Teacher</td>
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<td></td>
<td>Resigned effective December 20, 2019.</td>
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### Resignation-Non-Licensed

<table>
<thead>
<tr>
<th>Name</th>
<th>School/Position</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brilowski, Mark</td>
<td>District Center</td>
<td>Custodial Specialist</td>
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<tr>
<td></td>
<td>Resigned effective December 13, 2019.</td>
<td></td>
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<tr>
<td>Hanson, Lawrence</td>
<td>Roseville Area Middle School</td>
<td>Custodial Engineer</td>
</tr>
<tr>
<td></td>
<td>Resigned effective December 27, 2019.</td>
<td></td>
</tr>
<tr>
<td>Moody, Justin</td>
<td>Emmet D. Williams</td>
<td>O S T Coordinator</td>
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<tr>
<td></td>
<td>Resigned effective December 6, 2019.</td>
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<tr>
<td>SCHOOL BUILDING</td>
<td>NAME/ADDRESS OF DONOR</td>
<td>GIFT</td>
</tr>
<tr>
<td>----------------</td>
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<td>------</td>
</tr>
<tr>
<td>ED Williams Elementary School</td>
<td>Jodi Prenzlow 1097 Breen Street St. Paul, MN 55106</td>
<td>Clarinet</td>
</tr>
<tr>
<td>Fairview Alternative High School</td>
<td>Centennial United Methodist Church 1524 W County Rd C2 Roseville, MN 55113</td>
<td>$100.00</td>
</tr>
<tr>
<td>Fairview Community Center</td>
<td>Scott Marquardt, Community Resource Bank 1501 W County Road C Roseville, MN 55113</td>
<td>$200.00</td>
</tr>
<tr>
<td>Fairview Community Center</td>
<td>Bremer Bank - Roseville 1715 County Road B2 W Roseville, MN 55113</td>
<td>$100.00</td>
</tr>
<tr>
<td>Falcon Heights Elementary School</td>
<td>DonorsChoose 134 West 37th Street, 11th Floor New York, NY 10018</td>
<td>Two tubano drums</td>
</tr>
<tr>
<td>Parkview Center School</td>
<td>Mary Greco 1716 Saint Albans St N Roseville, MN 55113</td>
<td>Trombone, alto saxophone, and violin</td>
</tr>
<tr>
<td>Parkview Center School</td>
<td>YourCause Corporate Giving Programs 6111 W. Plano Parkway, Ste 1000YC Plano, TX 75093</td>
<td>$250.00</td>
</tr>
<tr>
<td>Roseville Area High School</td>
<td>RAHS Dance Booster Club 690 County Rd C W Roseville, MN 55113</td>
<td>$9445.00</td>
</tr>
<tr>
<td>Roseville Area High School</td>
<td>Roseville Raiders Endzone Club 216 W Burke Ave Roseville, MN 55113</td>
<td>$9000.00</td>
</tr>
</tbody>
</table>
| Roseville Area High School | RAHS Girls & Boys Soccer Booster Club  
1240 County Rd B2 W  
Roseville, MN  55113 | $840.00 | Girls soccer |
|---------------------------|-------------------------------------------------|-------------|-------------|
| Roseville Area High School | Julie and Richard Fraser  
2181 Midland View Ct N  
Roseville, MN  55113 | $200.00 | Boys golf team |
| Roseville Area Schools    | Claude Lavallee and Guylaine Lescarbeau  
1988 Arkwright St. North  
Maplewood, MN  55117 | $1200.00 | Roseville Area Senior Program |
| Roseville Area Schools    | Sharon Boyce, Alpha Delta Kappa  
- Roseville Chapter  
1780 Eldridge Ave. W.  
Roseville, MN  55113 | Multiple bags of hats, mittens/gloves, and scarves | Students in need |
| Roseville Area Schools    | Patricia Alexander  
11205 Westmont Dr  
Spotsylvania, VA  22551 | Toothbrushes | Students in need |
Agenda Item:  6a

Agenda Topic:   Early Childhood Program Report
Meeting Date:   December 17, 2019
Contact Person:  Tamy Reese & Karen Schaub

Background:

Tamy Reese, Early Childhood program manager, will update the board on 2019-20 Early Childhood programming.

Recommendation:

___  Action Required  ___XX  Informational – No Board Action Requested
Supporting Students’ Success

ROSEVILLE AREA SCHOOLS
EARLY CHILDHOOD DEPARTMENT
December 2019

World’s Best Workforce 2019-2020 Strategies

• Increase family engagement and participation in ECFE and pre-K classes.

• Establish early childhood collaborative teams that focus on the district PLC vision.

• Continue to improve alignment of pre-K and kindergarten programming including benchmarks, assessments and curriculum through pre-K and kindergarten teachers joint staff development and professional learning community (PLC) training.
ECFE

2814

Attendance at Drop in and Play classes during 2018-19

7

Places we visited this summer with the ECFE Outreach Program:

- Acorn Park
- Central Park
- Sienna Green apartments
- Marion Street/Brittany apartments
- Mississippi Street apartments
- Montreal Court apartments
- North Star Estates
ECFE class offerings for the 2018-19 school year

Early Childhood Screening

<table>
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<tr>
<th>Year</th>
<th>Children Screened</th>
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<tr>
<td>2015-16</td>
<td>669</td>
</tr>
<tr>
<td>2016-17</td>
<td>634</td>
</tr>
<tr>
<td>2017-18</td>
<td>691</td>
</tr>
<tr>
<td>2018-19</td>
<td>688</td>
</tr>
</tbody>
</table>
94% of Pre-K students who were eligible for kindergarten in fall 2019 could write their first name.
79% of Pre-K students who were eligible for kindergarten in fall 2019 met the benchmark of naming 6 shapes.

74% of Pre-K students who were eligible for kindergarten in fall 2019 met the benchmark for letter naming.
Alignment of ECFE, Pre-K and K

- Continue to improve alignment of pre-K and kindergarten programming including benchmarks, assessments and curriculum through pre-K and kindergarten teachers joint staff development and professional learning community (PLC) training.

Early Childhood and Kindergarten Joint Staff Development

- Pre-K and K Teachers Joint Professional Development
  - Aligning curriculum and benchmarks
  - Power Standards
  - PLC training
PLC Collaborative Teams in Early Childhood

What do we want our students to learn?
How will we know if they learned it?

Power Standards

• Early Childhood aligning with kindergarten math power standards
• Using Early Childhood Indicators of Progress (ECIPs) to develop aligned power standards
• Lesson plans
### Social Emotional Goals:

- **S4 Managing Thinking**: Child manages attention and thoughts.

### Second Step Unit:

- **Unit**: 1 “Skills for Learning”
- **Goal**: Build skills that help children learn at school.
- **Teach Second Step Weeks**: 1-4
- **Key Words**: Listen, Attention, Self-Talk

#### S4.9 Attends for longer periods and persists through a broad range of adult-directed and child-initiated activities.

**Week 3 “Focusing Attention”**: Students will begin to use the attent-a-scope to help them focus for longer periods of time.

#### S4.11 Increasing ability to remember and follow simple two-step directions.

**Week 2 “Listening”**: Assessment: Students will use two or more of the listening rules (and hand motions) while preparing for a read aloud in a large group.

### Literacy/Language Goals:

- **L4 Motivation, engagement**: Child has an interest in and sustained attention for literacy acts.

#### L2 Social Conversation

- **Child meaningfully engages in talk with others to express feelings, wants and needs**.

#### L7 Concepts of print

- **Child understands the fundamentals of print, such as orientation, organization and features of print**.

#### L4.12 Actively participates in reading activities with enjoyment and purpose.

**Repeated Read Aloud**

**L2.12 Asks and answers to seek help or get information**

**Repeated Read Aloud Vocabulary words, Think Pair Share**

#### L7.9 Recognizes that English print is left to right and top to bottom

**Daily written message, Repeated Read Aloud**

**Assessment**: Observe and record how many students are engaged during a Repeated Read Aloud and ability to respond to Think, Pair, Share.

### Math Goals:

- **M12 Sorting**: The child recognizes that objects can be sorted by attributes

#### M12.7 Describes the attribute used for sorting or comparing

- **M12.8 While sorting, can make a shift to change the attribute being used to sort and describe the new sorting attribute**

**My Math Chapters**

- 1 (Attributes)
- 2 (Sorting and Classify)

**My Math Vocabulary**: attribute, same, different, sort

**Assessment**: Give each student a group of large and small paper shapes and in two colors. Students will sort their shapes using two attributes and explain their sorting rule.

### What do we want our students to learn? How will we know if they learned it?

<table>
<thead>
<tr>
<th>Social Emotional Goal</th>
<th>Literacy/Language Goals</th>
<th>Math Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S4 Managing Thinking</strong></td>
<td><strong>L4 Motivation, engagement</strong></td>
<td><strong>M12 Sorting</strong></td>
</tr>
<tr>
<td>Build skills that help children learn at school.</td>
<td>Child has an interest in and sustained attention for literacy acts.</td>
<td>The child recognizes that objects can be sorted by attributes</td>
</tr>
<tr>
<td><strong>Teach Second Step Weeks</strong>: 1-4</td>
<td><strong>L2 Social Conversation</strong></td>
<td><strong>M12.7</strong> Describes the attribute used for sorting or comparing</td>
</tr>
<tr>
<td><strong>Key Words</strong>: Listen, Attention, Self-Talk</td>
<td><strong>L7 Concepts of print</strong></td>
<td><strong>M12.8</strong> While sorting, can make a shift to change the attribute being used to sort and describe the new sorting attribute</td>
</tr>
</tbody>
</table>

### Pre-K Assessments

- **Collected three times per year**
  - My IGDIs
  - Work Sampling

- **Kindergarten Entry Assessment (completed end of May)**
### Early Literacy+  
**Student Name:**  
**School Year:**  
**Student ID #:** Schwabill  
**Date of Birth:**  
**Classroom:**  

### FALL Screening  
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<th>Score</th>
<th>Trend</th>
<th>Monitor</th>
<th>Comments</th>
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### WINTER | Screening  
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### Early Numeracy  
**Student Name:**  
**School Year:**  
**Student ID #:** Schwabill  
**Date of Birth:**  
**Classroom:**  

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See Administration Manual for Reference Tables to determine Test Status
### Social/Emotional Development

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<th>PERSONAL AND SOCIAL DEVELOPMENT</th>
<th>Spring</th>
<th>Comments</th>
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<tr>
<td>1 = Most of the time, 2 = Sometimes, 3 = Rarely</td>
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<tr>
<td>Positive interactions with others (takes turns, uses words to express feelings).</td>
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<td>Show an interest in learning (participates in group activities, asks questions, listens to a read aloud book).</td>
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<td>Managing transitions (able to shift focus, follow 2 step directions independently, follow routines).</td>
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### Data Sharing to Support Transition to K

- Sharing Pre-K Assessment Data with Kindergarten
- Transition meetings for students with Principals/Coach
Meeting Date: December 17, 2019  
Contact Person: Shari Thompson

Background:

The business office is finalizing the current year budget revisions. The original budget adopted in June was based on many assumptions. While contract negotiations continue with our largest bargaining unit, we now know the staff that are employed in the district and have a more complete picture of our revenue allocations.

As stated previously, enrollment is slightly higher than originally projected last spring. The number of students who transfer in and out of the district during the school year will impact the bottom line of revenue. We closely track mobility and any attrition during the year.

Administration will present a revised budget to the board in January. We will also bring budget parameters and timelines for development of the 2020-2021 budget to the board for discussion.

If you have any questions about this information, please contact me.

Recommendation:

_____ Action Required  
XX Informational – No Board Action Requested
Background:

As part of our ongoing policy review, administration has reviewed Policy 612: Homeschooling, last revised in November 2016. Shari Thompson, director of business services, will present the policy as a first reading, with no recommendations to revise the policy at this time.

Recommendation:

_____ Action Required          XX Informational – No Board Action Requested
Policy 612 – Home Schooling

1.0 Purpose

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

2.0 General Statement of Policy

2.1 The Compulsory Attendance Law (Minn. Stat. § 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship. (Minn. Stat. § 120A.22, Subd. 1.)

3.0 Conditions for Home Schooling

3.1 The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minn. Stat. § 120A.22.

4.0 Immunization

4.1 The parent of a home-schooled child shall submit statements as required by Minn. Stat. § 121A.15, Subds. 1, 2, 3 and 4 to the superintendent of the school district in which the child resides by October 1 of each school year. (Minn. Stat. § 121A.15).

5.0 Textbooks, Instructional Material, Standardized Tests

5.1 Upon formal request as required by law, the school district will provide textbooks, individualized instructional materials and standardized tests as provided in Minn. Stat. § 123B.42 and Minnesota Rules Chapter 3540. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to Minn. Stat. § 123B.40 to 123B.48 for this purpose.

6.0 Pupil Support Services

6.1 Upon formal request as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided by Minn. Stat. § 123B.44 and Minn. Rules Chapter 3540. The school district is not required to expend an amount for any of these purposes that exceeds the
amount it receives pursuant to Minn. Stat. § 123B.40 to 123B.48 for any of these purposes.

7.0 Shared Time Programs

7.1 Enrollment in class offerings of the school district

7.1.1 A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.

7.1.2 The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

7.1.3 Home school shared time enrollment procedures do not include co-curricular activities or Minnesota State High School League competitions unless an approved cooperative agreement between the home school and Board of School District 623 exists.

(Note: The provisions of Article 7 - Shared Time Programs does not make a determination as to whether shared time programs should be offered to any pupil. However, it does require that home-schooled children be treated the same as all other nonpublic school children.)

8.0 Optional Cooperative Arrangements

8.1 Activities

8.1.1 Minnesota State High School League Sponsored Activities - A home school which is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League Rule 405.00. The approval of such an arrangement shall be at the discretion of the School Board.

8.1.1.1 The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.
8.1.1.2 The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.

8.1.2 Non-Minnesota State High School League activities

8.1.2.1 A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. An approval shall be granted at the discretion of the School Board.

Adopted: 9/22/98
Revised: 11/10/16
Agenda Item:  6d

Agenda Topic:  Policy 604: Curriculum Development (revised) First Reading
Meeting Date:  December 17, 2019
Contact Person:  Jake Von De Linde

Background:

Jake Von De Linde, director of teaching and learning, will present Policy 604: Curriculum Development as a first reading. This policy is being reviewed due to statutory changes enacted through the 2019 legislative session.

Recommendation:

_____  Action Required  ____  Informational – No Board Action Requested
1.0 Purpose

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

2.0 General Statement of Policy

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district and shall be consistent with all district policies related to curriculum.

3.0 Definitions

3.1 Curriculum includes district or school adopted academic programs and written plans for providing all students with learning experiences that lead to expected knowledge and skills in discipline areas.

4.0 Responsibility

4.1 The Superintendent shall have the discretionary authority to develop guidelines and directives to implement School Board policy relating to curriculum development in order to:

4.1.1 Determine the most effective way of conducting research on the school district's curriculum needs.

4.1.2 Establish a long-range curriculum development program.

4.1.3 Develop timelines for a curriculum review cycle that will provide for periodic reviews of each curricular area.

4.1.4 Identify and encourage appropriate innovative fields of study in existing courses and innovative or experimental new courses and fields of study, in response to our rapidly changing world.

4.1.5 Prepare periodic reports to the School Board for endorsement as defined by 7.0.

4.1.6 Keep the School Board informed of all state-mandated curriculum changes, as well as recommended discretionary changes and periodically present recommended modifications to the School Board for review and approval.
4.1.7 Meet all applicable requirements of the Minnesota Department of Education and federal law.

4.2 The School Board shall:

Establish a District Curriculum Advisory Committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards. It will consist of at least 75% community representation. The Advisory Committee membership shall be a reflection of the community, and to the extent possible, shall reflect the diversity of the district and its learning sites. It shall include representation from teachers, families, support staff, students, community residents and administrative and the School Board. This advisory committee shall be a forum for dialogue and will recommend to the School Board rigorous academic standards, student achievement goals and measures, assessments and curriculum evaluations.

5.0 The School Board believes that families, teachers, support staff, students, and community residents need to have a substantive role in curriculum development. To that end the following shall occur:

5.1 There will be a curriculum review team for each discipline per the Curriculum and Program Review Cycle.

5.2 Teachers and support staff will be involved throughout the entire curriculum review process.

5.3 Families and community residents’ involvement will be encouraged in all phases of curriculum review for each discipline. Families and community residents will serve on review teams in the discovery phase as defined in 6.2 and all others as practical.

6.0 Within the ongoing process of curriculum development, the following needs shall be addressed:

6.1 Develop a continuous cycle of curriculum review for all required and elective discipline areas.

6.2 Begin the curriculum review process with a Program Evaluation Phase that includes but is not limited to:

6.2.1 Examining and summarizing the current program.

6.2.2 Reviewing disaggregated current student performance by student groups including sub-groups.

6.2.3 Completing the Educational Equity Analysis Framework.
6.2.4 Soliciting broad input from key stakeholders (i.e., school board, families, students, staff, post-secondary education, employers).

6.2.5 Consulting external subject area experts and reviewing current literature

6.2.6 Defining gaps between current curriculum and current state and national standards

6.2.7 Identifying innovative courses, content, or pedagogy not currently used in Roseville Area Schools

6.3 Develop a purpose statement and program goals.

6.4 Identify the outcomes to measure the curriculum, instruction, and program effectiveness.

   6.4.1 Within the K-6 English Language Arts review, the team will review the local literacy plan and revise as needed.

6.5 Design a program that describes:

   6.5.1 an articulation of required and elective courses of study from kindergarten through grade twelve that ensures a guaranteed and viable curriculum;

   6.5.2 areas of cross discipline needs and opportunities;

   6.5.3 power standards for each content area and each grade level in alignment with required state and national standards;

   6.5.4 a system for ongoing monitoring of student academic progress;

   6.5.5 how the curriculum advances the implementation of the District’s Equity Vision and the Educational Equity Curriculum and Instruction Compass by articulating how the new program design will address the concerns raised through the Equity Analysis Framework completed in Phase I;

   6.5.6 how the curriculum meets or exceeds all state and federal legal curricular requirements applicable to the design;

   6.5.7 the instructional and curricular plan that would address the specific needs of all students.

6.6 Develop the criteria for curricular material evaluation that is based on content specific needs.
6.7 Develop the criteria and plan for continuing evaluation of instruction and curriculum effectiveness in meeting or exceeding District outcomes.

6.8 Develop a plan for evaluation of implementation.

   6.8.1 Teachers, under the supervision of Principals, shall be responsible for implementing the District’s curricular and educational program, plan and core instructional materials. Principals shall be responsible for assuring that all aspects of the District’s curricular and educational program and core instructional materials are being used in the classroom as intended.

6.9 Identify instructional materials and a plan that supports the defined curriculum based on the criteria in 6.6 as well as Policy 616: Materials Selection.

7.0 Reports to the Board

   7.1 Written and/or oral summaries of work to date will be presented to the school board.

      7.1.1 After completion of elements 6.1 through 6.4 the Review Team will seek school board consultation and input for the curriculum area or program.

      7.1.2 After identification of and rationale for the instructional plan per section 6.9, the Review Team will seek School Board approval via the Consent Agenda to proceed to the Implementation Cycle.

   7.2 An annual report will be presented to the School Board describing the current status and ongoing work in each curricular/program area.

Legal References:

- Minn. Stat. § 120B.11 (School District Process)
- Minn. Rule 3500.0550 (Inclusive Educational Program)

Adopted: 12/11/07
Revised: 3/9/10
Revised: 5/27/14
ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 604 – Curriculum Development

1.0 Purpose

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

2.0 General Statement of Policy

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district and shall be consistent with all district policies related to curriculum.

3.0 Definitions

3.1 Curriculum includes district or school adopted academic programs and written plans for providing all students with learning experiences that lead to expected knowledge and skills in discipline areas.

4.0 Responsibility

4.1 The Superintendent shall have the discretionary authority to develop guidelines and directives to implement School Board policy relating to curriculum development in order to:

4.1.1 Determine the most effective way of conducting research on the school district's curriculum needs

4.1.2 Establish a long-range curriculum development program

4.1.3 Develop timelines for a curriculum review cycle that will provide for periodic reviews of each curricular area

4.1.4 Identify and encourage appropriate innovative fields of study in existing courses and innovative or experimental new courses and fields of study, in response to our rapidly changing world

4.1.5 Prepare periodic reports to the School Board for endorsement as defined by 7.0

4.1.6 Keep the School Board informed of all state-mandated curriculum changes, as well as recommended discretionary changes and periodically present recommended modifications to the School Board for review and approval.
4.2 The School Board shall:

Establish a District Curriculum Advisory Committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards. It will consist of at least 75% community representation. The Advisory Committee membership shall be a reflection of the community, and to the extent possible, shall reflect the diversity of the district and its learning sites. It shall include representation from teachers, families, support staff, students, community residents and administrative and the School Board. This advisory committee shall be a forum for dialogue and will recommend to the School Board rigorous academic standards, student achievement goals and measures, assessments and curriculum evaluations.

5.0 The School Board believes that families, teachers, support staff, students, and community residents need to have a substantive role in curriculum development. To that end the following shall occur:

5.1 There will be a curriculum review team for each discipline per the Curriculum and Program Review Cycle.

5.2 Teachers and support staff will be involved throughout the entire curriculum review process.

5.3 Families and community residents' involvement will be encouraged in all phases of curriculum review for each discipline. Families and community residents will serve on review teams in the discovery phase as defined in 6.2 and all others as practical.

6.0 Within the ongoing process of curriculum development, the following needs shall be addressed:

6.1 Develop a continuous cycle of curriculum review for all required and elective discipline areas.

6.2 Begin the curriculum review process with a Program Evaluation Phase that includes but is not limited to:

6.2.1 Examining and summarizing the current program.

6.2.2 Reviewing current student performance including sub-groups

6.2.3 Completing the Educational Equity Analysis Framework.

6.2.4 Soliciting broad input from key stakeholders (i.e., school board, families, students, staff, post-secondary education, employers).
6.2.5 Consulting external subject area experts and reviewing current literature

6.2.6 Defining gaps between current curriculum and current state and national standards

6.2.7 Identifying innovative courses, content, or pedagogy not currently used in Roseville Area Schools

6.3 Develop a purpose statement and program goals.

6.4 Identify the outcomes to measure the curriculum, instruction, and program effectiveness.

6.5 Design a program that describes:

6.5.1 an articulation of required and elective courses of study from kindergarten through grade twelve that ensures a guaranteed and viable curriculum;

6.5.2 areas of cross discipline needs and opportunities;

6.5.3 power standards for each content area and each grade level in alignment with required state and national standards;

6.5.4 a system for ongoing monitoring of student academic progress;

6.5.5 how the curriculum advances the implementation of the District’s Equity Vision by articulating how the new program design will address the concerns raised through the Equity Analysis Framework completed in Phase I;

6.5.6 how the curriculum meets or exceeds all state and federal legal curricular requirements applicable to the design;

6.5.7 the instructional and curricular plan that would address the specific needs of all students.

6.6 Develop the criteria for curricular material evaluation that is based on content specific needs.

6.7 Develop the criteria and plan for continuing evaluation of instruction and curriculum effectiveness in meeting or exceeding District outcomes.

6.8 Develop a plan for evaluation of implementation.

6.8.1 Teachers, under the supervision of Principals, shall be responsible for implementing the District’s curricular and educational program,
Policy 604 – Curriculum Development

plan and core instructional materials. Principals shall be responsible for assuring that all aspects of the District’s curricular and educational program and core instructional materials are being used in the classroom as intended.

6.9 Identify instructional materials and a plan that supports the defined curriculum based on the criteria in 6.6 as well as Policy 616: Materials Selection.

7.0 Reports to the Board

7.1 Written and/or oral summaries of work to date will be presented to the school board.

7.1.1 After completion of elements 6.1 through 6.4 the Review Team will seek school board consultation and input for the curriculum area or program.

7.1.2 After identification of and rationale for the instructional plan per section 6.9, the Review Team will seek School Board approval via the Consent Agenda to proceed to the Implementation Cycle.

7.2. An annual report will be presented to the School Board describing the current status and ongoing work in each curricular/program area.

Legal References:  Minn. Stat. § 120B.11 (School District Process)
Minn. Rule 3500.0550 (Inclusive Educational Program)

Adopted 12/11/07
Revised 3/9/10
Revised 5/27/14
Agenda Item:  7a

Agenda Topic:   Revised Summer Academy Joint Powers Agreement
Meeting Date:   December 17, 2019
Contact Person:  Michael Schroeder

Background:

The North Suburban Summer Academy is a rigorous enrichment opportunity for district-identified students. Summer Academy creates an environment that celebrates student potential and nurtures a passion for rigorous learning and builds a sense of belonging through relationships within the Academy and throughout the greater community.

Twelve districts are parties to the Joint Powers Agreement (JPA). The JPA is typically a three-year agreement, but we are proposing a one-year agreement due to a possible program expansion. Changes to the JPA include:

- Removing “High Potential”
- Adding language:
  - Minnesota Open Meeting Law, pg. 2
  - Term of Agreement, Withdrawal & Termination, pgs. 6-7
  - Indemnification & Limitation of Liability, pg. 7

Recommendation:

It is recommended that the Summer Academy JPA is approved as presented.

XX Action Required       ___ Informational – No Board Action Requested
Summer Academy is a two and a half week summer educational experience for district identified students that inspires, challenges and develops children both academically and socially.
Summer Academy

Mission:
The North Suburban Summer Academy exists to meet the needs of district identified students by creating an environment that celebrates student potential and nurtures a passion for rigorous learning. We build a sense of belonging through relationships within the academy and throughout the greater community.

Vision:
Our vision is to provide rigorous, dynamic, relevant programming for diverse learners through a committed partnership of school districts.

Summer Academy Overview

Dates: June 11th - June 27th
Student Hours: 8:00 - 12:00
Extended Days: June 13 & June 20, 8:00 - 2:30
Open House: June 26, 6:00 - 8:00
Courses: 69. Grades 1-11
Tuition: $430.00

Student Enrollment:
1403 students attended Summer Academy in 2018.

Teaching Assistants:
60 students served as teaching assistants. 10 Roseville Students

Program Assistants: 25 (5 RAS Alum)
Roseville Area Schools Breakdown 2018-2019

Roseville 2018: 162
- Brimhall: 36-38
- Central Park: 9-11
- Edgerton: 10-17
- EDW: 17-17
- Falcon Heights: 24-31
- Little Canada: 16-20
- Parkview: 42-43

Roseville 2019: 184
- RAMS: 7-6
- RAHS: 1-1

Grade Level Breakdown 2018 vs 2019

- 1st Grade: 11-24
- 2nd Grade: 31-32
- 3rd Grade: 33-30
- 4th Grade: 30-36
- 5th Grade: 27-28
- 6th Grade: 19-21
- 7th Grade: 7-11
- 8th Grade: 3-1
- 10th Grade: 1
Race/Gender

Race
- American Indian: 1
- API: 28
- Black: 10
- Hispanic: 12
- White: 117
- Unknown: 16

Gender
- Male: 88
- Female: 96

Joint Powers Agreement
- JPA is an agreement between twelve school districts
- Typically a three-year agreement
- Proposing a one-year agreement with a possible expansion
JPA Adjustments & Moving Forward

Adjustments
- Removing High Potential
- Adding language
  - Minnesota Open Meeting Law pg. 2
  - Terms of Agreement, Withdrawal & Termination pg. 7
  - Indemnification & Limitation of Liability pg. 8

Moving Forward
- Program Expansion
  - Additional Site: East metro
  - Enrollment, opportunity gap and additional dates

Any Questions?
Background:
North Suburban Summer Academy (Summer Academy) is a rigorous enrichment opportunity for district identified students. Summer Academy creates an environment that celebrates student potential and nurtures a passion for rigorous learning. We build a sense of belonging through relationships within the Academy and throughout the greater community.

- Twelve member districts
- Summer Academy is a 13 day program that is hosted at Columbia Heights High School and Highland Elementary
- In 2019, 1400 students in grades 1-11 participated in the 69 course program
- Roseville Area Schools at Summer Academy 2019
  - 184 Students
  - 10 Teaching Assistants
  - 9 Teachers
  - 3 Support Staff

The Joint Powers Agreement (JPA) is typically a three-year agreement between the twelve districts. We are proposing a one-year agreement due to a possible program expansion.

Changes to the JPA
- Removing “High Potential”
- Adding language:
  - Minnesota Open Meeting Law pg. 2
  - Term of Agreement, Withdrawal & Termination pg. 7
  - Indemnification & Limitation of Liability pg. 8

Moving Forward
- Program expansion
  - Additional site - east metro
  - Enrollment, opportunity gap and additional dates
JOINT POWERS AGREEMENT


WHEREAS, the school districts named above have a mutual desire to continue to provide gifted and talented enrichment opportunities through the North Suburban Summer Academy Program ("Summer Academy"); and

WHEREAS, the Parties to this Agreement desire to make available to each participating school district the administrative and financial benefits of cooperative educational enrichment summer programming for students served by their respective school districts; and

WHEREAS, the Parties to this Agreement desire to enter into a Joint Powers Agreement to facilitate the provision of educational enrichment summer programming through Summer Academy, as described herein, pursuant to Minn. Stat. § 471.59, as amended, which authorizes
political subdivisions to enter into an agreement to exercise jointly the governmental powers and functions each has individually;

NOW, THEREFORE, it is hereby agreed, by and between the Parties hereto as follows:

I. PURPOSE

A. The North Suburban Summer Academy is established as a cooperative, rigorous summer educational program for district identified students.

B. The management and control of the North Suburban Summer Academy shall be vested in the Summer Academy Board of Directors.

II. ORGANIZATION OF THE SUMMER ACADEMY BOARD

A. The Summer Academy shall be governed by a Board of Directors composed of the Superintendent or designee of each participating school district. It is preferred that designee have a Minnesota K-12 Principal license. In addition, the host district, the school district serving as fiscal agent, and a participating school district employing Summer Academy's Executive Director, if any, shall each have an additional voting administrative representative on the Summer Academy Board of Directors. The Academy's Executive Director shall be an ex-officio member of the Board of Directors.

B. The Officers of the Summer Academy Board shall be a Chair, Vice-Chair, and recording Secretary who shall be representatives of the participating districts.

C. The Summer Academy Board officers shall be determined by the members of the Summer Academy Board at its first fall meeting of each school year. A term of an officer is for one year and such term shall expire at the meeting at which the new officers are determined. Officers may serve consecutive terms.

D. The Summer Academy Board shall meet at least quarterly and at such other times as deemed necessary. Meetings of the Board shall be called by the Chair or by any two Board Members. Board meetings shall be conducted in accordance with the Minnesota Open Meeting Law, except at least a five-day notice shall be given for meetings held outside the regular schedule. A majority of participating representatives shall constitute a quorum for the transaction of business. A simple majority of those Board Members present is required for all matters, with the exception of budget adoption and approval of the Executive Director's contract, which shall require a vote of two-thirds of the Board Members.

E. Representation on the Summer Academy Board is essential to the operation of the Academy. Participating districts are strongly encouraged to make sure they are represented at each meeting.
F. The Board of Directors shall retain an Executive Director as an independent contractor who shall attend to the daily operations of the Summer Academy.

G. The Summer Academy shall have an Executive Committee composed of the following: the Officers of the Summer Academy Board of Directors, the Summer Academy Executive Director, an administrative representative from the school district serving as the fiscal agent of Summer Academy and one at large administrative representative from a participating school district, designated by the Board of Directors of Summer Academy.

H. The Executive Committee shall convene as necessary during periods between Board of Directors’ meetings to address matters and engage in decision-making related to the operation of the Summer Academy, except those matters delineated in Article III, which are exclusively Board powers. Decisions of the Executive Committee shall be by a majority vote of the Executive Committee members in attendance, provided a quorum is present. Each Executive Committee member shall have one vote. Actions/decisions taken by the Executive Committee shall be submitted to the Board of Directors at its next regularly scheduled meeting for review, and actions/decisions of the Executive Committee are subject to ratification or rescission by the Board of Directors.

I. The Superintendents of all member districts shall receive a copy of the current Summer Academy brochure, and an annual written summary of the most recent concluded Summer Academy shall be submitted to each Superintendent.

III. POWERS AND RESPONSIBILITIES OF THE SUMMER ACADEMY BOARD

A. The Summer Academy Board is empowered to act in the interest of the participating districts.

B. The Summer Academy Board may:

1. Take and hold by purchase, lease, grant or assignment, property for its use within the scope of this Agreement, to provide and to dispose of the same when the need for it is ended.

2. Apply for and receive federal, state, local, private or other funds for which it is eligible.

3. Enter into contracts and disburse funds, as it deems appropriate, for the purpose of the Academy programs and in accord with the adopted budget.

4. Retain contractors, employees, support staff, and consultants as and when the need arises, but only to the extent that funds have been made available to it for that purpose.
5. Organize and establish educational programs and services.

6. Approve by majority vote the participation of and addition to the Summer Academy Board of Directors additional school districts after the execution of this Agreement.

C. The Summer Academy Board shall:

1. Approve job descriptions, qualifications and compensation for employees, consultants and independent contractors who serve the Summer Academy.

2. Enter into a contract with the Executive Director as an independent contractor, who shall be responsible to the Summer Academy Board for the administration of the Summer Academy.

3. Obtain criminal background checks on all employees, consultants and independent contractors retained by the Board.

4. Establish and adopt policy and guidelines for the operation of the Summer Academy program.

5. Review and approve the Summer Academy annual budget submitted by the Executive Director on or before April 1 each year.

6. Review and approve the Summer Academy financial statements following the conclusion of each Summer Academy program year on or before October 1 each year.

D. The Summer Academy Board shall also have authority and duties necessary to achieve the purpose of this Agreement, to the extent that its action(s) is consistent with the intent and purpose of this Agreement and complies with all state and federal statutes applicable to the participating districts.

IV. OBLIGATIONS AND RESPONSIBILITIES OF PARTICIPATING DISTRICTS

A. Appoint one representative (Superintendent or designee) and provide release time as necessary to serve as a member of the Summer Academy Board.

B. Refer qualified students to the Summer Academy.

C. Assist with recruitment of employees, consultants and independent contractors, such as:

1. Summer Academy Board members participating on interview teams and the selection process for employees, consultants and independent contractors.
2. Summer Academy Board members providing input into the approval of course offerings.

3. Posting and/or advertising for Summer Academy staff within member districts.

D. Provide equipment for Summer Academy programs, including but not limited to computers.

V. POWERS AND RESPONSIBILITIES OF THE HOST DISTRICT

A. The Host District for the Summer Academy shall be Independent School District No. 13, Columbia Heights Schools, unless the Summer Academy Board decides otherwise.

B. The Host District shall provide the physical facilities and related services, such as custodial, technology, food service and other services, as determined by the Summer Academy Board.

C. $12,500.00 shall be paid to the Host District each fiscal year in compensation for services provided as the Host District.

VI. PROGRAMS AND SERVICES

A. The rigorous summer enrichment opportunities shall be available for participating district-identified students. Summer Academy programs and services will be coordinated with district programs to enhance opportunities without conflicting with district programs through duplication of efforts.

B. Joint research, evaluation and planning related to programs for district-identified students shall be carried out when authorized by the Summer Academy Board.

C. Summer program attendance for students from non-participating districts shall be permitted on a space available basis, after a specified date, and may be at an alternative fee, as determined by the Summer Academy Board.

VII. FINANCING THE NORTH SUBURBAN SUMMER ACADEMY FOR HIGH POTENTIAL STUDENTS

The Summer Academy Board shall be empowered to finance the education programs implemented pursuant to the Agreement as follows:

A. By payments in the form of student tuition to attend the Summer Academy, the amount to be determined by the Summer Academy Board.
B. Student tuition shall cover all actual costs of the Summer Academy, including, but not limited to staff, transportation, field trips and supplies.

C. By maintaining records, disbursing funds and accepting receipts in accordance with the budget as established by the Summer Academy Board.

D. By recommending that the reserve fund balance be set at 5% of the most recent year's net tuition, to be reviewed annually.

E. The fiscal year for the North Suburban Summer Academy shall be from July 1 through June 30.

VIII. POWERS AND RESPONSIBILITIES OF THE FISCAL AGENT

A. The Summer Academy Board shall contract with a fiscal agent. The fiscal agent shall be Independent School District No. 13, Columbia Heights Schools, unless the Summer Academy Board decides otherwise.

B. The fiscal agent shall pay bills, issue payroll checks, and receive monies for the Summer Academy, as well as provide financial statements of revenues and expenditures.

C. The fiscal agent shall receive $12,500.00 each fiscal year on June 30, as payment for services rendered.

D. The Summer Academy Executive Director shall have authority to approve expenditures that are no more than $30,000. All expenditures in excess of $30,000 must receive advance approval by the Summer Academy Board, or, if necessary, by the Executive Committee prior to disbursement of funds. All expenditures must be reported to the fiscal agent and the Summer Academy Board.

E. The fiscal agent shall submit a report of any interest earned on Summer Academy funds to the Summer Academy Board each fiscal year for a determination regarding allocation.

F. The duties and obligations of the fiscal agent are further set forth in Exhibit A, attached hereto and made a part hereof.

IX. TERM OF AGREEMENT, WITHDRAWAL AND TERMINATION

1. This Agreement shall remain in effect from June 30, 2019 through June 30, 2020, subject to termination described in this Agreement.

2. This Agreement shall terminate: (a) upon written agreement of all member districts; (b) upon operation of law or court order; or (c) when there are no more than two participating member districts.
3. A member district may withdraw from the North Suburban Summer Academy Program and this Agreement with written notice to all member school districts on or before December 31 of a contract year. A withdrawing member shall satisfy all of its financial responsibilities and other commitments up to the effective date of withdrawal.

4. Upon expiration or termination of this Agreement, any Summer Academy funds shall be distributed to the member districts at the time of expiration/termination, in amounts determined by the Summer Academy Board. Any property acquired on behalf of the Summer Academy as a result of this Agreement shall either be: (a) sold on the open market, on whatever terms the Board deems legal and desirable, and the proceeds (subject to outstanding interests of third parties) shall be distributed among participating member districts; or (b) distributed to participating member districts, as determined by the Academy Board.

X. INDEMNIFICATION AND LIMITATION OF LIABILITY

A. Action by Parties to this Agreement are intended to be and shall be construed as a “cooperative activity” and it is the intent of the Parties that they shall be deemed a “single government unit” for the purposes of liability, as set forth in Minnesota Statutes §471.59, subd. 1a(a), provided further that for purposes of that statute, each Party to this Agreement expressly declines responsibility for the acts of omissions of the other Parties. The tort cap limits specified for cooperative agreements under Minnesota Statutes §471.59 shall apply to this Agreement and to the activities of the Parties to this Agreement. The statutory limits for the Parties may not be added together or stacked.

B. To the fullest extent permitted by law, each member district of the North Suburban Summer Academy Program agrees to defend and indemnify the others, their school board members, and employees from and against all claims, damages, losses, and expenses, including attorneys’ fees, arising out of or resulting from the activities under this Agreement; but only to the extent caused in whole or in part by the negligent acts, errors or omissions of the member district, or anyone directly or indirectly employed or hired by the member district, or anyone whose acts the member district may be liable.

C. The Board of Summer Academy shall purchase a policy of liability insurance, and may purchase such other insurance as it deems appropriate and necessary, covering the acts and omissions of the Board and the Parties to this Agreement and their employees, officials and agents, in an amount not less than the statutory maximum set forth in Minnesota Statutes §466.04. The cost of the liability insurance policy shall be paid from Summer Academy funds.

D. Nothing in this section shall be construed as a waiver by any participating member of the Summer Academy of any immunity, defenses or other limitations on liability to which the member is entitled by law.
XI. NOTICES

Any notices to or communication regarding Summer Academy for purposes of this Agreement shall be sent to:

Kathy Kelly, Superintendent
Columbia Heights Public Schools
1440 49th Avenue N.E.
Columbia Heights, MN  55421

Summer Academy Executive Director:
Michael Schroeder
Michael.schroeder@isd623.org

XII. COUNTERPARTS; FACSIMILE COPIES

This Agreement may be executed in two or more counterparts, each of which shall be considered an original, but all of which together shall constitute the same instrument. The Parties to this Agreement acknowledge and agree to accept and be bound by facsimile transmitted copies of this Agreement and its counterparts.

IN WITNESS WHEREOF, ISD No.11, ISD No. 12, ISD No.13, ISD No. 831, ISD No. 14, ISD No. 832, ISD No. 621, ISD No. 622, ISD No. 623, ISD No. 282, ISD No. 16, and ISD No. 624 have executed this Agreement by the signatures below and have approved this Agreement by their respective school boards, on the dates written below.

_______________________________   Date:  __________________
Independent School District No. 11

_______________________________   Date:  __________________
Independent School District No. 12

_______________________________   Date:  __________________
Independent School District No. 13

_______________________________   Date:  __________________
Independent School District No. 831

_______________________________   Date:  __________________
Independent School District No. 14

_______________________________   Date:  __________________
Independent School District No. 832
Independent School District No. 621

Date: 

Independent School District No. 622

Date: 

Independent School District No. 623

Date: 

Independent School District No. 282

Date: 

Independent School District No. 16

Date: 

Independent School District No. 624

Date: 

9
THIS AGREEMENT, is made and entered into by and between the North Suburban Summer Academy, hereinafter known as the "Academy", and Independent School District No. 13, Columbia Heights Minnesota, hereinafter known as the "District".

WHEREAS, the Academy provides a rigorous summer educational program for district identified students in accordance with the Joint Powers Agreement by and between the twelve participating school districts, for the term July 1, 2019 through June 30, 2020; and

WHEREAS, the Academy obtains its funding through tuition, grants and other resources available to it; and

WHEREAS, the District's sole obligation shall be to act as fiscal agent as set forth in this Agreement; and

NOW THEREFORE, in consideration of the mutual covenants and promises contained herein and other good and valuable consideration, it is agreed as follows:

1. The District shall serve as the fiscal agent to the Academy. Services shall include the reporting of the financial condition of the Academy in accordance with UFARS and standard financial practices. All funds and accounts of the Academy shall be maintained separate and apart from District funds and accounts.

2. The District shall include the Academy as part of its annual fiscal report, and that report shall be subject to regular District and State audits as required by law.

3. As payment for services provided by the District as fiscal agent, including but not limited to, custodial services provided during regular custodial shift hours, the Academy shall pay the District $12,500.00 each fiscal year on June 30th. Such payments shall be made to the District on an annual basis and shall be received on or before the end of each contract year.
4. The Academy shall have access to District copy and duplication equipment for office and administrative purposes only. Said use shall be subject to mutual agreement by the Academy and the District, and shall be in accordance with duplication procedures in place within the District. The Academy shall provide at its expense all supplies needed for its use of district duplication equipment.

5. The Academy is organized as a cooperative, self-sustaining educational program through a Joint Powers Agreement, and is not a part of the legal structure of the District. The Academy is governed by its own Board of Directors, which is comprised of participating school districts. The Academy Board of Directors shall enter into whatever contracts it deems necessary to facilitate its purposes and programs.

6. To the extent that any profit or loss is sustained by the Academy, such profit or loss is attributed only to the Academy and its Board of Directors, and not to the District. The Academy Board of Directors shall designate the individual who shall have authority to approve and submit expenditures to the District for payment and shall provide to the District minutes of the Academy Board of Directors meeting(s) at which the Board designated such individual who shall have authority to approve and submit expenditures to the District. The Academy Board of Directors or its designee shall also provide the District with copies of all contracts or agreements, which are submitted to the District for payment, and all such contracts must be signed by the Chairperson or designee of the Summer Academy Board of Directors. As the fiscal agent for the Academy, the District shall not have authority to approve or disapprove expenditures, but shall only function as the conduit of monies received and expenditures made by the Academy, which have been approved by the Summer Academy Board of Directors in accordance with the Joint Powers Agreement.

7. The Academy may use the District's taxpayer identification number to purchase supplies and services necessary for the operation of the Academy.

8. The District shall issue a P-card for the Academy's use, permitting funds to be withdrawn directly from or deposited directly to the Academy's accounts payable and accounts receivable.

9. If the District provides services beyond those described in this Exhibit and the Joint Powers Agreement, such services and related payment must be approved by the Summer Academy Board or the Executive Committee (subject to Board Approval).
10. The Academy Board shall acquire and keep in full force and effect liability insurance coverage as is necessary to adequately insure against any and all potential losses resulting directly or indirectly from the operation of the Academy, and shall provide proof of such insurance to the District on an annual basis. The District shall be named as an additional insured on such insurance policy.

11. The Academy and the District shall assume full liability for its own activities and programs and shall indemnify and hold harmless each other, their officers, agents, and employees from any suits, claims, or liability arising under this Agreement or arising from their own operations.

12. The Academy and its Board shall determine what programs are offered each year, and shall determine all staffing needs each year, without the consultation or approval of the District.

13. All payments made in the operation of the Academy, shall be made from funds generated by the Academy and it is understood that under no circumstances is the District undertaking or obligated to provide its funds for the operation of the Academy.

14. No employee, independent contractor or agent of the Academy shall be considered an employee of the District for any purpose, including, but not limited to, salaries, wages or other compensation or fringe benefits; worker's compensation; unemployment compensation; teachers' or public employees' retirement; social security; liability; insurance; keeping of personnel records; termination or discharge of employment; individual contracts; and continuing contract rights.

15. The District shall have no authority under any circumstances to hire or retain, discipline, supervise, evaluate, provide work direction, set hours of work or operation of the Academy, or discharge any employee, independent contractor, or agent of the Academy.

16. This Agreement may be amended only in writing executed by both Parties.

17. This Agreement shall be governed by the laws of the State of Minnesota.

18. This Agreement shall be in full force and effect for the period from July 1, 2019 through June 30, 2020, and may be extended by mutual agreement. Either party wishing to terminate this Agreement must give a 90-day notice prior to the expiration date.
IN WITNESS WHEREOF, the Parties have hereunto set their hands and each warrants that s/he is empowered and authorized to execute this Agreement.

North Suburban Summer Academy

By _________________________

Its _______________________

Date: ______________________

Independent School District No. 13

By _________________________

Its _______________________

Date: ______________________
Agenda Item: 2018-2019 Audit Acceptance
Meeting Date: December 17, 2019
Contact Person: Shari Thompson

Background:

The annual audit for the fiscal year ended June 30, 2019, has been completed by the auditing firm CliftonLarsonAllen LLP. Dennis Hoogeveen, partner, and John Lorenzini, manager, presented the Executive Audit Summary at the regular meeting on November 26, 2019.


- Comprehensive Annual Financial Report for Fiscal Year Ending June 30, 2019
- Executive Audit Summary and Management Report, June 30, 2019
- Schedule of Expenditures of Federal Awards and Other Required Reports, June 30, 2019

The district ended the year with an unassigned general fund balance of $2,853,523 compared to $2,225,462 on June 30, 2018. The ending unassigned fund balance represents 2.77 percent of total general fund expenditures. School board policy has set a goal to maintain a minimum general fund balance of 3 percent of the annual budget and this balance falls below those parameters. The budget adopted by the board for the 2019-2020 school year is projected to further increase the fund balance for the current year.

The Food Service fund balance increased during the year by $115,232 to $347,995. Nutrition Services continues to use a portion of its revenue to replace worn-out equipment while maintaining a fund balance of 7.41 percent of expenditures to provide a small reserve to offset any unexpected emergencies.

The Community Service fund balance experienced an increase of $131,863 during the year for a final year-end balance of $985,635, for a healthy fund balance of 12.52 percent of total expenditures, bearing in mind that many reserve accounts make up this fund.

Capital Projects or Construction fund balance ended the year with a fund balance of $127,513,731. This fund is currently used to fund specific building projects financed with the bond referendum approved by voters in November 2017 as well as Long-Term Facilities Maintenance (LTTFM) projects to improve the structural integrity of aging district facilities. LTTFM projects are also funded with local levy dollars for projects pre-approved by the Minnesota Department of Education.
The Debt Service fund includes both a regular debt service fund that is used to pay off principal and interest of bonds issued in prior years for building construction and improvements and an account for Other Post-Employment Benefit (OPEB) bonds. The combined debt service fund ended with a fund balance of $1,432,542. The balance is adequate to meet the district’s short term debt obligations.

Attached is a summary of the district activity and fund balance summary for the year.

Recommendation:

It is recommended that the school board accept the 2018-2019 Financial Statements and Supplemental Information for Fiscal Year ending June 30, 2019.

XX  Action Required          ___  Informational – No Board Action Requested
# Financial Results

## Roseville Area Schools

**Audited Fund Balances Through June 30, 2019**

<table>
<thead>
<tr>
<th></th>
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<td><strong>General Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Unassigned (UFARS Basis)</td>
<td>$2,225,462</td>
<td>$88,691,232</td>
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<td>($3,620,211)</td>
<td>$2,853,523</td>
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<td>B. Nonspendable for</td>
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<tr>
<td>Inventory</td>
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<td>Prepaids</td>
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<td><strong>B. Nonspendable Total</strong></td>
<td>$792,020</td>
<td>$17,693</td>
<td>$59,934</td>
<td>$0</td>
<td>$748,779</td>
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<td>C. Restricted for</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Gifted and Talented</td>
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<td>Career and Tech Program</td>
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<td>Learning and Development</td>
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<td>Basic Skills</td>
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<td>$2,164,241</td>
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<td>$323,799</td>
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<td>$1,046,622</td>
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<td>$2,018</td>
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<td>Safe Schools Program</td>
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<td>Operating Capital</td>
<td>$1,111,815</td>
<td>$2,854,857</td>
<td>$2,619,901</td>
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<td>$1,146,771</td>
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<td>Long-Term Facilities Maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Safety</td>
<td>$114,292</td>
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<td></td>
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<td><strong>C. Restricted Total</strong></td>
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<td>$13,979,877</td>
<td>$17,653,141</td>
<td>$3,620,211</td>
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<td><strong>Total General Fund</strong></td>
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<td>$103,349,305</td>
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<td>$4,750,073</td>
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<td><strong>Difference</strong></td>
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<td>(244,694)</td>
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<td>$464,191</td>
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<td><strong>Food Service</strong></td>
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<td>Nonspendable for Inventory</td>
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<td>$4,072</td>
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<td>$50,320</td>
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<td>Nonspendable for Prepaids</td>
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<td>$17,907</td>
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<td>$279,768</td>
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<td><strong>Total Food Service</strong></td>
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<td>Nonspendable for Prepaids</td>
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<td>$2,513</td>
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<td>$4,588</td>
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<td>Restricted for Early Childhood Family Ed</td>
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<td>$496,615</td>
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<td>$161,735</td>
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<td>Restricted for School Readiness</td>
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<td>$86,575</td>
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<td>Restricted for Other Purposes</td>
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<td>$272,358</td>
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<td><strong>Total Community Education</strong></td>
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<td>$711,438</td>
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<td><strong>Capital Projects Fund</strong></td>
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<td>Restricted for Debt Service - Operating</td>
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<td>$11,098,490</td>
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<td><strong>Fiduciary and Internal Service Funds</strong></td>
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<td>$9,085,000</td>
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Agenda Item: 7c

Agenda Topic: Final Levy Certification
Meeting Date: December 17, 2019
Contact Person: Shari Thompson

Background:

On September 24, 2019, the school board authorized the maximum preliminary levy payable in 2020 fiscal year 2021.

The annual Truth in Taxation Hearing will be held at 6:00 p.m., Tuesday, December 17, 2019, prior to the regular board meeting. Details regarding the district’s current year revenue and expense budgets, changes in the final levy amount between this year and last year, and the impact of the district levy to local property owners will be reviewed.

A summary of the final levy recommendation is as follows:

<table>
<thead>
<tr>
<th>Source</th>
<th>Approved 2018 Pay</th>
<th>Recommended 2019 Pay</th>
<th>Amount Change 2019 vs. 2018 Approved</th>
<th>% Change</th>
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<tbody>
<tr>
<td>General</td>
<td>$26,617,524.79</td>
<td>$26,071,549.23</td>
<td>$(545,975.56)</td>
<td>(2.05)%</td>
</tr>
<tr>
<td>Community Services</td>
<td>$ 1,086,683.17</td>
<td>$ 964,945.67</td>
<td>$(121,737.50)</td>
<td>(11.20)%</td>
</tr>
<tr>
<td>Debt Service</td>
<td>$11,856,414.93</td>
<td>$12,002,392.57</td>
<td>$145,977.64</td>
<td>1.23%</td>
</tr>
<tr>
<td>OPEB</td>
<td>$ 831,599.62</td>
<td>$ 897,641.31</td>
<td>$ 66,041.69</td>
<td>7.94%</td>
</tr>
<tr>
<td>Total, All funds combined</td>
<td>$40,392,222.51</td>
<td>$39,936,528.78</td>
<td>$(455,693.73)</td>
<td>(1.13)%</td>
</tr>
</tbody>
</table>

Recommendation:

It is recommended that the school board approve the final levy in the amount of $39,936,528.78 to fund the 2020-2021 school year.
## GENERAL FUND

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Abatements</td>
<td>$389,052.55</td>
<td>$389,052.55</td>
<td>$389,052.55</td>
<td>$389,052.55</td>
<td>$389,052.55</td>
<td>$389,052.55</td>
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</tr>
<tr>
<td>Early Childhood</td>
<td>$214,875.16</td>
<td>$1,033.46</td>
<td>$216,508.62</td>
<td>$216,508.62</td>
<td>$224,362.42</td>
<td>$224,362.42</td>
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<tr>
<td>Home Visiting</td>
<td>$4,855.22</td>
<td>(84.26)</td>
<td>$4,770.96</td>
<td>$4,770.96</td>
<td>$4,750.68</td>
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<tr>
<td>Disabled Adults</td>
<td>$7,739.00</td>
<td>$7,739.00</td>
<td>$7,739.00</td>
<td>$7,739.00</td>
<td>$7,739.00</td>
<td>$7,739.00</td>
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</tr>
<tr>
<td>School Age Child Care</td>
<td>$350,000.00</td>
<td>(14,226.88)</td>
<td>$335,773.12</td>
<td>$335,773.12</td>
<td>$454,485.68</td>
<td>(118,685.54)</td>
<td>-26.12%</td>
</tr>
<tr>
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<td>$11,101.42</td>
<td>$11,101.42</td>
<td>$11,101.42</td>
<td>$11,101.42</td>
<td>$6,319.86</td>
<td>$4,781.56</td>
<td>75.66%</td>
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<tr>
<td>Total, Community Service Fund</td>
<td>$966,521.93</td>
<td>(1,576.26)</td>
<td>$964,945.67</td>
<td>$964,945.67</td>
<td>$1,086,683.17</td>
<td>(121,737.50)</td>
<td>-11.20%</td>
</tr>
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</table>

## COMMUNITY SERVICE FUND

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<tr>
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<tr>
<td>Basic Revenue</td>
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<td>$389,052.55</td>
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<tr>
<td>Early Childhood</td>
<td>$214,875.16</td>
<td>$1,033.46</td>
<td>$216,508.62</td>
<td>$216,508.62</td>
<td>$224,362.42</td>
<td>$224,362.42</td>
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</tr>
<tr>
<td>Home Visiting</td>
<td>$4,855.22</td>
<td>(84.26)</td>
<td>$4,770.96</td>
<td>$4,770.96</td>
<td>$4,750.68</td>
<td>$4,750.68</td>
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</tr>
<tr>
<td>Disabled Adults</td>
<td>$7,739.00</td>
<td>$7,739.00</td>
<td>$7,739.00</td>
<td>$7,739.00</td>
<td>$7,739.00</td>
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<tr>
<td>School Age Child Care</td>
<td>$350,000.00</td>
<td>(14,226.88)</td>
<td>$335,773.12</td>
<td>$335,773.12</td>
<td>$454,485.68</td>
<td>(118,685.54)</td>
<td>-26.12%</td>
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<tr>
<td>Abatements</td>
<td>$11,101.42</td>
<td>$11,101.42</td>
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<td>$11,101.42</td>
<td>$6,319.86</td>
<td>$4,781.56</td>
<td>75.66%</td>
</tr>
<tr>
<td>Total, Community Service Fund</td>
<td>$966,521.93</td>
<td>(1,576.26)</td>
<td>$964,945.67</td>
<td>$964,945.67</td>
<td>$1,086,683.17</td>
<td>(121,737.50)</td>
<td>-11.20%</td>
</tr>
</tbody>
</table>
### DEBT SERVICE FUND

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Voter Approved Debt Service</td>
<td>$ (80,082.88)</td>
<td>$ 11,287,929.94</td>
<td>$ -</td>
<td>$ 11,287,929.94</td>
<td>$ 11,443,058.00</td>
<td>$ (155,128.06)</td>
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<tr>
<td>LTTFM Debt Service</td>
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<td>$ 674,124.90</td>
<td>$ -</td>
<td>$ 674,124.90</td>
<td>$ 389,700.82</td>
<td>$ 284,424.08</td>
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<tr>
<td>Intermediate Debt Service</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>0.00%</td>
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<tr>
<td>Abatements</td>
<td>$ 40,337.73</td>
<td>$ 40,337.73</td>
<td>$ -</td>
<td>$ 40,337.73</td>
<td>$ 23,656.11</td>
<td>$ 16,681.62</td>
<td>70.52%</td>
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<tr>
<td>Excess Debt Reduction</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>#DIV/0!</td>
<td></td>
</tr>
<tr>
<td><strong>Total, Debt Service Fund:</strong></td>
<td><strong>$ 12,042,137.72</strong></td>
<td><strong>$ (39,745.15) 12,002,392.57</strong></td>
<td><strong>-</strong></td>
<td><strong>$ 12,002,392.57</strong></td>
<td><strong>$ 11,856,414.93</strong></td>
<td><strong>$ 145,977.64</strong></td>
<td><strong>1.23%</strong></td>
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</tr>
</tbody>
</table>

### OTHER POSTEMPLOYMENT BENEFITS & PENSION DEBT SERVICE

<table>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Levy for Bonds</td>
<td>$ (79,434.62)</td>
<td>$ 878,073.51</td>
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<td>$ 878,073.51</td>
<td>$ 820,924.54</td>
<td>$ 57,148.97</td>
<td>6.96%</td>
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<tr>
<td>Abatements</td>
<td>$ 19,567.80</td>
<td>$ 19,567.80</td>
<td>$ -</td>
<td>$ 19,567.80</td>
<td>$ 10,675.08</td>
<td>$ 8,892.72</td>
<td>83.30%</td>
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<td><strong>Total, OPEB Debt Fund:</strong></td>
<td><strong>$ 957,508.13</strong></td>
<td><strong>$ (59,866.82) 897,641.31</strong></td>
<td><strong>-</strong></td>
<td><strong>$ 897,641.31</strong></td>
<td><strong>$ 831,599.62</strong></td>
<td><strong>$ 66,041.69</strong></td>
<td><strong>7.94%</strong></td>
<td></td>
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</tbody>
</table>

### ALL FUNDS

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td>$ 26,071,549.23</td>
<td>$ 26,071,549.23</td>
<td>$ -</td>
<td>$ 26,071,549.23</td>
<td>$ 26,617,524.79</td>
<td>$ (545,975.56)</td>
<td>-2.05%</td>
<td></td>
</tr>
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<td>Community Service Fund</td>
<td>$ 964,945.67</td>
<td>$ 964,945.67</td>
<td>$ -</td>
<td>$ 964,945.67</td>
<td>$ 1,086,683.17</td>
<td>$ (121,737.50)</td>
<td>-11.20%</td>
<td></td>
</tr>
<tr>
<td>Debt Service Fund</td>
<td>$ 12,002,392.57</td>
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<td>$ -</td>
<td>$ 12,002,392.57</td>
<td>$ 11,856,414.93</td>
<td>$ 145,977.64</td>
<td>1.23%</td>
<td></td>
</tr>
<tr>
<td>OPEB Debt Fund</td>
<td>$ 897,641.31</td>
<td>$ 897,641.31</td>
<td>$ -</td>
<td>$ 897,641.31</td>
<td>$ 831,599.62</td>
<td>$ 66,041.69</td>
<td>7.94%</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL, ALL FUNDS:</strong></td>
<td><strong>$ 39,771,499.80</strong></td>
<td><strong>$ 39,936,528.78 40,392,222.51</strong></td>
<td><strong>-</strong></td>
<td><strong>$ 39,936,528.78</strong></td>
<td><strong>$ 40,392,222.51</strong></td>
<td><strong>$ (455,693.73)</strong></td>
<td><strong>-1.13%</strong></td>
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</tbody>
</table>
Agenda Item: 7d

Agenda Topic: Appointment of Northeast Metro 916 Board Representative
Meeting Date: December 17, 2019
Contact Person: Chair Kitty Gogins

Background:

Northeast Metro 916 is one of three intermediate school districts in the metropolitan area of St. Paul and Minneapolis. 916 serves fourteen K-12 member districts and provides programs and services to other schools in the east metropolitan area.

As an intermediate district, Northeast Metro 916 provides programs and services in three core areas: special education, career and technical education, and educational services. By partnering with member districts and schools, 916 is able to enhance educational opportunities for students and achieve cost efficiencies.

The 916 board is comprised of school board members elected from participating districts. Board members are compensated for their service. The compensation for this position is established by 916 and is $5,000 per year. Meetings are held on the first Wednesday of the month at the 916 offices located at Bellaire Education Center in White Bear Lake.

This is an elected position for the Roseville School Board. Erin Azer was elected to serve a 4-year term in December 2015, and the term expires on December 31, 2019. The 916 administration has requested that board members from participating districts serve a 4-year term, however Director Azer has recommended moving to a 2-year term as this is more common among districts. This item is being placed on the agenda for the December meeting in order to allow for the election of the Roseville representative prior to the 916 board organizational meeting the first week of January.

Recommendation:

It is recommended that a school board member and alternate be elected to serve a 2-year term on the Northeast Metro 916 board.

XX Action Required ___ Informational – No Board Action Requested
Agenda Topic: Appointment of Equity Alliance MN Board Representative
Meeting Date: December 17, 2019
Contact Person: Chair Kitty Gogins

Background:

Every other year, a member of the Roseville School Board is appointed to serve a two-year term on the Equity Alliance MN board. Mike Boguszewski was appointed in January of 2018 to serve a two-year term expiring on December 31, 2019.

A representative of the board needs to be appointed to serve a two-year term that would expire on December 31, 2021. An alternate should also be selected to assume the duties of the representative as needed.

Recommendation:

It is recommended that the school board appoint a board member and an alternate to serve as the Equity Alliance MN board representative for a two-year term expiring on December 31, 2021.

XX Action Required ___ Informational – No Board Action Requested
Background:

Board members drafted the following objectives to guide the school board’s work at the November 12, 2019, work study session:

1. Actively work to enhance our community’s understanding of district finances, to have community and board conversations about the need and timing for an Operating Levy, and to define how to move forward.
2. Conduct at least one development opportunity as a full board.
3. Ensure facilities planning and construction proceeds on time, within budget and fulfills promises to the community.

The objectives will now be put forth for formal approval.

Recommendation:

It is recommended that the board approve its objectives as presented.
Agenda Item: 7g

Agenda Topic: Reschedule February 25, 2020, School Board Meeting
Meeting Date: December 17, 2019
Contact Person: Mechelle Allen

Background:

A regular school board meeting is currently scheduled for February 25, 2020, at 6:30 p.m. However, this is the date of the precinct caucus, and no meetings or activities may be held after 6:00 p.m. Administration recommends rescheduling the regular school board meeting to February 24, 2020, at 6:30 p.m.

Recommendation:

It is recommended that the board reschedule its February 25, 2020, meeting to February 24, 2020 at 6:30 p.m.

XX Action Required

Informational – No Board Action Requested
Agenda Item: 7h

Agenda Topic: Set School Board Closed Session January 14, 2020
Meeting Date: December 17, 2019
Contact Person: Superintendent Sicoli

Background:

The school board will hold a closed session immediately following the school board work study session on Tuesday, January 14, 2020. The purpose of the session will be to discuss labor negotiations strategy.

Recommendation:

It is recommended that a closed session be scheduled to immediately follow the school board work study session on Tuesday, January 14, 2020, for the purpose of discussing labor negotiations strategy.

XX  Action Required  ____  Informational – No Board Action Requested