

Agenda
Regular School Board Meeting
May 24, 2022
6:30 PM

1. Call to Order, Roll Call

2. Agenda Adjustments

3. Announcements, Comments

4. Community Input

5. Consent Agenda
 - a. Minutes - Board Meeting of May 10, 2022 3

 - b. Payment of Bills 5

 - c. Personnel - Resignations, Appointments, Reductions 7

 - d. Gifts 9

 - e. School Resource Officer Contracts with Roseville Police Department 10

 - f. MSHSL Girls Hockey Coop Application 25

6. Reports and Non-Action Items	
a. Policy 610: Graduation Requirements for Adult Basic Education Learners (revised) First Reading	29
b. Policy 520: Student Discipline (reviewed) First Reading	34
7. Action Items	
a. Non-Renewal of Licensed Probationary Employees	51
b. Non-Renewal of Support Staff	54
8. Study Session Report	
9. Board Reports	
10. Superintendent's Report	
11. Adjournment	

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

May 10, 2022

Chair Curtis Johnson called the school board meeting to order at 6:30 p.m. Board members present: Todd Anderson, Mike Boguszewski, Rose Chu, Mannix Clark, Kitty Gogins, Curtis Johnson. Board members absent: none. Also present: Jenny Loeck, superintendent of schools, and approximately thirty-eight other visitors or staff who attended all or part of the meeting.

Announcements. Chair Johnson read a land acknowledgment to begin the meeting. Ira Sanders, Roseville Area High School social studies teacher, was recognized for advancing to the semifinalist round of the 2022 Minnesota Teacher of the Year selection process. Katie Hauser, Roseville Area Middle School band teacher, was honored for receiving Schmitt Music's Educator of the Year award. Maura Weyandt Brink, Becky Suttan and José Becerra-Cardenas – new principals at Edgerton Elementary, Central Park Elementary and Little Canada Elementary, respectively – were introduced. Representatives from the RAHS Progressives student group spoke to the board about their requests for more environmentally sustainable practices in Roseville Area Schools.

Community Input. Community members shared their thoughts about racism, equity in education and the experiences of LGBTQ+ students. Two speakers requested the opportunity for their community group to present at a future board meeting.

- (75) Consent Agenda. Boguszewski moved, Clark seconded acceptance of the consent agenda including the minutes of the regular school board meeting on April 26, 2022; payment of bills; resignations, appointments, reductions, adjustments; and gifts. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.
- (76) Retirements. Anderson moved, Gogins seconded the retirements of Loriann Anderson, Mike Flatten, Debbie Holmgren and Luanne Olson with appreciation. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.

Sustainable Practices in Roseville Area Schools. Shari Thompson, director of business services; Maria Anderson, nutrition services coordinator; and Todd Lieser, supervisor of buildings and grounds, discussed the areas in which the district has implemented or is planning to implement more environmentally friendly practices, including solid waste management and recycling, repurposing of organic waste, stormwater management and solar energy. Maureen Foreman, curriculum and assessment coordinator, also discussed how environmental sustainability is addressed within the curriculum.

- (77) Set School Board Workshop. Gogins moved, Anderson seconded a motion to set a school board work study session on May 31, 2022, from 6-8 p.m. for a strategic planning listening session and a discussion about the Roseville Area Online Academy. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.

Board Reports. Todd Anderson attended the Roseville Area High School band boosters fundraiser. Rose Chu attended Family Fun Night at Parkview Center School. Mannix

Clark provided updates from the most recent Northeast Metro 916 board meeting. He also attended a Central Park Elementary PTA meeting. Kitty Gogins viewed a Minnesota School Boards Association webinar about the school board's role in school budgets. She also attended an Association of Metropolitan School Districts meeting and an event hosted by Minnesota Education Equity Partnership focused on "building solutions for advancing equity and education excellence" for American Indian students. Curtis Johnson mentioned that May is Asian American and Pacific Islander Heritage Month. Chair Johnson also attended the RAHS band boosters fundraiser, orchestra gala and the RAHS Improv show. He also congratulated Nutrition Services staff at Edgerton Elementary for receiving the first-ever Minnesota School Nutrition Association's Hero Site Award.

The Chair declared the meeting adjourned at 8:21 p.m.

Signed _____
Clerk

Approved _____
Chair

May 10, 2022

Meeting Date: May 24, 2022

PAYMENT OF BILLS:
-April 16 - April 30, 2022

That bills in the amount of: **\$4,548,246.74** by the following funds be approved:

GENERAL	\$3,936,898.97
FOOD SERVICE	\$230,309.07
COMMUNITY SERVICE	\$265,656.87
BUILDING FUND	\$0.00
DEBT FUND	\$0.00
READING RECOVERY	\$0.00
AMSD	\$12,350.90
OPEB DEBT	\$0.00
DENTAL INS FUND	\$37,471.23
NO SUBURBAN COLLABORATIVE	\$65,559.70
EXTRA CURRICULAR-STU ACTIVITY	\$3,104.08

RECOMMENDATION:

That above payments are included in check numbers:

WIRE TRANSFERS	202100463	through	202100486
CHECKS	340452	through	340659
COMMERCE AP CHECKS	6919	through	6940
ACH A/P	212211080	through	212211114

PAYMENT DISTRIBUTION BY FUND:

	GENERAL	FOOD SERVICE	COMMUNITY SERVICE	BUILDING CONSTRUCT	DEBT FUND	Delta Dental Self Insured	28-RR Fiscal Agent	29-AMSD Fiscal Agent	OPEB	N SUB COLL/ SCHLSHP	EXTRA CURR-STU ACTIVITY	TOTAL DISBURSEMENTS
WIRE TRANSFERS	\$1,404,680.81	\$27,483.38	\$78,719.88			\$37,471.23		\$3,451.96		\$592.91	\$171.00	\$1,552,571.17
CHECKS	\$787,962.27	\$125,545.40	\$55,003.62	\$0.00				\$656.45		\$63,913.05	\$2,734.70	\$1,035,815.49
COMMERCE A/P	\$35,286.84	\$21,232.56	\$246.74									\$56,766.14
ACH A/P	\$2,982.52	\$187.95	\$383.98								\$198.38	\$3,752.83
TRANSFER TO P/R	\$1,705,986.53	\$55,859.78	\$131,302.65					\$8,242.49		\$1,053.74		\$1,902,445.19
VOID CHECKS	\$0.00	\$0.00	\$0.00									\$0.00
TOTAL	\$3,936,898.97	\$230,309.07	\$265,656.87	\$0.00	\$0.00	\$37,471.23	\$0.00	\$12,350.90	\$0.00	\$65,559.70	\$3,104.08	\$4,551,350.82

BOND CONSTRUCTION FUNDS	April 1, 2022		Balance	
	Cash & Investments Balance	Revenue 4/1 to 4/30	Disbursements 4/1 to 4/30	Remaining as of 4/30/22
	\$15,395,171.57	\$0.00	\$542,766.74	\$14,852,404.83

RECOMMENDATION:

The above disbursements include check numbers:

CHECKS April 16 -April 30, 2022	102448	through	102454	\$29,515.02	
WIRES		through		\$0.00	*start with 202100164
VOID CHECKS				\$0.00	

RECOMMENDATION: That investments in the amount of: **\$0.00** be approved

INVESTMENT DETAIL:

Bank	Purchase Date	Type of Purchase	Interest Rate	Date of Maturity	Amount of Purchase	Record Number	Interest Earnings	Value at Maturity
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CP/CD: COMMERCIAL PAPER/CERTIFICATE OF DEPOSIT
CD: CERTIFICATE OF DEPOSIT
RP: REPURCHASE AGREEMENT

Total: **\$0.00** \$ - \$ -

**GIFTS TO SCHOOLS
2021/22**

SCHOOL BUILDING	NAME/ADDRESS OF DONOR	GIFT	USE
Edgerton Elementary School	Anonymous	\$5,000.00	Student field trips
Falcon Heights Elementary School	DonorsChoose.org 134 W 37th St, 11th Floor New York, NY 10018	Dramatic play set	Kindergarten classroom
Harambee Elementary School	Joe's Sporting Goods 33 County Road B East St Paul, MN 55117	\$5,000.00	Principal's discretion - building needs
Roseville Area High School	B-Dale Club Inc. 2100 Dale St N Roseville, MN 55113	\$600.00	Trap team
Roseville Area High School	YourCause/Blackbaud - on behalf of Karen Doherty 65 Fairchild Street Charleston, SC 29492	\$18.00	Principal's discretion
Roseville Area High School	RAHS Bullpen Baseball Booster Club 1396 Sextant Ave W Roseville, MN 55113	\$11,644.30	Uniforms and equipment
Roseville Area Middle School	Darlene Toedter 38 66th Way NE Fridley, MN 55432	\$70.00	RAMS Theatre
Roseville Area Middle School	Bell Bank 3100 13th Ave S Fargo, ND 58103	\$5,000.00	RAMS Robotics Club



Agenda Topic: School Resource Officer Contracts with Roseville Police Department
Meeting Date: May 24, 2022
Contact Person: Superintendent Jenny Loeck

Background:

On June 22, 2021, the school board approved a one-year extension of the district's contracts with the Roseville Police Department and Ramsey County Sheriff's Office to provide a school resource officer at Roseville Area High School and Roseville Area Middle School, respectively.

Roseville Area Schools has had a long and productive relationship with Roseville PD. For the 2022-23 school year, the district has the opportunity to enter into an agreement with Roseville PD to provide police liaison services at RAMS in addition to RAHS. If the contract to provide services at RAMS is approved by the board, the district would not renew its contract with the Ramsey County Sheriff's Office.

District and school administration support approval of both contracts with the Roseville PD to provide services at RAHS and RAMS.

Recommendation:

It is recommended that the board approve the contracts with the Roseville Police Department to provide a school resource officer at Roseville Area High School and Roseville Area Middle School for the 2022-2023 school year.

XX Action Required

 Informational – No Board Action Requested

Roseville Area Schools
and
City of Roseville Police Department

ROSEVILLE AREA SCHOOLS POLICE LIAISON OFFICER AGREEMENT
2022-2023 School Year

THIS AGREEMENT, made and entered into by and between the City of Roseville (hereinafter "City") and the Roseville Area School District, Independent School District No. 623 (hereinafter "School District").

WHEREAS, the City and School District intend to cooperate in the joint use of a Police Liaison Officer to assist in the establishment and coordination of a cooperative community approach between the School District, its parents, the City, and other community members to meet the special needs and problems of School District students and City residents; and

WHEREAS, the City and School District desire to have a Police Liaison Officer assigned to Roseville Area Middle School ("RAMS") and elementaries as a liaison between the School District and the City; and

WHEREAS, by this Agreement the parties desire to establish a framework of cooperating to work jointly to develop rapport among the youth of the School District and the law enforcement community, and the site of this City/School District community partnership will be at the Roseville Area Schools. And, whereby the City and the School District will both contribute to the costs associated with this cooperative Police Liaison Officer venture, both the City and the School District will be granted certain rights pertaining to the Roseville Area Schools Police Liaison Officer program;

NOW, THEREFORE, it is agreed by and between the parties as follows:

1. Contributions to the Police Liaison Officer Program by the City:

A. The City will contract with the Police Liaison Officer and the City will be the employing party. The City will be responsible for any claims and other liability as would normally apply to a City employee. This Agreement in no way constitutes a waiver or alteration by the City of relevant liability limits established under Minnesota Statutes Chapter 466. The City expressly declares that it in no way intends to be subject to any measure of liability beyond the limits of Minnesota Statutes Chapter 466 by way of entering into this Agreement.

B. The City will provide overall supervision and the Police Liaison Officer shall be responsible to the Roseville Chief of Police or his/her designee.

C. The Police Liaison Officer shall perform the duties and responsibilities identified on the position responsibility write-up attached to the Agreement as Exhibit A. The position responsibility write-up will be reviewed and updated periodically by the Roseville Police Chief and the Roseville Area Schools Leadership. Attached also as Exhibit B is the Student and Teacher Calendar for 2022-2023.

2. Contribution to the Police Liaison Officer Program by the School District:

A. The School District will pay the City 67 percent of the total costs associated with the payment of salary and benefits of the Police Liaison Officer and cell phone expenses, not to exceed \$80,468.71. The position will be filled by a police officer paid according to the current police officer union contract. The Police Liaison Officer is expected to be on duty 172 student days and additional staff days as determined by the School District, RAMS principal or his/her designee. When there is a need for the Police Liaison Officer to be absent for more than five (5) consecutive student days, the Principal and the Chief of Police will arrange for a substitute Officer or arrange for the City to reimburse the School District for missed time.

B. The Police Liaison Officer's primary work location will be at RAMS. The Police Liaison Officer also will provide dedicated service hours at various elementary school buildings within the School District, as assigned by the School District Superintendent or his/her designee.. The School District will provide office space for the Police Liaison Officer at Roseville Area School sites and contribute the utilities (heating, electricity, and water), insurance (property), security, and routine maintenance costs at no cost to the City, and in a manner consistent with the policies and practices of the School District.

C. The School District will provide a reserved parking space in the proximity of the Police Liaison Officer's office. The School District will assume the full cost of snowplowing, maintenance, and repairs to the parking space for the term of the joint venture.

D. The School District will provide basic custodial service, consistent with the policies and practices of the School District.

E. The RAMS Principal or his/her designee will provide regular onsite supervisory

support, consistent with the policies and practices of the School District, while being fully aware that the Police Liaison Officer is an employee of the City.

3. Selection and Duties:

A. The building administrators and student leaders of Roseville Area Schools shall be involved in the interviews and selection of the Police Liaison Officer. Duties assigned the Police Liaison Officer shall be mutually agreed to by the Roseville Area Schools Leadership and the Police Chief, or their respective designees.

B. Duties:

- On Site Duty Day: 7:45 a.m. - 3:15 p.m.;
- Occasionally the Principal may request of the Chief of Police that the Police Liaison Officer attend a school event outside normal duty hours.
- The Police Liaison Officer will notify the School Principal's Secretary when he/she will be absent.
- Duties: hall supervision and overall supervision of safety/security, parking lot supervision, annually review practices to create a safe environment and recommend improvements prior to October 1, meet weekly with Administrative Teams, participate in RAMS Safety Committee meetings, assist Principal, Associate Principals and Deans with lunchroom supervision, serious discipline issues, investigation of incidents, and other duties as specified in Exhibit A.
- Proactive relationship building such as educational classroom visits, guest speaking, attending family engagement activities and events at each elementary building.
- Create opportunities to build relationships within the community by organizing events such as "Breaking Down Barriers".
- Join student assistance team's reward and incentives programs at the elementary level and join students at recess for activities.

4. Term of Agreement: The City and the School District shall have the right to terminate this Agreement by giving the other party sixty (60) days written notice of its intent to cancel the entire Agreement. In the event of cancellation, the parties will be mutually relieved of any further obligation as set forth in this Agreement. This Agreement shall remain in effect until June 30, 2023. Thereafter, the Agreement may be renewed for 12-month periods commencing with July 1 and ending June 30 of the following year. Annually, by May 1, the School District will notify the Chief of Police for the Roseville Police Department of the School District's intent regarding renewal of this

Agreement.

5. Yearly Review: Annually before June 1, the School District and the City shall meet to review this Agreement. Adjustments and addendums to this Agreement may be made by mutual agreement.

6. Notice:

All notices and demands by or from either party shall be in writing and shall be validly given or made if served either personally or if deposited in the United States Mail, certified or registered, postage prepaid, return receipt requested. If such notice is served personally, service shall be conclusively deemed made at the time of such personal service. If such notice or demand is made by registered or certified mail in the manner herein provided, service shall be conclusively deemed made forty-eight (48) hours after the deposit thereof in the United States Mail addressed to the party whom such notice is to be given.

Any notice or demand to the City shall be addressed to the City at:

City of Roseville

2660 Civic Center Drive

Roseville, MN 55113-1899

Any notice or demand to the School District shall be addressed to the School District at:

Independent School District No. 623

1251 West County Road B-2

Roseville, MN 55113

7. Entire Agreement: This Agreement represents the entire understanding and agreement between the parties hereto and this Agreement may not be altered, changed, or amended except by an instrument in writing, signed by all parties.

INDEPENDENT SCHOOL DISTRICT NO. 623 CITY OF ROSEVILLE

By: Curtis Johnson, Chair

By: Dan Roe, Mayor

By: Jenny Loeck, Superintendent

By: Pat Trudgeon, City Manager

4/25/2022

EXHIBIT A

POSITION RESPONSIBILITY WRITE-UP

Position Title: Police Liaison Officer Date: April, 2022

Department: Student Services Location: Roseville Area Middle School

Accountable To: City of Roseville Chief of Police or Designee

Primary Objectives of Position

To assist in the coordination of a cooperative community approach between schools, families, police, and other resources to meet the needs of students and families.

MAJOR AREAS OF RESPONSIBILITY

1. Leads and creates opportunities to build and promote positive relationships amongst law enforcement and school communities.
2. Follows up on referrals made by the Police Department and administrative staff.
3. Counsels and advises students on legal offenses or other related matters as requested.
4. Serves as a member of the administrative team and student support team.
5. Visits with and gets acquainted with students during lunch periods, recess, between classes, at school activities and on field trips when possible.
6. Intervenes with administrative and support staff, in cases of criminal law violation and may conduct follow-up investigation of incidents.
7. Works cooperatively with school staff to initiate prevention programs in the area of juvenile crime.
8. Educates and advises families regarding student behavior that could lead or has led to law infractions or other matters as requested.
9. Assists the school administration in setting up procedures that would contribute to the safety and security of the building and grounds.
10. Makes presentations on relevant topics to students as requested by teachers or administrators; helps arrange field trips and speakers in his or her area of expertise.
11. Builds and maintains rapport among youth, parents, school personnel and law enforcement officers, and services as part of a team effort to provide role models.
12. Assists, as assigned, with petitions to Juvenile Court and works with social and welfare agencies, probation personnel, and makes referrals for family counseling, for chemical health evaluation, and for other student needs.
13. Assists, as assigned, in reporting child abuse/neglect cases and in handling

- Children in Need of Protection or Services (CHIPS) cases.
14. Performs other duties as assigned by the School Principal.
 15. During the summer months, performs duties as assigned by the Case Coordinator.
 16. Follow-up to non-school related incidents with RAS students & families to provide support and resources.
 17. Proactive relationship building such as educational classroom visits, guest speaking, attending family engagement activities and events at each elementary building.

Knowledge and skills Required

Knowledge of and ability to follow School District policies, regulations and procedures.

Ability to work with other law enforcement and outside agencies where jurisdictional requirements prevail.

Ability to relate to and work with students and families of various cultural and economic backgrounds.

Ability to establish and maintain good working relationships with school administrators, teachers and staff.

Supervision

Supervised by the City of Roseville Police Department. Works directly with and under the guidance of the Roseville Area Middle School Principal.

Supervision of Others

None.

Responsibility for Public Contact

Continuous, requiring tact, courtesy, and good judgment.

Clothing to be worn

Because the officer assigned to the Police Liaison Program is working in a very visible position, the normal dress will be a soft law enforcement uniform.

4/2022

**Roseville Area Schools
and
Roseville Police Department**

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- B. The City will provide overall supervision and the Police Liaison Officer shall be responsible to the Roseville Chief of Police or his/her designee.
 - C. The Police Liaison Officer shall perform the duties and responsibilities identified on the position responsibility write-up attached to the Agreement as **Exhibit A**. The position responsibility write-up will be reviewed and updated periodically by the Roseville Police Chief and the Roseville Area High School Principal. Attached also as **Exhibit B** is the **Student and Teacher Calendar for 2022-2023**.
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 - B. The School District will provide office space for the Police Liaison Officer at Roseville Area High School and contribute the utilities (heating, electricity, and water), insurance (property), security, and routine maintenance costs at no cost to the City, and in a manner consistent with the policies and practices of the School District.
 - C. The School District will provide a reserved parking space in the proximity of the Police Liaison Officer's office. The School District will assume the full cost of snowplowing, maintenance, and repairs to the parking space for the term of the joint venture.
 - D. The School District will provide basic custodial service, consistent with the policies and practices of the School District.
 - E. The Roseville Area High School Principal or his/her designee will provide regular onsite supervisory support, consistent with the policies and practices of the School District, while being fully aware that the Police Liaison Officer is an employee of the City.

3. Selection and Duties:

A. The Principal of Roseville Area High School or his/her designee shall be involved in the interviews and selection of the Police Liaison Officer. Duties assigned the Police Liaison Officer shall be mutually agreed to by the High School Principal and the Police Chief, or their respective designees.

B. Duties:

- On Site Duty Day: 7:45 a.m. - 3:15 p.m.;
- Occasionally the Principal may request of the Chief of Police that the Police Liaison Officer attend a school event outside normal duty hours.
- The Police Liaison Officer will notify the High School Principal's Secretary when he/she will be absent.
- Duties: hall supervision and overall supervision of safety/security, parking lot supervision, annually review practices to create a safe environment and recommend improvements prior to October 1, meet weekly with RAHS Administrative Team, participate in RAHS Safety Committee meetings, assist Principal, Associate Principals and Deans with lunchroom supervision, serious discipline issues, investigation of incidents, and other duties as specified in Exhibit A.

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INDEPENDENT SCHOOL DISTRICT NO. 623 CITY OF ROSEVILLE

By: _____
Curtis Johnson, Chair

By: _____
Dan Roe, Mayor

By: _____
Jenny Loeck, Superintendent

By: _____
Pat Trudgeon, City Manager

enforcement officers, and services as part of a team effort to provide role models.

EXHIBIT A

Assists, as assigned, with petitions to Juvenile Court and works with social and welfare agencies, probation personnel, and makes referrals for family counseling, for chemical health evaluation, and for other student needs. 11

Assists, as assigned, in reporting child abuse/neglect cases and in handling Children in Need of Protection or Services (CHIPS) cases. 12

Performs other duties as assigned by the School Principal. 13

During the summer months, performs duties as assigned by the Case Coordinator. 14

Follow-up to non-school related incidents with RAS students & families to provide support and resources.

Proactive relationship building such as educational classroom visits, guest speaking, attending family engagement activities and events at each elementary building.

Knowledge and Skills Required

Knowledge of and ability to follow School District policies, regulations and procedures.

Ability to work with other law enforcement and outside agencies where jurisdictional requirements prevail.

Ability to relate to and work with students of various cultural and economic backgrounds.

Ability to establish and maintain good working relationships with school administrators, teachers and staff.

Supervision

Supervised by the City of Roseville Police Department. Works directly with and under the guidance of the Roseville Area High School Principal.

Supervision of Others

None.

Responsibility for Public Contact

Continuous, requiring tact, courtesy, and good judgement.

Clothing to be Worn

Because the officer assigned to the Police Liaison Program is working in a very visible position, the normal dress will be a soft law enforcement uniform.



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: 5f

Agenda Topic: Application for Girls Hockey Cooperative
Meeting Date: May 24, 2022
Contact Person: Andrea Schmidt

Background:

The Roseville Area High School Activities office is seeking approval for a girls hockey cooperative between Roseville Area Schools and Mahtomedi Public Schools beginning in the 2022-23 school year.

Please see the attached letter from Andrea Schmidt, RAHS activities director, regarding the rationale for forming a coop.

Recommendation:

It is recommended that the board approve Roseville Area Schools' application to form a girls hockey coop with Mahtomedi Public Schools.

XX Action Required

___ Informational – No Board Action Requested

Application for Cooperative Sponsorship

Deadline: Not later than 30 days prior to the first day of practice for that sport season.
 PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for cooperative sponsorship.

On behalf of the following schools, we hereby apply for cooperative sponsorship of Hockey, girls
 beginning with the 20 22 - 20 23 school year.
(activity) (boys or girls) (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	Enrollment (9-12)*	City	Administrative Region**	Competitive Section**
High School #1:	Roseville Area	2032	Roseville	4AA	4AA
High School #2:	Mahtomedi	1129	Mahtomedi	4AA	4AA
High School #3:	Concordia Academy	273	Roseville	4A	4AA
High School #4:					

*Enrollment reported to the State of Minnesota on October 1 of the previous school year.

**Current (Number and Class)

- Do any of the above schools belong to a conference in this activity?
 Yes This application must include a review and comments from the conference(s) of which the schools are members.
 No
- Do any of the above schools currently have a cooperative agreement in this activity?
 Yes An application for dissolution must be submitted for the existing agreement.
 No

3. Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at [www.mshsl.org/About/MSHSL/Membership Information: A History & Model Resolution for School Boards](http://www.mshsl.org/About/MSHSL/Membership%20Information%20A%20History%20&%20Model%20Resolution%20for%20School%20Boards))

Numbers in each community no longer able to operate separately

4. List the number of students, by grade level, who participated in this activity during the previous year. *If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperatively-sponsored activity this year if approved.*

	7th	8th	9th	10th	11th	12th
High School #1	0	0	5	7	3	11
High School #2	0	11	8	6	5	5
High School #3	0	0	0	0	0	0
High School #4						

5. Team Identification: (Indicate how cooped schools should be identified in tournament programs): _____

6. Team Colors: _____ Team Mascot: _____

7. Host School (school that will receive revenue share check): Roseville Area High School

Board of Education (or designee)	School	Date
Signed _____	_____	_____

Official Action of the MSHSL Board of Directors

- Approved Not Approved

Signature: _____ Date: _____
 MSHSL Executive Director



Roseville Area School Board
1251 Co Rd B2 W
Roseville, MN 55113

May 17, 2022

Dear RAS School Board Members,

I am writing to let you know we are seeking a girls hockey co-op between Roseville Area and Mahtomedi schools.

Numbers at the youth and high school level have been slowly but surely declining over the past few years in Roseville. RAHS will be graduating a class of 11 seniors and registration at RAHS and Roseville Area Youth Hockey Association (RAYHA) indicate numbers at each grade level will land as follows:

11th: 3	8th: 2
10th: 7	7th: 6
9th: 5	6th: 5

Looking ahead to next year (and future years), it is apparent that we will not be able to host a JV team, as we were barely able to host one this year. In fact, at this point, we could pull all girls in Roseville hockey program grades 7-12 together and we would still be on the low end to be able to put together two full teams of goalies and skaters. Not only would that be incredibly inappropriate given the wide range of physical and socioemotional stages, it would not be the appropriate level of play for many of the girls.

Mahtomedi finds themselves in a similar situation and through many conversations, we agree that our programs complement each other well. They do not have any goalies in high school or in their u15 program and their overall numbers in youth and high school have also been declining. Because of the low numbers, our youth programs have agreed to coop as well, with

the intent of providing a more robust and complete hockey program and experience from youth through high school.

Roseville will be the head of the coop at the high school level but we will be working diligently to create a cohesive approach to creating program and school representation. We will shift many of our practices that typically take place at Oscar Johnson to a rink at a more neutral location, such as Polar or Shoreview. We will also be working with the girls on naming and branding in a way that doesn't favor one school over the other in the coming weeks.

As a quick note, Roseville has been in a coop with Concordia Academy for many years. They did not have any students in our coop this past year.

Thank you,

Andrea Schmidt
Director of Athletics and Activities



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: 6a

Agenda Topic: Policy 610: Graduation Requirements for Adult Basic Education Learners
(revised) First Reading
Meeting Date: May 24, 2022
Contact Person: Cyndi Arneson

Background:

Cyndi Arneson, director of community education, will present the first reading of Policy 610: Graduation Requirements for Adult Basic Education Learners. District administration is recommending changes to the number of required credits for an adult high school diploma.

The board discussed the proposal for changes to the graduation credit requirements for Adult Basic Education and English Learner programs during the May 10, 2022, work study session.

Recommendation:

Action Required

XX

Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 610 – Graduation Requirements for Adult Basic Education Learners

1.0 Purpose

The purpose of this policy is to set forth graduation requirements for Adult Basic Education Learners who attend the Roseville Adult Learning Center Program (RALC).

2.0 General Statement of Policy

All adult basic education learners shall complete requirements, as established by the School Board, in order to graduate and receive one of the following Roseville Area Schools diplomas:

2.1 Credit Completion for Adult High School Diploma

2.2 Adult Competency-Based Diploma

3.0 Requirements

3.1 All adult basic education learners must meet the graduation assessment requirements according to Minnesota Statutes §120B.30, Statewide Testing and Reporting.

3.2 The School District will provide for a diploma according to Minnesota Statutes §124D.52 to persons who:

3.2.1 are not eligible for kindergarten through grade 12 services;

3.2.2 do not have a high school diploma;

3.2.3 have successfully completed an adult basic education program of instruction necessary to earn an adult high school diploma.

4.0 Credit Completion Adult High School Diploma

4.1 A Credit Completion Adult High School diploma requires successful completion of the following high school level courses for credit towards graduation:

Language Arts	8	10
Social Studies	8	6
Math	6	
Science/Health	6	7
Health	1	
Arts/Career Technical	2	
Electives	14	11

Total

~~45~~ 40

5.0 Adult Competency-Based Diploma

- 5.1 Will be based on requirements established by the RALC that consist of formative and summative assessments, reflections on learning, and portfolio development.
- 5.2 Students are required to present a portfolio of learning to a graduation committee.
- 5.3 This diploma is constructed around an adult competency based program aimed at providing alternative pathways to career readiness that focus on lifelong learning and overcoming authentic challenges.

Adopted: 4/9/19

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

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Language Arts	8
Social Studies	8
Math	6
Science	6
Health	1
Arts/Career Technical	2
Electives	14

Total

45

5.0 Adult Competency-Based Diploma

- 5.1 Will be based on requirements established by the RALC that consist of formative and summative assessments, reflections on learning, and portfolio development.
- 5.2 Students are required to present a portfolio of learning to a graduation committee.
- 5.3 This diploma is constructed around an adult competency based program aimed at providing alternative pathways to career readiness that focus on lifelong learning and overcoming authentic challenges.

Adopted: 4/9/19



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: 6b

Agenda Topic: Policy 520: Student Discipline (reviewed) First Reading
Meeting Date: May 24, 2022
Contact Person: Melissa Sonnek

Background:

Melissa Sonnek, assistant superintendent, will present the first reading of Policy 520: Student Discipline. District administration is recommending no changes. This policy is reviewed annually.

Recommendation:

Action Required

XX

Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 520 – Student Discipline

1.0 General Statement of Policy

The purpose of this policy is to help all members of the school community work collaboratively to create a safe, supportive and equitable school climate through the use of positive discipline practices. Positive discipline practices utilize interventions that emphasize learning over punishment. Interventions help develop understanding, address the causes of behavior, resolve conflicts, repair the harm done, restore relationships and reintegrate students into the school community.

The school board recognizes that a positive and equitable learning environment is essential for students to thrive academically and developmentally. The school board also recognizes that individual responsibility and mutual respect are essential components of the educational process. All students are entitled to learn and develop in a setting that promotes engagement, trust, equity, and respect of self, others, and property. Proper positive discipline can only result from an equitable, supportive environment that stresses student self-direction, decision-making and responsibility.

It is the position of the school district that a fair and equitable district-wide student discipline policy is a necessity, required by both federal and state law, that will contribute to the quality of all students' educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56 and the Every Student Succeeds Act (ESSA), Pub.L.114-95.

In view of the foregoing and in accordance with Minn. Stat. 121A.55, the school board has developed this policy which governs student conduct, applies to all students of the school district, and promotes an equitable positive school climate. The policy has been developed with the participation of the school board, school district administrators, teachers, employees, students, parents/guardians, community members, and such other individuals and organizations as appropriate.

2.0 Scope and Application of Policy

This policy shall apply to all District 623 students during the regular school day, while using any form of school transportation, and while attending any school sponsored events or activities, regardless of whether they occur during the school day, before the school day, or after the school day, and regardless of whether they occur on or off school grounds.

Policy 520 – Student Discipline

This policy applies to any student whose conduct interferes with or obstructs the educational mission or operations of the school district or the safety or welfare of others.

3.0 Rules of Conduct

The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be all-inclusive. The district recognizes that whenever subjective interpretation is required to determine student conduct, the possibility of bias exists. The district further recognizes that, as a result, not all students are always disciplined in the same manner. Given this, all staff will apply this policy and impose any discipline in an equitable and consistent manner.

Any student who engages in any of the following activities shall be disciplined, and in accordance to the policy.

3.1 Attendance Issues: including, but not limited to unexcused absence, tardiness, truancy, skipping classes, and leaving school grounds without permission.

3.1.1 The authority to decide whether an absence is excused rests with the building principal or his/her designee, acting according to Policy 504 “School Attendance” and Regulation 504-R.

3.1.2 If a student has an attendance issue, disciplinary action may be taken according to Policy 520, Section 4.0.

3.2 Damage to School or Personal Property

3.2.1 Vandalism: Willful damage to or destruction of school property or property of others.

3.2.2 Arson: Intentionally, by means of fire or explosives, setting fire to or burning or causing to be burned any school building, school property, or the property of any individual.

3.2.3 Breaking and Entering: Using force to gain entry into a School District building, regardless of whether a crime is actually committed.

3.2.4 Trespassing: Entering or being found in a School District building or on School District property unless the person: is an enrolled student in, a parent or guardian of an enrolled student in, or an employee of the school or school district; has permission or an invitation from a school official to be in the building; is attending a school event,

class, or meeting to which the person, the public, or a student's family is invited; or has reported the person's presence in the school building in the manner required for visitors to the school.

It is trespassing for a person to enter or be found on school property within one year after being told by the school principal or the principal's designee to leave the property and not to return, unless the principal or the principal's designee has given the person permission to return to the property.

- 3.2.5 Theft: The act of taking, using, transferring, concealing, or retaining possession of stolen property of another without his/her consent or the finding of lost property and not making reasonable effort to find the owner, including illegal copying of software or data.
- 3.2.6 Robbery: The act of taking another's personal property from the person without permission, or in the presence of another using or threatening to use imminent force against any person to overcome the person's resistance or powers of resistance to, or to compel acquiescence in, the taking or carrying away of the property.
- 3.2.7 Extortion: Obtaining property from another, with consent, induced by a wrongful use of actual or threatened force, violence, or fear.
- 3.2.8 Possession of stolen property: Receiving, possessing, transferring, buying or concealing any stolen property or property obtained by robbery, knowing or having reason to know the property was stolen or obtained by robbery.
- 3.3 Physical Assault, Violence or Fighting: Any action which is intended or which should reasonably be expected to inflict bodily harm upon, or causes injury to or otherwise endangers the health, safety or welfare of students, school district personnel or other persons.
- 3.4 Oral/Written Assault: Abusive, threatening, profane, or obscene language by a student toward a staff member or another student. This act may include conduct that degrades people because of perceived or actual race, religion, gender, gender identity, national origin, abilities, sexual orientation, socioeconomic status, home or first language, age or other personal or physical characteristics.
- 3.5 Sexual Harassment/Sexual Violence
 - 3.5.1 Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature.

Policy 520 – Student Discipline

3.5.2 Sexual Violence: Physical act of aggression or force or threat thereof that involves the touching of another's intimate parts, either above or underneath the other person's clothes, or forcing another to touch one's intimate parts, either above or underneath one's clothes. Intimate parts, as defined in Minnesota Statutes Section 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast of a human being. Sexual violence is a criminal activity. Sexual violence may include, but is not limited to: touching, patting, grabbing, or pinching another person's intimate parts, either same sex or opposite sex; coercing or forcing sexual touching on another; coercing or forcing sexual intercourse on another; threatening to force sexual touching or intercourse on another.

3.6 Threats and Disruptions:

3.6.1 Dangerous Threats: Threats to school operations or school activities, including but not limited to the reporting of dangerous or hazardous situations that do not exist.

3.6.2 School Disruptions: Disturbance or interruption of the peace, functioning or order of the school or school-sponsored activities.

3.6.3 Possessing/viewing/distributing obscene or pornographic material: Possessing, viewing, and/or distributing any book, magazine, pamphlet, paper, writing, card, advertisement, circular, print, picture, photograph, motion picture film, videotape, script, image, instrument, statue, drawing, or other article which, taken as a whole, appeals to the prurient interest in sex and depicts or describes in a patently offensive manner sexual conduct and which, taken as a whole, does not have serious literary, artistic, political, scientific or educational value.

3.6.4 Gambling: A risking of money or other property between two or more persons on a contest of chance of any kind, where one must be the loser and the other the gainer.

3.6.5 Hazing (See Policy 544): Committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.

3.6.6 Possession and/or distributing slanderous libelous materials: Possessing and/or distributing any writing, document, or other form of communication containing knowingly false statements about an individual(s).

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- 3.6.7 Falsifying or tampering with records or documents: Deliberately altering or changing School District records or documents without proper authorization or creating documents having the appearance of official School District records or documents without proper authorization.
 - 3.6.8 Academic dishonesty: Any action taken with the intention of obtaining credit for work which is not one's own which includes, but is not limited to: submitting another student's work as one's own work; obtaining or accepting a copy of tests, test questions, test answers or scoring devices; copying from another student's test or computer file, or allowing another student to copy during a test or computer program; using materials which are not permitted during a test; plagiarizing (presenting as one's own material copied without adequate documentation from a published source); copying or having someone other than the student prepare the student's homework, paper, project, laboratory report, computer program, or take-home test for which credit is given; permitting another student to copy, or writing another student's homework, project, report, paper, computer program, or take-home test accessing restricted computer files without teacher authorization; copying materials, including computer software, in violation of the copyright law.
 - 3.6.9 Misuse of School District technology: Using School District technology, including but not limited to: computers, networks, telephones, cameras, e-mail, voice mail, and printers) in a manner that violates the School District's "Acceptable Use Policy (Policy 400)".
- 3.7 Use/Possession/Distribution of Dangerous, Harmful, and Nuisance Substances and Articles:
- 3.7.1 Alcohol: Use, possession, distribution, or being under the influence of alcoholic beverages (Refer also to Policy 404 "Chemical Use and Abuse: Students and Staff").
 - 3.7.2 Drugs: Use, possession, distribution, or being under the influence of illegal drugs, controlled substances or "look-a-like" substances, except as prescribed by a physician. (Refer also to Policy 404 "Chemical Use and Abuse: Students and Staff"). Sharing prescription medications with others and the misuse of prescription and/or over-the-counter medications. Use, possession and/or distribution of drug paraphernalia.

Policy 520 – Student Discipline

- 3.7.3 Tobacco and Tobacco Paraphernalia: Use, possession or distribution is prohibited (Refer also to Policy 404 “Chemical Use and Abuse: Students and Staff”).
- 3.7.4 Harmful or Nuisance Articles: Use or possession of articles that are nuisances, illegal, or that may cause harm to persons or property.
- 3.7.5 Gun-Free Schools/Gun-Free Schools Act.

Any student who is determined to have brought a firearm (as that term is used in the Gun Free Schools Act of 1994 and defined in Section 3.7.5.2 and 3.7.5.3 below) to school, to a school-sponsored activity, or onto school property (see Section 2.0), will be expelled for a period of one calendar year. This policy may be modified by the Superintendent on a case-by-case basis.

3.7.5.1 Definitions:

For purposes of this Section on Gun-Free Schools only, the following terms have the designated meaning:

3.7.5.2 “Firearm” includes:

- 3.7.5.2.1 any firearm (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive;
- 3.7.5.2.2 the frame or receiver of any such firearm;
- 3.7.5.2.3 any firearm muffler or firearm silencer; or
- 3.7.5.2.4 any destructive device.

3.7.5.3 “Destructive device” means:

- 3.7.5.3.1 any explosive, incendiary, or poison gas including –
 - 3.7.5.3.1.1 bomb,
 - 3.7.5.3.1.2 grenade,

- 3.7.5.3.1.3 rocket having a propellant charge of more than four ounces,
- 3.7.5.3.1.4 missile having an explosive or incendiary charge of more than one-quarter ounce,
- 3.7.5.3.1.5 mine, or
- 3.7.5.3.1.6 device similar to any of the devices described in the preceding clauses;

3.7.5.3.2 any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and

3.7.5.3.3 any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may be readily assembled.

3.7.6 Weapons

Possession of weapons, as that term is defined in Section 3.7.6.1 below, in school, on school grounds (see Section 2.0) and at school-sponsored activities, is prohibited.

3.7.6.1 Definitions

“Weapons” means any firearm, whether loaded or unloaded, any device designed as a weapon or through its use capable of threatening or causing bodily harm or death; or any device or instrument which is used to threaten or cause bodily harm or death. Examples include but are not limited to: guns (including airguns, pellet guns, BB guns, look-alike guns such as water pistols or toys that could reasonably be mistaken for real, and non functioning guns that could be used to threaten others), knives or other blades, clubs, metal knuckles, numchucks,

throwing stars, explosives, fireworks, mace and other propellants, stunguns, ammunition. ISD 623 prohibits the possession or distribution of ammunition (such as bullets), fireworks, lighters and matches. The School District also prohibits items that are generally used for other purposes (e.g. scissors, belts, keys, files) from being used to threaten or inflict bodily harm. Such objects used in that manner will be treated as possession and use of a weapon.

3.7.6.2 Procedures. Any student possessing a weapon in violation of Section 3.7.6.1, whether the weapon is on the student's person, among the student's immediate possessions (book bag, purse, instrument case, etc.), in the student's locker, or in the student's vehicle, shall be subject to the following procedures:

3.7.6.2.1 The School District may refer the matter to local law enforcement officials.

3.7.6.2.2 The administration will evaluate the situation and make a recommendation for the student's re-admittance to school, or exclusion or expulsion. Where a student violates this policy through possession of an instrument which constitutes a "weapon" under the Gun-Free Schools Act, (see Section 3.7.5 above), the School District will adhere to that Act's expulsion provisions.

- 3.8 Failure to provide adequate identification upon request of a staff member.
- 3.9 Insubordination: Refusal to comply with rules or directions of a staff member.
- 3.10 The violation of any Federal, State, or local law, which has an effect on the discipline or general welfare of the school.
- 3.11 Conduct which interferes with or obstructs the educational mission, operations, or functions of the school district or is an actual or potential risk to the safety or welfare of others.
- 3.12 Violation of school bus or transportation rules.

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3.13 Violation of parking or school traffic rules and regulations.

3.14 Violation of guidelines relating to school lockers.

3.15 Dress code violations.

4.0 Disciplinary Action

4.1 The general policy of the school district is to utilize a preventative and positive approach to discipline aimed at creating a safe and quality learning environment for students, characterized by: understanding and addressing the underlying function of behavior; resolving conflicts and repairing harm; teaching appropriate replacement behaviors; restoring relationships in the school community; and reintegrating students into the school community. Disciplinary action for acts of unacceptable behavior may include any or all of the following, but are not limited to the following. The building administrator and/or school district administrator will exercise his or her professional judgment in determining appropriate consequence(s) or disciplinary action(s).

4.1.1 Re-teach the behavioral expectations

4.1.2 Provide a reflective activity

4.1.2.1 Student/teacher/administrator conferences

4.1.2.2 Mediation, conflict resolution and/or restorative practices

4.1.2.3 Recurring check-ins

4.1.3 Parent/Guardian conference

4.1.4 Referral to behavioral intervention assistance team and/or in-school support services

4.1.5 Implementation of a behavioral contract

4.1.6 Instruction in social-emotional skills

4.1.7 Removal from class and/or before or after school event

4.1.8 Suspension from extra-curricular activities

4.1.9 In-school monitoring

4.1.10 Consequences according to the bylaws and rules of the Minnesota State High School League

4.1.11 Loss of school privileges

4.1.12 Modified school program/schedule

4.1.13 In-school suspension

4.1.14 Referral to community service or outside agency services

4.1.15 Restitution

4.1.16 Suspension under Pupil Fair Dismissal Act

4.1.17 Expulsion under Pupil Fair Dismissal Act

4.1.18 Exclusion under Pupil Fair Dismissal Act

4.1.19 Reference to diversion program

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4.1.20 Reference to police or other law enforcement agencies for criminal action

4.1.21 Petition County Court for juvenile delinquency adjudication

4.2 Removal from Class:

4.2.1 The classroom teacher shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, imposing classroom level consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any action taken by a teacher, principal, or other school district employee to prohibit a pupil from attending a class pursuant to procedures established in the school district discipline policy adopted by the School Board.

4.2.2 Grounds for removal from class

(a) Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with the teacher's ability to teach or communicate effectively with students in class or with the ability of other students to learn;

(b) Willful conduct that endangers surrounding persons, including School District employees, the student or other students, or the property of the school;

(c) Willful violation of any rule of conduct specified in the discipline policy adopted by the School Board.

4.2.3 Procedures for removal of student from class

4.2.3.1 Subject to federal and state laws governing the rights of children with disabilities, the teacher may remove a student from the class and require the student to go to a designated classroom for up to one hour or one class period, whichever is greater. The teacher must immediately notify the teacher assigned to the designated classroom. Upon arrival, the student becomes the responsibility of the designated teacher.

Policy 520 – Student Discipline

4.2.3.2 Subject to federal and state laws governing the rights of children with disabilities, the teacher may remove a student from the class and require the student to go to the school office or a school behavior support room. The teacher must immediately notify the principal or designee. Upon arrival at the school office or school behavior support room, the student becomes the responsibility of the principal or designee.

A student must be removed from class immediately if the student engages in assault or violent behavior. “Assault” is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

4.2.3.3 The removal in 4.2.3.2 shall include an informal administrative conference with the student conducted by the principal or designee.

4.2.3.4 The length of time of the removal in 4.2.3.2 shall be at the discretion of the principal or designee after consultation with the teacher. For a violation of a rule of conduct the removal shall not exceed five hours or five class periods within a given school day without notice of suspension.

If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student’s tenth removal from class and make reasonable attempts to convene a meeting with the student’s parent or guardian. The student may be referred to the building problem-solving team to determine whether it is appropriate to refer the student for assessment as to whether the student is qualified for Special Education services or in need of other services. The current Individualized Education Program (IEP) or Section 504 plan may also be referred for review.

4.2.3.5 To the extent funds are available, the School District will coordinate with the County Board responsible for implementing the “Minnesota Comprehensive Children’s Mental Health Act” for crisis services for students with a serious emotional disturbance or other

Policy 520 – Student Discipline

students who have an Individual Education Plan and who may benefit from crisis intervention.

4.2.3.6 The School District shall make appropriate referrals for chemical abuse problems of a student while on school premises, as set forth in Policy 404.

4.2.3.7 Students removed from class will be assigned to a location within the School District under supervision by School District personnel. The student's activities during the period of removal will be at the discretion of School District staff. Student removal shall be documented and reported to the school building principal.

4.2.4 Procedures for Return of Student to Class

A student shall be returned to class upon completion of the terms of removal established at the informal administrative conference.

4.3 "Dismissal" is the denial of the student's current educational program, including suspension, exclusion, and expulsion. Dismissal shall be imposed in accordance with the Minnesota Pupil Fair Dismissal Act of 1974, as amended.

4.3.1 "Expulsion" is a School Board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled.

4.3.2 "Exclusion" is an action of the School Board to prevent the enrollment or re-enrollment of a student in school for a period that shall not exceed beyond the school year.

4.3.3 "Suspension" is an action by the School Administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) days, except for suspensions pending expulsion, which may be a maximum of fifteen days for a student without an IEP. The Superintendent of Schools will be apprised of the reasons for suspensions exceeding five (5) days. Dismissal from school for one school day or less, except as provided in applicable federal and state law governing students with disabilities, does not constitute a suspension.

4.3.4 The suspension procedure in each school shall be in accord with the Minnesota Pupil Fair Dismissal Act, including administrative conference and written notice and service of suspension.

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- 4.3.5 If a student's total days of suspension, expulsion, or exclusion exceeds ten (10) cumulative days in a school year, the School District shall make reasonable attempts to convene a meeting with the student and his/her parents/guardians prior to subsequent dismissal, and offer to assist in arranging a mental health screening for the student, at parent/guardian expense.
- 4.3.6 In the case of a student with a disability who has an Individualized Education Plan, the team will convene a Manifestation Determination meeting to review the relationship between the student's disability and the behavior subject to suspension or other removal; and determine the appropriateness of the student's education plan, if: (a) the parent requests a meeting; or (b) the student's total days of removal from his/her placement during the school year exceeds ten (10) cumulative days.
- 4.4 Parents or guardians shall be notified of the rules of conduct and disciplinary policy. Each school shall have a written procedure describing when and how parents or guardians will be notified. Such notification shall be distributed to parents or guardians by the end of the first month of the school year.
- 4.5 Individual schools shall develop their own procedures for handling disciplinary referrals.
 - 4.5.1 Parents or guardians will be encouraged to assist school personnel in attempts to improve a student's behavior. The School District encourages early detection of discipline problems and shall involve communication between the parent or guardian and school personnel, to the extent possible.
 - 4.5.2 School building procedures must be consistent with the Minnesota Pupil Fair Dismissal Act and School District policies.
- 4.6 When considering expulsion or exclusion, school building administrators will review a student's record to determine whether the student is entitled to procedural safeguards under the IDEA or Section 504 of the Rehabilitation Act. A student with a disability receiving special education services under the Individuals with Disabilities Education Act (IDEA) may not be excluded or expelled for behavior which has been determined to be a manifestation of the disabling condition for which the services are provided. Parents are included in the process of such determination, as required under state and federal law.

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- 4.7 A party to an expulsion or exclusion decision made by the School Board may appeal the decision to the Commissioner of the Department of Education within twenty-one (21) calendar days of School Board action pursuant to Minnesota Statutes § 121A.49. The decision of the School Board shall be implemented during the appeal to the Commissioner.
- 4.8 Students shall be provided alternative educational services to the extent that a dismissal (suspension, expulsion or exclusion) exceeds five (5) school days. The specific alternative educational services are at the discretion of the School District and may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instructions through electronic media, special education services, as indicated by appropriate assessment, home bound instruction, supervised homework, or enrollment in another district or in an alternative learning center.

5.0 Searching Students and Their Property

5.1 Personal Possession Searches

The personal possessions of students whether on their person, in backpacks, in desks, lockers or cars parked in the school parking lot may be subject to a reasonable search when the School District has a reasonable, individualized suspicion that evidence will be produced showing that the student violated the law or school rules.

- 5.2 School lockers and desks are the property of the School District. At no time does the School District relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of the law or school rules. As soon as practicable after the search of a student's personal possessions, school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

6.0 Policy Considerations

6.1 Review of Policy

- 6.1.1 A district committee that includes administrators, teachers, support staff, and parents or guardians will confer annually to review this policy and the building procedures to determine if the policy is

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working as intended; any recommended changes to the policy shall be submitted to the Superintendent of Schools for consideration by the School Board (Minnesota Statute 121A.65). The School Board will conduct an annual review of the policy.

- 6.2 Copies of this policy and The Pupil Fair Dismissal Act of 1974 as amended shall be posted annually during the first month of the school year at a location of which parents or guardians/students are notified. Hard copies of this policy will be made available in the principal's office upon request.
- 6.3 Nothing in this policy is intended to conflict with The Pupil Fair Dismissal Act of 1974.

7.0 Corporal Punishment

- 7.1 Definition. Corporal punishment means conduct involving:
 - 7.1.1 Hitting or spanking a person with or without an object
 - 7.1.2 Unreasonable physical force that causes bodily harm or substantial emotional harm
- 7.2 Prohibition. An employee or agent of a public school district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.
- 7.3 A school principal, teacher, or other School District employee, school bus driver, or other agent of the School District may use reasonable force when necessary under the circumstances to restrain a student or prevent bodily harm or death.

8.0 Notification of Policy Violations

The school district must report, through the MDE electronic reporting system, each physical assault of a school district employee by a student within thirty (30) days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include all elements required by law or the MDE, such as the student's age, grade, gender, race, and special education status.

Approved: 06/28/84
Revised: 03/13/86

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	11/10/87
	10/25/88
	02/13/90
	06/25/91
	05/26/92
	10/26/95
	06/22/99
	03/24/09
	10/11/16
	06/27/17
Reviewed:	06/12/18
Revised:	06/11/19
Reviewed:	06/08/21



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: 7a

Agenda Topic: Non-Renewal of Licensed Probationary Employees
Meeting Date: May 24, 2022
Contact Person: Shari Thompson

Background:

The school district makes a determination to non-renew probationary teachers at the close of the school year based on one or more of the following reasons:

- Discontinuance of position
- Decrease in enrollment
- Financial condition of the district
- District performance standards

Shari Thompson, director of business services, will review the process and rationale for the recommended action.

The resolution should be read once with the names of all individuals read.

Recommendation:

It is recommended that the board approve the resolution terminating the teaching contracts of the following probationary teachers (as listed) at the close of the 2021-22 school year.

XX Action Required ___ Informational – No Board Action Requested

Memorandum

To: Dr. Jenny Loeck, School Board
From: Human Resources
Date: May 24, 2022
Re: Non-Renewal of Probationary Teachers

The following probationary teachers are being non-renewed at the close of the current 2021-2022 school year for one or more of the following reasons:

Discontinuance of Position,
Decrease in Enrollment,
The Financial Condition of the School District,
District Performance Standards.

<u>Name</u>	<u>Building</u>	<u>Position</u>
Sara Dinzeo	RAMS	Mathematics
Leslie Drimel	FAHS	Science
Kathryn Latz	ECSE	Early Childhood Special Education
Michael Mauthe	RAHS	Science
Dwight Schmidt	RAHS	Social Studies
Jessica Moore	Brimhall	Special Education
Lisa Pavel	ED Williams	Special Education
Bruce Pichotta	ED Williams	Special Education
Elizabeth Thao	Edgerton	Special Education

Written notice will be sent regarding termination and non-renewal of contracts as provided by law.

May 24, 2022

Board Member _____ introduced the following resolution and moved its adoption:

RESOLUTION RELATING TO THE TERMINATION AND
NON-RENEWAL OF THE TEACHING CONTRACT OF
A PROBATIONARY TEACHER

WHEREAS, the following are probationary teachers in Independent School District No. 623,

BE IT RESOLVED, by the School Board of Independent School District No. 623, that pursuant to Minnesota Statutes 122A.40, Subd. 5, that the teaching contract of the following probationary teachers in Independent School District No. 623, is hereby terminated at the close of the current 2021-2022 school year for one or more of the following reasons:

Discontinuance of Position,
Decrease in Enrollment,
The Financial Condition of the School District,
District Performance Standards.

Sara Dinzeo
Leslie Drimel
Kathryn Latz
Michael Mauthe
Jessica Moore
Lisa Pavel
Bruce Pichotta
Elizabeth Thao
Dwight Schmidt

BE IT FURTHER RESOLVED, that written notice be sent to said teacher regarding termination and non-renewal of his or her contract as provided by law.

The motion for the adoption of the foregoing resolution was duly seconded by Board Member _____ and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

Clerk



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

Agenda Item: 7b

Agenda Topic: Elimination of Support Staff Positions
Meeting Date: May 24, 2022
Contact Person: Shari Thompson

Background:

Each year the district makes a determination to eliminate support staff positions at the close of the school year based on one or more of the following reasons:

- Annual discontinuation of large class size paraprofessionals
- Changes in individualized education programs
- Changes in enrollment
- Financial condition of the district
- District performance standards

Recommendation:

It is recommended that the positions of the support staff members listed be eliminated at the end of the 2021-2022 school year due to programmatic and financial considerations.

XX Action Required ___ Informational – No Board Action Requested

Memorandum

To: Dr. Jenny Loeck, School Board Members
From: Human Resources
Date: May 24, 2022
Re: Support Staff - Positions Eliminated

Due to programmatic considerations and the financial condition of the School District, the following support staff positions will be eliminated at the end of the 2021-2022 school year.

<u>Name</u>	<u>Building</u>	<u>Employee Group</u>
Levy Jones	Central Park	District Support Services