

Agenda
Regular School Board Meeting
September 28, 2022
6:30 PM

1. Call to Order, Roll Call

2. Agenda Adjustments

3. Announcements, Comments
 - a. Acknowledgment of School Supply Donations

4. Community Input

5. Consent Agenda
 - a. Minutes - Board Meeting of September 13, 2022 3

 - b. Payment of Bills 5

 - c. Personnel - Resignations, Appointments, Reductions 7

 - d. Gifts 10

6. Reports and Non-Action Items

a.	Summer Programs Presentation	11
b.	Achievement Report	22
c.	Policy 400: Acceptable Use (revised) First Reading	59
d.	Policy 728: Waste Reduction (reviewed) First Reading	63
7.	Action Items	
a.	Preliminary Levy Approval	71
b.	Policy 209: Board Operating Procedures and Meeting Process (revised) Second Reading	74
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

September 13, 2022

Chair Curtis Johnson called the school board meeting to order at 6:31 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 other visitors or staff who attended all or part of the meeting.

Announcements. Clerk Anderson read a land acknowledgment to begin the meeting. A Little Canada Elementary student was recognized for a heroic act in his community.

Community Input. Community members shared their thoughts about student achievement data, cell phone and internet safety for students, and potential policy changes regarding community input to the school board.

- (6) Consent Agenda. Gogins moved, Clark seconded acceptance of the consent agenda, including the minutes of the school board meeting on August 16, 2022; payment of bills; resignations, appointments, reductions, adjustments; gifts; a facility use agreement with the Minnesota State High School League; and a construction fund disbursement request. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.
- (7) Retirements. Anderson moved, Gogins seconded the retirements of Susan Duijndam, Charry Marczewski and Lora Rutt with appreciation. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.

First Day of School Report. Melissa Sonnek, assistant superintendent, shared pictures, stories and family and staff experiences from the first days of school.

Policy 209: Board Operating Procedures and Meeting Process (revised) First Reading. The board discussed proposed policy revisions regarding changes to the format of community input. The intent of the community input/listening session is to provide constituents with an opportunity to directly address members of the school board. Accordingly, the televised community input portion of the regular meeting would move to a non-televised listening session held with the full board (or as many board members as are able to attend) thirty minutes prior to the start of the regular school board meeting. Other proposed changes include a submission deadline for speaker requests and suggested prioritization order in the event that there are too many speakers signed up for the listening session. The policy will be brought back for a second reading at a subsequent board meeting.

- (8) Roseville Nutrition Services Association Contract 2022-2024. Boguszewski moved, Anderson seconded approval of the 2022-2024 contract for the Nutrition Services employee group as presented. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.

- (9) Centerline Charter Corporation Transportation Contract. Gogins moved, Anderson seconded approval of the contract with Centerline Charter Corporation to provide transportation services for the 2022-2023 school year. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.

- (10) Resolution Limiting Open Enrollment in Grade 11. Boguszewski moved, Gogins seconded approval of a resolution limiting open enrollment in grade 11 for the 2022-23 school year effective September 13, 2022, as enrollment in grade 11 has reached capacity. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.

Board Reports. Kitty Gogins attended an Association of Metropolitan School Districts meeting. Todd Anderson and other board members attended an orientation for new Roseville Area Schools educators. Mike Boguszewski spoke about the district kickoff session held during workshop week. He also provided an update on the status of Equity Alliance MN. Mannix Clark provided updates from the last Northeast Metro 916 board meeting and attended a Ramsey County League of Local Governments meeting. Rose Chu attended a Minnesota School Boards Association meeting for District 6 board members and shared information about the upcoming Delegate Assembly. She also attended open houses at Parkview Center School and Little Canada Elementary School, the documentary screening of “Ira” at Roseville Area High School, and the Festival for Change. Curtis Johnson commented on workshop week, the Festival for Change, and the “Ira” documentary. He also paid a visit to Little Canada Elementary School. Several board members attended a Roseville Area High School workshop featuring artist, educator and speaker Joe Davis.

The Chair declared the meeting adjourned at 8:33 p.m.

Signed _____
Clerk

Approved _____
Chair

September 13, 2022

Meeting Date: September 28, 2022

PAYMENT OF BILLS:
-August 1 - August 31, 2022

That bills in the amount of: **\$9,645,008.18** by the following funds be approved:

GENERAL	\$6,847,348.19
FOOD SERVICE	\$158,955.38
COMMUNITY SERVICE	\$567,099.51
BUILDING FUND	\$1,739,397.10
DEBT FUND	\$3,800.00
READING RECOVERY	\$0.00
AMSD	\$25,590.59
OPEB DEBT	\$0.00
DENTAL INS FUND	\$115,243.60
NO SUBURBAN COLLABORATIVE	\$187,573.81
EXTRA CURRICULAR-STU ACTIVITY	\$11,271.58

RECOMMENDATION:

That above payments are included in check numbers:

WIRE TRANSFERS	202200057	through	202200103
CHECKS	342310	through	342902
CAPITAL ONE/COMMERCE AP CHECKS	7015	through	7047
ACH A/P	222310002	through	22310176

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	\$2,100,361.44	\$26,091.18	\$173,686.70	\$875.00		\$115,243.60		\$7,237.17	\$0.00	\$0.00	\$0.77	\$2,423,495.86
CHECKS	\$3,629,134.18	\$94,403.18	\$132,746.08	\$1,738,522.10	\$3,800.00			\$1,320.04		\$187,573.81	\$10,632.50	\$5,798,131.89
CAPITAL ONE/COMMERCE A/P	\$129,177.78	\$0.00	\$0.00								\$31.50	\$129,209.28
ACH A/P	\$48,661.65	\$1,608.93	\$2,362.00								\$606.81	\$53,239.39
TRANSFER TO P/R	\$942,317.15	\$36,874.39	\$258,661.97					\$17,033.38				\$1,254,886.89
VOID CHECKS	(\$2,304.01)	(\$22.30)	(\$357.24)									(\$2,683.55)
TOTAL	\$6,847,348.19	\$158,955.38	\$567,099.51	\$1,739,397.10	\$3,800.00	\$115,243.60	\$0.00	\$25,590.59	\$0.00	\$187,573.81	\$11,271.58	\$9,656,279.76

BOND CONSTRUCTION FUNDS	August 1, 2022		Balance	
	Cash & Investments	Revenue	Disbursements	Remaining as of
	Balance	8/1 to 8/31	8/1 to 8/31	8/31/22
	\$13,971,957.33	\$0.00	\$311,636.67	\$13,660,320.66

RECOMMENDATION:

The above disbursements include check numbers:

CHECKS August 1 - August 31, 2022	102510	through	102521	\$309,837.38
WIRES	202200104	through	202200104	\$1,799.29
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** \$ - \$ -

Human Resources Information

5-C

Meeting Date

09/28/22

Change in Continuing Contract

Wills, Vanessa

Effective Date 8/29/2022

Roseville Area High School

Social Studies Teacher

Requesting a permanent .25 FTE contract reduction.

Change of Position

Lo, Victor

Effective Date 8/22/2022

Central Park Elementary

OST Site Coordinator

Changing from OST Program Specialist to OST Site Coordinator effective 8/22/2022.

Hired-New Licensed

Olson, Alfred

Effective Date 8/29/2022

Emmet Williams Elementary

Special Education Teacher

Hired working a 1.0 FTE for the 2022-2023 school year.

Smith, Rebecca

Effective Date 8/29/2022

Emmet Williams Elementary

Special Education Teacher

Hired working a 1.0 FTE for the 2022-2023 school year.

Hired-New Licensed Long Term Substitute

Phillips, Amy

Effective Date 8/29/2022

Anpetu Teca

ECSE Teacher

Hired working a 1.0 FTE LTS or the 2022-2023 school year.

Human Resources Information

5-C

Meeting Date

09/28/22

Hired-New Non-Licensed Long Term Substitute

Mcmoore-cherico, Amanda

Effective Date 9/26/2022

Parkview Center School

Office Support Staff

Hired working as a LTS-Office Support Staff for the 2022-2023 school year.

Hired-Non-Licensed

Carroll-rojas, Savannah

Effective Date 8/29/2022

Districtwide

American Indian Cultural Liaison

Hired working 4 hours per day for the 2022-2023 school year.

Rojas-acevedo, Brando

Effective Date 9/30/2022

Districtwide

Latino Cultural Liaison

Hired working 8 hours per day for the 2022-2023 school year.

Nguyen, Helen

Effective Date 9/12/2022

Emmet Williams Elementary

Paraprofessional

Hired working 7 hours per day for the 2022-2023 school year.

Ortiz-loveland, Miguel

Effective Date 9/16/2022

Parkview Center School

Paraprofessional

Hired working 3.5 hours per day for the 2022-2023 school year.

Ortiz-loveland, Miguel

Effective Date 8/31/2022

Parkview Center School

Out of School Time Staff

Hired working 4 hours per day.

Human Resources Information

5-C

Meeting Date

09/28/22

Johnson, Jason

Effective Date 9/21/2022

Roseville Area High School

Paraprofessional

Hired working 6 hours per day for the 2022-2023 school year.

Koirala, Rohit

Effective Date 9/26/2022

Roseville Area High School

Paraprofessional

Hired working 7 hours a day for the 2022-2023 school year.

Mcmahon, Susan

Effective Date 9/22/2022

Roseville Area High School

Paraprofessional

Hired working 7 hours per day for the 2022-2023 school year.

Macias, Yekatherinee

Effective Date 9/16/2022

Roseville Area Middle School

Nutrition Services

Hired working 3.5 hours per day for the 2022-2023 school year.

Resignation-Licensed

Bowman, Katherine

Effective Date 9/13/2022

Anpetu Teca

ABE Teacher

Resigned effective 09/13/2022.

Resignation-Non-Licensed

Peach, Miya

Effective Date 09/30/2022

Little Canada Elementary

Out of School Time Site Coordinator

Resigned effective 09/30/2022.

**GIFTS TO SCHOOLS
2022/23**

SCHOOL BUILDING	NAME/ADDRESS OF DONOR	GIFT	USE
Roseville Area High School	Raising Cane's Chicken Fingers 6800 Bishop Road Plano, TX 75024	\$5,000.00	Football sponsorship
Roseville Area High School	Karie Heffernan 893 County Rd C2 W Roseville, MN 55113	\$200.00	Football program
Roseville Area High School	Anonymous	\$1,000.00	Girls cross county and girls track programs
Roseville Area High School	Natalie Price 1618 207th Ln NE Cedar, MN 55011	\$200.00	Volleyball program
Roseville Area High School	YourCause/Blackbaud 65 Fairchild Street Charleston, SC 29492	\$12.00	Principal's discretion
Roseville Area High School	Roseville Swim & Dive 3006 Ontario Rd Little Canada, MN 55117	\$4,326.00	Assistant coach
Roseville Area High School	RAHS Dance Booster Club 1240 County Rd B2 W Roseville, MN 55113	\$500.00	Fall dance coach



Roseville Area Schools

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

Agenda Item: 6a

Agenda Topic: Summer Programs Presentation
Meeting Date: September 28, 2022
Contact Person: Cyndi Arneson, Niceta Thomas, Tad Hagen, Molly Flynn, Laura Freer and Tom Krueger

Background:

Cyndi Arneson, director of community education; Niceta Thomas, director of student services; Tad Hagen, Adult Learning Center program supervisor; Molly Flynn and Tom Krueger, community education supervisors; and Laura Freer, principal at Fairview Alternative High School, will provide information about 2022 summer programming.

Recommendation:

Action Required

Informational – No Board Action Requested

2022 Summer Programming

Roseville Area Schools

September 28, 2022



Roseville Area Schools

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

Summer Programs Preparation

- **2021 Summer Reflection**
- **Response to the Pandemic and Learning Needs**

Added Additional Staff

Purchased Curriculum

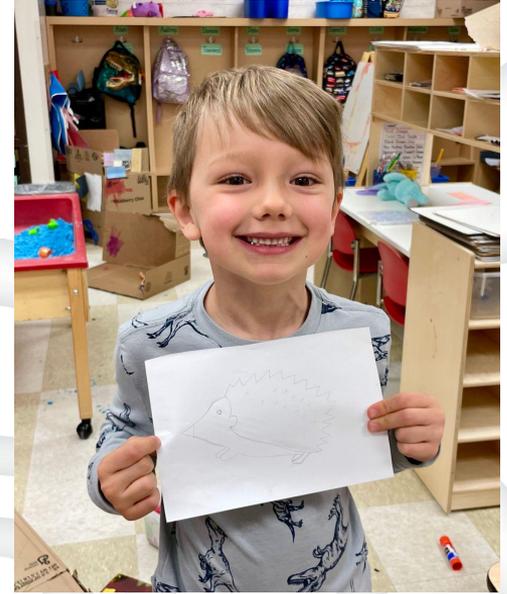
Offered Elective Classes

Delivered Teacher Trainings

Offered Experiences and Field Trips

Provided Additional Supplies and Materials

Pre-K



Friendship Connection & Youth Enrichment



Summer Discovery & Unity Center



Credit Recovery - Summer Academy



Adult Basic Education



Extended School Year (ESY)



Critical Reflections

- Access to space that meets the programming needs
- District staff invested in the summer
- Collaboration with outside agencies
- Access to high quality learning options
- Offering experiences in addition to core teaching
- Commitment to communication
- Standards based learning in HS level courses

2314!





Roseville Area Schools

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

Agenda Item: 6b

Agenda Topic: Achievement Report
Meeting Date: September 28, 2022
Contact Person: Jake Von De Linde

Background:

Jake Von De Linde, director of student achievement, will review proficiency results from the 2022 Minnesota Comprehensive Assessment math, reading, and science tests, as well as growth data for reading and math.

Recommendation:

Action Required

Informational – No Board Action Requested

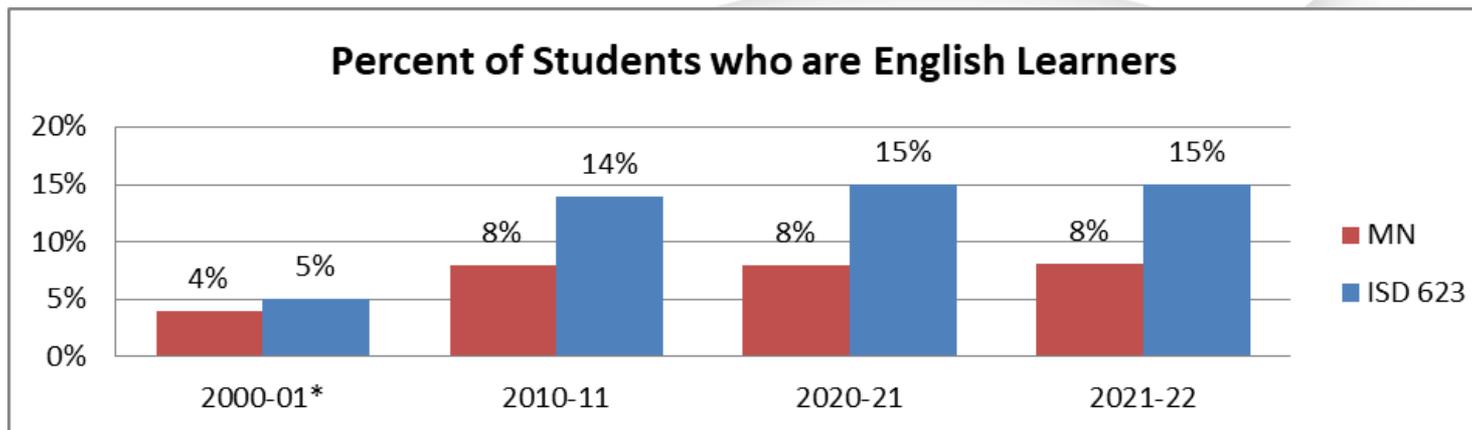
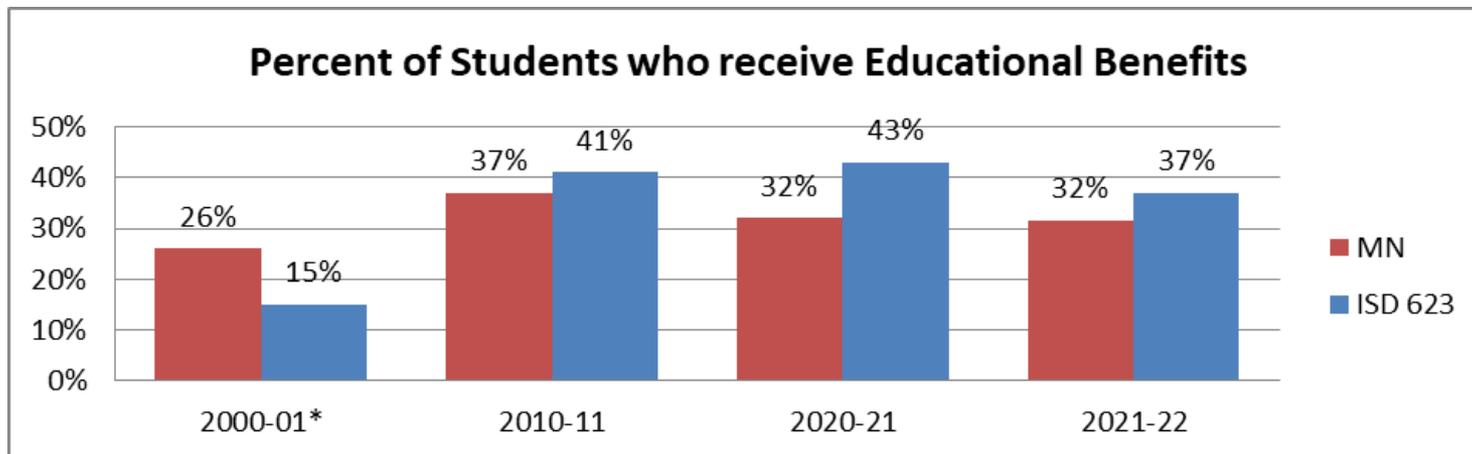


Roseville Area Schools

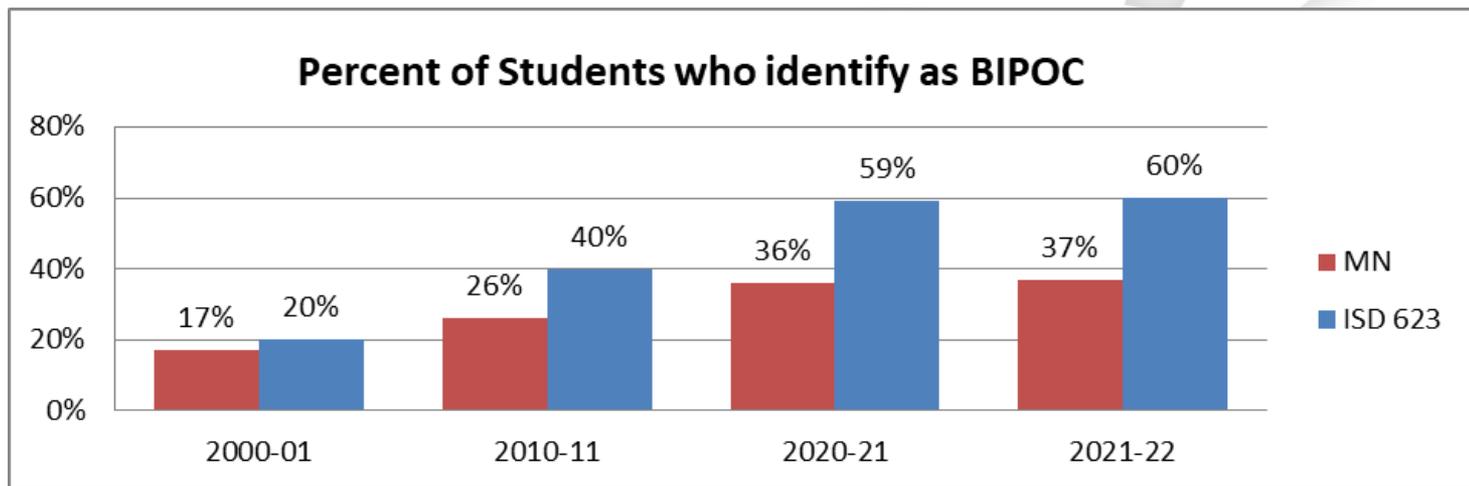
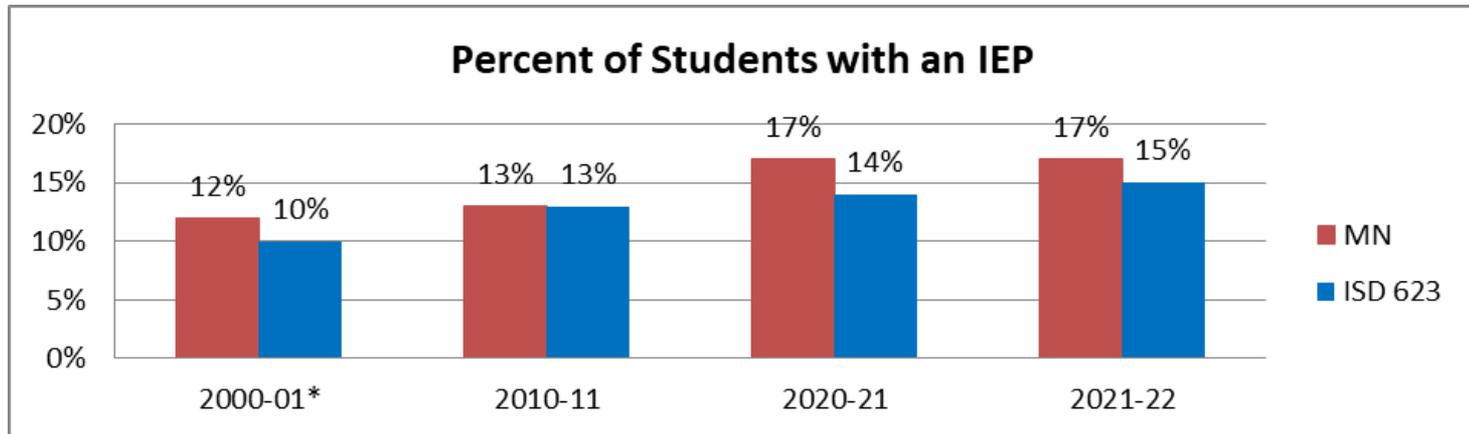
Quality Teaching & Learning for All...Equity in All We Do

**2022 Achievement Report
School Board 9-28-22**

Roseville Area Schools and State Demographics

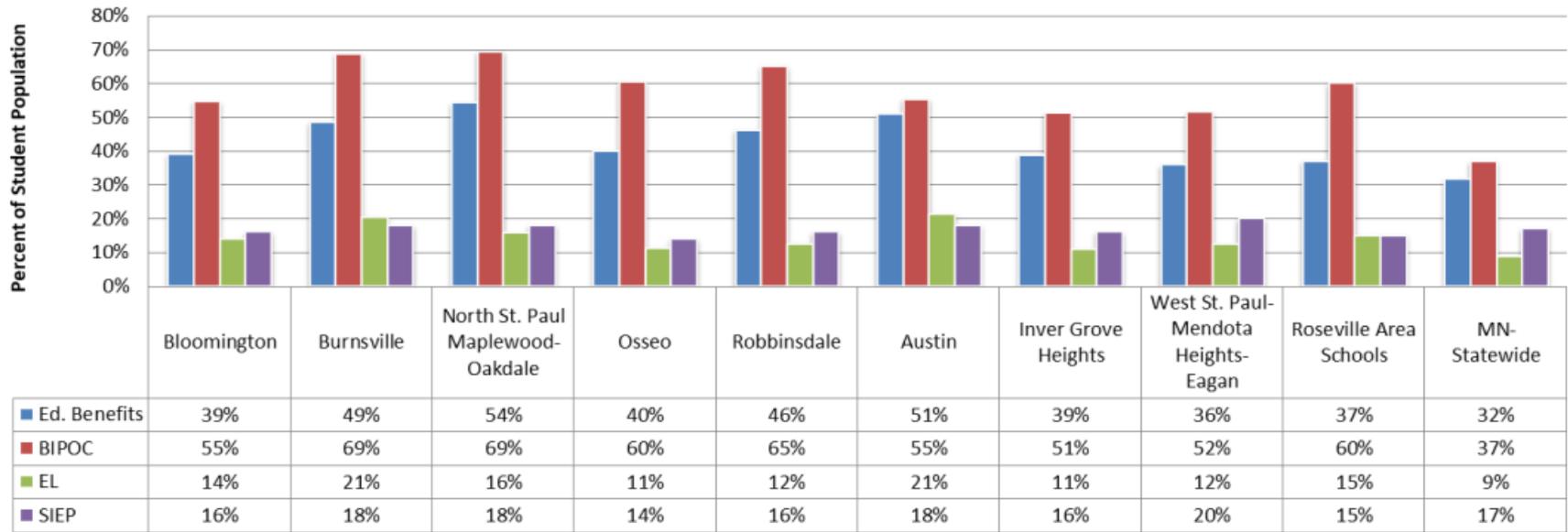


Roseville Area Schools and State Demographics



Comparison Districts

Comparison Districts by students who received Educational Benefits, BIPOC Students, and English Learners



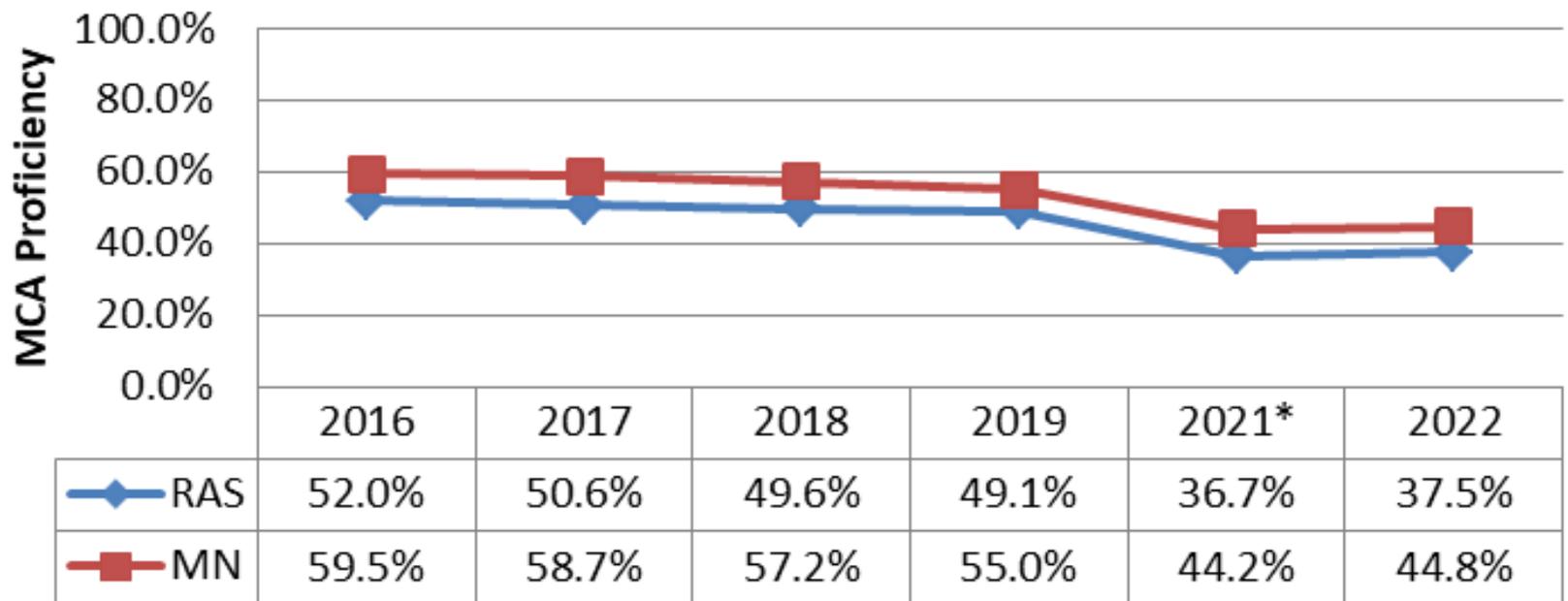
K-12 Student Population	Ed. Benefits	Students of Color	EL
>3,500	39%-56%	45-65%	7%-23%

Math Achievement Data



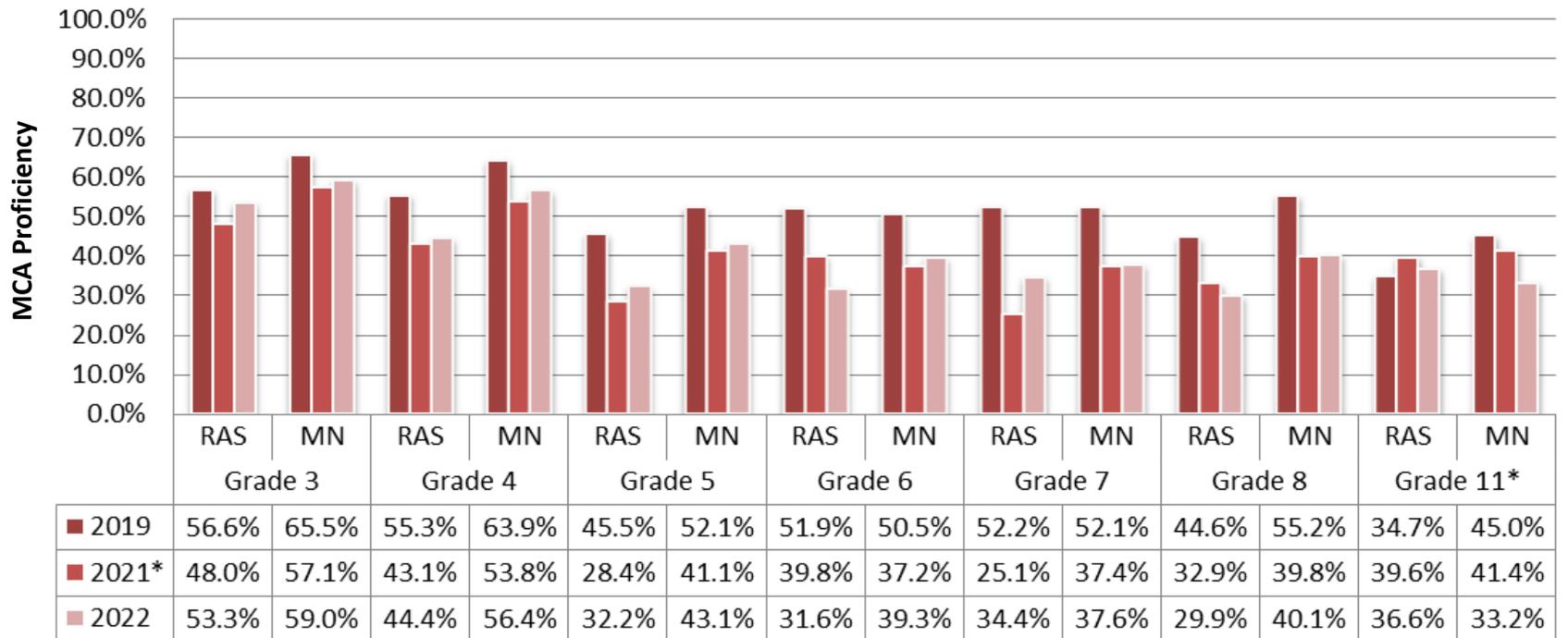
MCA Math Proficiency- *District and State*

MCA III Proficiency- **Math**- All Students



MCA Math Proficiency by Grade- District and State

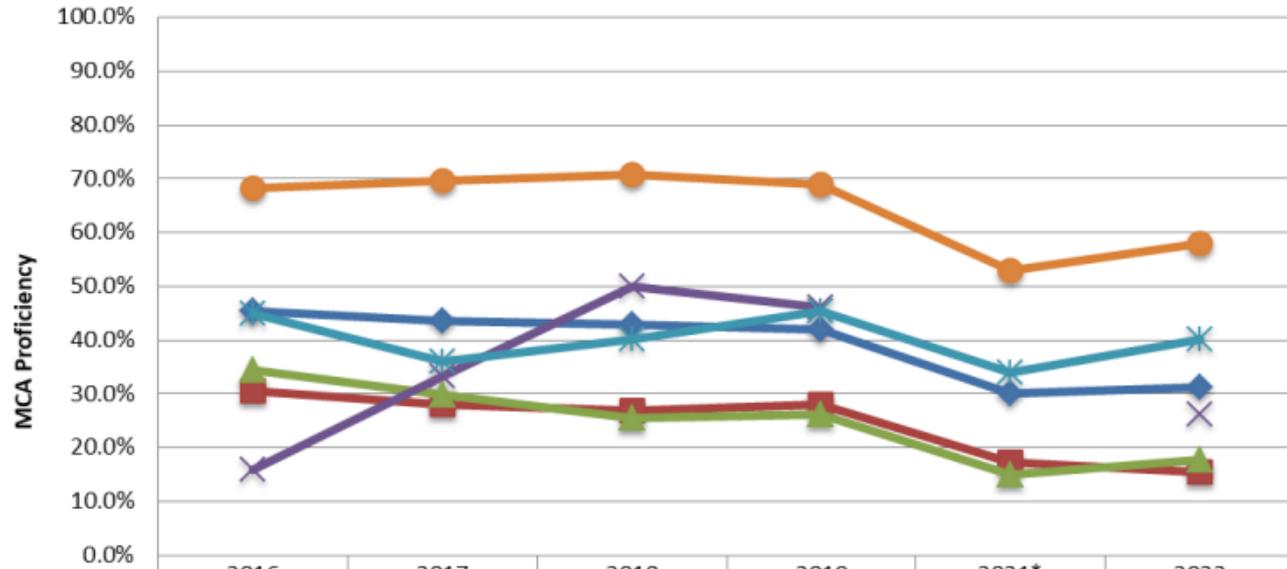
MCA III Proficiency- **Math**- by Grade



MCA Math Proficiency By Race/Ethnicity

MCA Math by Race/Ethnicity

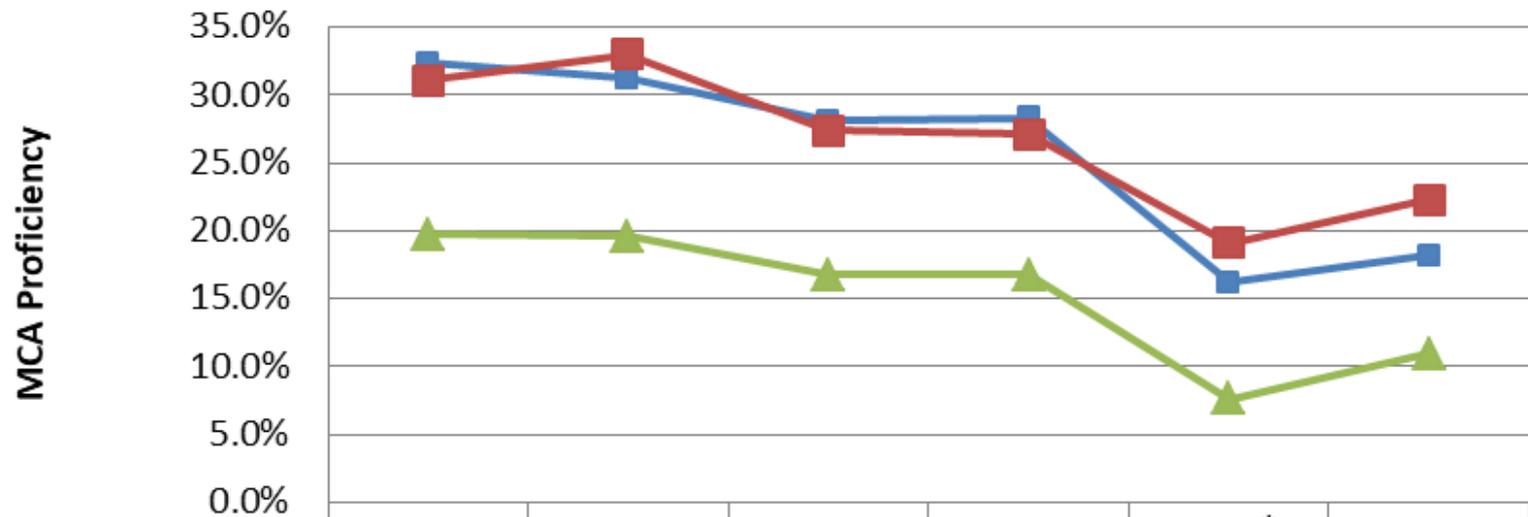
Number of students tested	
Hispanic	488
American Indian/Native American	92
Asian	629
Black	595
White	1,258
Multi-racial	291



	2016	2017	2018	2019	2021*	2022
Asian	45.3%	43.5%	42.9%	42.1%	30.1%	31.2%
Black	30.6%	28.1%	26.9%	28.1%	17.2%	15.5%
Hispanic	34.4%	29.9%	25.4%	26.1%	14.9%	17.8%
American Indian/Native American	16.0%	33.3%	50.0%	46.2%		26.1%
Multiracial	44.9%	36.1%	40.2%	45.5%	33.9%	40.2%
White	68.4%	69.7%	70.7%	69.0%	52.9%	57.9%

MCA Math Proficiency by Student Groups

MCA Math by Student Group



	2016	2017	2018	2019	2021*	2022
Ed. Benefits	32.4%	31.2%	28.1%	28.3%	16.2%	18.2%
SIEP	31.1%	33.0%	27.4%	27.1%	19.1%	22.3%
EL	19.7%	19.6%	16.7%	16.7%	7.6%	10.9%

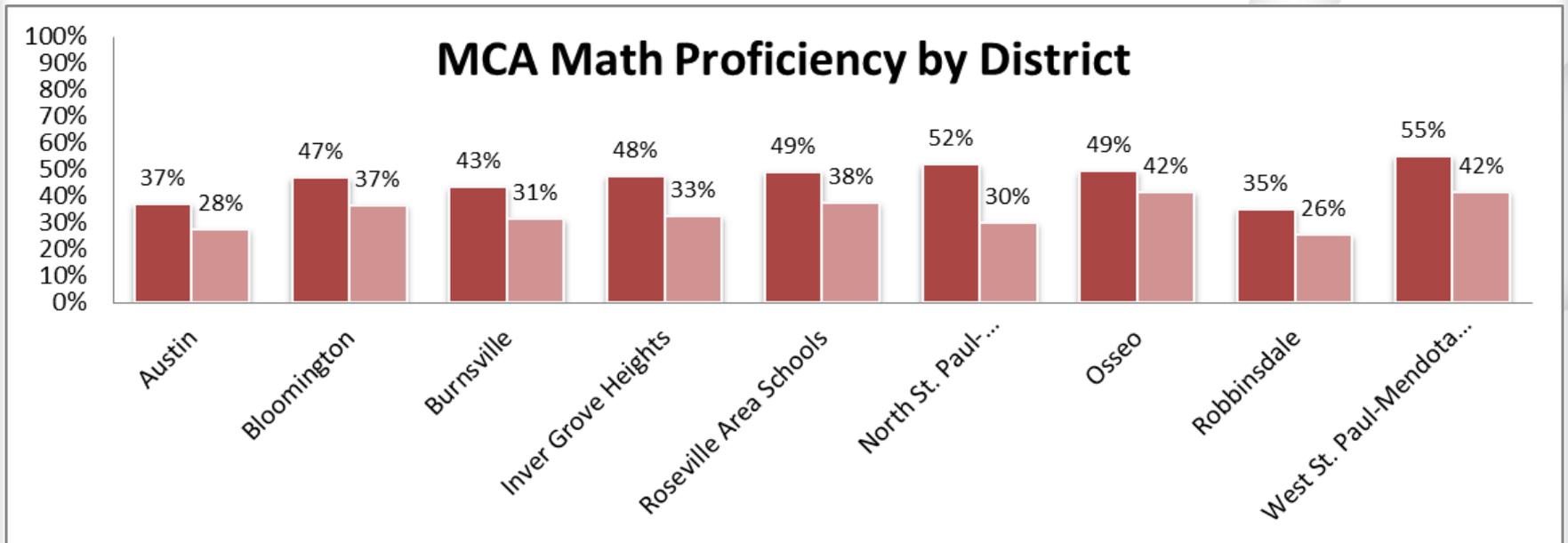
Number of Students Tested		
EL: 540	SIEP: 506	Ed. Benefits: 1,315

MCA Math by Student Group- District and State

MCA Math by Student Groups- Roseville Area Schools Compared to MN

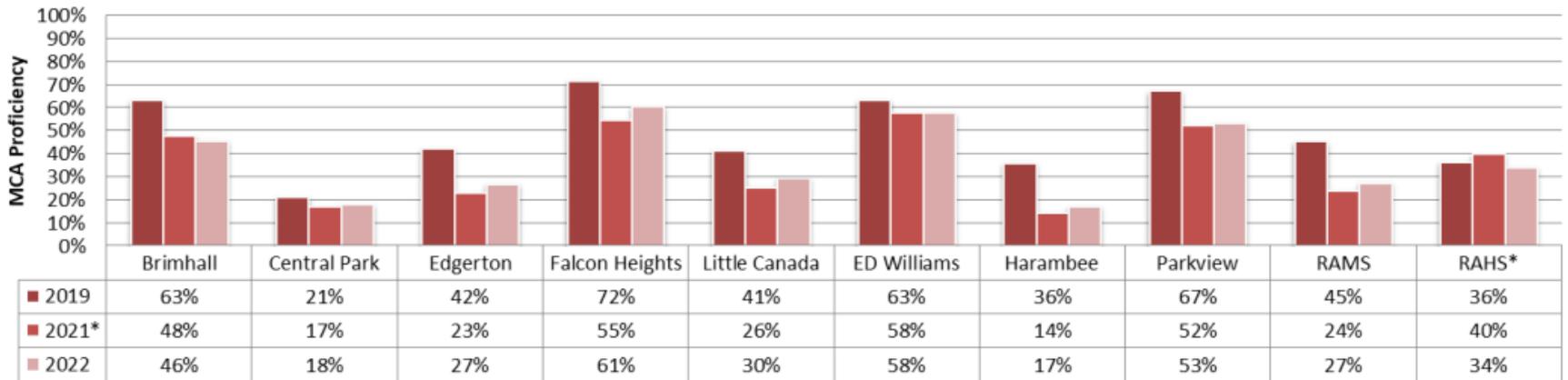


MCA Math by Comparison Districts

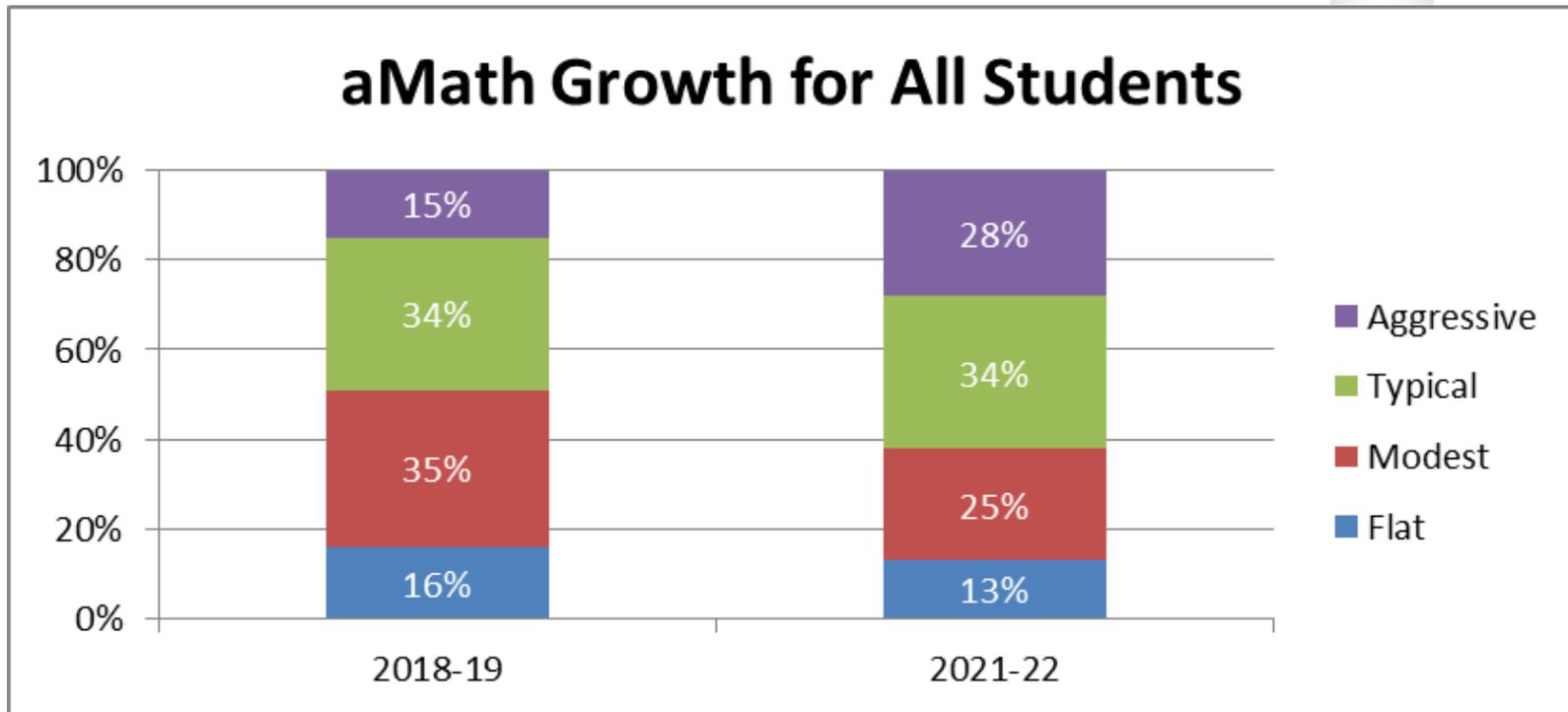


MCA Math by School

MCA Math Proficiency by Building- 3 Year Trend

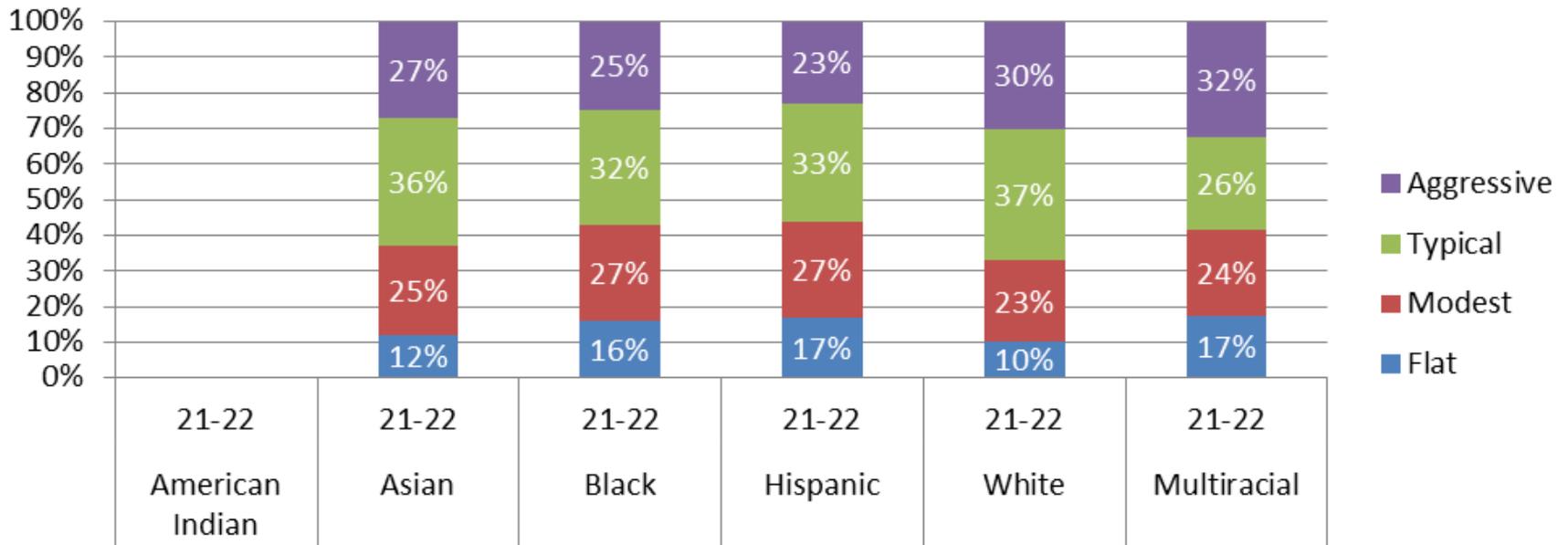


FastBridge aMath Growth



FastBridge aMath Growth

aMath Growth by Race/Ethnicity



Math Summary

MCA Math- All Grades

- Math proficiency decreased for the district (12 percentage points) and state (10 percentage points)
- Significant declines nationwide for math
- Difference is now 7 percentage points

MCA Math- Tested Grade Levels (3-8 and 11)

- All grade levels decreased and below state averages
- Grade 3 smallest decline
- Grade 11 had significant participation reductions from 2019

Math Summary

MCA Math by Student Groups

- All student groups declined from 2019
- Hispanic and multiracial students smallest declines and decreased achievement gaps
- Large achievement gaps persist and range from 18 to 42 percentage points
- Most student groups below the statewide average comparison group; American Indian/Native American, white, and multiracial students were above the state

Comparable Districts

- Comparables all had significant declines from 2019
- The average decrease was 12 percentage points; range was 8 to 22 percentage points
- Roseville performed above most comparables

Math Summary

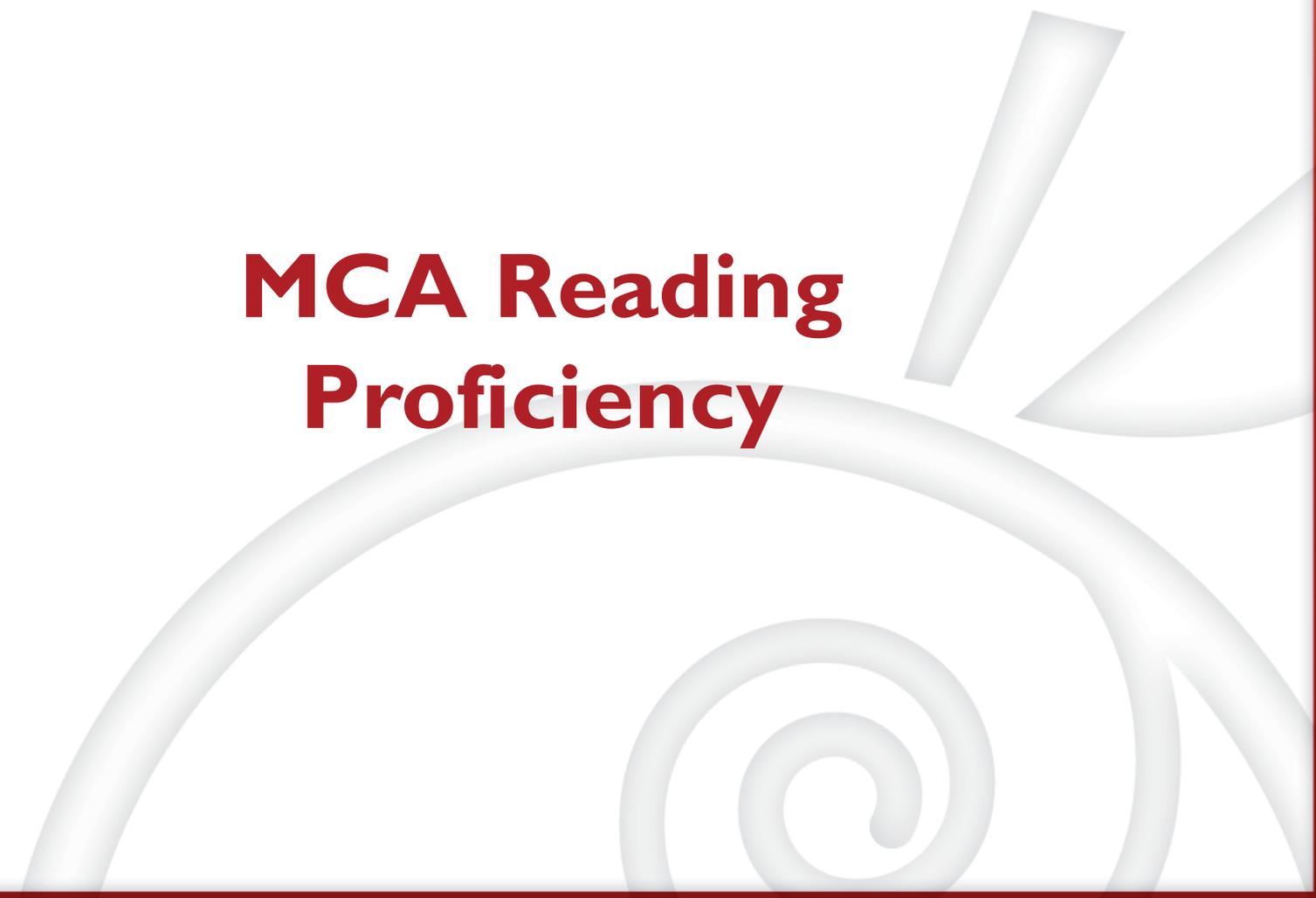
MCA Math- School Results

- All buildings decreased
- Range was 3 to 18 percentage points

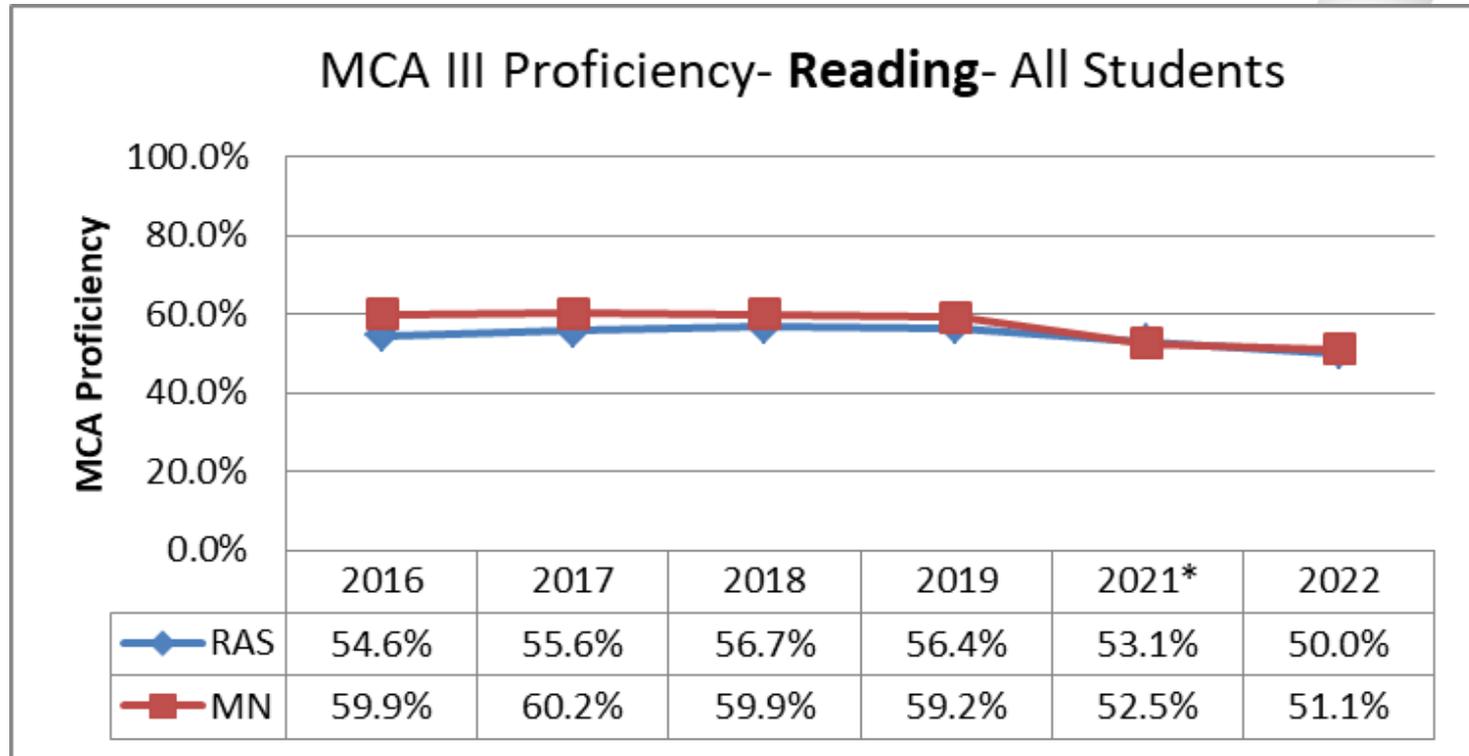
FASTBridge aMath

- Roseville Area Schools showed higher rates of aggressive growth in 2022 compared to 2019
- White and multiracial students showed the highest aggressive growth

MCA Reading Proficiency

A decorative graphic in the bottom right corner of the slide. It features a thick, light gray spiral that starts from the bottom center and moves towards the right. A thick, light gray curved line arches over the spiral, ending in a pointed, cone-like shape that points upwards and to the right.

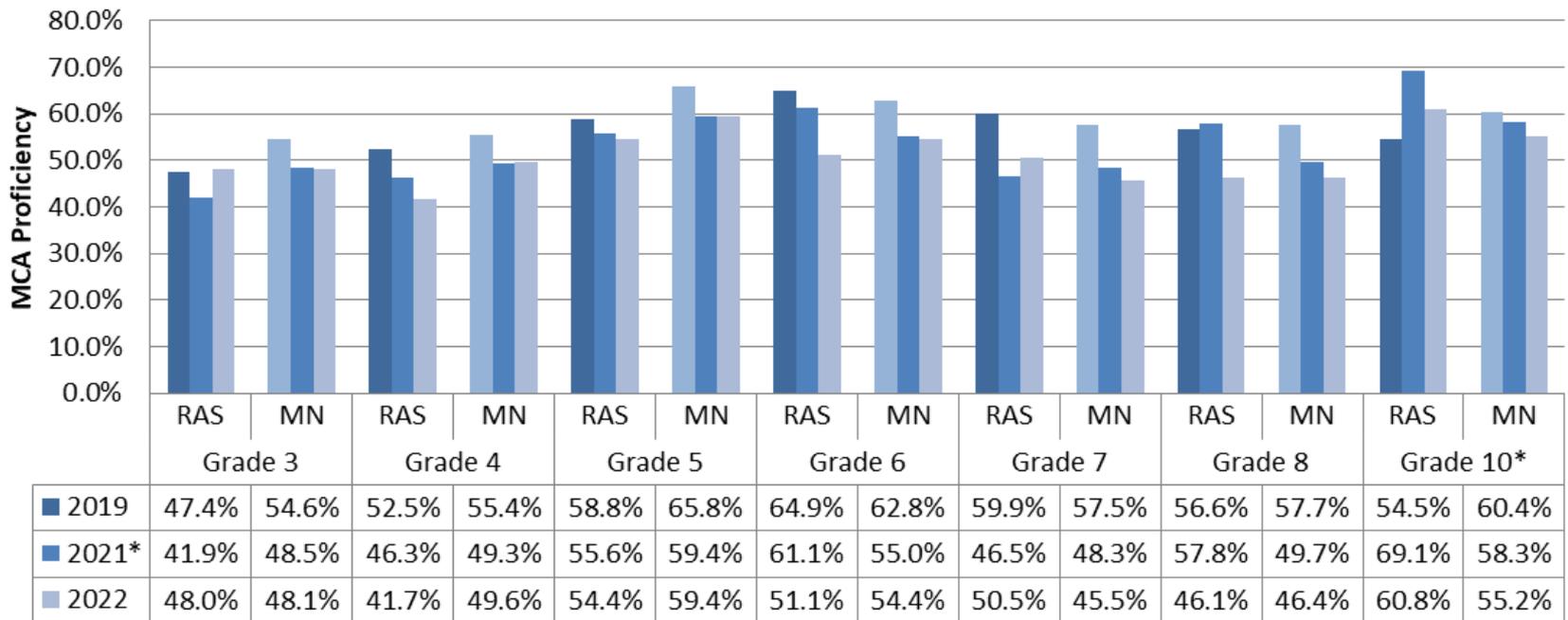
MCA Reading Proficiency- *District and State*



MCA Reading Proficiency by Grade

District and State

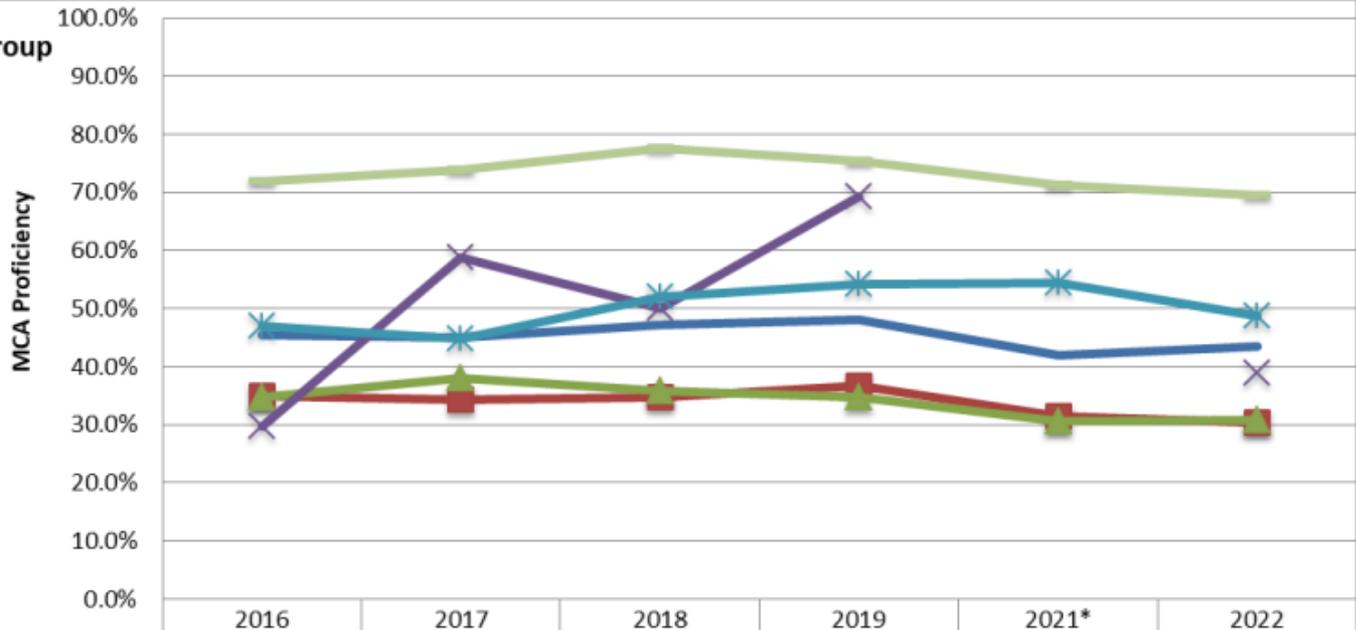
MCA Reading Proficiency by Grade



MCA Reading Proficiency by Race/Ethnicity

MCA Reading by Student Group

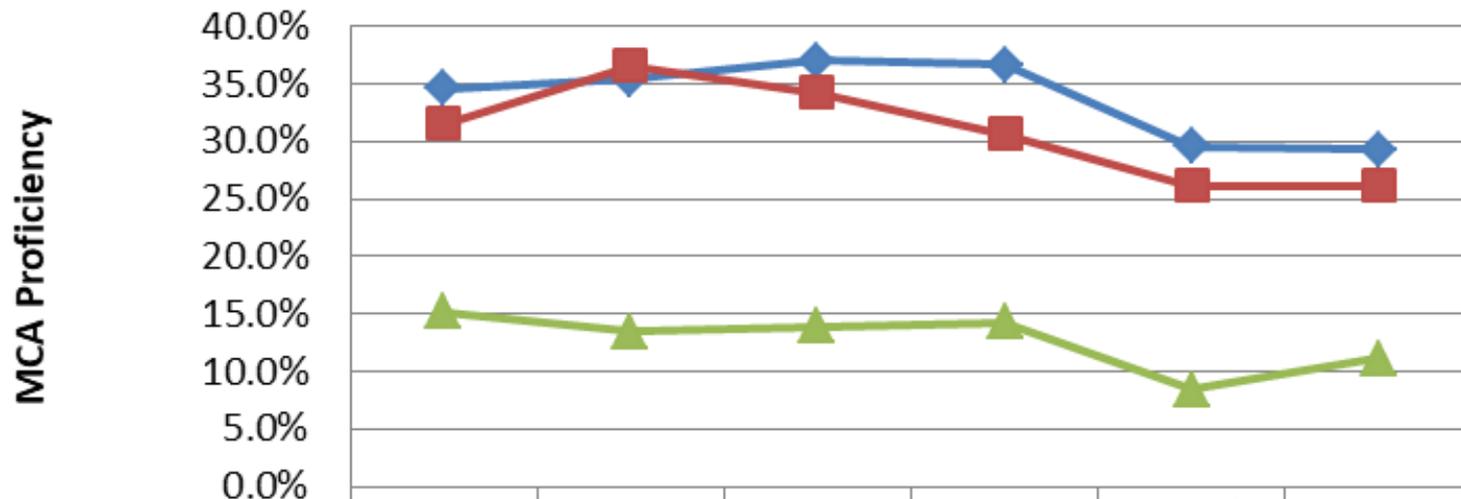
Number of students tested	
Hispanic	499
American Indian	90
Asian	663
Black	610
White	1,340
Multi-racial	304



	2016	2017	2018	2019	2021*	2022
Asian	45.6%	45.1%	47.2%	48.1%	42.0%	43.6%
Black	35.0%	34.4%	34.8%	36.6%	31.5%	30.3%
Hispanic	34.7%	38.0%	35.8%	34.8%	30.6%	30.9%
American Indian/Native American	29.6%	58.8%	50.0%	69.2%		38.9%
Multiracial	46.9%	44.7%	52.1%	54.3%	54.5%	48.7%
White	72.0%	74.0%	77.5%	75.4%	71.2%	69.5%

MCA Reading Proficiency by Student Group

MCA Reading by Student Group

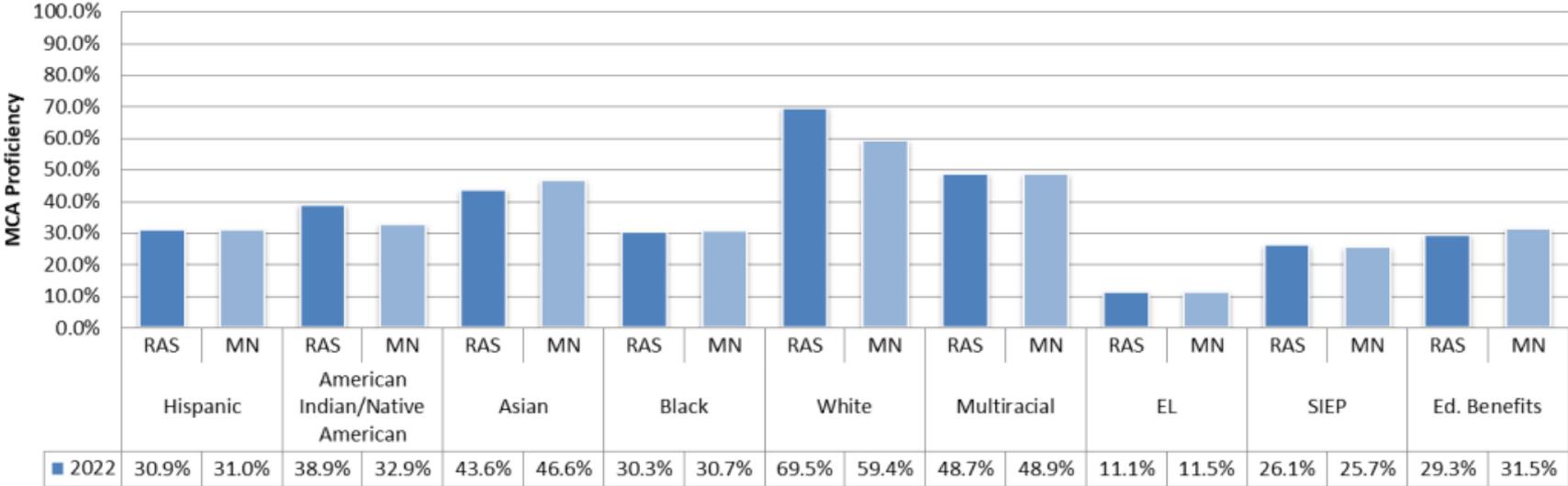


	2016	2017	2018	2019	2021*	2022
Ed. Benefits	34.6%	35.4%	37.0%	36.6%	29.6%	29.3%
SIEP	31.5%	36.6%	34.2%	30.7%	26.1%	26.1%
EL	15.2%	13.5%	13.9%	14.2%	8.4%	11.1%

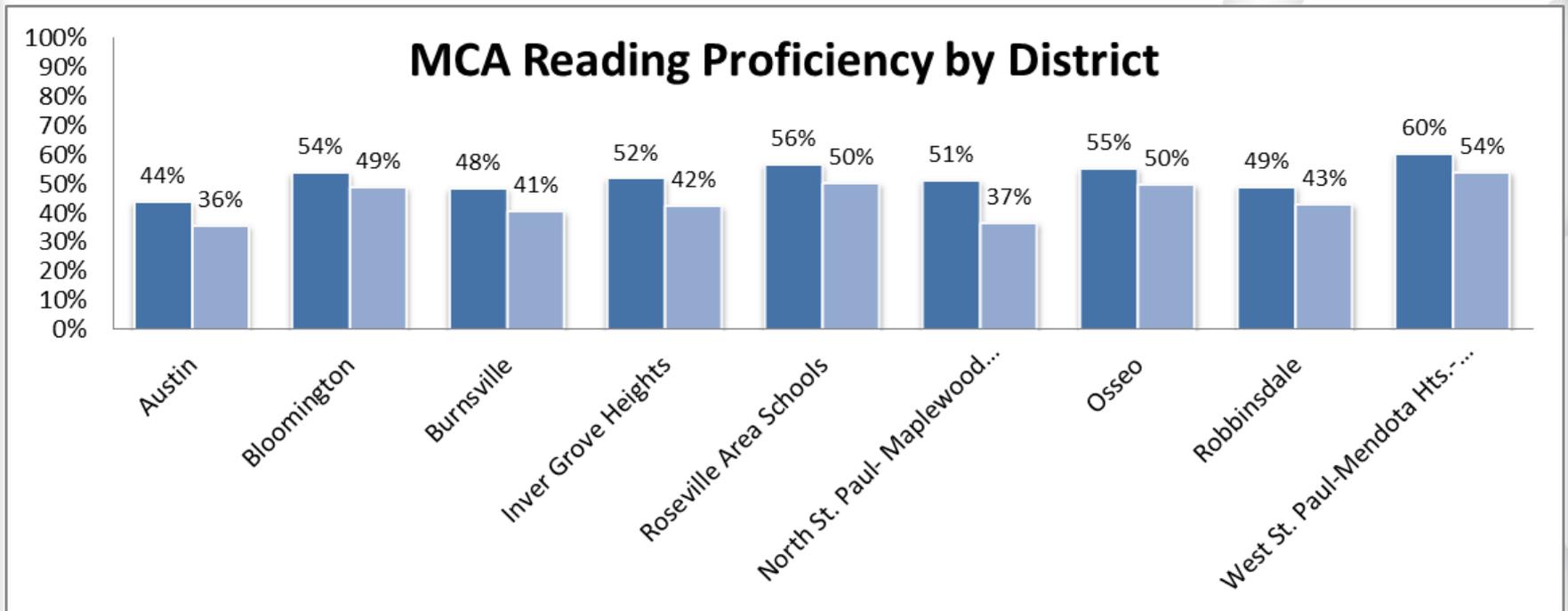
Number of Students Tested		
EL: 541	SIEP: 537	Ed. Benefits: 1,358

MCA Reading by Student Group — *District and State*

MCA Reading by Student Groups- Roseville Compared to MN

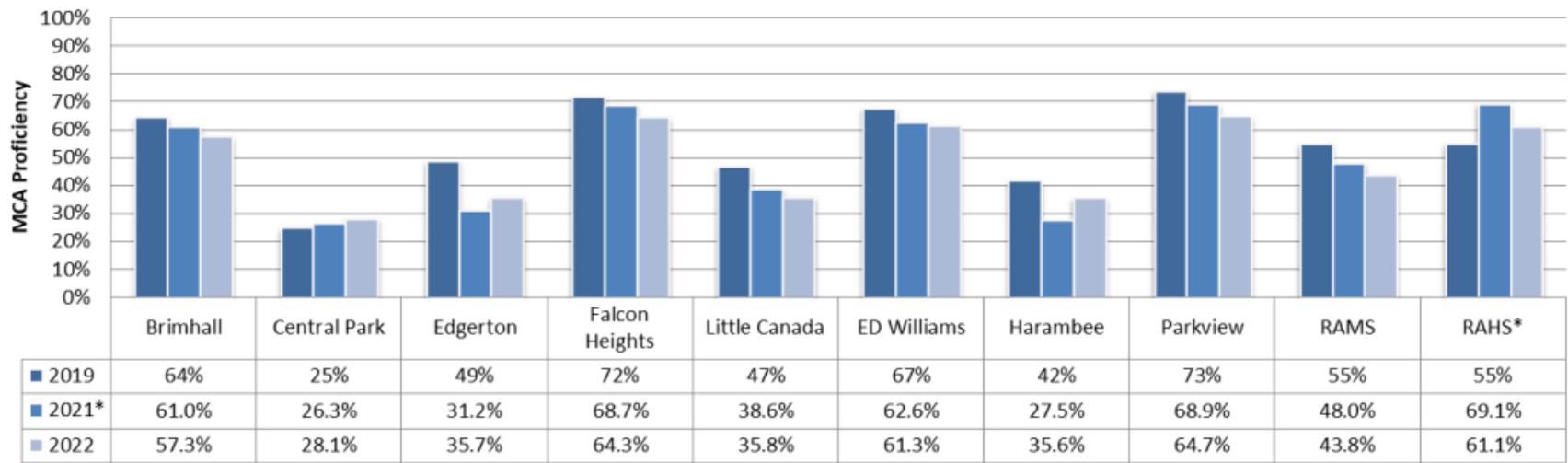


MCA Reading by Comparison Districts



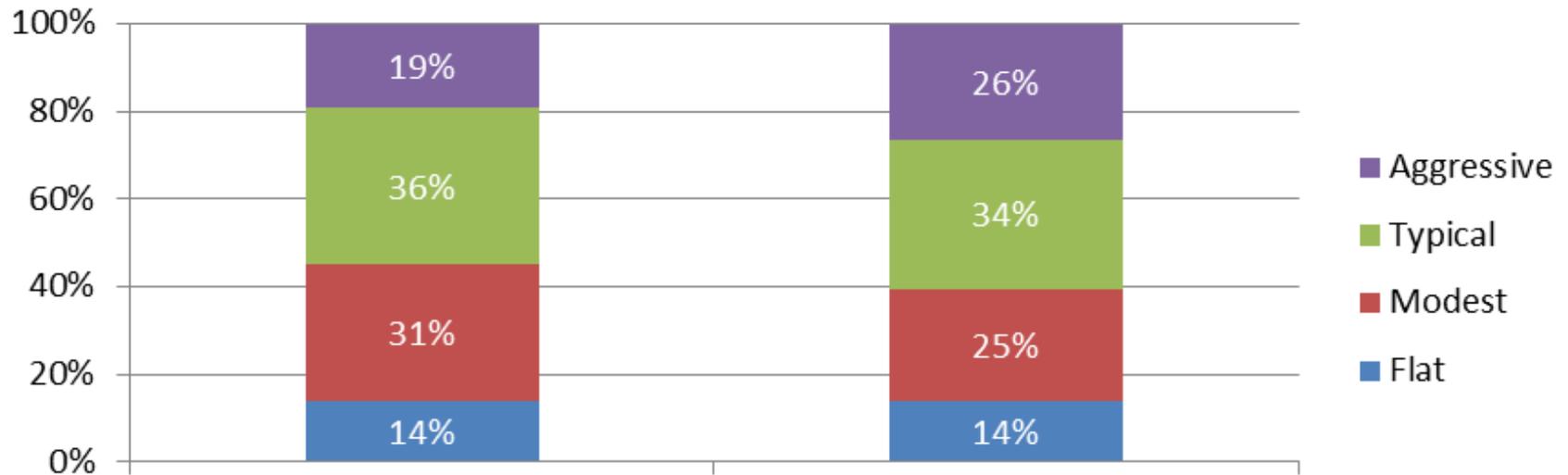
MCA Reading by School- Three Years of Testing

MCA Reading Proficiency by Building- 3 Year Trend



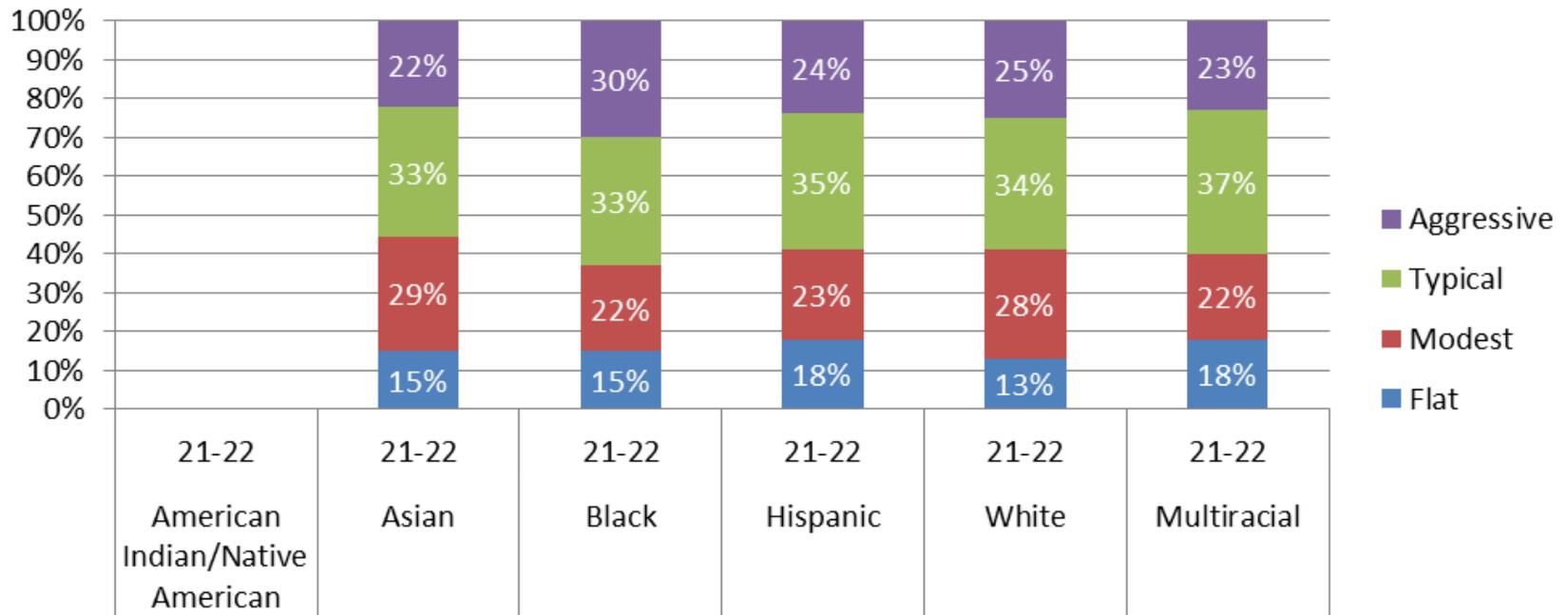
FastBridge aReading Growth

aReading Growth for All Students



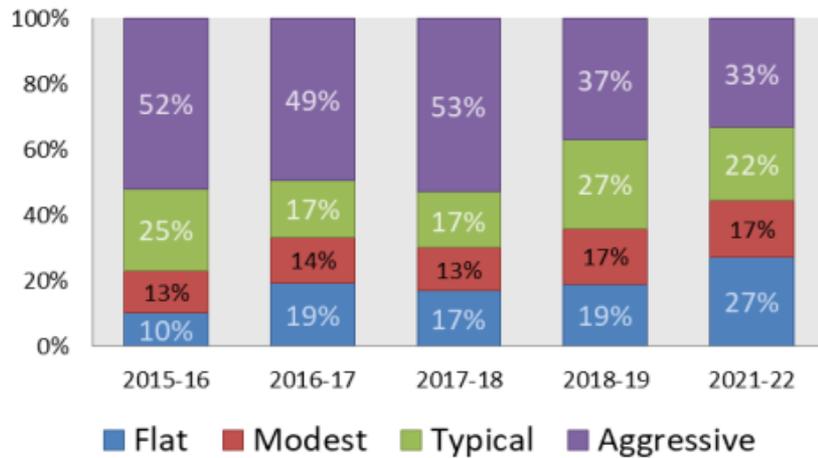
FastBridge aReading Growth

aReading Growth by Race/Ethnicity

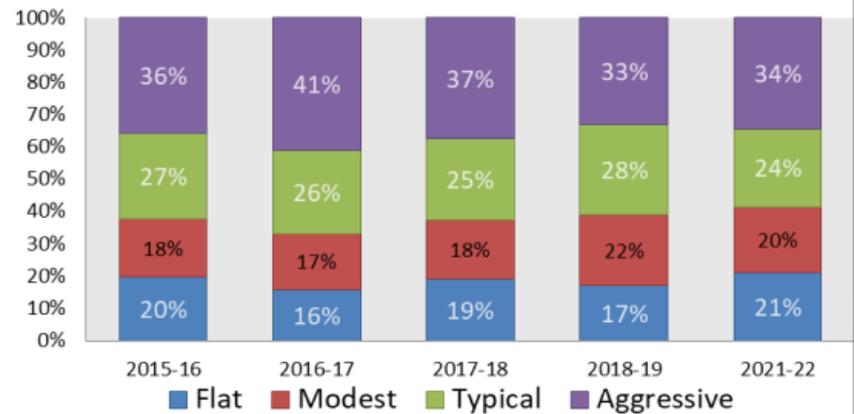


FastBridge earlyReading and CBM Reading

Early Reading Growth- Fall to Spring

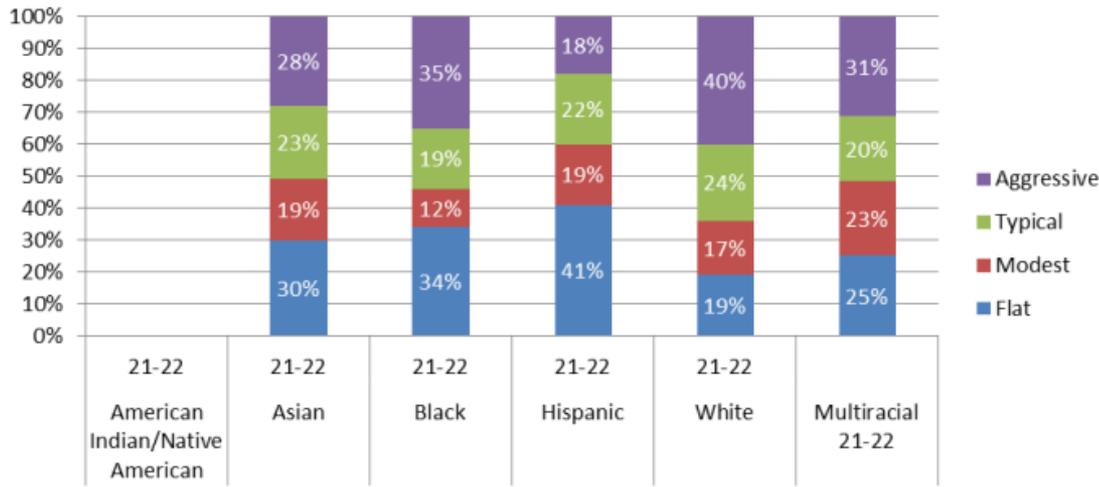


CBM- Reading Growth- Fall to Spring

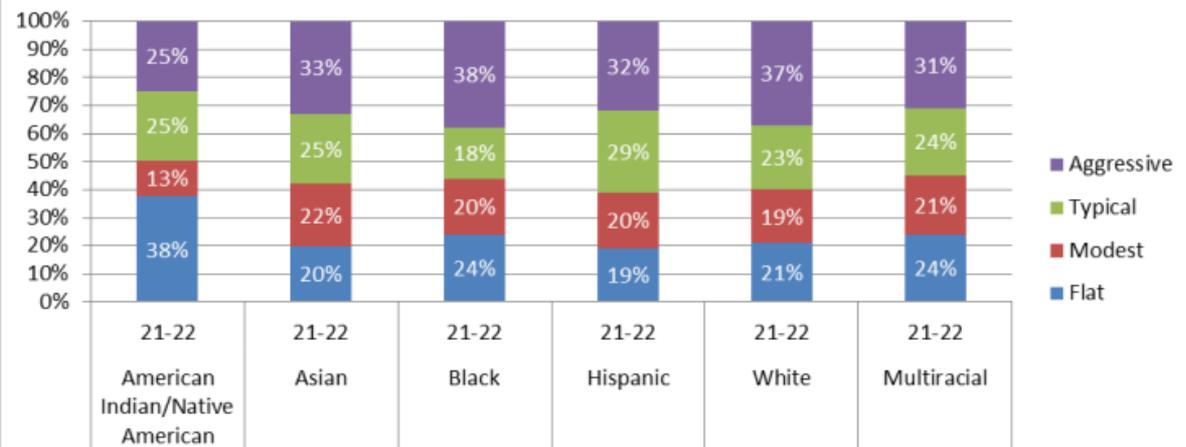


FastBridge earlyReading and CBM Reading

FastBridge earlyReading by Race/Ethnicity



FastBridge CBM Ready by Race/Ethnicity



Reading Summary

MCA-Reading: All Grades

- Scores in reading declined less than Math
- Roseville had less decline (6 percentage points) in reading compared to the state (8 percentage points) from 2019 to 2022
- About 1 percentage point difference between Roseville and the state

MCA-Reading: Tested Grade Levels (3-8 and 10)

- Only Grade 3 increased scores from 2019 to 2022 and were even with the state
- Grade 7 decreased but outperformed the State by 5 percentage points; Grade 8 also decreased but is even with the state

Reading Summary

MCA-Reading: Disaggregated by Student Groups

- All student groups decreased from 2019
- Achievement gaps remain too high and range from 20-40 percentage points
- American Indian/Native American and white students perform above the statewide averages
- Hispanic, black, multiracial, English Learner students and Students with an IEP are even with the statewide average

MCA-Reading: Comparable Districts

- All comparable districts declined in reading, Roseville declined less
- Roseville performed above 7 of our 8 comparable districts

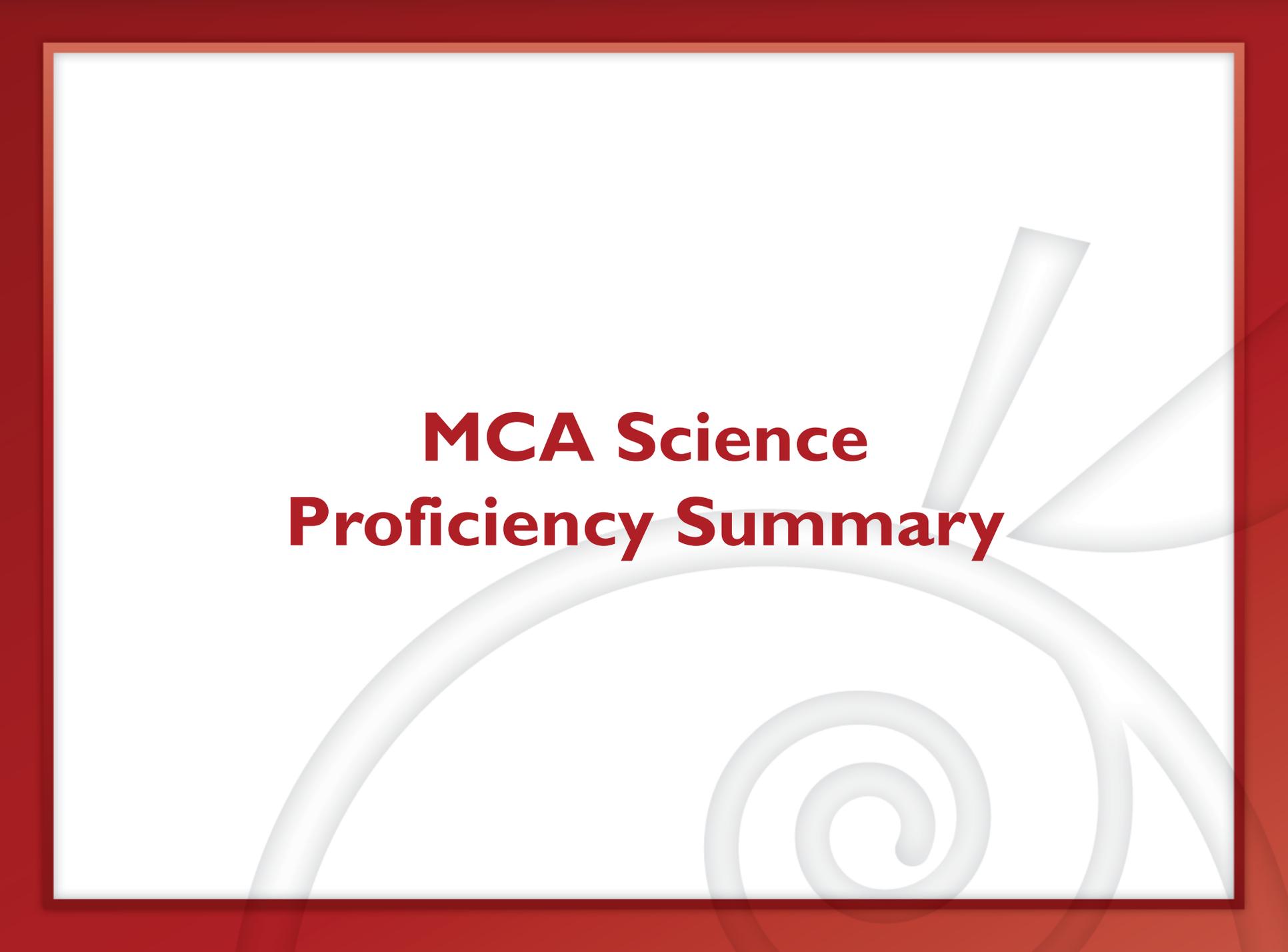
Reading Summary

MCA-Reading: School Results

- Central Park was the only school that showed an increase (3 percentage points)

FASTBridge Reading

- aReading: more aggressive growth in 2022 than 2019 and Black students showed the highest aggressive growth than other student groups by race
- earlyReading:
 - From 2019 to 2022 students had less aggressive growth and more flat growth
 - High aggressive growth coupled with high flat growth for multiple student groups
- CBM Reading:
 - More aggressive growth and higher flat growth overall and in our student groups



**MCA Science
Proficiency Summary**

MCA Science Summary

- Grades 3, 5, and High School
- Roseville (6 percentage points) decreased less than the State (9 percentage points), and Roseville is below the state by 8 percentage points
- Roseville decreased in each tested grade
- All student groups decreased except Students with an IEP and EL students who increased by 2 percentage points
- White students, students with an IEP and students who qualify for educational benefits all performed above statewide averages
- Roseville outperformed 5 out of 8 comparable districts

District Efforts



District Focus Areas

Response to “Interrupted Instruction”

- LETRS training/science of reading
- Grading Practices
- Professional Learning Communities
 - Grade Level Standards: what do students need to know?
 - Common Assessments and Classwide Interventions
 - What I Need Time (WIN)
- Cognitively Guided Instruction (CGI)
- Multi-Tiered Systems of Support (MTSS)



Roseville Area Schools

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

Agenda Item: 6c

Agenda Topic: Policy 400: Acceptable Use (revised) First Reading
Meeting Date: September 28, 2022
Contact Person: Shari Thompson

Background:

Shari Thompson, director of business services, will review suggested revisions to Policy 400: Acceptable Use. Proposed revisions reflect recent changes in legislation. This will be the first reading of the policy. The policy was last reviewed in October 2014.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 400 – Acceptable Use

1.0 PURPOSE

This policy is to set forth rules and guidelines for acceptable use of and access to the District computer systems and the Internet, including electronic communications.

2.0 RATIONALE

In an effort to promote quality educational resources, computers and Internet access, including electronic communications, are available in ISD 623. Users are expected to use technology resources to further educational goals. To use these resources in a responsible and effective manner, the Board of Education directs the Superintendent to establish and promulgate appropriate rules and procedures to assure that technology users understand acceptable use.

3.0 USE OF THE SYSTEM IS A PRIVILEGE

3.1 The use and access to the School District computer systems and Internet is a privilege, not a right.

3.2 Use of the district computer system and Internet access, including electronic communications, shall be consistent with the mission, core values and instructional program of the School District.

4.0 NO EXPECTATION OF PRIVACY

4.1 The School District may inspect, copy, store or remove any information or files created, stored, processed or communicated by or through its computers and networks without further notice to users.

5.0 FILTER

5.1 With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

5.1.1 Obscene;

5.1.2 Child pornography; or

5.1.3 Harmful to minors.

Policy 400 – Acceptable Use

- 5.2 The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
- 5.2.1 Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
- 5.2.2 Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- 5.2.3 Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- 5.3 Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- 5.4 An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- 5.5 The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

6.0 POLICY REVIEW

- 6.1 Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

~~Legal References: Federal Law – 17 U.S.C. 101 et. seq. (Copyrights)
15 U.S.C. 6501 et. seq. (Copyrights)
47 U. S. C. 254 Children’s Internet Protection Act (CIPA)
47 C.F. R. 54.520 FCC Rules Implementing CIPA
Minnesota Statutes 125B.15 – 125B.25 (Internet Access)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 121A.031 (Safe and Supportive Schools Act)~~

Adopted: 05/14/02
Revised: 02/08/05
Reviewed: 10/28/14

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Independent School District No. 623

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Minn. Stat. § 121A.031 (Safe and Supportive Schools Act)

Adopted: 05/14/02
Revised: 02/08/05
Reviewed: 10/28/14



Roseville Area Schools

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

Agenda Item: 7d

Agenda Topic: Policy 728: Waste Reduction (reviewed) First Reading
Meeting Date: September 28, 2022
Contact Person: Shari Thompson

Background:

Shari Thompson, director of business services, will review Policy 728: Waste Reduction. There are no proposed revisions. This will be the first reading of the policy. The policy was adopted in September 2016.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 728 – Waste Reduction NEW

1.0 PURPOSE

The purpose of this policy is to establish a resource recovery program to promote the reduction of waste, the separation and recovery of recyclable and reusable commodities, the procurement of recyclable commodities and commodities containing recycled materials, the disposition of waste materials and surplus property.

2.0 GENERAL STATEMENT OF POLICY

The policy of the school district is to comply with all state laws relating to waste management and to make resource conservation an integral part of the physical operations and curriculum of the school district.

3.0 DEFINITIONS

- 3.1 “Lamp recycling facility” means a facility operated to remove, recover, and recycle for reuse mercury or other hazardous materials from fluorescent or high intensity discharge lamps.
- 3.2 “Mixed municipal solid waste” means garbage, refuse, and other solid waste that is aggregated for collection but does not include auto hulks, street sweepings, ash, construction debris, mining waste, sludges, tree and agricultural wastes, tires, lead acid batteries, motor and vehicle fluids and filters, and other materials collected, processed, and disposed of as separate waste streams.
- 3.3 “Packaging” means a container and any appurtenant material that provide a means of transporting, marketing, protecting, or handling a product and includes pallets and packing such as blocking, bracing, cushioning, weatherproofing, strapping, coatings, closures, inks, dyes, pigments, and labels.
- 3.4 “Postconsumer materials” means a finished material that would normally be discarded as a solid waste having completed its life cycle as a consumer item.
- 3.5 “Rechargeable battery” means a sealed nickel-cadmium battery, a sealed lead acid battery, or any other rechargeable battery, except certain dry cell batteries or a battery exempted by the Commissioner of the Pollution Control Agency (PCA).

Policy 728 - Waste Reduction

- 3.6 “Recyclable commodities” means materials, pieces of equipment, and parts which are not reusable but which contain recoverable resources.
- 3.7 “Recyclable materials” means materials that are separated from mixed municipal solid waste for the purpose of recycling or composting, including paper, glass, plastics, metals, automobile oil, batteries, source-separated compostable materials, and sole source food waste streams that are managed through biodegradative processes. Refuse-derived fuel or other material that is destroyed by incineration is not a recyclable material.
- 3.8 “Recycling” means the process of collecting and preparing recyclable materials and reusing the materials in their original form that do not cause the destruction of recyclable materials in a manner that precludes further use.
- 3.9 “Resource conservation” means the reduction in the use of water, energy, and raw materials.
- 3.10 “Reusable commodities” means materials, pieces of equipment, parts, and used supplies that can be reused for their original purpose in their existing condition.
- 3.11 “Source-separated compostable materials” means materials that:
- 1) are separated at the source by waste generators for the purpose of preparing them for use as compost;
 - 2) are collected separately from mixed municipal solid waste and are governed by state licensing provisions;
 - 3) are comprised of food wastes, fish and animal waste, plant materials, diapers, sanitary products, and paper that is not recyclable because the Commissioner has determined that no other person is willing to accept the paper for recycling;
 - 4) are delivered to a facility to undergo controlled microbial degradation to yield a humus-like product meeting the PCA’s class I or class II, or equivalent, compost standards and where process rejects do not exceed 15 percent by weight of the total material delivered to the facility; and
 - 5) may be delivered to a transfer station, mixed municipal solid waste processing facility, or recycling facility only for the purposes of composting or transfer to a composting facility, unless the Commissioner determines that no other person is willing to accept the materials.

Policy 728 - Waste Reduction

- 3.12 “Waste reduction” or “source reduction” means an activity that prevents generation of waste or the inclusion of toxic materials in waste, including:
- 1) reusing the product in its original form;
 - 2) increasing the life span of a product;
 - 3) reducing material or the toxicity of material used in production or packaging; or
 - 4) changing procurement, consumption, or waste generation habits to result in smaller quantities or lower toxicity of waste generated.

4.0 WASTE DISPOSAL

- 4.1 The school district will attempt to decrease the amount of waste consumable materials by reduction of the consumption of consumable materials whenever practicable, full utilization of materials prior to disposal, and minimization of the use of non-biodegradable products whenever practicable.
- 4.2 Each school district facility shall also collect at least three recyclable materials, such as, but not limited to, the following: paper, glass, plastic, and metal.
- 4.3 The school district will transfer all recyclable materials collected to a recycler and, to the extent practicable, cooperate with, and participate in, recycling efforts being made by the city and/or county where the school district is located.
- 4.4 Prior to entering into a contract for the management of mixed municipal solid waste, the school district will determine whether the disposal method provided for in the contract is equal to or better than the waste management practices currently employed in the county or district plan in the county where the school district is located and whether the contract is consistent with the solid waste plan. If the waste management method provided for in the contract is ranked lower than the waste management practices employed by the county or district, the school district will:
- 1) determine the potential liability to the school district and its taxpayers for managing waste in this manner;
 - 2) develop and implement a plan for managing the potential liability; and
 - 3) submit the information in (1) and (2) above to the PCA.

Policy 728 - Waste Reduction

If the contract is inconsistent with the county plan or if the school district's waste management activities are inconsistent with the county plan, the school district should obtain the consent of the county prior to entering into a binding contract or developing or implementing inconsistent solid waste management activities.

- 4.5 The school district may not knowingly place motor oil, brake fluid, power steering fluid, transmission fluid, motor oil filters, or motor vehicle antifreeze (other than small amounts of antifreeze contained in water used to flush the cooling system of a vehicle after the antifreeze has been drained and does not include de-ice that has been used on the exterior of a vehicle) in or on:
- 1) solid waste or solid waste management facilities other than a recycling facility or household hazardous waste collection facility;
 - 2) the land unless approved by the PCA; or
 - 3) the waters of the state, an individual sewage treatment system, or in a storm water or waste water collection or treatment system unless permitted to do so by the operator of the system and the PCA; the school district generates an annual average of less than 50 gallons of waste motor vehicle antifreeze per month; and the school district keeps records of the amount of waste antifreeze generated, maintains these records on site and makes the records available for inspection for a minimum of three years following generation of the waste antifreeze.
- 4.6 The school district may not place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling in solid waste or in a wastewater disposal system.
- 4.7 The school district may not knowingly place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling in a solid waste processing facility or in a solid waste disposal facility.
- 4.8 The school district will recycle a fluorescent or high-intensity discharge lamp by delivery of the lamp to a lamp recycling facility or to a facility that collects and stores lamps for the purpose of delivering them to a lamp recycling facility, including, but not limited to, a household hazardous

Policy 728 - Waste Reduction

waste collection or recycling facility, retailer take-back and utility provider program sites, or other sites designated by an electric utility under Minnesota Statute.

- 4.9 The school district may not place a lead acid battery in mixed municipal solid waste or dispose of a lead acid battery. The school district also may not place in mixed municipal solid waste a dry cell battery containing mercuric oxide electrode, silver oxide electrode, nickel-cadmium, or sealed lead-acid that was purchased for use or used by the school district. The school district also may not place in mixed municipal solid waste a rechargeable battery, a rechargeable battery pack, a product with a non-removable rechargeable battery, or a product powered by rechargeable batteries or rechargeable battery pack, from which all batteries or battery packs have not been removed.
 - 4.10 The school district may not place yard waste in mixed municipal solid waste, in a disposal facility, in a resource recovery facility, except for the purposes of reuse, composting, or co-composting; or in a plastic bag unless exempt as specified in Minn. Stat. § 115A.931(c), (d), or (e).
 - 4.11 The school district may not place a telephone directory in solid waste, in a disposal facility, or in a resource recovery facility, except a recycling facility.
 - 4.12 The school district may not place major appliances in mixed municipal solid waste or dispose of major appliances in or on the land or in a solid waste processing or disposal facility.
 - 4.13 The school district may not place in mixed municipal solid waste an electronic product containing a cathode-ray tube.
 - 4.14 The school district, on its own or in cooperation with others, may implement a program to collect, process, or dispose of household batteries. The school district may provide financial incentives to any person, including public or private civic groups, to collect the batteries.
- 5.0 PROCUREMENT OF RECYCLED COMMODITIES AND MATERIALS
- 5.1 When practicable and when the price of recycled materials does not exceed the price of non-recycled materials by more than 10 percent, the school district may purchase recycled materials. In order to maximize the quantity and quality of recycled materials purchased, the school district may also use other appropriate procedures to acquire recycled materials at the most economical cost to the school district.

Policy 728 - Waste Reduction

- 5.2 When purchasing commodities and services, the school district will apply and promote waste management practices with special emphasis on the reduction of the quantity and toxicity of materials in waste.
- 5.3 Whenever practicable, the school district will:
- 1) purchase uncoated copy paper, office paper, and printing paper unless the coated paper is made with at least 50 percent postconsumer material;
 - 2) purchase recycled content copy paper with at least 30 percent postconsumer material by weight and purchase office and printing paper with at least 10 percent postconsumer material by weight;
 - 3) purchase paper, which has not been dyed with colors, excluding pastel colors;
 - 4) purchase recycled content copy, office, and printing paper that is manufactured using little or no chlorine bleach or chlorine derivatives;
 - 5) use reusable binding materials or staples and bind documents by methods that do not use glue;
 - 6) use soy-based inks;
 - 7) produce reports, publications, and periodicals that are readily recyclable;
 - 8) purchase paper which has been made on a paper machine located in Minnesota; and
 - 9) print documents on both sides of the paper where commonly accepted publishing practices allow.
- 5.4 The school district may not use a specified product included on the prohibited products list published in the State Register.
- 5.5 In developing bid specifications, the school district will consider the extent to which a commodity or product is durable, reusable or recyclable, and marketable through applicable local or regional recycling programs and the extent to which the commodity or product contains postconsumer material.

Policy 728 - Waste Reduction

- 5.6 When a project involves the replacement of carpeting, the school district may require all persons who wish to bid on the project to designate a carpet recycling company in their bids.

6.0 OTHER

The policy of the school district is to actively advocate, where appropriate, for resource conservation practices to be adopted at the local, regional, and state levels.

Adopted: 09/27/16



Roseville Area Schools

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

Agenda Item: 7a

Agenda Topic: Certification of Preliminary Levy for 2022 Pay 2023
Meeting Date: September 28, 2022
Contact Person: Shari Thompson

Background:

Minnesota law requires school districts to certify their proposed property tax levy payable in 2023 to the county auditor on or before September 30, 2022. This allows the county time to calculate taxes on individual properties and to prepare the Proposed Property Tax Statements that will be mailed to property owners in November.

School district levies are not discretionary; they must either be authorized by MN Statute or authorized by local voter approval. There is a lot of data and many complicated formulas used in calculating the annual levy.

We are continuing to work with the Minnesota Department of Education (MDE) and Ehlers, the district's public financial adviser, to finalize the preliminary data. At the time of this writing, the proposed levy has yet to be finalized, specifically the Long-Term Facility Maintenance and debt service calculations. We anticipate that this will be finalized prior to the board meeting. A summary of the proposed levy calculation as it stands is attached. A summary of the proposed levy calculation (including any updates) will be reviewed at the meeting.

While most components of the levy will be materially accurate and complete, the administration will be recommending that the board levy the maximum allowed. Minnesota Statutes 275.065 allows the preliminary property tax certification for school districts to be certified as either a specific dollar amount or the maximum amount calculated by the Minnesota Department of Education. If a dollar amount is specified, the final levy approved in December can be no greater than the specific dollar amount certified in September.

Recommendation:

It is recommended that the school board approve the preliminary levy payable in 2023 for fiscal year 2023-2024 at the maximum.

Action Required

Informational – No Board Action Requested

Proposed Sept 2022

2022 PAY 2023 PROPOSED LEVY

GENERAL FUND

Source	Levy	Levy Adjustments	Maximum 2022 Pay 2023 Levy	Proposed Decrease	Proposed 2022 Pay 2023 Levy	Approved 2021 Pay 2022 Levy	\$ Change 2022 Proposed vs. 2021 Approved	% Change 2022 Proposed vs. 2021 Approved
Abatements		\$ 163,250.30	\$ 163,250.30	\$ -	\$ 163,250.30	\$ 24,573.17	\$ 138,677.13	564.34%
Alternative Teacher Compensation	\$ 693,156.53	\$ (9,171.46)	\$ 683,985.07	\$ -	\$ 683,985.07	\$ 649,484.03	\$ 34,501.04	5.31%
Long Term Facilities	\$ 3,647,522.46	\$ 215,007.33	\$ 3,862,529.79	\$ -	\$ 3,862,529.79	\$ 3,875,486.29	\$ (12,956.50)	-0.33%
Building Leases	\$ 1,688,574.00	\$ (708.25)	\$ 1,687,865.75	\$ -	\$ 1,687,865.75	\$ 1,674,208.00	\$ 13,657.75	0.82%
Bldg Leases - Intermediate	\$ 519,168.00		\$ 519,168.00	\$ -	\$ 519,168.00	\$ 451,916.00	\$ 67,252.00	14.88%
Career & Technical	\$ 443,045.14	\$ (59,702.20)	\$ 383,342.94	\$ -	\$ 383,342.94	\$ 387,791.55	\$ (4,448.61)	-1.15%
Equity Levy	\$ 613,616.63	\$ 3,673.93	\$ 617,290.56	\$ -	\$ 617,290.56	\$ 555,583.60	\$ 61,706.96	11.11%
Location Equity Levy	\$ 5,778,540.57	\$ (566,631.92)	\$ 5,211,908.65	\$ -	\$ 5,211,908.65	\$ 5,930,339.69	\$ (718,431.04)	-12.11%
Achievement & Integration	\$ 527,109.74	\$ 222,361.08	\$ 749,470.82	\$ -	\$ 749,470.82	\$ 526,968.67	\$ 222,502.15	42.22%
Operating Capital	\$ 926,602.52	\$ (27,894.91)	\$ 898,707.61	\$ -	\$ 898,707.61	\$ 957,056.70	\$ (58,349.09)	-6.10%
Reemployment Levy	\$ 100,000.00	\$ (196,164.61)	\$ (96,164.61)	\$ -	\$ (96,164.61)	\$ 257,746.97	\$ (353,911.58)	-137.31%
Safe Schools Levy	\$ 287,539.20	\$ (14,398.92)	\$ 273,140.28	\$ -	\$ 273,140.28	\$ 291,656.16	\$ (18,515.88)	-6.35%
Safe Schools Intermediate	\$ 119,808.00	\$ (5,999.55)	\$ 113,808.45	\$ -	\$ 113,808.45	\$ 121,523.40	\$ (7,714.95)	-6.35%
TIF Adjustment			\$ -	\$ -	\$ -	\$ (133,129.81)	\$ 133,129.81	
Transition Levy	\$ 192,251.90	\$ -17,140.72	\$ 175,111.18	\$ -	\$ 175,111.18	\$ 195,275.82	\$ (20,164.64)	10.33%
Voter Approved Referendum	\$ 15,349,481.47	\$ (946,476.20)	\$ 14,403,005.27	\$ -	\$ 14,403,005.27	\$ 15,069,640.86	\$ (666,635.59)	-4.42%
Total, General Fund:	\$ 30,886,416.16	\$ (1,239,996.10)	\$ 29,646,420.06	\$ -	\$ 29,646,420.06	\$ 30,836,121.10	\$ (1,189,701.04)	-3.86%

COMMUNITY SERVICE FUND

Source	Levy	Levy Adjustments	Maximum 2022 Pay 2023 Levy	Proposed Decrease	Proposed 2022 Pay 2023 Levy	Approved 2021 Pay 2022 Levy	\$ Change 2022 Proposed vs. 2021 Approved	% Change 2022 Proposed vs. 2021 Approved
Basic Revenue	\$ 413,137.15		\$ 413,137.15	\$ -	\$ 413,137.15	\$ 413,137.15	\$ -	0.00%
Early Childhood	\$ 229,498.99	\$ (47.56)	\$ 229,451.43	\$ -	\$ 229,451.43	\$ 226,483.31	\$ 2,968.12	1.31%
Home Visiting	\$ 6,120.11	\$ 268.71	\$ 6,388.82	\$ -	\$ 6,388.82	\$ 5,926.35	\$ 462.47	7.80%
Disabled Adults	\$ 7,739.00		\$ 7,739.00	\$ -	\$ 7,739.00	\$ 7,739.00	\$ -	0.00%
School Age Child Care	\$ 450,000.00	\$ 21,528.98	\$ 471,528.98	\$ -	\$ 471,528.98	\$ 452,962.58	\$ 18,566.40	4.10%
Abatements		\$ 4,974.98	\$ 4,974.98	\$ -	\$ 4,974.98	\$ 1,623.56	\$ 3,351.42	206.42%
Total, Community Service Fund:	\$ 1,106,495.25	\$ 26,725.11	\$ 1,133,220.36	\$ -	\$ 1,133,220.36	\$ 1,107,871.95	\$ 25,348.41	2.29%

2022 PAY 2023 PROPOSED LEVY

DEBT SERVICE FUND

Source	Levy	Levy Adjustments	Maximum 2022 Pay 2023 Levy	Proposed Decrease	Proposed 2022 Pay 2023 Levy	Approved 2021 Pay 2022 Levy	\$ Change 2022 Proposed vs. 2021 Approved	% Change 2022 Proposed vs. 2021 Approved
Voter Approved Debt Service Levy	\$ 11,591,213.00		\$ 11,591,213.00	\$ -	\$ 11,591,213.00	\$ 12,006,312.52	\$ (415,099.52)	-3.46%
LTFM Debt Service	\$ 1,278,676.00	\$ (53,703.29)	\$ 1,224,972.71	\$ -	\$ 1,224,972.71	\$ 1,117,917.24	\$ 107,055.47	
Intermediate Debt Service			\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Abatements		\$ 21,275.48	\$ 21,275.48	\$ -	\$ 21,275.48	\$ 21,275.48	\$ -	0.00%
Excess Debt Reduction		\$ (380,923.75)	\$ (380,923.75)	\$ -	\$ (380,923.75)	\$ (380,923.75)	\$ -	0.00%
Total, Debt Service Fund:	\$ 12,869,889.00	\$ (413,351.56)	\$ 12,456,537.44	\$ -	\$ 12,456,537.44	\$ 12,764,581.49	\$ (308,044.05)	-2.41%

OTHER POSTEMPLOYMENT BENEFITS & PENSION DEBT SERVICE

Source	Levy	Levy Adjustments	Maximum 2022 Pay 2023 Levy	Proposed Decrease	Proposed 2022 Pay 2023 Levy	Approved 2021 Pay 2022 Levy	\$ Change 2022 Proposed vs. 2021 Approved	% Change 2022 Proposed vs. 2021 Approved
Levy for Bonds	\$ 1,805,764.00	\$ (32,292.83)	\$ 1,773,471.17	\$ -	\$ 1,773,471.17	\$ 1,212,955.92	\$ 560,515.25	0.00%
Abatements		\$ 6,602.96	\$ 6,602.96	\$ -	\$ 6,602.96	\$ 1,288.77	\$ 5,314.19	0.00%
Total, OPEB Debt Fund:	\$ 1,805,764.00	\$ (25,689.87)	\$ 1,780,074.13	\$ -	\$ 1,780,074.13	\$ 1,214,244.69	\$ 565,829.44	46.60%

ALL FUNDS

Fund	Levy	Levy Adjustments	Maximum 2022 Pay 2023 Levy	Proposed Decrease	Proposed 2022 Pay 2023 Levy	Approved 2021 Pay 2022 Levy	\$ Change 2022 Proposed vs. 2021 Approved	% Change 2022 Proposed vs. 2021 Approved
General Fund	\$ 30,886,416.16	\$ (1,239,996.10)	\$ 29,646,420.06	\$ -	\$ 29,646,420.06	\$ 30,836,121.10	\$ (1,189,701.04)	-3.86%
Community Service Fund	\$ 1,106,495.25	\$ 26,725.11	\$ 1,133,220.36	\$ -	\$ 1,133,220.36	\$ 1,107,871.95	\$ 25,348.41	2.29%
Debt Service Fund	\$ 12,869,889.00	\$ (413,351.56)	\$ 12,456,537.44	\$ -	\$ 12,456,537.44	\$ 12,764,581.49	\$ (308,044.05)	-2.41%
OPEB Debt Fund	\$ 1,805,764.00	\$ (25,689.87)	\$ 1,780,074.13	\$ -	\$ 1,780,074.13	\$ 1,214,244.69	\$ 565,829.44	46.60%
TOTAL, ALL FUNDS	\$ 46,668,564.41	\$ (1,652,312.42)	\$ 45,016,251.99	\$ -	\$ 45,016,251.99	\$ 45,922,819.23	\$ (906,567.24)	-1.97%



Agenda Topic: Policy 209: School Board Operating Procedures and Meeting Process
(revised) Second Reading
Meeting Date: September 28, 2022
Contact Person: Superintendent Jenny Loeck

Background:

The board will review suggested revisions to Policy 209: School Board Operating Procedures and Meeting Process, specifically changes to section 7.0 addressing community input.

The school board values community input and views it as an important way to deepen the board's understanding of what community members value and/or think about issues before the board. With that in mind, the school board has established a number of ways community members can reach out to school board members. These communication vehicles are email, phone calls, face-to-face meetings, and community input sessions.

With regard to community input sessions, school board meetings are not public meetings but rather meetings held in public. That is an important distinction because unlike other public forums where the school board may be seeking open-ended feedback and engage in discourse with community members, school board meetings – including the community input portion of the meetings – should be viewed by participants as an opportunity to directly address the school board (vs. communicating with members of the public in attendance or viewing via cable access). In alignment with other modes of community input, topics presented to the school board will not be addressed by the board at the meeting nor will they be presented to the broader community. Rather, community input feedback will be used by the school board to inform their decision-making process.

At the August 16 school board meeting, the board unanimously approved a motion to proceed with a potential change to board policy following an administrative recommendation to modify community input. The recommendations were developed with input from board members during discussions at board meetings held on May 10, 2022; July 19, 2022; August 16, 2022; and September 13, 2022.

A summary of the proposed changes is below:

- Prior to every regular board meeting, the members of the school board will host a community input session that will start 30 minutes prior to the board meeting with a hard stop five minutes before the start of the board meeting.
- The full board will attend or as many board members as is practicable.
- Community input sessions will be recorded for historical recordkeeping and as a resource for board members but not be televised.
- Constituents who wish to address the school board during a community input session must fill out an online form or contact the superintendent's office by email, phone or in person by 3 p.m. on the day of the meeting with their name, email, home address, affiliation with the school district, and the topic they wish to address.



Roseville Area Schools

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

Agenda Item: 7b

- Each person who submits a request will be given three (3) minutes to address the board. If too many people submit requests for the allotted time, that time may be shortened to two (2) minutes. A delegation, defined as a group of four or more people that represent a larger group or organization, will be given ten (10 minutes) to speak.

This will be the second reading of the policy. The policy was last revised in October 2021, and a first policy reading occurred on September 13.

Policy changes will be implemented beginning October 11, provided the second reading is approved by the board.

Recommendation:

It is recommended that the board approve Policy 209: School Board Operating Procedures and Meeting Process as a second reading.

XX Action Required

___ Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 209 – Board Operating Procedures and Meeting Process

The purpose of this policy is to provide guidance to board members and transparency to the public on board operating procedures and meeting processes.

1.0 Order of Business for Regular School Board Meetings

Roberts' Revised Rules of Order shall be the official guide of the board on all points of parliamentary procedure. The order of business at each regular meeting of the Roseville Area School Board shall generally be as follows:

Call to Order
Roll Call
Agenda Adjustments
Announcements, Comments, Recognitions
Community Input
Consent Agenda
Discussion, Reports, Non-Action Items
Action Items
Board Reports
Superintendent's Report
Adjournment

2.0 Quorum for Decision Making at Board Meetings

Four members of the board shall constitute a quorum for the transaction of business. The only business that can be transacted in the absence of a quorum is to take measures to obtain a quorum, to fix a time for adjournment and to adjourn, or to take a recess.

3.0 Board Meeting Agenda

The superintendent and the school board chair, or another board member designated by the chair, will collaboratively prepare the school board meeting agenda. School board members are encouraged to introduce new items including background information and supporting materials for discussion and possible action. School board members shall place items on the agenda as follows:

3.1 A board member may request at a school board meeting that an agenda item be placed on a future board agenda, or

3.2 A board member may make a request for an agenda item outside of a regular board meeting by submitting an e-mail request to the superintendent and board chair, with a copy of the e-mail to other school board members, no later than 5:00 p.m. on Thursday preceding the regular

Policy 209 – Board Operating Procedures and Meeting Process

board meeting. Changes to the agenda after that time will be made through the Agenda Adjustment Process. Any supporting materials must be submitted by 5:00 on the Thursday preceding the meeting.

3.3 Generally, items will not be added to the agenda during a meeting unless they cannot be delayed until a subsequent meeting. Board members should make every effort to submit their request in advance as outlined in 3.2. However, a board member may make a motion to add an agenda item at the same meeting that the item is to be addressed under the Agenda Adjustment section of the agenda.

3.4 Community members who wish to place an item related to school district business on a school board meeting agenda should contact the school board chair or a school board member. The item may be brought by the chair or board member to the full school board for consideration.

4.0 Board Meeting Calendar

The board work calendar will be updated at least bi-monthly and posted on the board web page.

5.0 Board Meeting Agenda Materials

5.1 Meeting materials will normally be made available to the school board at least four (4) calendar days prior to the scheduled meetings. Meeting documents will be made available electronically when feasible.

5.2 The school board meeting agenda will be posted on the school board web page on the Friday preceding the regular school board meeting.

5.3 The goal will be to place the board meeting materials on the school board web page on the Friday preceding the regular board meeting. In unusual circumstances if that is not possible, a notice indicating that the documents are not yet available will be placed on the web page. The documents will then be posted on the Monday preceding the meeting.

6.0 Requests for Information from School Board Members

6.1 Requests from individual board members for information relating to an upcoming board discussion or deliberation may be made directly to the superintendent or the designated administrative team member. Emailed requests for information from board members to administrative team members will also be copied to the superintendent and the board.

6.2 Requested information (on agenda or non-agenda items) that is immediately available will be provided to all board members. Information

Policy 209 – Board Operating Procedures and Meeting Process

that requires preparation time will be provided within a reasonable period of time. Requests for information that requires more substantial staff time or resources will be accommodated at the discretion of the Superintendent and in consultation with the school board.

7.0 Community Input and Participation at Board Meetings.

- ~~7.1 The community is welcome and encouraged to attend board meetings. In accordance with the Open Meeting Law, all school board meetings, including work study sessions and informational sessions, are open to the public unless otherwise prohibited by law.~~
- ~~7.2 The schools belong to the community, and their involvement in major decisions affecting the district is proper and can be a valuable form of assistance to the board. Community members who wish to address the Board may do so regardless of whether or not a topic is on the agenda.~~
- ~~7.3 At least 15 minutes prior to each meeting, a sign-up sheet will be available online for community members to sign up to address the board. Staff will be available during this time to assist community members in signing up at the meeting site. Only those whose names and addresses appear on the sign-up sheet at the time the meeting is called to order will address the Board.~~
- ~~7.4 Speakers will be provided up to three minutes (or 10 minutes per delegation) to address the Board, unless the Board Chair grants an exception. For the purposes of this policy, a delegation is defined as a group of four or more people that represent a larger group or organization. Board members will listen respectfully to issues brought to them by the community. The Board will not deliberate or take action during the open forum regarding an issue presented.~~
- ~~7.5 School board and/or administrative responses will be provided to the individual requesting a response within 2 weeks following the meeting, with copies to the entire school board.~~
- ~~7.6 Personal attacks on students, staff members, or board members will not be allowed. Referring to an individual by name or the use of vulgar or profane language will be ruled out of order.~~
- ~~7.7 Speakers unwilling to abide by the rules or time constraints may be told their privilege of speaking has ended.~~
- ~~7.8 If the board requests public follow-up by administration, it will be presented at a subsequent meeting.~~

Policy 209 – Board Operating Procedures and Meeting Process

~~7.9 When the board chair proceeds with the meeting, audience comments are no longer in order; however, the Board members retain the right to call on staff for information to assist the Board in its deliberations.~~

87.0 Board Policy Discussions and Recommendations

The School Board is responsible for establishing and approving district policies. The following process will be used for the adoption of new policies or approving revisions made to existing policies.

87.1 First Board Meeting

If a policy change is driven by a change in law or is a minor revision, the board may choose to condense the first and second meeting into one session.

Staff or board member(s) will present the need for a new policy or a significant change/revision of existing policy. (Policy is defined as end results, not procedures). The rationale for a new policy will be clearly articulated or documented. Staff will present a list of topics for inclusion or to be discussed. Staff will present considerations and relevant data and initial draft recommendations.

Board members will hold an open discussion on the policy in question. Staff will seek board input on the policy formation. District staff will serve as a resource to the board in their policy discussions. Given the discussion at the first meeting, the board may conclude the policy recommendation may proceed as follows.

87.2 Second Board Meeting

Staff will present board members with a first reading of draft policy recommendation. The board will discuss the policy recommendation. Staff will serve as a resource to the board in their discussion.

87.3 Third Board Meeting (or second, if first two condensed)

Staff will present the draft as a second reading for discussion. Action will be taken as needed.

98.0 The board will hold regular school board meetings that will be broadcast within the general geographic area of the district via television, website live-streaming, YouTube streaming, and/or other generally available media. Non-decision making informational meetings for the board, such as work-study sessions and workshops, will not be broadcast, but a report on what was discussed will be provided at the next board meeting.

9.0 Community Input and Community Input Sessions

9.1 The community is welcome and encouraged to attend board meetings. In accordance with the Open Meeting Law, all school board meetings, including work study sessions and informational sessions, are open to the public unless otherwise prohibited by law.

9.2 The schools belong to the community, and their involvement in major decisions affecting the district is proper and can be a valuable form of assistance to the board. There are many vehicles available to the community to provide their input to the board, such as emailing board members individually or as a group, meeting with individual board members or talking to them in person or via phone, and addressing the board at community input sessions.

9.3 Community Input Sessions

9.3.1 A community input session will be held prior to every regular school board meeting and attended by the full Board or as many board members as is practicable. The community input session will start thirty minutes before the meeting and end five minutes prior to the scheduled start of the meeting. When a public hearing, work study session or other meeting immediately precedes the regular meeting, the community input session will start thirty minutes prior to the first scheduled meeting.

9.3.2 The intent of the community input session is to provide constituents with an opportunity to directly address the members of the school board. For this reason, community input sessions will be recorded for recordkeeping purposes and as a resource for board members but not be televised.

9.3.3 Community members who wish to address the Board during a community input session must fill out an online form or contact the superintendent's office by email, phone, or in person by 3 p.m. on the day of the meeting with their name, email address, home address, affiliation with the school district, and the topic they wish to address. Only those community members who have submitted a request to address the Board by the deadline will have the opportunity to do so, unless an exception is granted by the Board Chair.

9.3.4 Speakers will be provided up to three minutes (or 10 minutes for a speaker representing a delegation) to address the Board, unless the Board Chair grants an exception. For the purposes of this

Policy 209 – Board Operating Procedures and Meeting Process

policy, a delegation is defined as a group of four or more people in attendance at the community input session that represent a larger group or organization. If a person chooses to be part of a delegation, they cannot also address the board as an individual at the same meeting. If the number of speakers exceeds the allotted time, the Board Chair may shorten each speaker's time to two minutes and a delegation to seven minutes. If there are still too many participants, the Board may limit the number of speakers to three per topic with priority placed in the following order: 1) current student, 2) parent/guardian of a current students, 3) staff member, 4) district resident, 5) other constituents. Board members will listen respectfully to issues brought to them by the community; they will not answer questions posed by speakers but may ask clarifying questions. The Board will not deliberate or take action during the open forum regarding an issue presented.

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Adopted: 11/24/15
Reviewed: 1/12/16
1/10/17
1/9/18
Revised: 1/8/19
10/26/21

ROSEVILLE AREA SCHOOLS
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