

Agenda
Regular School Board Meeting
April 11, 2023
6:30 PM

1. Call to Order, Roll Call

2. Agenda Adjustments

3. Announcements, Comments, Recognitions
 - a. Land Acknowledgment

 - b. Introduction of New Roseville Area High School Principal

4. Summary of Community Input Received for Action Items

5. Consent Agenda
 - a. Minutes - Board Meeting of March 21, 2023 3

 - b. Payment of Bills 5

 - c. Personnel - Resignations, Appointments, Reductions 7

 - d. Gifts 12

6. Reports and Non-Action Items	
a. School Resource Officer Presentation	13
b. School Climate Report	24
7. Action Items	
a. Policy 500: Acceleration and Retention (revised) Second Reading	59
b. Policy 412: Family and Medical Leave (revised) Second Reading	62
c. Policy 408: Employee Right to Know (revised) Second Reading	75
d. Resolution in Response to American Indian Parent Advisory Committee Letter of Non-Concurrence	78
e. 2023-24 School Board Meeting Dates	81
8. Board Reports	
9. Superintendent's Report	
10. Adjournment	

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

March 21, 2023

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 nine other visitors or staff who attended all or part of the meeting.

Summary of Community Input Received for Action Items. The board received no community input regarding the evening's action items.

- (52) Consent Agenda. Boguszewski moved, Gogins seconded acceptance of the consent agenda, including the minutes of the school board meeting on March 7, 2023; payment of bills; resignations, appointments, reductions, adjustments; and gifts. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.

Staffing Diversity Report. Human resources staff reviewed data on staff diversity. Current data shows that black, Indigenous and people of color make up about 13% of teaching staff and 29% of paraprofessional staff. HR also highlighted recruitment and retention efforts, including a new partnership with the University of Minnesota athletic program. Members of FOCUS (Future-Oriented Community of United Support), the district's BIPOC educator affinity group, provided an overview of their work to recruit, retain and provide support for BIPOC educators.

Policy 408: Employee Right to Know (revised) First Reading. Kenyatta McCarty, director of human resources, presented proposed revisions to Policy 408: Employee Right to Know as a first reading.

Policy 412: Family and Medical Leave (revised) First Reading. Ms. McCarty presented proposed revisions to Policy 412: Family and Medical Leave as a first reading.

Policy 500: Acceleration and Retention (revised) First Reading. Jake Von De Linde, director of student achievement, presented proposed revisions to Policy 500: Acceleration and Retention as a first reading.

2021-22 Audit Report. Shari Thompson, director of business services, and Troy Gabler, manager at CliftonLarsonAllen, presented the executive audit summary for the fiscal year ended June 30, 2022.

Study Session Report. Kitty Gogins reported on the March 7 study session. The board and district leadership team participated in a discussion and activity focused on identifying barriers from outside the district that inhibit achieving our vision and mission.

Board Reports. Todd Anderson and Curtis Johnson participated in the Association of Metropolitan School Districts' Day at the Capitol. Clerk Anderson planned to attend a District Safety and Security Team meeting. Mike Boguszewski spoke about the work of the Harambee Enrollment Committee. Rose Chu attended a Ramsey County League of

Local Governments meeting. Kitty Gogins attended a professional development session focused on working with multilingual learners. She also attended a Falcon Heights Elementary PTA meeting. Curtis Johnson attended a Little Canada Elementary PTA meeting and a variety show at Roseville Area High School. Chair Johnson, Treasurer Chu and Director Clark attended the Minnesota School Boards Association's Day at the Capitol. Chair Johnson concluded by acknowledging Down Syndrome Awareness Day on March 21.

Superintendent's Report. Superintendent Jenny Loeck congratulated the Raider girls basketball team for qualifying for and participating in the Minnesota State High School League state tournament.

The Chair declared the meeting adjourned at 8:55 p.m.

Signed _____
Clerk

Approved _____
Chair

March 21, 2023

Meeting Date: April 11, 2023

PAYMENT OF BILLS:
-March 1 - March 15, 2023

That bills in the amount of: **\$7,722,359.24** by the following funds be approved:

GENERAL	\$5,868,965.31
FOOD SERVICE	\$238,409.54
COMMUNITY SERVICE	\$249,311.34
BUILDING FUND	\$0.00
DEBT FUND	\$1,204,350.00
READING RECOVERY	\$0.00
AMSD	\$12,991.19
OPEB DEBT	\$0.00
DENTAL INS FUND	\$35,421.24
NO SUBURBAN COLLABORATIVE	\$112,910.62
EXTRA CURRICULAR-STU ACTIVITY	\$50,156.82

RECOMMENDATION:

That above payments are included in check numbers:

WIRE TRANSFERS	202200458	through	202200491
CHECKS	346515	through	346777
CAPITAL ONE AP CHECKS	7506	through	7533
ACH A/P	222311127	through	222311151

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	\$2,808,071.12	\$33,132.62	\$100,127.48		\$1,204,350.00	\$35,421.24		\$3,659.21		\$0.00	\$1,800.97	\$4,186,562.64
CHECKS	\$1,211,241.07	\$138,109.79	\$15,071.19	\$0.00				\$650.47		\$112,910.62	\$47,805.50	\$1,525,788.64
CAPITAL ONE A/P	\$29,573.18	\$11,036.98	\$125.50								\$360.05	\$41,095.71
ACH A/P	\$2,496.06	\$97.53	\$50.00								\$190.30	\$2,833.89
TRANSFER TO P/R	\$1,817,583.88	\$56,032.62	\$133,937.17					\$8,681.51		\$0.00		\$2,016,235.18
VOID CHECKS	\$0.00	\$0.00	\$0.00	\$0.00								\$0.00
TOTAL	\$5,868,965.31	\$238,409.54	\$249,311.34	\$0.00	\$1,204,350.00	\$35,421.24	\$0.00	\$12,991.19	\$0.00	\$112,910.62	\$50,156.82	\$7,772,516.06

	March 1, 2023		Balance	
	Cash & Investments	Revenue	Disbursements	Remaining as of
BOND CONSTRUCTION FUNDS	Balance	3/1 to 3/31	3/1 to 3/31	3/31/23
	\$10,111,244.23	\$1,000,000.00	\$1,044,188.77	\$10,067,055.46

RECOMMENDATION:

The above disbursements include check numbers:

CHECKS March 1 - March 15, 2023	102626	through	102627	\$4,093.60
WIRES		through		\$0.00
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

04/11/23

Change in Continuing Contract

Simon, Marno

Effective Date 4/4/2023

Roseville Area High School

Occupational Therapist

Was working a .8 FTE and will now be working a .9 FTE through 6/9/23.

Hired-New Licensed

Vue, Chen

Effective Date 4/3/2023

Parkview Center School

ECFE Parent Educator

Hired working 7.5 hours per day.

Hired-New Licensed Long Term Substitute

Young, Kimberly

Effective Date 04/5/2023

Edgerton Elementary

School Social Worker

Hired working as a .6 FTE LTS through the end of the school year.

Hired-New Non-Licensed Long Term Substitute

Schmidt, Jessica

Effective Date 4/11/2023

Roseville Area High School

Paraprofessional

Hired working 7 hours per day as a Long Term Substitute through 6/8/23.

Hired-Non-Licensed

Campos, Melissa

Effective Date 4/10/2023

Little Canada Elementary

Program Assistant

Hired working 7 hours per day.

Human Resources Information

5-C

Meeting Date

04/11/23

Macon, Jonathan

Effective Date 4/11/2023

Harambee Elementary

Program Assistant

Hired working 7 hours per day through 7/27/2023.

Mcdonald, Connor

Effective Date 3/28/2023

Parkview Center School

Paraprofessional

Hired working 4.5 hours per day.

Price, Celina

Effective Date 03/30/2023

Roseville Area High School

Accounting Specialist

Hired working 8 hours per day.

Richardson, Shakira

Effective Date 4/5/2023

Parkview Center School

Paraprofessional

Hired working 7 hours per day.

Terrell, Regina

Effective Date 3/16/2023

Central Park Elementary

Out of School Time Program Specialist

Hired working 8 hours per day.

Vang, Maita

Effective Date 4/4/2023

Central Park Elementary

Media Technology & Testing Assistant

Hired working 8 hours per day.

Human Resources Information

5-C

Meeting Date

04/11/23

Resignation-Licensed

Cheolis, Libby

Effective Date 6/30/2023

Anpetu Teca Education Center

Speech Language Teacher

Resigning effective 06/30/23.

Heyer, Sharon

Effective Date 6/9/2023

Roseville Area Middle School

Science Teacher

Resigning effective 06/09/23.

Mcgaster-woods, Angeline

Effective Date 04/15/2023

Anpetu Teca Education Center

Principal

Resigned effective 04/15/23

Smith, Rebecca

Effective Date 6/9/2023

Emmet Williams Elementary

Special Education Teacher

Resigning effective 06/09/23.

Resignation-Non-Licensed

Christian, John

Effective Date 3/31/2023

Falcon Heights Elementary

Custodial Services

Resigned effective 03/31/23.

Einte, Jawahir

Effective Date 3/8/2023

Parkview Center School

Paraprofessional

Resigned effective 03/08/23.

Human Resources Information

5-C

Meeting Date

04/11/23

Grafenstein, Margaret

Effective Date 6/8/2023

Central Park Elementary

Paraprofessional

Resigning effective 06/08/23.

Lexvold, Ahnika

Effective Date 3/24/2023

Little Canada Elementary

Out of School Time Site Coordinator

Resigned effective 03/24/23.

Ramirez, Tamika

Effective Date 6/9/2023

Anpetu Teca Education Center

Pre- K Teacher

Resigning effective 06/09/23.

Reding, Katherine

Effective Date 3/24/2023

Little Canada Elementary

Out of School Time Program Specialist

Resigned effective 03/24/23.

Thompson, Tara

Effective Date 3/24/2023

Emmet Williams Elementary

Paraprofessional

Resigned effective 03/24/23.

Retirement

Legan, Deborah

Effective Date 6/9/2023

Parkview Center School

School Nurse

Retiring effective 06/09/23. Ms. Legan worked for the district for 26 years.

Human Resources Information

5-C

Meeting Date

04/11/23

Romero, Deborah

Effective Date 6/9/2023

Edgerton Elementary

Elementary Teacher

Retiring effective 06/09/23. Ms. Romero worked for the district for 30 years.

GIFTS TO SCHOOLS 2022/23

SCHOOL BUILDING	NAME/ADDRESS OF DONOR	GIFT	USE
Anpétu Téča Education Center	Como Park Lutheran Church 1376 Hoyt Avenue W. St. Paul, MN 55108	\$2,000.00	Meals on Wheels
Anpétu Téča Education Center	Herb Schrampfer 2910 Simpson St. Roseville, MN 55113	\$500.00	Meals on Wheels
Anpétu Téča Education Center	Robert Harms 44 Raven Road North Oaks, MN 55127	\$3,000.00	Meals on Wheels
Central Park Elementary School	Forrest Coughlin 2524 Birchview Lane Hopkins, MN 55305	\$500.00	5th grade activities fund
ED Williams Elementary School	Wendy Thompson 2938 Mildred Dr Roseville, MN 55113	\$700.00	Media Center office materials
Falcon Heights Elementary School	Falcon Heights PTSA 1393 Garden Ave Falcon Heights, MN 55113	\$3,347.15	Student meal debt
Parkview Center School	Erika and Anthony Wold 200 Burke Ave W Roseville, MN 55113	\$100.00	Jazz band
Roseville Area High School	RAHS Bullpen Baseball Booster Club 1240 W County Rd B2 Roseville, MN 55113	\$5,000.00	Additional coaching staff
Roseville Area Middle School	Diana Sehkon 2073 Hamline Ave N Roseville, MN 55113	\$35.00	RAMS Theatre
Roseville Area Schools	YourCause/Blackbaud - on behalf of Aaron Mastrian 65 Fairchild St Charleston, SC 29492	\$8.00	Principal's discretion



Roseville Area Schools

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Agenda Item: 6a

Agenda Topic: School Resource Officer Presentation
Meeting Date: April 11, 2023
Contact Person: Melissa Sonnek

Background:

Melissa Sonnek, assistant superintendent; John Cook, principal at Roseville Area Middle School; and Officer Alaina Carrion, school resource officer at Roseville Area Middle School, will provide an update on the school resource officer program and partnership between Roseville Area Schools and the Roseville Police Department.

Recommendation:

 Action Required

 XX Informational – No Board Action Requested

School Resource Officer Board Report

April 11, 2023



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Introductions

Alaina Carrion - RAMS SRO & District Support

Liz Peterson - RAHS SRO



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Vision for our Partnership & Collaboration

- To collaborate and partner to collectively serve our students, families, staff and community.
- To interrupt racial harm that is a part of the history of both public schools and police departments.
- To create pathways that build trust with our school community.



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Community Commitments

- Provide opportunities for students/staff to get to know the SRO through small group gatherings in the fall
- Fall introduction of SRO and duties through school communication (school newsletter, RAMS Report, class meetings).
- Delivering the “why” an officer is in the building
- Uniform changes - soft uniform
- Have student voice on the hiring interview team
- Continue to examine and process student/SRO interactions
- Continue to have the SRO participate in in-class activities as a resource.
- Weekly admin check-in with the SRO



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How do SROs spend their time in school?



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SRO Overview

- **Mental Health Crisis support** in collaboration with the school administration, social worker or counselor
- We want SROs to have a **relationship with staff and students** before a situation arises that requires SRO involvement.
- SRO serves as educator; **liaison to families** — assist and share resources with families on issues they may be facing, interacting with child protective services, or outside school issues.
- Coordinate response and collaborate with administration when there are **safety concerns**.



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Proactive - Educating and developing relationships

- Listening and connecting with students
- Mentor to students in AVID
- The relationships that are built in school transfer over to assist with calls for service on the street-runaways, de-escalating incidents for patrol officers.
- School and District Emergency Response Team representative.
- Helps supply school food shelf and provide resources (gift cards and supplies) to students/families that are impacted by poverty and homelessness and connecting them to organizations that can provide shelter.
- Lead school activities: Raiders Against Destructive Decisions (RADD) & Explorers
- Breaking Down Barriers events at RAMS & RAHS with Roseville Police Department
- Guest speaker in classes
- Welfare checks on kids



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How SROs collaborate with staff

- Officers provide casual and one-on-one career advice to those interested in law enforcement, criminal justice or other careers (ex. military, psychology, sociology, and EMT experience)
- Child Protection assessments/reports
- Threat assessments
- Consultation in making decisions about the best avenue for students that are under the influence of drugs/alcohol at school
- Determining needs for student in crisis
- On scene to respond immediately to emergencies affecting health/safety
- Provides administration with necessary information relevant to the health/safety/learning environment of students and their families that would otherwise not be accessible due to data privacy laws



How SROs collaborate with staff - Cont.

- Provides professional advice to students and staff who are uncomfortable or uncertain if they should call 911/make a report for personal matters.
- Coordinates with other law enforcement, first responders, probation, and others to minimize interruptions of the learning environment when response is necessary.
- Participates in informative conversations with students and staff that serve to prevent further criminal conduct once potential criminal conduct has been identified by administration.
- Provides constant and necessary updates (if able) to administration in regards to criminal investigations
- Provides administration necessary information regarding incidents in the community
- Provides information about the resources of the police department.
- Provides security at events in which the administration requests police attendance (ex. prom, graduation, athletic games).



Questions & Comments



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Agenda Item: 6b

Agenda Topic: School Climate Report
Meeting Date: April 11, 2023
Contact Person: Jake Von De Linde

Background:

Jake Von De Linde, director of student achievement, and Melissa Sonnek, assistant superintendent, will review school climate data, including insights from the 2022 Minnesota Student Survey, staff survey results, and student discipline data. Dr. Jen Wilson, principal at Emmet D. Williams Elementary School, will share school climate successes from her building.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested

School Climate Report

April 11, 2023



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Minnesota Student Survey School Climate Indicators

Tripod Staff Survey

Student Discipline Referrals and Suspensions

Emmet D. Williams Insights



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Minnesota Student Survey School Climate Indicators



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2022 MN Student Survey

The MN Student Survey (MSS) is a collaborative effort between the MN Departments of Education, Human Services, and Public Safety. It is administered every three years in grades 5, 8, 9, and 11. In 2022, 1,304 Roseville Area Schools students participated.

Roseville Area Schools participants by grade:

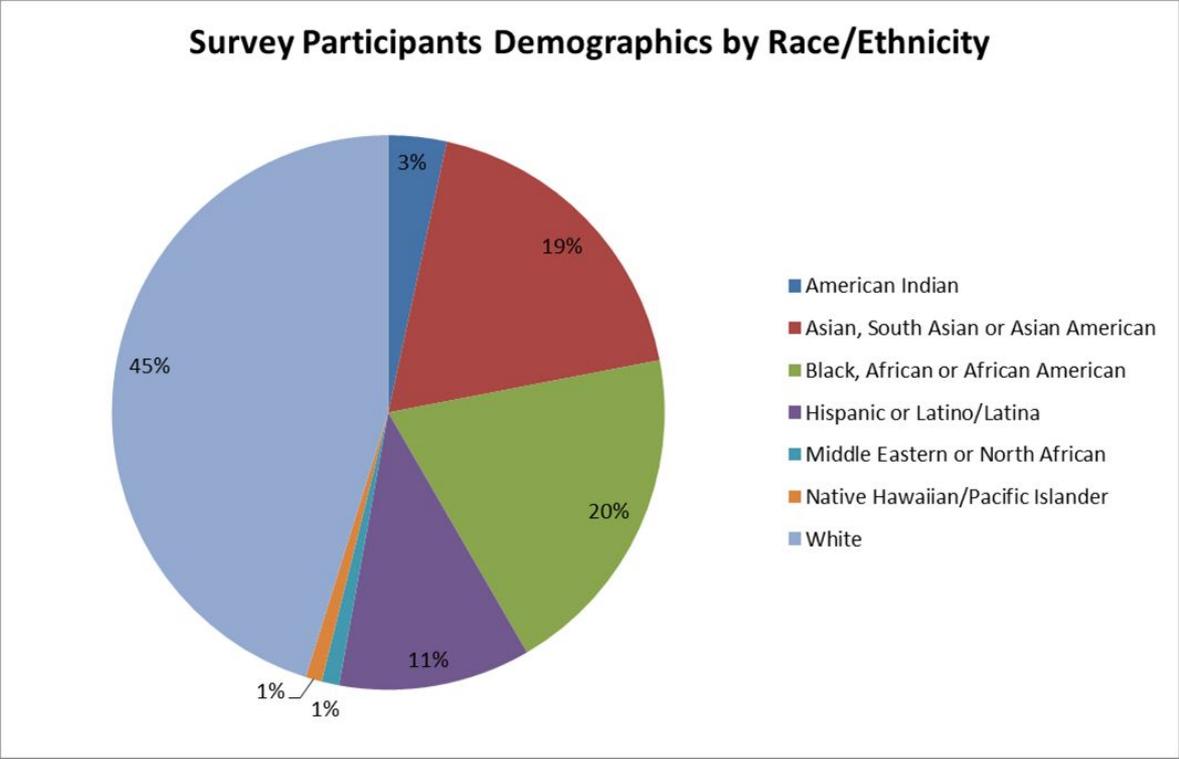
Grade	Number Participated
5	397
8	389
9	289
11	229



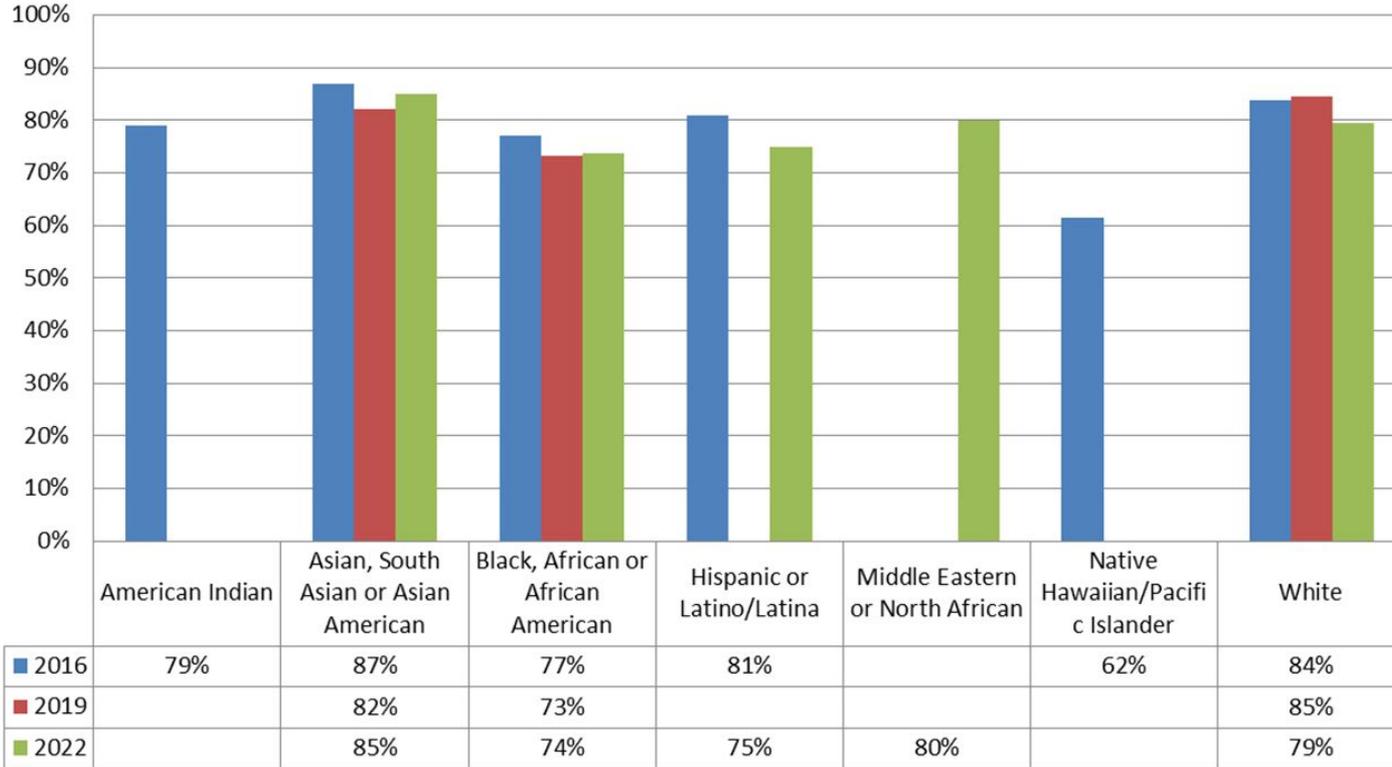
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2022 MN Student Survey



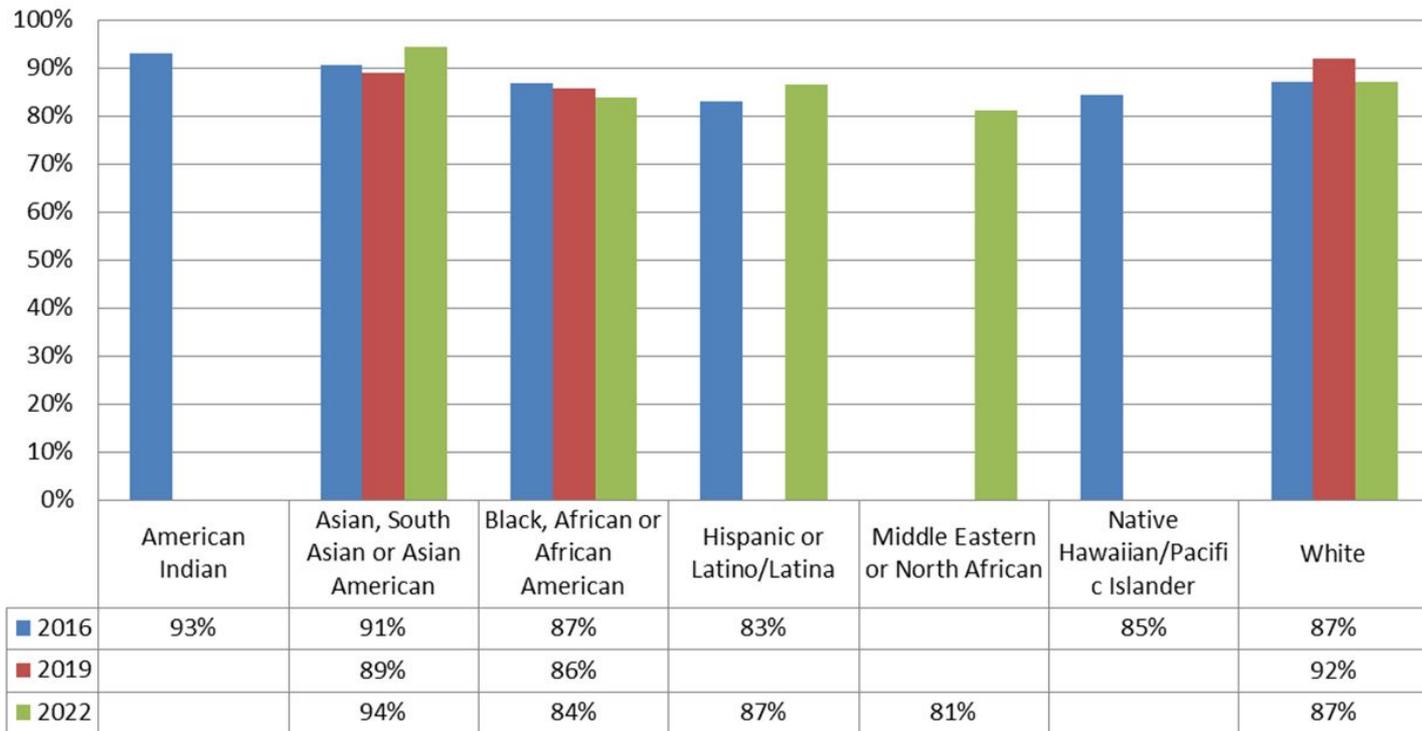
Overall, adults at my school treat students fairly.



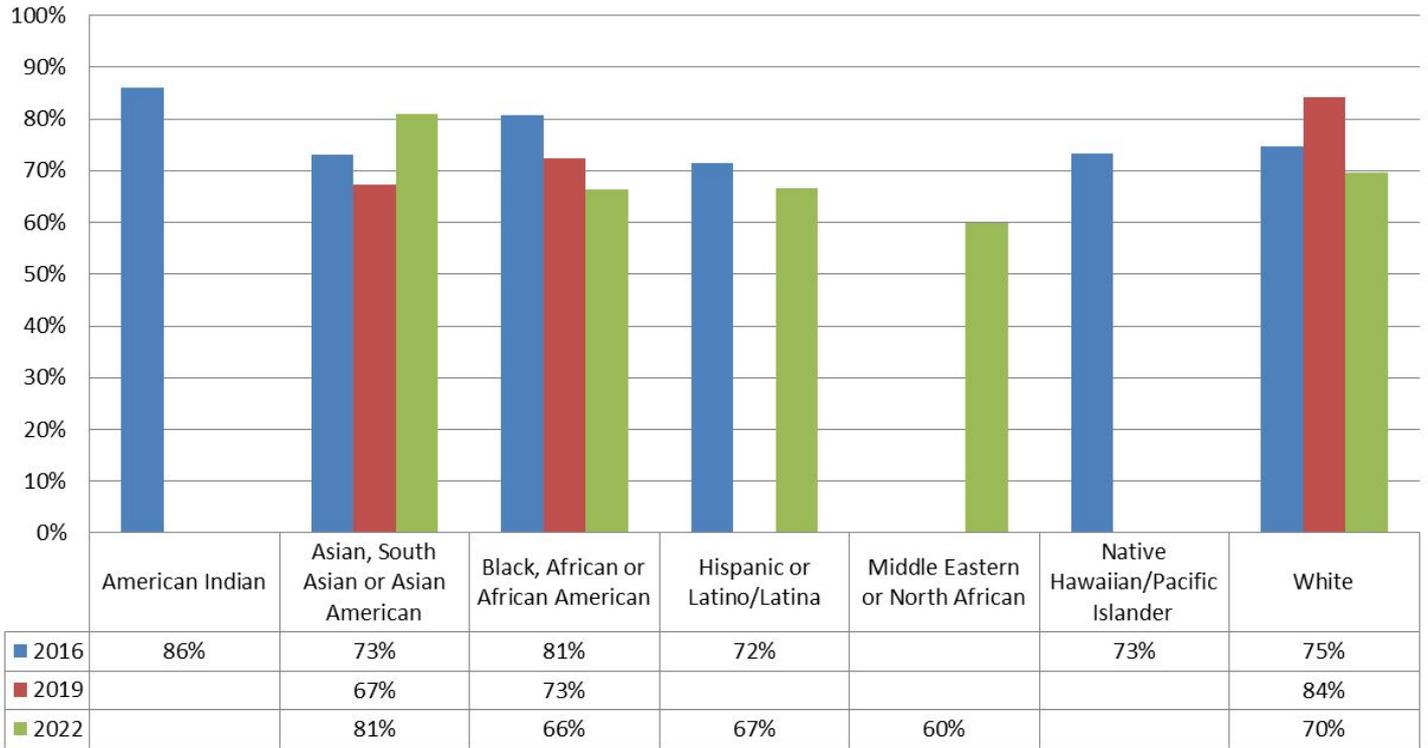
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At my school, teachers care about students.



Most teachers at my school are interested in me as a person.



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Minnesota Student Survey Student/Teacher Trust Insights

- Overall most students strongly agree or agree with student/teacher trust questions
- Teachers care about students, every student group was 80% in agreement
- Hispanic and Black students less likely to feel they are treated fairly by adults
- Students of color less likely to feel teachers are interested in them



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Tripod Staff Survey Indicators



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Tripod Staff Survey

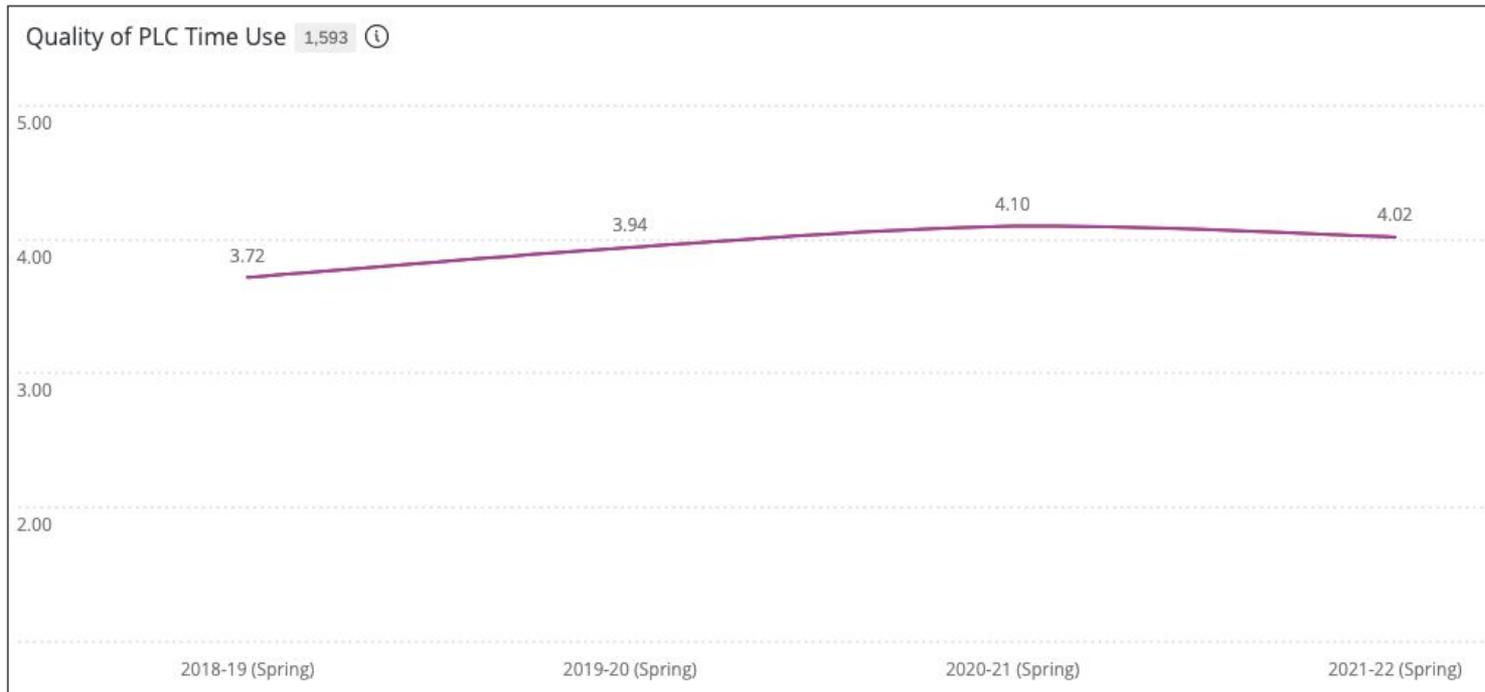
- Evaluation Quality
- Quality Professional Learning Communities (PLC)
- Professional Development (PD) Quality
- School Leadership
- Schoolwide Academic Press
- Organizational Effectiveness *



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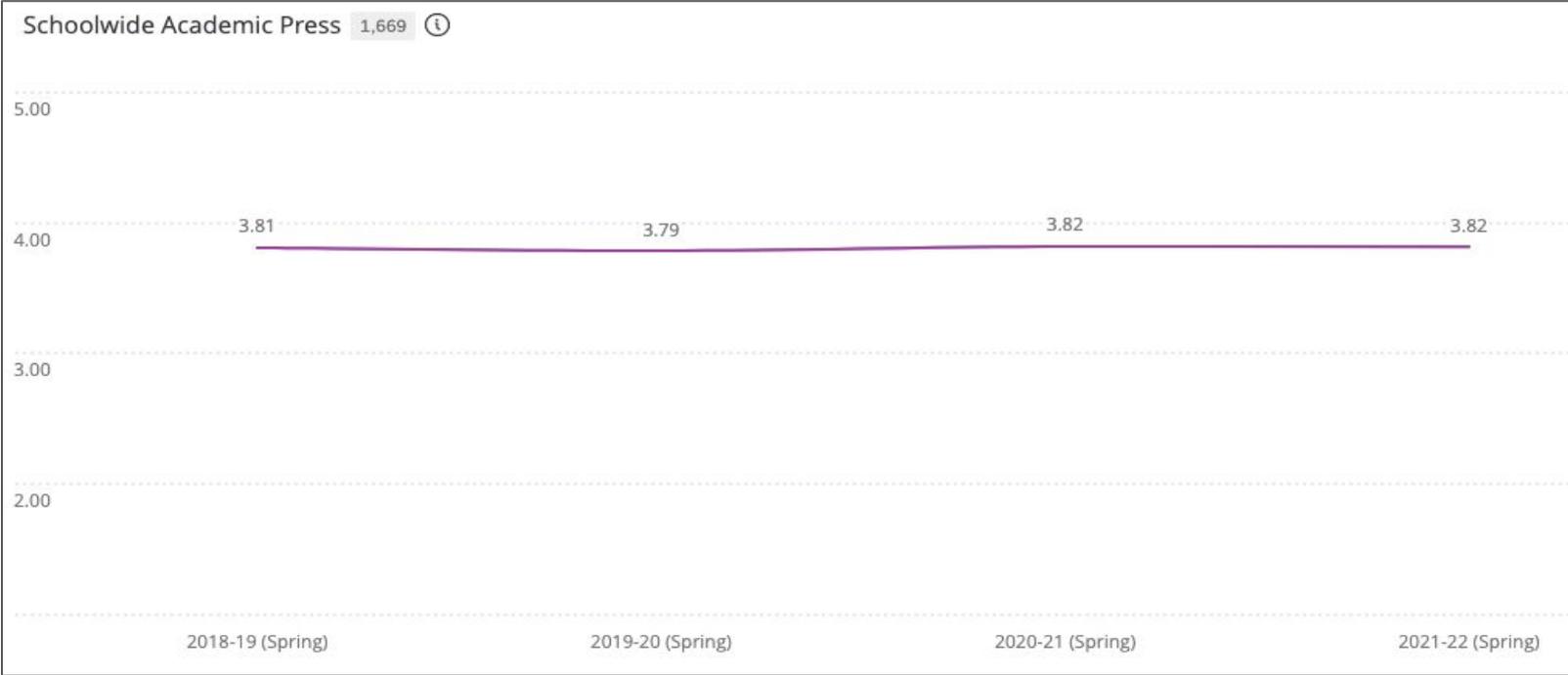
Tripod Staff Survey - Quality of PLC Time Use



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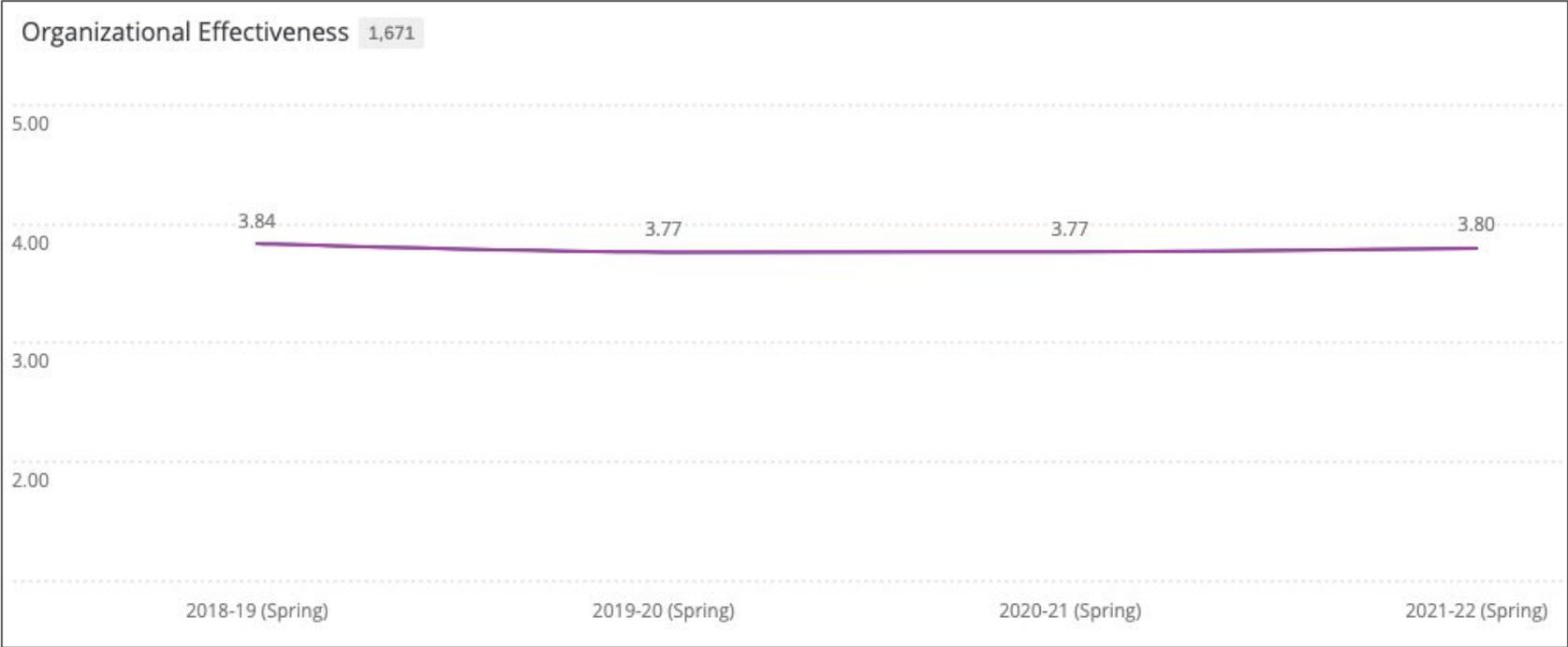
Tripod Staff Survey - Schoolwide Academic Press



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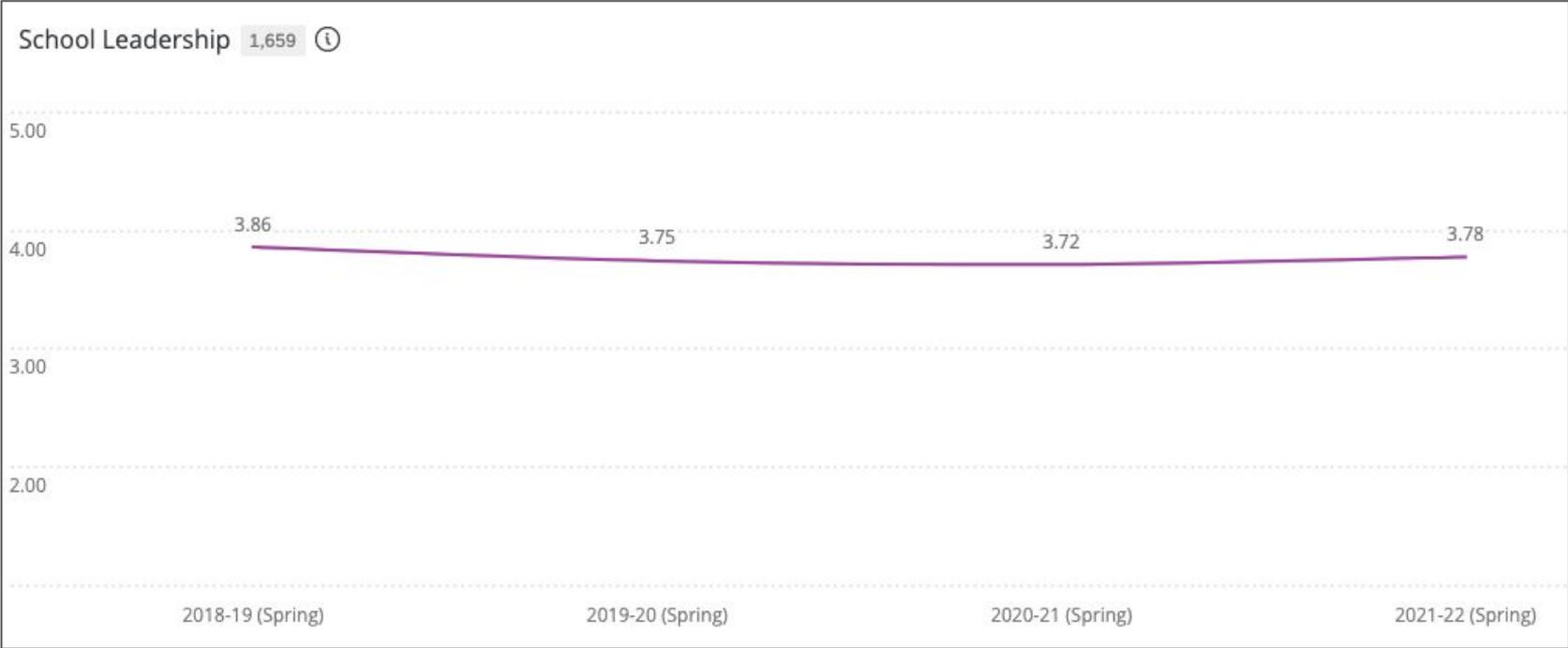
Tripod Staff Survey - Organizational Effectiveness



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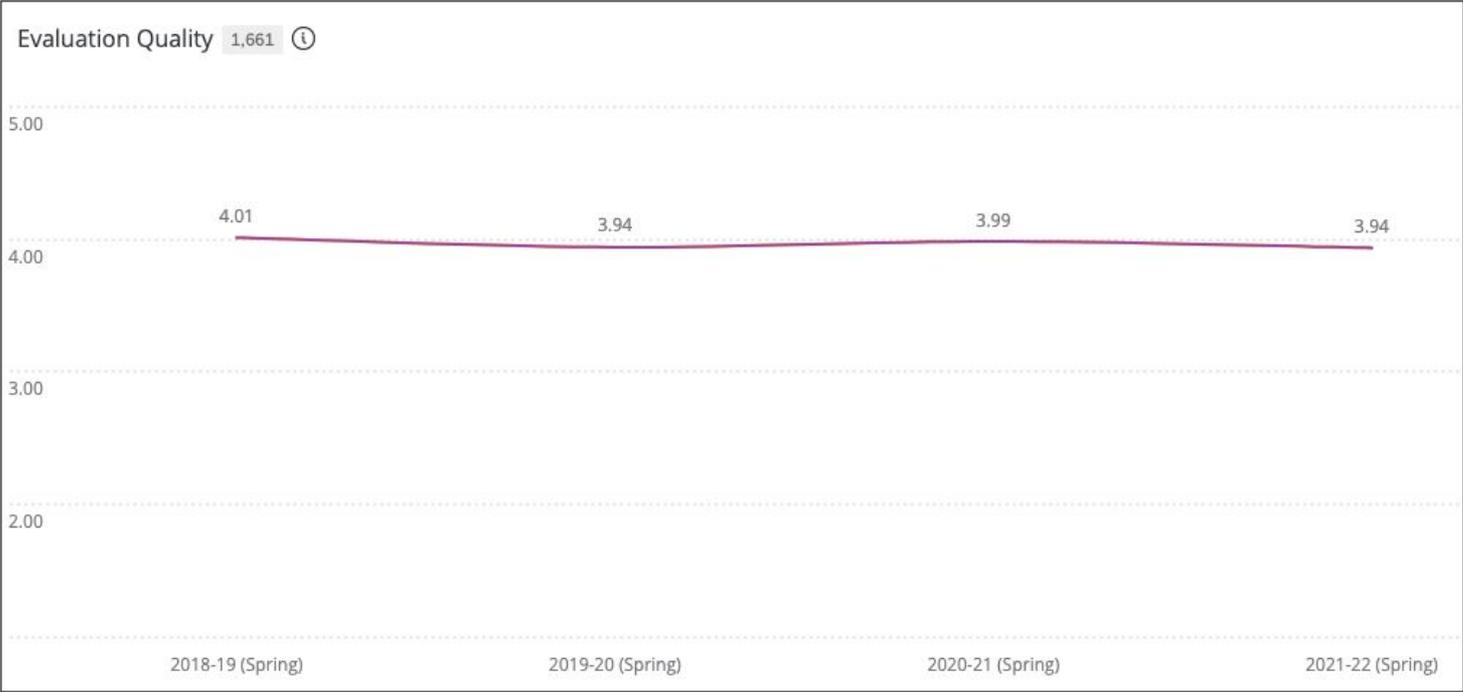
Tripod Staff Survey - School Leadership



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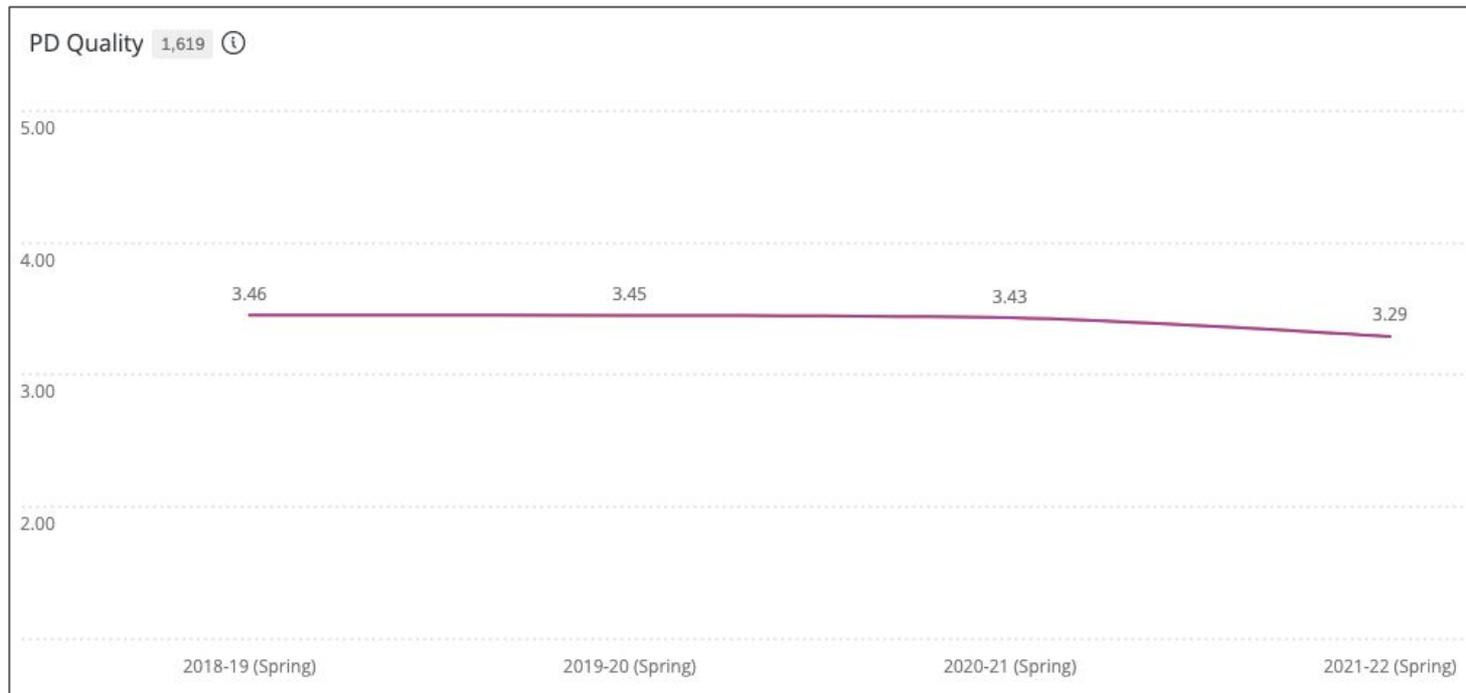
Tripod Staff Survey - Evaluation Quality



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Tripod Staff Survey - PD Quality



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Tripod Survey Culture Insights

Statistically More Significant

- **Quality of PLC Time Use** trended upwards from 3.72 to 4.02
- We trended down in **School Leadership** from 3.86 to 3.78 and **Evaluation Quality** from 3.86 to 3.78
- **Professional Development** trended downwards from 3.46 to 3.29

Not Statistically Significant

- We remained steady in the area of **Academic Press** from 3.81 to 3.82
- We trended slightly down in **Organizational Effectiveness** 3.84 to 3.8



Tripod Staff Survey - Improvements for 22-23

- All **623 staff** have been invited to take the survey
- We will be able to sort the data by **licensed staff** and **Raider Support**
- We'll be adding some new questions that will be more **inclusive** of Raider Support staff taking the survey
- There will be an option at the end for staff to identify as **BIPOC** if they choose to (not required)
- We'll sort **Professional Development** feedback by building and district.
- We will separate feedback by **Principal** and **Associate Principals**
- There will be a comment box with limited characters that will ask questions regarding **school leadership**
- **Normed comparison data** will be included in our report



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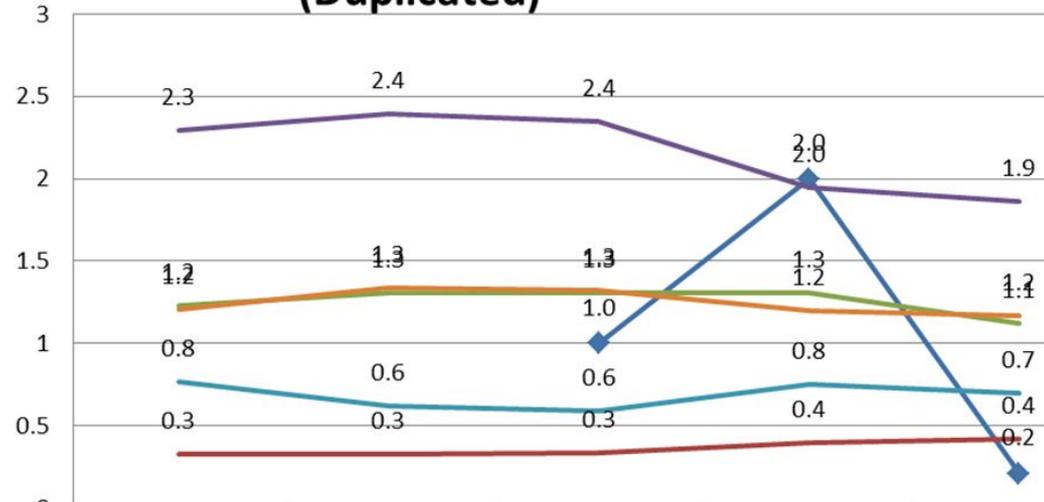
Student Discipline Referrals & Suspensions



Roseville Area Schools

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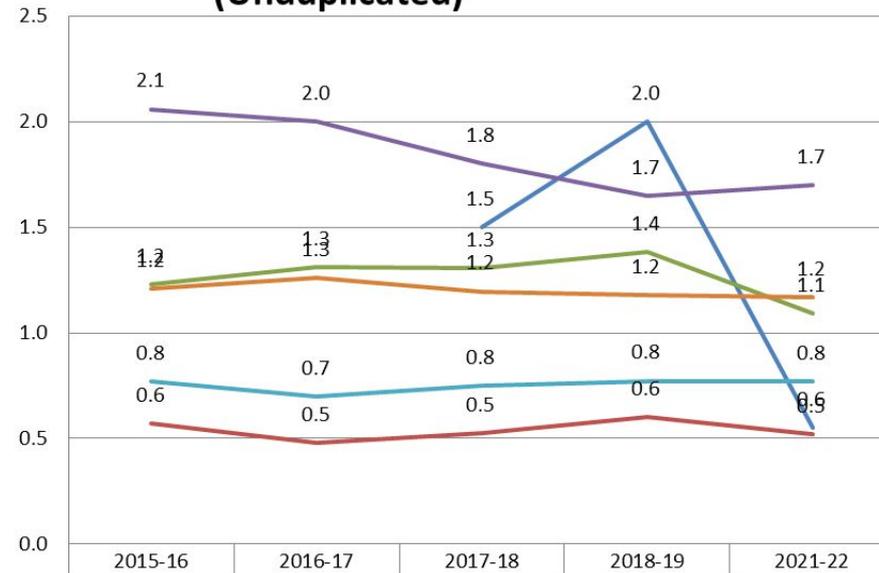
Over/Underrepresentation in Discipline Referrals (Duplicated)



	2015-16	2016-17	2017-18	2018-19	2021-22
◆ American Indian			1.0	2.0	0.2
— Asian	0.3	0.3	0.3	0.4	0.4
— Hispanic	1.2	1.3	1.3	1.3	1.1
— Black	2.3	2.4	2.4	2.0	1.9
— White	0.8	0.6	0.6	0.8	0.7
— BIPOC	1.2	1.3	1.3	1.2	1.2



Over/Underrepresentation of Referrals (Unduplicated)



American Indian			1.5	2.0	0.6
Asian	0.6	0.5	0.5	0.6	0.5
Hispanic	1.2	1.3	1.3	1.4	1.1
Black	2.1	2.0	1.8	1.7	1.7
White	0.8	0.7	0.8	0.8	0.8
BIPOC	1.2	1.3	1.2	1.2	1.2



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Number of Duplicated Referrals

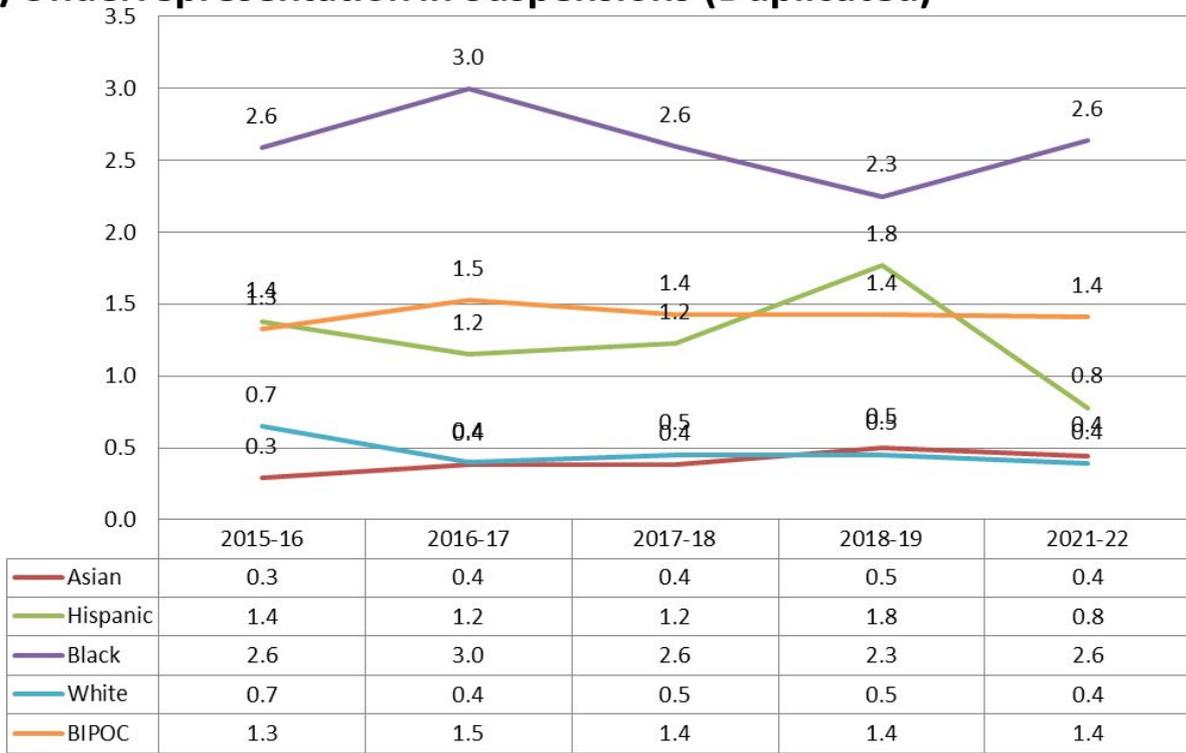
# of Referrals	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22
American Indian	38	66	34	104	125	131	
A/PI	212	374	295	282	152	331	180
Hispanic	475	580	653	672	861	716	398
Black	1249	1477	1568	1684	2395	1680	796
White	1142	1506	1475	1137	1348	1422	664
BIPOC	1974	2497	2550	2742	3739	2858	1697
All students	3116	4003	4025	3879	4881	4280	2361



Roseville Area Schools

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

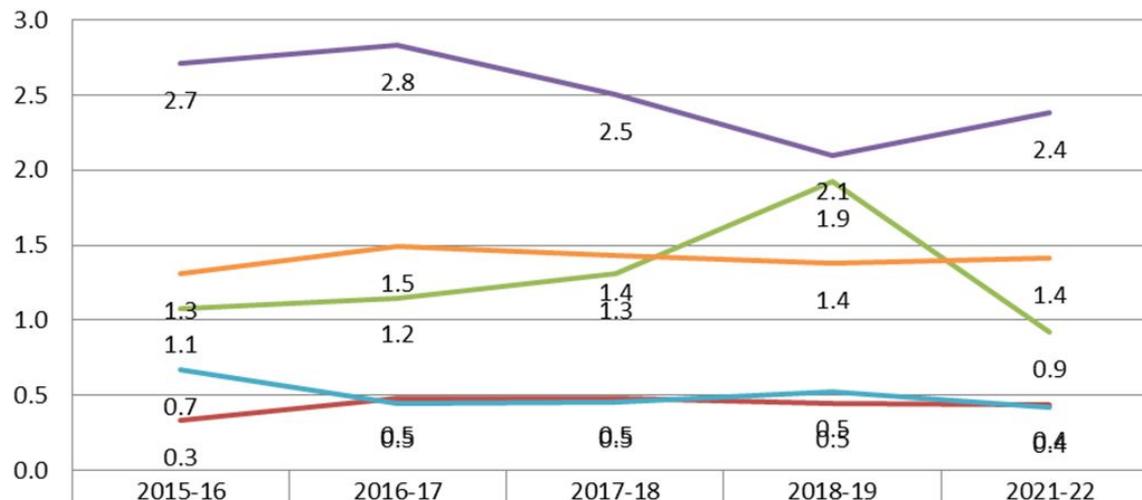
Over/Underrepresentation in Suspensions (Duplicated)



Roseville Area Schools

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

Over/Underrepresentation of Suspensions (Unduplicated)



Asian	0.3	0.5	0.5	0.5	0.4
Hispanic	1.1	1.2	1.3	1.9	0.9
Black	2.7	2.8	2.5	2.1	2.4
White	0.7	0.5	0.5	0.5	0.4
BIPOC	1.3	1.5	1.4	1.4	1.4



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Number of Duplicated Suspensions

# of Suspensions	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22
American Indian				11	12		
Asian	32	22	22	25	36	44	16
Hispanic	61	53	61	47	70	105	31
Black	149	150	151	166	223	203	125
White	122	111	108	59	87	91	41
BIPOC	244	228	235	249	341	356	221
All Students	364	336	342	308	428	443	262



Suspension and Referral Data Insights

- Both total numbers of referrals and suspensions have significantly decreased. That means students are in class learning more.
- While there is variability in discipline data, white students are consistently underrepresented and black students are consistently overrepresented.
- Black students are the only students overrepresented in discipline data
- Principal's report that they often see the highest incidents before breaks
- Many students are exhibiting behavior more frequently seen at earlier developmental stages.
 - COVID has brought about different levels of maturity
 - Students are showing stunted social development levels that don't always match the staff experience and expertise



Emmet D. Williams Insights



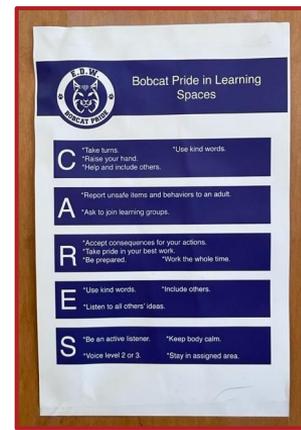
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Emmet D. Williams

Focus on building culture ([SIP goal](#))

“Clear is kind” - Brene Brown



- | | | |
|----------|---|---|
| C | *Take turns.
*Raise your hand.
*Help and include others. | *Use kind words.
*Help and include others. |
| A | *Report unsafe items and behaviors to an adult.
*Ask to join learning groups. | |
| R | *Accept consequences for your actions.
*Take pride in your best work.
*Be prepared. | *Work the whole time. |
| E | *Use kind words.
*Listen to all others' ideas. | *Include others. |
| S | *Be an active listener.
*Voice level 2 or 3. | *Keep body calm.
*Stay in assigned area. |

- [Staff expectations](#)
- Student expectations
 - [PBIS](#)



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School Culture - Attendance

GOAL: Decrease the total # of absences from 5,769 to fewer than 4,038 (30% reduction) - overall absence rate of 90.35% increased to 95%

Strategy:

- [Comprehensive attendance plan](#)

Additional SEL WORK / strategies

- Restorative practices
- Student and staff circles
- Responsive classroom - Morning meeting
- Calming spaces with zones of regulation
- MIXED AGE #good human work, focused literature and lessons
- Second Step (CID)
- Mind Up (optional)
- Perception surveys
- "Future World Changer" / Student of the Month awards
([example](#))

Additional behavior strategies:

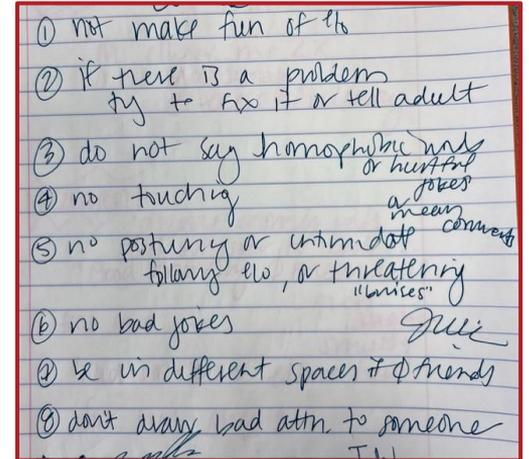
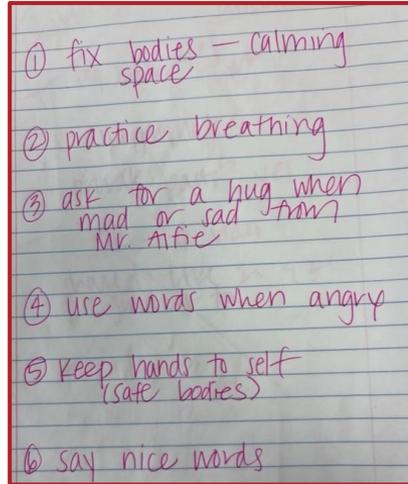
- Restorative practices
- PBIS
 - Expectations
 - Tiered supports
 - Bobcat pride
 - Goals
 - Tickets
 - Store
- Behavior [referrals / reflection](#)



EDW Restorative Practices - Circle with impacted individuals

Common questions:

- What happened?
 - Who was impacted / harmed?
 - How do you feel about it?
 - What can we do to fix it?
- Determine agreements



EDW Calming Spaces

- EVERY space at EDW has a calming space (includes offices, gym, specialists, classrooms)
- Each space has items to support students in calming (e.g., fidgets, breathing strategies, words of affirmation, “toys”). Each space also has a timer for students to use so they miss little instructional time
- Explicit instruction of calming space use is provided



EDW Behavior / Referrals

Currently we have 75 behavior referrals (down from 121 at this time last year)

- Abusive and/or offensive language
- Refusal to follow adult direction
- Harassment (verbal or written commentary to harm another students' feelings)
- Threat (verbal or written commentary with intent to physically harm)
- Misuse of technology
- Fighting (between two or more students)
- Vandalism / theft
- Physical aggression (one person. Ex: punching an adult, kicking the wall)
- Possession of weapon (real or fake)
- Repeated bus referrals
- Possession of illegal substances (real or fake)

Reflection Period

Do you have a relationship with the student and what impact will this referral have on that relationship?

Did you consider the race of the student or your own biases when writing this referral?

How did you handle your own emotions during the situation that led to this referral?



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Questions and feedback?



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Agenda Item: 7a

Agenda Topic: Policy 500: Acceleration and Retention (revised) Second Reading
Meeting Date: April 11, 2023
Contact Person: Jake Von De Linde

Background:

Jake Von De Linde, director of student achievement, will review suggested revisions to Policy 500: Acceleration and Retention. Requested changes from the first reading on March 21, 2023, have been incorporated into this draft. This will be the second reading of the policy.

Recommendation:

It is recommended that the board approve Policy 500: Acceleration and Retention as presented.

XX Action Required ___ Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 500 – Acceleration and Retention (revised)

1.0 Purpose:

The purpose of this policy is to provide guidance to staff, parents/guardians, and students when considering student acceleration or retention.

2.0 Decisions regarding subject accelerations, grade accelerations and retentions will be based on evaluations conducted by a team consisting of ~~the classroom teacher, school psychologist, principal(s), parent(s)/guardian(s), and other staff as appropriate.~~ the following:

2.1 Subject acceleration: classroom teacher, advanced academics and talent development coordinator, principal(s), parent(s)/guardian(s), and other staff as appropriate.

2.2 Grade acceleration: classroom teacher, advanced academics and talent development coordinator, school psychologist, principal(s), parent(s)/guardian(s), and other staff as appropriate.

2.3 Retention: classroom teacher, school psychologist, principal, parent(s)/guardian(s), and other staff as appropriate.

3.0 Informed by the evaluation and subsequent conversations, the principal(s) will determine student placement based on the best interests of the student. All decisions are subject to review for consistency by the superintendent or designee, whose decision will be final.

Adopted: 7/18/85
Revised: 5/10/16
Revised:

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 500 – Acceleration and Retention

1.0 Purpose:

The purpose of this policy is to provide guidance to staff, parents/guardians, and students when considering student acceleration or retention.

2.0 Decisions regarding subject accelerations, grade accelerations and retentions will be based on evaluations conducted by a team consisting of the following:

2.1 Subject acceleration: classroom teacher, advanced academics and talent development coordinator, principal(s), parent(s)/guardian(s), and other staff as appropriate.

2.2 Grade acceleration: classroom teacher, advanced academics and talent development coordinator, school psychologist, principal(s), parent(s)/guardian(s), and other staff as appropriate.

2.3 Retention: classroom teacher, school psychologist, principal, parent(s)/guardian(s), and other staff as appropriate.

3.0 Informed by the evaluation and subsequent conversations, the principal(s) will determine student placement based on the best interests of the student. All decisions are subject to review for consistency by the superintendent or designee, whose decision will be final.

Adopted: 7/18/85
Revised: 5/10/16
Revised:



Roseville Area Schools

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

Agenda Item: 7b

Agenda Topic: Policy 412: Family and Medical Leave (revised) Second Reading
Meeting Date: April 11, 2023
Contact Person: Kenyatta McCarty

Background:

Kenyatta McCarty, director of human resources, will review proposed revisions to Policy 412: Family and Medical Leave. There were no requested changes from the first reading on March 21, 2023. This will be the second reading of the policy.

Recommendation:

It is recommended that the board approve Policy 412: Family and Medical Leave as presented.

XX Action Required ___ Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 412 – Family and Medical Leave

1.0 Purpose

The school board will provide for family and medical leave for school district employees in accordance with the Family and Medical Leave Act of 1993 and will be consistent with the requirements of parenting leave under state law.

2.0 General Statement of Policy

The following school district will adopt procedures and policies regarding family and medical leave ~~are adopted by the school district~~, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

~~3.0 Definitions~~

~~3.1 “Covered active duty” means:~~

~~3.1.1 in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and~~

~~3.1.2 in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 U.S.C. § 101(a)(13)(B).~~

~~3.2 “Covered servicemember” means:~~

~~3.2.1 a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or~~

~~3.2.2 a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.~~

~~3.3 “Eligible employee” means an employee who has been employed by the~~

Policy 412 – Family Medical Leave

school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee's fulfillment of his or her USERRA-covered service obligation or a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

3.4 "Military caregiver leave" means leave taken to care for a covered servicemember with a serious injury or illness.

3.5 "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.

3.6 "Outpatient status" means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:

3.6.1 a military medical treatment facility as an outpatient; or

Policy 412 – Family Medical Leave

- ~~3.6.2 a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.~~
- ~~3.7 “Qualifying exigency” means a situation where the eligible employee seeks leave for one or more of the following reasons:~~
 - ~~3.7.1 to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;~~
 - ~~3.7.2 to attend military events and related activities of a covered military member;~~
 - ~~3.7.3 to address issues related to childcare and school activities of a covered military member’s child;~~
 - ~~3.7.4 to address financial and legal arrangements for a covered military member;~~
 - ~~3.7.5 to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;~~
 - ~~3.7.6 to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;~~
 - ~~3.7.7 to attend post-deployment activities related to a covered military member;~~
 - ~~3.7.8 to address parental care needs; and~~
 - ~~3.7.9 to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.~~
- ~~3.8 “Serious health condition” means an illness, injury, impairment, or physical or mental condition that involves:~~
 - ~~3.8.1 inpatient care in a hospital, hospice, or residential medical care facility; or~~
 - ~~3.8.2 continuing treatment by a health care provider.~~
- ~~3.9 “Spouse” means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for~~

Policy 412 – Family Medical Leave

~~_____ purposes of marriage in the state in which the marriage was entered into
_____ or, in the case of a marriage entered into outside of any state, if the
_____ marriage is valid in the place where entered into and could have been
_____ entered into in at least one state. This definition includes an individual in a
_____ same-sex or common law marriage that either: (1) was entered into in a
_____ state that recognizes such marriages; or (2) if entered into outside of any
_____ state, is valid in the place where entered into and could have been
_____ entered into in at least one state.~~

~~_____ 3.10 “Veteran” has the meaning given in 38 U.S.C. § 101.~~

4.0 Leave Entitlement

~~_____ 4.1 Twelve-week Leave under Federal Law~~

~~_____ 4.1.1 Eligible employees are entitled to a total of 12 work weeks of
_____ unpaid family or medical leave during the applicable 12-month
_____ period as defined below, plus any additional leave as required by
_____ law. Leave may be taken for one or more of the following reasons
_____ in accordance with applicable law:~~

~~_____ 4.1.1.1 birth of the employee’s child and to care for such
_____ child;~~

~~_____ 4.1.1.2 placement of an adopted or foster child with the
_____ employee;~~

~~_____ 4.1.1.3 to care for the employee’s spouse, son, daughter, or
_____ parent with a serious health condition;~~

~~_____ 4.1.1.4 the employee’s serious health condition makes the
_____ employee unable to perform the functions of the
_____ employee’s job; and/or~~

~~_____ 4.1.1.5 any qualifying exigency arising from the employee’s
_____ spouse, son, daughter, or parent being on covered
_____ active duty, or notified of an impending call or order to
_____ covered active duty in the Armed Forces.~~

~~_____ 4.1.2 For the purposes of this policy, “year” is defined as a rolling 12-
_____ month period measured backward from the date an employee’s
_____ leave is to commence.~~

~~_____ 4.1.3 An employee’s entitlement to FMLA leave for the birth, adoption, or
_____ foster care of a child expires at the end of the 12-month period
_____ beginning on the date of the birth or placement.~~

Policy 412 – Family Medical Leave

~~4.1.4 A “serious health condition” typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.~~

~~4.1.5 A “serious injury or illness,” in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:~~

~~4.1.5.1 injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member’s office, grade, rank, or rating; and~~

~~4.1.5.2 in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:~~

~~4.1.5.2.1 a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember’s office, grade, rank, or rating; or~~

~~4.1.5.2.2 a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition~~

precipitating the need for military caregiver leave; or

~~4.1.5.2.3 a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or~~

~~4.1.5.2.4 an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.~~

~~4.1.6 Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to paragraph 4.1.1.5 above.~~

~~4.1.7 Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.~~

~~4.1.8 If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.~~

Policy 412 – Family Medical Leave

4.1.9 If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.

4.1.10 Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to paragraph 4.1.1.5 above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.

4.1.11 The school district may require that a request for leave under paragraph 4.1.1.5 above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.

4.1.12 During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.

4.1.13 The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period.

Policy 412 – Family Medical Leave

~~Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent or designee shall be responsible to develop directives and guidelines as necessary to implement this policy.~~

~~The school district shall comply with written notice requirements as set forth in federal regulations.~~

~~4.1.14 Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.~~

~~4.2 Twelve-week Leave under State Law~~

~~An employee who does not qualify for parenting leave under paragraphs 4.1.1.1 or 4.1.1.2 above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed by the employer. The employee may qualify if he or she has worked for the school district for at least 12 months and has worked an average number of hours per week equal to one-half of the full time equivalent during the 12-month period immediately preceding the leave. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the employer so that the total leave does not exceed 12 weeks, unless agreed by the employer, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the employer reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.~~

~~4.3 Twenty-six-week Servicemember Family Military Leave~~

- ~~4.3.1 An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.~~
- ~~4.3.2 During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under paragraphs 4.1 and 4.3 above.~~
- ~~4.3.3 The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.~~
- ~~4.3.4 Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.~~
- ~~4.3.5 The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.~~
- ~~4.3.6 An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.~~
- ~~4.3.7 The provisions of paragraphs 4.1.7, 4.1.10, 4.1.12, 4.1.13, and 4.1.14. above shall apply to leaves under this section.~~

Policy 412 – Family Medical Leave

5.0 Special Rules for Instructional Employees

~~5.1 An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.~~

~~5.2 Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:~~

~~5.2.1 take leave for the entire period or periods of the planned medical treatment; or~~

~~5.2.2 move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.~~

~~5.3 Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.~~

~~5.3.1 If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.~~

~~5.3.2 If the employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.~~

~~5.3.3 If the employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, the school district may require the employee to continue taking leave until the end of the semester.~~

~~5.4 The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional~~

Policy 412 – Family Medical Leave

~~_____ employee's leave entitlement ends before the involuntary leave period
_____ expires.~~

6.0 ~~Other~~

~~_____ 6.1 _____ The provisions of this policy are intended to comply with applicable law,
_____ including the FMLA and applicable regulations. Any terms used from the
_____ FMLA will have the same meaning as defined by the FMLA and/or
_____ applicable regulations. To the extent that this policy is ambiguous or
_____ contradicts applicable law, the language of the applicable law will prevail.~~

~~_____ 6.2 _____ The requirements stated in the collective bargaining agreement between
_____ employees in a certified collective bargaining unit and the school district
_____ regarding family and medical leaves (if any) shall be followed.~~

7.0 ~~Dissemination of Policy~~

~~_____ 7.1 _____ This policy shall be conspicuously posted in each school district building in
_____ areas accessible to employees.~~

~~_____ 7.2 _____ This policy will be reviewed regularly for compliance with state and federal
_____ law.~~

Adopted: 1/25/00
Revised: 10/27/15
Revised: 12/15/20
Revised:

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 412 – Family and Medical Leave

1.0 Purpose

The school board will provide for family and medical leave for school district employees in accordance with the Family and Medical Leave Act of 1993 and will be consistent with the requirements of parenting leave under state law.

2.0 General Statement of Policy

The school district will adopt procedures and policies regarding family and medical leave pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

Adopted: 1/25/00
Revised: 10/27/15
Revised: 12/15/20
Revised:



Roseville Area Schools

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

Agenda Item: 7c

Agenda Topic: Policy 408: Employee Right to Know (revised) Second Reading
Meeting Date: April 11, 2023
Contact Person: Kenyatta McCarty

Background:

Kenyatta McCarty, director of human resources, will review proposed revisions to Policy 408: Employee Right to Know. There were no requested changes from the first reading on March 21, 2023. This will be the second reading of the policy.

Recommendation:

It is recommended that the board approve Policy 408: Employee Right to Know as presented.

XX Action Required ___ Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 408 – Employee Right to Know

1.0 Purpose

The purpose of this policy is to provide School District employees a place of employment and conditions of employment free from recognized hazards that are likely to cause death or serious injury or harm.

2.0 General Statement of Policy

The School District will provide information and training to employees who may be routinely exposed to a hazardous substance, harmful physical agent, or infectious agent, or blood borne pathogen. The School District will abide by Minnesota Statute 182.653, ~~Subdivision 2~~ as it relates to the employees working for the district.

3.0 Training

3.1 Training Annual training will be provided to all full and part-time employees who are routinely exposed to a hazardous substance, harmful physical agent, infectious substance agent, or blood borne pathogens as set forth above.

3.2 Training will be provided to newly hired employees or employees reassigned to a work area where they are determined to be “routinely exposed” under the guidelines.

Adopted: 6/24/08
Revised: 10/11/16

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Adopted: 6/24/08
Revised: 10/11/16
Revised:



Agenda Topic: Resolution in Response to American Indian Parent Advisory Committee Letter of Non-Concurrence
Meeting Date: April 11, 2023
Contact Person: Delon Smith

Background:

Roseville Area Schools' American Indian Parent Advisory Committee issued a resolution of non-concurrence on January 17, 2023. A resolution of non-concurrence means that the Parent Committee finds that the district has not been meeting the needs of American Indian students. The AIPAC communicated its reasons for nonconcurrency and recommendations in a presentation to the school board on February 21, 2023.

Per Minnesota Statute 124D.78, subd. 2, by resolution, the board must respond in writing within 60 days, in cases of nonconcurrency, to each recommendation made by the committee and state its reasons for not implementing the recommendations.

Recommendation:

It is recommended that the board adopt the Resolution in Response to Letter of Non-Concurrence as presented.

XX Action Required ___ Informational – No Board Action Requested

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION IN RESPONSE TO LETTER OF NON-CONCURRENCE

WHEREAS, Minnesota Statutes 124D.78 outlines expectations for parent and community participation in the education program for American Indian students;

WHEREAS, as per Minnesota Statutes 124D.78, subd. 2, in a communication to the school board dated February 21, 2023, the American Indian Parent Advisory Committee issued a resolution of non-concurrence with educational programming for American Indian children as well as the following recommendations;

1. The AIPAC requests that Roseville Area Schools allocates American Indian Education Aid program funds to programming for American Indian students instead of American Indian program staff salaries.
2. RAS shall follow through with commitments to the American Indian Education program and the AIPAC in a timely manner.
3. High schools shall implement student interventions, such as Check & Connect, to support students in danger of falling behind on credits.
4. AIPAC would like to see greater involvement from staff across Roseville Area Schools in the district's American Indian Education program. This includes professional development delivered to all staff regarding American Indian education, a dedicated staff member to support and collaborate with American Indian high school students and their families, and additional American Indian Education staff to support the AI program.

WHEREAS, as per Minnesota Statutes 124D.78, subd. 2, the school board must respond in writing within 60 days, in cases of non-concurrence, to each recommendation made by the parent committee and state its reasons for not implementing the recommendations.

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 623, Roseville, hereby responds to the Resolution of Non-Concurrence:

1. In response to Recommendation 1:

For the 2022-23 school year, funding for the Native American cultural liaison was removed from the American Indian Education Aid budget, at the request of the AIPAC. Some funding for the Native American Program Coordinator remains in the AIEA plan, with the district funding the remainder of the position. This funding arrangement allows the program to have a full-time

Program Coordinator, which is a position that is unique to the American Indian Education program and who is responsible for submitting and managing the AIEA grant.

2. In response to Recommendation 2:

The district agrees that improvement is needed in this area and believes that consistency is necessary in order to remain timely with our commitments. The Native American Program Coordinator is now in her second year, and the district has increased the Native American cultural liaison to a full-time position to help ensure staff retention. The Director of Equity and Innovation continues to make progress on fulfilling past commitments and looks forward to working collaboratively with the AIPAC to deliver future commitments.

3. In response to Recommendation 3:

The Native American Program Coordinator received training on Check & Connect and will collaborate with secondary counselors on implementation. Roseville Area High School has also implemented counselor checks for Native American students in order to proactively address any concerns before any credits are lost. The district is committed to a renewed partnership between AI program staff and high school administrators and counselors.

4. In response to Recommendation 4:

American Indian Education is a priority of Roseville Area Schools and the Office of Educational Equity and the responsibility of all staff in the district. As a member of the Office of Educational Equity, the work of the Native American Program Coordinator is supported by the department.

The district has increased the Native American cultural liaison position to a full-time position; however the district is unable to guarantee that additional American Indian Education program staff will be hired this school year. The district is committed to exploring additional ways to support Native American students and the American Indian Education program.

The motion for the adoption of the foregoing Resolution was duly seconded by member _____, and upon a vote being taken thereon, the following voted in favor of the motion:

And the following voted against the same:

Whereupon, said Resolution was declared duly passed and adopted.

School Board Clerk

Date: April 11, 2023



Roseville Area Schools

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

Agenda Item: 7e

Agenda Topic: Set School Board Meeting Dates for 2023-2024
Meeting Date: April 11, 2023
Contact Person: Mechelle Tessem

Background:

The school board annually establishes dates for school board meetings for the upcoming year. Meetings are typically scheduled on the 2nd and 4th Tuesdays of the month at 6:30 p.m. Beginning next year, meetings will be held in the Fairview Room at Anpétu Téča Education Center. Work study sessions are scheduled for 7:00 p.m. or immediately following the first regular board meeting of the month. Dates, times, and locations may change. The school board may schedule additional school board meetings and workshops at its discretion. Please see the attached schedule for proposed dates for the 2023-2024 school year.

Recommendation:

It is recommended that the board approve the school board meeting dates for 2023-2024 as presented.

XX Action Required

_____ Informational – No Board Action Requested

**Roseville School Board Meeting Dates
July 2023 – June 2024**

Meetings are typically held on the 2nd and 4th Tuesdays of the month, unless otherwise noted, at Anpétu Téča Education Center, 1910 County Road B West, Roseville, MN, in the Fairview Room.

Board meetings begin at 6:30 p.m., unless otherwise noted. Work study sessions begin at 7:00 p.m. or immediately following the adjournment of the regular meeting. All meetings are open to the public. Portions of the meeting may be closed if indicated on the agenda.

2023			
Tuesday	August 15	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Tuesday	September 12	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Tuesday	September 26	6 p.m. 6:30 p.m.	Community Input Listening Session Regular Meeting
Tuesday	October 10	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Tuesday	October 24	6 p.m. 6:30 p.m.	Community Input Listening Session Regular Meeting
Tuesday	November 14	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Tuesday	November 28	5 p.m. 5:30 p.m. 6:30 p.m.	Community Input Listening Session World's Best Workforce/Achievement and Integration Public Meeting Regular Meeting
Tuesday	December 12	5:30 p.m. 6 p.m. 6:45 p.m.	Community Input Listening Session Truth in Taxation Public Meeting Regular Meeting

2024			
Tuesday	January 9	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Tuesday	January 23	6 p.m. 6:30 p.m.	Community Input Listening Session Regular Meeting
Tuesday	February 6	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Tuesday	February 20	6 p.m. 6:30 p.m.	Community Input Listening Session Regular Meeting
Wednesday	March 6	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Tuesday	March 19	6 p.m. 6:30 p.m.	Community Input Listening Session Regular Meeting
Tuesday	April 9	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Tuesday	April 23	6 p.m. 6:30 p.m.	Community Input Listening Session Regular Meeting
Tuesday	May 14	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Tuesday	May 28	5:30 p.m. 6 p.m. 6:30 p.m.	Community Input Listening Session General Fund Budget Hearing Regular Meeting
Tuesday	June 11	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Tuesday	June 25	6 p.m. 6:30 p.m.	Community Input Listening Session Regular Meeting