1. Call to Order, Roll Call

2. Agenda Adjustments

3. Announcements, Comments

4. Community Input

5. Consent Agenda
   a. Minutes - Board Meeting of October 8, 2019
   b. Payment of Bills
   c. Personnel - Resignations, Appointments, Reductions
   d. Gifts

6. Reports and Non-Action Items
   a. Enrollment and Demographic Report
   b. Growth Report
   c. Facilities Update
   d. Monthly Financial Report
   e. Policy 432: Tobacco Free Environment (revised) First Reading
   f. Policy 420: Mandated Reporting of Child Abuse or Neglect (revised) First Reading
   g. Policy 528: Dispensation of Medication for Students (revised) First Reading
   h. Process for Board Self-Review

7. Action Items
   a. Girls Hockey Cooperative Agreement
   b. Designation of Official Newspaper

8. Study Session Report
   Reporting: Clerk Boguszewski

9. Board Reports

10. Superintendent’s Report

Adjournment

All meetings are open to the public. Portions of the meeting may be closed if indicated on the agenda.
MINUTES OF THE REGULAR MEETING, SCHOOL BOARD, INDEPENDENT SCHOOL DISTRICT NO. 623, 1251 West County Road B2, Roseville, MN 55113

October 8, 2019

Chair Kitty Gogins called the school board meeting to order at 6:30 p.m. Board members present: Erin Azer, Mike Boguszewski, Kitty Gogins, Curtis Johnson, Frank Shaw. Board members absent: Todd Anderson. Also present: Aldo Sicoli, superintendent of schools, and approximately ten other visitors or staff who attended all or part of the meeting.

(14) Consent Agenda. Azer moved, Johnson seconded acceptance of the consent agenda including the minutes of the regular school board meeting on September 24, 2019; payment of bills; resignations, appointments, reductions, adjustments; and gifts. Motion carried unanimously.

Summary of Opportunity Gap Data. Jake Von De Linde, director of teaching and learning, presented summary data on Roseville Area Schools’ opportunity gap.

(15) Award of Sale of G.O. School Building Refunding Bonds, Series 2019A. Boguszewski moved, Shaw seconded waiving the reading of the resolution. Motion carried unanimously. Boguszewski moved, Johnson seconded approval of the Resolution Awarding the Sale of General Obligation School Building Refunding Bonds, Series 2019A, in the Original Aggregate Principal Amount of $6,610,000; Fixing their Form and Specifications; Directing their Execution and Delivery; Providing for their Payment; and Providing for the Redemption of Bonds Refunded Thereby. Ayes: Azer, Boguszewski, Gogins, Johnson, Shaw. Nays: none. Motion carried unanimously.


Board Reports. Several board members attended the Roseville Area Schools Foundation luncheon and a facilities community meeting. Frank Shaw attended a Community Education Advisory Council meeting and a National Urban Alliance-led professional development session at Central Park Elementary. He also ate lunch with Curtis Johnson, Superintendent Sicoli and Little Canada Elementary students for Farm to School/Minnesota Thursday. Curtis Johnson attended the Roseville Area Community Volunteer Fair hosted by Do Good Roseville and Roseville Area Schools, an American Indian Parent Committee meeting, an Association of Metropolitan School Districts meeting, and homecoming festivities. He also shared information about several current and upcoming events, including anti-bullying and farm to school month in October, Great Lakes Great Apple Crunch, Minnesota Robotics Invitational, Emmet D. Williams Elementary carnival, and College Information Night at Roseville Area High School. Kitty Gogins attended the groundbreaking ceremony at Parkview Center School and took a tour of new construction at Edgerton Elementary.
The Chair declared the meeting adjourned at 7:26 p.m.

Signed

______________________________
Clerk

Approved

______________________________
Chair

October 8, 2019
PAYMENT OF BILLS:
- September 16 - September 30, 2019
That bills in the amount of: $4,911,074.25 by the following funds be approved:

- GENERAL: $4,310,758.52
- FOOD SERVICE: $286,675.94
- COMMUNITY SERVICE: $293,215.99
- BUILDING FUND: $0.00
- DEBT FUND: $0.00
- READING RECOVERY: $0.00
- AMSD: $11,831.84
- OPEB DEBT: $0.00
- DENTAL INS FUND: $0.00
- NO SUBURBAN COLLABORATIVE: $8,591.96

RECOMMENDATION:
That above payments are included in check numbers:
- WIRE TRANSFERS: 201900092 through 201900114
- CHECKS: 324147 through 324643
- COMMERCE AP CHECKS: 5708 through 5737
- ACH AP: 192010266 through 192010401

PAYMENT DISTRIBUTION BY FUND:

<table>
<thead>
<tr>
<th></th>
<th>GENERAL</th>
<th>FOOD SERVICE</th>
<th>COMMUNITY SERVICE</th>
<th>BUILDING CONSTRUCT</th>
<th>DEBT FUND</th>
<th>Delta Dental</th>
<th>Fiscal Agent</th>
<th>28-RR Fiscal Agent</th>
<th>29-AMSD Fiscal Agent</th>
<th>OPEB</th>
<th>N SUB COLL/ SCLSHIP</th>
<th>TOTAL</th>
<th>DISBURSEMENTS</th>
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<tr>
<td>WIRE TRANSFERS</td>
<td>$1,253,668.24</td>
<td>$34,944.34</td>
<td>$79,148.00</td>
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<td>$3,352.82</td>
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<td></td>
<td></td>
<td>$1,371,113.40</td>
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<tr>
<td>CHECKS</td>
<td>$1,309,667.84</td>
<td>$184,176.32</td>
<td>$74,590.69</td>
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<td>$629.17</td>
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<td></td>
<td></td>
<td>$1,577,655.96</td>
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<tr>
<td>COMMERCE AP</td>
<td>$49,676.65</td>
<td>$5,895.65</td>
<td>$8,652.33</td>
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<td>$64,524.63</td>
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<td>ACH AP</td>
<td>$9,935.90</td>
<td>$450.83</td>
<td>$323.11</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>$10,709.84</td>
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</tr>
<tr>
<td>TRANSFER TO P/R</td>
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<td>$61,659.63</td>
<td>$130,824.97</td>
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<td>$7,849.85</td>
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<td>$1,897,699.80</td>
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<tr>
<td>VOID CHECKS</td>
<td>($10,055.46)</td>
<td>($450.83)</td>
<td>($323.11)</td>
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<td></td>
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<td></td>
<td>($10,829.40)</td>
<td></td>
<td></td>
<td></td>
<td>($10,829.40)</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$4,310,758.52</td>
<td>$286,675.94</td>
<td>$293,215.99</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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<td>$8,591.96</td>
<td></td>
<td>$4,911,074.25</td>
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</tbody>
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August 31, 2019
Cash & Investments Balance: $106,191,697.04
Revenue Disbursements Remaining as of 8/31/19
$0.00 $448,512.30 $105,743,184.74

BOND CONSTRUCTION FUNDS

RECOMMENDATION:
The above disbursements include check numbers:
- CHECKS September 16 - September 30
  - 100481 through 100485 $411,933.90
RECOMMENDATION: That investments in the amount of $0.00 be approved

INVESTMENT DETAIL:

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

CP/CDD: COMMERCIAL PAPER/CERTIFICATE OF DEPOSIT
CD: CERTIFICATE OF DEPOSIT
RP: REPURCHASE AGRIFIRMNT

Total: $0.00

$ - $ -
### New Personnel-Licensed Long Term Sub

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amundson, Kaylee</td>
<td>Brimhall Elementary</td>
<td>Elementary Teacher</td>
</tr>
<tr>
<td>Champion, Amber</td>
<td>Roseville Area Middle School</td>
<td>Math Teacher</td>
</tr>
<tr>
<td>Xiong, Pang</td>
<td>Emmet D. Williams</td>
<td>Elementary Teacher</td>
</tr>
</tbody>
</table>

- Champion, Amber: Hired working 1.0 FTE effective October 7, 2019 to December 2, 2019.
- Xiong, Pang: Hired working 1.0 FTE effective August 26, 2019 to December 20, 2019.

### New Personnel-Non-Licensed Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appleby, Barbara</td>
<td>Emmet D. Williams</td>
<td>Nutrition Assistant</td>
</tr>
<tr>
<td>Campos, Erika</td>
<td>Central Park Elementary</td>
<td>Clerical Support</td>
</tr>
</tbody>
</table>

- Appleby, Barbara: Hired working 3.5 hrs/day effective October 1, 2019.
- Campos, Erika: Hired working 6.5 hrs/day effective October 10, 2019.

### Resignation-Licensed

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clepper, Andrea</td>
<td>Central Park Elementary</td>
<td>Special Ed Teacher</td>
</tr>
</tbody>
</table>

- Clepper, Andrea: Resignation agreement effective October 17, 2019.
## GIFTS TO SCHOOLS
### 2019/20

<table>
<thead>
<tr>
<th>SCHOOL BUILDING</th>
<th>NAME/ADDRESS OF DONOR</th>
<th>GIFT</th>
<th>USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairview Community Center</td>
<td>Affinity Plus Federal Credit Union, Attn: Meghan Helmbrecht 2750 Snelling Ave. N. Roseville, MN  55113</td>
<td>$2500.00</td>
<td>ISD 623 Walk/Run sponsorship</td>
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<tr>
<td>Fairview Community Center</td>
<td>55 Plus Club/St. Johns of Little Canada 2979 Frattalone Lane Little Canada, MN  55117</td>
<td>$140.00</td>
<td>Meals on Wheels</td>
</tr>
<tr>
<td>Roseville Area High School</td>
<td>Roseville Girls &amp; Boys Soccer Booster Club 1240 County Rd B2 W Roseville, MN  55113</td>
<td>$5834.78</td>
<td>Soccer nets, transportation and additional coach</td>
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</tbody>
</table>
Agenda Item:  6a

Agenda Topic:   Enrollment and Demographic Report  
Meeting Date:  October 22, 2019  
Contact Person:  Dr. Jenny Loeck  

Background:

Dr. Jenny Loeck, assistant superintendent, will provide an overview of enrollment and demographic data.

The first half of the report will focus on student enrollment as of October 1, 2019. October 1st is an important date as many Minnesota Department of Education funding and accountability mechanisms use October 1st enrollment as a key variable. The report includes enrollment data disaggregated by school, grade and level, longitudinal data, and descriptions of class size.

The second half of the report will cover demographic data. This includes information about the overall diversity of the district, as well as longitudinal data on the district’s English Learner population and students receiving educational benefits (formerly free/reduced price meals). District- and school-level data will be presented.

Recommendation:

_____ Action Required  
XX  Informational – No Board Action Requested
2019 Enrollment and Demographic Report

* Data includes Harambee Elementary

Total Enrollment Trend 2003-2019

* Data includes Harambee Elementary
2019 Enrollment by Grade Level

K-6 Enrollment 2010-2019

* Data includes Harambee Elementary
7-12 Enrollment 2010-2019

Elementary Building Enrollment Trends
Secondary Building Enrollment Trends

2019 Average Class Size - Elem

<table>
<thead>
<tr>
<th>Building</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brimhall</td>
<td>18.8</td>
<td>21</td>
<td>24</td>
<td>28.33</td>
<td>31.67</td>
<td>28.33</td>
<td>26</td>
<td>24.68 / 23.38</td>
</tr>
<tr>
<td>Central Park</td>
<td>18</td>
<td>22</td>
<td>22.4</td>
<td>20.8</td>
<td>21.6</td>
<td>26.8</td>
<td>26.8</td>
<td>22.26 / 22.35</td>
</tr>
<tr>
<td>Edgerton</td>
<td>19.33</td>
<td>23.33</td>
<td>22.33</td>
<td>21.67</td>
<td>25.33</td>
<td>22.67</td>
<td>27.33</td>
<td>23.14 / 22.91</td>
</tr>
<tr>
<td>Falcon Heights</td>
<td>24</td>
<td>26</td>
<td>26.33</td>
<td>28</td>
<td>23.67</td>
<td>30</td>
<td>29</td>
<td>26.55 / 24.82</td>
</tr>
<tr>
<td>Harambee</td>
<td>21.5</td>
<td>17.67</td>
<td>19.5</td>
<td>24.5</td>
<td>27.33</td>
<td>32</td>
<td>29</td>
<td>23.23 / 23.79</td>
</tr>
<tr>
<td>Little Canada</td>
<td>20.6</td>
<td>20.44</td>
<td>22.29</td>
<td>27.67</td>
<td>26.67</td>
<td>24</td>
<td>30</td>
<td>23.80 / 23.20</td>
</tr>
<tr>
<td>E.D. Williams</td>
<td>23</td>
<td>23.33</td>
<td>22</td>
<td>27</td>
<td>26.5</td>
<td>25.6</td>
<td>26.4</td>
<td>24.56 / 25.39</td>
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<tr>
<td>Parkview</td>
<td>18.75</td>
<td>24.33</td>
<td>28.33</td>
<td>27.67</td>
<td>29.33</td>
<td>29.33</td>
<td>29.67</td>
<td>26.41 / 27.14</td>
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<tr>
<td>District</td>
<td>20.93</td>
<td>21.7</td>
<td>24.09</td>
<td>25.81</td>
<td>26.6</td>
<td>26.9</td>
<td>27.95</td>
<td>24.40 / 24.08</td>
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## Average Class Size Grades 7-8

<table>
<thead>
<tr>
<th>Class</th>
<th># of Sections</th>
<th>Range</th>
<th>Average 2019</th>
<th>Average 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>35</td>
<td>22-35</td>
<td>31.03</td>
<td>29.18</td>
</tr>
<tr>
<td>Math</td>
<td>35</td>
<td>21-37</td>
<td>30.66</td>
<td>28.75</td>
</tr>
<tr>
<td>Science</td>
<td>35</td>
<td>25-35</td>
<td>29.34</td>
<td>31.59</td>
</tr>
<tr>
<td>Social Studies</td>
<td>35</td>
<td>22-35</td>
<td>30.97</td>
<td>31.50</td>
</tr>
<tr>
<td>Electives</td>
<td>105</td>
<td>22-38</td>
<td>30.99</td>
<td>29.11</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>245</strong></td>
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<td><strong>30.96</strong></td>
<td><strong>29.73</strong></td>
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## Average Class Size Grades 9-12

<table>
<thead>
<tr>
<th>Class</th>
<th># of Sections</th>
<th>Range</th>
<th>Average 2019</th>
<th>Average 2018</th>
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</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>44</td>
<td>19-37</td>
<td>31.95</td>
<td>30.65</td>
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<tr>
<td>Math</td>
<td>50</td>
<td>16-37</td>
<td>32.10</td>
<td>29.17</td>
</tr>
<tr>
<td>Science</td>
<td>46</td>
<td>11-36</td>
<td>29.91</td>
<td>30.10</td>
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<tr>
<td>Social Studies</td>
<td>52</td>
<td>19-36</td>
<td>31.83</td>
<td>32.05</td>
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<tr>
<td>Electives</td>
<td>100</td>
<td>6-38</td>
<td>31.22</td>
<td>28.96</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>31.38</strong></td>
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### Roseville vs. ECSU Class Size

#### Elementary

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<th>Year</th>
<th>Grade</th>
<th>ECSU</th>
<th>Roseville</th>
<th>ECSU</th>
<th>Roseville</th>
<th>ECSU</th>
<th>Roseville</th>
<th>ECSU</th>
<th>Roseville</th>
<th>ECSU</th>
<th>Roseville</th>
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<tbody>
<tr>
<td>2015-16</td>
<td>1st Grade</td>
<td>22.2</td>
<td>22.3</td>
<td>22.1</td>
<td>20.9</td>
<td>21.8</td>
<td>21.73</td>
<td>22.1</td>
<td>21.88</td>
<td>21.73</td>
<td>22.8</td>
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<td>2016-17</td>
<td>2nd Grade</td>
<td>23.4</td>
<td>23.23</td>
<td>23.6</td>
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<td>23.83</td>
<td>23.4</td>
<td>23.71</td>
<td>23.46</td>
<td>23.05</td>
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<td>2017-18</td>
<td>3rd Grade</td>
<td>24.3</td>
<td>24.15</td>
<td>24.6</td>
<td>26.3</td>
<td>24.5</td>
<td>25.23</td>
<td>24.2</td>
<td>23.74</td>
<td>24.4</td>
<td>24.79</td>
</tr>
<tr>
<td>2018-19</td>
<td>4th Grade</td>
<td>25.5</td>
<td>26.23</td>
<td>25.6</td>
<td>28.0</td>
<td>25.9</td>
<td>26.10</td>
<td>25.6</td>
<td>26.04</td>
<td>25.63</td>
<td>27.3</td>
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<tr>
<td>2021-22</td>
<td>Combo or Ungraded</td>
<td>25.1</td>
<td>28</td>
<td>25.8</td>
<td>26.5</td>
<td>24.7</td>
<td>23.75</td>
<td>24.9</td>
<td>24.00</td>
<td>24.18</td>
<td>25.86</td>
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#### Middle School

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<th>Year</th>
<th>Subject</th>
<th>ECSU</th>
<th>Roseville</th>
<th>ECSU</th>
<th>Roseville</th>
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<th>Roseville</th>
<th>ECSU</th>
<th>Roseville</th>
<th>ECSU</th>
<th>Roseville</th>
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</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>Art</td>
<td>27.9</td>
<td>27.00</td>
<td>27.5</td>
<td>28.38</td>
<td>28.8</td>
<td>29.38</td>
<td>28.14</td>
<td>30.33</td>
<td>30.11</td>
<td>27.50</td>
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<tr>
<td>2015-16</td>
<td>FACS</td>
<td>27.8</td>
<td>26.09</td>
<td>27.9</td>
<td>27.00</td>
<td>29.2</td>
<td>28.67</td>
<td>28.03</td>
<td>29.90</td>
<td>31.05</td>
<td>27.50</td>
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<tr>
<td>2016-17</td>
<td>Health Education</td>
<td>28.2</td>
<td>27.64</td>
<td>28.3</td>
<td>29.00</td>
<td>27.7</td>
<td>29.64</td>
<td>28.38</td>
<td>29.83</td>
<td>30.12</td>
<td>30.11</td>
</tr>
<tr>
<td>2017-18</td>
<td>Language Arts/English</td>
<td>26.1</td>
<td>27.50</td>
<td>26.1</td>
<td>28.00</td>
<td>25.9</td>
<td>29.62</td>
<td>26.64</td>
<td>30.66</td>
<td>32.80</td>
<td>28.97</td>
</tr>
<tr>
<td>2019-20</td>
<td>Music</td>
<td>31.1</td>
<td>29.17</td>
<td>31.3</td>
<td>23.29</td>
<td>32.3</td>
<td>23.86</td>
<td>32.41</td>
<td>25.53</td>
<td>31.47</td>
<td>23.20</td>
</tr>
<tr>
<td>2020-21</td>
<td>Physical Education</td>
<td>29.5</td>
<td>31.39</td>
<td>29.0</td>
<td>30.57</td>
<td>30.2</td>
<td>33.51</td>
<td>30.22</td>
<td>33.45</td>
<td>31.12</td>
<td>31.16</td>
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<tr>
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## Roseville vs. ECSU Class Size

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### Questions

1. **What is the average class size for each subject in Roseville High School over the years?**
2. **How does the class size for the same subjects compare between ECSU and Roseville High School?**
3. **Which subject shows the largest variation in class size across the years?**
4. **What subject shows the smallest variation in class size across the years?**
### 2019 Average Class Size

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<td>2</td>
<td>35</td>
<td>35</td>
<td>26.66</td>
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<td>French III A</td>
<td>1</td>
<td>35</td>
<td>35</td>
<td>26</td>
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<tr>
<td>French IV/V A</td>
<td>2</td>
<td>7-16</td>
<td>11.5</td>
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<td>Spanish I A</td>
<td>4</td>
<td>30-34</td>
<td>31.75</td>
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<td>6</td>
<td>27-36</td>
<td>32.33</td>
<td>30.38</td>
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<tr>
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<td>27.75</td>
<td>33.33</td>
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<tr>
<td>Spanish – C5</td>
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<td>30</td>
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<td>FACS</td>
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<td>22-36</td>
<td>31.67</td>
<td>29.67</td>
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<tr>
<td>IT</td>
<td>19</td>
<td>6-36</td>
<td>27.11</td>
<td>23.53</td>
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<tr>
<td>Business Ed</td>
<td>8</td>
<td>24-35</td>
<td>31</td>
<td>27.86</td>
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<td><strong>292</strong></td>
<td></td>
<td><strong>31.38</strong></td>
<td><strong>30.02</strong></td>
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</tbody>
</table>
Demographic Report

Sections

1. Ethnicity
2. English Learners
3. Educational Benefits Participation (formerly Free/Reduced Price Meals)
Data Source Notes

• Ethnicity and English Learner (EL) data comes from the Home Language Report in the September 25 MARSS submission. The September MARSS submission totals differ from the annual October 1 Enrollment Report, which is pulled directly from the Synergy student information system.

• Educational Benefits Participation data comes from the Compensatory Revenue Report edited on October 3.
**Ethnic Composition**

District Enrollment: 7,521

- **White**: 3185 (42%)
- **Asian**: 1440 (19%)
- **Hispanic**: 1096 (15%)
- **Black**: 1254 (17%)
- **White**: 3185 (42%)
- **Asian**: 1440 (19%)
- **Hispanic**: 1096 (15%)
- **Black**: 1254 (17%)
- **Multiracial**: 519 (7%)
- **American Indian**: 27 (<1%)

*Includes Harambee for 2014-15 and beyond*

---

**District Enrollment by Ethnicity**

- **White**
- **Asian**
- **Black**
- **Hispanic**
- **Multiracial**
- **American Indian**

MARSS Data 9-25-19

*Includes Harambee for 2014-15 and beyond*
### Enrollment by Ethnicity

<table>
<thead>
<tr>
<th>Year</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Black</th>
<th>Multi-Racial</th>
<th>White</th>
<th>Students of Color</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>99-00</td>
<td>48</td>
<td>0.7%</td>
<td>629</td>
<td>9.6%</td>
<td>366</td>
<td>5.6%</td>
<td>1,187</td>
<td>6,574</td>
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<tr>
<td>00-01</td>
<td>50</td>
<td>0.8%</td>
<td>679</td>
<td>10.4%</td>
<td>423</td>
<td>6.5%</td>
<td>1,339</td>
<td>6,561</td>
</tr>
<tr>
<td>01-02</td>
<td>42</td>
<td>0.6%</td>
<td>735</td>
<td>11.2%</td>
<td>463</td>
<td>7.1%</td>
<td>1,449</td>
<td>6,558</td>
</tr>
<tr>
<td>02-03</td>
<td>39</td>
<td>0.5%</td>
<td>732</td>
<td>11.3%</td>
<td>512</td>
<td>8.0%</td>
<td>1,541</td>
<td>6,363</td>
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<tr>
<td>03-04</td>
<td>39</td>
<td>0.5%</td>
<td>732</td>
<td>11.3%</td>
<td>549</td>
<td>8.3%</td>
<td>1,629</td>
<td>6,345</td>
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<tr>
<td>04-05</td>
<td>59</td>
<td>0.9%</td>
<td>780</td>
<td>12.3%</td>
<td>359</td>
<td>5.6%</td>
<td>1,825</td>
<td>6,330</td>
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<tr>
<td>05-06</td>
<td>49</td>
<td>0.7%</td>
<td>836</td>
<td>13.1%</td>
<td>324</td>
<td>5.6%</td>
<td>1,944</td>
<td>6,404</td>
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<tr>
<td>06-07</td>
<td>55</td>
<td>1%</td>
<td>968</td>
<td>15.9%</td>
<td>462</td>
<td>7.5%</td>
<td>2,201</td>
<td>6,442</td>
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<tr>
<td>07-08</td>
<td>62</td>
<td>1%</td>
<td>1,047</td>
<td>16%</td>
<td>490</td>
<td>7.5%</td>
<td>2,341</td>
<td>6,513</td>
</tr>
<tr>
<td>08-09</td>
<td>54</td>
<td>0.8%</td>
<td>1,047</td>
<td>16%</td>
<td>490</td>
<td>7.5%</td>
<td>2,341</td>
<td>6,515</td>
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<tr>
<td>09-10</td>
<td>51</td>
<td>0.8%</td>
<td>1,149</td>
<td>17.3%</td>
<td>590</td>
<td>8.9%</td>
<td>2,654</td>
<td>6,627</td>
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<tr>
<td>10-11</td>
<td>49</td>
<td>0.7%</td>
<td>1,270</td>
<td>18.8%</td>
<td>667</td>
<td>9.8%</td>
<td>2,891</td>
<td>6,770</td>
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<tr>
<td>11-12</td>
<td>51</td>
<td>0.7%</td>
<td>1,365</td>
<td>19.9%</td>
<td>669</td>
<td>9.8%</td>
<td>3,049</td>
<td>6,845</td>
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<tr>
<td>12-13</td>
<td>50</td>
<td>0.7%</td>
<td>1,461</td>
<td>20.6%</td>
<td>783</td>
<td>11%</td>
<td>3,367</td>
<td>7,095</td>
</tr>
<tr>
<td>13-14</td>
<td>54</td>
<td>0.8%</td>
<td>1,572</td>
<td>20.9%</td>
<td>905</td>
<td>12%</td>
<td>3,768</td>
<td>7,525</td>
</tr>
<tr>
<td>14-15*</td>
<td>51</td>
<td>0.7%</td>
<td>1,623</td>
<td>21.3%</td>
<td>953</td>
<td>13%</td>
<td>4,085</td>
<td>7,547</td>
</tr>
<tr>
<td>15-16*</td>
<td>56</td>
<td>0.7%</td>
<td>1,624</td>
<td>21.2%</td>
<td>954</td>
<td>12.6%</td>
<td>4,123</td>
<td>7,649</td>
</tr>
<tr>
<td>16-17*</td>
<td>124</td>
<td>1.6%</td>
<td>1,635</td>
<td>21.2%</td>
<td>1,009</td>
<td>13.1%</td>
<td>4,269</td>
<td>7,709</td>
</tr>
<tr>
<td>17-18*</td>
<td>27</td>
<td>&lt;1%</td>
<td>1,473</td>
<td>19.6%</td>
<td>1,039</td>
<td>13.8%</td>
<td>516</td>
<td>7,530</td>
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<tr>
<td>18-19*</td>
<td>27</td>
<td>&lt;1%</td>
<td>1,440</td>
<td>19.1%</td>
<td>1,096</td>
<td>14.6%</td>
<td>519</td>
<td>7,521</td>
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</table>

*Includes Harambee Elementary

MARSS Data 9-25-19

### Ethnicity by Building

<table>
<thead>
<tr>
<th>Building</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Black</th>
<th>Multi-Racial</th>
<th>White</th>
<th>Total Enrolled</th>
<th>% of Students of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brimhall</td>
<td>&lt;10</td>
<td>86</td>
<td>14.1%</td>
<td>64</td>
<td>10.5%</td>
<td>90</td>
<td>14.8%</td>
<td>397</td>
</tr>
<tr>
<td>Central Park</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>133</td>
<td>31.7%</td>
<td>58</td>
<td>13.8%</td>
<td>437</td>
</tr>
<tr>
<td>Edgerton</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>219</td>
<td>45.5%</td>
<td>67</td>
<td>13.9%</td>
<td>347</td>
</tr>
<tr>
<td>Falcon Heights</td>
<td>&lt;10</td>
<td>33</td>
<td>6.2%</td>
<td>6.6</td>
<td>6.6%</td>
<td>70</td>
<td>13.2%</td>
<td>343</td>
</tr>
<tr>
<td>Harambee</td>
<td>&lt;10</td>
<td>62</td>
<td>20.3%</td>
<td>46</td>
<td>15%</td>
<td>103</td>
<td>33.7%</td>
<td>370</td>
</tr>
<tr>
<td>Little Canada</td>
<td>&lt;10</td>
<td>98</td>
<td>16.6%</td>
<td>218</td>
<td>36.8%</td>
<td>82</td>
<td>13.9%</td>
<td>357</td>
</tr>
<tr>
<td>E.D. Williams</td>
<td>&lt;10</td>
<td>34</td>
<td>7.8%</td>
<td>53</td>
<td>12.1%</td>
<td>47</td>
<td>10.8%</td>
<td>255</td>
</tr>
<tr>
<td>Parkview</td>
<td>&lt;10</td>
<td>95</td>
<td>12.7%</td>
<td>46</td>
<td>6.1%</td>
<td>119</td>
<td>15.9%</td>
<td>359</td>
</tr>
<tr>
<td>RAMS</td>
<td>&lt;10</td>
<td>185</td>
<td>19.1%</td>
<td>166</td>
<td>16%</td>
<td>66</td>
<td>6.8%</td>
<td>393</td>
</tr>
<tr>
<td>RAHS</td>
<td>0</td>
<td>170</td>
<td>20.8%</td>
<td>321</td>
<td>13.7%</td>
<td>152</td>
<td>50.9%</td>
<td>1031</td>
</tr>
<tr>
<td>FAHS</td>
<td>&lt;10</td>
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<td>6.3%</td>
<td>22</td>
<td>28.6%</td>
<td>16</td>
<td>20.1%</td>
<td>107</td>
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<tr>
<td>Total</td>
<td>27</td>
<td>1440</td>
<td>19.1%</td>
<td>1096</td>
<td>14.6%</td>
<td>1254</td>
<td>16.7%</td>
<td>3185</td>
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</table>

MARSS Data 9-25-19
Students of Color
Elementary vs. Secondary Trend

MARSS Data 9-25-19

Elementary
Secondary

0% 10% 20% 30% 40% 50% 60% 70%


Surrounding District Ethnicity Rates

Source: MDE Report Card (totals based on October 1, 2018 counts)
English Learners (ELs)

English Learners Enrollment

MARSS Data 9-25-19
Roseville Area Schools: Languages

All 7,521 Students

75 Languages other than English spoken at home: 2,343 students (31%)

1,125 EL students served (15%)

Top Languages Other Than English Spoken at Home

<table>
<thead>
<tr>
<th>Language</th>
<th>Total Students 2,343</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>733 (31.3%)</td>
</tr>
<tr>
<td>Hmong</td>
<td>382 (16.3%)</td>
</tr>
<tr>
<td>Karen</td>
<td>257 (11.0%)</td>
</tr>
<tr>
<td>Somali</td>
<td>242 (10.3%)</td>
</tr>
<tr>
<td>Nepali</td>
<td>196 (8.4%)</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>82 (3.5%)</td>
</tr>
<tr>
<td>Oromo (Ethiopia)</td>
<td>77 (3.3%)</td>
</tr>
<tr>
<td>Arabic</td>
<td>57 (2.4%)</td>
</tr>
<tr>
<td>Chinese</td>
<td>56 (2.4%)</td>
</tr>
<tr>
<td>Amharic (Ethiopia)</td>
<td>43 (1.8%)</td>
</tr>
</tbody>
</table>

Top Ten Home Languages Among EL Students

<table>
<thead>
<tr>
<th>Language</th>
<th>EL 1,125</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>385 (34.2%)</td>
</tr>
<tr>
<td>Hmong</td>
<td>147 (13.1%)</td>
</tr>
<tr>
<td>Karen</td>
<td>139 (12.4%)</td>
</tr>
<tr>
<td>Nepali</td>
<td>119 (10.6%)</td>
</tr>
<tr>
<td>Somali</td>
<td>110 (9.8%)</td>
</tr>
<tr>
<td>Oromo (Ethiopia)</td>
<td>38 (3.4%)</td>
</tr>
<tr>
<td>Arabic</td>
<td>24 (2.1%)</td>
</tr>
<tr>
<td>Amharic (Ethiopia)</td>
<td>23 (2.0%)</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>21 (1.9%)</td>
</tr>
<tr>
<td>Burmese</td>
<td>14 (1.2%)</td>
</tr>
</tbody>
</table>

MARSS Data 9-25-19
<table>
<thead>
<tr>
<th>Language</th>
<th>2019-20</th>
<th>2018-19</th>
<th>2017-18</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>5158</td>
<td>5232</td>
<td>5391</td>
<td>5373</td>
</tr>
<tr>
<td>Hmong</td>
<td>296</td>
<td>404</td>
<td>415</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>667</td>
<td>609</td>
<td>601</td>
<td></td>
</tr>
<tr>
<td>Karen (including Karen, Pwo and Karen, S’gaw)</td>
<td>247</td>
<td>174</td>
<td>280</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>56</td>
<td>60</td>
<td>68</td>
<td>73</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>82</td>
<td>81</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>Korean</td>
<td>32</td>
<td>39</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Somali</td>
<td>242</td>
<td>225</td>
<td>225</td>
<td>225</td>
</tr>
<tr>
<td>Arabic</td>
<td>57</td>
<td>55</td>
<td>57</td>
<td>71</td>
</tr>
<tr>
<td>Burmese</td>
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<td>34</td>
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<td>11</td>
</tr>
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<td>Hindi</td>
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<td>13</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Nepali</td>
<td>196</td>
<td>161</td>
<td>152</td>
<td></td>
</tr>
<tr>
<td>Cambodian, Khmer</td>
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<td>9</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>French</td>
<td>13</td>
<td>10</td>
<td>10</td>
<td>+10</td>
</tr>
<tr>
<td>Oromo   (Ethiopia, Somali)</td>
<td>77</td>
<td>80</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Swahili</td>
<td>25</td>
<td>21</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Amharic (Ethiopia)</td>
<td>43</td>
<td>38</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>English, Creolized</td>
<td>10</td>
<td>12</td>
<td>+10</td>
<td>+10</td>
</tr>
<tr>
<td>Cebuano</td>
<td>+10</td>
<td>7</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Afroasiatic, Albanian, Arabic, Sanskrit, Bengali, Basque, Bulgarian, Church Slavonic, Czech, Dutch, Finnish, French, German, Greek, Hungarian, Italian, Japanese, Korean, Latvian, Lithuanian, Macedonian, Malay, Malagasy, Maltese, Maori, Ojibwa, Orma, Pashto, Punjabi, Portuguese, Rajasthani, Russian, Sanskrit, Sign Language, Sinhalese, Tamil, Telugu, Thai, Turkish, Ukrainian, Urdu, Wolof, Wolaytta, Yoruba. (Bold are new languages in 19-20)

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Home Languages Spoken

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Educational Benefits Participation

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MARSS Data 9-25-19
Educational Benefits

School Trend

Questions
Background:

Jake Von De Linde, director of teaching and learning, and Kristina Robertson, English Learner administrator, will present and review growth results from the 2019 Minnesota Comprehensive Assessments, FASTBridge and ACCESS tests.

Recommendation:

_____ Action Required  _____ XX  Informational – No Board Action Requested
2019 Testing Growth Report

Changing Demographics

Percent of Students who Qualify FRP

<table>
<thead>
<tr>
<th>Year</th>
<th>MN</th>
<th>ISD 623</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>28%</td>
<td>44%</td>
</tr>
<tr>
<td>2006-07</td>
<td>31%</td>
<td>48%</td>
</tr>
<tr>
<td>2013-14</td>
<td>35%</td>
<td>43%</td>
</tr>
<tr>
<td>2016-17</td>
<td>38%</td>
<td>48%</td>
</tr>
<tr>
<td>2017-18</td>
<td>37%</td>
<td>40%</td>
</tr>
<tr>
<td>2018-19</td>
<td>36%</td>
<td>35%</td>
</tr>
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</table>

Percent of Students who are English Learners

<table>
<thead>
<tr>
<th>Year</th>
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<th>ISD 623</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td>2006-07</td>
<td>7%</td>
<td>15%</td>
</tr>
<tr>
<td>2013-14</td>
<td>8%</td>
<td>15%</td>
</tr>
<tr>
<td>2016-17</td>
<td>8%</td>
<td>15%</td>
</tr>
<tr>
<td>2017-18</td>
<td>8%</td>
<td>15%</td>
</tr>
<tr>
<td>2018-19</td>
<td>8%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Percent of Students of Color

<table>
<thead>
<tr>
<th>Year</th>
<th>MN</th>
<th>ISD 623</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>30%</td>
<td>34%</td>
</tr>
<tr>
<td>2006-07</td>
<td>24%</td>
<td>34%</td>
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<tr>
<td>2013-14</td>
<td>24%</td>
<td>34%</td>
</tr>
<tr>
<td>2016-17</td>
<td>25%</td>
<td>34%</td>
</tr>
<tr>
<td>2017-18</td>
<td>25%</td>
<td>34%</td>
</tr>
<tr>
<td>2018-19</td>
<td>25%</td>
<td>34%</td>
</tr>
</tbody>
</table>
Comparison Districts

Comparison Districts by students who qualify for Free or Reduced Meals, Students of Color, and English Learners

<table>
<thead>
<tr>
<th>District</th>
<th>FRP</th>
<th>Students of Color</th>
<th>EL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloomington</td>
<td>40%</td>
<td>3%</td>
<td>13%</td>
</tr>
<tr>
<td>Barnsville</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>North St. Paul Education Outside</td>
<td>4%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Owosso</td>
<td>5%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Battle Creek</td>
<td>5%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Austin</td>
<td>6%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Inner Grove Heights</td>
<td>6%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>West St. Paul Moundridge</td>
<td>4%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Hoselton</td>
<td>4%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Foley</td>
<td>4%</td>
<td>5%</td>
<td>1%</td>
</tr>
</tbody>
</table>

K-12 Student Population | FRP | Students of Color | EL |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3,800</td>
<td>36%</td>
<td>45%</td>
<td>7%</td>
</tr>
</tbody>
</table>

MCA Math Growth
MCA Math Growth
District and State

MCA Math Growth- ISD 623 Compared to Statewide Average

MCA Math Growth by Grade
District and State

MCA Math Growth by Grade Level- ISD 623 Compared to Statewide Average
**MCA Math Growth by Grade**

**MCA Math Growth by Grade Level - 3 Year Trend**

**MCA Math Growth by Race/Ethnicity**

**MCA Math Growth by Race/Ethnicity - 3 Year Trend**

<table>
<thead>
<tr>
<th>Student Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian - 9th</td>
</tr>
</tbody>
</table>
MCA Math Growth by Building

MCA Math Growth by Building - Parkview, RAMS, and RAHS - 3 Year Trend

MCA Math Growth by Comparison Districts

MCA Math Growth by District
MCA Math Growth Summary

Compared to State
• High growth at the state level has steadily declined since 2014-15 at the same time low growth has increased. Proficiency at the state level was down 2 percentage points this year.
• From the previous year Roseville Area Schools increased high growth while low growth decreased slightly, however we saw a slight dip in our proficiency percentage but not as much as the state.

Grade Levels
• Roseville had more high growth than the state in grades 4, 5, 6, & 11.
• Compared to last year there was more high growth in grades 4, 6, and 7, yet only grade 6 and 7 increased proficiency.
• Steady decline in low growth for grade 6 and 8, while there was a steady increase in low growth for grade 11.

Student Groups
• Asian, black, and multi-racial students increased in high growth, which corresponded to an increase in proficiency.
• Steady decline in low growth for Asian and black students.
• Increase in high growth for English Learners, students who qualify for free or reduced meals, gifted, and homeless students over the previous year.
• Decrease in low growth for students who qualify for free or reduced meals over the 3 year trend.

Buildings
• Central Park, Edgerton, Little Canada, Harambee, Parkview, and RAMS increased high growth over the previous year.
• Harambee, Edgerton, and RAMS increased proficiency, corresponding with an increase in high growth and decreased low growth.

Comparable Districts
• Roseville has higher high growth than most of our comparison districts, and lower low growth than most.
MCA Reading Growth

District and State
MCA Reading Growth by Race/Ethnicity

MCA Reading Growth by Race/Ethnicity - 3 Years of Data

Student Count
American Indian - 9*  Asian - 533  Hispanic - 365  Black - 399  White - 1,150

MCA Reading Growth by Special Populations

MCA Reading Growth by Special Populations - 3 Years of Data

Student Count
SIEP - 486  EL - 614  FRP - 1,468  GT - 388  Homeless - 57
MCA Reading Growth by Comparison Districts

Compared to State
- The state has shown a steady decline in high growth since 2014-15.
- From the previous year Roseville decreased in high growth and increased in medium and low growth.
- Both Roseville and the state showed slight declines in proficiency.

Grade levels
- Grades 4, 5, 6, and 8 had more high growth and less low growth than the state.
- Grade 4 saw an increase in high growth and a decrease in low growth over the previous year. Grade 4 has a positive trend of increased high growth and decreased low growth over the past 3 years.
- Grades 4, 7, 8, and 10 increased proficiency from the previous year.
- Grade 7 has shown a steady decrease in low growth.
MCA Reading Proficiency Summary

Student Groups
- High growth increased for black students while low growth has decreased steadily for both black and multi-racial students.
- Decreases in low growth for students who have an IEP, English Learners, students who qualify for free or reduced meals, and homeless students.
- From the previous year Asian, black, multi-racial, and English Learner students all saw proficiency increases.

Buildings
- High growth increased at Edgerton and low growth decreased at Brimhall, Edgerton, and Little Canada. Little Canada saw a proficiency increase.
- RAHS increased in low growth and decreased in high growth, yet proficiency increased from the previous year.
- RAMS proficiency increased while medium growth increased, high growth decreased, and low growth was even.

Comparable Districts
- Roseville has higher high growth and lower low growth than 7 of our comparable districts.

FASTBridge Growth Data
FASTBridge Growth Summary

Early Reading
- District-wide aggressive growth declined and typical growth increased. We still see more aggressive growth than a typical district.
- Brimhall, Edgerton, Emmet D. Williams, and Parkview had higher aggressive growth than typical schools.
- Flat growth decreased at Emmet D. Williams, Falcon Heights, and Little Canada.
- Most student groups by race/ethnicity increased in typical growth.

CBM Reading
- Aggressive growth decreased from the previous year but was higher than 2015-16.
- We see more aggressive growth in Roseville than a typical district.
- Typical growth increased and flat growth decreased at most sites.
- Hispanic students saw an increase in aggressive growth over the previous year.
- Each student group by race/ethnicity increased in typical growth and decreased in flat growth from the previous year.

ACCESS Testing Data
ACCESS Growth Summary

Criteria Met
• Minnesota North Star accountability requirement
• EL students measured over a number of years to reach proficiency
• Measurement looks at how many students met their target
• District performed above the state and 7 comparable districts

Progress Index Growth
• Percent of how much progress a student made over the year toward their growth target
• Roseville performed above the state and 7 comparable districts
Agenda Topic: Facilities Update
Meeting Date: October 22, 2019
Contact Person: Shari Thompson

Background:

Director of Business Services Shari Thompson will provide updates on the construction projects, including an update on the recent public meeting on October 22nd and a follow-up community meeting to be held on November 4th for questions/concerns regarding the Fairview site and new construction.

Recommendation:

_____ Action Required       XX  Informational – No Board Action Requested
Agenda Item:  6d
Meeting Date:  October 22, 2019
Contact Person:  Shari Thompson

Background:

The fieldwork for the 2018-19 audit is complete. There are a few unresolved items that we plan to have cleared up by the end of the week. We plan to bring the final audit to the board at the November 12 meeting.

The expenses and revenue reports for 2019-20 through the month of September compare expenses and revenues to those of last year at this time. The month of September is the first month to reflect salary payments to all employees. Staff insurance benefits are expensed only during October – May, so these expenses will appear low or nonexistent until the reporting through October 31.

The October 1 enrollment was 68 students higher than the number we estimated for budgeting. The elementary enrollment was 60 students lower than anticipated and the secondary enrollment was 128 students higher than projected. The number of students who transfer in and out of the district during the school year will impact the bottom line of revenue. We closely track the mobility and any attrition during the year. This will be taken into account when revising the current year budget beginning in late November.

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

Recommendation:

_____  Action Required  
XX  Informational – No Board Action Requested
Agenda Topic: Policy 432: Tobacco Free Environment (revised) First Reading
Meeting Date: October 22, 2019
Contact Person: Dr. Jenny Loeck

Background:

Dr. Jenny Loeck, assistant superintendent, will present suggested revisions to Policy 432: Tobacco Free Environment as a first reading. This policy is being reviewed due to statutory changes enacted through the 2019 legislative session.

Recommendation:

Action Required: XX Informational – No Board Action Requested
Policy 432 - Tobacco Free Environment: Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices

1.0 Purpose

The purpose of this policy is to maintain learning and working environments that are tobacco free.

2.0 In accordance with the Minnesota Clean Indoor Air Act and MN Statute 144.417, Roseville Area Schools shall be tobacco-free in district buildings, vehicles, and grounds for students, staff, and visitors. This includes all school district property and all off-campus events sponsored by the district.

2.1 Tobacco-free is defined as free of all tobacco and tobacco-related products (including electronic cigarettes delivery devices) whether intended to be smoked, chewed, inhaled, or otherwise ingested.

2.2 Students, staff, administrators or other school personnel will not solicit or accept any contributions, gifts of money, curricula, materials, or equipment from companies that directly manufacture or are identified with tobacco products, devices, or electronic cigarettes delivery devices. This includes but is not limited to donations, monies for scholarships, equipment, uniforms, and sports and/or training facilities. The school district will not promote or allow promotion of tobacco products or e-cigarettes electronic delivery devices on school property or at school-sponsored events.

3.0 All individuals on school premises shall adhere to this policy.

4.0 Violations of policy

4.1 Action taken for student violations of this policy will be in accordance with District 623 Policy 520 – Student Discipline.

4.2 Action taken for staff violations of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.

4.3 Violations by visitors, adult students, or community members will be addressed by the building administrator in accordance with M.S. 144.416 subd. 2b. Specifically, individuals in violation of the policy may be asked to leave the premises. Building or district administrators may call the local law enforcement agency to assist with enforcement of this policy.

4.4 According to M.S. 144.417 violators who refuse to comply with directives by a building administrator may be charged with a petty misdemeanor.
4.5 A violation of this policy does not occur when a member of an Native American Indian tribe (as defined in Minnesota Statute 144.4167, subd. 2) lights tobacco on school property as a part of a traditional spiritual or cultural ceremony.

Adopted: 09/27/79
Revised: 06/22/99
Revised: 09/25/12
Revised: 11/24/15
Policy 432 - Tobacco Free Environment

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Policy 432 - Tobacco Free Environment (revised)

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Adopted: 09/27/79
Revised: 06/22/99
Revised: 09/25/12
Revised: 11/24/15
Background:

Dr. Alecia Mobley, director of student services, will present suggested revisions to Policy 420: Mandated Reporting of Child Abuse or Neglect as a first reading. This policy is being reviewed due to statutory changes enacted through the 2019 legislative session.

Recommendation:

_____  Action Required  XX  Informational – No Board Action Requested
Policy 420 – Mandated Reporting of Child Abuse or Neglect

1.0 Purpose

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

2.0 General Statement of Policy

2.1 It is the policy of the school district to fully comply with Minnesota Statute § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.

2.2 A violation of this policy shall occur when any school personnel fail to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

3.0 Definitions

3.1 “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:

3.1.1 is not likely to occur and could not have been prevented by exercise of due care; and

3.1.2 if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.

3.2 “Child” means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).

3.3 “Immediately” means as soon as possible but in no event longer than 24 hours.

3.4 “Mandated Reporters” means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.

3.5 “Neglect” means the commission and/or omission of any of the acts below other than by accidental means:

3.5.1 Failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health care, medical care or other care required for the child’s physical or mental health when reasonably able to
do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a medical provider authorized to diagnose, and is due to parental neglect;

3.5.2 Failure to protect a child from conditions or actions that imminently and seriously endanger the child’s physical or mental health when reasonably able to do so;

3.5.3 Failure to ensure that a child is educated in accordance with state law, which does not include a parent’s refusal to provide the parent’s child with sympathomimetic medications;

3.5.4 Failure to provide for the necessary supervision or child care arrangements appropriate for a child after considering factors such as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child’s own basic needs or safety, or the basic needs/safety of another child in their care;

3.5.5 prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child’s birth, or medical effects or developmental delays during the child’s first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;

3.5.6 medical neglect as defined by Minn. Stat. § 260C.007, Subd. 4, Clause (5);

3.5.7 Chronic and severe use of alcohol or a controlled substance by the parent or person responsible for care of the child that adversely affects the child’s basic needs and safety; or

3.5.8 Emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child’s behavior, emotional response, or cognition, that is not within the normal range for the child’s age and stage of development, with due regard to the child’s culture.

“Neglect” does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child’s care in good faith has selected such means for treatment or care of disease except where the lack of medical care may cause serious danger to the child’s health.

3.6 “Nonmaltreatment mistake” means: (1) at the time of the incident, the individual was performing duties identified in the center’s child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with
remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition applies to child care centers licensed under Minn. Rules Ch. 9503.

3.7 “Physical Abuse” means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child’s care other than by accidental means, or any physical or mental injury that cannot reasonably be explained by the child’s history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized in Minn. Stat. § 125.0942 or 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian, which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following:

3.7.1 Throwing, kicking, burning, biting or cutting a child;

3.7.2 Striking a child with a closed fist;

3.7.3 Shaking a child under the age of three;

3.7.4 Striking or other actions which result in any non-accidental injury to a child under 18 months of age;

3.7.5 Unreasonable interference with a child’s breathing;

3.7.6 Threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6;

3.7.7 Striking a child under age one on the face or head;

3.7.8 Striking a child who is at least age one but under age four on the face or head, which results in an injury;

3.7.9 Purposely giving a child poison, alcohol, or dangerous, harmful or controlled substances which are not prescribed for the child by a practitioner, in order to control or punish the child, or other substances that substantially affect the child’s behavior, motor coordination, or judgment or that results in sickness or internal injury or subjects the child to medical procedures that would be unnecessary if the child were not exposed to the substances;

3.7.10 Unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379, including but not limited to tying, caging, or chaining;
3.7.11 In a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

3.8 "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.

3.9 "Mental Injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

3.10 "School Personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.

3.11 "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a current or recent position of authority (as defined in Minn. Stat. § 609.341, Subd. 10), to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).

3.12 “Threatened Injury” means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child’s care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

3.13 "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching and coaching.
4.0 Reporting Procedures

4.1 A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, tribal social services, or tribal police department or agency responsible for assisting or investigating maltreatment. The reporter will include his or her name and address in the report.

4.1.1 The Minnesota Department of Education (MDE) is the agency responsible for assessing or investigating allegations of child maltreatment in schools. Such reports should be made to the MDE or local law enforcement. In addition, such allegations should be reported to the Assistant to the Superintendent.

4.2 If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, Minnesota Department of Education, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and the extent of the abuse or neglect and the name and address of the reporter.

4.3 Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

A mandated reporter who knows or has reason to know of the deprivation of parental rights or kidnapping of a child shall report the information to the local law enforcement agency.

4.4 A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.

4.5 Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter’s employment or the child’s access to school.

4.6 Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney’s fees.

5.0 Investigation
5.1 The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child’s care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child’s care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

5.2 When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

5.3 Except where the alleged perpetrator is believed to be a school official or employee, the time and place and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place and manner of the interview set by school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

5.4 Where the alleged perpetrator is believed to be a school official or employee, the school district shall also conduct its own investigation independent of the local welfare, law enforcement agency, or the Minnesota Department of Education.

5.5 Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

6.0 Maintenance of School Records Concerning Abuse or Potential Abuse
Policy 420 – Mandated Reporting Child Abuse

6.1 When the investigating agency determines that a potentially abused or abused child should be interviewed on school property, written notification of intent to interview the child on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

6.2 All records maintained or derived from abuse or neglect reports from the school or the school district are confidential data. See Regulations 420-R for maintenance procedures.

6.3 Records regarding the report of maltreatment, including any notification of intent to interview which was received by the school as described in subsection 6.1 shall be destroyed only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

7.0 Physical or Sexual Abuse as Sexual Harassment or Violence

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable. See Policy 416.

8.0 Dissemination of Policy and Training

8.1 This policy shall appear in school personnel handbooks.

8.2 The school district will develop a method of discussing this policy with school personnel.

8.3 This policy shall be reviewed regularly for compliance with state law.

Adopted: 2/11/82
Revised: 2/12/02
Revised: 4/13/17
Policy 420 – Mandated Reporting of Child Abuse or Neglect

1.0 Purpose

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

2.0 General Statement of Policy

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3.1.2 if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.

3.2 “Child” means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).

3.3 “Immediately” means as soon as possible but in no event longer than 24 hours.

3.4 “Mandated Reporters” means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.

3.5 “Neglect” means the commission and/or omission of any of the acts below other than by accidental means:

3.5.1 Failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health, or medical care or other care required for the child’s physical or mental health when reasonably able to
do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a medical provider authorized to diagnose, and is due to parental neglect;

3.5.2 Failure to protect a child from conditions or actions that imminently and seriously endanger the child’s physical or mental health when reasonably able to do so;

3.5.3 Failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide the parent's child with sympathomimetic medications;

3.5.4 Failure to provide for the necessary supervision or child care arrangements appropriate for a child after considering factors such as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child’s own basic needs or safety, or the basic needs/safety of another child in their care;

3.5.5 prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child’s birth, or medical effects or developmental delays during the child’s first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;

3.5.6 medical neglect as defined by Minn. Stat. § 260C.007, Subd. 4, Clause (5);

3.5.7 Chronic and severe use of alcohol or a controlled substance by the parent or person responsible for care of the child that adversely affects the child’s basic needs and safety; or

3.5.8 Emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child’s behavior, emotional response, or cognition, that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

“Neglect” does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child’s care in good faith has selected such means for treatment or care of disease except where the lack of medical care may cause serious danger to the child's health.

3.6 “Nonmaltreatment mistake” means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with
remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition applies to child care centers licensed under Minn. Rules Ch. 9503.

3.7 “Physical Abuse” means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child’s care other than by accidental means, or any physical or mental injury that cannot reasonably be explained by the child’s history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized in Minn. Stat. § 125.0942 or 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian, which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following:

3.7.1 Throwing, kicking, burning, biting or cutting a child;

3.7.2 Striking a child with a closed fist;

3.7.3 Shaking a child under the age of three;

3.7.4 Striking or other actions which result in any non-accidental injury to a child under 18 months of age;

3.7.5 Unreasonable interference with a child’s breathing;

3.7.6 Threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6;

3.7.7 Striking a child under age one on the face or head;

3.7.8 Striking a child who is at least age one but under age four on the face or head, which results in an injury;

3.7.9 Purposely giving a child poison, alcohol, or dangerous, harmful or controlled substances which are not prescribed for the child by a practitioner, in order to control or punish the child, or other substances that substantially affect the child’s behavior, motor coordination, or judgment or that results in sickness or internal injury or subjects the child to medical procedures that would be unnecessary if the child were not exposed to the substances;

3.7.10 Unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379, including but not limited to tying, caging, or chaining;
3.7.11 In a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

3.8 "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.

3.9 “Mental Injury” means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

3.10 “School Personnel” means professional employee or professional’s delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.

3.11 "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10), to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).

3.12 “Threatened Injury” means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child’s care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

3.13 "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching and coaching.

4.0 Reporting Procedures
4.1 A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years to the local welfare agency, police department, county sheriff, tribal social services, or tribal police department or agency responsible for assisting or investigating maltreatment. The reporter will include his or her name and address in the report.

4.1.1 The Minnesota Department of Education (MDE) is the agency responsible for assessing or investigating allegations of child maltreatment in schools. Such reports should be made to the MDE or local law enforcement. In addition, such allegations should be reported to the Assistant to the Superintendent.

4.2 If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, Minnesota Department of Education, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and the extent of the abuse or neglect and the name and address of the reporter.

4.3 Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred and may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

A mandated reporter who knows or has reason to know of the deprivation of parental rights or kidnapping of a child shall report the information to the local law enforcement agency.

4.4 A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.

4.5 Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter’s employment or the child’s access to school.

4.6 Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney’s fees.

5.0 Investigation
5.1 The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child’s care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child’s care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

5.2 When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.

5.3 Except where the alleged perpetrator is believed to be a school official or employee, the time and place and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place and manner of the interview set by school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.

5.4 Where the alleged perpetrator is believed to be a school official or employee, the school district shall also conduct its own investigation independent of the local welfare, law enforcement agency, or the Minnesota Department of Education.

5.5 Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

6.0 Maintenance of School Records Concerning Abuse or Potential Abuse
6.1 When the investigating agency determines that a potentially abused or abused child should be interviewed on school property, written notification of intent to interview the child on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.

6.2 All records maintained or derived from abuse or neglect reports from the school or the school district are confidential data. See Regulations 420-R for maintenance procedures.

6.3 Records regarding the report of maltreatment, including any notification of intent to interview which was received by the school as described in subsection 6.1 shall be destroyed only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

7.0 Physical or Sexual Abuse as Sexual Harassment or Violence

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable. See Policy 416.

8.0 Dissemination of Policy and Training

8.1 This policy shall appear in school personnel handbooks.

8.2 The school district will develop a method of discussing this policy with school personnel.

8.3 This policy shall be reviewed regularly for compliance with state law.

Adopted: 2/11/82
Revised: 2/12/02
Revised: 4/13/17
Dr. Alecia Mobley, director of student services, will present suggested revisions to Policy 528: Dispensation of Medication for Students as a first reading. This policy is being reviewed due to statutory changes enacted through the 2019 legislative session.

Recommendation:

_____ Action Required       XX Informational – No Board Action Requested
Policy 528 – Dispensation of Medication for Students

1.0 Purpose

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

2.0 General Statement of Policy

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The district’s licensed school nurse, trained health assistant, or a trained designee of the principal/program administrator will administer prescribed medication, except any form of medical cannabis, in accordance with law and school district procedures.

3.0 Administration of Medication

3.1 The administration of prescription medication or drugs during the school day and out-of-school time programs/activities requires a completed signed request from the student's custodial parent. Parent includes a guardian, surrogate or student 18 years of age or older. An oral request must be reduced to writing within two school days.

3.2 Prescription medication must be brought to school by the custodial parent or guardian in the original containers labeled for the student by a pharmacist in accordance with the law, and must be administered in a manner consistent with the instructions on the label.

3.3 The school nurse will be notified in writing by the custodial parent or guardian when medication must be administered during the school day. A written order signed by a prescribing health professional and the custodial parent or guardian is required for medication prescribed for a period of two weeks or longer. Such orders will be renewed annually and whenever medication, dosage, or administration changes. For medication prescribed for a period of less than two weeks, a written request for administration signed by the custodial parent or guardian is required.

3.4 Upon written recommendation of the prescribing health professional and custodial parent or guardian and consultation of the school nurse, a student may be allowed to self-administer and/or self-carry medication.

3.5 A student in grades 9 - 12 may possess and use nonprescription pain relief medication in a manner consistent with the labeling if the school nurse has received a written authorization from the custodial parent or guardian permitting the student to self-administer and self-carry the medication. Self-carry medications are epi-pens, inhalers, and nonprescription pain relievers. Such authorizations must be renewed...
annually. A student’s privilege to possess and use nonprescription pain relievers may be revoked if it is determined the student is abusing the privilege.

3.6 A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician’s note, or other documentation from a licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

3.7 Medications and medical procedures that can be administered to the student appropriately before or after school will be the responsibility of the custodial parent/guardian or designee.

3.8 Controlled substances prescribed to students must always be kept in a locked cabinet and will never be carried by a student or self-administered.

Adopted: 2/9/88
Revised: 3/8/16
Revised: 9/27/16
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Policy 528 – Dispensation of Medication for Students

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Adopted: 2/9/88
Revised: 3/8/16
Revised: 9/27/16
Background:

The board will discuss proceeding with its annual self-evaluation, including a review of the process, timing and questions.

Recommendation:

______  Action Required  XX  Informational – No Board Action Requested
School Board Self-Evaluation

The school board conducts an annual self-evaluation to ensure its continued improvement. Please provide answers to the following open-ended questions aligned to MSBA's Standards for School Board Leadership.

Responses will be recorded anonymously.

Standard 1: Conduct and Ethics

The school board, as a whole, provides leadership to the community on behalf of the school district by conducting its business in a fair, respectful, legal, and responsible manner.

An effective, high-performing school board strives to meet the following benchmarks:

A. Recognize the school board team consists of school board members and the superintendent and evaluates its performance at least annually.
B. Take full responsibility for its activity and behavior at and away from the school board table.
C. Encourage its members to express their individual opinions, respect others' opinions, and vote according to their convictions.
D. Speak with one voice after reaching a decision.
E. Spend time on board governance work rather than staff work - focuses on the ends not the means.
F. Provide for orientation and ongoing training for all school board members.
G. Follow established policies, including the chain-of-command, by directing people with concerns to the appropriate staff.
H. Set an example of respectful and civil leadership.
1. What is the board doing well in this area?

2. What are opportunities for improvement?

Standard 2: Vision
Standard 2: Vision
The school board, with community input, envisions the educational future of the community and then formulates the goals, defines the outcomes, and sets the course for the school district.

An effective, high-performing school board strives to meet the following benchmarks:

A. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement.
B. Develop a strategic plan which includes well-crafted school district belief statements, mission statement, vision statement, goals, and objectives that enable the school board to evaluate school district performance.
C. Regularly monitor the strategic plan to evaluate progress toward goal achievement and school district success.
D. Ensure that the school district belief statements, mission statement, vision statement, goals, and objectives are reflected in school board policies, mirrored in the budget planning and implementation efforts, and is supported district-wide.
E. Communicate the strategic plan and the progress to the community.

3. What is the board doing well in this area?
4. What are opportunities for improvement?

Standard 3: Structure

The school board, to achieve its vision, establishes organizational and physical structures for student and staff success.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Create organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement.
- B. Advocate and provide for learning through rigorous curriculum, effective technology, and a safe and secure environment.
- C. Select and employ one person – the superintendent – as the school district’s chief executive officer to lead and manage the school district.
- D. Hold the superintendent accountable for school district performance and compliance with written school board policy.
- E. Delegate the authority to the superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.
- F. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the school district while understanding that the day-to-day operations will be conducted by the staff.

5. What is the board doing well in this area?

6. What are opportunities for improvement?

Standard 4: Accountability
Standard 4: Accountability
The school board is accountable to the community for constantly monitoring the conditions affecting the school district as a whole.

An effective, high-performing school board strives to meet the following benchmarks:

A. Recognize the duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended.
B. Evaluate the superintendent’s performance at least annually.
C. Use student achievement data and other indicators when available as the basis for assessing progress toward school district goals and compliance with school board policies and state and federal laws.
D. Recognize the distinction between “monitoring data” (data used by the school board to address accountability) and “management data” (data used by the staff for operations).

7. What is the board doing well in this area?

8. What are opportunities for improvement?

Standard 5: Advocacy and Communication
Standard 5: Advocacy and Communication
The school board advances its vision at the local, regional, state, and national levels.

An effective, high-performing school board strives to meet the following benchmarks:

A. Focus on community-wide concerns and values that best support equity and student achievement rather than being influenced by special interests.
B. Develop communication strategies to build trust between the school board and the superintendent, staff, students, and community.
C. Utilize a public relations strategy that supports the flow of information into and out of the school district.
D. Engage and build relationships with both public and private stakeholders.
E. Advocate on local, state, and national levels.

9. **What is the board doing well in this area?**

10. **What are opportunities for improvement?**
Background:

Roseville Area High School and Concordia Academy are seeking to create a cooperative agreement for girls hockey beginning this school year. Participation has been declining in the youth ranks, and the Raider girls program has struggled to fill a complete roster in recent years. Due to the proximity of Concordia Academy to both Roseville Area High School and Roseville’s hockey arena, both schools feel it would be appropriate to request a cooperative agreement for the girls hockey program.

At least two Concordia Academy students are interested in participating, and the Raider program does not anticipate needing to make any cuts for the upcoming season.

Recommendation:

It is recommended that the board approve the girls hockey cooperative agreement between Roseville Area High School and Concordia Academy.
**Application for Cooperative Sponsorship**

**Deadline:** Not later than 30 days prior to the first day of practice for that sport season.

Please see Bylaw 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) for information regarding required documentation and application procedure.

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

On behalf of the following schools, we hereby apply for cooperative sponsorship of **Girls Hockey** (activity) **(boys' or girls')** (Adapted-CI or PI) beginning with the **2019 - 2020** school year.

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

<table>
<thead>
<tr>
<th>School</th>
<th>Enrollment (9-12)*</th>
<th>City</th>
<th>Administrative Region**</th>
<th>Competitive Section**</th>
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</thead>
<tbody>
<tr>
<td>High School #1:</td>
<td>Roseville Area HS</td>
<td>2,349</td>
<td>Roseville</td>
<td>HAA</td>
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<tr>
<td>High School #2:</td>
<td>Concordia Academy</td>
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<td>High School #3:</td>
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<td>High School #4:</td>
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*Enrollment reported to the State of Minnesota on October 1 of the previous school year. **Current (Number and Class)

1. Do any of the above schools belong to a conference in this activity?  
   ☒ Yes  This application must include a review and comments from the conference(s) of which the schools are members.  
   ☐ No

2. Do any of the above schools currently have a cooperative agreement in this activity?  
   ☒ Yes  An application for dissolution must be submitted for the existing agreement.  
   ☐ No

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

**PLEASE SEE ATTACHMENT**

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

<table>
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<th>School</th>
<th>7th</th>
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<th>9th</th>
<th>10th</th>
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<td>Roseville HS</td>
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5. Team Identification: (Indicate how coopered schools should be identified in tournament programs): **Roseville Area High School**

6. Team Colors: **Black / Silver / White**  
   Team Mascot: **Raiders**

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

**Board of Education (or designee)***

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**Official Action of the MSHSL Board of Directors**

☐ Approved  ☐ Not Approved

**Signature:**

**MSHSL Executive Director**
Girls Hockey Cooperative Agreement Application

Roseville Area High School and Concordia Academy are seeking to create a cooperative agreement for Girls hockey. Roseville, traditionally, has been a very storied program, but currently, the Raiders are struggling to fill a complete roster. Concordia Academy is located just 1.5 miles from Roseville Area High School and 1.8 miles away from Roseville’s hockey arena. With Roseville’s numbers down and Concordia being so close we felt it would be completely appropriate to request a cooperative agreement for our girls’ hockey program. This will help Roseville fill a roster and will create an opportunity for Concordia Academy students to play hockey near their school, without creating a hardship to travel to practice across the metro. We have made it very clear with all parties involved, if we ever get back to cutting because of numbers, we will no longer participate in this cooperative agreement. We do not want to take away opportunities from our own students here at Roseville Area High School.

Last season, Roseville Area High School girls’ program did not make any cuts, we needed every single person who participated in tryouts. Many times, it was a struggle to fill a roster for games. We lost 11 seniors last year and we anticipate only 4 incoming freshmen in our program. In our Roseville youth organization, we have over 18 teams that co-op with St. Paul Highland Capitals to fill rosters and teams. Numbers keep declining in the youth ranks and we are trying to be proactive so that we can field a Varsity and JV team for girls’ hockey.

Thank you for your consideration,


Reed Hornung  
Activities Director  
Roseville Area High School
Agenda Item: 7b

Agenda Topic: Designation of Official Newspaper
Meeting Date: October 22, 2019
Contact Person: Josh Collins

Background:

The district is required to designate an official newspaper for publication of legal notices. The newspaper must have general circulation in the district.

The Roseville Review (Lillie Suburban News) served as the district’s official newspaper for over 30 years, but recently went out of business. Based on coverage and cost, district administration is recommending that the Pioneer Press be designated as the official newspaper for Roseville Area Schools for the remainder of calendar year 2019 and calendar years 2020 and 2021.

Recommendation:

It is recommended that the Pioneer Press be designated as the official newspaper for Roseville Area Schools for the remainder of calendar year 2019 and calendar years 2020 and 2021.

XX Action Required ___ Informational – No Board Action Requested
The Open Meeting Law, Minnesota Statutes section 13D.03, states that any portion of a meeting may be closed to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiations proposals, conducted pursuant to sections 179A.01 to 179A.25. This meeting will be closed for the purpose of considering strategy for labor negotiations with Education Minnesota Roseville.

1. Discussion of Labor Negotiations Strategy