

Work Session will begin 10 minutes after the adjournment of the Business Meeting.

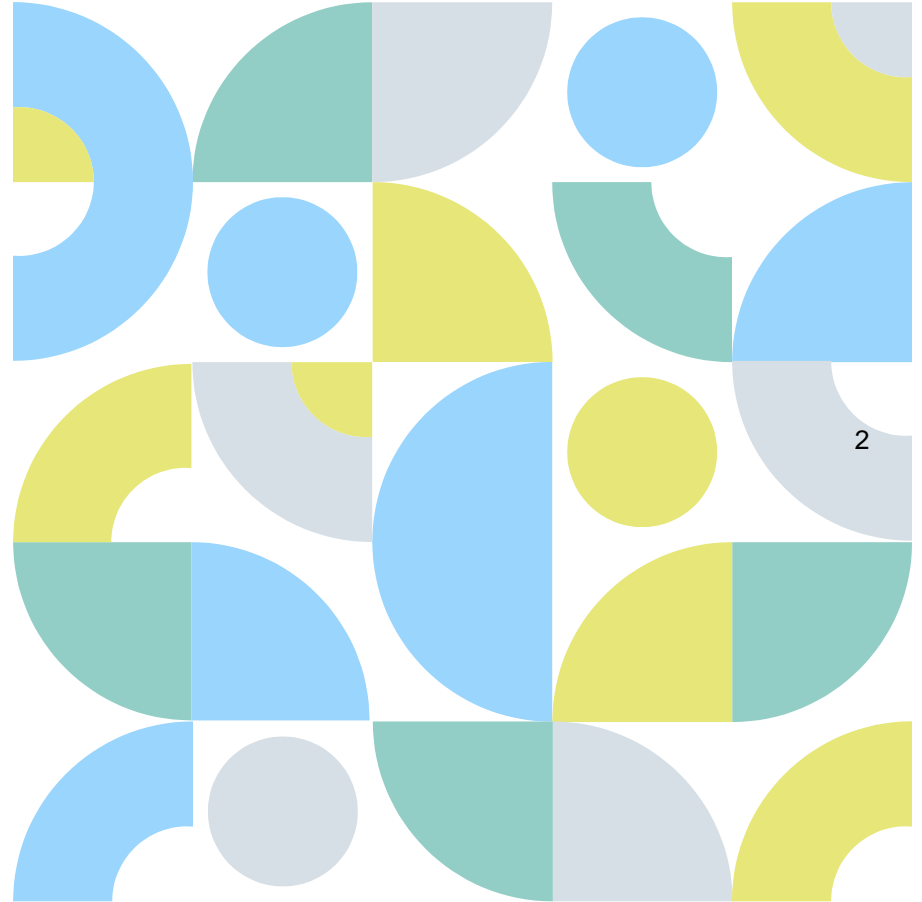
1. In-District Transportation Analysis: CESO 2
 - *Jeff Connell, Executive Director of Facilities, Operations and Transportation*
 - *Mike Archer, Director, Transportation Projects at CESO*
2. Safety: Attendance and Behavior Presentation 17
 - *Robbinsdale Area Schools Staff*
3. Board Topics
 - *Dr. Greta Evans Becker, School Board Chair*
 - A. School Board Norms
 - B. Parking Lot
 - C. Board of Education Priorities/Goals/Evaluation
 - D. National School Board Conferences
4. Other
 - A. School Tours
 - *David Engstrom, Superintendent*



Transportation Insourcing Analysis

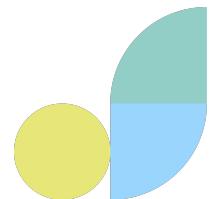
Robbinsdale Area Public Schools

March 6, 2023



Scope of Work

- Preliminary start-up and data collection
- Develop a financial model for current operations
- Develop a comparison model for Owned Transportation Operations
 - Driving Staff
 - Bus Procurement
 - Facilities
 - Maintenance and Repair
 - Office Staff
 - Fuel
 - Insurance
 - Start-up Costs
- Presentation of results



Model Description

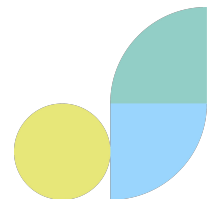
- Evaluate cost by category
 - Each cost related to the operation is isolated and analyzed in one or more hypothetical scenarios
 - Costs added up to establish estimate for operating and capital costs associated with insourcing
- Compare this to closest possible side-by-side within current operations
 - Costs associated with transportation can be compared, or removed from comparison if they do not relate to the segment of service being considered (Special Education, for example)
- Working model
 - Based on feedback from today, adjustments can be made to each of the cost categories

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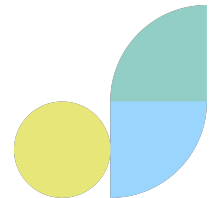
Side-by-Side Comparison

- Estimated total contract for regular education services 23-24 school year
 - Estimated \$4,684,000
 - 64 routes
- Durham contract for special education services
 - Estimated \$2,014,000
- Budget items
 - \$486,000 for driver salaries and benefits
 - \$347,000 for office salaries and benefits
 - \$510,000 for fuel
 - \$123,000 for vehicle repairs and supplies
 - \$181,000 for other - office equipment, software, memberships, facility utilities
- Primary focus of insourced comparison - \$4,684,000



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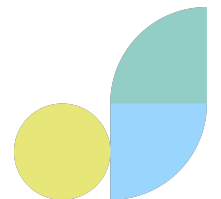
Driver Labor

- 64 Home-to-School Routes
- 10% substitute factor
 - 70 CDL drivers
 - 6 substitute drivers
- 6.5 hours per day average
- Starting wage \$30, wage scale escalation from this starting point
- Benefits included for all route drivers, not to substitute (part-time)



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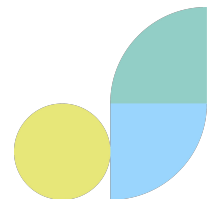
Driver Labor

- Scenario one
 - All drivers enter existing bargaining unit
 - Enter at higher step - will not be competitive at current entry level wage (\$16.74)
 - Estimated total - **\$4,440,000**
- Scenario two
 - New contract for new drivers - 6 hr. minimum with benefits for full-time
 - Estimated total - **\$3,378,000**



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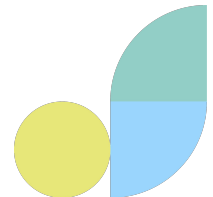
Bus Procurement



- RAS owns 66 buses - 15 mini and 51 full size (71-74 pass.)
 - Average age is 13 years old, nothing newer than 2012
 - Likely all need to be replaced in the next several years, not much salvageable value
 - Need 73 full-size buses at a 10% spare ratio
 - Special education routes require 15 buses for current operation
 - Expect 18-24 months for new bus delivery
- Home to school full size buses
 - New bus = \$130,000
 - Used bus average (2015-2022) = \$80,000
 - 40% new/60% used
 - Cash = \$7,860,000
 - Lease 5-year finance = \$1,731,000 annually
 - 60% new/40% used
 - Cash = \$8,030,000
 - Lease 5-year finance = \$1,766,000 annually
 - 80% new/20% used
 - Cash = \$8,760,000
 - Lease 5-year finance = \$1,926,000 annually

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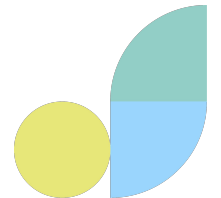
Bus Procurement

- Depreciation as an operating expense
 - Initial bus purchase is a significant capital expense
 - Fleet will immediately require replacement in first few years, especially if buying used equipment
 - Purchasing all new vehicles will cause a replacement bottleneck in 8 years or so
- Depreciation is calculated to be \$393,174
 - This is the operating cost to be compared to existing service model
 - Uses the 60% new/40% used scenario



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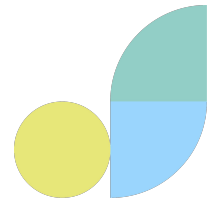
Facilities

- Existing facility is in poor condition
 - Inadequate space to park buses and personal vehicles
 - Inadequate garage bays to bring buses inside for parking/repairs
 - Inadequate office space - driver lounge, offices for non-driving staff
- Contractor is making it work
- Significant capital expenditure and planning must occur
 - CESO recommends this be placed on a facilities plan if decision to self-operate transportation
- For operating expense comparison - existing facilities budget expenditure is continued as-is for this analysis

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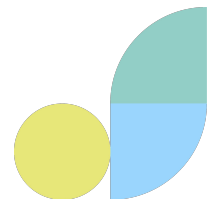
Maintenance and Repair



- A fleet of 73 buses equals 256 “vehicle equivalent units” or VEU
 - One technician can support 100 VEU
 - Staffing needs to be at least three full-time technicians, or two technicians and one supervisor
 - Staffing costs estimated to be \$244,000
- Estimated maintenance costs
 - Calculated by VEU and an estimate for parts and supplies by VEU
 - Annual estimated \$138,000 for a mixture of new and used
 - Estimate goes higher with more used, lower with more new vehicles
 - This is close to the current \$123,000 budgeted for vehicle maintenance

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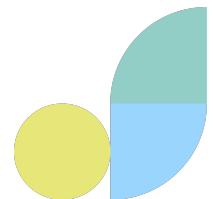
Office Staffing



- Presently operations are managed by a director and two support personnel
- Recommendation is for staff to maintain routing, dispatching, driver supervision, and training
 - Position descriptions can vary and include multiple responsibilities
 - Routers/Dispatchers, Drivers/Trainers, etc...
 - Likely to need approximately two of each - routers, dispatchers, field supervisor or leaders, driver trainers
- Based on salaries for the region, estimate is \$1,016,000 annually for these eight positions in addition to existing office staff
- Our ratios can fluctuate based on complexity in the operation, but generally fall around 50 buses/routes per individual
 - Incrementally, special education routes could be insourced with negligible effect on staffing, possibly a special education coordinator position

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Fuel & Insurance



Fuel

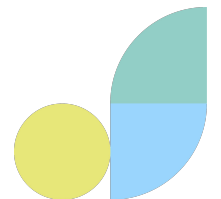
- Currently a \$510,000 spend on fuel which is in agreement with vendor
- Based on our worksheet - average daily and annual mileage, miles per gallon, cost per gallon - our estimate was very close to this as well and can fluctuate based on commercial fuel rates

Insurance

- Estimated to be \$160,000 based on similar self-operated fleets
 - Add \$2,000-\$3,000 annually for special education routes that may be added

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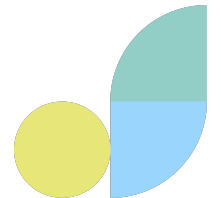
Start-up Costs

- HR related to advertising positions, hiring, training, testing
 - HR resources allocated - \$20,000
 - Advertising - \$5,000
 - Sign-on bonuses (\$2,000) - \$146,000
- Additional office equipment - desk, chair, radio, other tech
 - Estimated to be \$5,000 per office employee - \$45,000
 - 2 routers, trainers, dispatchers, supervisors, 1 mechanic supervisor
- Third party training, drug testing, licensing
 - Third party training resources, testing resources - \$40,000
- Orientation pay
 - \$5,000



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Summary

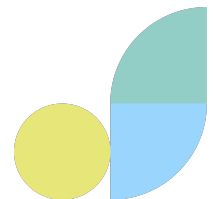
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Operating Cost Description	Estimate Year One (using a projected 2023-24 for sake of comparison)	Estimate Year Two and Beyond
Driver Labor	\$3,378,000 - \$4,440,000	\$3,462,000 - \$4,551,000
Bus Depreciation	\$393,000	\$393,000
Maintenance	\$367,000	\$376,000
Office Staffing	\$1,016,000	\$1,041,000
Insurance	\$160,000	\$164,000
Start-Up (Year 1 Only)	\$261,000	
Total	\$5,575,000	\$5,436,000
Compare	\$4,684,000	\$4,988,920

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Thank you

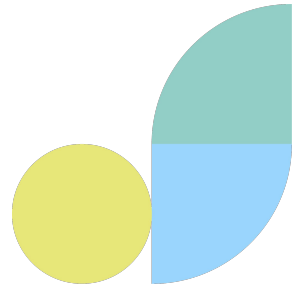
Mike Archer

Director, Transportation Projects

Phone: 610-451-9361

Email: mike.archer@theceso.com

Web: www.theceso.com





School Board of Robbinsdale Area Schools

Work Session - March 6, 2023

ITEM:	2. Safety Presentation
PRESENTER:	Robbinsdale Area Schools Staff

Please view this [Safety Presentation](#) video prior to the Work Session on Monday, March 6, 2023. Board, Cabinet and staff members contributing to the video presentation will have discussion at the Work Session..

The presentation document has also been attached for reference.



Attendance and Behavior Presentation

March 6, 2023



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Area Schools

OUR UNIFIED DISTRICT VISION

Our mission is to inspire and educate all learners to develop their unique potential and positively contribute to their community



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Area Schools

Building the Skills of Adults and Students

Multi- Tiered System of Supports (MTSS- Tier 1)

Kerwin Bell

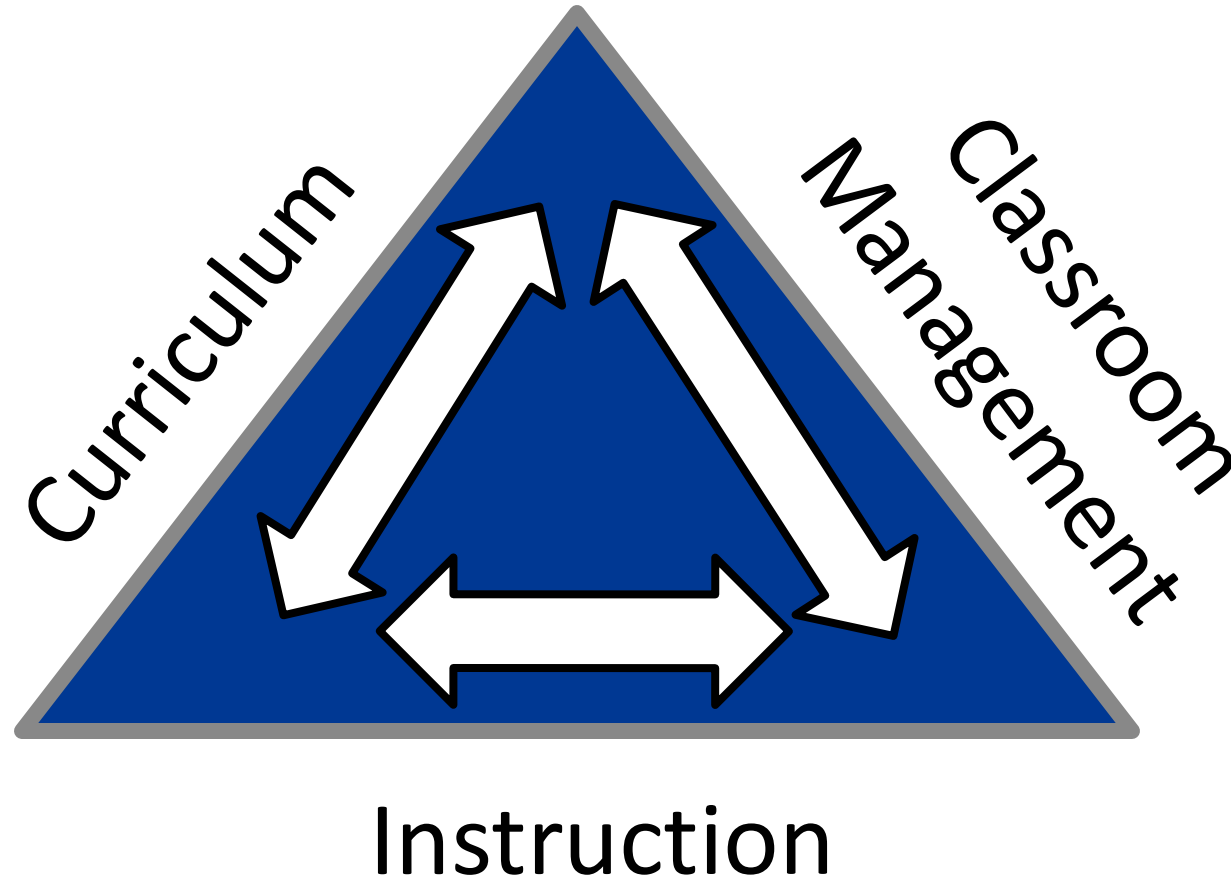
Curriculum and Instruction Coordinator
Culturally Responsive Instruction
Safe & Civil Schools
Second Step Program





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Curriculum, Classroom Management and Instruction Cycle



Building Wide Classroom Tier I- Universal Instruction

Purpose:

The classroom provides highly-engaging, standards-based instruction that meets the needs of all students. The intent of the core program is the delivery of standards-based, high-quality instruction to all students.

Team Members:

Classroom teacher, Professional Learning Community (PLC), students, families, support staff.

Process:

Teachers review multiple types of data including academic, non-academic and observational data.

Teams collaborate to determine root cause and create a plan for differentiating instruction and classroom management strategies that are evidence-based and meet students' needs.



STOIC Framework (Tier I)

(Safe & Civil Schools)



Catalyst/Culturally Linguistically Responsive Teaching/Second Step Program

Structure for Success	Teach Expectations	Observe	Interact Positively	Correct Fluently
<p>Communication Strategies:</p> <p><u>Vision:</u> Guiding students toward success together</p> <p><u>Organization:</u> Routines & Procedures</p> <p><u>Management Plan:</u> Policies & Procedures</p>	<p>Strategies to Teach Expectations:</p> <p><u>Clear & Concise:</u> Mystery and Guessing is removed</p>	<p>Observation Strategies:</p> <p><u>Monitor & Adjust:</u> What is going on?</p>	<p>Interaction Strategies:</p> <p><u>Motivation:</u> Effective Instruction & Positive Feedback</p> <p><u>Classwide Motivation:</u> Classwide systems appropriate to the collective needs of the class.</p>	<p>Feedback Strategies:</p> <p><u>Correcting:</u> Instructional Opportunity; Recovery is Restorative</p> <p style="text-align: right;">24</p>
<p>Example: STOIC</p> <ul style="list-style-type: none"> Classroom Management Plan <p>Example: Catalyst Skill</p> <ul style="list-style-type: none"> 12 Foundational Skills 28 Additional Skills 	<p>Example: STOIC - CHAMPS</p> <p>C: Conversation Level</p> <p>H: How to ask for help?</p> <p>A: Activity</p> <p>M: Movement during activity</p> <p>P: How to participate?</p> <p>S: What does Success look like?</p>	<p>Example: Second Step</p> <ul style="list-style-type: none"> Physically circulate whenever possible and visually scan all parts of the classroom frequently <p>Example: Catalyst Skill</p>	<p>Example: STOIC</p> <ul style="list-style-type: none"> Non-Contingent Positive Attention <p>Example: Second Step</p>	<p>Example: CLRT</p> <ul style="list-style-type: none"> Validate, Affirm, Build, Bridge <p>Example: Catalyst Skill</p> <ul style="list-style-type: none"> Catalyst Feedback Strategies

Multi- Tiered System of Supports (MTSS- Tier II and III)

Julie Baumeister

Curriculum and Instruction

MTSS, Federal Programs and ALC/TS Coordinator





BUILDING-WIDE MTSS TEAM (TIER II, III)

Purpose:

The MTSS team focuses on the needs of individual students who need more intensive interventions in order to achieve or exceed academic and SEL success. These meetings, determined by the building-level MTSS process, are data-driven, occur regularly and use an efficient, consistent process that allows participants to review progress and make intervention decisions for students. These interventions are in addition to core instruction (Tier I)

Team Members:

Administrator, General Education Teacher representative, Psychologist, Social Worker, Equity Specialist, Support Staff, Families, Interventionist if applicable, etc.

Process:

Before a student is referred for intensive intervention, the classroom teacher provides the team with relevant background information, current performance levels and previously attempted intervention(s), progress monitoring data and other relevant data including student strengths and family communication.

Possible Suggestions for students that are identified for risk in each area

Social	Academic	Emotional
<p>Student Check in- How are they doing? What needs do they have?</p>		
<p>Specific Instruction with Second Step- Document shows alignment between Second Step and SAEBRS</p> <ul style="list-style-type: none"> ○ Can you target a missing skill for an individual, group or class? 		
<p>District wide evidence based strategies/practices for SEL - A long list of ideas categorized by type of behavior present</p>		
<p>CLRT Strategies/ Catalyst</p>		
<p>Zones of Regulation</p>	<p>Culturally Responsive/Relevant Engagement Strategies</p>	<p>Zones of Regulation</p>
<p>Consultation with support staff or MTSS team for ideas on individual or classroom interventions (ie. Check and Connect or Check In/Check Out)</p>		

Armstrong High School BARR Strategies & Interventions

Erick D. Norby, Principal, Armstrong High School
Plymouth, Minnesota

erick_norby@rdale.org

763-504-8801

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Larry Tate, Activities
and Athletic Director



Cameron Opel,
Assistant Principal



Erick Norby, Principal



Stacy Olstadt, Interim
Assistant Principal



Krista Range,
Assistant Principal

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BARR Coordinators

Anne Beaton & Tim Lloyd

Shared 1.0 Position

Point-persons

Coordinate communication
between teachers, parents, and
support team



Why BARR?

Most scale-up programs have not worked:

- Not research-based
- Too complex to implement
- Kids are too far gone to turn around
- No support to sustain

BARR is proven to:

- Increase graduation rate
- Change school culture
- Allow student voice
- Improve team work
- Builds positive relationships

Graduation Rates Armstrong

- 2018 88.3% 378 Students
- **2019 89.7% 418 Students BARR/Norby Year 1**
- 2020 90.7% 401 Students
- 2021 92.2% 423 Students
- SOC 51% Free/reduced 38%

BARR Model: What does that mean for students?

Who?

Every 9th
grade student
10 & 11
Targeted



What?

BARR teams
include English,
Social Studies,
Science, and
Math teachers
who have
students in
common.

Why?

We work to build
intentional
relationships & create
welcoming, positive,
productive
environments to
support student
learning.

- **Parent involvement night**

2x October and January

- **APA Meetings Monthly**

- **Future Falcon Night January**
- **Social Media Posts**



Add another Tweet

Credit Completion 2023

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Credit Completion 2020



Armstrong High School BARR Strategies & Interventions

“We are all talking about you and we are cheering for you”

- **Student Survey**

First 2 weeks/Support Team



- **I-Time**
- **Rare Falcon**
- **Student Survey***
- **Mentorship Program**
- **Cookies and Cram**



Advisory Specific Lessons

- **Goal Setting**
- **How to read a transcript**
- **Credit Count**
- **Credit Completion**
- **Club sport promotion**

Armstrong High School BARR Strategies & Interventions

- **Monthly Staff Meetings**
- **Demonstrate I-time Data**



@Principal_Norby (Armstrong...)
@Principal_Norby

At the BARR National Conference and ran into the great author @JonGordon11. His book about my favorite college team and coach "Row the Boat" @Coach_Fleck. Helped get through the darkest of times this past year. Thank you for your passion and compassion!



- **Teacher Teams**
- **Mentorship Program**
- **Falcon Flex**
- **Credit Completion**



- **Scheduling Teams**

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Building Partnerships to Build Knowledge and Opportunities

Anne Grui, Assistant Director of Student Services

Melodie Hanson, Program Director, Redesign
Family Service Collaborative



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MN Department of Human Services (DHS) – MN Model Five-year pilot (*RAS one of six state pilot sites*)

Minnesota’s School-Based Diversion Model (SBDM) is a student-centered plan to keep youth from entering the criminal justice system due to arrests at school or during school hours.

SBDM provides a decision-making protocol for student incidents and presents an opportunity for schools and law enforcement to work together as a shared decision-making authority to address students’ academic, behavioral health, and criminogenic needs.

The model outlines three possible responses to student incidents:

- 1) No action, inform parent
- 2) School case conference or behavior support team consultation, which can result in referrals to restorative justice conflict resolution, mental/chemical health services; or
- 3) School resource officer/law enforcement involvement.

MN Model aligns with UDV and Safe & Civil Schools.



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MN MODEL COOPER YEAR ONE - 2017-2018

66 Students referred to Restorative Practices Diversion (3 declined)

- 20 students referred by SRO in lieu of juvenile citation
- 46 students referred by school staff due to behavior incident
- **32 Students participated and received no suspension days**
- **31 students referred and participated received 53 fewer suspension days**
(as compared to a then typical five-day suspension)
- **Only 21% of students referred to diversion reoffended during the remainder of the school year.**
- **Disproportionality of suspensions for students of color reduced from 9.3% (2016-2017) to 6.7% (2017-2018)**

Other Outcomes:

- **Restorative Practices** added to District Discipline Handbook, as an option for behavior consequences.
- **Expanded to include Armstrong High School** in years 2-5.
- Piloted Restorative Arts Grade Level Course at Sandburg
- Added voluntary Restorative Practice Community Building Chats to Highview and then RVA
- Explored and adopted district-wide training on Adverse Childhood Experiences (ACEs)



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RAS Students Served

YEAR	STUDENTS REFERRED	STUDENTS SERVED
2017-2018 (Cooper)	66	63
2018-2019(Cooper/Armstrong)	119	110
2019-2020	166	138
2020-2021 <i>*Distance Learning Also provided restorative chats during Lunch & Learn and Affinity groups for staff</i>	4	4
'The process was great and allowed us to stay friends and be at school.' - <i>Student reflection</i>		"We need more opportunities to come together and talk and understand each other. This circle stuff really helps." - <i>Student reflection</i>
2021-2022	115	110



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IMPACT ON JUVENILE CITATIONS DURING SCHOOL HOURS:

School	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023 ytd
Cooper	58	31	0	23	21
Armstrong	19	12	2	2	4
Highview	1	0	0	0	0
FAIR-Crystal	2	0	0	1	0
PMS	10	4	0	2	7
RMS	16	8	2	3	0
Sandburg	8	1	0	0	4
TOTAL	114	56	4	31	36*

* New five-year MN Model Diversion contract with DHS not signed until January

Lessons Learned / Outcomes from MN Model five-year pilot:

- ➔ Continue trauma-responsive awareness with all school staff
- ➔ Expand Restorative Practices district-wide - move to prevention/mitigation vs. response
- ➔ Explore opportunities for student leadership (student resiliency ambassadors)

Strategy: Three - five year plan that provides education, practice, coaching and mentoring to all buildings and programs, and allows for individual building/program design as well as individualized implementation timelines for trauma-responsive, restorative schools.. 43

Goals:

- Increased social-emotional learning
- Reduction in behavior reports and juvenile citations
- Increased attendance (reduction in out-of-school suspensions)
- Improved school climate and sense of belonging

Framework: *(RP aligns with Safe & Civil Schools)*

All students are treated with dignity and respect; Students should be taught the skills and behaviors necessary for success; Motivation and responsibility are encouraged through positive interactions and building relationships with students; Student misbehavior represents a teaching opportunity.

**NEXT STEPS FROM LESSONS LEARNED:
MOVING FROM REACTION TO PREVENTION -TRAUMA-RESPONSIVE/RESTORATIVE
Partnership with the Legal Rights Center and RAS staff and students in building a
Restorative Mindset**

Restorative practices are formal and informal practices that transfer the *restorative mindset* into the daily lived experiences of school.

Practices that develop the restorative mindset:

- Intentional creation of community among adults
- Examination of one's own relationship to harm
- Explore implicit bias, historical trauma and resilience

Practices that build community:

- Empathetic communication which includes listening with care and curiosity, and speaking using the language of feeling
- Circles to build and maintain relationships, to teach, to meet, to problem-solve, to provide ongoing support

Practices that respond to harm:

- Restorative questions used in a chat or conversations with one or two people
- Circle or conferencing with a group of people affected by harm, using the restorative questions.



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2022-2023 Restorative Practices Activities (Year One)

“Thank you for everyone who participated and re-opened my soul and heart to this system and most importantly - our own system. Much love and gratitude to our futures.” – RAS Intensive cohort staff participant.

LEGAL RIGHTS CENTER & ROBBINSDALE AREA SCHOOLS

Restorative Service Offerings - Year 1

RAS SCHOOL BUILDINGS, PROGRAMS, AND TEAMS TO BE SERVED (UP TO 23)

ELEMENTARY SCHOOLS

- FAIR-Pilgrim Lane
- Forest Elementary
- Lakeview Elementary
- Meadow Lake Elementary
- Neill Elementary
- Noble Elementary
- Northport Elementary
- Robbinsdale Spanish Immersion
- Robbinsdale Virtual Academy - Elementary
- School of Engineering and Arts Elementary
- Sonnesyn Elementary
- Zachary Elementary

MIDDLE SCHOOLS

- FAIR School Crystal
- Plymouth Middle School
- Robbinsdale Middle School
- Sandburg Middle School

HIGH SCHOOLS

- Armstrong High School
- Cooper High School
- Robbinsdale Academy - Highview
- Virtual Secondary Academy

ADDITIONAL PROGRAMS

- Early Childhood Family Education
- Robbinsdale Transition Center/Adult Academics

PROPOSED ADDITION: District Leadership Team

RESTORATIVE SERVICES PROVIDED

INTENSIVE TRAINING, COACHING + MENTORING COHORTS

- 9 teams
- 1 team = 1 school building, program, or district team
- 7 participants per team
- Recommended for school buildings and programs ready for deep investment in restorative practices coaching + mentoring

RESTORATIVE PRACTICES LEARNING SPACE

- Up to 14 teams
- 2 cohorts, fall and spring
- 3 participants per team per cohort
- Recommended for school buildings and programs in the beginning stages of building their restorative impulse

ON-SITE DIRECT SERVICES + SUPPORTS

ALL-DISTRICT END OF YEAR CIRCLE

Schools and Programs are able to access additional services to support the implementation of Restorative Practices.

LEGAL RIGHTS CENTER & ROBBINSDALE AREA SCHOOLS

Restorative Service Offerings - Year 1

On-Site Direct Services + Supports

On-Site Direct Services + Supports Include:

- Up to 30 referrals for direct service implementation at any building in the district.
- LRC can be referred to for the following direct service supports:
 - Family group conference facilitation
 - Conference to repair harm facilitation, including development of repair harm agreements
 - Community-building circles
 - Restorative dialogue / restorative chats
 - Referrals to other services and supports following a conference to repair harm

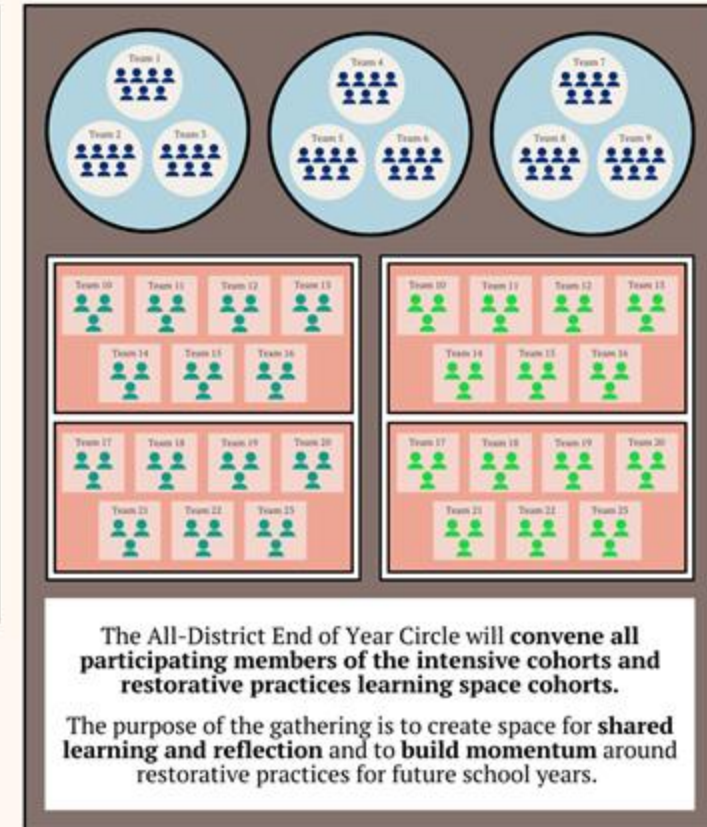
the Legal Rights Center

Criminal Defense • Restorative Justice

MINNEAPOLIS, MINNESOTA

A Law Firm of and for the People

All-District End of Year Circle



The All-District End of Year Circle will **convene all participating members of the intensive cohorts and restorative practices learning space cohorts.**

The purpose of the gathering is to create space for **shared learning and reflection** and to **build momentum** around restorative practices for future school years.



ROBBINSDALE
Area Schools

**2023-
2024**
**Intensive
Cohorts
Expansion
Year Two**

**Builds on
existing 9
Intensive
cohorts**

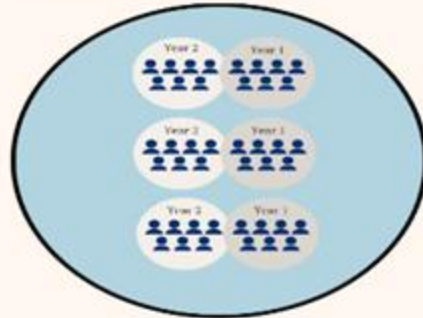
LEGAL RIGHTS CENTER & ROBBINSDALE AREA SCHOOLS

Restorative Service Offerings - Year 2

Intensive Cohorts - Services Provided

Initial Immersive Trainings + Cohort-Based Community Building

- 4 Day Restorative Circle Training
- 3 Day Restorative Family Group Conference Training



New participants from the Year 2 Cohort will experience both intensive training sessions together.

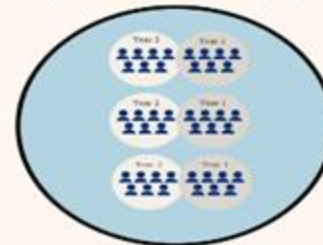
Team Coaching + Cohort Mentoring

- Team coaching (monthly)



Every month, each intensive cohort team will meet separately with an LRC restorative practitioner for ongoing coaching and school-specific strategizing around restorative practices implementation.

- Cohort peer-mentoring (bi-monthly)



Every other month, all cohorts will convene for shared mentoring, reflection, and learning with sessions facilitated by an LRC restorative practitioner.

Additional Support and Access to LRC Facilitators

School buildings and teams participating in intensive cohorts will have additional access to LRC restorative facilitators throughout the duration of implementation for supports such as:

- RP co-facilitation support
- Thought partnering on how to restoratively address emergent conflicts
- Site-specific support for development and implementation of restorative practices plan.
- 1 full day per month for each participating school of onsite support from an LRC Restorative Facilitator.



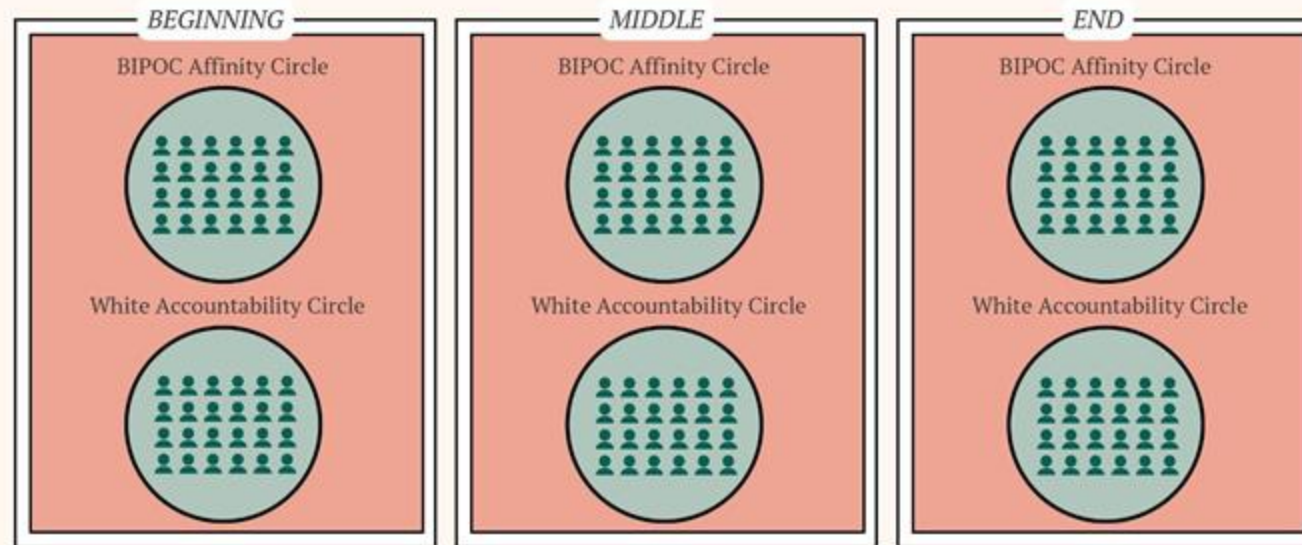
ROBBINSDALE
Area Schools

LEGAL RIGHTS CENTER & ROBBINSDALE AREA SCHOOLS

Restorative Service Offerings - Year 2

Exploratory Learning Cohort- Year 1 Cohort Affinity Groups

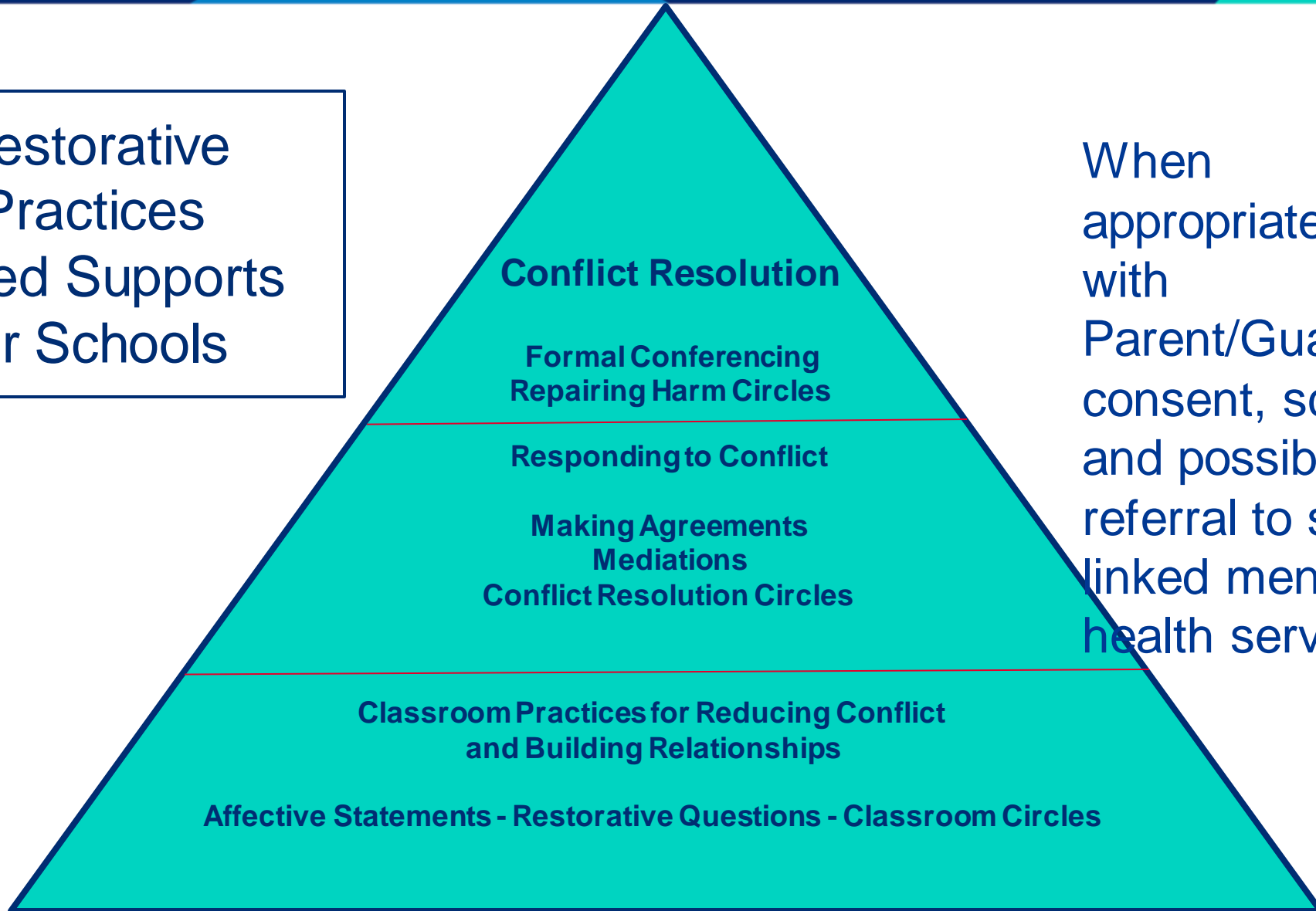
- 3 original Year 1 Exploratory participants from each of the 14 teams
- Beginning, Middle, and End of school year racial affinity and accountability circle spaces
- Opportunity for continued reflection and dialogue around the restorative mindset from a foundation of racial equity





ROBBINSDALE
Area Schools

Restorative Practices Tiered Supports for Schools



When appropriate and with Parent/Guardian consent, screen and possible referral to school linked mental health services.

Weaving School Linked Mental Health into the fabric of school behavior support and Trauma-Responsive, Restorative Schools.

Three Mental Health Agencies provide on-site School Linked Mental Health:

- People Incorporated (*New Hope*)
- VONA - Volunteers of America-MN (*New Hope*)
- VEEMAH Integrated Health and Wellness (*Crystal*)

These three agencies provide 24 Therapists (53% BIPOC)

- 16 - Full-time therapists
- 8 - .5 FTE therapists

New in 2022-2023:

Added 7 additional Mental Health Skills Workers (*most .5 FTEs*)

Combined: 31 on-site mental health providers.

- Working on submission of new five-year DHS grant to sustain and expand these on-site mental health services - proposing increasing therapists and adding mental health skills workers.
- Awaiting word on current application for two full-time SUD (substance use disorder) therapists

MENTAL HEALTH GRANTS AND TRAUMA-RESPONSIVE/RESTORATIVE GRANTS/SUPPORTS

COIN Grant	\$ 0
NC3 Grant	\$ 0
MDE Non-Exclusionary Grant	\$136,476
PrairieCare Foundation Grant	\$ 46,500
SHIP Grant (years)	\$ 30,000 (\$30,000 per year/2 years)
DHS MN Model Redesign	\$ 19,500 (per year for 3-5 years) \$ <u>82,000</u> (annually)
	\$314,346
<i>Annual in-kind from contracted SLMH DHS</i>	<i>\$750,000</i>
District financial commitment:	
Safe Schools Levy	\$ 27,000
CEIS (SpEd)	\$ <u>27,000</u>
	\$ 54,000

Partnerships to Support Attendance

Partnership with Hennepin County - Connect for School Success:

Hennepin County Connect for School Success is a new program in HSPHD designed to support families whose children have multiple unexcused absences and/or significant barriers to school attendance and engagement.

Robbinsdale School Pilots (to date):

- Forest Elementary
- Northport Elementary
- Noble Elementary
- Lakeview Elementary

Additional RAS elementary school sites will be added as program expands.

Provides social worker to connect with families about attendance, provides case management and wraparound supports for families.



Attendance

End of Semester 1

2018-19

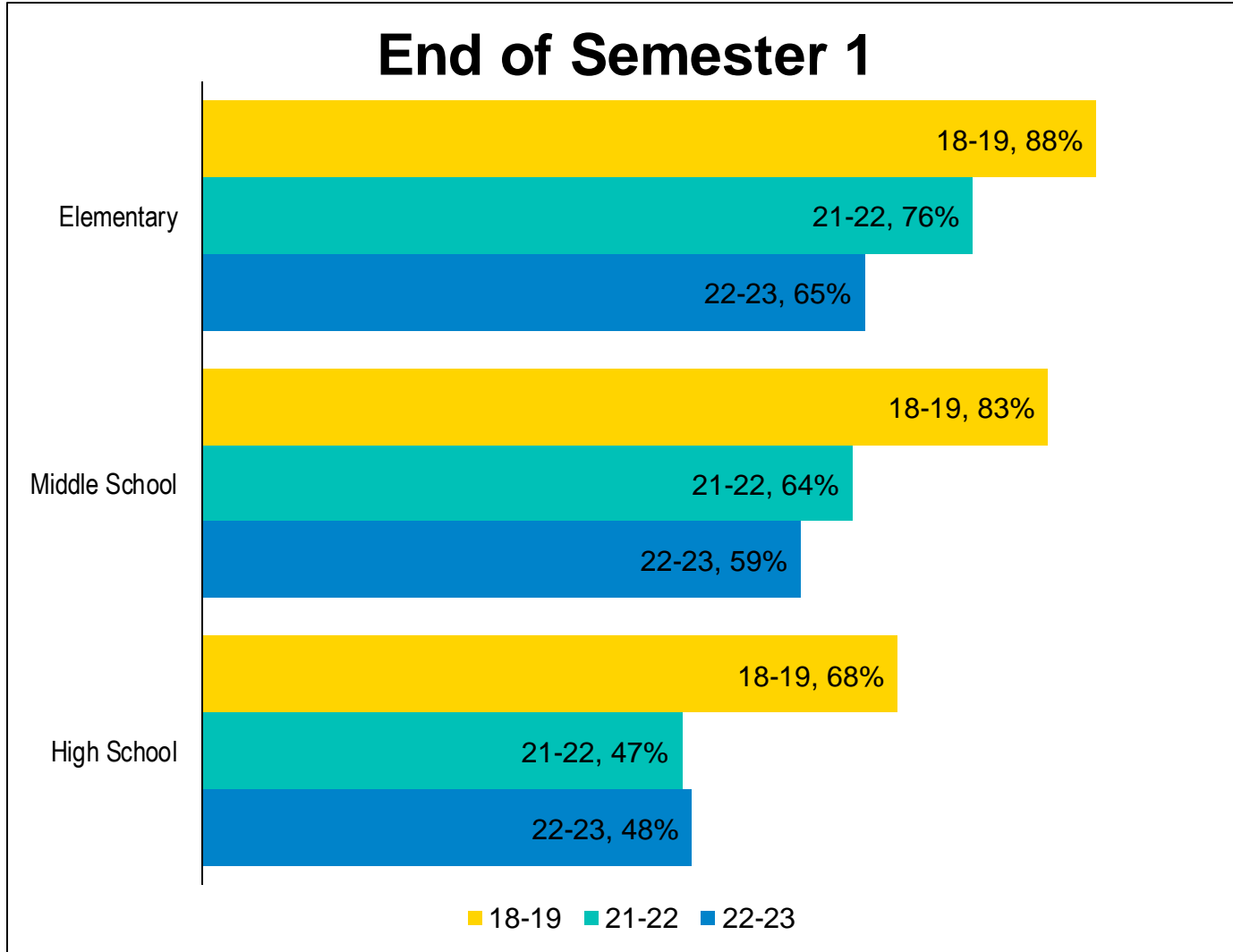
2021-22

2022-23



Consistent Attendance

Percentage of students with 90% attendance



Minnesota's Accountability System

Consistent Attendance

54

This is a measure of students who attend school on a regular basis and are not frequently absent. A student is consistently attending if they attend more than 90 percent of the time the student is enrolled during the year.



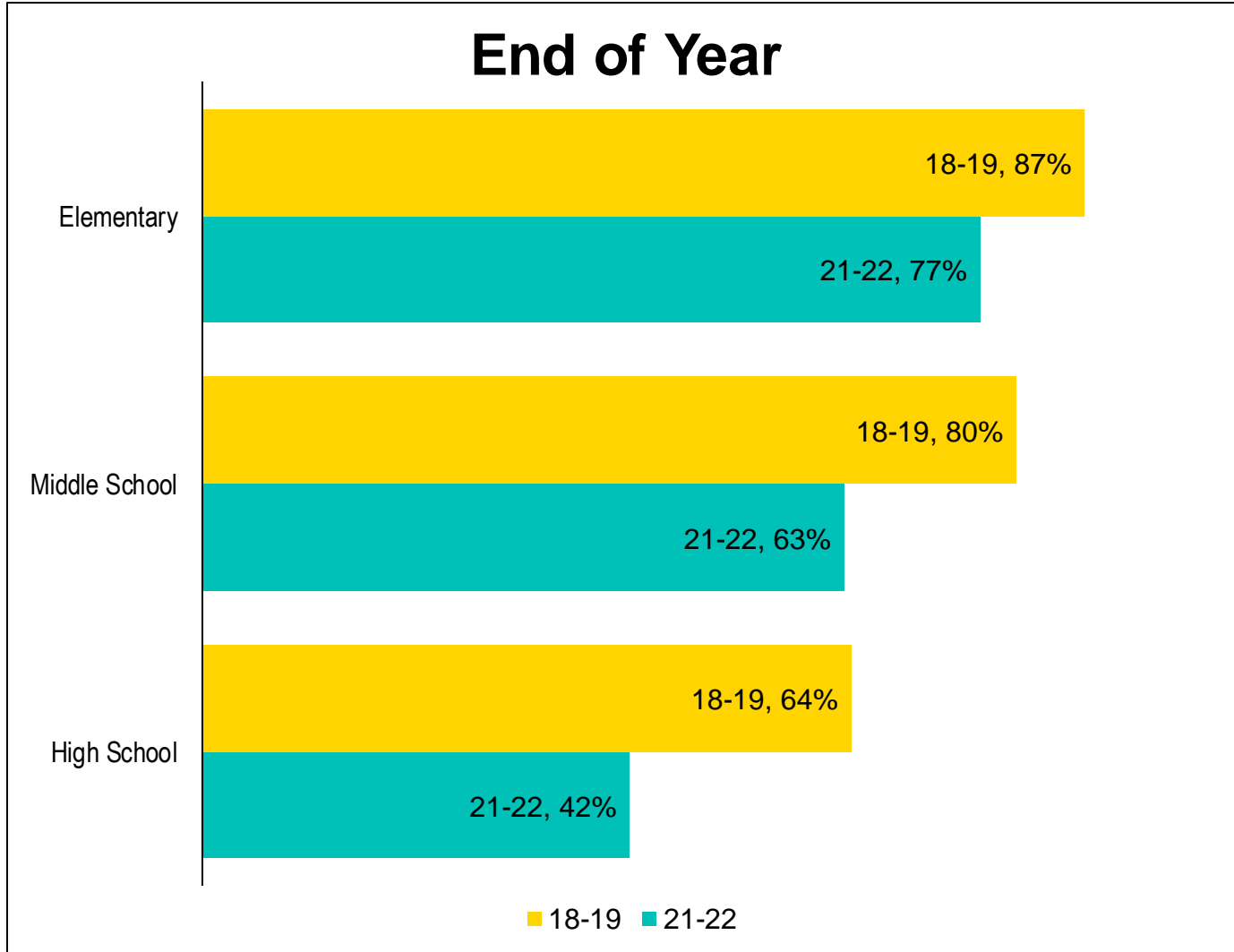
Attendance

End of Year
2018-19
2021-22



Consistent Attendance

Percentage of students with 90% attendance



Minnesota's Accountability System

Consistent Attendance

56

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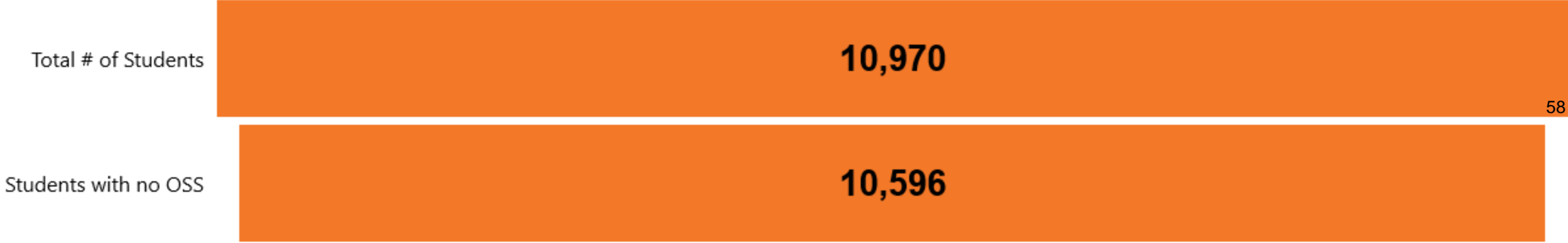
Out of School Suspensions

End of Semester 1
2018-19
2021-22
2022-23



End of Semester 1 – Out of School Suspensions

End of Semester 1: 2022-23
All Grades



1 OSS

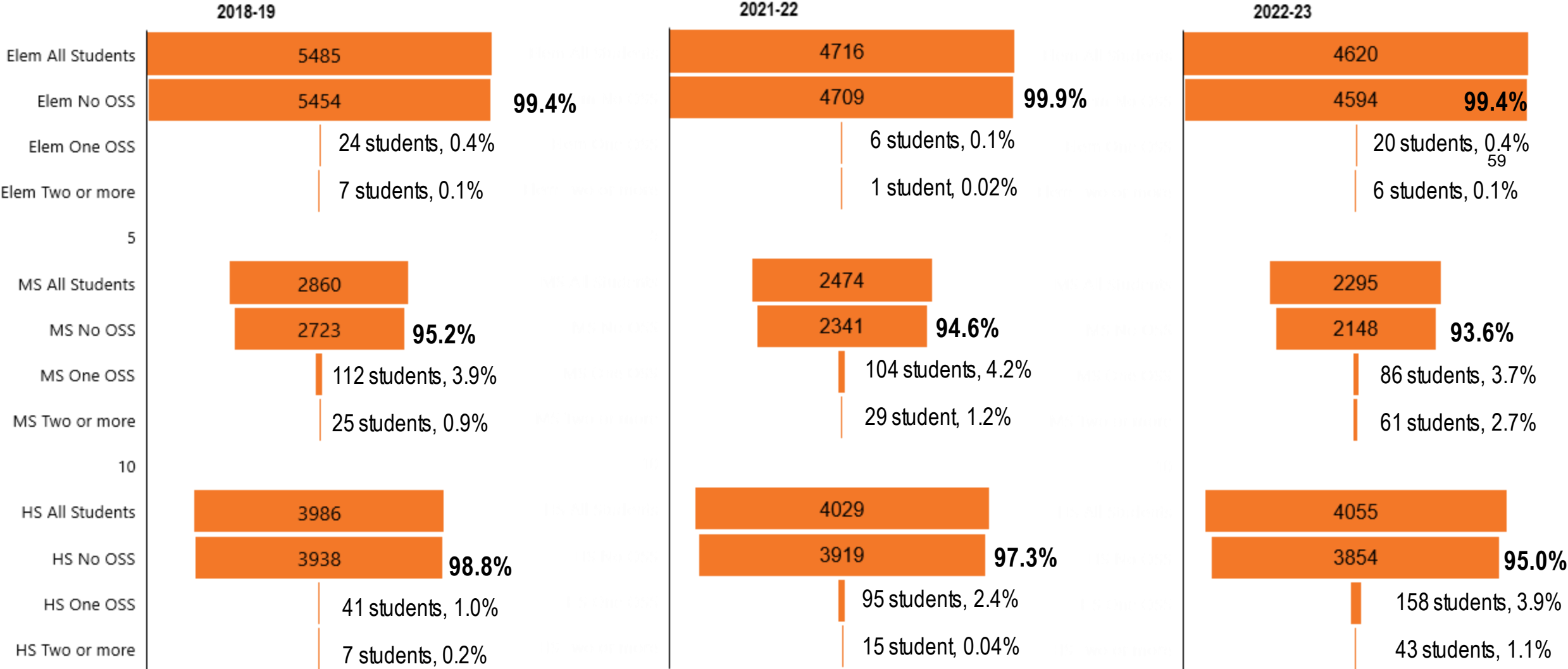
2 or more OSS

5

- 96.6% of students (10,596) do not receive any suspensions.
- 2.4% (264 students) with 1 Out of School Suspension.
- One percent (110 students) with 2 or more Out of School Suspensions.



End of Semester 1 – Out of School Suspensions





Out of School Suspensions

End of Year

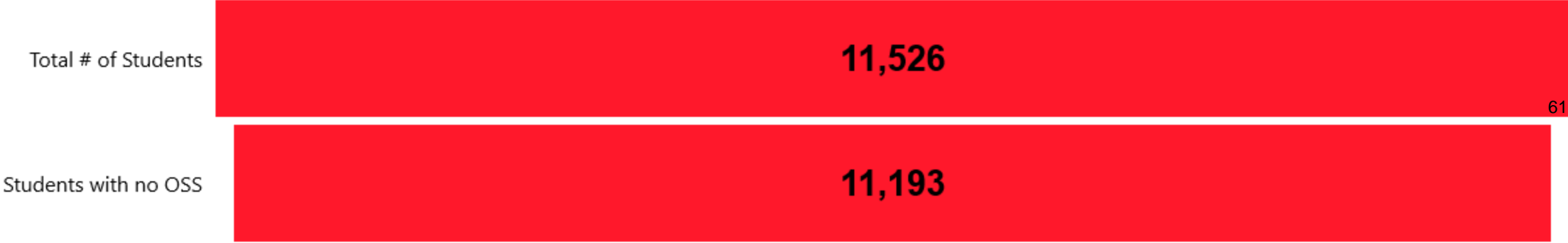
2018-19

2021-22



End of Year – Out of School Suspensions

End of Year: 2021-22
All Grades



1 OSS

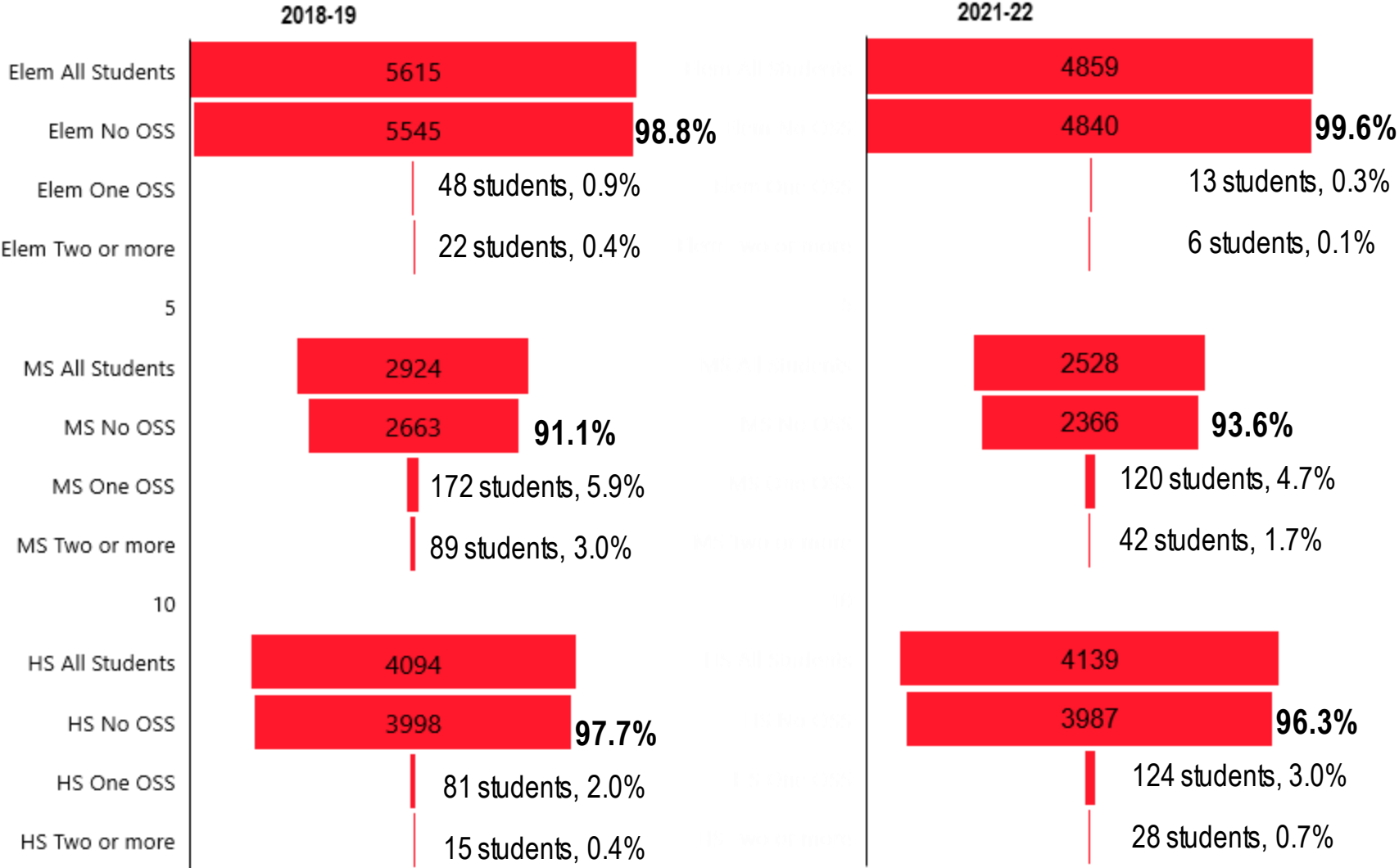


2 or more OSS

5

- 97.1% of students (11,193) do not receive any suspensions.
- 2.2% (257 students) with 1 Out of School Suspension.
- Less than 1 percent (0.7%, 76 students) with 2 or more Out of School Suspensions.

End of School Year– Out of School Suspensions



PUPLIL FAIR DISMISSAL ACT READMISSION PLAN

Subd. 14. Admission or readmission plan. (a) A school administrator shall prepare and enforce an admission or readmission plan for any pupil who is excluded or expelled from school. The plan **may** include measures to improve the pupil's behavior, including completing a character education program, consistent with section 120B.232, subdivision 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the pupil of not improving the pupil's behavior.

WHAT CAN READMISSION PLANS LOOK LIKE?



- **Meeting with the parents/guardians, administration, and team**
- **Review of student expectations (Student Handbook)**
- **Safety Plan**
- **Repair Harm**
- **Restorative Circle**
- **Structured re-entry plan/schedule**
- **Review of IEP/504, behavior support plan (BIP)**
- **Referral to MTSS to review or implement interventions**
- **Collaborative Conversation**
- **Coordinate with mental health, chemical health, and community partners**
- **Other ideas determined by the team**

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Every readmission plan is specific the needs of the student

Administrative Review

Administrative Review in lieu of suspension

Administrative review referrals may be submitted for level three or four behaviors that could lead to suspension (e.g., significant or repeated fighting, group violence, Intentional physical contact w/staff) or level four behaviors that could lead to expulsion (e.g., drugs/severe bodily injury/weapons).

Administrative Reviews

	2018-19	2019-20**	2020-21	2021-22	2022-23
Total	58	30	No referrals	83	43
Elementary	1	-		1	-
Middle School	25	3		12	13
Male	12	1		3	8
Female	13	2		9	5
Black / Afr Am	21	2		10	11
Hispanic	2	-		-	-
Two or more races	1	-		2	-
Caucasian	1	1		-	2
High School	32	27		70	30
Male	13	22		43	12
Female	19	5		27	18
Black / Afr Am	28	20		66	22
Hispanic	2	2		2	4
Two or more races	-	1			1
Caucasian	2	4		1	3
Asian	-			1	

Reentry Procedure & Support for Students during alternative placement

Building:

- During alternative placement, RA staff will work with building staff to complete a PTR (if one does not already exist) as well as a behavior intervention plan.
- Restorative practices/repair harm.
- Weekly check in with the student.
- General education students are referred to the MTSS team upon reentry.
- Reentry plan for all students
- Identify a building representative that will be responsible for the completion of the PTR, re-entry plan, and RP
- Complete any IEP, Evaluations, and behavior support plans needed.

RA/RVA:

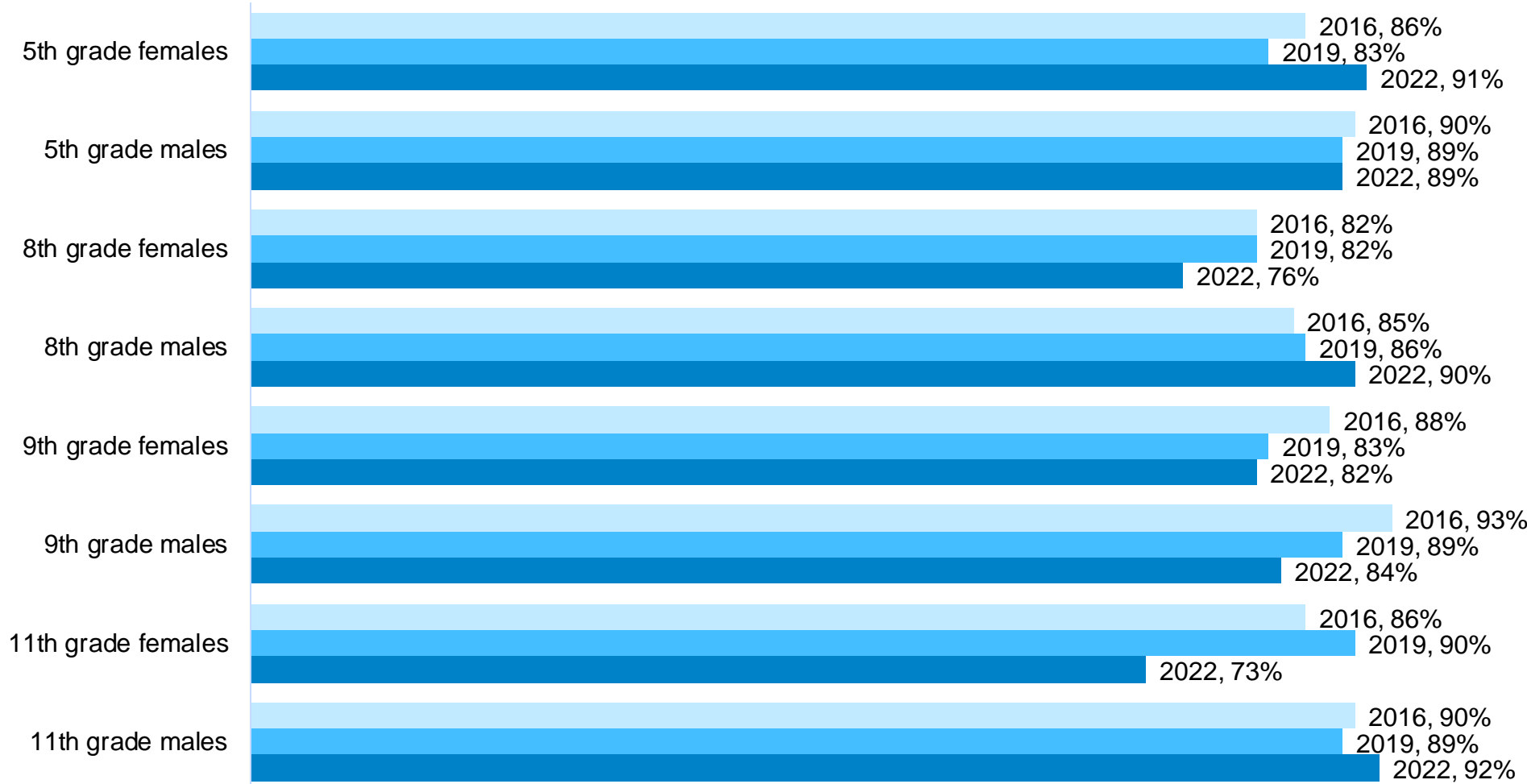
- RA/RVA staff will hold a transition meeting with the homeschool building 10 days prior to transition back to the homeschool to discuss progress and needs.
- During alternative placement, RA/RVA staff will work with building staff to complete a PTR (if one does not already exist) as well as a behavior intervention plan.
- RA/RVA will work collaboratively with the building's point person.

Minnesota Student Survey Student Voice



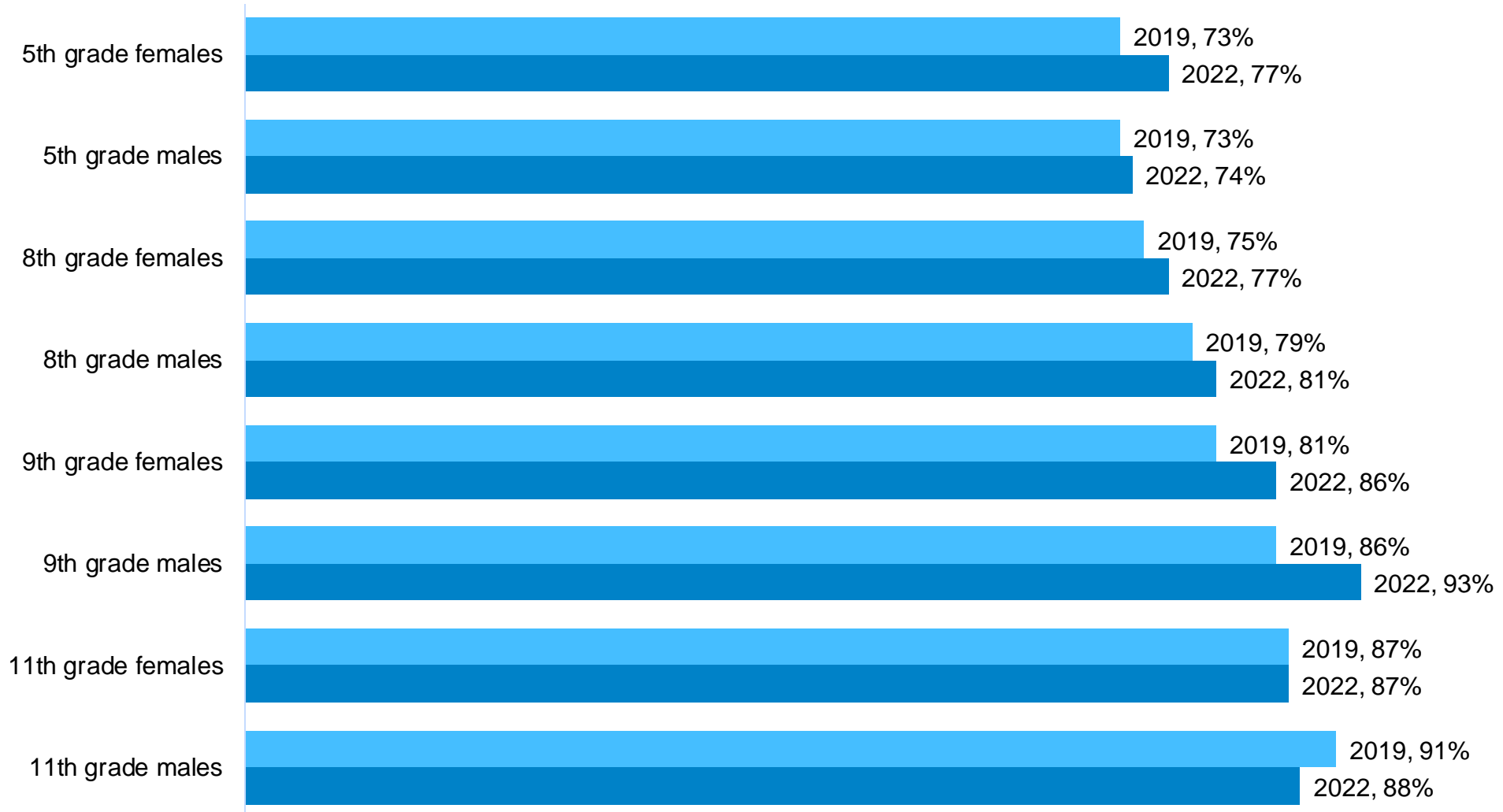
Minnesota Student Survey

I Feel Safe at School

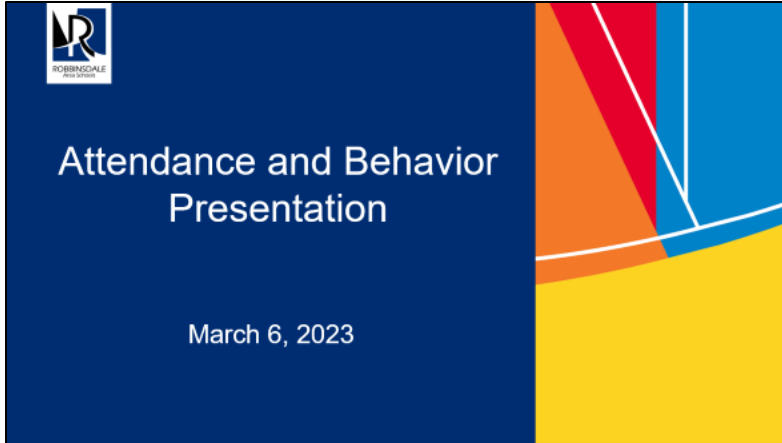


Minnesota Student Survey

Percentage of students saying they have NOT been Bullied weekly or more in the last 30 days

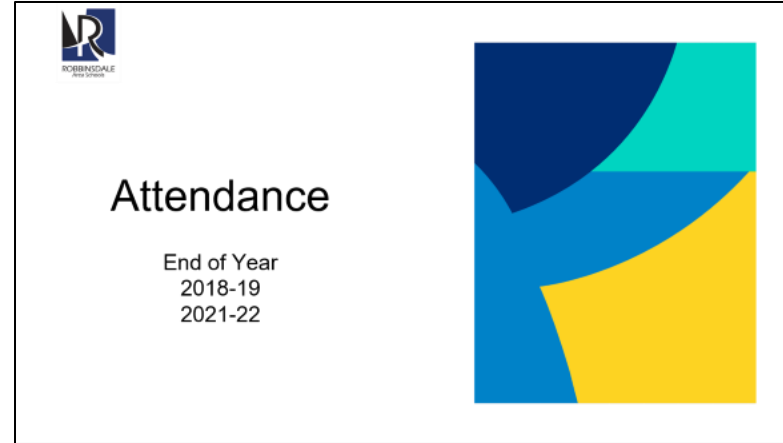


Data Appendix- A



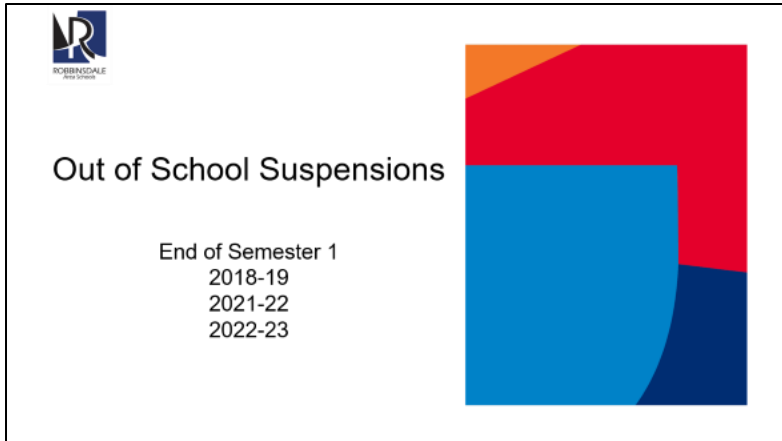
Attendance and Behavior
Presentation

March 6, 2023



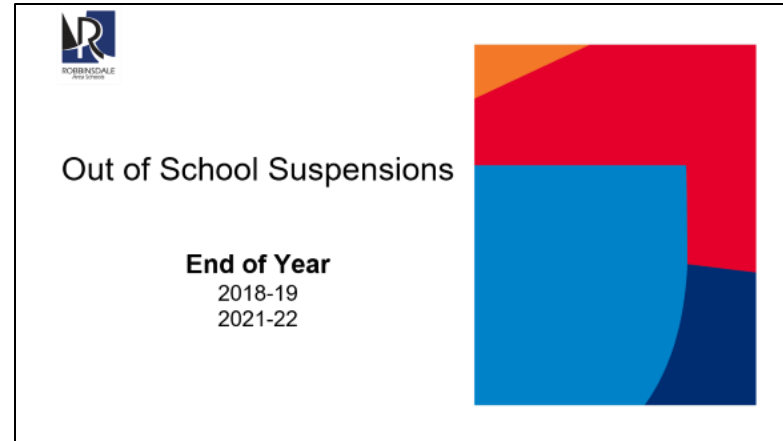
Attendance

End of Year
2018-19
2021-22



Out of School Suspensions

End of Semester 1
2018-19
2021-22
2022-23



Out of School Suspensions

End of Year
2018-19
2021-22



Attendance

End of Semester 1

2018-19

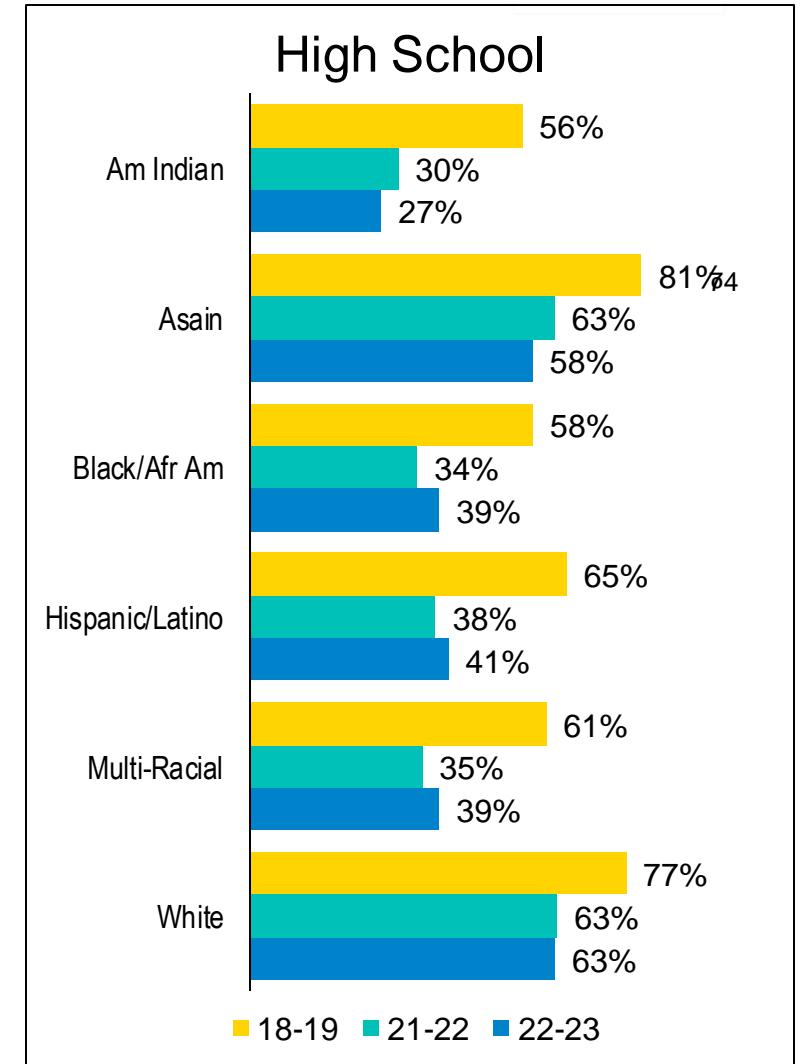
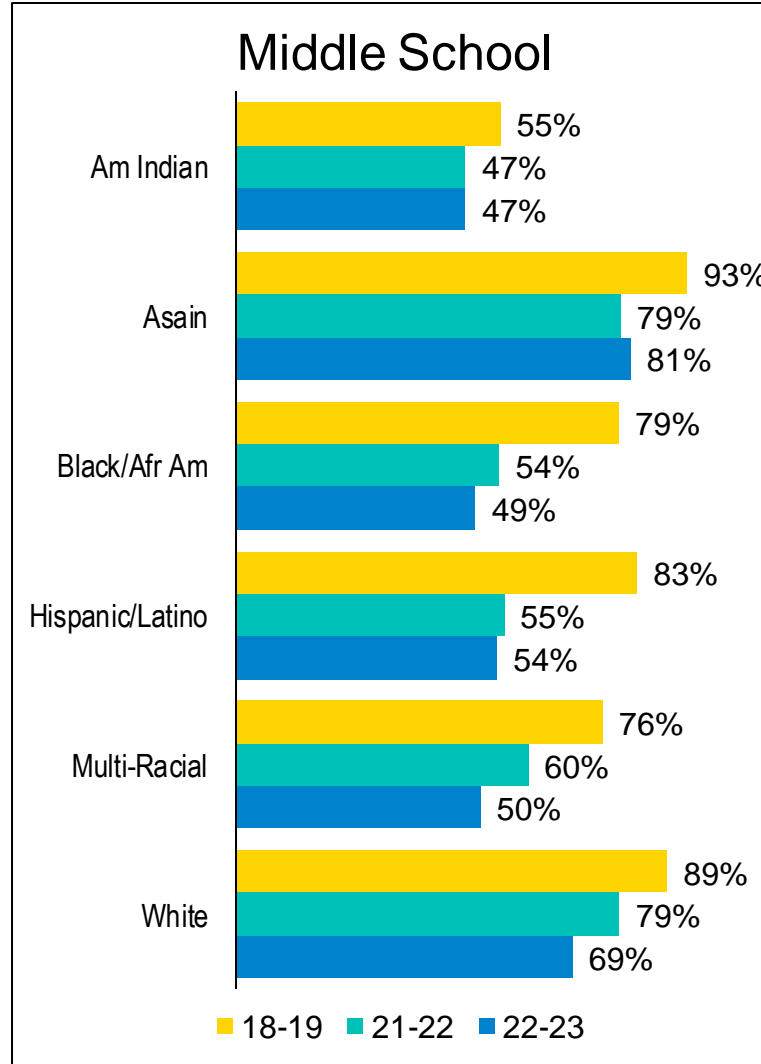
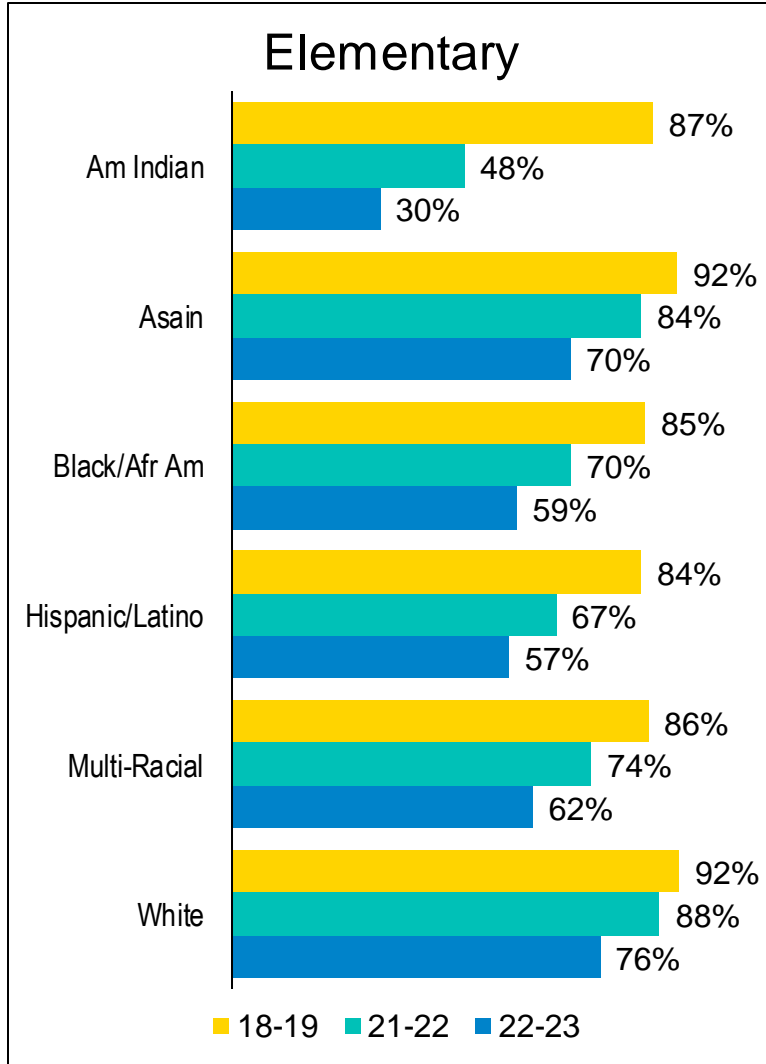
2021-22

2022-23



Consistent Attendance: End of Semester 1

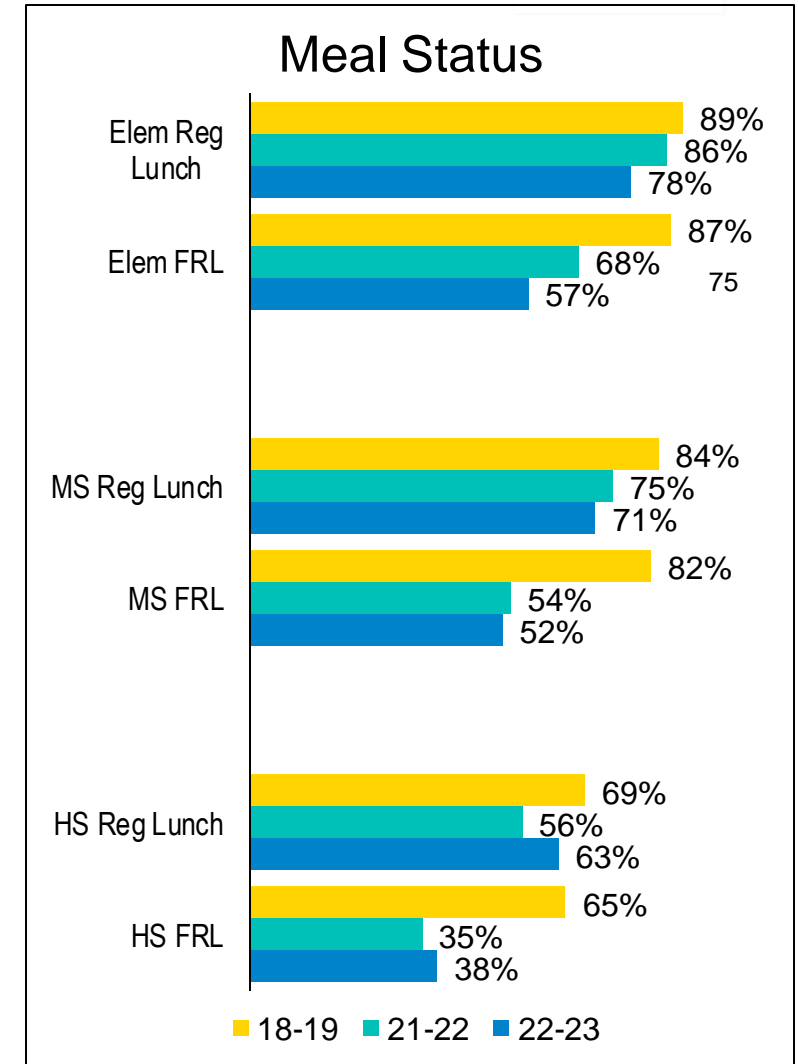
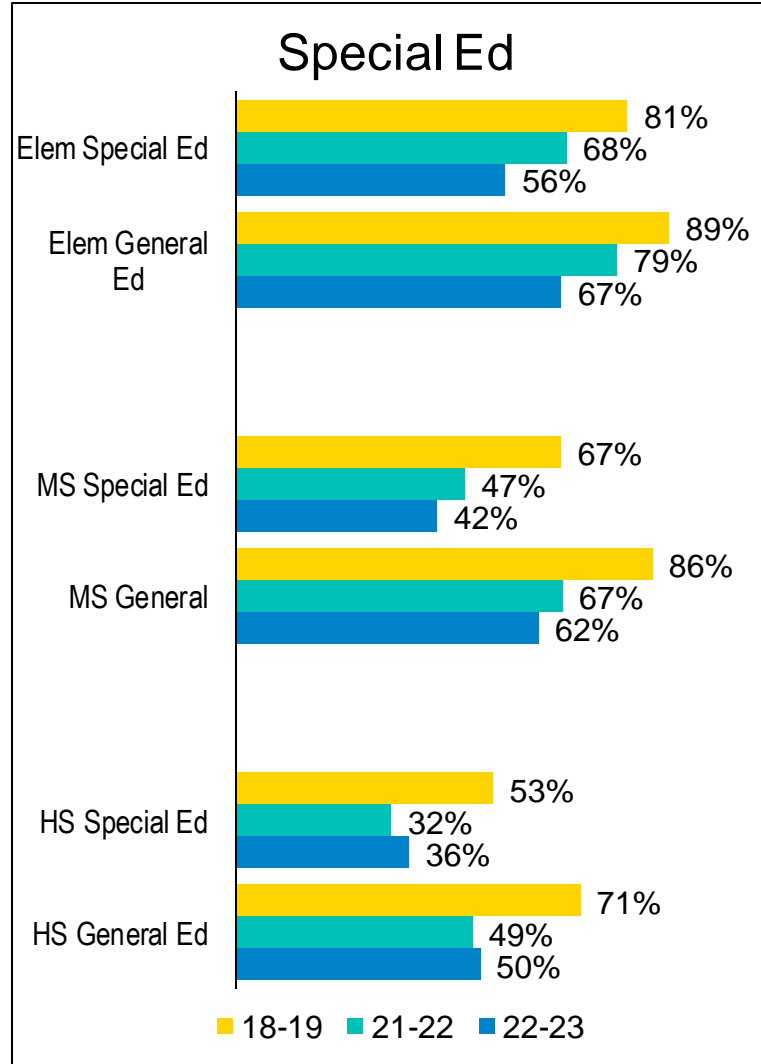
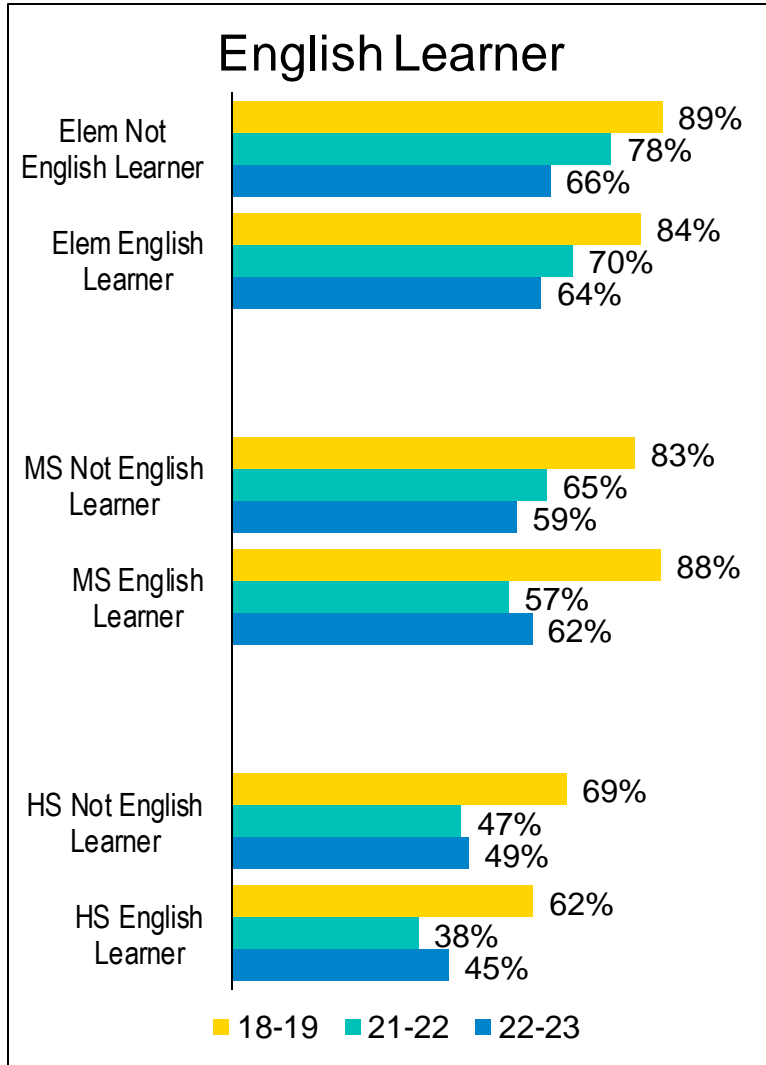
Percentage of students with 90% attendance



For privacy reasons, data for Native Hawaiian and other Pacific Islanders are not reported here.

Consistent Attendance: End of Semester 1

Percentage of students with 90% attendance





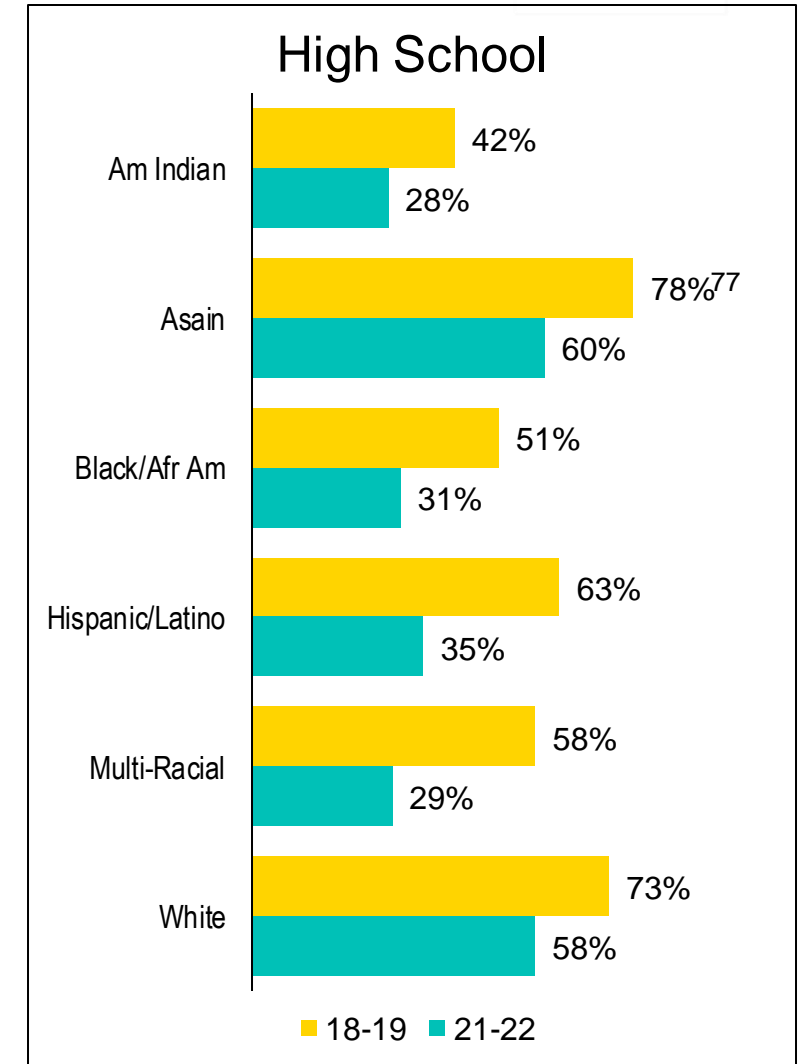
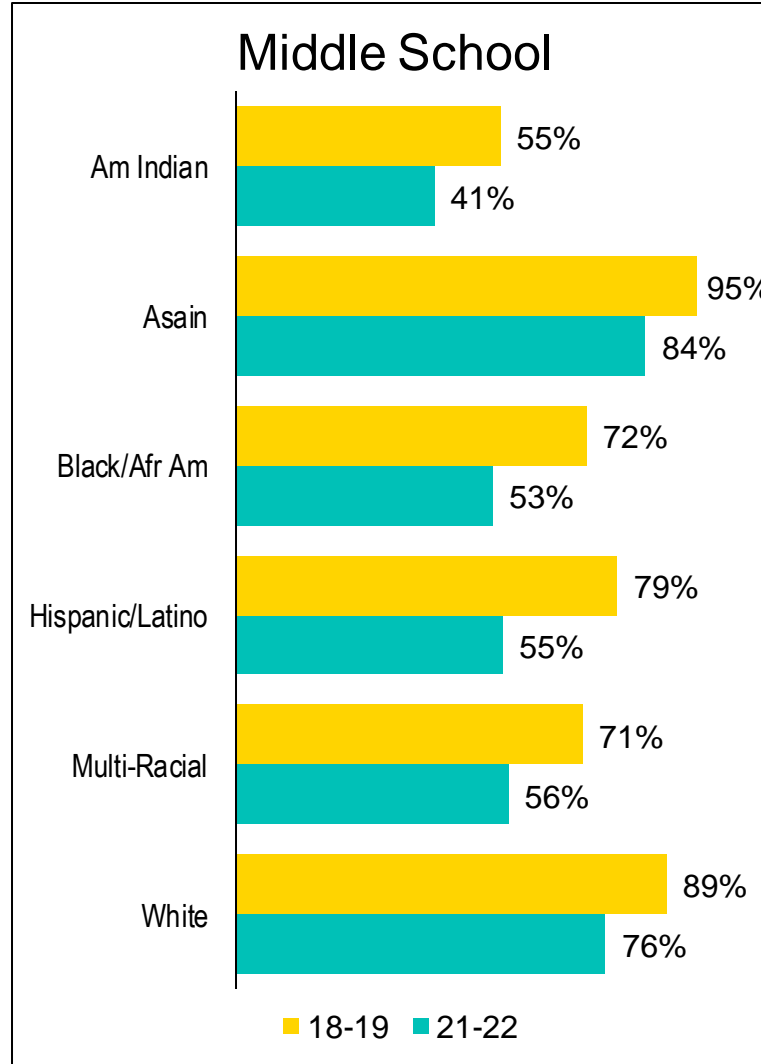
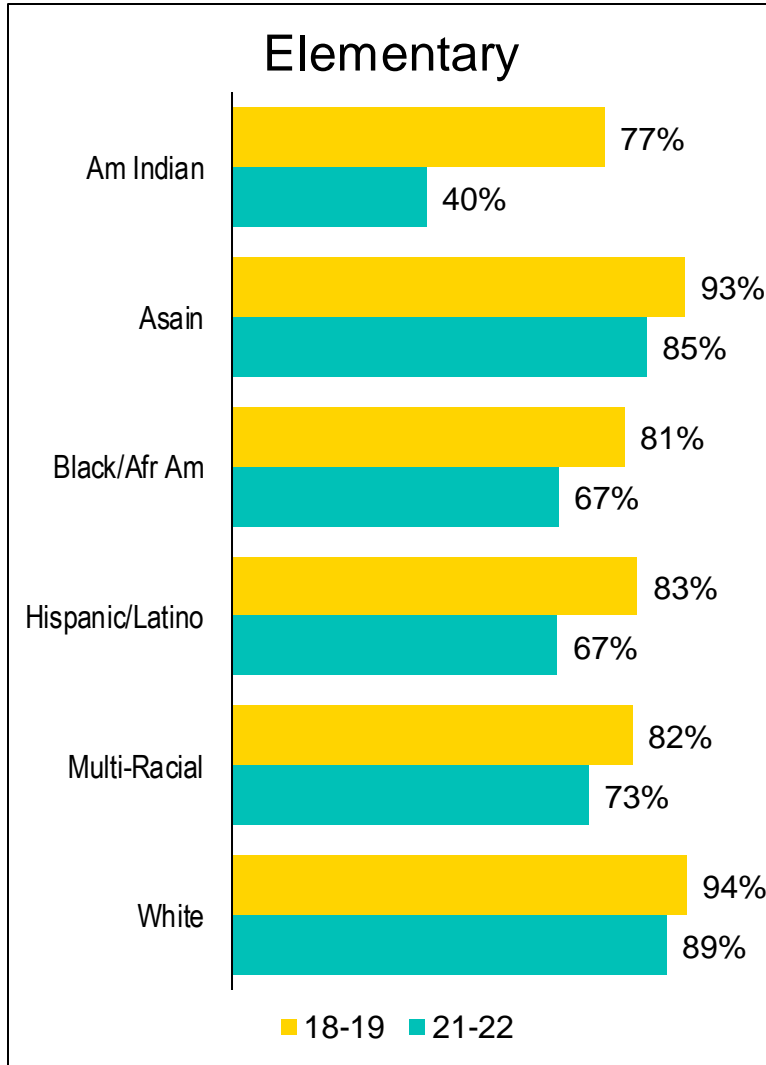
Attendance

End of Year
2018-19
2021-22



Consistent Attendance: End of Year

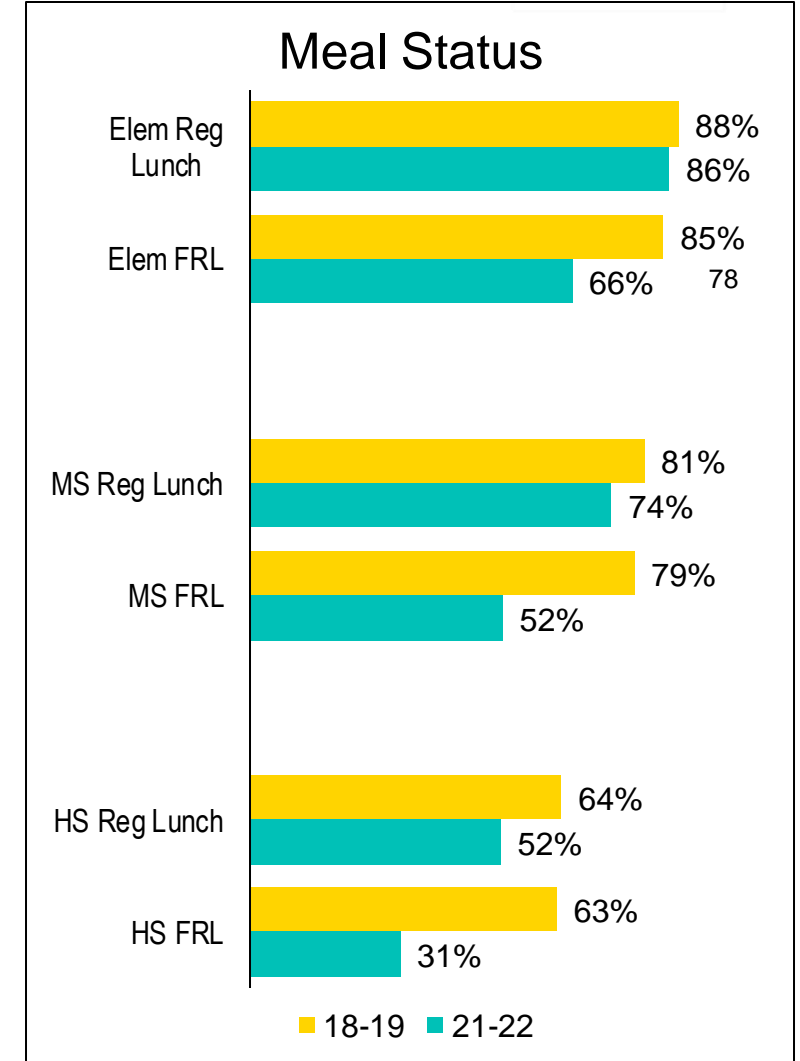
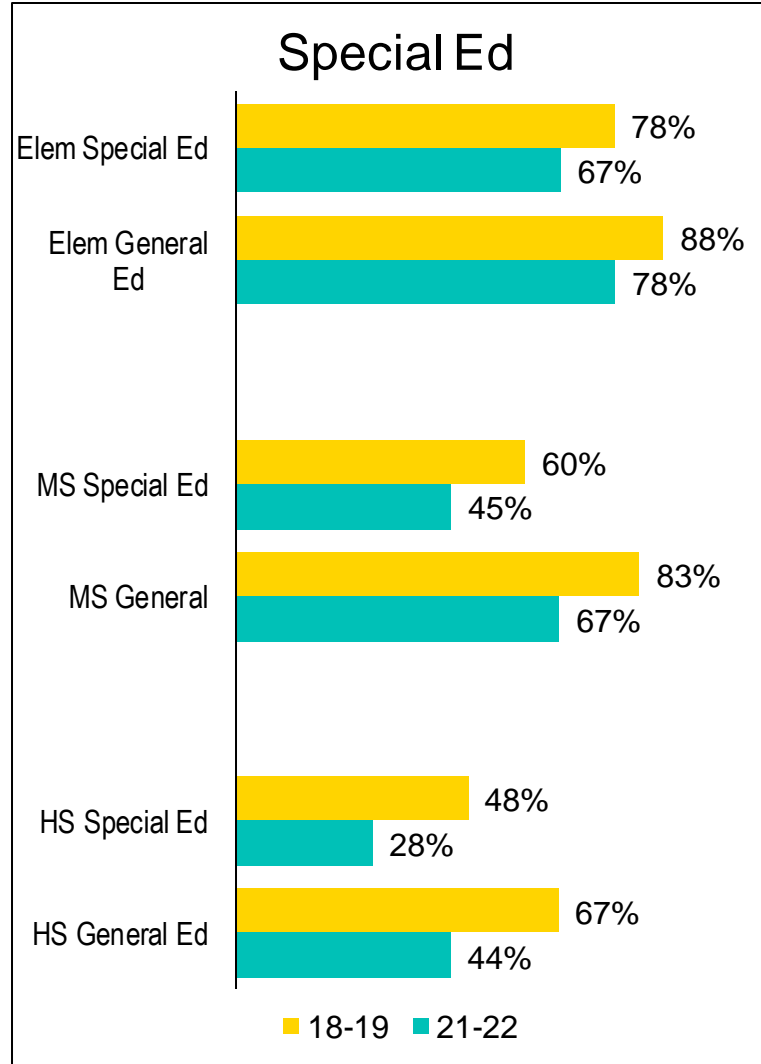
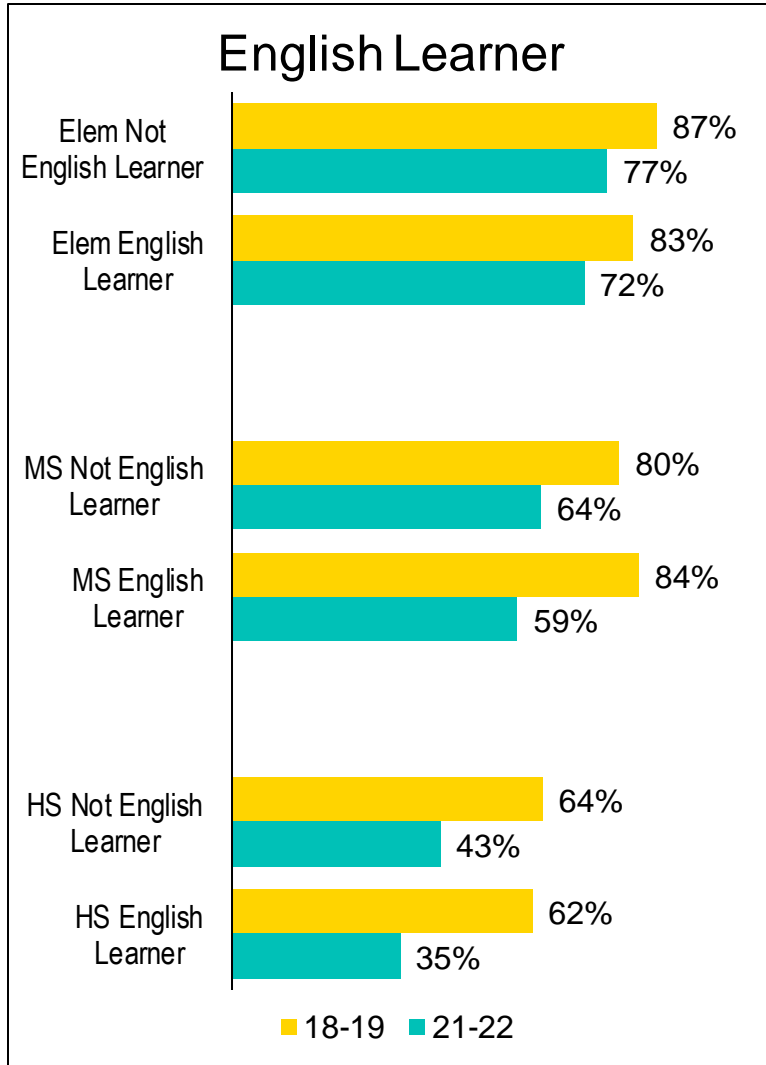
Percentage of students with 90% attendance



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Consistent Attendance: End of Year

Percentage of students with 90% attendance



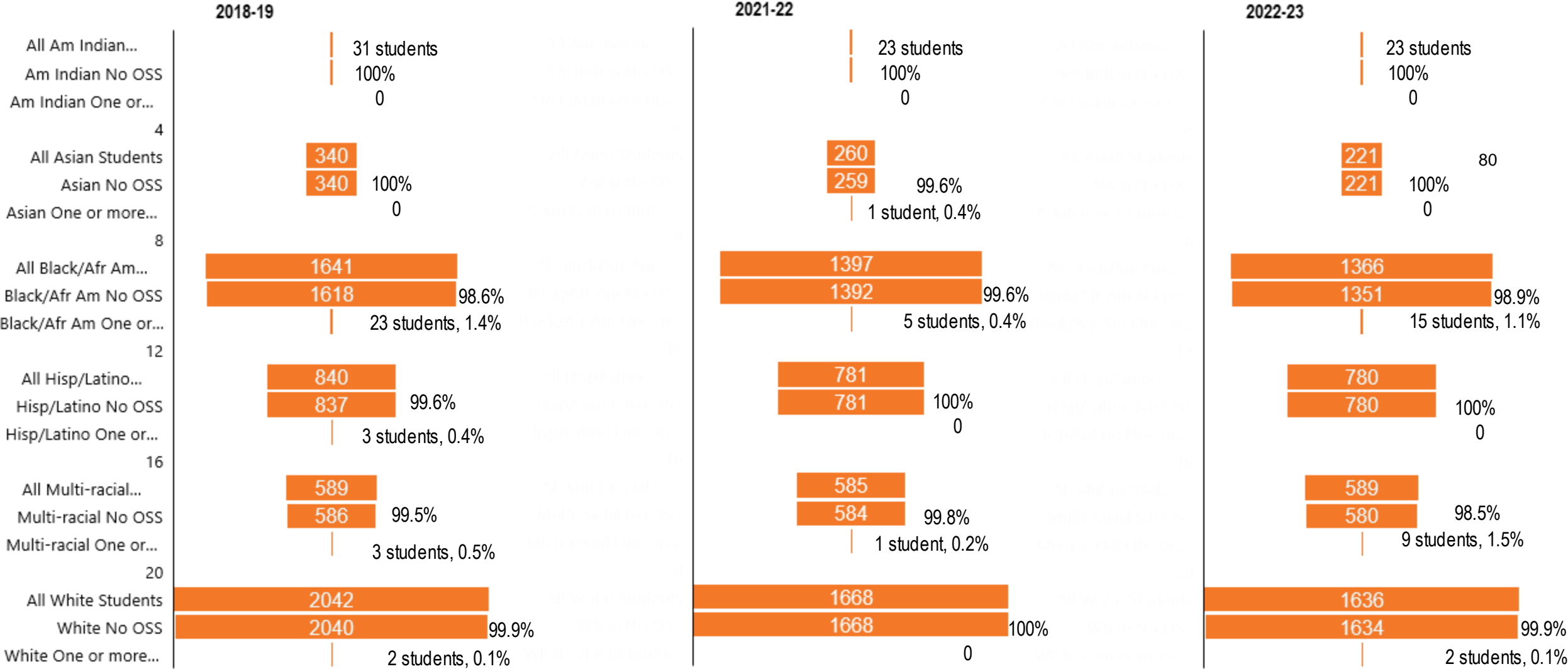


Out of School Suspensions

End of Semester 1
2018-19
2021-22
2022-23

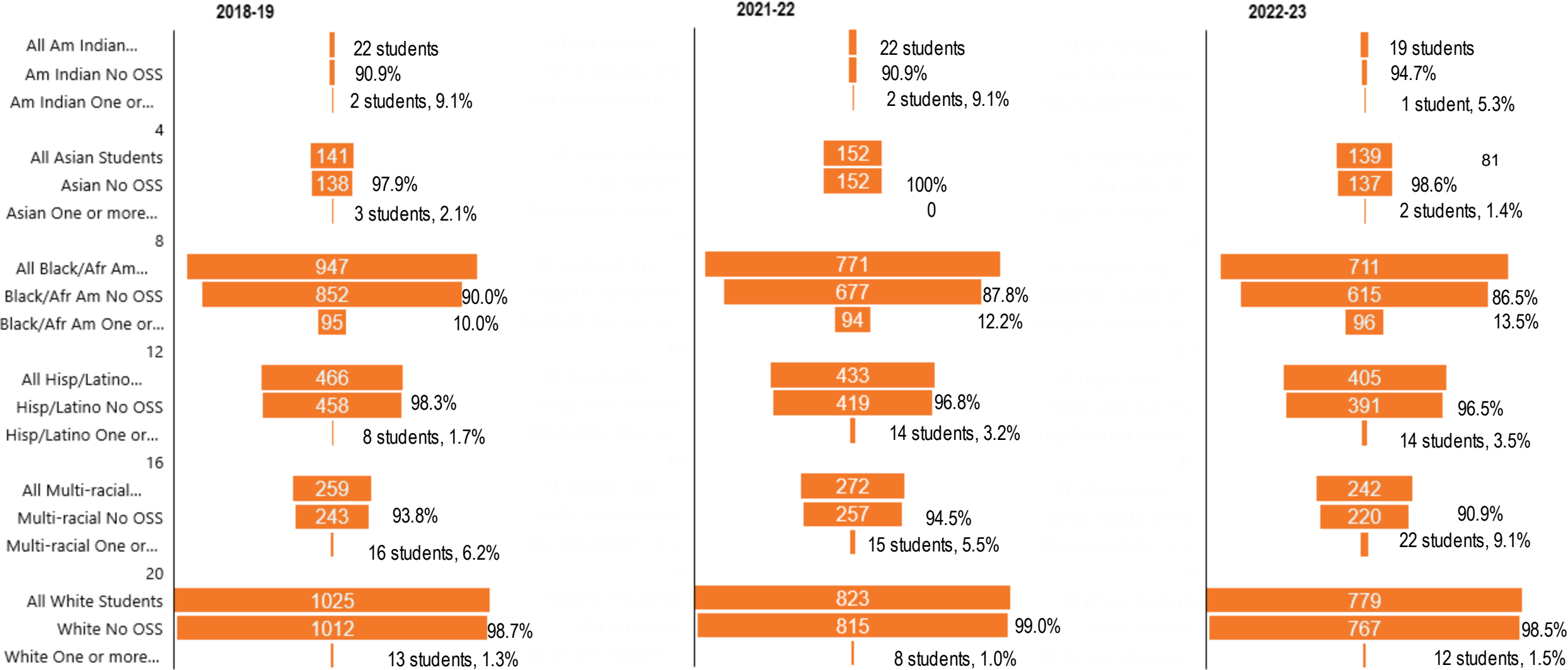


End of Semester 1 – Out of School Suspensions Elementary



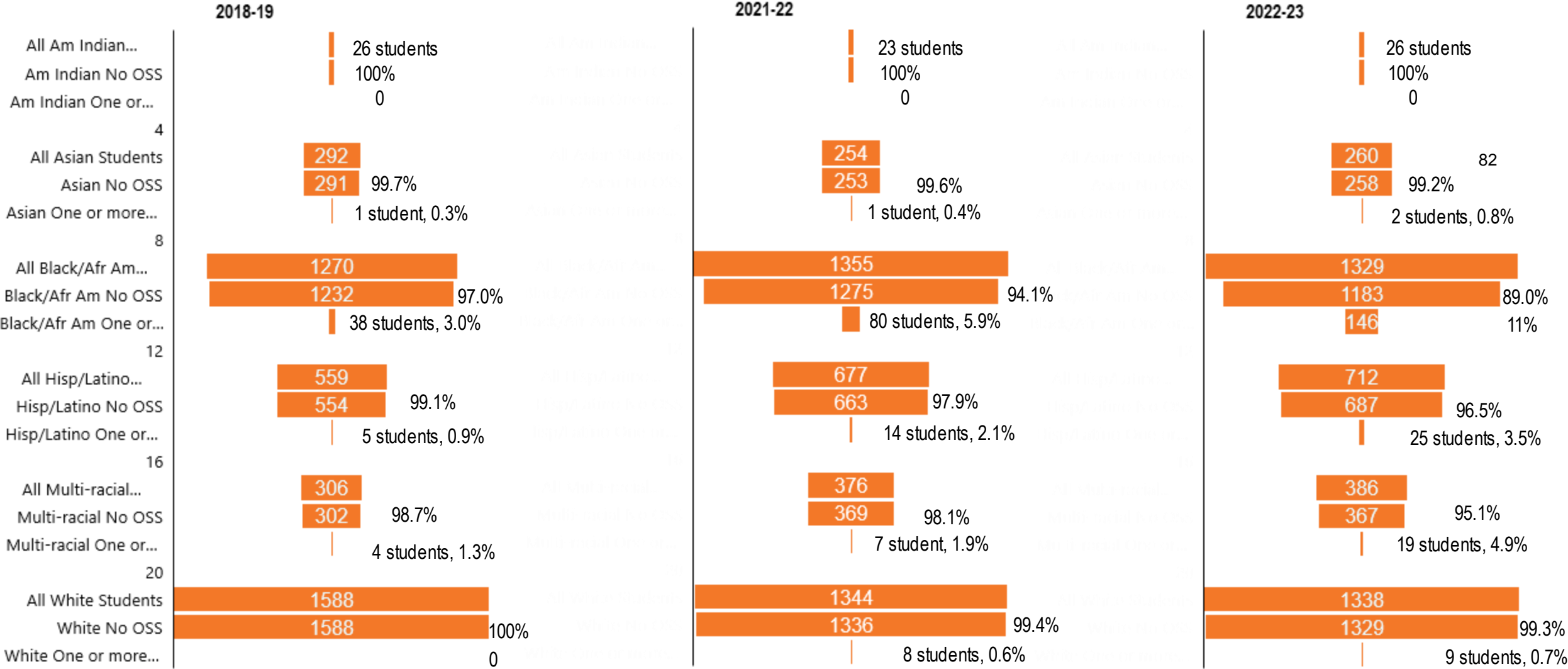
For privacy reasons, data for Native Hawaiian and other Pacific Islanders are not reported here.

End of Semester 1 – Out of School Suspensions Middle School



For privacy reasons, data for Native Hawaiian and other Pacific Islanders are not reported here.

End of Semester 1 – Out of School Suspensions High School



For privacy reasons, data for Native Hawaiian and other Pacific Islanders are not reported here.

End of Semester 1 – Out of School Suspensions Elementary

18-19	All Count	No OSS Count	No OSS %	1 or more OSS Count	1 or more OSS %
English Learner	612	610	99.7%	2	0.3%
English Speaker	4873	4844	99.4%	29	0.6%
General Education	4711	4693	99.6%	18	0.4%
Special Education	774	761	98.3%	13	1.7%
FR Lunch	2103	2084	99.1%	19	0.9%
Regular Lunch	3382	3370	99.6%	12	0.4%

21-22	All Count	No OSS Count	No OSS %	1 or more OSS Count	1 or more OSS %
English Learner	725	724	99.9%	1	0.1%
English Speaker	3991	3985	99.8%	6	0.2%
General Ed	3980	3977	99.9%	3	0.1%
Special Ed	736	732	99.5%	4	0.5%
FR Lunch	2271	2266	99.8%	5	0.2%
Regular Lunch	2445	2443	99.9%	2	0.1%

22-23	All Count	No OSS Count	No OSS %	1 or more OSS Count	1 or more OSS %
English Learner	730	730	100.0%	0	0.0%
English Speaker	3890	3864	99.3%	26	0.7%
General Ed	3862	3846	99.6%	16	0.4%
Special Ed	758	748	98.7%	10	1.3%
FR Lunch	2864	2840	99.2%	24	0.8%
Regular Lunch	1756	1754	99.9%	2	0.1%

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End of Semester 1 – Out of School Suspensions Middle School

18-19	All Count	No OSS Count	No OSS %	1 or more OSS Count	1 or more OSS %
English Learner	223	218	97.8%	5	2.2%
English Speaker	2637	2505	95.0%	132	5.0%
General Education	2479	2394	96.6%	85	3.4%
Special Education	381	329	86.4%	52	13.6%
F/R Lunch	1135	1063	93.7%	72	6.3%
Regular Lunch	1725	1660	96.2%	65	3.8%

21-22	All Count	No OSS Count	No OSS %	1 or more OSS Count	1 or more OSS %
English Learner	251	238	94.8%	13	5.2%
English Speaker	2223	2103	94.6%	120	5.4%
General Ed	2074	1987	95.8%	87	4.2%
Special Ed	400	354	88.5%	46	11.5%
F/R Lunch	1239	1137	91.8%	102	8.2%
Regular Lunch	1235	1204	97.5%	31	2.5%

22-23	All Count	No OSS Count	No OSS %	1 or more OSS Count	1 or more OSS %
English Learner	230	216	93.9%	14	6.1%
English Speaker	2065	1932	93.6%	133	6.4%
General Ed	1917	1812	94.5%	105	5.5%
Special Ed	378	336	88.9%	42	11.1%
F/R Lunch	1451	1322	91.1%	129	8.9%
Regular Lunch	844	826	97.9%	18	2.1%

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End of Semester 1 – Out of School Suspensions High School

18-19	All Count	No OSS Count	No OSS %	1 or more OSS Count	1 or more OSS %
English Learner	245	243	99.2%	2	0.8%
English Speaker	3741	3695	98.8%	46	1.2%
General Education	3437	3407	99.1%	30	0.9%
Special Education	549	531	96.7%	18	3.3%
F/R Lunch	405	392	96.8%	13	3.2%
Regular Lunch	3581	3546	99.0%	35	1.0%

21-22	All Count	No OSS Count	No OSS %	1 or more OSS Count	1 or more OSS %
English Learner	373	361	96.8%	12	3.2%
English Speaker	3656	3558	97.3%	98	2.7%
General Ed	3465	3395	98.0%	70	2.0%
Special Ed	563	523	92.9%	40	7.1%
F/R Lunch	1845	1758	95.3%	87	4.7%
Regular Lunch	2183	2160	98.9%	23	1.1%

22-23	All Count	No OSS Count	No OSS %	1 or more OSS Count	1 or more OSS %
English Learner	424	401	94.6%	23	5.4%
English Speaker	3631	3453	95.1%	178	4.9%
General Ed	3474	3330	95.9%	144	4.1%
Special Ed	581	524	90.2%	57	9.8%
F/R Lunch	2466	2287	92.7%	179	7.3%
Regular Lunch	1589	1567	98.6%	22	1.4%

85



Out of School Suspensions

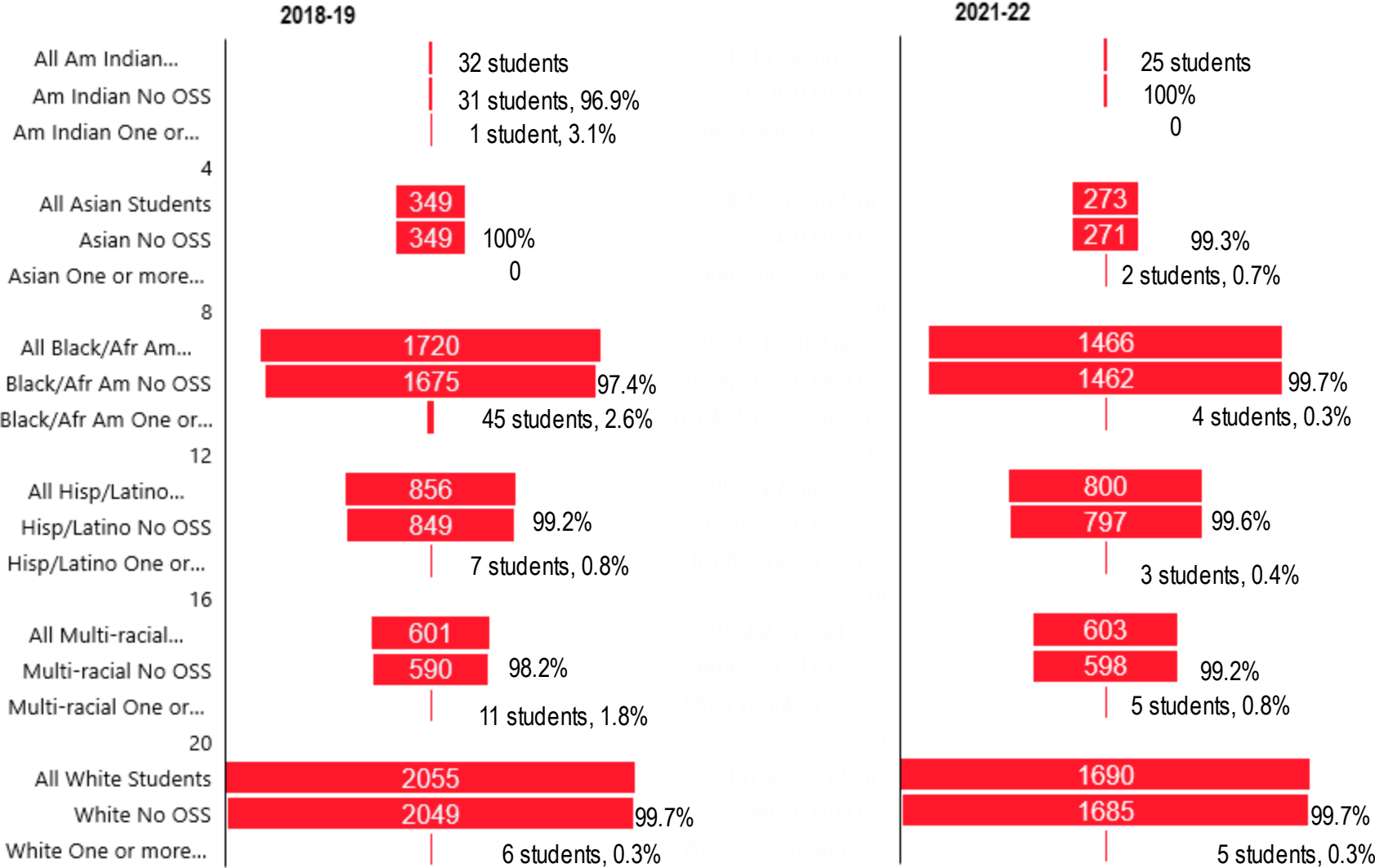
End of Year

2018-19

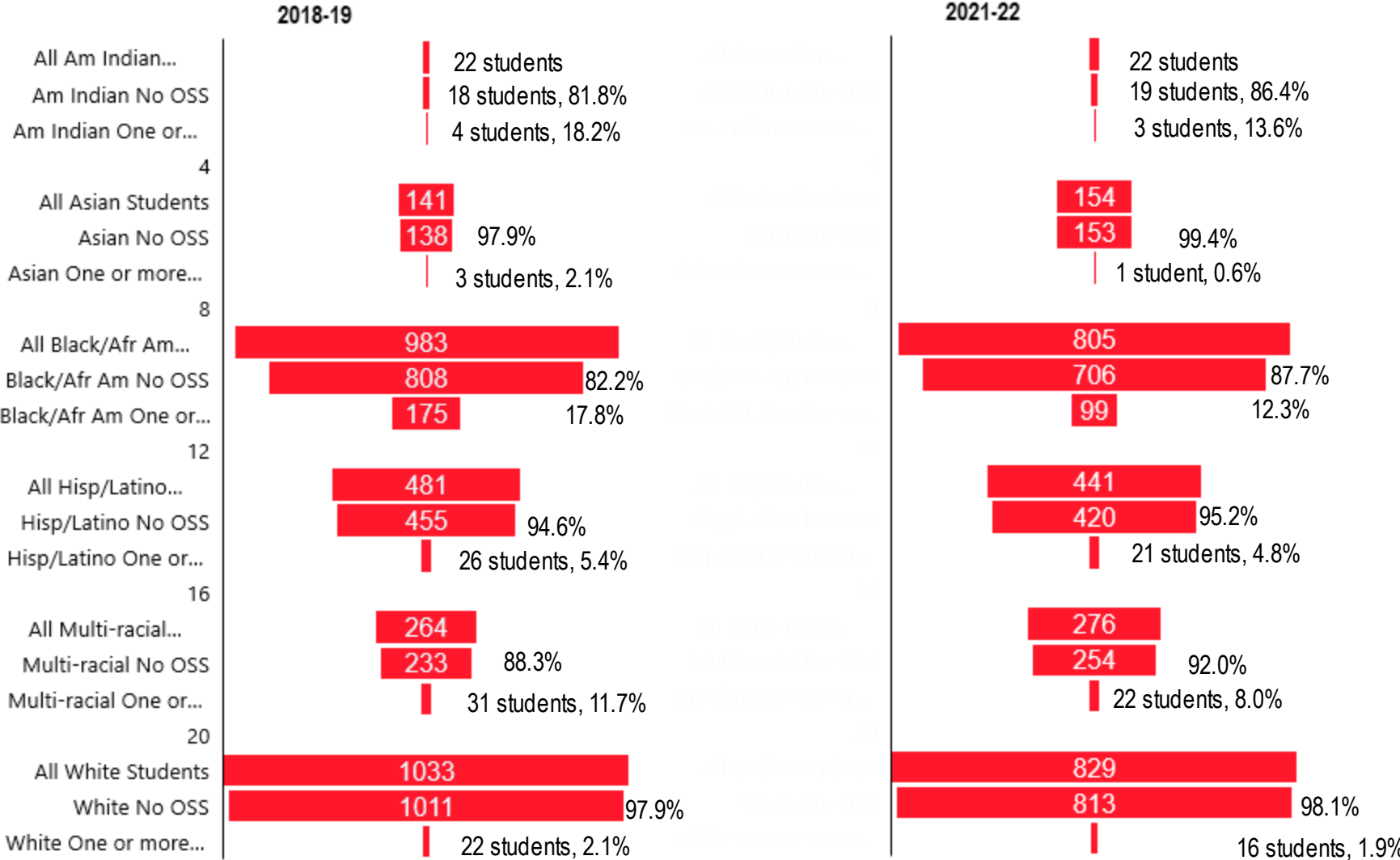
2021-22



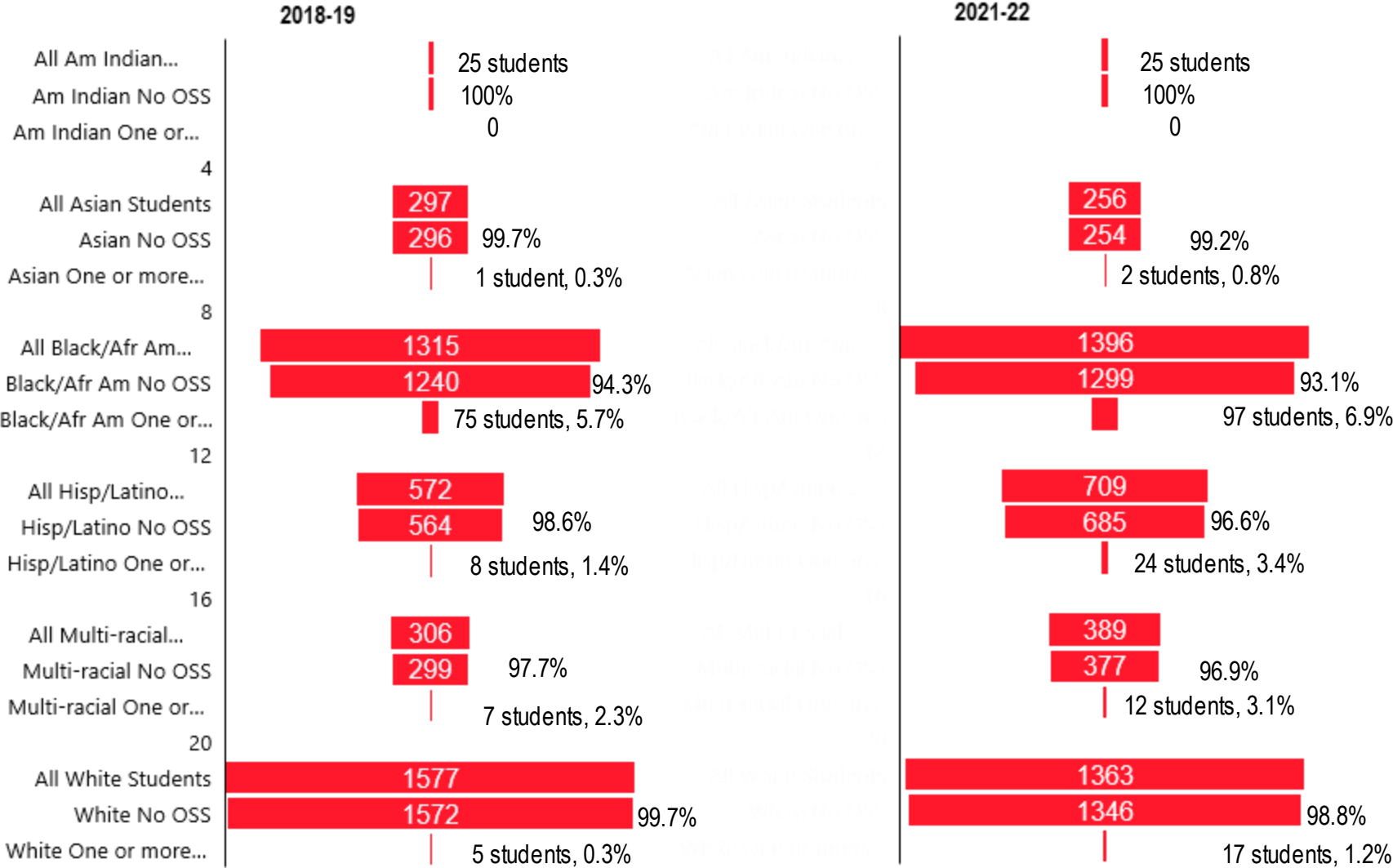
End of School Year– Out of School Suspensions Elementary



End of School Year– Out of School Suspensions Middle School



End of School Year– Out of School Suspensions High School



End of School Year– Out of School Suspensions Elementary

18-19	All Count	No OSS Count	No OSS %	1 or more OSS Count	1 or more OSS %
English Learner	642	637	99.2%	5	0.8%
English Speaker	4973	4908	98.7%	65	1.3%
General Education	4829	4788	99.2%	41	0.8%
Special Education	786	757	96.3%	29	3.7%
F/R Lunch	2139	2103	98.3%	36	1.7%
Regular Lunch	3476	3442	99.0%	34	1.0%

21-22	All Count	No OSS Count	No OSS %	1 or more OSS Count	1 or more OSS %
English Learner	752	750	99.70%	2	0.30%
English Speaker	4107	4090	99.60%	17	0.40%
General Ed	4106	4095	99.7%	11	0.3%
Special Ed	753	745	98.9%	8	1.1%
F/R Lunch	2330	2316	99.40%	14	0.60%
Regular Lunch	2527	2522	99.80%	5	0.20%

End of School Year– Out of School Suspensions Middle School

18-19	All Count	No OSS Count	No OSS %	1 or more OSS Count	1 or more OSS %
English Learner	237	220	92.8%	17	7.2%
English Speaker	2687	2443	90.9%	244	9.1%
General Education	2531	2349	92.8%	182	7.2%
Special Education	393	314	79.9%	79	20.1%
F/R Lunch	1164	1027	88.2%	137	11.8%
Regular Lunch	1760	1636	93.0%	124	7.0%

21-22	All Count	No OSS Count	No OSS %	1 or more OSS Count	1 or more OSS %
English Learner	260	247	95.00%	13	5.00%
English Speaker	2268	2119	93.40%	149	6.60%
General Ed	2117	2004	94.7%	113	5.3%
Special Ed	411	362	88.1%	49	11.9%
F/R Lunch	1260	1143	90.70%	117	9.30%
Regular Lunch	1268	1223	96.50%	45	3.50%

End of School Year– Out of School Suspensions High School

18-19	All Count	No OSS Count	No OSS %	1 or more OSS Count	1 or more OSS %
English Learner	267	263	98.5%	4	1.5%
English Speaker	3827	3735	97.6%	92	2.4%
General Education	3521	3461	98.3%	60	1.7%
Special Education	573	537	93.7%	36	6.3%
F/R Lunch	422	402	95.3%	20	4.7%
Regular Lunch	3672	3596	97.9%	76	2.1%

21-22	All Count	No OSS Count	No OSS %	1 or more OSS Count	1 or more OSS %
English Learner	396	380	96.00%	16	4.00%
English Speaker	3743	3607	96.40%	136	3.60%
General Ed	3556	3448	97.0%	108	3.0%
Special Ed	582	538	92.4%	44	7.6%
F/R Lunch	1878	1769	94.20%	109	5.80%
Regular Lunch	2260	2217	98.10%	43	1.90%

Administrative Reviews

	2018-19	2019-20*	2020-21	2021-22	2022-23
Total	58	30	No referrals	83	43
Elementary	1	-		1	-
Middle School	25	3		12	13
6 th grade	3	-		6	0
7 th grade	8	1		4	7
8 th grade	14	2		2	6
Special Ed	6	1		4	7
English Learner	Not reported	Not reported		0	0
High School	32	27		70	30
9 th grade	12	12		22	7
10 th grade	10	7		24	9
11 grade	6	4		18	8
12 th grade	4	4		6	6
Special Ed	17	4		23	10
English Learner	Not reported	Not reported		9	4

Administrative Reviews

	2018-19	2019-20*	2020-21	2021-22	2022-23
Total	58	30	No referrals	83	43
Elementary	1	-		1	-
Possession of a weapon	1			1	
Middle School	25	3		12	13
Assault	15			2	4
Possession of a weapon	3	1		4	9
Fight	3	2			
Group Violence				4	
Substantial disruption	2				
Sexual Assault/Harassment	1			1	
Physical Harm to/Contact with Staff				1	

Administrative Reviews

	2018-19 Count	2019-20* Count	2020-21 No referrals	2021-22 Count	2022-23 Count
Total	58	30		83	43
High School	32	27		70	30
Assault	18	7		9	7
Possession of a weapon	6	5		14	8
Group Violence		6		39	9
Fight	3	4			4
Substantial disruption	3				1
Drug Related offense		2		2	
Physical Harm to/Contact with Staff		2		3	1
Threat	1	1		3	
Arson	1				
Sexual Assault/Harassment					



Data Appendix- B

Gaggle





2022-2023 Gaggle

Compiled by Anne Grui,
Assistant Director of Student Services

Gaggle Overview

Robbinsdale Area Schools are required by the Children's Internet Protection Act (CIPA) to ensure that our internet safety policies include monitoring the online activities of students and educating students about appropriate online behavior.

Gaggle proactively assists districts 24/7/365 in the prevention of student suicide, bullying, inappropriate behaviors, school violence, and other harmful situations.

The Technology Department began investigating email and shared document monitoring services in August of 2019. We met with Gaggle representatives on November 11 to discuss their services. We also met with representatives from Bark and Lightspeed before making the Gaggle recommendation. Gaggle is the only monitoring service that provides human review of suspect documents prior to sharing them with the school district.

Gaggle screens all K-12 GSuite traffic, including @rdale mail (gmail), Docs, Sheets, Slides, etc.- as well as K-12 Microsoft traffic - Office 365, OneDrive. Microsoft is used primarily in our high schools.



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A key to helping all students succeed is a focus on student safety. “A safe and civil environment is needed for students to learn and attain high academic standards, to ensure a healthy school climate, and to promote healthy human relationships.” (District 281 Board Policy 514) Our Technology Department uses web filters to control content delivered to students using district technology. This protection extends from the classroom to the home to anywhere students use their district account to access resources on the Internet. Web filters cannot, however, monitor that district for inappropriate activities such as “cyberbullying, sexting, suicidal ideation, or even threats of violence.” Gaggle Safety Management helps identify potential harmful student situations and provides opportunities to teach digital citizenship.

Gaggle Safety Management System

Gaggle Safety Management is a solution that alerts the district of students who are struggling with issues such as self-harm, substance abuse, cyberbullying, unhealthy relationships, and other credible threats. Gaggle scans student issued Google (Gmail and Google drive) and Microsoft (Office365 and OneDrive) accounts for harmful material and alerts building administration and/or emergency services, 24 hours a day, 7 days a week, 365 days a year.



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Gaggle is Child Internet Protection Act (CIPA) and FERPA compliant. Using a combination of machine learning algorithms and a 24/7 in-house support team who block, categorize and report potentially unsafe content in real-time with expert Safety Representatives who review content 24/7 to ensure students are safe. Using a response rubric, Gaggle determines the nature and severity of the content in question. The Safety Management Team determines where the content falls on the rubric and takes appropriate action. For questionable content, an email notification is sent to the district administration. Possible student situations result in direct personal notifications by telephone to school/district contacts. Other features that may be utilized in the future include email notifications directly to the students for simple violations.

The cost per year is \$64,350.. There was a one time set up fee of \$3,750.

The cost is covered under the Tech Levy due to the requirement of the Child Internet Protection Act(CIPA) and FERPA compliance.

Types of Concerns: Questionable Content



Anything that is not an immediate threat to the student, but is cause for concern, is marked as Questionable Content. This includes, but is not limited to, professional pornographic images or files, extremely graphic or violent stories/files not associated with an assignment, or messages containing references to sexual activity.

If a QCON is identified, a Gaggle Student Safety Representative will send your designated Emergency Contact an email with the relevant information and a copy of the blocked item.

Types of Concerns: Possible Student Situation



A PSS is a designation that identifies an immediate threat to a student, including, but not limited to, student produced pornography, violence, suicide, self-harm, bullying, rape or harmful family situations. Emergency Contacts are notified immediately as well as sending an email and/or text message.

If Possible Student Situations involve child pornography or possible child exploitation, they will be reported to the Cyber Tipline at the National Center for Missing and Exploited Children (NCMEC). You do not need to notify your local law enforcement.

Please keep in mind that the context and intent of the email/file that was flagged was not considered when they were reviewed.

All incidents that are flagged are included in the data including assignments for classes, email to teachers and administrators, slang, and words of harassment meant in humor.

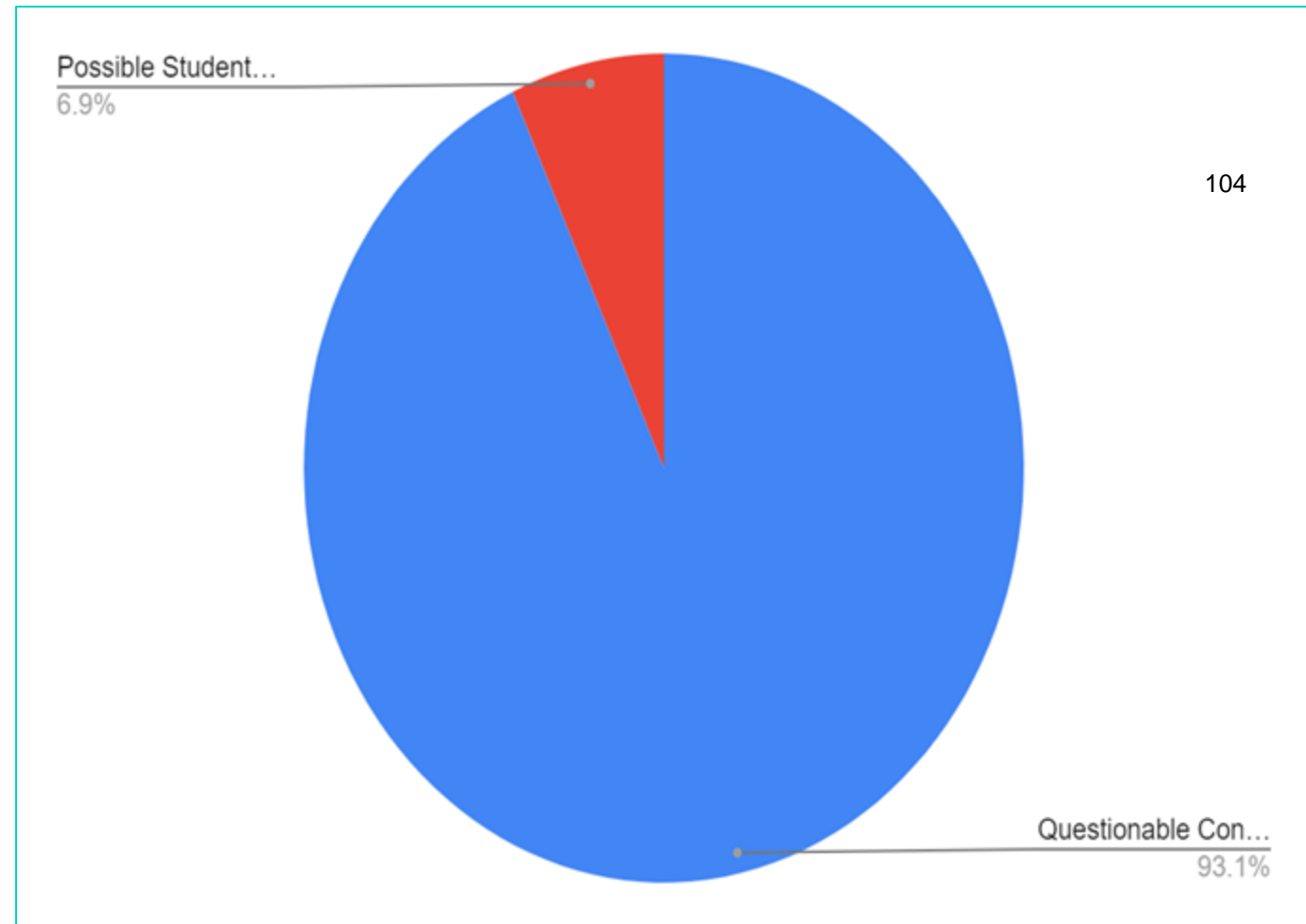
School administrators review the file that was flagged and address it with the student in a manner that is consistent with our student handbook.

Questionable Content vs Possible Student Situation

Total incidents reported:

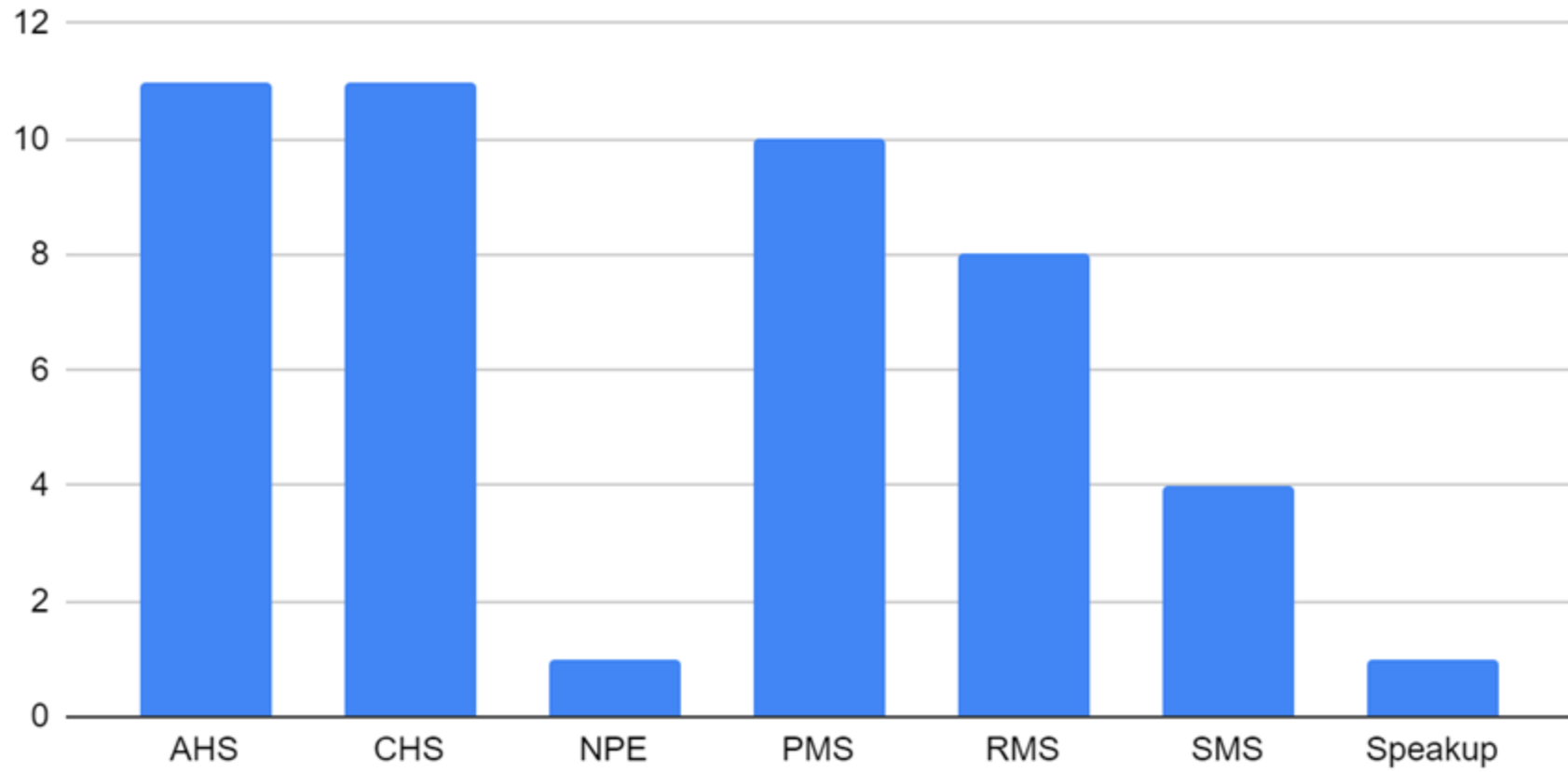
Questionable Content: 621

Possible Student Situations: 46



Possible Student Situations

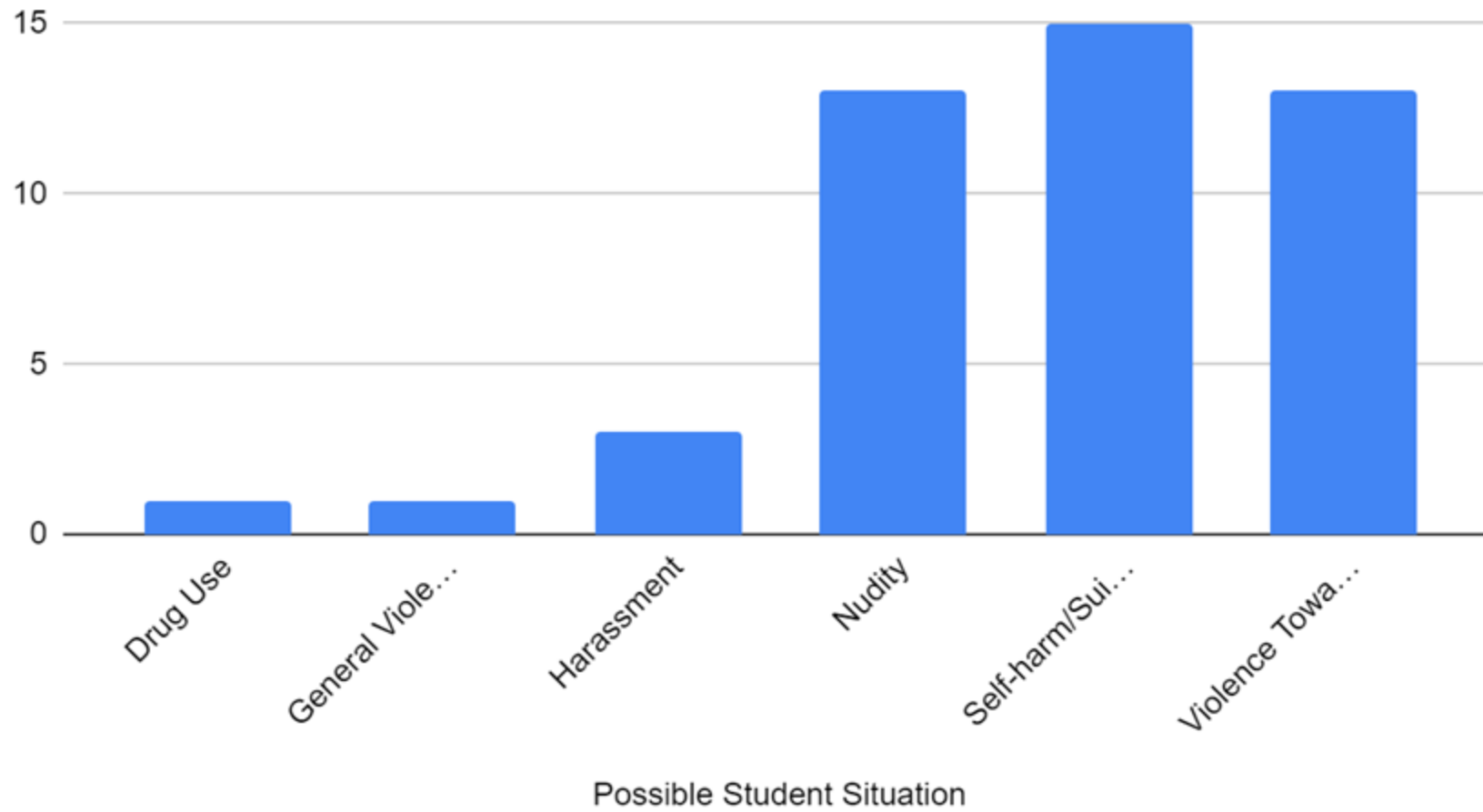
Possible Student Situation



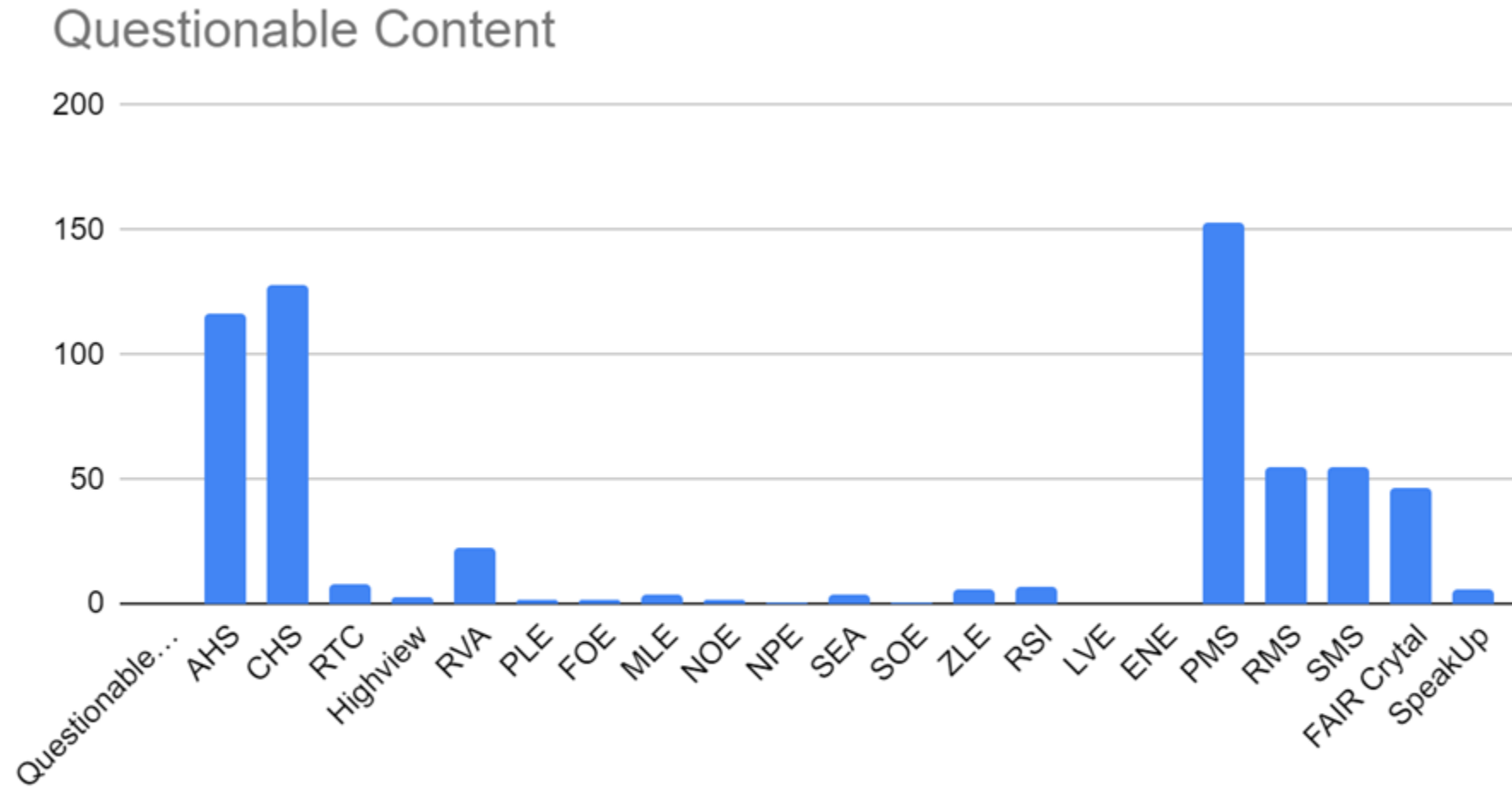
Possible Student Situation

Categories of Incidents

Possible Student Situation



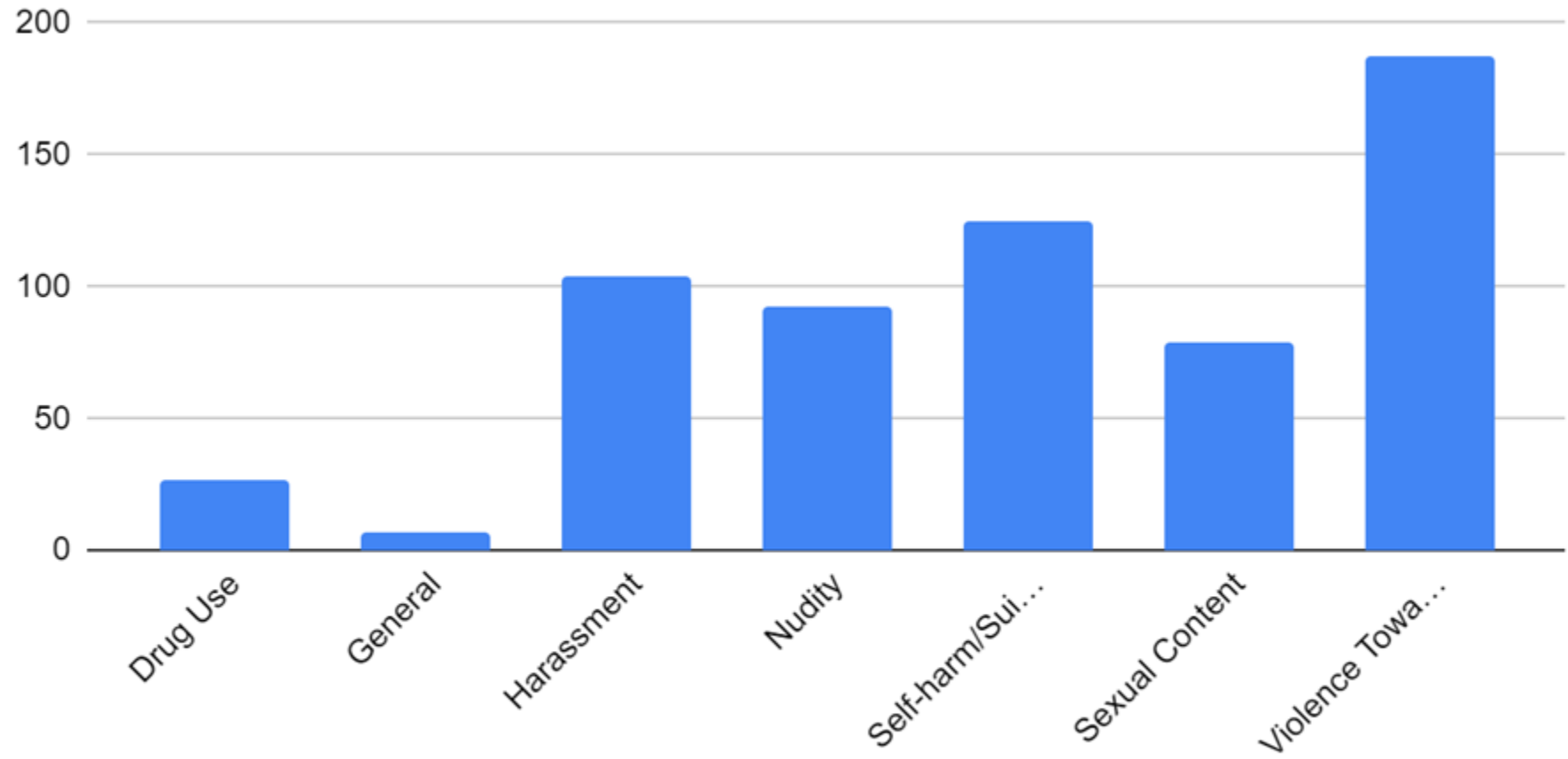
Questionable Content



Questionable Content by School

Categories of Incidents

Questionable Content



Questionable Content by Category



Data Appendix- C

Support Staff in Place

- District and Contracted Staff



Roles and Responsibilities of RAS Support Staff

The following identifies the primary and essential functions of the position and is not intended to be an exhaustive listing of all duties.

Security EA's

●CHS-5	AHS-4	Highview-1	RMS-0	PMS-2	SMS-3	Fair-2
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Serve as an advocate for educational equity for all students and families, with a particular emphasis on equity in behavior and safety planning and response.

- Monitor hallways and complete learning sweeps as directed by administration
- Lead/support students and staff during Restorative Practices.
- Work with other support staff to communicate and problem solve situations together that occur through the school day.
- Provide active supervision to students in the hallway, lunchroom, recreational areas and bussing
- Promote and reinforce positive student behavior.
- Respond to crisis situations, triage, with the Building Crisis Team as directed by Administrators as needed.
- Develop positive relationships with all students in the building.
- Be knowledgeable of specific disabilities and individual learning characteristics, including IEPs, 504s, and FBA's when implementing evidence-based Crisis Response Activities.
- Assist staff in observing, recording, and charting behaviors.
- Assist staff with crises, problems, and behavior management.

Professional Learning Coaches

CHS-4	AHS-4	Highview-3	RMS-3	PMS-2	SMS-2	Fair-1
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- Works closely with the grade level Principal and the MTSS team.
- Assist in analyzing data to be intentional in the work with students
- Personalized interventions for students which include academic, behavior and social/emotional support.
- Academic goal setting with students to work toward increased student outcomes
- Processing with students how behaviors may impact future decisions
- Expand students' access to information regarding career, skill trades and technical college options.
- Work with students on academic goal setting and graduation planning.
- Support communication and build positive relationships with students, teachers, support staff, and administration.
- Monitor progress and collect data on student goals
- Collaborate with building administration and staff to implement effective positive behavioral management strategies, as well as conflict mediation and de-escalation strategies.
- Support student success in the classroom both academically and behaviorally.
- Facilitate and support the implementation of MTSS and Safe & Civil Schools.
- Work with administrators and leadership teams to establish, monitor and disaggregate data to determine effectiveness of selected academic and behavioral interventions and supports.
- Support building implementation of strategies for maintaining a classroom environment conducive to student learning and utilizing effective methods to meet the needs of all students.

Achievement & Integration Climate and Culture Specialist (16 staff)

- Serves as a bridge between school staff, families, and administration
- Supports culturally responsive practices through involvement in school level leadership teams
- Utilizes elements from Safe & Civil Schools
- Active with multi-tiered systems of support (MTSS), and restorative justice practices
- Serves on building leadership teams
- Collaborates with school staff to serve as a resource
- Supports the use of culturally responsive classroom practices
- Ensures all students are afforded equal access to educational opportunities both inside and outside the classroom
- Advocates on behalf of students
- Works with students and families to make certain that the student is academically engaged and that social emotional needs are being met

Family Engagement Specialist (3 staff)

- Supports the district's equity work
- Facilitate and support parent-family recruitment, and engagement
- Collaborate with the Communication and Achievement and Integration Departments to promote family engagement activities.
- Serves on building leadership teams
- Active with multi-tiered systems of support (MTSS), and restorative justice practices
- Facilitate an assessment of student, family, school and community needs
- Assists with the school climate- communicating with families on student discipline occurrences; and student attendance concerns
- Prepares proposals for activities and outcomes related to family engagement activities

American Indian Specialist

(4 staff)

- Serves as a bridge between school staff, families, and administration
 - Assists, develops, coordinates, and collaborates on American Indian cultural events, and activities
 - Provide social emotional support for American Indian students
 - Advocates for educational equity for all American Indian students
 - Establish and maintain purposeful relationships with American Indian students and families
 - Ensure all students graduate with the required life skills to either enter the workforce or college
 - Serves on building leadership teams
 - Active with multi-tiered systems of support (MTSS), and restorative justice practices
 - Collaborates with other staff within the Achievement and Integration Department
 - Ensures all American Indian students are afforded equal cultural and academic access to opportunities inside and outside the classroom
-

CRISIS TEAMS ALIGNMENT TO DISTRICT MISSION, VISION & GOALS:

The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community. A district crisis team supports this mission and the 4 unified district goals. Preventing and properly responding to potential crisis situations minimizes potential trauma for students, ensuring continued academic excellence in the event of a crisis. Properly responding to a crisis event is paramount in ensuring that students return to pre-crisis level functioning, in turn ensuring their continued academic excellence. The team considers culturally relevant factors, supports engaging family and community partners, and supports empowering students following a crisis event.

DISTRICT CARE & CRISIS TEAM:

District leaders will work collaboratively to:

- Provide leadership to building level crisis teams in order to help in implementation of district practices that promote physical & psychological safety.
- Prepare for & respond to building or district level crisis situations in a way that minimizes trauma sustained by students, staff, and families.

BUILDING CARE & CRISIS TEAMS:

Building leaders will work collaboratively to:

- Prevent and prepare for potential crisis situations by identifying and problem-solving building needs. Needs will be identified by annually reviewing the building vulnerability assessment, as well as through discussion with the district and building teams.
- Building teams will prepare for, mitigate and respond to crisis situations that impact the functioning of the school community. Provide response and recovery efforts to address the psychological needs of the school community.

Contracted Staff: Roles and Responsibilities: SRO's

CHS-2	AHS-2	Highview-0	RMS-1	PMS-1	SMS-0	Fair-0
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- Promote the safety and well being of students
- Serve as a resource for staff, students, and parents regarding individual problems and/or questions
- Work with administrators and staff of the school by building relationships with students in the prevention of delinquency.
- Actively support school district policy and procedures.
- Maintain awareness of all criminal or delinquency investigations or criminal interrogation being done at the School and, when necessary, provide information to school administration and District leadership. All questioning of the student will be in adherence with District Policies and administrative procedures such as AP519.
- Perform investigations of criminal incidents occurring at the School and make proper referrals to law enforcement as serious matters may require.
- Provide input to School administration on matters relating in School building security and occupant safety.
- Participate in community and School efforts to promote positive youth development.
- Speak to and provide curriculum support for classrooms on age appropriate subjects to present to school students as requested by school administration.
- For any school code violations identified or witnessed, the SRO will defer the student to the principal's office as disciplining students for code of conduct violations is a school district responsibility
- Attend professional learning when mutually agreed upon
- SRO will not recommend, determine or provide input on student discipline by the School.

Mental Health Therapist (16 1.0 FTE Therapist and 8 .5 FTE Therapist)

- Provide Eligible Clinical Mental Health or Substance Use Disorder Covered Services, including services for children who do not have health insurance coverage (“uninsured”) or who have health insurance that does not cover needed behavioral health services (“underinsured”).
- The law establishing these grants requires grantees to utilize all available third-party reimbursement sources as a condition of using state grant funds. Thus, a grantee must bill other insurance sources if the child’s needed services are covered by Medical Assistance (MA), MinnesotaCare, private commercial insurance, other medical insurance, or other payment source.
- The following mental health clinical services are considered to be core SLBH services under this RFP and are covered services:
 - Diagnostic Assessments
 - Psychological testing
 - Individual, group, or family psychotherapy
 - Individual, group, or family skills training
 - Psychiatric consultation to primary care providers
 - Medication management
 - Mental health screening and referral
 - Psychoeducation
 - Clinical care consultation
 - Clinical supervision
 - Classroom observation
 - Staff consultation and education
 - Mental Health therapists work closely with the MTSS team members

Life Skill Workers (2.8 Full Time)

- Assist and support individuals and families in developing skills in areas such as anger, aggression, difficulty following directions, refusal to follow rules, problems relating to peers, anxiety, depression, family conflicts and many others.
 - Life skills services take place in the home, at school or elsewhere in the community. This is oftentimes used as an adjunct to counseling.
 - To be eligible, individuals must be aged 4 to 20, be determined by a mental health professional of needing this level of service, and have medical assistance-based insurance coverage.
 - Skills workers can be in the classroom, in the hallways or provide private consultation.
 - The Life Skills Workers typically work in tandem with the school linked mental health therapist. The mental health therapist provides the “why” and one-on-one therapy, the mental health life skills workers provide the “how;” how to de-escalate, how to manage feelings, and pro-social emotional skills.
 - Life Skills Workers also work closely with the MTSS team members
-



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Data Appendix- D

Collaborative Conversation



Collaborative Conversation Procedure

When the learning of students is disrupted by a student who chronically violates school rules (substantial disruptions, harmful physical contact, fights, and/or repeated Tier 1 behaviors that persist despite MTSS interventions) they may be referred for a Collaborative Conversation.

Collaborative Conversations will be held with the Assistant Superintendent, Executive Director of Student Services, building administrator, parent(s), and student.

Building Administrator Responsibilities

- Building Administration copies and completes the Collaborative Conversation Form.
- Contact families to inform them of the Collaborative Conversation.
- Explain to the parent/guardian the purpose, outcome, and the why of a collaborative conversation.

Student Services Program Assistant Responsibilities

- Will contact families to set up Collaborative Conferences when the google form is completed and received. We will ask parents/guardians if they prefer to meet at ESC, Coffee Shop, or a home visit.
- Post appointment to Assistant Superintendent, Executive Director of Student Services, and building administrator to google calendar.

Potential Next Steps:

- Building administration brings recommendations back to building to implement.
- Recommendations may include:
 - School based Interventions, PTR (behavior plan), class schedule change, Restorative Practice, safety plan, behavior contract, Tier 2 and Tier 3 interventions, mental health therapist recommendation and other recommendations based on parent and student input.

Updated August 12, 2022