

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

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John Groenke, Executive Director of Student Services
Dr. Cheryl Videen, Director of Research, Evaluation and Assessment
Matt Pletcher, Director of Secondary Curriculum and Multilingual Programs
2. Board Topics
Dr. Greta Evans-Becker, School Board Chair
 - A. Minnesota Open Meeting Laws
Christian Shafer from Ratwik, Roszak & Maloney, P.A.
 - B. Board Governance Policy 1.10 - Board Committees 46
 - C. Land Acknowledgement
 - D. Policy 206: Public Participation in School Board Meetings, Complaints about 47
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 - E. Transportation Priorities
3. Other



School Board of Robbinsdale Area Schools

Work Session - June 20, 2023

ITEM:	1. Graduation Rates Data and Intervention Strategies
PRESENTER:	<i>John Groenke - Executive Director of Student Services</i> <i>Dr. Cheryl Videen - Director of Research, Evaluation and Assessment</i>

Please view this [Graduation Rates Data and Intervention Strategies](#) video prior to the Work Session on Tuesday, June 6, 2023. It is just over 52 minutes long. An opportunity for the School Board to have questions answered and discuss will occur at the Work Session.



To: BOE
From: John Groenke
Date: 5-30-23
Re: Graduation Rates 2022 Summary

Graduation Rates 2022 Summary

- ❖ The overall district graduation rate increased from 83.1% and to 84.6% and is at a ten-year high.
- ❖ The district's overall graduation rate is now 1 percentage point higher than the state's graduation rate.
- ❖ District graduation rates surpass state graduation rates for six racial/ethnic groups as well as for Special Education students, English Learners and students who receive Free/Reduced Price Meals.
- ❖ Graduation rates for Black/African American students and for English Language Learners increased substantially and both groups are at a ten-year high
- ❖ Graduation rates also increased for students eligible for Free/Reduced price meals and students receiving special education services.



Graduation Rates 2022

**School Board Work Session
June 6, 2023**

Presenters:

John Groenke, Executive Director of Student Services

Cheryl Videen, PhD, Director of Research, Evaluation and Assessment

Matt Pletcher, Director of Curriculum and Instruction

Erick Norby, Principal Armstrong High School

Shaunece Smith, Principal Cooper High School

Robert Ware, Principal Robbinsdale Academy-Highview



ROBBINSDALE
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



Executive Summary: Graduation Rates 2022

- ❖ The overall district graduation rate increased from 83.1% and to 84.6% and is at a ten-year high.
- ❖ The district's overall graduation rate is now 1 percentage point higher than the state's graduation rate.
- ❖ District graduation rates surpass state graduation rates for six racial/ethnic groups as well as for Special Education students, English Learners and students who receive Free/Reduced Price Meals.
- ❖ Graduation rates for Black/African American students and for English Language Learners increased substantially and both groups are at a ten-year high
- ❖ Graduation rates also increased for students eligible for Free/Reduced price meals and students receiving special education services.

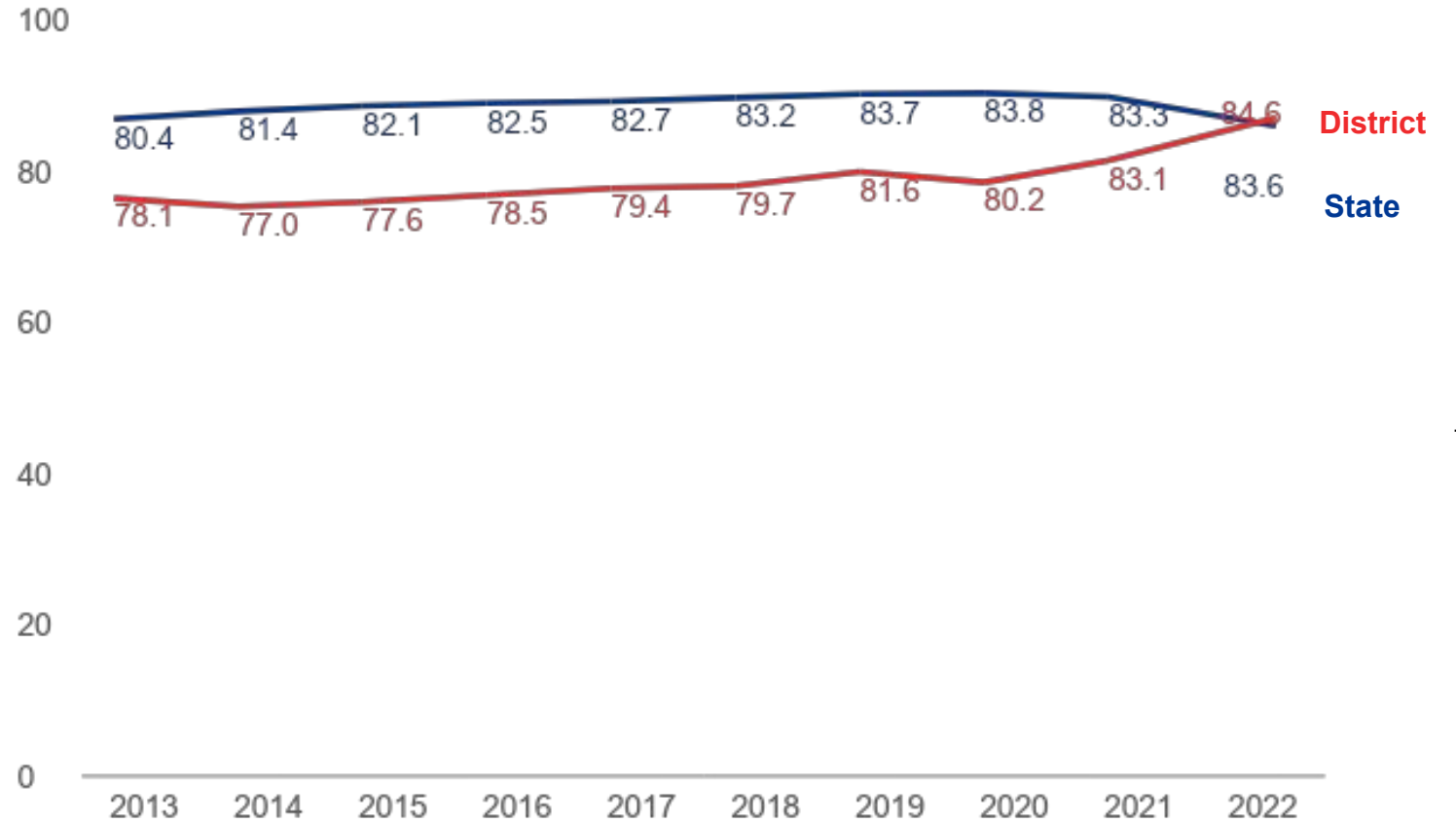


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Robbinsdale Area Schools graduation rate increased from 83.1% 84.6% and is at a ten-year high.

The district's graduation rate is now higher than the state's graduation rate.

Graduation Rate: All Students



Four-year completion rates



ROBBINSDALE
Area Schools

All Students Graduation Rates: 2013 - 2022

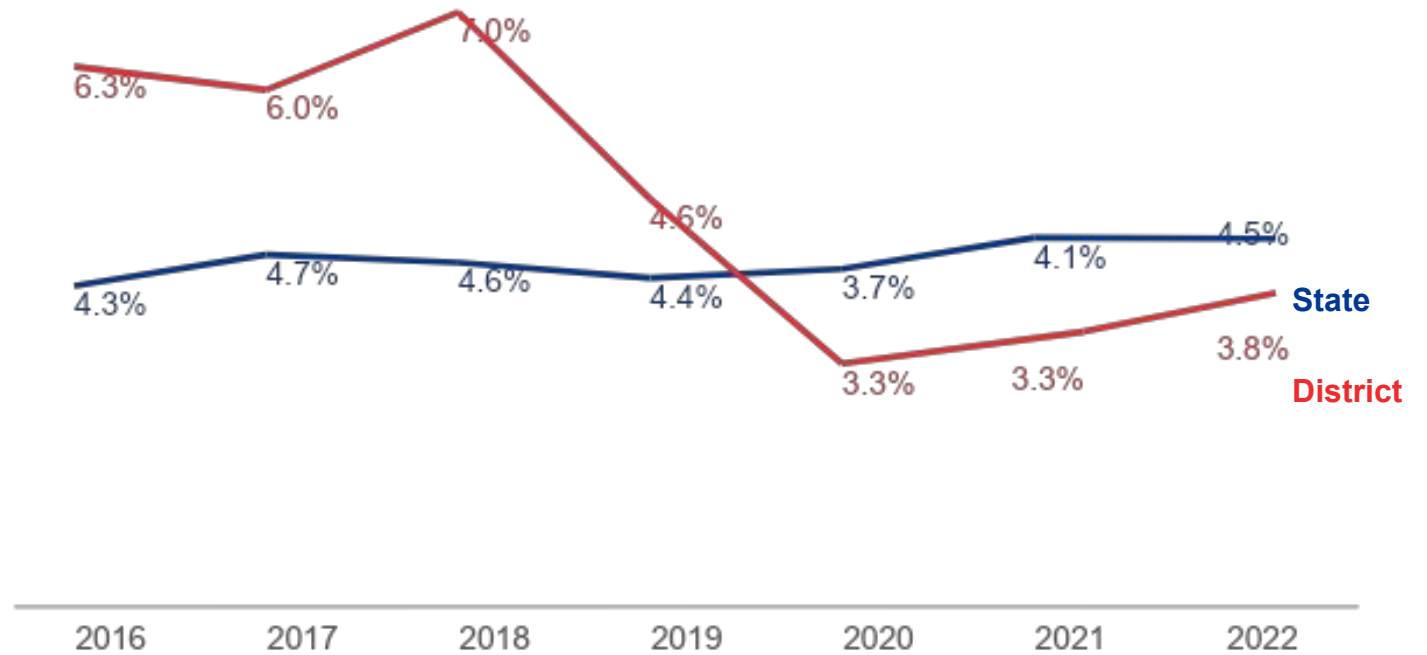
All Students	MN	RAS	AHS	CHS	Highview
2013	80.4	78.1	85.7	80.7	15.9
2014	81.4	77.0	86.9	79.7	14.0
2015	82.1	77.6	87.0	82.7	18.3
2016	82.5	78.5	86.6	81.2	22.1
2017	82.7	79.4	89.5	83.9	27.8
2018	83.2	79.7	88.3	86.2	20.6
2019	83.7	81.6	89.7	87.0	34.3
2020	83.8	80.2	90.7	84.3	38.1
2021	83.3	83.1	92.2	86.8	48.9
2022	83.6	84.6	89.5	90.7	55.8

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While the district's drop out rate increased slightly, it continues to be lower than the state's drop out rate.

Drop Out Rate: All Students

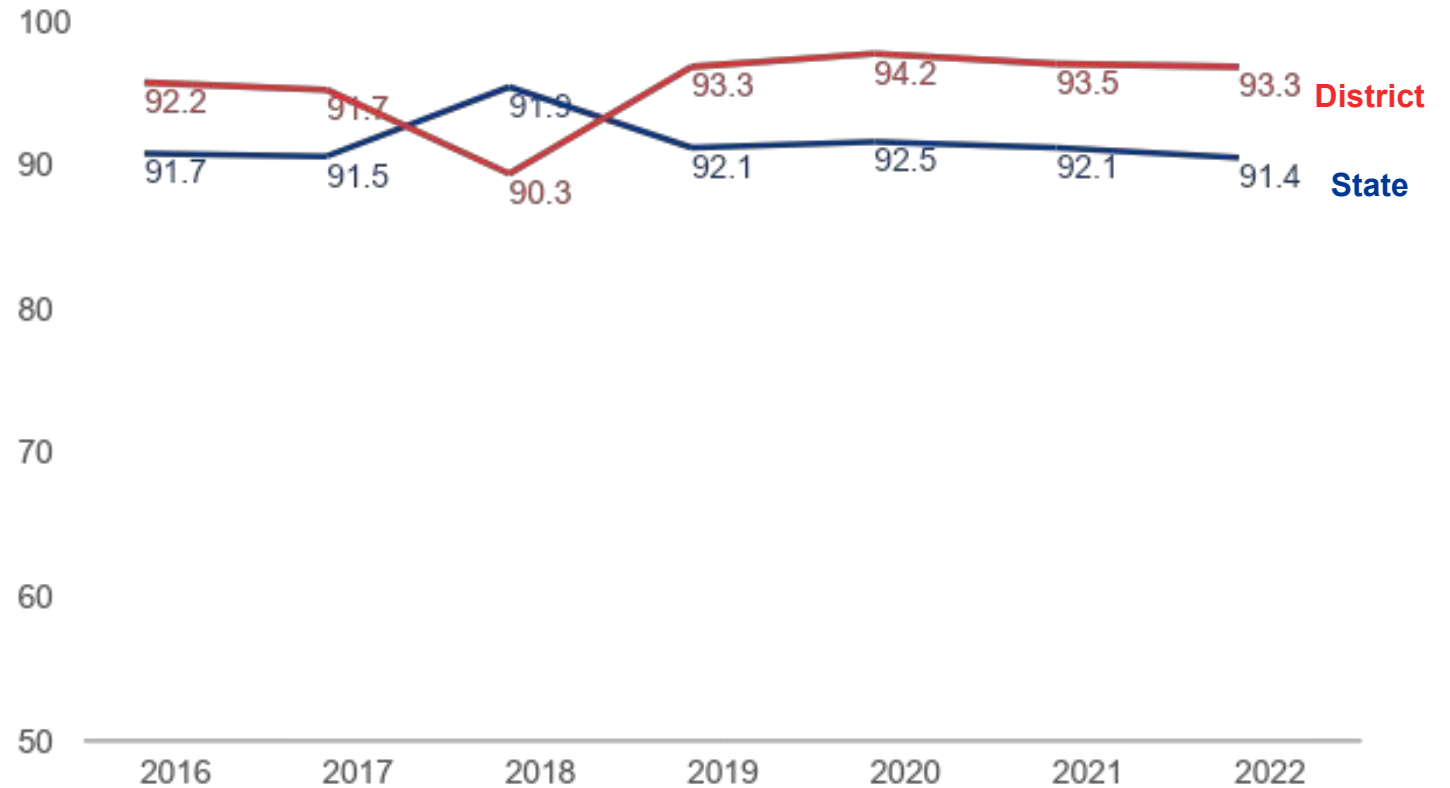




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Area Schools

The percentage of district students that either graduated or are continuing their high school education decreased slightly but continues to be higher than across the state.

Rate of student who completed plus those that are continuing their HS education

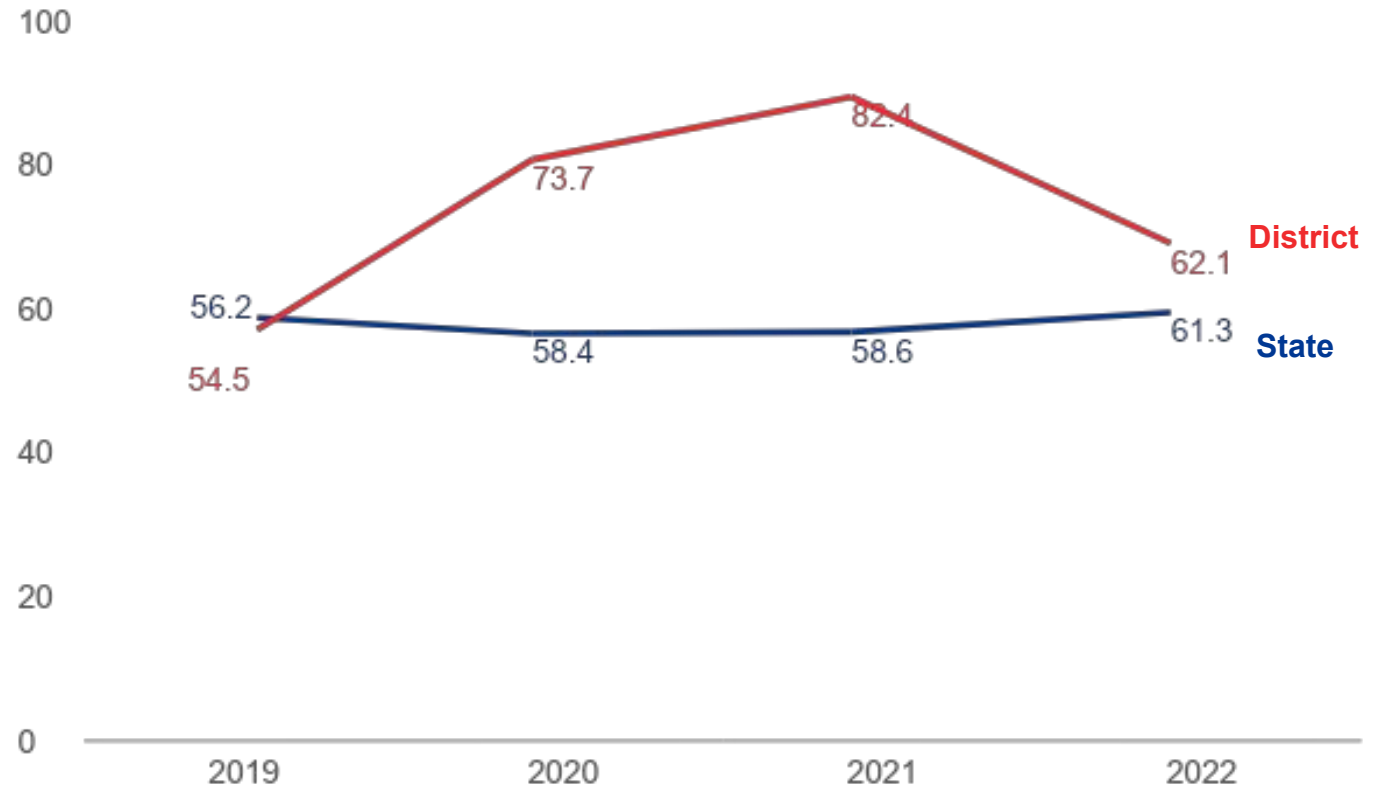


Four-year completion rates



The graduation rate for district American Indian students is similar to their statewide counterparts.

Graduation Rate: American Indian Students (State Definition)



Four-year completion rates

State Identified American Indian Graduation Rates: 2019 - 2022

American Indian	MN	RAS	AHS	CHS	Highview
2019	56.2	54.5 (6 of 11 students)	*CTSTR	*CTSTR	*CTSTR
2020	58.4	73.7 (14 of 19 students)	*CTSTR	*CTSTR	*CTSTR
2021	58.6	82.4 (14 of 17 students)	*CTSTR	*CTSTR	*CTSTR
2022	61.3	62.1 (18 of 29 students)	*CTSTR	63.6 (7 of 11 students)	*CTSTR

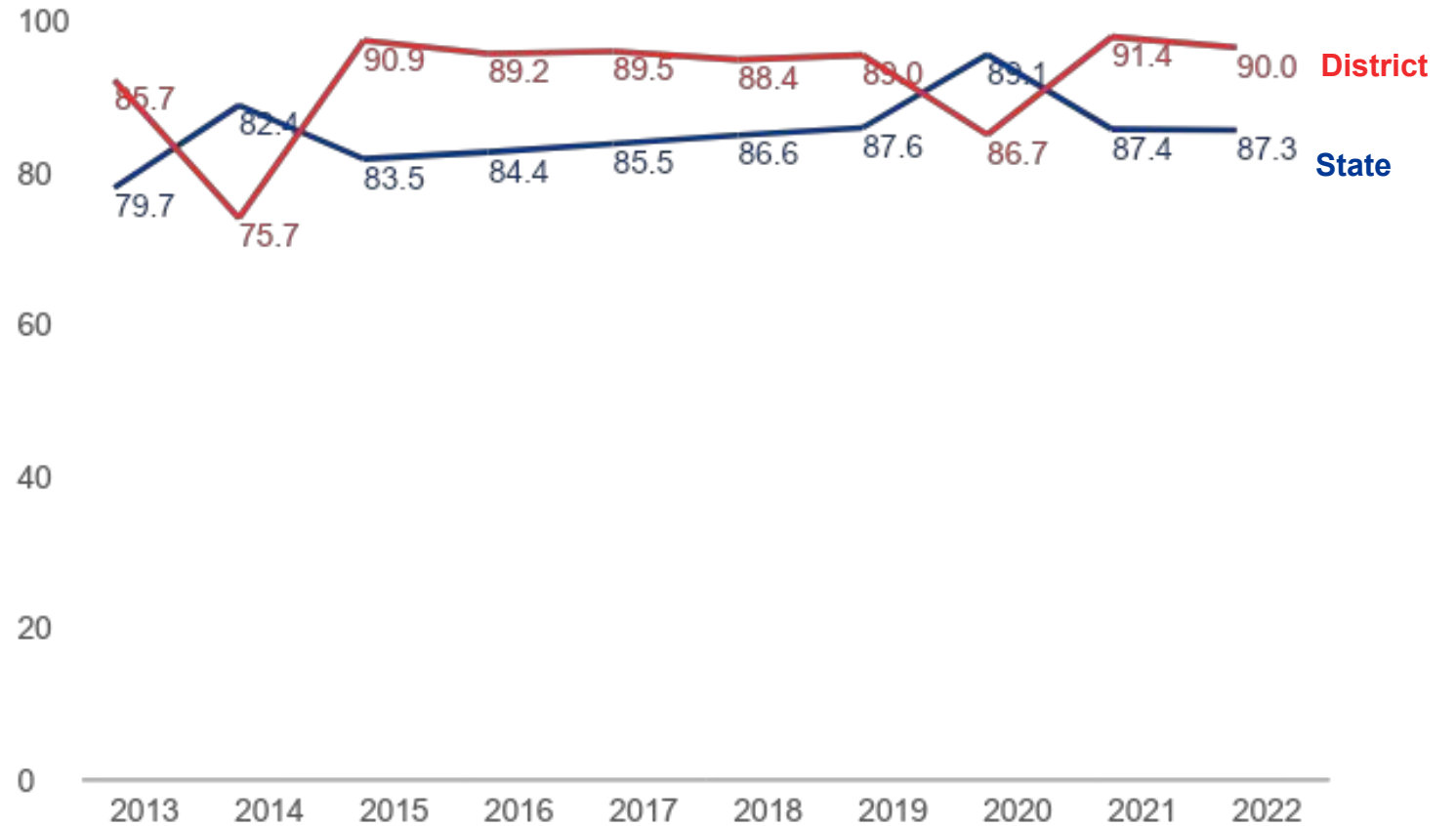
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Area Schools

The graduation rate for district Asian students continues to be higher than their statewide counterparts, which it has been for 8 of the last 10 years.

Graduation Rate: Asian Students



Four-year completion rates



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Area Schools

Asian Graduation Rates: 2013 - 2022

Asian	MN	RAS	AHS	CHS	Highview
2013	79.7	85.7	80.8	89.5	*CTSTR
2014	82.4	75.7	75.8	84.4	*CTSTR
2015	83.5	90.9	96.6	93.3	*CTSTR
2016	84.4	89.2	96.7	93.3	*CTSTR
2017	85.5	89.5	96.7	91.9	*CTSTR
2018	86.6	88.4	96.2	92.3	*CTSTR
2019	87.6	89.0	87.1	100.0	*CTSTR
2020	89.1	86.7	88.9	92.9	33.3 (CTSTR)
2021	87.4	91.4	97.0	100	*CTSTR
2022	87.3	90.0	86.7	93.9	*CTSTR

CTSTR= Count too small to report publicly

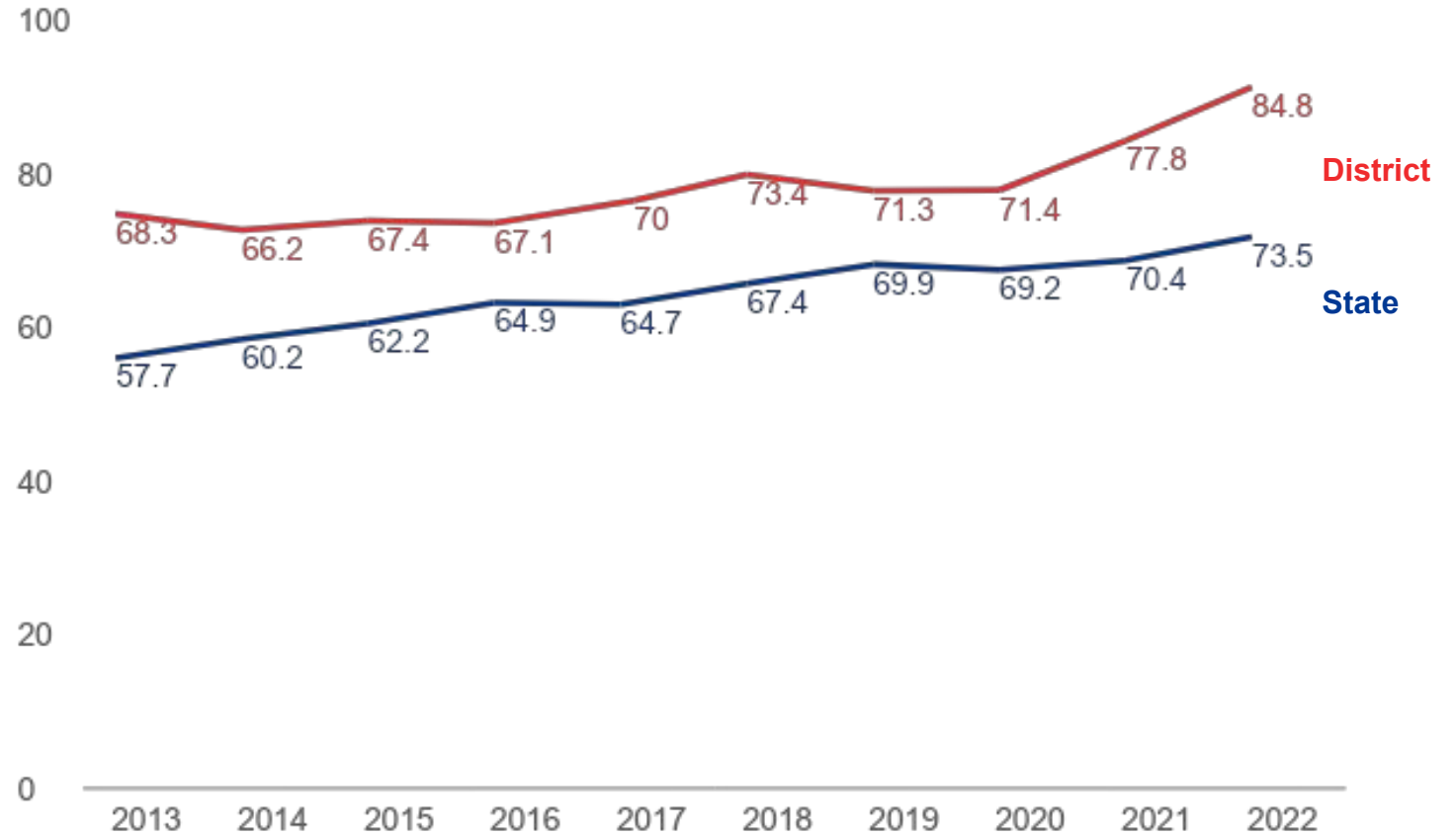


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With a substantial increase, the graduation rate for Black/African American students in the district continued its upward trend and is at a new 10 year high.

The district graduation rate for Black/African American students continues to be higher than the rate for their statewide counterparts.

Graduation Rate: Black / African Am Students



Four-year completion rates



ROBBINSDALE
Area Schools

Black/African American Graduation Rates: 2013 - 2022

Black/African American	MN	RAS	AHS	CHS	Highview
2013	57.7	68.3	74.6	75.3	10.7
2014	60.2	66.2	75.0	70.1	12.5
2015	62.2	67.4	83.5	75.2	15.0
2016	64.9	67.1	76.9	72.0	22.2
2017	64.7	70.0	76.5	84.9	22.4
2018	67.4	73.4	88.3	86.0	22.9
2019	69.9	71.3	81.4	82.7	30.9
2020	69.2	71.4	82.5	77.6	40.7
2021	70.4	77.8	85.0	85.5	51.0
2022	73.5	84.8	85.7	91.4	69.6

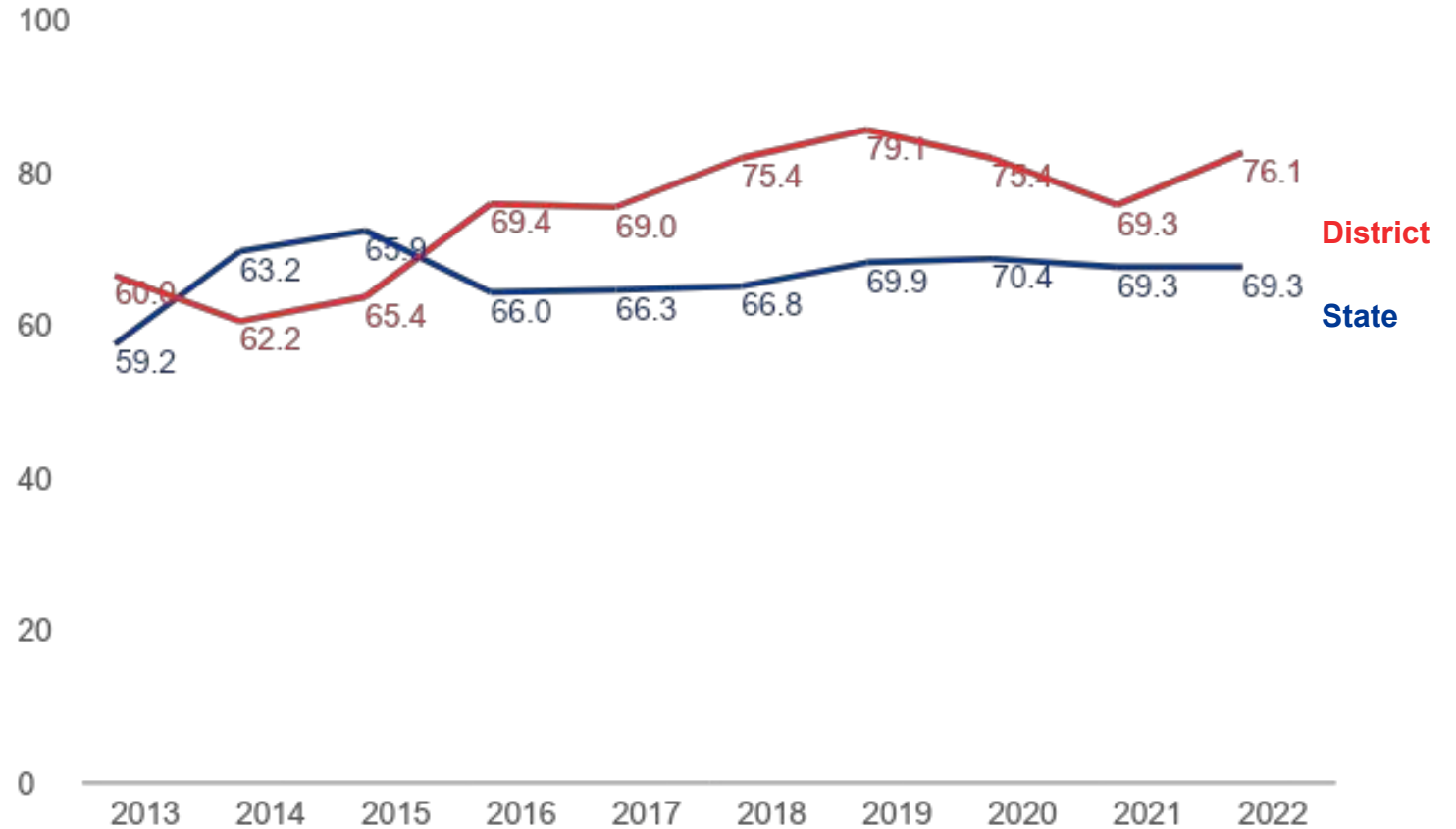
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The graduation rate for district Hispanic/Latino students increased over the past year.

The district graduation rate for Hispanic/Latino student has been at or above the graduation rate of their statewide counterpart for the last seven years.

Graduation Rate: Hispanic/Latino Students



Four-year completion rates



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Area Schools

Hispanic/Latino Graduation Rates: 2013 - 2022

Hispanic/ Latino	MN	RAS	AHS	CHS	Highview
2013	59.2	60.0	64.9	71.4	7.1
2014	63.2	62.2	80.8	66.7	0.0
2015	65.9	65.4	75.0	77.3	11.1
2016	66.0	69.4	78.3	71.8	16.7
2017	66.3	69.0	90.5	66.7	11.8
2018	66.8	75.4	82.4	86.2	17.6
2019	69.9	79.1	78.0	86.7	64.7
2020	70.4	75.4	90.6	90.2	29.4
2021	69.3	69.3	94.6	66.0	51.4
2022	69.3	76.1	80.0	87.9	58.5

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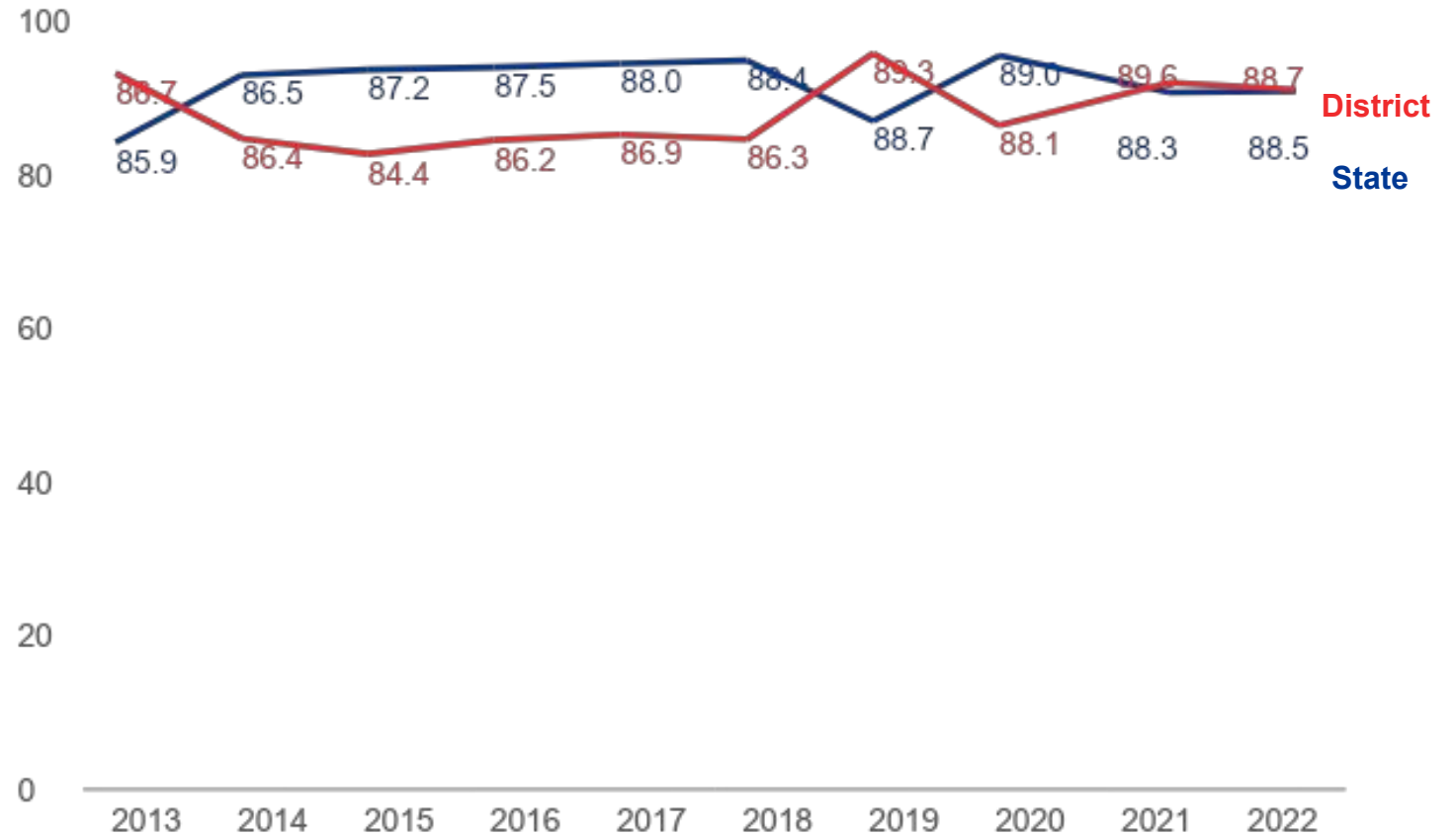


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The graduation rate for white students held relatively steady over the last several years (less than a percentage point change).

The graduation rate for white students remained just slightly higher than the rate for their statewide counterparts.

Graduation Rate: White Students



Four-year completion rates

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White Graduation Rates: 2013 - 2022

White	MN	RAS	AHS	CHS	Highview
2013	85.9	86.7	91.4	87.2	35.0
2014	86.5	86.4	92.7	88.8	20.0
2015	87.2	84.4	90.1	86.3	30.0
2016	87.5	86.2	90.5	89.4	28.6
2017	88.0	86.9	92.8	86.3	48.5
2018	88.4	86.3	91.6	86.4	19.0
2019	88.7	89.3	95.1	91.2	15.8
2020	89.0	88.1	93.2	88.0	43.3
2021	88.3	89.6	93.6	93.9	46.4
2022	88.5	88.7	92.4	90.1	66.7



The graduation rate for district students identifying as Two or More Races held relatively steady (a decrease of less than one percentage point) and has been higher than the graduation rate for their statewide counterparts for the last three years.

Graduation Rate: Students Identifying as Two or More Races



Four-year completion rates



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Area Schools

Two or More Races Graduation Rates: 2013 - 2022

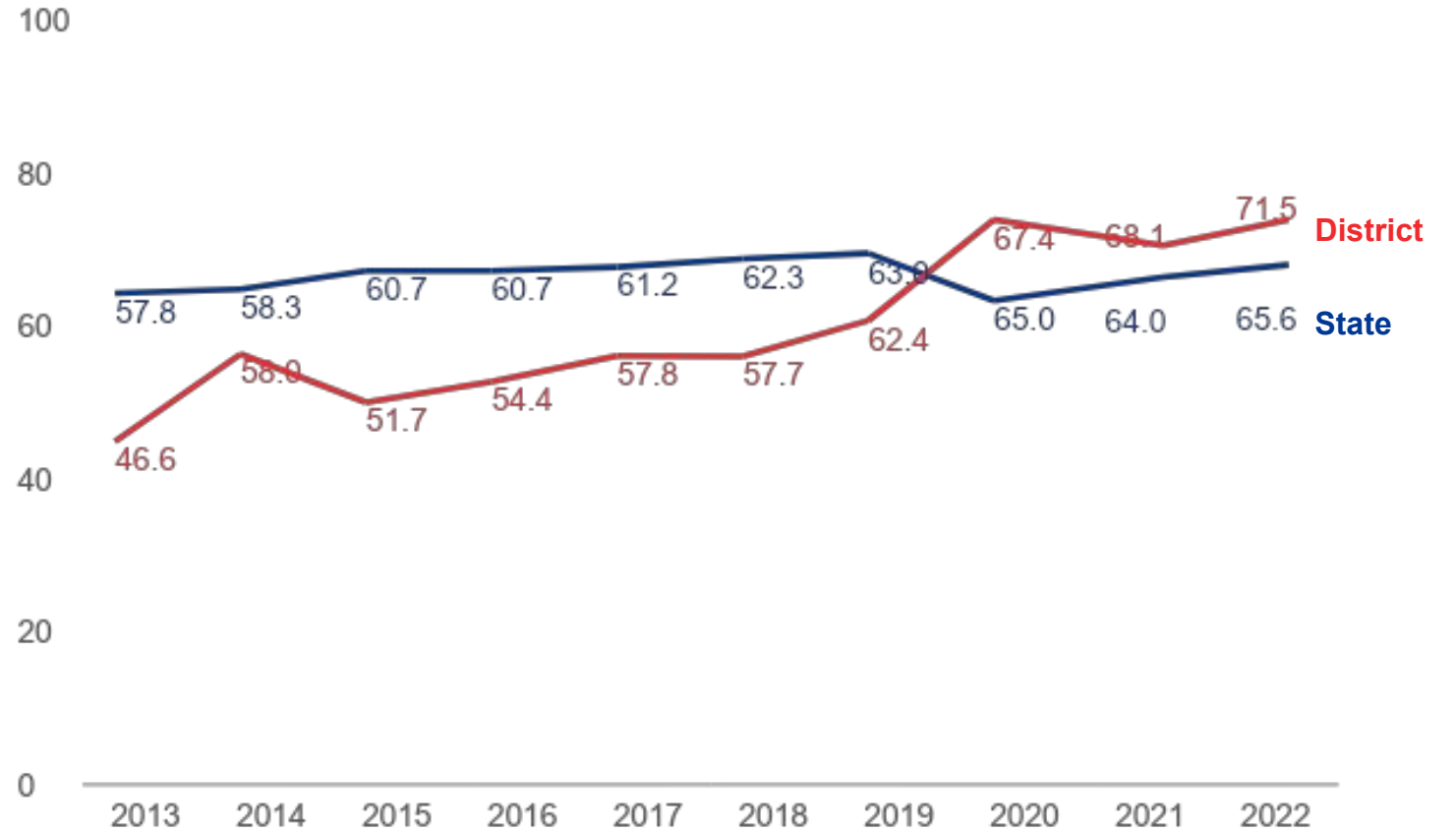
2+ Races	MN	RAS	AHS	CHS	Highview
2013	66.8	62.1	75.0	60.0	*CTSTR
2014	69.0	62.5	*CTSTR	*CTSTR	*CTSTR
2015	68.7	58.6	66.7	*CTSTR	*CTSTR
2016	69.7	67.6	73.9	70.0	*CTSTR
2017	71.1	75.0	87.5	82.4	*CTSTR
2018	72.0	56.3	52.4	72.2	*CTSTR
2019	72.3	71.2	78.3	75.0	*CTSTR
2020	73.5	75.0	93.3	84.6	41.7
2021	74.6	86.4	93.2	92.0	50.0
2022	79.2	85.7	92.3	100	50.0

CTSTR= Count too small to report publicly



The graduation rate for district special education students increased by 3.4 percentage points and remains higher than special education students across the state.

Graduation Rate: Special Education Students



Four-year completion rates



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Area Schools

Special Education Graduation Rates: 2013 - 2022

Special Education	MN	RAS	AHS	CHS	Highview
2013	57.8	46.6	46.9	50.0	*CTSTR
2014	58.3	58.0	61.9	64.4	13.3
2015	60.7	51.7	61.7	50.0	25.0
2016	60.7	54.4	57.1	59.4	*CTSTR
2017	61.2	57.8	54.3	57.1	63.6
2018	62.3	57.7	51.0	68.9	33.3
2019	63.0	62.4	65.0	71.9	18.2
2020	65.0	67.4	72.9	64.5	70.0
2021	64.0	68.1	66.7	74.6	*CTSTR
2022	65.6	71.5	75.0	73.6	52.6

CTSTR= Count too small to report publicly

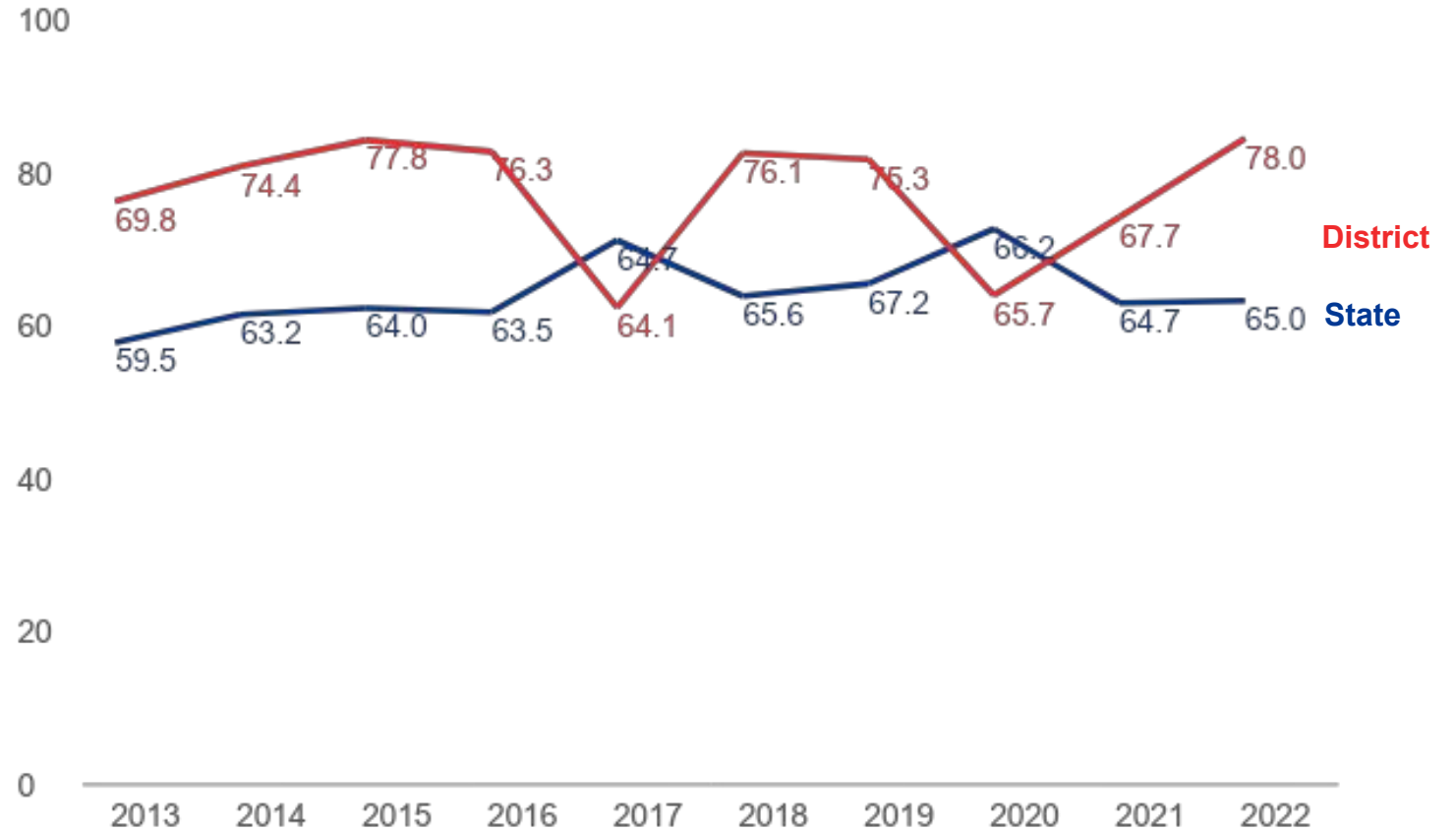


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The graduation rate for district English Learners increased in by 10.3 percentage points.

The graduation rate for district English Learners has been above their statewide counterparts for the 8 of the last 10 years and this year the district rate surpassed the state's by 13 percentage points.

Graduation Rate: English Learners



Four-year completion rates



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Area Schools

English Learner Graduation Rates: 2013 - 2022

English Learner	MN	RAS	AHS	CHS	Highview
2013	59.5	69.8	75.0	78.0	*CTSTR
2014	63.2	74.4	83.3	75.0	*CTSTR
2015	64.0	77.8	83.3	84.4	*CTSTR
2016	63.5	76.3	86.7	77.1	*CTSTR
2017	64.7	64.1	76.0	69.6	16.7
2018	65.6	76.1	88.0	84.0	23.1
2019	67.2	75.3	83.3	80.4	50.0
2020	66.2	65.7	83.3	75.0	33.3
2021	64.7	67.7	91.3	68.2	40.9
2022	65.0	78.0	73.1	87.0	71.4

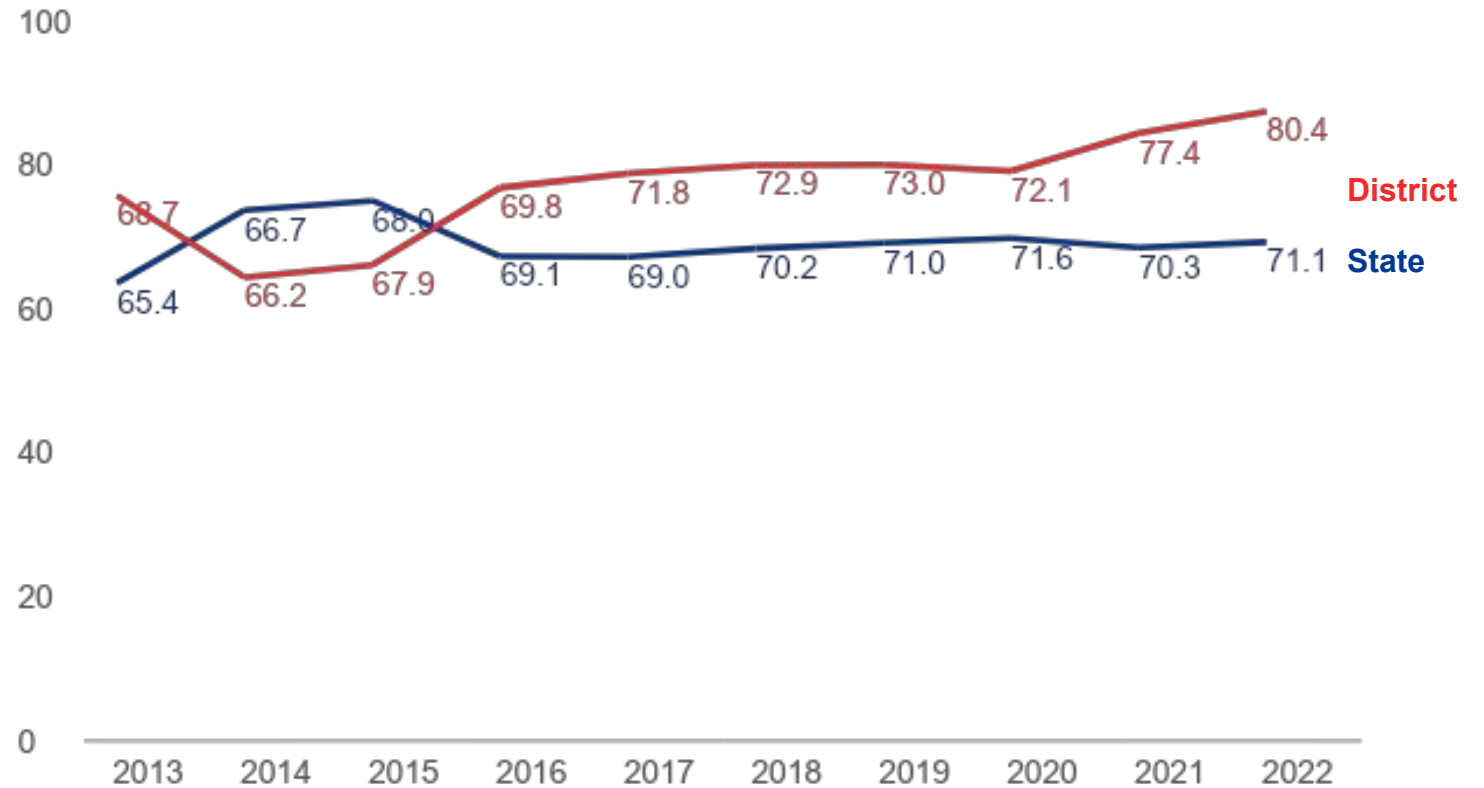
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The graduation rate for students receiving Free/Reduced Price Meals increased substantially for two years in a row (8.3 points higher than two years ago).

The district graduation rate for students receiving Free/Reduced Price Meals has been higher than the rate for their statewide counterparts for the last 7 years.

Graduation Rate: Students receiving FRP Meals



Four-year completion rates

Free/Reduced Price Meals Graduation Rates: 2013 - 2022

Eligible for F/R Lunch	MN	RAS	AHS	CHS	Highview
2013	65.4	68.7	75.8	75.7	12.5
2014	66.7	66.2	77.3	72.1	11.6
2015	68.0	67.9	78.9	76.7	16.0
2016	69.1	69.8	75.8	76.5	20.0
2017	69.0	71.8	83.1	82.2	25.0
2018	70.2	72.9	81.5	84.5	20.7
2019	71.0	73.0	80.7	84.1	32.3
2020	71.6	72.1	84.0	81.8	35.9
2021	70.3	77.4	87.8	84.8	47.4
2022	71.1	80.4	82.1	89.7	62.2



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Area Schools

More data available at the Minnesota Department of Education website

education.state.mn.us



[Graduation Files](#)



Administrative Procedure 613: Graduation Credits

Matt Pletcher, Director of Secondary Curriculum & Instruction



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Area Schools

AP 613: Summary

Robbinsdale Area Schools (RAS) is aligning its' graduation credit requirements to the Minnesota Department of Education, shifting from 46 semester-credits to 43 semester-credits. This alignment allows students to pursue additional educational opportunities, including participation in post-secondary options, work-based learning, and Career and Technical Education pathways.

AP 613: Timeline

Spring, 2020	Cabinet Task Force amended AP 613 in response to COVID-19, adjusting the graduation credit requirements from 46 to 43 for the class of 2020
Fall, 2020	Cabinet Task Force amended AP 613 in response to COVID-19, adjusting the graduation credit requirements from 46 to 43 for the class of 2021
December 7, 2020	High School Principals, Interim Assistant Superintendent and Interim Secondary Director of Curriculum reviewed current RAS and MDE graduation credit requirements.
March 4, 2021	Interim Secondary Director of Curriculum facilitated discussions about graduation credit requirements with the Curriculum Leadership Committee. The committee voted 16-1 to amend the current RAS graduation requirements to align with current MDE requirements, shifting from 46 semester credits to 43 semester credits.
October 2021	Cabinet Task Force amended AP 613 in response to COVID-19, adjusting the graduation credit requirements from 46 to 43 for the class of 2022



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Area Schools

AP 613: Timeline

October 27, 2021	High school administrators and the Directors of C&I met with Art, Health and Social Studies department chairs from AHS & CHS to discuss options for reducing graduation credit requirements.
December 2, 2021	The Curriculum Leadership Committee met to discuss feedback provided by teachers and form a recommendation.
March 7, 2022	High school administrators presented their recommendation to the Cabinet Task Force and Superintendent
October, 2022	Cabinet Task Force amended AP 613 in response to COVID-19, adjusting the graduation credit requirements from 46 to 43 for the class of 2022
Fall, 2023	New graduation credit requirements will be implemented

Graduation Credit Requirements

Course	MDE Requirements	Current RAS Requirements
English Language Arts	8	8
Mathematics	6	6
Science	6	6
Social Studies	7	8
Arts	2	2
Electives	14	13
Health	High school students must receive instruction in health education at least once. The amount of credit and graduation requirement is determined at the district level.	*1 "All students must demonstrate their understanding of the following academic standards. 1. School District Standards, Health (K-12)"
Physical Education	High school students must receive instruction in physical education at least once. The amount of credit and graduation requirement is determined at the district level.	*2 "All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education. 5. Minnesota Academic Standards, Physical Education K-12."
Total Credits Needed for Graduation	43	46

RAS Graduation Credits Changes

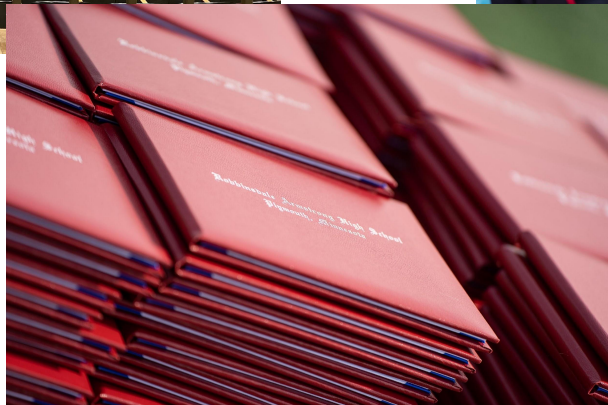
- Reduce Physical Education to one required credit
- Reduce Social Studies from 8 to 7 required credits
- Reduce the number of required general elective credits by one credit
- No change to the Health requirement
- Fully implement the changes during the 2023-2024 school year

Discussion

Erick Norby, Principal Armstrong High School

Shaunece Smith, Interim Principal Cooper High School

Robert Ware, Principal Robbinsdale Academy-Highview



- **MTSS:**
 - Grade-Level Teams
 - Data Analysis (NC Monitoring)
 - Implementation of Tier 2 interventions
- **WIN Wednesdays:**
 - Wednesdays focused on students needing academic interventions and/or rigor
- **Catch-Up & Relish:**
 - This intervention offer multiple times throughout the school year.
 - Additional time given to students to work on academics in order to “catch-up”
 - Rewarding students with relish activities if they have a C or above in class



- **Relationship Building:**
 - Grade-Level Teams assign staff member to work with students who are displaying the need for additional support
 - Personal Learning Coaches are members of the Grade-Level Team and offer additional support to students
- **Credit Recovery:**
 - Students assigned ABC Lab on their schedule if needing to make-up credits
 - After-School Credit Recovery opportunities
 - Intentional focus to sign students up for Summer school
- **Hawk Lunch & Learn (HLL):**
 - During the day academic intervention



BARR

- The graduating class of 2022 were the last cohort of students that did not have the BARR model implemented.
- The class of 2023 will be the first cohort of students graduating that had access to the BARR model.
- 9th grade BARR teachers meet four times a week to discuss students and review interventions.
- Community Connect meetings happen weekly to review tier 3 and 4 interventions for students.
- BARR mentoring, upperclassmen mentor 9th grade students once a week.
- Students can participate in credit completion opportunities with licensed teachers at the end of quarter 2 and quarter 4.



SOAR 180

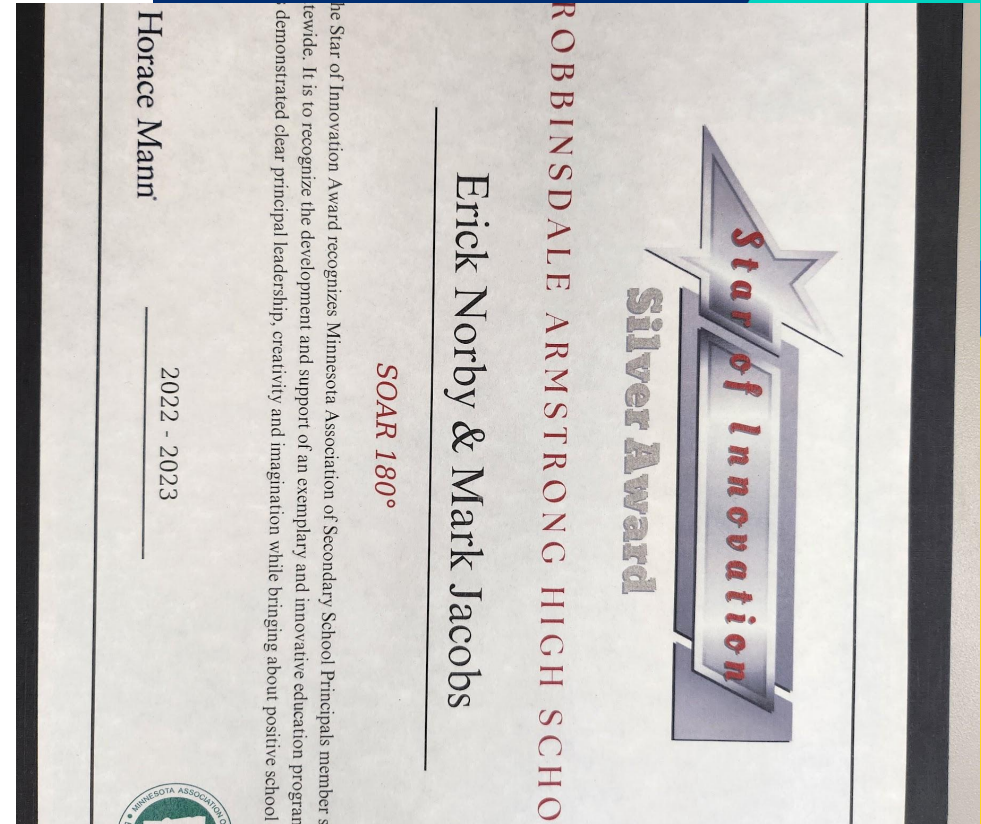
- SOAR 180 works with students who are not on track to graduate.
- Implemented in the fall of 2022
- The program won
- The program works with students during their scheduled study hall to complete course work in courses that they are struggling with.

Interventions include

- Peer mentoring
- Organizational Skills
- Work Completion

Quarter 1 data 140 NC's from 38 students

Quarter 2 data 98 NC's from 38 students dropped 30%



Falcon Flex Time

Falcon Flex Time was implemented at AHS during the second semester of the 2022-23 School Year.

- During this time teachers request students that may be struggling in a class, or just need some extra help in a course.
- Teachers can also request a student for an enrichment activity to complete during this time.
- Falcon Flex will be implemented for the entire 2023-24 school year and will be alternated with an advisory program weekly. This program has been well received from students and staff.



Dedicated Resource Rooms

- We have resource rooms available to students during their study halls in Math, English and Social Studies.
- Students can request a pass from their teacher to work in the resource room during study hall.
- These rooms are staff by licensed teachers as part of their duty day.



Credit Recovery

- Credit Recovery meets after school once a week and is run by a licensed staff member
- Students that have failed a course have the option of recovering that credit using the Edgenuity platform during their credit recovery time.

Academic/Social Emotional Support

- PLC coaches work with students to complete work when they are struggling.
- They also work with students to support them with restorative conversations.
- They listen to students to support their needs. They refer the students to support staff if necessary. They will liaison with teachers to assist with work completion.



- Modern Classroom Implementation
 - Increase student engagement & motivation.
 - Stronger relationships with peers and teachers.
- Advisory Model
 - Goal setting for each cycle.
 - Getting to know the student more in depth.
 - CLP
 - ILP
- Addition of more elective courses



- Block Scheduling: 80 mins
 - More time for teachers to go more in depth with content, provide class time for projects, and build stronger relationships between teachers and students.
 - Promotes cooperative learning.
- CCX Media Spotlight





BOARD POLICY TYPE: GOVERNANCE PROCESS

1.10 BOARD COMMITTEES

Adopted

The School Board may designate standing or ad hoc board committees when it is determined that a committee will facilitate the work of the Board.

1. A School Board committee will be formed by school board resolution, which shall define the charge and membership of the committee, and may designate the committee chair.
2. Board committees are advisory in nature and only have the authority as specified by the School Board.
3. The Board will receive reports or recommendations from each committee. The Board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.
4. The Board reserves the right to limit, create, or abolish any standing or ad hoc committee as it deems appropriate.
5. All committee meetings shall be open to the public in compliance with the Open Meeting Law, and notice shall be given as prescribed by law.

Monitoring Method: Board Self-Assessment
Monitoring Frequency: Annually in May or June

5.9.23 Copy of RAS 206: Recommendations in Red

*Adopted: _____
Revised: _____
Policy 206*

*Independent School District 281
Robbinsdale Area Schools
Orig. 2022 Revised 2023*

206 PUBLIC COMPLAINTS AND PARTICIPATION IN SCHOOL BOARD MEETINGS/PROCEEDINGS

I. PURPOSE

- A. The school board recognizes the value of participation by the public in deliberations and decisions on school district matters. The school board also recognizes the importance of conducting orderly and efficient proceedings to provide opportunity for expression of all participants' respective views.
- B. The purpose of this policy is to provide procedures to assure open and orderly public discussion and complaint mechanisms to include public comments and thoughts while protecting the due process and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

- A. A role and responsibility of the school board is to encourage discussion by persons on subjects related to the management of the school district at school board meetings or other designated times such as Listening Time or Special meetings. The school board adopts reasonable time, place, and rules for public expression to facilitate free and friendly discussion by all interested parties.
- B. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students. The School Board will, as a matter of policy also protect, the civil and human rights of individuals addressing the Board.

III. DEFINITIONS

- A. "Personnel data" means government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor.
- B. Personnel data on current and former employees that is "public" includes: Name; employee identification number, which must not be the employee's social security number; actual gross salary; salary range; terms and conditions of employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge

5.9.23 Copy of RAS 206: Recommendations in Red

resulted in a disciplinary action; the final disposition of any disciplinary action as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body; the complete terms of any agreement settling any dispute arising out of the employment relationship, including a buyout agreement as defined in Minn. Stat. § 123B.143, Subd. 2, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money; work location; work telephone number; badge number; work-related continuing education; honors and awards received; and payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

- C. Personnel data on current and former applicants for employment that is "public" includes:

Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For purposes of this subdivision, "finalist" means an individual who is selected to be interviewed by the appointing authority prior to selection.

- D. "Educational data" means data maintained by the school district which relates to a student.

- E. "Student" means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment, or individuals who receive shared time services.

- F. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multimember agency pursuant to Minn. Stat. § 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would

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jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

- G. Data Privacy Rights.** School district employees and students have a legal right to privacy related to matters which may come before the school board or at a public input forum as defined in Data Practice 122.

IV. THE PUBLIC'S OPPORTUNITY TO BE HEARD

The school board will strive to give all persons an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy and subject to reasonable time, place, and manners identified in Section V Procedures. Public input is accepted at public meetings and by email and voice. Among the rights available to the public is the right to access public data as provided by Minn. Stat. § 13.43, Subd. 2 (Public Data).

V. PROCEDURES

A. Complaints

1. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.
2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.
3. Unresolved complaints from Paragraph 1. of this section or problems concerning the school district should be directed to individuals in the following order: building principal, Executive Director for Human Resources, Assistant Superintendent, and then the superintendent's office.
4. Complaints which are unresolved at the superintendent's level may be brought before the school board. Notify school board via email at school_board@rdale.org provide details and contact information.

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B. Public Meetings and Agenda Items

1. No Board action at same meeting except as determined by the school board to be necessary or in an emergency, the school board will not act at the same meeting on an item raised by the public.
2. Persons who wish to have a subject discussed at a public-school board meeting are required to fill out a “Speaker Information Form” prior to speaking.
 - a. Speaker Information Forms are available online at **(provide link)** and available at each meeting. The forms are located at the public information table near the room entrance or from the Executive Assistant to the Superintendent and School Board, look for the signs.
 - b. Information on the form will include contact name and information, subject matter and name of any group represented. Information is used for follow up purposes only and kept secure. However, input provided by individuals at a public meeting is considered public information.
 - c. In addition, speakers are encouraged to submit their spoken comments in writing. When the speaker has finished talking printed documents are given to the Executive Assistant to the Superintendent and School Board for submission to the Board. The information is used for follow up purposes only and is kept secure. However, input provided by individuals at a public meeting is considered public information.
3. Persons addressing the school board on a particular agenda item are asked to identify the subject and/or associated agenda item(s) pertaining to their comments.
4. Speakers will be called on in the order in which their forms are received by the assigned administrator. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization. Presiding Director may ask if anyone has anything new to add to the discussion.
5. The school board **Chair or seated as Chair** will recognize one speaker at a time and will rule out of order other speakers who are not recognized. Only those speakers recognized by the chair will be allowed to speak.
6. Comments are generally limited to three to five minutes. The presiding Board Director at their discretion may grant more time. During agenda

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proceedings, attending Board Directors and Administration will listen to comments, if needed, ask clarifying questions, and respond only when appropriate. A Board Director may delegate responsibility to the superintendent or designee to follow up with the speaker. (Does the Board want to establish time parameters?)

7. Behavior expectations. It is expected that adults will behave respectfully to one another during community meetings. If the Chair or seated as Chair is forced to rule people out of order, the proceedings will stop. The Chair or seated as Chair will wait for the order to be restored before proceeding.
8. Matters involving data privacy concerns, preliminary allegations or potentially libelous or slanderous shall not be considered in public but will be processed by the School Board separate from the public proceedings.
9. The school board Chair or seated as Chair will rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, civil or human rights, privacy policies this policy, or the statutory rights of privacy of an individual, including Data Practices 122.
10. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual could result in a loss of that person's privilege to address the school board. If speaker is called out of order, the speaker forfeits their speaking time
11. Define the discipline process for Item 10. First offense a warning with 6 months of probation? Three offensives in a 12-month period will result in suspension of speaking privileges for 12 months. What is the discipline for students who make personal (verbal) attacks? Could we model that process?
12. Listening Time lasts for 45 minutes. The school board may limit speaker time (per person) depending on the number of people requesting to speak. If many people are in the room requesting to speak time will be limited to accommodate all who sign up to speak. Time limits are used to assure many voices will be heard in the predetermined time allotted for input.

C. Open Forum, Listening Time, Special Meetings

1. The school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.
2. The school board shall normally provide a specified period when persons may address the school board on any topic, subject to the limitations of this policy. The school board reserves the right to allocate a specific

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period for this purpose and limit time for speakers accordingly.

3. The school board may decide to hold certain types of public meetings where the public will not be invited to address the school board. Possible examples are work sessions and board retreats. The public is entitled to notice of these meetings and will be allowed to attend these meetings, but the public may not be allotted time during the meeting to address the board.

VI. PENALTIES FOR VIOLATION OF DATA PRIVACY

- A. The school district is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. § 13.08, Subd. 1)
- B. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. (Minn. Stat. § 13.09)
- C. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
Minn. Stat. § 13D.05 (Meetings Having Data Classified as Public) ~~Open Meeting Law~~
Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures; Closed or Open Meeting) ~~Student Dismissal Hearing~~
Minn. Stat. § 122A.33, Subd. 3 (License and Degree Exemption for Head Coach; Notice of Nonrenewal; Opportunity to Respond) ~~Coaches; Opportunity to Respond~~
Minn. Stat. § 122A.40, Subd. 14 (Employment; Contracts; Termination; Hearing Procedures) ~~Teacher Discharge Hearing~~
Minn. Stat. § 122A.44 (Contracting with Teachers; Substitute Teachers)
Minn. Stat. § 123B.02, Subd. 14 (General Powers of Independent School Districts; Employees; Contracts for Services)
Minn. Stat. § 123B.143, Subd. 2 (Superintendents; Disclose Past Buyouts or Contract is Void)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. Ch. 260E § ~~626.556~~ (Reporting of Maltreatment of Minors)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
Minn. Op. Atty. Gen. 852 (July 14, 2006)

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Cross References: MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA/MASA Model Policy 207 (Public Hearings)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
~~MSBA Service Manual, Chapter 13, School Law Bulletin “C”~~
(Minnesota’s Open Meeting Law)
~~MSBA Service Manual, Chapter 13, School Law Bulletin “I”~~ (School Records – Privacy – Access to Data)

