

**Commissionmembers:**

Cat Beltmann  
Monica Bolinger  
Etienne Djevi  
John Eichenlaub  
Elizabeth Hansel  
Chelsea Holub  
Acer Iverson  
Michelle Manke  
Lauren Peterson  
James Reyerson  
Subbaya Subramanian



**Human Rights,  
Inclusion and  
Engagement  
Commission  
Agenda  
Wednesday, June 20,  
2018  
City Council Chambers**

**Address:**  
2660 Civic Center Dr.  
Roseville, MN 55113

**Phone:**  
651-792-7000

**Website:**  
[www.cityofroseville.com/hriec](http://www.cityofroseville.com/hriec)

1. 6:30 P.M. Call To Order/Roll Call
2. Approval Of Agenda
3. Public Comment On Items Not On The Agenda
4. 6:35 P.M. Approval Of Minutes
- 4.A. May 16, 2018 Minutes

Documents:

[HRIEC DRAFT 05-16-18.PDF](#)

5. 6:40 P.M. Receive Reports
6. 6:45 P.M. Youth Commissioner Report
7. New Business
- 7.A. 6:50 PM Engagement Best Practices Discussion

Documents:

[7A. DISCUSS ENGAGEMENT APPROACH.PDF](#)  
[7A1. ATTACH A\\_REVISED ENGAGEMENT APPROACH.PDF](#)

- 7.B. 7:10 PM Rosefest Parade And Party In The Park Planning

Documents:

[7B. ROSEFEST PARADE PIP PLANNING.PDF](#)  
[7B1. ATTACH A\\_ROSEFEST 2018 COMMISSION RSVP.PDF](#)

- 7.C. 7:25 PM Discuss 2018-19 Essay Contest

Documents:

[7C. DISCUSS 2018-19 ESSAY CONTEST.PDF](#)  
[7C1. PAST ESSAY QUESTIONS.PDF](#)

- 7.D. 7:55 PM Proclamation Updates

Documents:

[7D. PROCLAMATIONS UPDATE.PDF](#)

7.E. 8:10 PM Youth Commissioner Appointment Recommendation

Documents:

[7E. YOUTH COMMISSION APPOINTMENT.PDF](#)

7.F. 8:15 PM Government Alliance On Race And Equity Update

Documents:

[7F. GARE UPDATE.PDF](#)

[7F1. ATTACH A\\_GARE PRESENTATION.PDF](#)

7.G. 8:30 PM Discuss Police Video

Documents:

[7G. DISCUSS POLICE VIDEO.PDF](#)

[7G1. ATTACH\\_PRESS RELEASE DOMESTIC DISPUTE.PDF](#)

7.H. 8:50 PM Election Of New Chair

Documents:

[7H. CHAIR ELECTION.PDF](#)

[7H. ATTACH\\_RESIGNATION.PDF](#)

8. Other New Business Or Reports

8.A. City Engagement Efforts

Documents:

[8A. ENGAGEMENT EFFORTS.PDF](#)

9. 9:10 P.M. Announcements

10. Future Agenda Items

1. IAP2 Training
2. 2020 Census
3. New American Forum Update

11. 9:15 P.M. Adjournment

*Public Comment is encouraged during Commission meetings. You may comment on items not on the agenda at the beginning of each meeting; you may also comment on agenda items during the meeting by indicating to the Chair your wish to speak.*

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**Human Rights, Inclusion and Engagement Commission**  
**Meeting Minutes**  
**DRAFT – May 16, 2018 - DRAFT**

**Commissioners Present:** Cat Beltmann, John Eichenlaub, Chelsea Holub, Lauren Peterson, Subbaya Subramanian, Monica Bolinger, Etienne Djevi, and James Ryerson

**Youth Commissioners:** Acer Iverson

**Commissioners Absent:** Michelle Manke and Elizabeth Hansel (excused)

**Staff Present:** Rebecca Olson, Assistant City Manager

**Call to Order/Roll Call**

The Human Rights, Inclusion, and Engagement Commission (HRIEC) meeting was called to order at 6:35 p.m.

**Approve Agenda**

Commissioner Eichenlaub moved and Commissioner Djevi seconded a motion to approve the Agenda as presented. Motion passed unanimously.

Commissioner Bolinger arrived at 6:36 p.m.

**Public Comment on Items Not on Agenda**

**Approve Minutes**

**a. April 18, 2018 Human Rights, Inclusion and Engagement Commission**

Commissioner Peterson moved and Commissioner Ryerson seconded a motion to approve the April 18, 2018, Human Rights, Inclusion and Engagement Commission meeting minutes. Motion passed unanimously.

**Receive Reports**

**Youth Commissioner Report**

This item was tabled until a Youth Commissioner arrived.

**New Business**

**a. Rosefest Parade & Party in the Park Planning**

Ms. Olson sent information to the staff liaisons asking them to contact their Commissioners to fill out a form whether they could attend the parade and/or Party in the Park. Currently, there are 10 people who can participate in the parade and 5 people who can participate at Party in the Park. Out of those 5, specific shifts were assigned to each person. There are 3 people attending from 12-2:30 pm, and two people attending from 2:30-5pm.

Chair Holub suggested ordering t-shirts, handing out candy, and utilizing the signs from last year which name the Commissions.

Ms. Olson indicated she would order necessary t-shirts as well as the candy. Commissioner Djevi indicated he will pick up the candy, banner, and signs.

Ms. Olson will also check with Mayor Roe about sending out a personal invitation for parade and Party in the Park.

The Commissioner discussed whether to pursue an initiative at Party in the Park, given the limited volunteers.

Commissioner Beltmann suggested tabling it until next year, so that planning can begin earlier.

Commissioner Peterson asked what the Council wanted the HRIEC to do at Party in the Park.

**Warren Wolf, 1999 Snelling Ave North**

Mr. Wolf indicated he would like this Commission to have more visibility. He suggested using Party in the Park to help raise awareness of the Commission.

Ms. Olson stated that the upcoming discussion of engagement may flesh out whether HRIEC can do something at Party in the Park. Another option is to consider doing something with the proclamations.

Commissioner Bolinger stated it may be best to wait until next year to have a larger presence.

Chair Holub suggested something can be thrown together pretty quickly, if there are enough people to represent the HRIEC.

Ms. Olson suggested she could do another push to ask for Commissioner involvement, and the item could be tabled until the June meeting.

The Commissioners concurred to table it until June.

Commissioner Djevi suggested starting planning for next year in July.

Commissioner Peterson volunteered to help with the parade planning committee for next year.

**b. Engagement Best Practices Discussion**

Chair Holub noted the Council gave broad direction to the HRIEC. Afterwards, Ms. Olson, Commissioner Peterson, and Chair Holub met to take the conversation in a different direction. Chair Holub indicated that the discussions had to-date have felt top-down rather than bottom-up. It has seemed too philosophical and theoretical. The Commission is meant to be a group of residents, not professionals in this area, and are supposed to be representing other residents. She would like to start with a bottom-up approach, starting with who is in the community and what do they need.

Ms. Olson suggested a dual approach: best practices and people with the theoretical knowledge and also going out into the community to reach the people and bring their voice to the Council.

Commissioner Beltmann suggested best practices should and can be utilized to reach the community. There are practical, purposeful best practices available that can help inform the Commission as well as the City going forward. She presented a draft document to help the HRIEC understand what various departments are doing in terms of engagement, specifically what is working well and what is not. It includes questions to ask City departments and also includes on different reasons to engage the community.

Ms. Olson suggested including the full document in the June meeting packet.

Commissioner Djevi suggested asking each Commissioner what their vision is for the HRIEC. He suggested that Commissioners should be out in the community. Talking around this table once a month for a year is not engagement. What has already been done by the City could be modified, in order to reach those who are not engaged. Secondly, as new people come in, the Commission could discuss programs to engage the community.

Youth Commissioner Iverson arrived at approximately 7:09 p.m.

Commissioner Subramanian noted that engagement is a two-way process. There needs to be a way for the HRIEC to reach the community and for the community to reach the HRIEC.

Commissioner Ryerson suggested communicating with community leaders and bringing them in and asking open-ended questions about what is working and what needs help.

Commissioner Djevi noted that the circulator bus is one issue. The SE Roseville loop was not included in the route, because the City did not hear from people in that area about the need for the bus. The HRIEC should have been engaged in an outreach effort to reach those people.

The Commissioners discussed how to reach community leaders and bring them in to hear their voice.

Commissioner Peterson mentioned it has been difficult that the Council wants the HRIEC to be exclusively in an advisory role.

Chair Holub commented there are ways to be both advisory and active, all with Council's approval.

Commissioner Ryerson stated it would be hard to find a City who is doing engagement well.

The Commission discussed asking the Council whether the HRIEC can bring in community leaders to dialogue.

The Commission discussed different meeting dates at length, with an extra HRIEC meeting in June.

Commissioner Beltmann presented her drafted document about best practices of community engagement. She used the Tamarack Institute's definition as a starting point:

- to inform community members about an initiative
- to gather input from the community on a specific topic, proposal, or initiative
- collaborate with the community to generate solutions
- partner with the community to co-create solutions to community issues

Commissioner Beltmann continued with several best practices methods:

- case studies of successful and unsuccessful community engagement initiatives
- recommendations to translate important City documents into the prevalent non-English languages spoken in the community
- developing stronger relationships with key community leaders in different ethnic and culture communities in the City
- evaluating timing and location of engagement activities to ensure they fit with when the primary audience to be engaged is available
- utilizing a variety of methods to engage the community, from in-person events, meetings, online forums, etc.

Commissioner Subramanian suggested developing a relationship with the high schools, so that a student could become an intern who collects data and bring it back to the HRIEC.

The Commission discussed when to present the two-pronged approach to the Council.

It was decided to include Commissioner Beltmann's best practices document as well as a document drafted by Commissioner Djevi discussing future community engagement.

**c. Event Updates**

Ms. Olson asked Commissioner Djevi to discuss the One World Multicultural Festival.

Commissioner Djevi commented it was a good event. He helped man a table, and people stopped by and signed up. It was decided this would be an event for Commissioners to continue to attend each year.

Ms. Olson stated there was a naturalization event this past Monday, and 47 people were naturalized. It was an uplifting event and went off without a hitch. She also noted that a meeting was held last Friday about the Roseville circulator bus. It was an opportunity for people who may have an interest to come share their concerns and barriers that might be preventing the neighborhood from utilizing transportation. There will be another event on May 31<sup>st</sup> at the same location.

**d. Appoint Ethics Commissioner**

Commissioner Ryerson volunteered to continue as the representative on the Ethics Commission.

Commissioner Djevi moved and Commissioner Eichenlaub seconded a motion to appoint Commissioner Ryerson to the Ethics Commission. Motion passed unanimously.

**e. Assign Outstanding Proclamations**

Chair Holub indicated she would like each Commissioner working on the proclamations to contact at least one community group to get feedback on the proposed proclamation.

- Commissioner Bolinger volunteered to take Fair Housing week and LGBTQ month.
- Commissioner Beltmann volunteered to take Mental Health Awareness month.
- Commissioner Subramanian volunteered to take Constitution week.

It was decided the Commissioners would give verbal updates on the proclamations at the June meeting.

Commissioner Eichenlaub noted that Hispanic Heritage Week should be updated to replace the word “Hispanic” with “LatinX” or “Latino,” to more accurately reflect all possible heritages.

### **Other New Business or Reports**

#### **a. City Engagement Efforts**

Ms. Olson provided several updates on events: May 22<sup>nd</sup> is the opening date for filings for anyone seeking a Council seat. There is also a Roseville Police Department event on May 22<sup>nd</sup> about de-escalation and crisis intervention. Also, Roseville is partnering with Nexus Community Partners and their Boards and Leadership Institute on May 31<sup>st</sup>. On May 22<sup>nd</sup> is an *All Politics is Local* event. On May 29<sup>th</sup> is a *Who’s Buying up St. Paul* event. On June 5<sup>th</sup> will be a conversation with former mayor George Latimer from St. Paul.

#### **b. Staff Report**

Ms. Olson noted June 7<sup>th</sup> has been tentatively scheduled for the biannual meeting.

### **Announcements**

Chair Holub announced she will be going to law school in Seattle in the fall, so the August meeting will be her last. She encouraged all Commissioners to consider running for the Chair position, and elections will be held in June or July.

Commissioner Iverson announced the summer book reading, *The New Jim Crow*, with two meeting dates at the Roseville Library: June 19<sup>th</sup> and June 22<sup>nd</sup>. He also reported that the Human Rights Club taught eight classes of Freshman about several human rights issues, including the drug war in the Philippines, DACA, and Title IX.

### **Future Agenda Items**

- a. IAP2 Training
- b. GARE Update
- c. 2020 Census
- d. New American Forum Update
- e. 2018-2019 Essay Question (June)

**Adjournment**

Chair Holub adjourned the meeting at 8:25 p.m.

Respectfully submitted,

Allison Burr  
*TimeSaver Off Site Secretarial, Inc.*

# Roseville Human Rights, Inclusion and Engagement Commission

## Agenda Item

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**DATE:** June 20, 2018

**ITEM:** 7a

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**ITEM DESCRIPTION:** Discuss Engagement Approach (Foundational & Outreach)

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### Background

Over the past several months, the Human Rights, Inclusion and Engagement Commission has been reviewing the direction provided by the City Council at the joint meeting on March 26, 2018.

At the May 16, 2018 HRIEC meeting, the Commission discussed taking a two-prong approach to the directive by the City Council. These two approaches consisted, very broadly, of:

1. Developing a **Foundation** for outreach/engagement/public participation (for city initiatives/projects) focused on:
  - Best practices, tools, techniques, methods for public participation
  - Understanding of current and future demographics
  - Previous experiences at the city level
  - Understanding of objectives and outcomes
  
2. **Outreach** within the Community in order to bring the community's voice to the table:
  - Engagement of historically under-represented/marginalized communities
  - Identifying community leaders, establishing relationships
  - Methods to gather feedback/insight from these communities

As part of this two-prong approach, the Commission wanted to pull together information that outlines these ideas and approaches they could share with the City Council in order to find out if this approach was the direction the Council saw as appropriate. Attached is a document that provides more background of how these two approaches would look with more detail.

The Commission is currently scheduled to present this information to the City Council at the July 9, 2018 meeting.

### Recommendation

Discuss the documents attached and finalize what should be included in the agenda packet for the July 9, 2018 City Council meeting.

Attachments: A: Revised Engagement Approach

## HRIEC Working Strategy Proposal

### **Introduction:**

The Council of the City of Roseville, MN formed the Human Rights, Inclusion and Engagement Commission (HRIEC). The commission has three duties: to evaluate the City's outreach efforts, to advise the City Council on strategies to improve outreach and communication and increase engagement, and lastly to engage residents and businesses through City Council-approved programs, events and projects that support the commission's purpose.

Over the past year, since the formation of this new commission, a lot of effort and work has been done to make the commission function effectively and efficiently. The reality, however, is that the commission still needs to put in place its working strategies to fulfill its duties.

This proposal intends to summarize a working strategy pending full commission discussion followed by approval by the City Council.

### **Definitions:**

As defined by the [Tamarack Institute](#), community engagement is the process by which citizens are engaged to work and learn together on behalf of their communities to create and realize bold visions for the future.

An organization might want to engage the community for one of several reasons:

- To inform community members about an initiative.
- To gather input from the community on a specific topic, proposal, or initiative.
- To collaborate with the community to generate solutions.
- To partner with the community to co-create solutions to community issues.

An important step in successfully engaging the community is to determine the purpose for the engagement effort, communicate that purpose, and design the engagement activities to achieve your intended purpose.

### **Workplan and Approach:**

The HRIEC proposes a two pronged approach to evaluating current engagement efforts and

establishing engagement and inclusion best practices.

The first phase of the work will require the commission to understand the demographic make-up of the city. The Roseville 2040 Comprehensive plan provides an in-depth community profile which details information related to the people who live in the community and profiles past and future growth trends. This information will allow the commission to recommend strategies and engagement tactics that are specific to the City of Roseville and our populations.

In addition to understanding the demographic make-up of the community, it will also be important to learn what community engagement currently looks like in the City, what has worked in the past, and what could be done better, what groups are currently being engaged, and what groups are not. To gain this information, a survey of city departments and interviews with key staff will be the best way to answer the following questions:

- How do they interact with the community?
  - What is the demographic profile of the groups they currently engage with?
  - What groups are missing from their engagement efforts?
- How would they like to engage or interact with the community?
- How are they/have they successfully engaged the community?
  - Describe the initiative.
  - What was the intended purpose of the engagement effort?
  - What was the audience they engaged?
  - How did they engage the community?
  - Do they feel anyone was missing from the conversation?
- What areas would they like guidance to improve their outreach and engagement efforts?

Results of the survey and interviews would be compiled and used to develop a community engagement best practice guide tailored to the City of Roseville and an engagement matrix that could be utilized by city staff as they plan for community engagement work.

For specific future projects/programs, the City Council and/or City Departments, will task the

HRIEC to design an engagement strategy for a proactive participation of the communities affected by the programs/projects.

In addition to evaluating internal processes and building best practice recommendations for the City. The HRIEC also feels that it is important that the city focuses on developing strategies for engagement and inclusion of historically under-represented/marginalized groups in the community.

Engaging this group of community members is one of the main reasons for the creation of the HRIEC. This effort will require the City to identify specific communities historically under-represented/marginalized in City that it wishes to engage. The commission will work to identify leaders in those communities if there are known leaders. If there are no known leaders, members of the HRIEC will work to establish relationship with members in the community in order to build trust and to identify leaders in the groups. Listening sessions to identify issues important to them that the city may not be aware of could be held and the HRIEC could propose new programs intending to more deeply engage the community. Proposals for new programs will be discussed by the Commission and voted on. Programs passed by the Commission will then be sent to the Council for approval before implementation of such programs.

For self-evaluating purposes, HRIEC will determine parameters that define success before the implementation of a designed engagement strategy. An after implementation review will help HRIEC determine whether it met its own goals in order to improve the strategy for future times.

HRIEC will archive engagement processes for future reference.

# Roseville Human Rights, Inclusion and Engagement Commission

## Agenda Item

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**DATE:** June 20, 2018

**ITEM:** 7b

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**ITEM DESCRIPTION:** Update on Rosefest Parade and Party in the Park

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### **Background**

At the last meeting, the commission continued to move forward with planning for the Rosefest Parade and Party in the Park. Currently there are 11 commissioners who are available to walk in the Rosefest Parade, scheduled for Monday, June 25<sup>th</sup> beginning at 6:00 p.m. The City currently has signs designating each commission name which participants can carry as they walk. In addition, the City will purchase candy that commissioners can handout during the parade.

The planning for Party in the Park will consist of the idea that was adopted by the commission at the special meeting on June 7<sup>th</sup>. Currently there are 6 commissioners who have signed up to staff the table/booth at Party in the Park on July 4<sup>th</sup>. At this point only 2 shifts have individuals that have signed up to help out at. The shifts are as follows:

12:00pm – 2:30pm (includes set-up)

2:30pm – 5:00pm

5:00pm – 7:30pm (includes take-down)

The commission decided to have an engagement activity that encourages community members to submit a recipe, either in-person, via US mail, or online, while also having opportunities for kids to engage in a hands-on activity.

### **Recommendation**

The commission should finalize details regarding set-up and take-down, materials that are needed for the event as well as any other details that are necessary for a successful event.

Attachments: A. Commission RSVP

Name	Commission	RSVP for Rosefest Ros	RSVP for Rosefest Part	T-Shirt Size	Any other comments or notes for organizers
Lauren Peterson	Human Rights, Inclusion, and Engagement	Yes	I cannot attend Party in the Park.	L	I already have a tshirt! Thanks
Randi Lundell	Police Civil Service	Yes	12:00pm - 2:30pm (includes set-up)	M	
Cat Beltmann	Human Rights, Inclusion, and Engagement	Yes	I cannot attend Party in the Park.	L	
Cynthia Warzecha	Parks and Recreation	Yes	I cannot attend Party in the Park.	I already have a t-shirt from last year that I can wear again.	I participated in the parade last year and have a shirt.
Joey Quick	Parks and Recreation	Yes	I cannot attend Party in the Park.	S	
Robin Schroeder	Finance	Yes	I cannot attend Party in the Park.	I already have a t-shirt from last year that I can wear again.	
Nancy O'Brien	Parks and Recreation	No	I cannot attend Party in the Park.	I already have a t-shirt from last year that I can wear again.	
Jack Reif	Finance	Yes	12:00pm - 2:30pm (includes set-up)	L	
Chelsea Holub	Human Rights, Inclusion, and Engagement	Yes	2:30pm - 5:00pm	I already have a t-shirt from last year that I can wear again.	As of now I could do any time on the 4th
Elizabeth Hansel	Human Rights, Inclusion, and Engagement	No	I cannot attend Party in the Park.	I already have a t-shirt from last year that I can wear again.	
Julie Kimble	Planning	No	I cannot attend Party in the Park.	I already have a t-shirt from last year that I can wear again.	
Monica Bolinger	Human Rights, Inclusion, and Engagement	Yes	2:30pm - 5:00pm	XL	I can be flexible on party shift.
John Eichenlaub	Human Rights, Inclusion, and Engagement	Yes	12:00pm - 2:30pm (includes set-up)	I already have a t-shirt from last year that I can wear again.	
Etienne Djevi	Human Rights, Inclusion, and Engagement	Yes	I cannot attend Party in the Park.	L	
Bob Murphy	Planning	No	I cannot attend Party in the Park.	L	
Marty Kors	Public Works, Environment, and Transportation	No	12:00pm - 2:30pm (includes set-up)	XL	I may be able to March. I plan to March later with my son's Cub scout troop too.
Matthew Wright	Police Civil Service	No	I cannot attend Party in the Park.	L	

# Roseville Human Rights, Inclusion and Engagement Commission

## Agenda Item

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**DATE:** June 20, 2018

**ITEM:** 7c

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**ITEM DESCRIPTION:** Discuss 2018-19 Essay Contest

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### Background

In the past, the Human Rights Commission sponsored an Essay Contest for middle school students. A brief outline of the process is included below. In order to get the information to teachers in a timely manner, it is important that the Commission decide on and select a question to be used in this contest. A list of previous questions has been provided for reference and is attached.

Process:

1. Commission selects a question for the essay contest
2. Staff establishes a timeline that allows
  - a) Time to get essays to the teachers;
  - b) Time for staff to collect and copy essays;
  - c) Time for commissioners to review essays.
3. Prepare a packet that is sent to principals of the public and private schools in the Roseville Area School District. It includes the essay question, deadline to complete essay, contest rules, and entry form. This is sent as close to the beginning of the school year as possible (end of August).
4. Submit an article about the essay contest to the local media. Post at City Hall and put on the website.
5. Once essays are collected, they are numbered and copied, removing any information identifying the student. Essays are divided among commissioners, and are rated based on a rubric. Winners are chosen.
6. Letters are sent to winning students, principals and teachers. Students and families are invited to the City Council meeting and brief reception.
7. Winning essays are posted on the website.

Attachments: A: Past Essay Questions & Comments from Teachers

# Past Essay Contest Questions

## **2017 Essay Question:**

Disparities such as racism, sexism and ageism – among others – are still occurring today. Define and discuss one disparity and explain what you think the underlying cause is. What can be done to address it? Include personal and/or sourced examples.

## **2016 Essay Question:**

Prejudice and stereotypes affect the way we perceive and interact with each other, even when we don't realize it.

How do stereotypes affect our society, and how do they damage human rights? Where in your life have you seen prejudice and/or stereotypes, and how has seeing/experiencing that affected you personally? What ACTION can you take regarding this experienced or witnessed discrimination?

Reference the US Constitution, the UN Universal Declaration of Human Rights, or the Bill of Rights in your answer.

## **2015 Essay Question:**

We have the right to vote in the USA. But sadly, less than 60% of the American people participate in voting. Why do you think voting is an important freedom and what are your suggestions or ideas to increase voter participation in the USA?

Essay should include at least 2 reasons why you think the freedom to vote is important plus at least 2 ideas or suggestions to increase voter participation in the USA.

Learn more about voting and find supporting evidence for your essay via: Universal Declaration of Human Rights or 1965 Voting Rights Act, newspapers, magazines, books, radio /TV segments or documentaries, personal interviews and legitimate online sources (not Wikipedia).

## **2014 Essay Question:**

Jokes or comments are commonly made, both accidentally and intentionally, at the expense of certain groups of people. Some individuals and organized groups actively work to stop hurtful speech. Provide at least 2 specific examples of how language results in the violation of or protection of human rights. Be sure to identify the message, who it is from, who it affects and how it affects them. Reference the US Constitution, the UN Declaration of HR or the US Bill of Rights in your answer.

**2013 Essay Question:**

Prejudice and stereotypes affect the way we perceive and interact with each other, even when we don't realize it. How do stereotypes affect our society and how do they damage human rights?

Reference the US Constitution, the UN Universal Declaration of Human Rights, Bill of Rights or the Minnesota Human Rights Act in your answer.

**2012 Essay Question:**

Compare and contrast the human rights that young people of your age in your community might take for granted that may not be as readily available to young people in other areas of the United States or around the world.

**2011 Essay Question:**

How do Human Rights apply to you and your peers in your school and community?

**2010 Essay Question:**

Read and study the following Human Rights documents:

- What are human rights?
- Universal Declaration of Human Rights
- Bill of Rights
- Minnesota Human Rights Act (Who is protected? Chart)
- Hate Crime Laws

Relate this information to your own life experiences. What are the three most important human rights lessons you have learned from association with your family and friends and persons of other cultures in school or neighborhood? Write why they are important and tell how you think these lessons could influence your future life.

**2009 Essay Question:**

Choose a current news event in which you believe there has been a human rights violation. Use the Bill of Rights, the Universal Declaration of Human Rights and/or the Minnesota Human Rights Act to prove your point. Is anything being done to bring justice to the situation? What can you do about it?

**2008 Essay Question:**

The Universal Declaration of Human Rights was ratified by the United Nations in 1948. As far back as 1857 the Minnesota Constitution prohibited discrimination. Minnesota Legislators passed the Fair Employment Practices Act in 1955. Discrimination was outlawed nationally by the Civil Rights Act in 1964. Through the years these laws have been broadened and amended to give more protection. The Minnesota Department of

Human Rights was established in 1967 and in 1968 local human rights commissions were established throughout the state.

**Key Question: After all of this, why do you think discrimination still exists today?**

Points to think about before writing:

1. What is illegal discrimination? Research some recent cases. See the Minnesota Department of Human Rights website [www.humanrights.state.mn.us](http://www.humanrights.state.mn.us) or newspapers, magazines or newscasts.
2. What cases of illegal discrimination do you know of personally?
3. If someone refuses to associate with someone of a different religion, race or ability, this is not illegal discrimination but usually a sign of prejudice or bigotry. How might this be related to illegal discrimination?

Be sure to define discrimination within your essay. According to the Minnesota Human Rights Act: Not every act that's unfair or unreasonable is illegal. To be considered unlawful under the Human Rights Act, the discrimination must have happened because of one of the following reasons:

- Race
- Color
- Creed
- Religion
- National Origin
- Sex
- Marital Status
- Familial Status (housing only)
- Disability
- Public Assistance
- Age
- Sexual Orientation
- Local Human Rights Commission Activity (employment only)

**2007 Essay Question:**

**Reflect** on what you have learned about immigration to United States:

- Contributions of immigrants to the USA in years past and today.
- Treatment/mistreatment of immigrants past and present.
- Historical background of responses to immigrants (laws & policies).
- Your own experiences.

**Write** your thoughts on **all** or **some** of these questions:

- Do people have a human right to live wherever they choose on this earth? Why or why not?

- What recommendations do you have regarding the current controversy surrounding immigration to the United States?

**Include** thoughts on:

- How should the Universal Declaration of Human Rights, the Bill of Rights and the Minnesota Human Rights Act affect Immigration Policies?

**2006 Essay Contest Question:**

Stereotyping  
Prejudice  
Discrimination

Describe how you see these behaviors in your daily life and how they are related to each other. What can you and others do to combat these actions? Give examples that you have experienced or heard about. Include the Bill of Rights of the U.S. Constitution, the Universal Declaration of Human Rights and the Minnesota Human Rights Act in your thinking about these problems.

**2005 Essay Question:**

Have you experienced or witnessed discrimination? Have you or someone you know intervened in a case of discrimination? Describe your experience with discrimination and relate the case to these documents which speak to such violations.

- \* Universal Declaration of Human Rights
- \* U.S. Bill of Rights
- \* Minnesota Human Rights Act

What ACTION can you take regarding this experienced or witnessed discrimination?

**2004 Essay Question:**

- Did this Supreme Court ruling put an end to segregation in the U. S.? What can you do to promote desegregation/integration in your school?

Suggested readings:

- Supreme Court Decision “Brown v. Board of Education”
- Universal Declaration of Human Rights Article 26
- Taking the Human Rights Temperature of your School
- Minnesota Human Rights Act referring to Education

**2003 Essay Question:**

Why do we have Human Rights Acts such as the Universal Declaration of Human Rights, the Bill of Rights and the Minnesota Human Rights Act? Are they necessary in the Year 2002? State your position and defend it.

**2000 Essay Question:**

Read the Bill of Rights and Universal Declaration of Human Rights. Relate the Bill of Rights or the Universal Declaration of Human Rights to a current news event. Write an essay showing how differing interpretations of the Bill of Rights apply to the event or in what ways the Universal Declaration of Human Rights has been violated. In either case, what can you, as an individual, do about it?

**1999 Essay Question:**

Read the Bill of Rights from the United States Constitution, and the United Nations Universal Declaration of Human Rights. Then write on the following topic:

What problems in your school have to do with intergroup conflict or prejudice?

What solutions do you recommend and what actions can you take to solve these problems?

# Topics or Suggestions for Essay Contest

## **2017 Other Topics**

- Elected officials and other government leaders do not always reflect the demographics of the community. What do you think are barriers to equal representation in government and how can those barriers be overcome?
- How do you define "privilege"? What kinds of privilege do you think exist today and how should society confront that privilege?
- Studies show that Minnesota is home to many forms of inequality. What factors do you think explain this? How can Minnesotans overcome inequality?
- Not all students in the Twin Cities have equal access to good education. What do you think contribute to educational disparities and how can they be overcome?
- healthcare topic - is healthcare a right, a privilege, or should be individual? What does healthcare have to do with human rights - is it a human right? How does or doesn't affect communities and other human rights.
- Another topic is civic engagement or community engagement how to get involved and what inspires you to get involved. What ideas do you have to get others involved.

## **From the Institute for Civility in Government website:**

*"Civility is claiming and caring for one's identity, needs and beliefs without degrading someone else's in the process."*

Civility is about more than just politeness, although politeness is a necessary first step. It is about disagreeing without disrespect, seeking common ground as a starting point for dialogue about differences, listening past one's preconceptions, and teaching others to do the same. Civility is the hard work of staying present even with those with whom we have deep-rooted and fierce disagreements. It is political in the sense that it is a necessary prerequisite for civic action. But it is political, too, in the sense that it is about negotiating interpersonal power such that everyone's voice is heard, and nobody's is ignored. And civility begins with us.

## **Possible Essay Topic/Theme**

- *Inviting, Respecting and Promoting Diversity of Thought in our Community*
- *Seeking Civility: Welcoming Diversity of Thought over Divisiveness*

To encourage engagement and sense of belonging, people need to feel safe in expressing their thoughts and ideas. Promoting "civility" and respect for "diversity of thought" ultimately helps to create a community (and world) where more people would be interested in engaging and sharing and contributing...

## **The questions:**

- There are many opportunities to write essay questions around this topic. Some essay questions could range from -
- Have you ever felt that your views or thoughts were not accepted or respected?

- How can respect for the opposing ideas of someone else make you or our community better?
- What does our future world look like [with or without] a respect for a diversity of thought?
- Write about a past experience that was not positive because other views were not welcomed?
- Etc...

**Different quotes that could be used to shape the task-force's work or for educators to use:**

- "A diverse community or team that does not see the value of the diverse perspectives might as well not be diverse."
- **"Diversity of thought goes beyond the affirmation of equality or seeking of equality** (which is simply recognizing differences and responding to them). Diversity of thought that is truly valued, invited and nurtured brings growth for the individual and the whole community."
- "You will see results when diversity of thought is really valued, promoted, encouraged, talked about and shared. It enriches not only everyone's experience and that person's feeling of being part of something larger than themselves, but it also can give clues to what people are looking for in society and help a community to better fine-tune its services, products and total value proposition as a place to live, learn, work and play."
- "Read the books of Robert Fulghum and consider this - our youngest children are free from judgment, stereotyping and discrimination. They have friendships with a broad range of other children in spite of differences. They seek what they have in common and enjoy it. The inability to accept and enjoy each other's differences comes as we get older and we are all the worse for it."

**Background information from a study on strengthening/building communities and increasing engagement efforts:**

- Focusing only on what inspires **us**, and thus what **we** understand and are comfortable with, reinforces like-mindedness and creates cultures that expect everybody to act the same. We see this in how **traditional approaches to initiatives like diversity and inclusion typically promote and result in the exact opposite of inclusion: marginalization and victimization. That's why the conversation about diversity has not evolved** – and this is true not just about the conversations surrounding diverse populations but *all people: They have become dialogues around like-mindedness rather than the power of individual contributions.* As a result, initiatives like diversity and inclusion as currently defined in communities are solving for the wrong things, and silos and further separation between groups are widening. To change the conversation, we must get *beyond diversity* and embrace the *diversity of thought*.
  - When people know their thinking is appreciated, engagement and the propensity to contribute goes up
  - When **cognitive diversity** is touted and appreciated, people see that differences go beyond culture, race, gender, experience, etc. and can understand that these too must be valued
  - With a cognitively diverse community, people can more easily make connections and contribute
- Diversity in thinking styles and diversity in behavioral preferences really can propel your community to new heights.

## **Other things teachers could incorporate into curriculum /**

Explore the NEW Golden Rule to guide action *and thought* -

- “Do unto others as you would have them do unto you”
- “Accept and respect the thoughts/ideas of others as you would have them do for you”

Ten steps anyone can follow to embrace thought diversity in their environment:

1. Focus on the things that disrupt us not just the things that inspire us
2. Give up control and empower people to have influence over their unique thoughts and ideas
3. Allow individuals to define the community, not the community to define the individual
4. Stop being only comfortable with the words that create no tension
5. Align the community’s values to reflect the realities of the people who live, learn and work there – don’t impose thoughts and values on others
6. Challenge old templates and ways of doing things
7. See vulnerability as a strength. See the underrepresented as vital to the whole
8. Break down silos between groups of people
9. Respect those who think differently than you or who have different values. They are just as valid as you are
10. Celebrate the things that unite people in the community. Don’t spend time or energy on the things that divide them

## **2013 Possible Essay Contest Questions – in order of preference**

1. Prejudice and stereotypes affect the way we perceive and interact with each other each other, even when we don’t realize it. How do stereotypes affect our society and how do they damage human rights? Reference the US Constitution, the UN Universal Declaration of Human Rights or the Bill of Rights in your answer.
2. Jokes or comments at the expense of a certain group of people are prominent in our community. Sometimes it’s hard to tell what is ok and what is offensive. How do we use language to protect or violate human rights? Reference the US Constitution, the UN Universal Declaration of Human Rights or the Bill of Rights in your answer.
3. Describe a human rights movement that shapes our society today. What does it take to change society to protect human rights? Reference the US Constitution, the UN Universal Declaration of Human Rights or the Bill of Rights in your answer
4. In your own words, define equality and equity. Where do you see equality and equity or inequality and inequity in your community? Reference the US Constitution, the UN Universal Declaration of Human Rights or the Bill of Rights in your answer.

### **2006 essay suggestions:**

1. When one thinks of individuals who have made significant contributions in the area of human rights, a handful of people (such as Martin Luther King Jr. and Rosa Parks) receive much of the attention. There are many other contributors to human rights efforts whose efforts are less well known, but are also inspiring. Select such a human rights pioneer, whose contributions you feel are deserving of greater recognition, and explain what that individual accomplished and why you believe he or she is a source of inspiration.
2. John and Jane are middle school students and fans of rap music. On their way to school one morning they stopped, just outside the school property, and listened to a rap cd they had recently purchased. The cd had come with a parental warning and included vulgar language, racial comments and statements demeaning to females. Many other students passed by John and Jane and heard the lyrics and some complained to the school officials. During the school day, school officials went to John and Jane's lockers, found and confiscated the cd. After listening to the cd, the principal decided the cd violated the school's harassment and offensive behavior policy and directed that John and Jane be suspended for one week and also attend sensitivity training sessions. Provide a detailed explanation on whether you believe the school acted properly.
3. What are the advantages and/or disadvantages of diversity in schools?
4. Should universities try to make their student populations more diverse? Why or why not?
5. What is the most important right in the Bill of Rights?
6. The MN Human Rights Act protects citizens against discrimination in, among other things, education. How does this protection differ from rights of students in other countries?

### **Comments from Jeff Bibeau**

I will be the first to admit that I found this year's topic(s): Stereotyping, Prejudice and Discrimination to be the most difficult in all the years I have been involved. While Stereotyping, Prejudice and Discrimination are related they are also very unique. As far as essay management goes, it seemed that many students had an example of one but had great difficulty relating it to all three - especially when they had to also use the Bill of Rights, the Universal Declaration of Human Rights and the Minnesota Human Rights Act. While they have experience with the Bill of Rights, the latter two documents were entirely new to them.

So, what I saw was: 3 topics to cover PLUS 3 different lenses by which to examine these topics EQUATED several very confused students with very clumsy essays.

Do you use a rubric? For example: Does the essay take into account the mechanics (spelling/grammar/format) of writing OR just the content? Would a student receive fewer points for only discussing only Stereotyping rather than Stereotyping, Prejudice AND Discrimination? Would these essays receive a lower marks for only comparing the topic(s) to the Bill of Rights rather than Bill of Rights, the Universal Declaration of Human Rights and the Minnesota Human Rights Act?

Could you make the essay and reference material be made available online AND have the web address included on the packet?

Could you include some background info or mission statement about human rights and your organization?

Could the essay question be sent out earlier in the year, say September, with the same deadline?

Anyway, these are my thoughts.

- Jeff Bibeau

#### **Comments from Rachel Black**

Thank you for seeking our input. I enjoy teaching the human rights each year and preparing my students for this essay. However, this year, I found that it was very difficult for students to see the connection between the human rights and the essay prompt (because of where some are developmentally). The prompt was wordy and asked much of students who are just learning how to develop a succinct essay.

In the future, I would suggest a prompt that was simplified and encouraged students to create their own response rather than feel like they had to answer a series of questions and then combining that with their new knowledge of the human rights. With this, I think you may see even more insightful responses--I know that my students have a lot to say when it comes to the human rights!

A material that I'm just discovering is the Choices curriculum that I believe is released by the Minnesota Coalition for Human Rights. This has some good strategies for presenting the human rights to students. I also brought in a guest speaker who was able to relate the human rights to my students' lives.

Thanks again for asking for our input. As I said, I think this is an important and enjoyable activity for my students and I look forward to seeing it develop in the future.

Sincerely,  
Rachel Black

# Roseville Human Rights, Inclusion and Engagement Commission

## Agenda Item

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**DATE:** June 20, 2018

**ITEM:** 7d

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**ITEM DESCRIPTION:** Proclamation Update

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### Background

At the last commission meeting, the remaining proclamations were assigned to commissioners to review for language as well as begin outreach to Roseville-specific groups that may be affected by the proclamation to ensure that it is appropriate. The list of proclamations and assignments is below.

1. MLK day (Reyerson)
2. Black history month (Djevi)
3. Women's history (Peterson)
4. Constitution week (Subramanian)
5. Hispanic heritage month (Eichenlaub)
6. LGBTQ (Bolinger)
7. Days of Remembrance (Iverson)
8. Fair housing (Bolinger)
9. Older Americans (Manke)
10. Race equality week - research (Holub)
11. Native American month (Holub)
12. Mental Health Awareness month (Beltmann)
13. Asian American history month (Djevi)
14. Disability awareness month - consultation (Hansel)
15. Human Trafficking/Exploitation - research (Peterson)

### Recommendation

Informational. Provide verbal updates on proclamations. Schedule full review at a future commission meeting.

# Roseville Human Rights, Inclusion and Engagement Commission

## Agenda Item

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**DATE:** June 20, 2018

**ITEM:** 7e

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**ITEM DESCRIPTION:** Youth Commissioner Appointment Recommendation

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### **Background**

Chapter 201 of the City Code establishes that the City Council may appoint youth members under the age of 18 and enrolled in high school to serve one-year terms as ex-officio youth commissioners to Advisory Groups such as the Human Rights, Inclusion and Engagement Commission (HRIEC). Currently the HRIEC has two youth commissioners, Elizabeth Hansel and Acer Iverson. Both youth commissioners' terms expire at the end of July. Staff has spoken with both youth commissioners regarding their interest in serving an additional term, and both commissioners are interested in being reappointed. In the past, the HRIEC has made a recommendation to the City Council on youth commissioner reappointments.

### **Recommendation**

If interested, provide a recommendation to the City Council on reappointment of youth commissioners.

# Roseville Human Rights, Inclusion and Engagement Commission

## Agenda Item

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**DATE:** June 20, 2018

**ITEM:** 7f

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**ITEM DESCRIPTION:** Government Alliance on Race and Equity (GARE) update

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### **Background**

The City became part of the 2018 Government Alliance on Race and Equity (GARE) Cohort in January 2018. The Government Alliance on Race and Equity (GARE) is a national network of governments working to achieve racial equity and advance opportunities for all. The GARE Leadership team uses curriculum, expertise of practitioners and academia to share a field of practice to approach complex race issues and help governments take effective action toward racial equity.

The City of Roseville identified 14 employees across all departments and levels to participate in the yearlong cohort. In addition, there are 14 jurisdictions participating in the GARE cohort this year, with close to 200 participants. Some of those jurisdictions are in their second year of the program, and some, like Roseville are in their first year.

Staff will provide information and background on the work the Roseville team has focused on over the past several months.

### **Recommendation**

None. Informational.

Attachments: A: PowerPoint

**GOVERNMENT ALLIANCE ON  
RACE AND EQUITY (GARE)  
Cohort Update**



## **ABOUT GARE**

The Government Alliance on Race and Equity is a national network of government working to achieve racial equity and advance opportunities for all.

### **FOSTER GREATER RACIAL EQUITY THROUGH:**

- Making a commitment to achieving racial equity
- Utilizing the power and influence of institutions to create racial equity
- Developing partnership to help foster racial equity

### **GARE IN MINNESOTA**

- 14 government units participating in 2018
- 9 first year, others range from second to fourth year

## ROSEVILLE GARE LEADERSHIP TEAM

- 14 staff members
- A minimum of one individual from each Department
- Representatives from each organizational level

## PROCESS TO DATE

- Multiple vehicles of training including classroom, “homework,” speaker series and collaboration
- Curriculum
  - History
  - Racial Equity Toolkit
  - Best practices

## IMPORTANCE OF RACIAL EQUITY

- Yields a better community
- More effective provision of services to the community as a whole
- Morally the right thing to do

## CONSIDERATIONS

- Racial Equity is not a zero sum game
- Other communities have made tremendous strides toward increasing racial equity through participating in GARE and use of Racial Equity Tools

## Racial Equity Narrative

The City of Roseville is dedicated to creating an inclusive community where the predictability of success is not based on race or ethnicity.

The actions of government at the federal, state, and local level have created racial disparities that continue to harm our community. Rectifying these disparities is critical to the development of a vibrant community and a high quality of life for all residents.

All City Departments will prioritize racial equity in their planning, delivery, and evaluation of programs, policies, and services.

The City of Roseville is committed to taking tangible steps to normalize, organize, and operationalize racial equity principles and tools, with an eye toward impactful and sustainable outcomes that create a more equitable community.

## **NEXT STEPS**

- Racial equity conversations beyond the GARE Leadership Team
- Leadership Team continue GARE training through the end of the year
- Develop a Racial Equity Action Plan
- Work with Racial Equity Toolkit and utilize tools
- Determine involvement in GARE next year

**Roseville Human Rights, Inclusion and Engagement  
Commission**

**Agenda Item**

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**DATE:** June 20, 2018

**ITEM:** 7g

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**ITEM DESCRIPTION:** Discuss Police Video

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**Background**

At the special meeting held on June 7, 2018, a commissioner requested an item be placed on a future agenda to discuss a video that has been circulating on social media regarding an interaction with the Roseville Police Department.

The Roseville Police Department sent out a press release regarding the incident that was forwarded to the commission. That press release is attached.

**Recommendation**

None.

Attachments    A: Press Release



**Roseville Police Department  
2660 Civic Center Drive  
Roseville Minnesota 55113**



**Public Information Officer Lt. Erika Scheider**

Desk: 651-792-7213

Date: May 30, 2018

## **PRESS RELEASE – FOR IMMEDIATE RELEASE**

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Earlier today, a [video](#) of Roseville police officers' response to a domestic disturbance on 05/22/2018 was posted and shared on social media. The following information from the police reports is being released in order to provide context of the entire incident and remain consistent with our commitment to transparency and accountability.

On May 22 at 2:12 p.m., Ramsey County Emergency Communication Center received several 911 calls on a domestic disturbance occurring at a residence in the 600 block of Highway 36 in Roseville. One of the callers reported that the resident had asked her to call 911 to have a male removed. The dispatcher could hear people yelling in the background. The dispatcher asked if the male would fight with police and she responded, "The way he is acting now, probably." In another 911 call, the person told dispatch they had just been assaulted, but the line disconnected before the dispatcher could gather more information.

Two Roseville police officers were dispatched to the disturbance. Dispatch advised officers there was a warning on the address that residents at that address had been hostile towards law enforcement during past calls for service.

When the first officer arrived, he located one of the 911 callers who reported that the male and female were still inside arguing. The officer approached the open patio door and saw the male and female, arguing and yelling at each other. As the officer was trying to separate the two, the female struck the male on the side of the head. The officer was finally able to get the two separated and the male exited the apartment to talk with the other officer who had just arrived on scene.

Based on the information from the 911 calls and the male's level of agitation, the officer believed that the male may have assaulted the female. The officer told the male that he was going to be placed in handcuffs until they could determine what had happened and if a

crime had been committed. The officer ordered the male to put his hands behind his back. The male became more agitated and immediately began pulling away from the officer. The officer gave him several orders to stop resisting, but the male instead clenched both of his fists and appeared to be preparing to fight the officer. The officer attempted to gain control of the male, but his initial efforts failed so he disengaged and continued to give verbal commands that he was under arrest.

When the officer inside heard his partner struggling to take the male into custody, he ran out of the residence to assist. Both officers continued to tell the male that he was under arrest, but he refused to cooperate and was yelling and screaming at the officers. They tried to gain control of his arms, but the male kept flexing his muscles and successfully pulled away from the officers. After several failed attempts to gain control, one of the officers deployed his Taser. The Taser only had a minimal effect on the male and he continued to tense his arms and clench his fists. Officers delivered a short burst of chemical agent, but it also had a minimal effect.

Officers were finally able to bring the male to the ground, but were unable to gain control of his hands and arms. The male kept reaching towards his waist area and the officers noted that they feared he may be reaching for some type of weapon.

In an attempt to get his hand away from his waist area and gain control of his arms, officers performed several strikes to his shoulder area. The strikes seemed to have minimal effect on the male. The officers were finally able to gain control of his hands and hold him on the ground until additional officers arrived. Even with multiple officers assisting, they had difficulty gaining control and at one point, the suspect looped his fingers around the front of his waistband.

Once officers were able to gain control of the male and handcuff him, they requested paramedics respond to evaluate the male. The male continued to kick, yell and thrash, complaining that he could not breathe. The male was transported to a local hospital for evaluation. At the hospital, he told officers that he had been struggling with mental health issues and that his doctor had encouraged him to be admitted earlier in the day. He was released from police custody to seek further mental health treatment at the hospital.

The criminal case was reviewed by the Roseville City Attorney and the male was issued a citation for obstructing the legal process. The female involved was cited for disorderly conduct.

Officers completed reports following the incidents, including documenting all force used to bring the situation under control. As in all cases where force was used, a supervisor reviewed all reports, squad video, and body camera video following the incident. As part of that internal review, the Police Department has made several requests for the residents

to provide a copy of the cell phone videos, but they refused.

Chief Rick Mathwig reviewed the full reports and the partial cell phone video that was posted on Facebook earlier today and provided the following statement:

*“Force used by law enforcement is never pretty to look at and Roseville police officers use it judiciously when taking someone into custody. Detailed reports were written by the officers involved in this incident and I previously reviewed them.”*

*In the video you saw two officers, one on each side of the male they were taking into custody. You can see the male subject’s right arm is alongside his body and you also see the officer struggling to move the suspect’s arm behind his back in order to apply handcuffs. The male subject uses his strength to defeat this. The other officer struck the upper right arm several times. The report indicates the officer did this in order to obtain compliance from the suspect and effect the arrest. The officer pauses in between the strikes to give the suspect enough time to comply. Sadly, the suspect does not comply until other officers arrived and with enough combined strength to finally overcome the suspect’s active resistance. You do not see any strikes to the head of the suspect because officers were acting in compliance with the Roseville Police Department’s Use of Force policy and training. They give measured responses to the active resistance of the suspect.”*

The Roseville Police Department recognizes and respects the value and special integrity of each human life. When vesting police officers with the lawful authority to use force to protect themselves and the public, a careful balancing of all human interests is required. It is the policy of this department that police officers only use force that is reasonably necessary to effectively bring an incident under control, while protecting the lives and safety of the officer or another person. The Roseville Police Department takes all allegations of excessive use of force seriously. We have reached out to those involved and provided information on filing a formal complaint.

[Copy of Video](#)

**Roseville Human Rights, Inclusion and Engagement  
Commission**

**Agenda Item**

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**DATE:** June 20, 2018

**ITEM:** 7h

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**ITEM DESCRIPTION:** Election of Commission Chair

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**Background**

The current chair of the Commission will be stepping down from the commission effective September 2018, with her last meeting being in August. She has indicated her desire to resign from the chair position effective in June, 2018.

**Recommendation**

Receive nominations for chair of the commission, and by motion, elect a new chair effective July 2018.

Attachments: A: Resignation

## Rebecca Olson

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**From:** Chelsea Holub <chelseaholub@gmail.com>  
**Sent:** Monday, June 11, 2018 12:17 PM  
**To:** Rebecca Olson  
**Subject:** Departure from commission

Hi Rebecca, I am sending this in writing per our discussion last week. I will be stepping down from the commission effective September 2018. My last meeting will be in August and I would like to hold elections for chair at the end of the regularly-scheduled meeting in June, with the new chair beginning service in July. The reason for my departure is that I am moving to Seattle to attend law school. If you or anyone has questions, please contact me. Thanks!

Chelsea

# Roseville Human Rights, Inclusion and Engagement Commission

## Agenda Item

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**DATE:** June 20, 2018

**ITEM:** 8a

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**ITEM DESCRIPTION:** Engagement Efforts

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### **Volunteer to be Part of the Rose Parade**

Before you know it, the Rose Parade will be here. We're looking for parade day volunteers to help on Monday, June 25. We're seeking parade marshals, aged 15 years or older, to assist along the mile-long parade route, ensuring the safety of participants and spectators. We are also looking for banner carriers to help lead the parade. This is an ideal job for a scout troop or other youth organization.

The parade starts at Roseville Area High School and ends at the Roseville Skating Center. Volunteers help from approximately 5:00 to 9:00 p.m.

The Rose Parade is a highlight of the annual Rosefest celebration. More than 10,000 spectators enjoy 90 entrants, including 12 marching bands, in the parade. Please contact Volunteer Coordinator Rachel Boggs at [rachel.boggs@cityofroseville.com](mailto:rachel.boggs@cityofroseville.com) or 651-792-7028 if you are interested in volunteering.

### **Roseville Fire Begins Phase II**

Since 2015, the Roseville Fire Department has been transitioning from a part-time to a full-time Fire Department. This change rose from the need to both manage the complexities of a modern fire, emergency medical and emergency management service and meet the community's needs,

With Phase I now complete, the Roseville Fire Department is focusing on the second phase that addresses staffing need, reducing risks in the community and adding advanced life support capabilities.

The Roseville Fire Department invites residents, visitors and businesses to learn more about Phase II and to help develop priorities for the future of Roseville's fire and emergency management Services (EMS) system.

Thursday, June 7  
Tuesday, June 12

Oasis Park Building, 1700 County Road C2  
Fire Station, 2701 Lexington Ave N

# Roseville Human Rights, Inclusion and Engagement Commission

## Agenda Item

Thursday, July 19	Lexington Park Building, 2131 Lexington Ave N
Thursday, August 16	Fire Station, 2701 Lexington Ave N
Thursday, August 23	Villa Park Building, 2055 Cohansey Blvd
Thursday, September 13	Rosebrook Park Building, 2590 Fry St
Thursday, September 20	Acorn Park Building, 286 County Road C
Thursday, September 27	Fire Station, 2701 Lexington Ave N

All meetings begin at 6:30 p.m. For more information visit [www.cityofroseville.com/FDPhase2](http://www.cityofroseville.com/FDPhase2).

Roseville's Fire Department is one of the busiest in the metro area, with more than 5,000 calls for service annually. The strategies implemented in both Phase I and Phase II help insure that the Fire Department is well positioned to serve the community well into the future.

### **Cedarholm Community Building Open House**

The City of Roseville is giving residents a sneak peek of the new Cedarholm Golf Course Community Building, 2323 Hamline Ave. The Parks and Recreation Department is hosting an open house at the new facility on Friday, June 22 from 6:00 to 8:00 p.m.

The open house is an opportunity for golfers, neighbors and residents alike to see the new building and explore its amenities. Call the Roseville Parks and Recreation Department at 651-792-7006 if you have questions.

### **Help Maintain Roseville Parks**

Make an impact on Roseville parks and natural resources. Roseville is looking for volunteers to join our Natural Resources Renewal efforts to improve city parks. On Saturday, June 16, we're looking for volunteers to help maintain the rain garden at Lexington Park.

Saturday, June 16

10:00 to noon

Lexington Park, 2131 Lexington Ave.

Rachel Boggs, 651-792-7028 or [rachel.boggs@cityofroseville.com](mailto:rachel.boggs@cityofroseville.com)

Each month, Roseville hosts a volunteer opportunity at one of the local parks as part of the natural resources renewal project. It includes an educational component and status update of the overall natural resource restoration efforts.

Groups, individuals, and families are encouraged to participate. People of all ages are welcome and will have a role to play. Please contact Volunteer Coordinator Rachel Boggs for information about joining these community-building events. Thanks for your help creating lasting environmental impacts in our parks.

# Roseville Human Rights, Inclusion and Engagement Commission

## Agenda Item

### **Fridays with Roseville Firefighters**

Kids, spend a Friday with a firefighter. Join us for a scavenger hunt, spray the fire hose, learn how you can prevent a fire, climb aboard a fire truck, and more fun. Specially designed for kids 12 years and younger. Stop by the Roseville Fire Station any time between 10:00 a.m. and noon on the following Fridays:

- June 22
- July 13 and 27
- August 3 and 17

There is no need for reservations or to call ahead. The station is located at 2701 Lexington Ave N. Please park in the City Hall parking lot and walk over to the fire station. Bike racks are available in the City Hall parking lot.

For more information about Fridays with Firefighters, please contact Fire Department Assistant Emily Nelson at [emily.nelson@cityofroseville.com](mailto:emily.nelson@cityofroseville.com) or 651-792-7309.