

Agenda  
Regular School Board Meeting  
February 21, 2023  
6:30 PM

1. Call to Order, Roll Call
  
2. Agenda Adjustments
  
3. Announcements, Comments, Recognitions
  - a. Black Girl Magic
  
4. Summary of Community Input Received for Action Items
  
5. Consent Agenda
  - a. Minutes - Board Meeting of February 7, 2023 4
  
  - b. Payment of Bills 6
  
  - c. Personnel - Resignations, Appointments, Reductions 8
  
  - d. Gifts 11
  
6. Reports and Non-Action Items

a.	Program Participation Report	12
b.	Policy 424: Workload Limits for Certain Special Education Teachers (revised) First Reading	33
c.	Policy 712: Gifts (reviewed) First Reading	38
d.	Monthly Financial Report	40
e.	American Indian Program Report	48
7.	Action Items	
a.	American Indian Education Transmittal of Resolution and Parent Committee Roster	64
b.	Final 2023-24 and Draft 2024-25 School Year Calendars	78
c.	Policy 584: Collection, Maintenance, Use and Release of Student Education Data (revised) Second Reading	83
d.	Approval of Strategic Plan Mission and Vision	85
8.	Study Session Report	
9.	Board Reports	

10. Superintendent's Report

11. Adjournment

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

February 7, 2023

Chair Curtis Johnson called the school board meeting to order at 6:30 p.m. Board members present: Todd Anderson, Mike Boguszewski, Rose Chu, Mannix Clark, Kitty Gogins, Curtis Johnson. Board members absent: none. Also present: Jenny Loeck, superintendent of schools, and approximately fourteen other visitors or staff who attended all or part of the meeting.

Announcements. Director Clark read a land acknowledgment to begin the meeting.

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

- (38) Consent Agenda. Boguszewski moved, Gogins seconded acceptance of the consent agenda, including the minutes of the school board meeting on January 24, 2023; payment of bills; resignations, appointments, reductions, adjustments; and gifts. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.

Northeast Metro 916 Intermediate School District Presentation. Intermediate School District 916 Superintendent Dr. Val Rae Boe and Assistant Superintendent Dan Naidicz shared information about the services the district provides to its member districts and its long partnership with Roseville Area Schools. Roseville Area Schools utilizes services in the areas of special education and itinerant services, career and technical education, and other professional services.

2023-24 and 2024-25 Draft School Year Calendars. Melissa Sonnek, assistant superintendent, presented drafts of the nine-month and year-round school year calendars for the 2023-2024 and 2024-2025 school years. Proposed changes to the calendars include additional staff collaboration and application and professional development days, the inclusion of Juneteenth and Eid al-Fitr as district holidays, and a shift in spring break to balance trimesters.

Policy 584: Collection, Maintenance, Use and Release of Student Education Data (reviewed) First Reading. Assistant Superintendent Sonnek reviewed Policy 584: Collection, Maintenance, Use and Release of Student Education Data as a first reading. Administration recommends no changes to the current policy.

- (39) 2022-2024 Conditions of Employment – Operating Engineers Local No. 70. Gogins moved, Anderson seconded approval of the 2022-2024 conditions of employment for custodial employees, who are represented by Operating Engineers Local No. 70. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.
- (40) Policy 420: Mandated Reporting of Child Abuse or Neglect (revised) Second Reading. Anderson moved, Boguszewski seconded approval of Policy 420: Mandated Reporting of Child Abuse or Neglect as presented. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.

- (41) Policy 640: Title I Parent Involvement (revised) Second Reading. Gogins moved, Anderson seconded approval of Policy 640: Title I Parent Involvement as presented. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Johnson. Nays: none. Motion carried unanimously.

Board Reports. Several board members attended the sixth grade Honors Chorus concerts. Rose Chu and Kitty Gogins attended Equity Leadership Advisory Council meetings. Kitty Gogins acknowledged National School Counseling Week and called attention to a student news podcast included in the Roseville Area High School weekly newsletter. Mike Boguszewski provided an update on Equity Alliance MN. Mannix Clark attended a Special Education Advisory Council meeting, provided an update from the most recent Northeast Metro 916 board meeting, and mentioned opportunities for board members and district staff to tour 916's schools and programs. Board members also attended an Association of Metropolitan School Districts meeting.

Superintendent's Report. Superintendent Loeck acknowledged School Board Recognition Month in February.

The Chair declared the meeting adjourned at 7:38 p.m.

Signed \_\_\_\_\_  
Clerk

Approved \_\_\_\_\_  
Chair

February 7, 2023

Meeting Date: February 21, 2023

**PAYMENT OF BILLS:**  
**-January 16 - January 31, 2023**

That bills in the amount of: **\$15,505,655.51** by the following funds be approved:

GENERAL	\$4,309,786.83
FOOD SERVICE	\$210,228.00
COMMUNITY SERVICE	\$268,191.44
BUILDING FUND	\$74,453.84
DEBT FUND	\$9,577,616.25
READING RECOVERY	\$0.00
AMSD	\$12,780.27
OPEB DEBT	\$936,056.25
DENTAL INS FUND	\$66,548.35
NO SUBURBAN COLLABORATIVE	\$49,994.28
EXTRA CURRICULAR-STU ACTIVITY	\$16,977.92

**RECOMMENDATION:**

That above payments are included in check numbers:

WIRE TRANSFERS	202200363	through	202200400
CHECKS	345463	through	345752
CAPITAL ONE AP CHECKS	7420	through	7438
ACH A/P	222310890	through	222310952

**PAYMENT DISTRIBUTION BY FUND:**

	GENERAL	FOOD SERVICE	COMMUNITY SERVICE	BUILDING CONSTRUCT	DEBT FUND	Delta Dental Self Insured	28-RR Fiscal Agent	29-AMSD Fiscal Agent	OPEB	N SUB COLL/ SCHLSHP	EXTRA CURR-STU ACTIVITY	TOTAL DISBURSEMENTS
WIRE TRANSFERS	\$1,526,733.91	\$29,435.64	\$74,610.13	\$26,535.19	\$9,576,666.25	\$66,548.35		\$3,526.33	\$935,581.25	\$0.00	\$0.00	\$12,239,637.05
CHECKS	\$931,946.19	\$118,879.96	\$64,778.71	\$47,918.65	\$950.00			\$679.12	\$475.00	\$49,994.28	\$16,367.16	\$1,231,989.07
CAPITAL ONE A/P	\$17,108.08	\$4,303.23	\$191.83								\$0.00	\$21,603.14
ACH A/P	\$31,847.66	\$146.04	\$620.35								\$610.76	\$33,224.81
TRANSFER TO P/R	\$1,802,150.99	\$57,463.13	\$127,990.42					\$8,574.82		\$0.00		\$1,996,179.36
VOID CHECKS	\$0.00		\$0.00	\$0.00								\$0.00
<b>TOTAL</b>	<b>\$4,309,786.83</b>	<b>\$210,228.00</b>	<b>\$268,191.44</b>	<b>\$74,453.84</b>	<b>\$9,577,616.25</b>	<b>\$66,548.35</b>	<b>\$0.00</b>	<b>\$12,780.27</b>	<b>\$936,056.25</b>	<b>\$49,994.28</b>	<b>\$16,977.92</b>	<b>\$15,522,633.43</b>

	January 1, 2023		Balance	
	Cash & Investments	Revenue	Disbursements	Remaining as of
<b>BOND CONSTRUCTION FUNDS</b>	Balance	1/1 to 1/31	1/1 to 1/31	1/31/23
	\$11,879,734.77	\$1,000,000.00	\$2,087,631.27	\$10,792,103.50

**RECOMMENDATION:**

The above disbursements include check numbers:

CHECKS January 16 - January 31, 2023	102587	through	102610	\$1,087,631.27	*start next check w/ 102587
WIRES		through		\$0.00	
VOID CHECKS				\$0.00	

**RECOMMENDATION:** That investments in the amount of: **\$0.00** be approved

**INVESTMENT DETAIL:**

<b>Bank</b>	<b>Purchase Date</b>	<b>Type of Purchase</b>	<b>Interest Rate</b>	<b>Date of Maturity</b>	<b>Amount of Purchase</b>	<b>Record Number</b>	<b>Interest Earnings</b>	<b>Value at Maturity</b>
-------------	----------------------	-------------------------	----------------------	-------------------------	---------------------------	----------------------	--------------------------	--------------------------

CP/CD: COMMERCIAL PAPER/CERTIFICATE OF DEPOSIT  
CD: CERTIFICATE OF DEPOSIT  
RP: REPURCHASE AGREEMENT

Total: **\$0.00** **\$ -** **\$ -**

# Human Resources Information

5-C

Meeting Date

02/21/23

---

## Change in Continuing Contract

**Christensen, Christina**

Effective Date 03/20/2023

Anpetu Teca

ECSE Teacher

Was working a .8 FTE and will be working a 1.0 FTE for the remainder of the 2022-2023 school year.

## Hired-New Licensed

**Vessey, Josephine**

Effective Date 02/01/2023

Edgerton Elementary School

Special Education Teacher

Hired working a 1.0 FTE.

## Hired-New Licensed Long Term Substitute

**O'Neill, Leah**

Effective Date 02/15/2023

Brimhall Elementary

Kindergarten Teacher

Hired working a 1.0 FTE LTS for the remainder of the 2022-2023 school year.

## Hired-Non-Licensed

**Bohan, Kiera**

Effective Date 02/15/2023

Parkview Center School

Paraprofessional

Hired working 6.5 hours per day.

**Burton, Nic**

Effective Date 02/13/2023

Roseville Area High School

Paraprofessional

Hired working 7 hours per day.

# Human Resources Information

5-C

## Meeting Date

02/21/23

---

### **Hafner, Cory**

Effective Date 02/17/2023

Emmet Williams Elementary

Paraprofessional

Hired working 5 hours per day.

### **Hassler, Mirae**

Effective Date 02/13/2023

Parkview Center School

ECFE Parent Educator

Hired working 23 hours per week.

### **Husnik, Jacob**

Effective Date 02/21/2023

Roseville Area Middle School

Program Assistant

Hired working 7 hours per day.

### **Terrell, Jewel**

Effective Date 03/20/2023

Emmet Williams Elementary

Paraprofessional

Hired working 7 hours per day.

## **Resignation-Licensed**

### **Yargici, Filiz**

Effective Date 06/09/2023

Roseville Area High School

Social Studies Teacher

Resigning effective 06/09/2023.

## **Resignation-Non-Licensed**

### **Hill, Skylar**

Effective Date 02/27/2023

Emmet Williams Elementary

Paraprofessional

Resigned effective 2/27/2023.

# Human Resources Information

5-C

Meeting Date

02/21/23

---

**Richardson, Morgan**

Effective Date 02/24/2023

Little Canada Elementary

Student Success Program Assistant

Resigned effective 02/24/2023.

**GIFTS TO SCHOOLS  
2022/23**

<b>SCHOOL BUILDING</b>	<b>NAME/ADDRESS OF DONOR</b>	<b>GIFT</b>	<b>USE</b>
Roseville Area High School	Roseville Boys Backcourt Club 1240 County Rd B2 W Roseville, MN 55113	\$8,620.81	Basketballs, backpacks and hoodies for boys basketball; shooting machine for boys and girls basketball
Roseville Area High School	RAHS Bullpen Baseball Booster Club 1240 County Rd B2 W Roseville, MN 55113	\$4,846.25	Baseball hats and baseballs
Roseville Area Schools	National Council of Jewish Women Minnesota 5905 Golden Valley Rd, Suite 1 Golden Valley, MN 55422	Feminine hygiene products	Students in need



# Roseville Area Schools

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

Agenda Item: 6a

Agenda Topic: Program Participation Report  
Meeting Date: February 21, 2023  
Contact Person: Jake Von De Linde

---

## Background:

Jake Von De Linde, director of student achievement; Trina Hira, coordinator of advanced academics and talent development; Melissa Sonnek, assistant superintendent; Andrea Schmidt, activities director; and Niceta Thomas, director of student services, will report on student participation in programming including special education, advanced academics and talent development, and activities and athletics.

---

## Recommendation:

Action Required

Informational – No Board Action Requested



**Roseville Area Schools**

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

# **Program Participation**

*February 21, 2023*

# Strategic Plan Areas

Improve learning for students of color, American Indian students, English learners, students receiving special education services, and pre-kindergarten learners

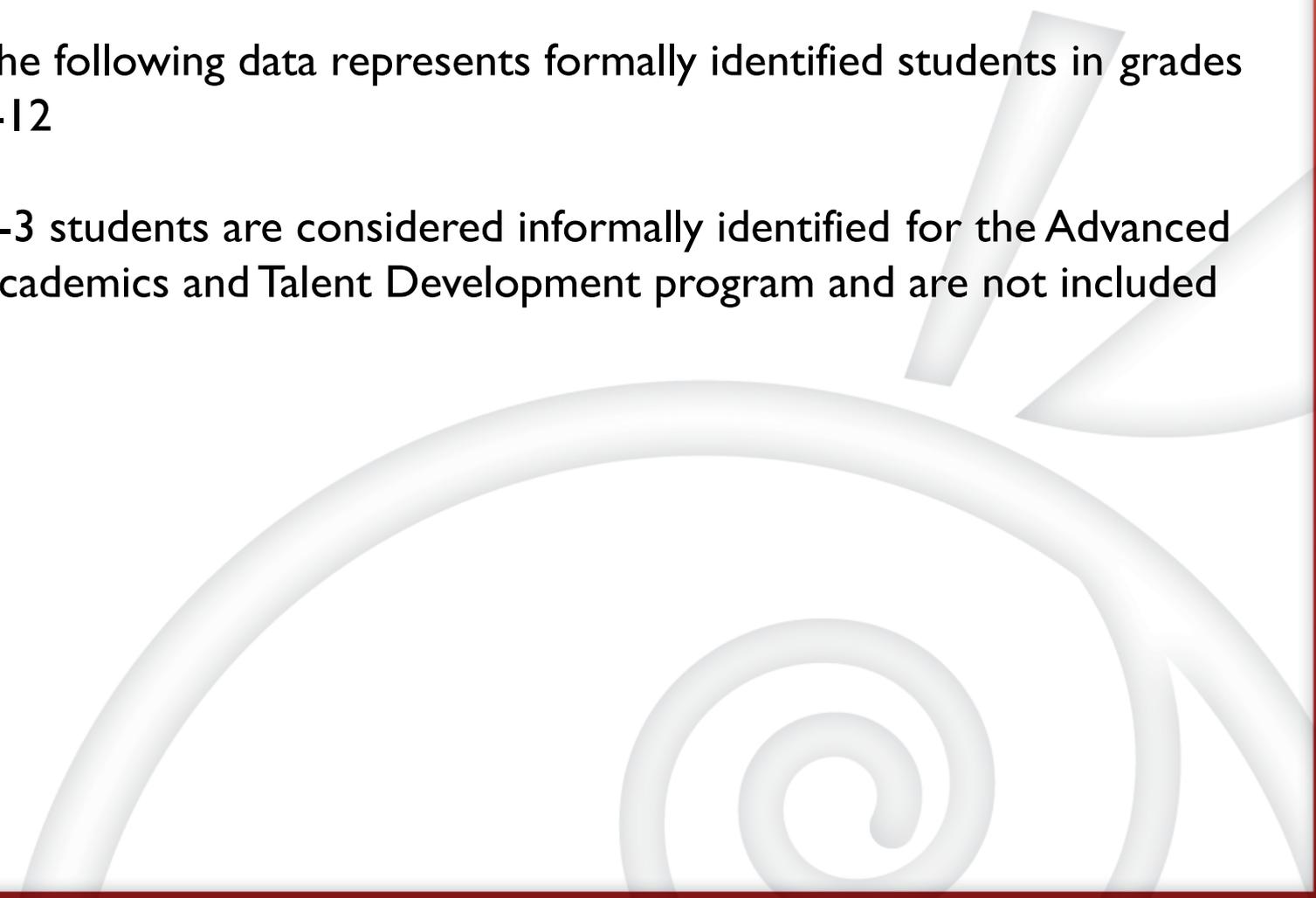
- **Strengthen relationships between staff and students of color and American Indian Students**
- **Increase staff expectations for students of color and American Indian students**
- Provide a safe, challenging, and equitable learning environment
- Align special education instruction, curriculum, and assessments to district wide standards and evidence-based practices

Strengthen support for the social and emotional development of students

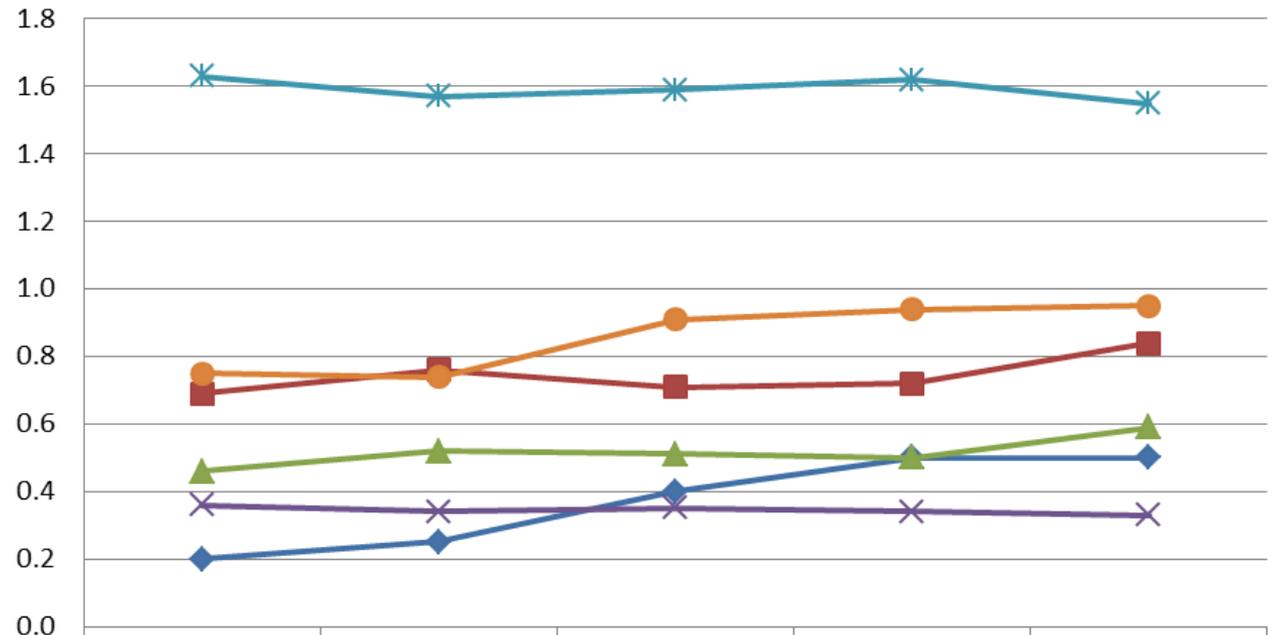
- **Enhance staff expertise to better meet the social and emotional needs of all students**
- **Improve transitions from Pre-K to elementary, elementary to middle level, middle level to high school, and high school to career and college for all students**

- **Advanced Academics and Talent Development**
  - **Activities & Athletics**
  - **Special Education**
- 
- A decorative graphic in the bottom right corner of the slide. It features a light gray spiral that starts from the bottom center and moves towards the right. A thick, light gray curved line arches over the spiral, extending from the left side towards the right. There are also some other light gray shapes, including a pointed shape and a curved line, that appear to be part of the same graphic design.

# Advanced Academics and Talent Development

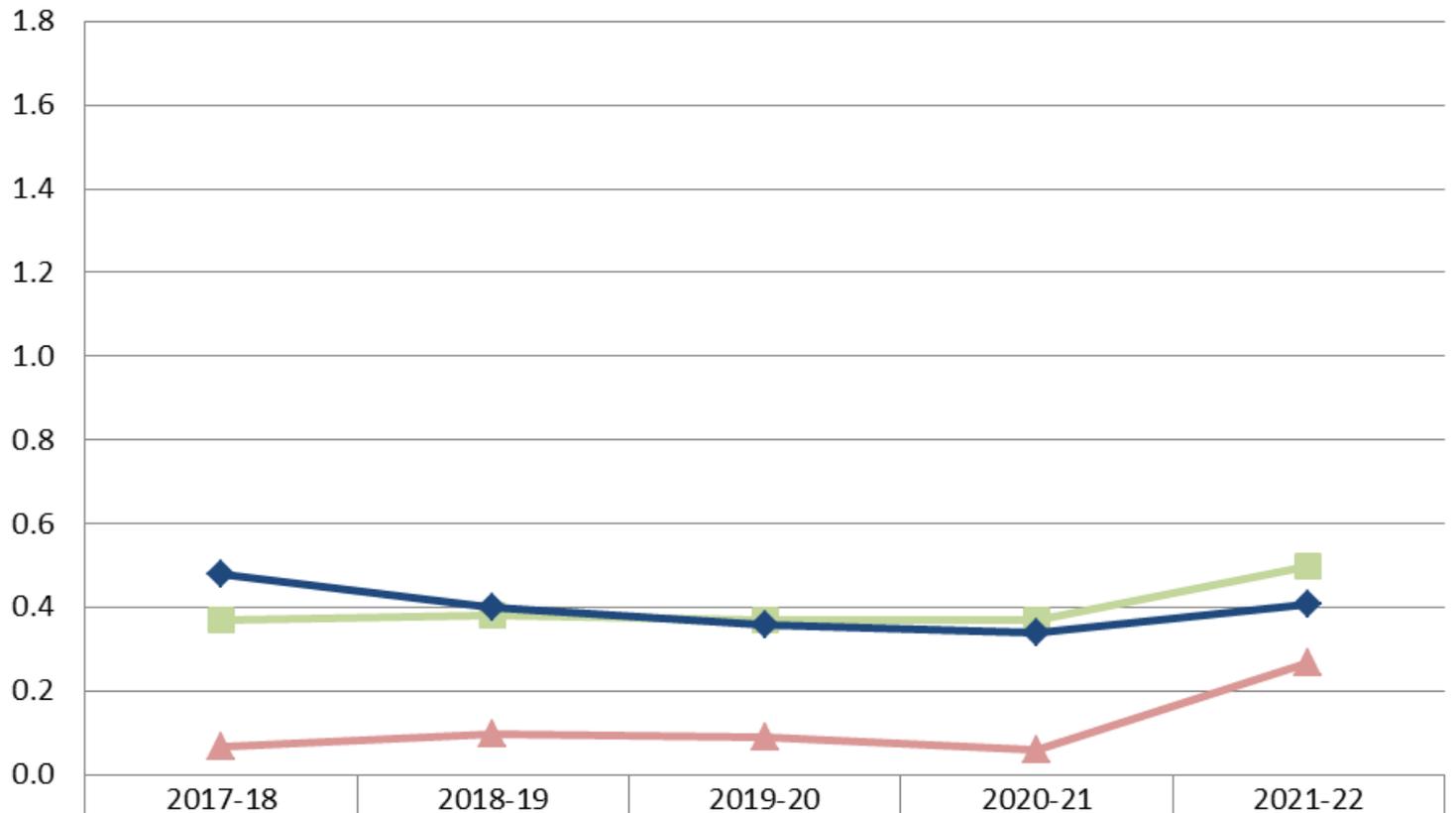
- The following data represents formally identified students in grades 4-12
  - K-3 students are considered informally identified for the Advanced Academics and Talent Development program and are not included
- 
- A decorative graphic in the bottom right corner of the slide. It features a large, light gray, semi-transparent spiral that starts from the bottom center and curves upwards and to the right. The spiral is composed of several concentric, overlapping loops. The background of the slide is white, and the entire content is framed by a dark red border.

## Over/Under-representation in Identification of Advanced Academics and Talent Development by Race/Ethnicity



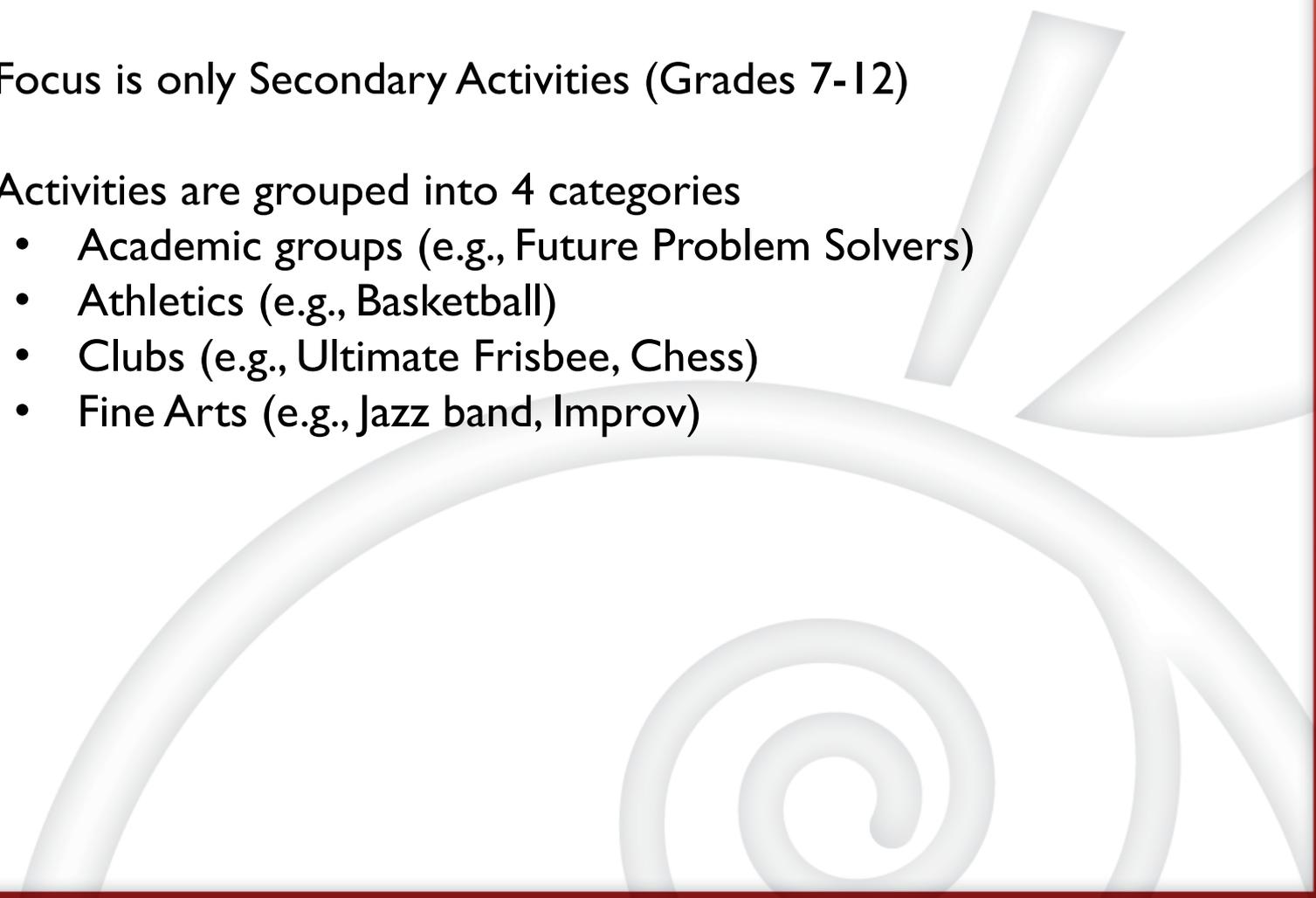
	2017-18	2018-19	2019-20	2020-21	2021-22
<span style="color: blue;">◆</span> American Indian/Native American	0.2	0.3	0.4	0.5	0.5
<span style="color: red;">■</span> Asian	0.7	0.8	0.7	0.7	0.8
<span style="color: green;">▲</span> Hispanic	0.5	0.5	0.5	0.5	0.6
<span style="color: purple;">×</span> Black	0.4	0.3	0.4	0.3	0.3
<span style="color: cyan;">✱</span> White	1.6	1.6	1.6	1.6	1.6
<span style="color: orange;">●</span> Multiracial	0.8	0.7	0.9	0.9	1.0

## Over/Under-representation in Identification of Advanced Academics and Talent Development by Student Groups



EL	0.1	0.1	0.1	0.1	0.3
Ed Benefits	0.4	0.4	0.4	0.4	0.5
SPED	0.5	0.4	0.4	0.3	0.4

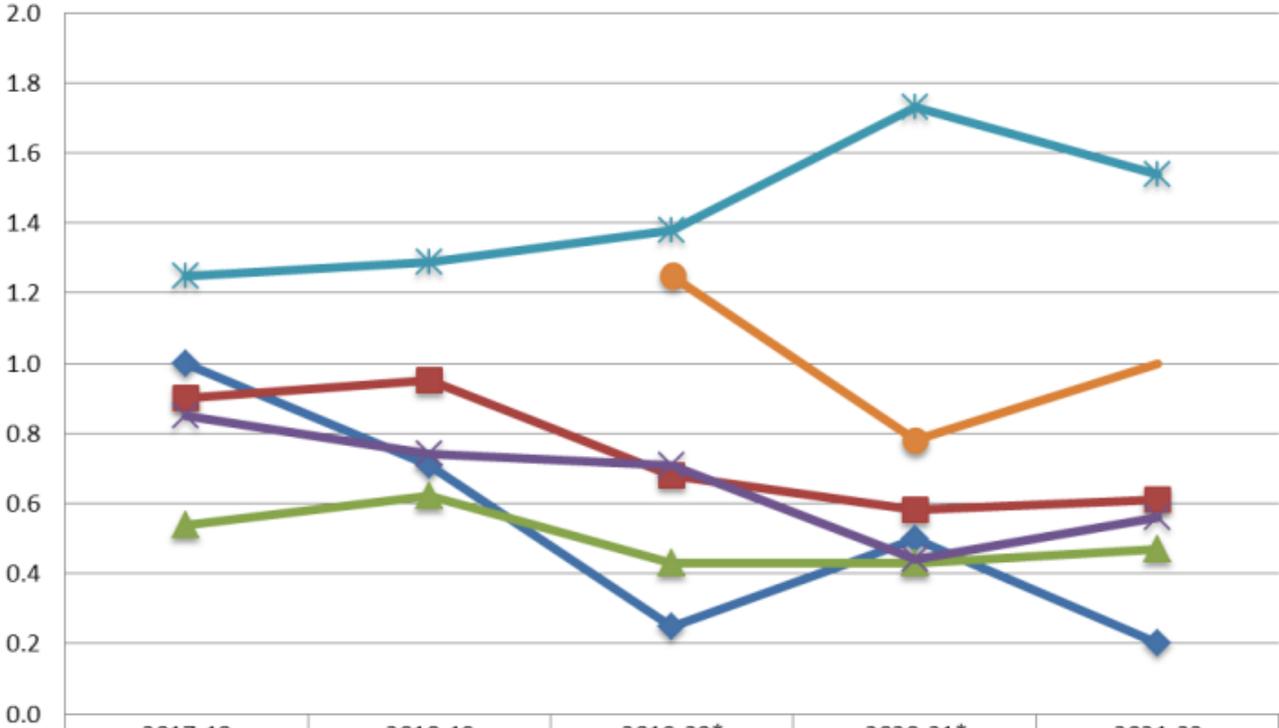
# Activities

- Focus is only Secondary Activities (Grades 7-12)
  - Activities are grouped into 4 categories
    - Academic groups (e.g., Future Problem Solvers)
    - Athletics (e.g., Basketball)
    - Clubs (e.g., Ultimate Frisbee, Chess)
    - Fine Arts (e.g., Jazz band, Improv)
- 

# Secondary Activities

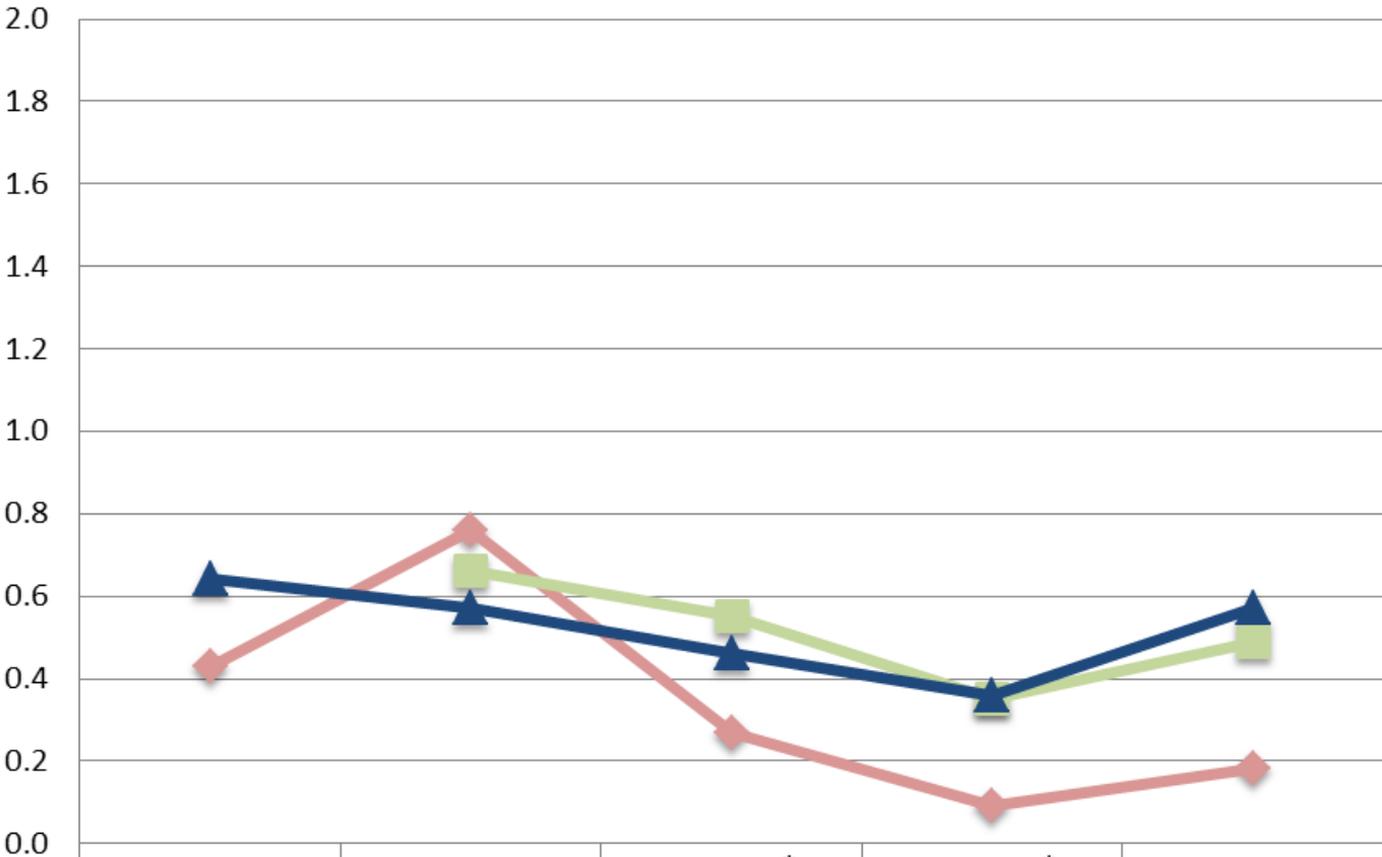


# Over/Under-representation in Secondary Athletics/Activities by Race/Ethnicity



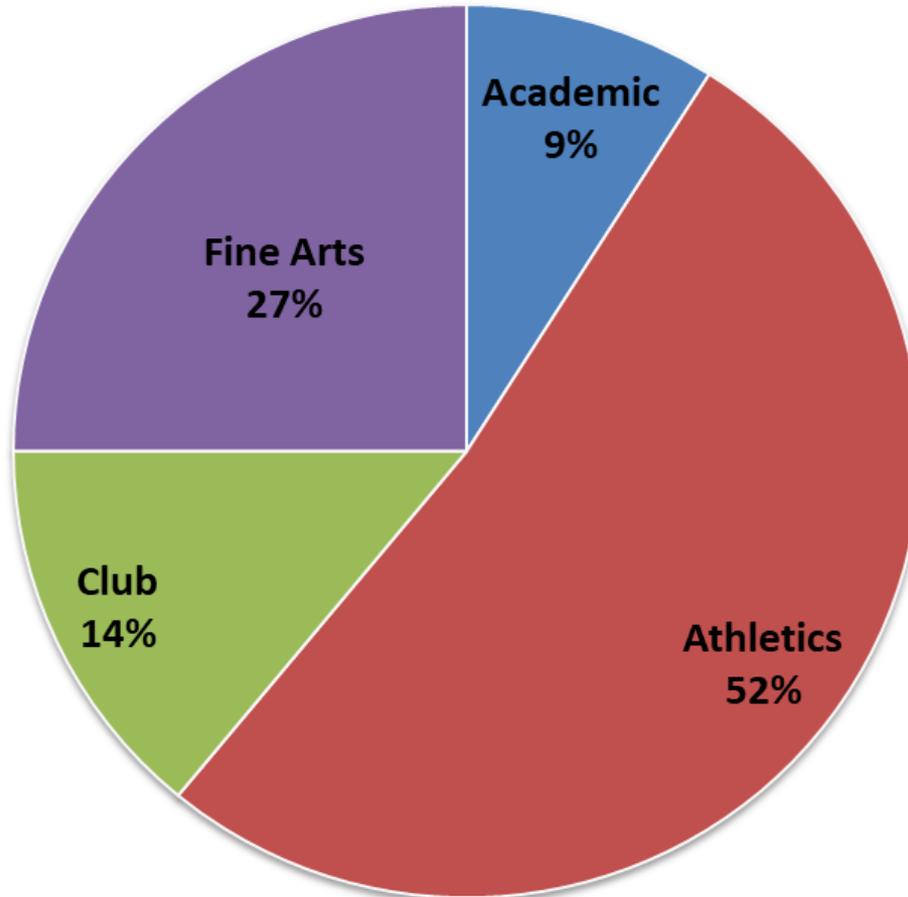
	2017-18	2018-19	2019-20*	2020-21*	2021-22
American Indian/Native American	1.0	0.7	0.3	0.5	0.2
Asian	0.9	1.0	0.7	0.6	0.6
Hispanic	0.5	0.6	0.4	0.4	0.5
Black	0.9	0.7	0.7	0.4	0.6
White	1.3	1.3	1.4	1.7	1.5
Multiracial			1.3	0.8	1.0

# Over/Under-representation in Secondary Athletics/Activities by Student Groups



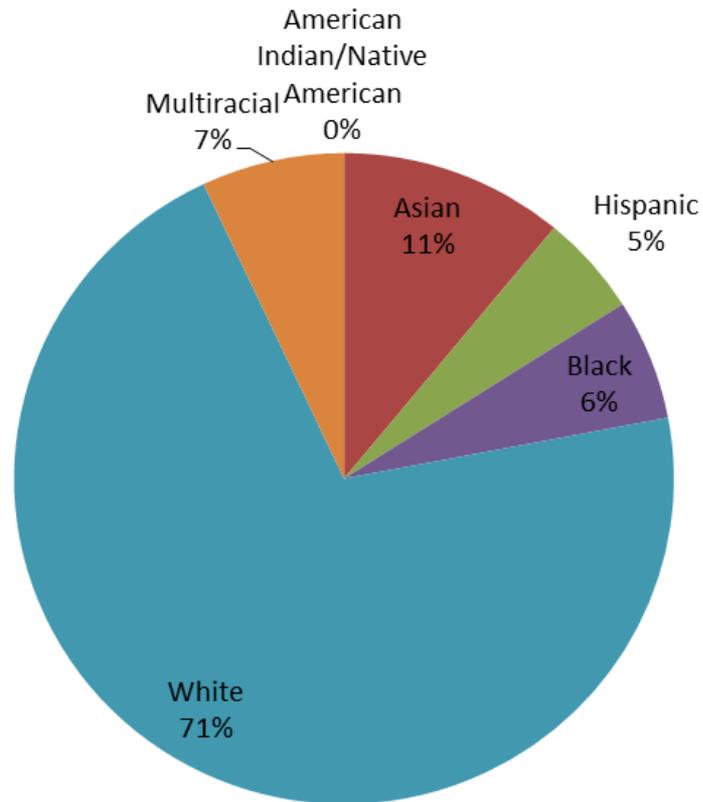
EL	0.4	0.8	0.3	0.1	0.2
Ed Benefits	0.6	0.7	0.6	0.4	0.5
SIEP	0.6	0.6	0.5	0.4	0.6

## Secondary Activities



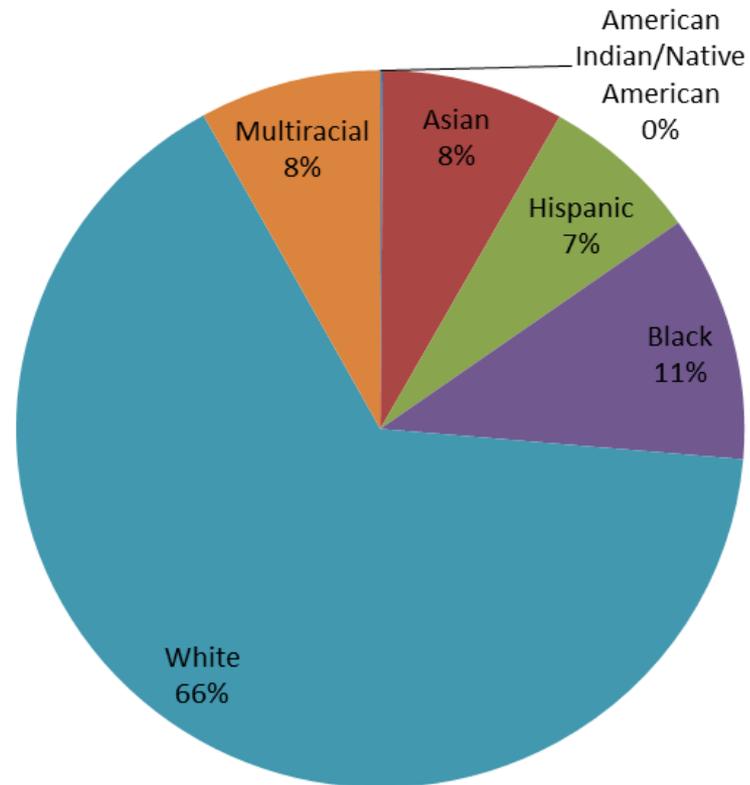
## Secondary Student Groups

### Academics by Race/Ethnicity



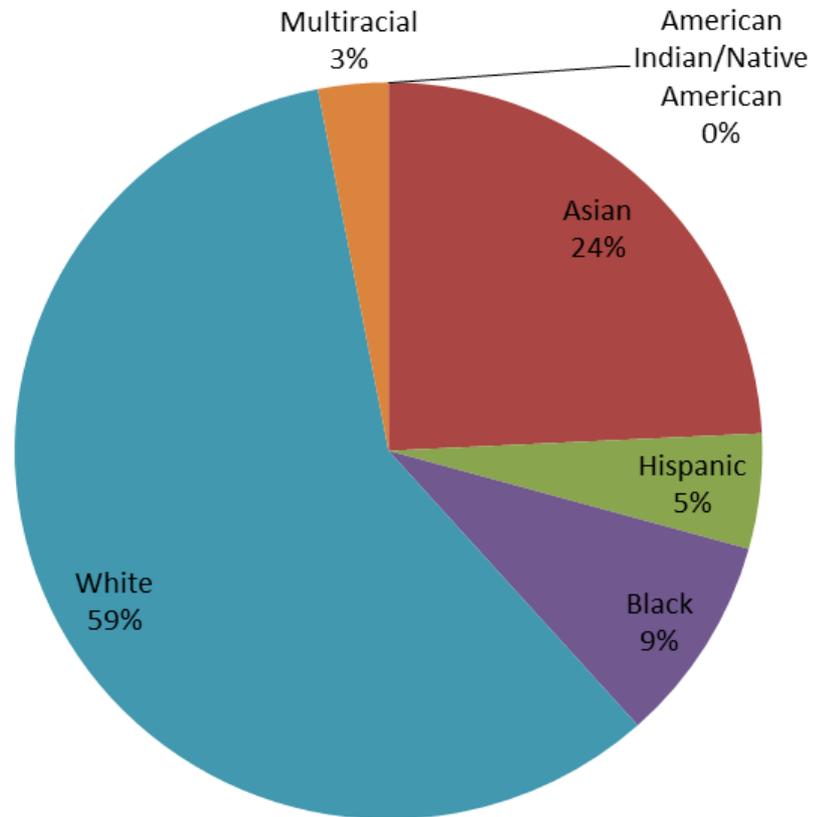
## Secondary by Student Groups

### Athletics by Race/Ethnicity



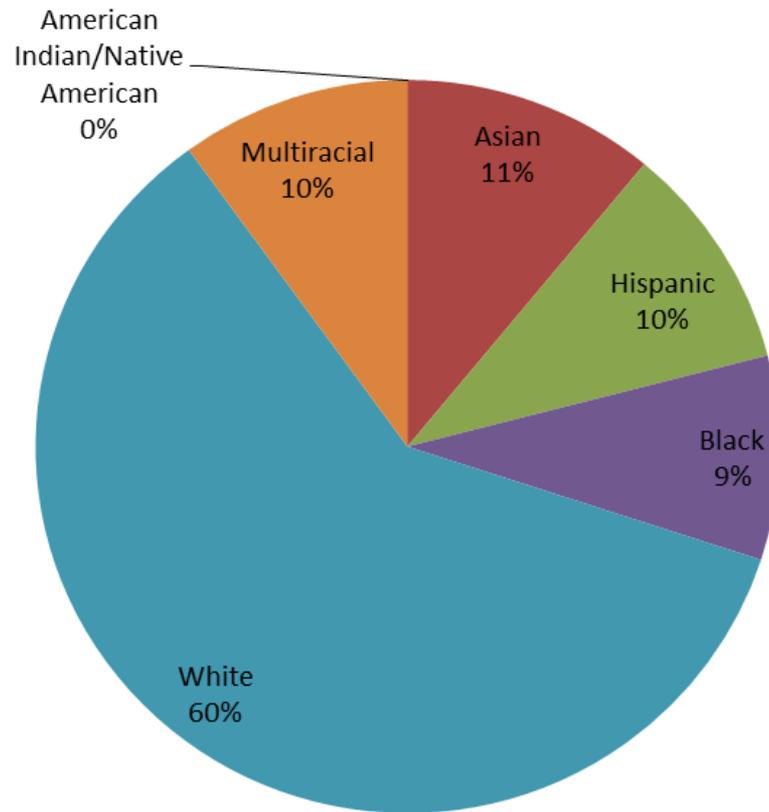
## Secondary by Student Groups

### Clubs by Race/Ethnicity



## Secondary by Student Groups

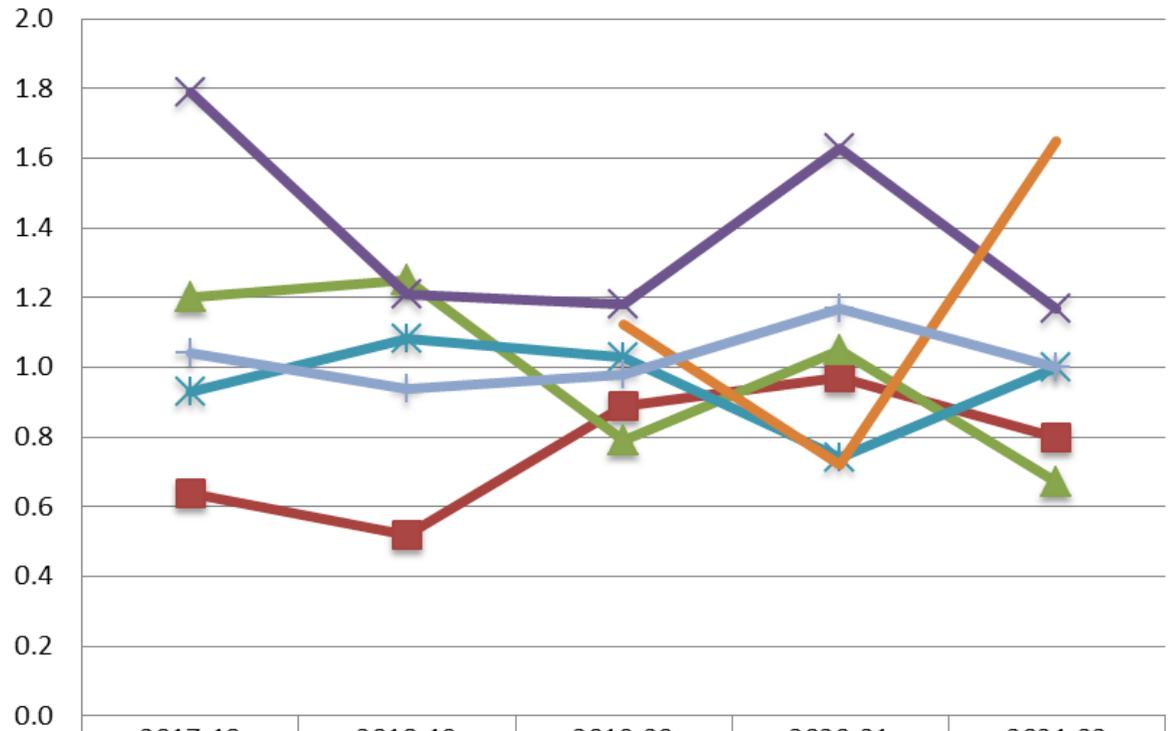
### Fine Arts/Activity by Race/Ethnicity



# Initial Referrals for Special Education Evaluation

- Initial referrals are students who have met initial criteria to be evaluated for special education
  - Students may or may not qualify for specialized services/instruction based on this evaluation
  - Students may or may not be evaluated based on the initial referral (continued intervention plan)
- The following data is monitored to determine over/underrepresentation of student groups

## Over/Under-representation in Special Education Referrals

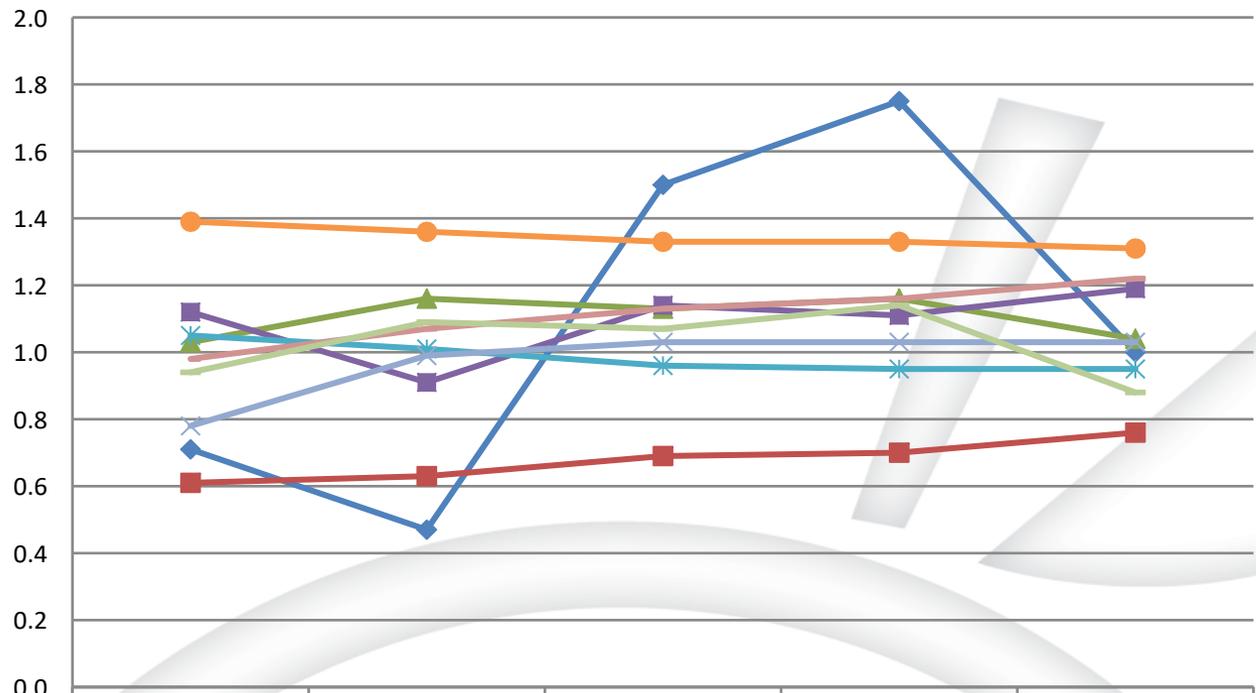


	2017-18	2018-19	2019-20	2020-21	2021-22
American Indian/Native American					
Asian	0.6	0.5	0.9	1.0	0.8
Hispanic	1.2	1.3	0.8	1.1	0.7
Black	1.8	1.2	1.2	1.6	1.2
White	0.9	1.1	1.0	0.7	1.0
Multiracial			1.1	0.7	1.7
All Students of Color	1.0	0.9	1.0	1.2	1.0

# Participation of Students Served in Special Education

- The following data represents students who are served in special education and are currently receiving specialized instruction or services.
- This differs from the previous slides as the students represented in this data set are students who have been referred, qualified for, and are currently served in special education

## Over/Under-representation of Students Served in Special Education



	2017-18	2018-19	2019-20	2020-21	2021-22
◆ American Indian/Native American	0.7	0.5	1.5	1.8	1
■ Asian	0.6	0.6	0.7	0.7	0.8
▲ Hispanic	1.0	1.2	1.1	1.2	1.0
■ Black	1.1	0.9	1.1	1.1	1.2
* White	1.1	1.0	1.0	1.0	1.0
● Multiracial	1.4	1.4	1.3	1.3	1.3
× All Students of Color	0.8	1.0	1.0	1.0	1.0
— EL	1.0	1.1	1.1	1.2	1.2
— Ed Benefits	0.94	1.09	1.07	1.14	0.9

# Questions/Discussion

The background features faint, light gray graphics. On the right side, there is a stylized pen nib pointing downwards. Below it, a thick, curved line arches across the middle of the page. In the lower right quadrant, a spiral graphic winds inward.



# Roseville Area Schools

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

Agenda Item: 6b

Agenda Topic: Policy 424: Workload Limits for Certain Special Education Teachers  
(revised) First Reading  
Meeting Date: February 21, 2023  
Contact Person: Niceta Thomas

---

## Background:

Niceta Thomas, director of student services, will present proposed revisions to Policy 424: Workload Limits for Certain Special Education Teachers as part of the policy review cycle. This will be the first reading of the policy. The policy was last reviewed in October 2015.

---

## Recommendation:

\_\_\_\_\_ Action Required                      XX Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS  
Independent School District No. 623

Policy 424 – Workload Limits for Certain Special Education Teachers

1.0 Purpose:

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

2.0 Definitions

- 2.1 “Special education staff” and “special education teacher” both mean a teacher employed by the school district who is licensed under the rules of the Minnesota [Professional Educator Licensing and Standards](#) Board of Teaching to instruct children with specific disabling conditions.
- 2.2 “Direct services” means special education services provided by a special education teacher [or related services professional](#), when the services are related to instruction, including cooperative teaching.
- 2.3 “Indirect services” means special education services provided by a special education teacher [or related services professional](#), which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with ~~children with disabilities~~ [the pupil](#) to monitor and observe.
- 2.4 “Workload” means a special education teacher’s total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

3.0 General Statement of Policy

- 3.1 Workload limits for special education teachers will be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.
- 3.2 In determining workload limits for special education staff, the school district will take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEP’s, travel time, and other services required in the IEP’s of eligible students.
- 4.0 Collective Bargaining Agreement Unaffected

## Policy 424 – Workload Limits for Certain Special Education Teachers

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employers Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Adopted: 10/27/15

ROSEVILLE AREA SCHOOLS  
Independent School District No. 623

Policy 424 – Workload Limits for Certain Special Education Teachers

1.0 Purpose:

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

2.0 Definitions

2.1 “Special education staff” and “special education teacher” both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Board of Teaching to instruct children with specific disabling conditions.

2.2 “Direct services” means special education services provided by a special education teacher when the services are related to instruction, including cooperative teaching.

2.3 “Indirect services means special education services provided by a special education teacher which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with children with disabilities to monitor and observe.

2.4 “Workload” means a special education teacher’s total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

3.0 General Statement of Policy

3.1 Workload limits for special education teachers will be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.

3.2 In determining workload limits for special education staff, the school district will take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEP’s, travel time, and other services required in the IEP’s of eligible students.

4.0 Collective Bargaining Agreement Unaffected

## Policy 424 – Workload Limits for Certain Special Education Teachers

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employers Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Adopted: 10/27/15



# Roseville Area Schools

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

Agenda Item: 6c

Agenda Topic: Policy 712: Gifts (reviewed) First Reading  
Meeting Date: February 21, 2023  
Contact Person: Shari Thompson

---

## Background:

Shari Thompson, director of business services, will review Policy 712: Gifts. Administration is recommending no changes to the policy. This will be the first reading of the policy. The policy was last reviewed in March 2018.

---

## Recommendation:

\_\_\_\_\_ Action Required                      XX Informational – No Board Action Requested

**ROSEVILLE AREA SCHOOLS**  
Independent School District No. 623

Policy 712 – Gifts

- 1.0 The school board may receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose. The school board shall have the sole authority to determine whether any gift or any precondition, condition, or limitation on use included in a proposed gift furthers the interests of or benefits the school district and whether it should be accepted or rejected.
- 2.0 Gifts must conform to criteria expressed in the policies and regulations of the School District and the laws and regulations of the State of Minnesota.
- 3.0 If the school board agrees to accept a bequest, donation, gift, grant or devise which contains preconditions, conditions or limitations on use, the school board shall administer it in accordance with those terms. Once accepted, a gift shall be the property of the school district unless otherwise provided in the agreed upon terms.

Adopted: 6/5/75  
Revised: 11/15/88  
Revised: 3/13/18



# Roseville Area Schools

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

Agenda Item: 6d

Agenda Topic: Monthly Financial Report – February  
Meeting Date: February 21, 2023  
Contact Person: Shari Thompson

---

## Background:

Director of Business Services Shari Thompson will provide a report on the status of the 2021-2022 audit, current year budget, and enrollment projections for the 2022-2023 school year.

---

## Recommendation:

\_\_\_\_\_ Action Required                      XX Informational – No Board Action Requested



Roseville Area Schools

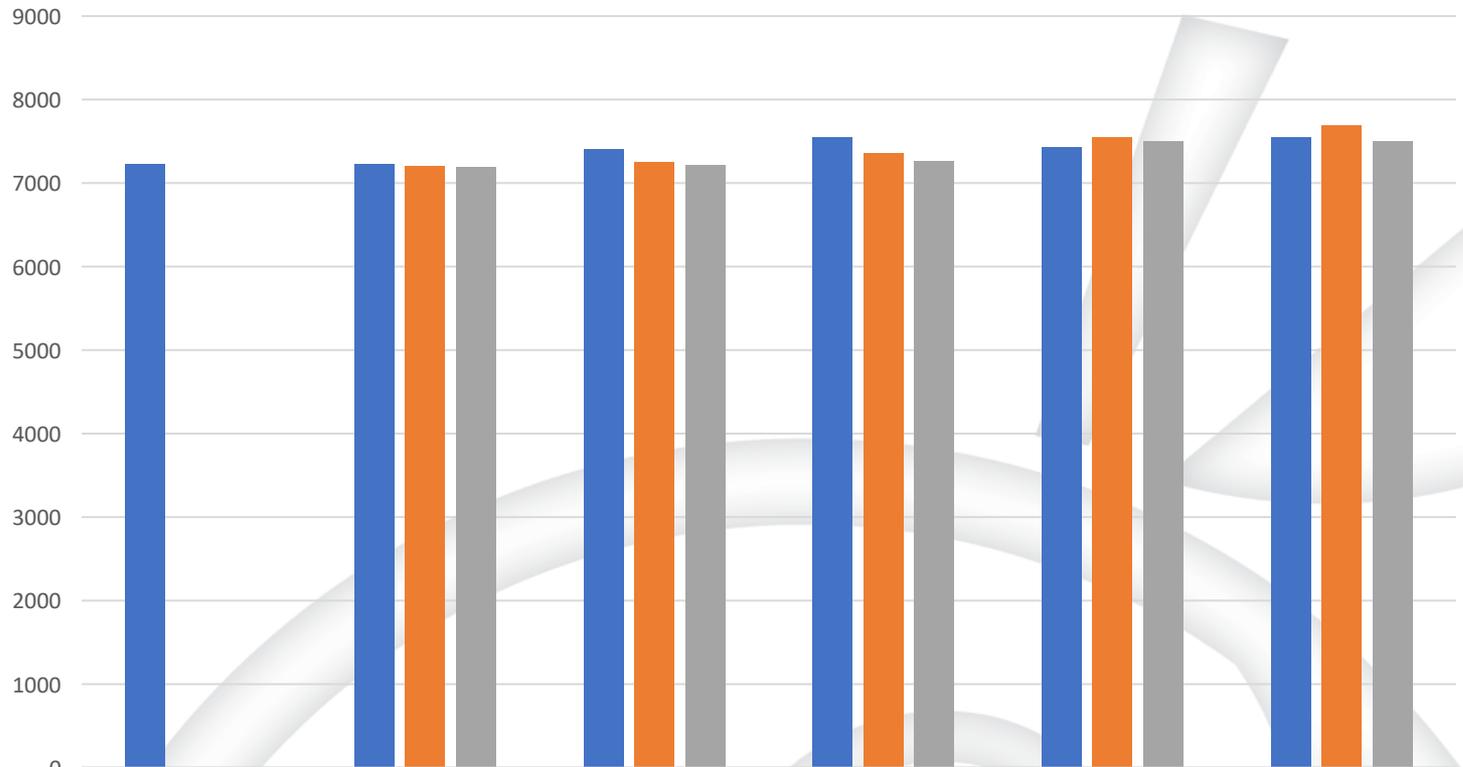
*Quality Teaching & Learning for All...Equity in All We Do*

# Enrollment Projections and Trends

February 21, 2023

# K-12 Enrollment History Projections

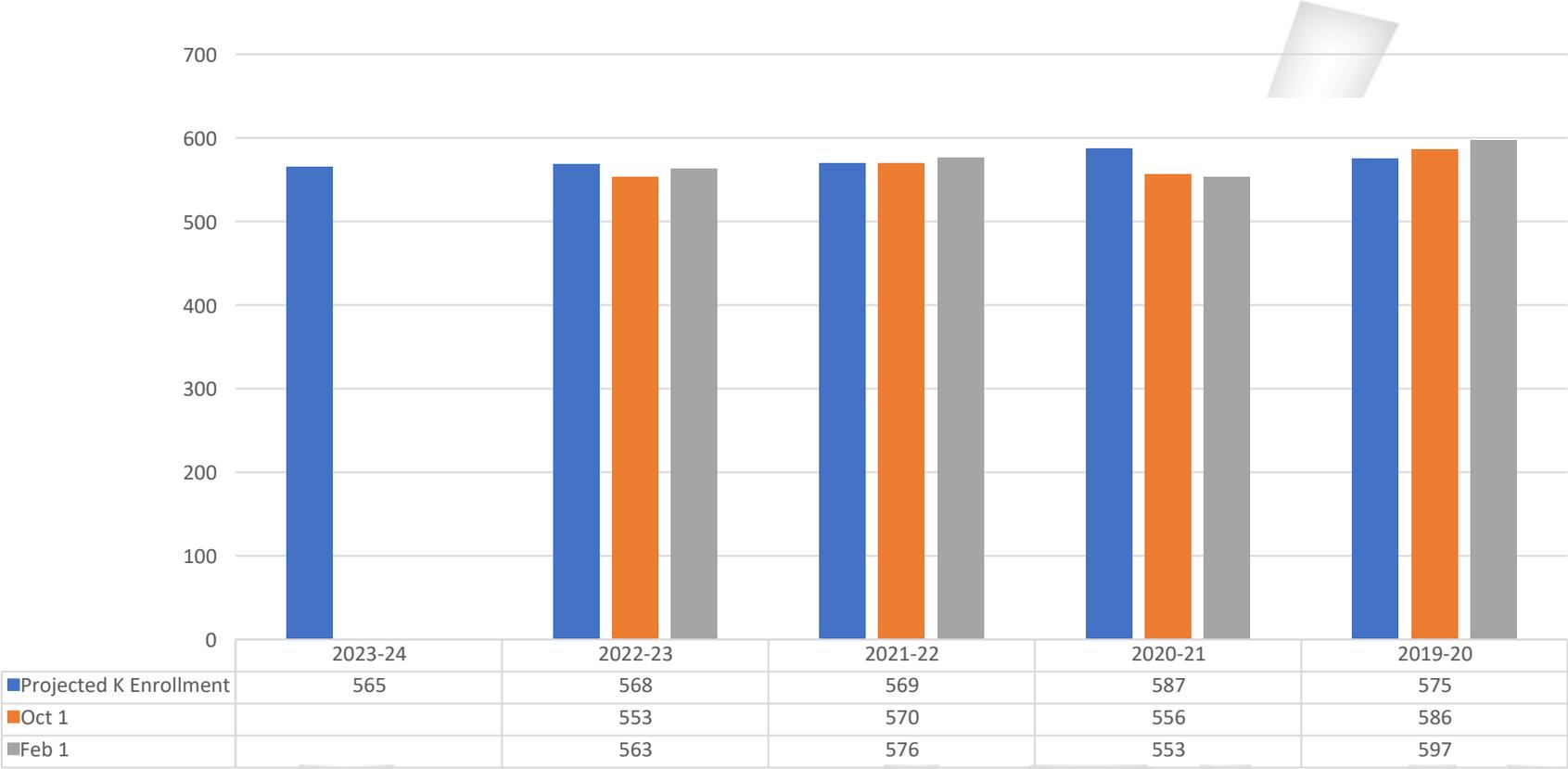
K-12 Enrollment Projections History



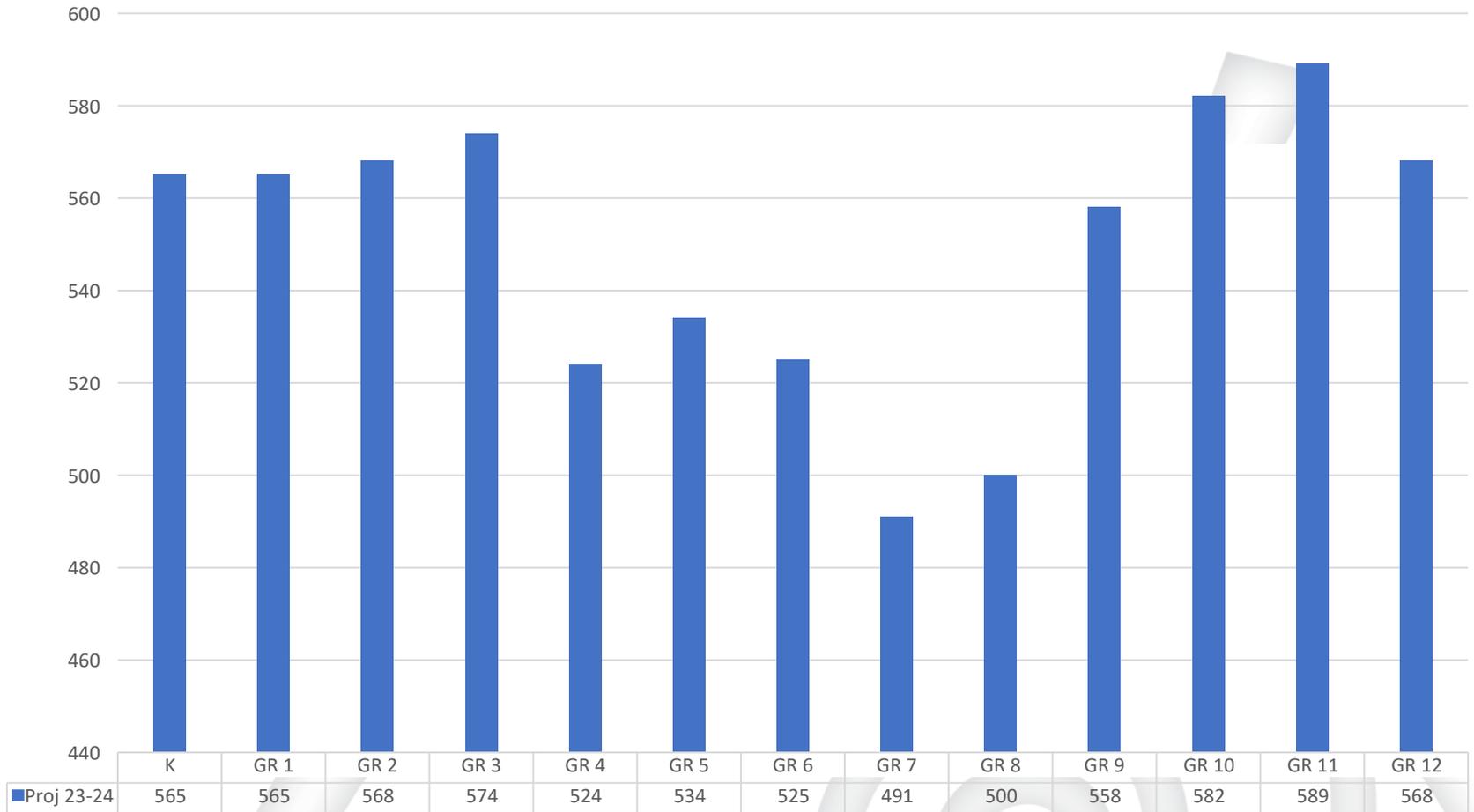
	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19
Projected Enrollment K-12	7223	7220	7406	7546	7424	7545
Oct 1		7197	7251	7359	7545	7689
Feb 1		7193	7212	7267	7504	7496

■ Projected Enrollment K-12 
 ■ Oct 1 
 ■ Feb 1

# Kindergarten Enrollment History

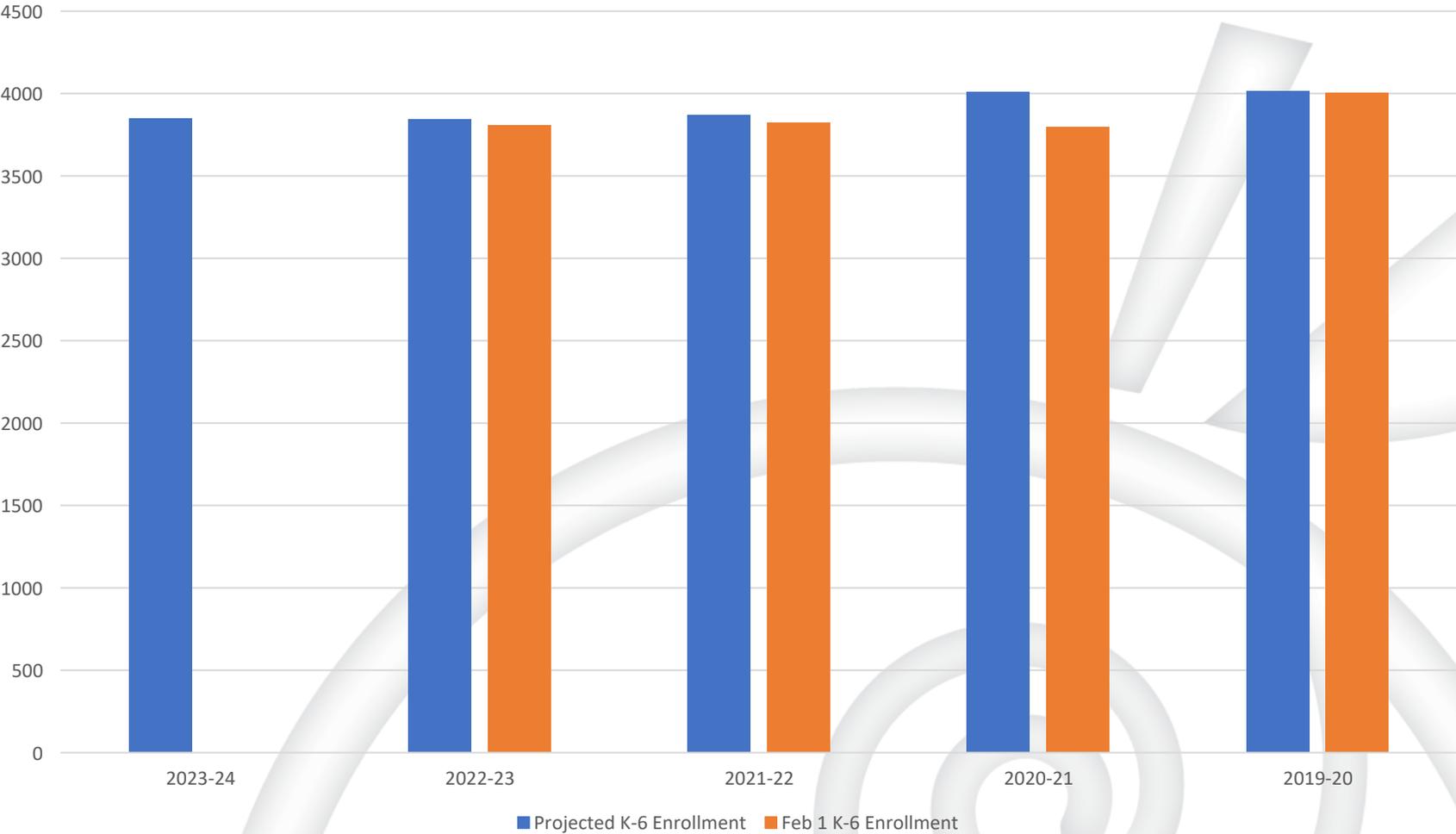


# Projected Enrollment by grade 2023-24



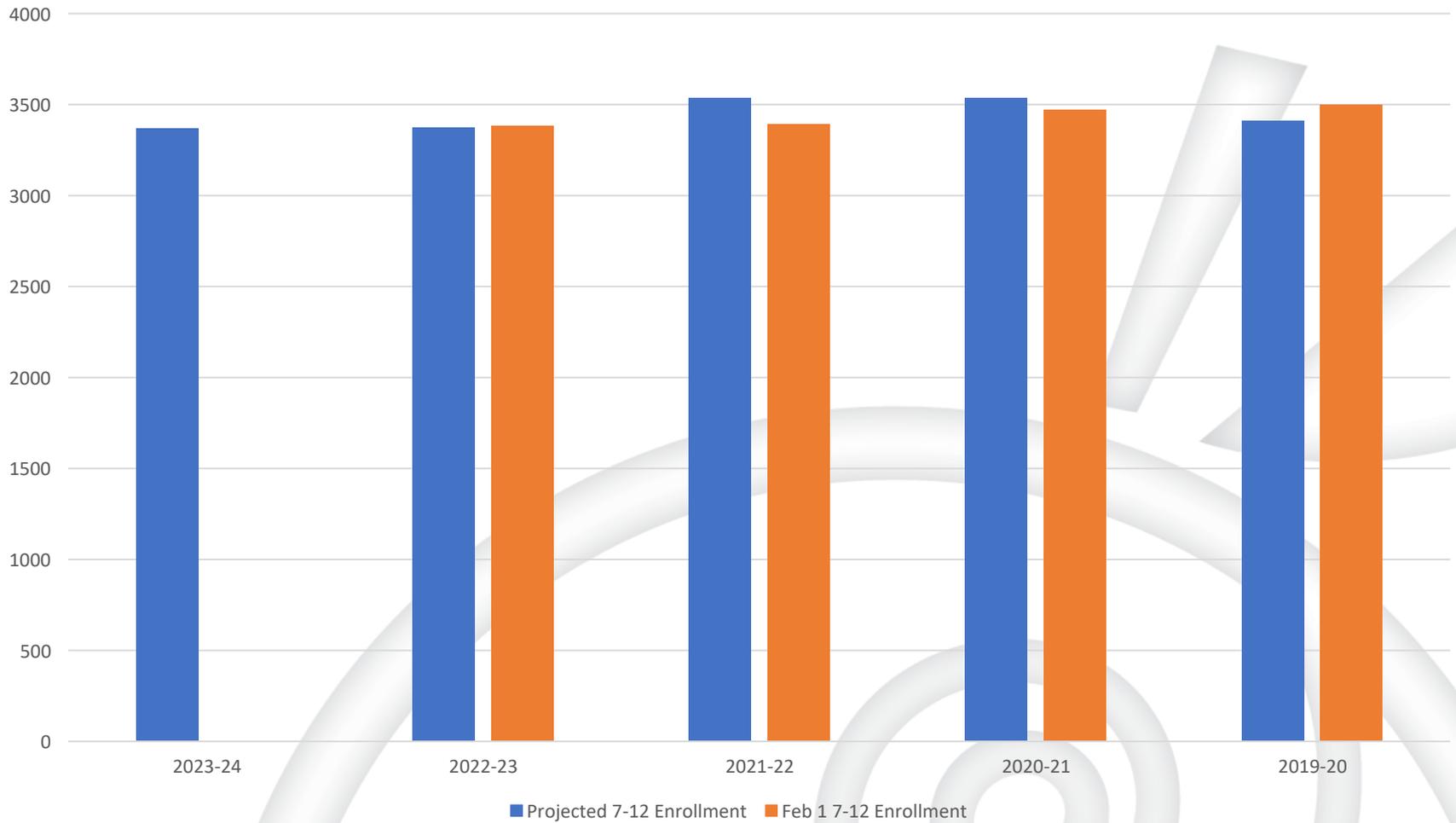
# Elementary Enrollment History

## Projected vs. Actual Feb 1



# Secondary Enrollment History

## Projected vs. Actual Feb 1



# Residents Enrolled Elsewhere

Year	Residents Enrolled in 623	*Residents Enrolled Elsewhere					Non-residents Open Enrolled In	Open Enrollment Net Gain (Loss) (Column H less Column C&D)	Total Students Served
		Open Enrolled - other ISD	Charter Schools	Non-public Schools	Home School	Total Outgoing			
2016-17	6,094	492	484	659	108	1,743	1,520	544	7,614
2017-18	5,991	491	495	639	129	1,754	1,674	688	7,665
2018-19	5,894	544	560	665	136	1,905	1,686	582	7,580
2019-20	5,850	531	668	601	147	1,947	1,732	533	7,582
2020-21	5,538	594	701	711	178	2,184	1,761	466	7,299
2021-22	5,562	577	755	792	178	2,302	1,665	333	7,227

## 21-22 TOP PUBLIC OPTION CHOICES FOR ROSEVILLE RESIDENTS

### OTHER ISD

ST PAUL PUBLIC #625	273
N. ST PAUL/MPLWD #622	61
MOUNDS VIEW #621	58

### CHARTERS

AFSA HIGH SCHOOL	82
T.C. GERMAN IMMERSION	77
HMONG COLLEGE PREP	70
YINGHUA ACADEMY	67
COMMUNITY SCHOOL OF EXCELLENCE	51



# Roseville Area Schools

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

Agenda Item: 6e

Agenda Topic: American Indian Program Report  
Meeting Date: February 21, 2023  
Contact Person: Delon Smith

---

## Background:

Delon Smith, director of equity and innovation, will present information about the district's American Indian education program.

Director Smith will be joined by Gabriella Carroll, American Indian program coordinator, and Savannah Carroll-Rojas, American Indian cultural liaison.

---

## Recommendation:

\_\_\_\_\_ Action Required                      XX Informational – No Board Action Requested





# American Indian Education at Roseville Area Schools

## What is American Indian Education?

Roseville American Indian Education is a district-wide program with a goal of promoting cultural awareness, academic advocacy, and community connection for our American Indian students and families.

## Why do we provide American Indian Education?

### American Indian Education Act of 1988.

MN State 124D.72 Policy

124D.74 American Indian Education Programs

124D.78 Parent and Community Participation

124D.81 American Indian Education Aid

## Who is eligible to participate in Roseville Indian Education?

All students who identify as North American Indian on synergy

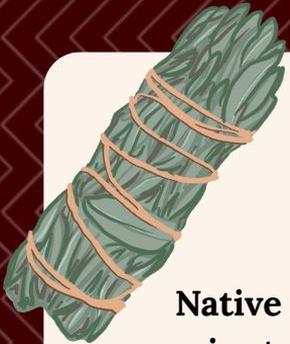


## Accomplishments of American Indian Education Team at RAS

- Started RAS Native American Archery Team
- Bi-weekly Affinity Groups to all schools within RAS
- Smudging at RAHS
- District Wide Orange Shirt Day
- Weekly after school space for Indigenous students at RAHS (El Pueblo United)
- Cultural Events



# Native American Affinity Groups



**Native American Affinity Group: Biweekly, 30 minute, student groups to provide a cultural learning experience, or an academic check-in.**



## Elementary

- Providing students with an Indigenous Cultural Lesson
- Ojibwe language lessons
- Dakota Floral

## RAHS and RAMS

- Cultural Groups
- Academic Check Ins
- Field Trips

## FAHS

- One on One Check ins



# American Indian Education @ RAS

## Additional American Indian Education Services

- Attendance Checks College application and scholarship support
- Attend IEPs
- College and Cultural Field Trips
- Cultural family events







# Sources of Funding

\$76,564

## State funding

- \*American Indian Education Aid
  - \*Minnesota Department of Education
  - \*Twenty American Indian students generate a base award of \$20,000, and each American Indian student beyond that generates an additional \$358.
- 

\$9,074

## Federal Funding

- \*EASIE
  - \*Department of Indian Education
  - \*506 forms
- 



# Funding Sources Explained

## *AIEA and EASIE funding*

Instructional literacy materials: K-12

Cultural Consultants

Family activities and cultural experiential learning trips

Materials for cultural activities such as beading, sewing, and dancing

All AI students attain career and college readiness

Senior recognition ceremony and supplies (graduation stoles)

AIEA covers half of salaries and benefits of AIEP Coordinator

General Programming Supplies



# American Indian Education Aid

## Area 1: Support Postsecondary Preparation for American Indian Pupils.

### District Goal 2022-2023:

By spring of 2023, increase the number of students enrolled in AP classes and taking the AP test by at least 10%. We were at six in the 2021-22 school year. See Indigenous students enrolling in PSEO or CIS with a goal of five students enrolling for the 2023-24 school year.

### Strategies:

#### Office of Educational Equity and Native American program staff will:

- Expose Native American students to test taking sessions.
- Expose and educate Native American students around the benefits of advanced options at middle school.
- Work with teachers to ensure they are encouraging their Native American students to take advanced options.
- Invite a counselor to speak to Native American students about the process for registering and taking the AP test.
- Invite an AP teacher for a Q&A with Native American students and families.
- Invite Native American community members to speak with students about college readiness and AP classes.

# American Indian Education Aid

## Area 2: Support the Academic Achievement of American Indian Students.

### District Goal 2022-2023:

Increase the number of counselor check-in meetings per trimester for each Native American student grades 7-12.

### Strategies:

#### Office of Educational Equity and Native American program staff will

- Check grades of Native American students' mid-trimester and the end of the trimester.
- Work closely with a primary high school and middle school counselor to monitor Native American students' grades, attendance, and provide any additional support necessary for retention. Goal is at least once a trimester.
- Host bi-monthly (cultural/academic) sessions for students who identify as American Indian.
- Monitor seniors' individual needs with bi-monthly check-ins and academic goal setting.

# American Indian Education Aid

## Area 3: Make Curriculum Relevant to the Needs, Interests, and Cultural Heritage of American Indian Pupils

### District Goal 2022-2023:

By Spring of 2023, there will be a 6% decrease in the flat growth of Native American students in grades K-6, on the FAST CBM Reading test compared to the Fall of 2022 scores. This is a change from 62% showing growth in 2022 to 68% percent showing growth.

### Strategies:

**Office of Educational Equity and** Native American program staff will

- Utilize information from FAST assessment to provide target interventions (i.e. PRESS) to Native American students.
- Absent Narratives taught in all classrooms.
- Reach out to American Indian authors to record a video of them reading their books and share with classrooms and families.
- Partner with teachers to encourage reading American Indian authored books in classes to promote literacy, achievement, and cultural connections for American Indian students and expose other students to American Indian culture.

# American Indian Education Aid

## Area 4: Provide Positive Reinforcement of the Self-Image of American Indian Pupils

### District Goal 2022-2023:

By June of 2023, 75% of Native American students and families will have participated in a Native American program event (AIPAC meetings, honoring ceremony, family outreach events, etc.).

### Strategies:

#### Office of Educational Equity and Native American program staff will:

- Host events for American Indian students and families that educate and connect them on American Indian cultures, languages, and academic success.
- Bring in American Indian artists to provide grade based cultural activities such as beading, sewing, and dancing.
- Coordinate a Senior Recognition graduation ceremony.
- Increase AIPAC marketing through working with the Communications Department to create a Facebook page, webpage on the district website, and brochure or newsletter to promote AIPAC events and meetings and share American Indian culture with the district.
- Ensure Native American students have opportunities to meet with Native American programming staff for lessons/groups around cultures, languages, and academic success.

# American Indian Education Aid

## Area 5: Develop Intercultural Awareness Among Pupils, Parents, and Staff

### District Goals 2022-2023:

By spring of 2023, all 623 staff members will participate in professional development regarding Indigenous curriculum and pedagogy.

### Strategies:

#### Office of Educational Equity and Native American program staff will

- Provide professional development to teachers and staff to increase their knowledge and capacity to work effectively with American Indian students. This is through all 5<sup>th</sup>/6<sup>th</sup> grade teachers working with Darlene St. Clair on MN Makoce.
- Collaborate with district leadership and administrators to help school staff understand the importance of Native American programming.
- Collaborate with classroom teachers to encourage and support Native American students attending lessons (cultural group/affinity group) with Native American program staff.

# Future Events

- ★ Multi-District Powwow  
Champlin Park High School  
April 1 Grand Entry 1pm
- ★ Round Dance & Archery  
Anpétu Téča Education Center  
March 25



**Questions?**





# Roseville Area Schools

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

Agenda Item: 7a

Agenda Topic: American Indian Education Transmittal of Resolution and Parent Committee Roster

Meeting Date: February 21, 2023

Contact Person: Delon Smith

---

## Background:

School districts that enroll ten or more American Indian students are required by Minnesota law to establish an American Indian Parent Advisory Committee and complete the resolution of concurrence or non-concurrence each school year. The American Indian Education program, now in its eighth year, is designed to increase outcomes for American Indian students in the five areas of the World's Best Workforce as outlined in the grant work plan.

The American Indian Parent Advisory Committee passed a resolution of non-concurrence on January 17, 2023. A resolution of non-concurrence means that the American Indian Parent Advisory Committee finds that the district has not been meeting the needs of American Indian students.

---

## Recommendation:

It is recommended that the board accept the American Indian Education Transmittal of Resolution and Parent Committee Roster.

XX Action Required      \_\_\_\_\_ Informational – No Board Action Requested



Roseville Area Schools

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

# American Indian Education Program

## 2022/2023 School Year

February 21, 2023

# Updates

- American Indian Education Aid from MDE Approved
  - Total Aid amount for 22/23 SY: \$76,564
  - Aid determined by number of identified students in the district
  - Number of identified AI students 22/23 SY: 186
- EASIE grant (Federal Aid)
  - Total Aid amount for 22/23 SY: \$9,074
  - Aid determined by number of students with completed 506 forms
  - Students with completed 506 forms: 32

# Past AIPAC Requests and Past ISD 623 Actions

1. Increase of 1 FTE (3 staff members)
2. PD on educational trauma experienced by Native Americans and around AI perspectives.
3. Broaden the land acknowledgement
4. Recruit (and support) Native American students for rigorous courses like AP, CIS, PSEO, etc.
5. Find other sources of revenue to support AI programming.
6. In June, provide a yearly data report on Native American students.
7. Approve online Indigenous language courses.
8. Improve programming access to students during the school day.
9. Include informational displays in Anpétu Téča Education Center.
10. Collaborate with other agencies to provide mental health and well-being support to American Indian students and families.
11. Dress Code Policy Change
12. Smudging Practices
13. Common high school counselor for AI students.

1. Hired 2 American Indian Education staff
2. Some PD around American Indian Education
3. Broadened land acknowledgement
4. Data report this fall.
5. Policy 510 – Student Dress
6. Improved student access to programming.
7. Smudging practices in schools
8. Naming Anpétu Téča Education Center (aw-bet-doo teh-cha).
9. Common counselor temporarily implemented. Now there is one coordinating counselor.

# Priorities: 2022-2023 School Year

- Staff Funding–American Indian Education Aid Grant (AIEA) be used to fund programming instead of staffing.
- Staff Retention--Getting a program off the ground takes much effort. We suspect that the workload is too great for the current level of staffing.
- American Indian Student Academic Outcomes–Reduce MCA disparities and increase participation in rigorous courses.

# 2023 Requests to the School Board

1. AIEA funding to be used for programming instead of staffing.
2. Timely follow through regarding commitments to American Indian Education and AIPAC.
3. Implement check and connect or another strategy to support high school students in danger of losing credits.
4. American Indian Education is not just the responsibility of American Indian Ed staff.
  - a. Professional Development
  - b. One person to support the high school students to support in classes, help recruit for advanced classes, and collaborate with the parents.
  - c. Additional staff members to support the programming.

# 2022 Requests to the School Board

1. District 623 pays for American Indian liaisons and hires an additional liaisons for Indigenous families (increase of 1.5 FTE).
2. Provide professional development to educate 623 staff on historical and educational trauma experienced by Native Americans.
3. Broaden the land acknowledgement to include support for Native Americans. Consider when the land acknowledgement will be made (audience, purpose, etc.).
4. Recruit (and support) Native American students for rigorous courses like AP or other college credit earning courses in high school by improving partnerships with secondary counselors and staff working with Indigenous students and providing clear instructions to Indigenous families about AP enrollment procedures.
5. Find other sources of revenue to support programming for Native American students and families.
6. In June, provide a yearly data report on Native American student population (graduation rates, reading/math scores, attendance, enrollment in college credit earning courses, etc.).

# 2021 Requests to the School Board

## 7. Follow up and update AIPAC on 2020-21 requests

- Work closely with guidance counselor at RAHS and FAHS to approve online Indigenous language courses that count towards the language requirement.
- Improve collaboration with school sites to provide better access to students during the school day.
- Continue to be intentional with professional development focusing on Indigenous perspectives.
- Include informational displays in Anpétu Téča Education Center so community members understand the meaning behind the building name and learn more on Indigenous cultures and history.
- Collaborate with other agencies to provide mental health and well-being support to American Indian students and families.
- Increase the .5 FTE American Indian cultural liaison position to a 1.0 FTE position.

# Annual Compliance

The American Indian Parent Advisory Committee issues a vote and resolution of non-concurrence with the educational offerings that have been extended by ISD 623 to Indigenous students.



Roseville  
Area Schools

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

## Annual Compliance Overview

[Minnesota Statutes, section 124D.78](#) requires Minnesota districts, charters, and tribal schools with 10 or more American Indian students to have an American Indian Parent Advisory Committee (AIPAC). Specifically, the statute cites that school boards and American Indian schools must provide for the maximum involvement of parents and children enrolled in education programs, programs for elementary and secondary grades, special education programs, and support services.

To be compliant with this statutory requirement, districts, charters, and tribal schools are required to submit annual compliance documents to the Office of American Indian Education (OAIE) by March 1 of each year. Also known as the vote of concurrence or nonconcurrence, annual compliance is a valuable opportunity for American Indian Parent Advisory Committee members to meet and discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students.

### The Vote and Resolution

If the AIPAC finds that the district and/or school board have been meeting the needs of American Indian students, they issue a vote and resolution of concurrence. If they find that the district and/or school board have not been meeting the needs of American Indian students, they issue a vote and resolution of nonconcurrence. This vote is formally reflected on the annual compliance documents. Members of the AIPAC must present the vote and resolution to the school board.

If the vote is one of nonconcurrence, the AIPAC must provide written recommendations for improvement to the school board at the time of the presentation. The school board then has 60 days in which to respond in writing to the AIPAC recommendations. A copy of this written response must be provided to the OAIE.

### Completing and Submitting the Documents

***The following items are required when submitting annual compliance:***

- ✓ The annual compliance/vote of concurrence or nonconcurrence document
- ✓ The AIPAC resolution document
- ✓ The AIPAC roster and district employee sign-in sheet (available to download on the OAIE webpage)

***All items are fillable PDF forms. When completing, remember to:***

- Include the district or school name and identifying number.
- Place a check mark next to the applicable vote.
- Include all dates as indicated.
- Add all signatures as required. *\*Digital signatures are accepted.*
- Use the drop-down menu in the roster to select the appropriate committee member options.

***The District or School Does Not Have an AIPAC:***

Districts or schools that do not have an AIPAC are still required to complete this paperwork.

- Place a check mark next to “Does Not Have an AIPAC”.
- Obtain the signature of the superintendent or charter/tribal school director and the school board chair. The resolution page is not required.

***Submission Deadline:***

Email all three required items **by March 1** to: [mde.indian-education@state.mn.us](mailto:mde.indian-education@state.mn.us)

# Annual Compliance/Vote of Concurrence or Nonconcurrence

District, Charter, or Tribal School Name: \_\_\_\_\_

## The American Indian Parent Advisory Committee Vote

### \_\_\_\_\_ *The AIPAC Issued a Vote of Concurrence*

Date of Concurrent Vote: \_\_\_\_\_

Date the AIPAC presented to the school board: \_\_\_\_\_

### \_\_\_\_\_ *The AIPAC Issued a Vote of Nonconcurrence*

**A vote of nonconcurrence** requires the AIPAC to provide specific written recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth. The school board must provide this written response to both the AIPAC and to the Office of Indian Education.

Date of Nonconcurrent vote: \_\_\_\_\_

Date the AIPAC presented to the school board: \_\_\_\_\_

Date the written response from the school board is due: \_\_\_\_\_

### \_\_\_\_\_ *The District/School Does Not Have an AIPAC*

The district has not yet formed an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes, section 124D.78. By signing below, the district/school leadership commits to working with the Office of American Indian Education on committee formation.

## Required signatures

*\*Digital signatures are accepted*

\_\_\_\_\_  
*School Board Chairperson*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Superintendent or Charter/Tribal School Director*

\_\_\_\_\_  
*Date*



\_\_\_\_\_  
*AIPAC Chairperson*

\_\_\_\_\_  
*Date*

## The American Indian Parent Advisory Committee Resolution

**WHEREAS**, the school board or district has an AIPAC composed of parents/guardians of American Indian children who are eligible for Indian education programs, American Indian language and culture teachers and paraprofessionals, American Indian teachers, American Indian counselors, American Indian adults enrolled in educational programming, and American Indian representatives from community;

**WHEREAS**, the school board or district affords the AIPAC the necessary information and the opportunity to effectively express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school(s) and program(s); and,

**WHEREAS**, the AIPAC is directly involved with and advises the school board and district staff on Indian Education program planning; and,

**WHEREAS**, the AIPAC develops and submits recommendations to the school board and district staff pertaining to the needs of American Indian students.

**THEREFORE BE IT RESOLVED**, that the AIPAC concurs that the school board and district are compliant with Minnesota Statutes, section 124D.78, and that the school board and district are meeting the needs of American Indian students.

\_\_\_\_\_ **We, the American Indian Parent Advisory Committee**, issue a **Vote of Concurrence**. We attest that the school board and/or district are compliant with Minnesota Statutes and that the school board and/or district are meeting the needs of American Indian students; **or**,

\_\_\_\_\_ **We, the American Indian Parent Advisory Committee**, issue a **Vote of Nonconcurrence**. We attest that the school board and/or district are not compliant with Minnesota Statutes and that the school board and/or district are not meeting the needs of American Indian students. We have provided written recommendations for improvements to the school board, and we acknowledge that the school board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.

Ursala Pankonin



---

*AIPAC Chairperson Printed Name and Signature*

---

*Date*



# Roseville Area Schools

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

Agenda Item: 7b

Agenda Topic: Final 2023-24 and Draft 2024-25 School Year Calendars  
Meeting Date: February 21, 2023  
Contact Person: Melissa Sonnek

---

## Background:

Melissa Sonnek, assistant superintendent, will present the proposed final 2023-24 and draft 2024-25 school year calendars for approval. The attachments include the nine-month calendar and the year-round calendar for Harambee Elementary School.

---

## Recommendation:

It is recommended that the board approve the final 2023-24 and draft 2024-25 school year calendars as presented.

XX Action Required      \_\_\_\_\_ Informational – No Board Action Requested

## Roseville Area Schools 2023-24

August				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
T 28	T 29	T 30	T 31	

September				
M	T	W	T	F
				1
Labor Day 4	First Day Grades 1-9, RAMS 7 5	First Day K and 10-12, RAMS 8 6	7	8
First Day PreK 11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October				
M	T	W	T	F
T 2	3	4	5	6
9	10	11	12	13
16	17	18	Fall Recess 19	20
23	24	25	26	27
30	31			

November				
M	T	W	T	F
		1	2	3
T 6	T 7	8	9	10
13	14	15	16	17
20	21	22	Thanksgiving 23	24
27	28	29	End Tri 1 30	

December				
M	T	W	T	F
				T 1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	Winter Break 22
25	26	Winter Break 27	28	29

January				
M	T	W	T	F
Winter Break 1	T 2	3	4	5
8	9	10	11	12
MLK Jr. Day 15	16	17	18	19
22	23	24	25	26
T K-8 29	30	31		

February				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
Pres Day 19	20	21	22	23
26	27	28	29	

March				
M	T	W	T	F
				End Tri 2 1
T 4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	Spring Break 26	27	28	29

April				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	T 26
T 29	30			

May				
M	T	W	T	F
		1	2	3
6	7	8	9	T 10
13	14	15	16	17
20	21	22	23	T 24
Memorial Day 27	28	29	30	31

June				
M	T	W	T	F
3	4	5	Last Day of School 6	T 7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

July				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Trimesters: Tri 1 = 56 days, Tri 2 = 55 days, Tri 3 = 57 days  
T = Teacher Workshop (no School)    Shaded Days = No School

## Roseville Area Schools 2023-24 Year Round Option

August				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
T 28	T 29	T 30	T 31	

September				
M	T	W	T	F
				1
Labor Day 4	First Day Grades 1-6 5	First Day Grade K 6	7	8
First Day PreK 11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October				
M	T	W	T	F
T 2	3	4	5	6
9	10	11	12	13
16	17	Conferences 18	Fall Recess 19	20
23	24	25	26	27
30	31			

November				
M	T	W	T	F
		1	2	3
T 6	T 7	8	9	End Qtr 1 10
13	14	15	16	17
20	21	22	Thanksgiving 23	24
27	28	29	30	

December				
M	T	W	T	F
				T 1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	Winter Break 22
25	26	Winter Break 27	28	29

January				
M	T	W	T	F
Winter Break 1	T 2	3	4	5
8	9	10	11	12
MLK Jr. Day 15	16	17	18	19
22	23	24	25	26
T K-8 29	30	31		

February				
M	T	W	T	F
			1	2
5	6	7	End Qtr 2 8	T 9
12	13	14	15	16
Pres Day 19	20	21	22	23
26	27	28	29	

March				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	Conferences 28	T 29

April				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May				
M	T	W	T	F
		1	2	3
6	7	8	End Qtr 3 9	T 10
13	14	15	16	17
20	21	22	23	24
Memorial Day 27	28	29	30	31

June				
M	T	W	T	F
3	4	5	6	T 7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

July				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	Last Day of School 30	T 31		

Quarters: Qtr 1 = 43 days, Qtr 2 = 43 days, Qtr 3 = 46 days, Qtr 4 = 35 days

T = Teacher Workshop (no School)    Shaded Days = No School

## Roseville Area Schools 2024-25

August				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
T 26	T 27	T 28	T 29	30

September				
M	T	W	T	F
Labor Day 2	First Day Grades 1-9, RAMS 7 3	First Day K and 10-12, RAMS 8 4	5	6
First Day PreK 9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
T 30				

October				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	Fall Recess 17	18
21	22	23	24	25
28	29	30	31	

November				
M	T	W	T	F
				1
T 4	T 5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	End 27	Thanksgiving 28	29

December				
M	T	W	T	F
T 2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	Winter Break 25	26	27
30	31			

January				
M	T	W	T	F
		Winter Break 1	2	3
T 6	7	8	9	10
13	14	15	16	17
MLK Jr. Day 20	21	22	23	24
27	28	29	30	31

February				
M	T	W	T	F
T K-8 3	4	5	6	7
10	11	12	13	14
Pres Day 17	18	19	20	21
24	25	26	27	28

March				
M	T	W	T	F
3	4	5	End Tri 2 6	T 7
10	11	12	13	14
17	18	19	20	21
24	Spring Break 25	26	27	28
31				

April				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	T 25
T 28	29	30		

May				
M	T	W	T	F
			1	2
5	6	7	8	T 9
12	13	14	15	16
19	20	21	22	T 23
Memorial Day 26	27	28	29	30

June				
M	T	W	T	F
2	3	4	5	6
Last Day of School 9	10	T 11	12	13
16	17	18	Juneteenth 19	20
23	24	25	26	27
30				

July				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Trimesters: Tri 1 = 57 days, Tri 2 = 55 days, Tri 3 = 56 days  
T = Teacher Workshop (no School)    Shaded Days = No School

## Roseville Area Schools 2024-25 Year Round Option

August				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
T 26	T 27	T 28	T 29	30

September				
M	T	W	T	F
Labor Day 2	First Day Grades 1-6 3	First Day Grade K 4	5	6
First Day PreK 9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
T 30				

October				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	Conference 16	Fall Recess 17	18
21	22	23	24	25
28	29	30	31	

November				
M	T	W	T	F
				1
T 4	T 5	6	7	8
11	12	End Qtr 1 13	14	15
18	19	20	21	22
25	26	27	Thanksgiving 28	29

December				
M	T	W	T	F
T 2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	Winter Break 25	26	27
30	31			

January				
M	T	W	T	F
		1	Winter Break 2	3
T 6	7	8	9	10
13	14	15	16	17
MLK Jr. Day 20	21	22	23	24
27	28	29	30	31

February				
M	T	W	T	F
T K-8 3	4	5	6	7
10	11	12	End Qtr 2 13	T 14
Pres Day 17	18	19	20	21
24	25	26	27	28

March				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

April				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	Conference 17	T 18
21	22	23	24	25
28	29	30		

May				
M	T	W	T	F
			1	2
5	6	7	End Qtr 3 8	T 9
12	13	14	15	16
19	20	21	22	23
Memorial Day 26	27	28	29	30

June				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	Juneteenth 19	T 20
23	24	25	26	27
30				

July				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
Last Day of School 28	T 29	30	31	

Trimesters: Qtr 1 = 46 days, Qtr 2 = 40 days, Qtr 3 = 46 days, Qtr 4 = 35 days

T = Teacher Workshop (no School)    Shaded Days = No School

**ROSEVILLE AREA SCHOOLS**  
Independent School District No. 623

Policy 584 – Collection, Maintenance, Use and Release of Student Educational Data

- 1.0 Roseville Area Schools collects and maintains data relating to students and their parents/guardians for educational and student management purposes, including, but not limited to, instruction, guidance, discipline and research. The classification and release of such data is governed by state and federal law.
  
- 2.0 Philosophy
  - 2.1 The collection, maintenance, access to and release of student data shall be in keeping with the privacy rights of students and parents/guardians, as specified by state and federal law.
  
  - 2.2 The School District shall adopt and regularly review policies and procedures to ensure that private data on students and parents/guardians is properly maintained and safeguarded.

Adopted: 06/29/72  
Revised: 09/13/01  
Revised: 11/24/15  
Revised: 03/16/21

**ROSEVILLE AREA SCHOOLS**  
Independent School District No. 623

Policy 584 – Collection, Maintenance, Use and Release of Student Educational Data

- 1.0 Roseville Area Schools collects and maintains data relating to students and their parents/guardians for educational and student management purposes, including, but not limited to, instruction, guidance, discipline and research. The classification and release of such data is governed by state and federal law.
  
- 2.0 Philosophy
  - 2.1 The collection, maintenance, access to and release of student data shall be in keeping with the privacy rights of students and parents/guardians, as specified by state and federal law.
  
  - 2.2 The School District shall adopt and regularly review policies and procedures to ensure that private data on students and parents/guardians is properly maintained and safeguarded.

Adopted: 06/29/72  
Revised: 09/13/01  
Revised: 11/24/15  
Revised: 03/16/21



# Roseville Area Schools

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

Agenda Item: 7d

Agenda Topic: Approval of Strategic Plan Mission and Vision  
Meeting Date: February 21, 2023  
Contact Person: Superintendent Jenny Loeck

---

## Background:

A vision is a desired end state. It is a brief statement describing the clear and inspirational long-term desired change resulting from the district's work.

### *Proposed vision:*

Each learner experiences a sense of belonging and a joy of learning, is inspired and prepared to reach their potential, and contributes to our communities.

A mission is what an organization does. The mission statement of an organization is "aspirational" – an action-based statement that defines the purpose of an organization and how the organization serves its customers (in our case, students, families, staff, and community).

Discussions surrounding the mission statement determined that three key components should be included in Roseville Area Schools' mission statement: excellence, innovation, and equity. (It is not necessary to include "education" or "school" in the mission statement as the full mission statement will never appear independent of the district logo.) In addition, it is important that the mission statement be memorable, have "flow," and parallel construction. Some of the previous examples mixed nouns and verbs and felt (frankly) clunky.

### *Proposed mission:*

We are proposing "Excellence, Innovation & Equity in All We Do" to keep us grounded in our previous mission statement "...Equity in All We Do" while truly aiming higher in how we seek to serve our students, families, staff, and communities.

---

## Recommendation:

It is recommended that the board approve the proposed mission and vision as presented.

XX Action Required      \_\_\_\_\_ Informational – No Board Action Requested

# Draft Mission & Vision

## ■ VISION

Each learner experiences a sense of belonging and a joy of learning, is inspired and prepared to reach their potential, and contributes to our communities.

## ■ MISSION

Excellence, Innovation & Equity in All We Do





# Roseville Area Schools

*Excellence, Innovation & Equity in All We Do*