

Agenda
Regular School Board Meeting
April 25, 2023
6:30 PM

1. Call to Order, Roll Call

2. Agenda Adjustments

3. Announcements, Comments, Recognitions

4. Summary of Community Input Received for Action Items

5. Consent Agenda
 - a. Minutes - Board Meeting of April 11, 2023 3

 - b. Payment of Bills 6

 - c. Personnel - Resignations, Appointments, Reductions 8

 - d. Gifts 12

6. Reports and Non-Action Items
 - a. AVID Update and Certification 14

b.	Curriculum and Program Review System Annual Report	45
c.	Policy 564: Nonresident Student Attendance (revised) First Reading	69
d.	Policy 724: School Bus Transportation (revised) First Reading	84
e.	Policy 732: Student Transportation Safety (revised) First Reading	89
7.	Action Items	
a.	Northeast Metro 916 Long-Term Facilities Maintenance Levy	96
b.	Set Closed Sessions for Superintendent Evaluation	100
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

April 11, 2023

Acting Chair Todd Anderson 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. Board members absent: Curtis Johnson. Also present: Jenny Loeck, superintendent of schools, and approximately sixteen other visitors or staff who attended all or part of the meeting.

Announcements. Director Clark read a land acknowledgment to begin the meeting. Dr. Jen Wilson, current principal at Emmet D. Williams Elementary School, was introduced as the incoming principal of Roseville Area High School.

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

- (53) Consent Agenda. Boguszewski moved, Gogins seconded acceptance of the consent agenda, including the minutes of the school board meeting on March 21, 2023; payment of bills; resignations, appointments, reductions, adjustments; and gifts. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins. Nays: none. Absent: Johnson. Motion carried unanimously.
- (54) Retirements. Chu moved, Gogins seconded the retirements of Deborah Legan and Deborah Romero with appreciation. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins. Nays: none. Absent: Johnson. Motion carried unanimously.

School Resource Officer Presentation. Melissa Sonnek, assistant superintendent; John Cook, principal at Roseville Area Middle School; and Roseville Police Department Officer Alaina Carrion, school resource officer at RAMS, provided an update on the school resource officer program in Roseville Area Schools. The vision for the school resource officer program is to collaborate and partner to collectively serve students, families, staff and community; to interrupt racial harm that is part of the history of both public schools and police departments; and to create pathways that build trust with our school communities. The district has two officers that serve as a resource for students, families, and staff.

School Climate Report. Assistant Superintendent Sonnek and Jake Von De Linde, director of student achievement, reviewed school climate data, including insights from the 2022 Minnesota Student Survey, Tripod staff survey, and student referral and suspension data. Principal Wilson also shared school climate successes from Emmet D. Williams Elementary School.

- (55) Policy 500: Acceleration and Retention (revised) Second Reading. Boguszewski moved, Clark seconded approval of Policy 500: Acceleration and Retention as presented. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins. Nays: none. Absent: Johnson. Motion carried unanimously.

- (56) Policy 412: Family and Medical Leave (revised) Second Reading. Gogins moved, Clark seconded approval of Policy 412: Family and Medical Leave as presented. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins. Nays: none. Absent: Johnson. Motion carried unanimously.
- (57) Policy 408: Employee Right to Know (revised) First Reading. Boguszewski moved, Chu seconded approval of Policy 408: Employee Right to Know as presented. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins. Nays: none. Absent: Johnson. Motion carried unanimously.
- (58) Resolution in Response to American Indian Parent Advisory Committee Letter of Non-Concurrence. Roseville Area Schools' American Indian Parent Advisory Committee issued a resolution of non-concurrence on January 17, 2023. A resolution of non-concurrence means that the Parent Committee finds that the district has not been meeting the needs of American Indian students. The AIPAC communicated its reasons for non-concurrence and recommendations in a presentation to the school board on February 21, 2023. Per Minnesota Statute, by resolution, the board must respond in writing within sixty days, in cases of non-concurrence, to each recommendation made by the committee and state its reasons for not implementing the recommendations. Chu moved, Gogins seconded adoption of the Resolution in Response to Letter of Non-Concurrence. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins. Nays: none. Absent: Johnson. Motion carried unanimously.
- (59) 2023-24 School Board Meeting Dates. Gogins moved, Clark seconded approval of school board meeting dates for the 2023-2024 school year. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins. Nays: none. Absent: Johnson. Motion carried unanimously.

Board Reports. Kitty Gogins attended meetings for the Special Education Advisory Council, the American Indian Parent Advisory Committee, and the Equity Leadership Advisory Council. Director Gogins also toured Northeast Metro 916's Pankalo Education Center. Mannix Clark attended a Community Education Advisory Council meeting and provided updates from the most recent Northeast Metro 916 board meeting. Rose Chu attended the first annual American Indian Education Powwow, which was a multi-district collaboration between Anoka-Hennepin, Roseville, Fridley, Elk River and St. Michael-Albertville American Indian Education programs. Todd Anderson attended District Curriculum Advisory Committee and District Safety and Security Team meetings. He also congratulated Bee Lee, who is a finalist for Minnesota Teacher of the Year.

Superintendent's Report. Superintendent Loeck spoke about recent visits to several of the district's elementary schools and the evening's track and field meet.

The Chair declared the meeting adjourned at 8:24 p.m.

Signed

Clerk

Approved

Chair

April 11, 2023

Meeting Date: April 25, 2023

PAYMENT OF BILLS:
-March 16 - March 31, 2023

That bills in the amount of: **\$5,329,340.71** by the following funds be approved:

GENERAL	\$4,504,315.07
FOOD SERVICE	\$257,071.09
COMMUNITY SERVICE	\$258,724.75
BUILDING FUND	\$156,850.02
DEBT FUND	\$0.00
READING RECOVERY	\$0.00
AMSD	\$12,599.40
OPEB DEBT	\$0.00
DENTAL INS FUND	\$36,431.52
NO SUBURBAN COLLABORATIVE	\$103,348.86
EXTRA CURRICULAR-STU ACTIVITY	\$19,271.27

RECOMMENDATION:

That above payments are included in check numbers:

WIRE TRANSFERS	202200469	through	202200516
CHECKS	346778	through	347209
CAPITAL ONE AP CHECKS	7534	through	7573
ACH A/P	222311152	through	222311238

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	\$1,445,062.00	\$30,907.52	\$75,531.65			\$36,431.52		\$3,464.61				\$1,591,397.30
CHECKS	\$1,212,928.58	\$141,788.79	\$47,938.49	\$156,850.02				\$669.57		\$103,348.86	\$19,271.27	\$1,682,795.58
CAPITAL ONE A/P	\$56,672.53	\$24,869.77	\$2,093.26									\$83,635.56
ACH A/P	\$6,672.01	\$74.98	\$150.88									\$6,897.87
TRANSFER TO P/R	\$1,782,979.95	\$59,430.03	\$133,010.47					\$8,465.22		\$0.00		\$1,983,885.67
VOID CHECKS	\$0.00	\$0.00	\$0.00	\$0.00								\$0.00
TOTAL	\$4,504,315.07	\$257,071.09	\$258,724.75	\$156,850.02	\$0.00	\$36,431.52	\$0.00	\$12,599.40	\$0.00	\$103,348.86	\$19,271.27	\$5,348,611.98

BOND CONSTRUCTION FUNDS	March 1, 2023			
	Cash & Investments			
		Revenue	Disbursements	Balance
		3/1 to 3/31	3/1 to 3/31	Remaining as of 3/31/23
	\$10,111,244.23	\$1,000,000.00	\$1,044,188.77	\$10,067,055.46

RECOMMENDATION:

The above disbursements include check numbers:

CHECKS March 16 - March 31, 2023	102628	through	102631	\$40,095.17
WIRES		through		\$0.00
VOID CHECKS				\$0.00

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

INVESTMENT DETAIL:

Bank	Purchase Date	Type of Purchase	Interest Rate	Date of Maturity	Amount of Purchase	Record Number	Interest Earnings	Value at Maturity
-------------	----------------------	-------------------------	----------------------	-------------------------	---------------------------	----------------------	--------------------------	--------------------------

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

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

Human Resources Information

5-C

Meeting Date

04/25/23

Hired-New Licensed Long Term Substitute

Johnson, Wendy

Effective Date 4/10/2023

Parkview Center School

Special Education Teacher

Hired working as a .5 FTE Long Term Substitute through 5/16/23.

Hired-New Non-Licensed Long Term Substitute

Awle, Sadia

Effective Date 4/21/2023

Parkview Center School

Paraprofessional

Hired working 6.5 hours per day as a Long Term Substitute through 6/8/23.

Niebeling, Steven

Effective Date 04/17/2023

Falcon Heights Elementary

Paraprofessional

Hired working 6 hours per day as a Long Term Substitute through 04/15/24.

Hired-Non-Licensed

Andresen Dammann, Katherine

Effective Date 05/01/2023

Anpetu Teca Education Center

Early Childhood Program Manager

Hired working 8 hours per day.

Brazelton, Bryce

Effective Date 4/14/2023

Roseville Area Middle School

Paraprofessional

Hired working 7 hours per day.

Bustamante, Victor

Effective Date 4/14/2023

Roseville Area Middle School

Paraprofessional

Hired working 7 hours per day.

Human Resources Information

5-C

Meeting Date

04/25/23

Emery, Benjamin

Effective Date 5/1/2023

Little Canada Elementary

Out-of-School Time Program Specialist

Hired working 8 hours per day.

Nufio, Maria

Effective Date 4/24/2023

Emmet Williams Elementary

Nutrition Services

Hired working 3.75 hours per day.

Thornton, Eric

Effective Date 4/24/2023

Anpetu Teca Education Center

Credit Recovery Supervisor

Hired working 8 hours per day.

Twyman, Mekiel

Effective Date 4/11/2023

Little Canada Elementary

Paraprofessional

Hired working 6 hours per day.

Resignation-Licensed

Nelson, Alison

Effective Date 6/9/2023

Little Canada Elementary

Elementary Teacher

Resigning effective 06/09/23.

Regenold, Sherah

Effective Date 6/9/2023

Roseville Area High School

Mathematics Teacher

Resigning effective 06/09/23.

Human Resources Information

5-C

Meeting Date

04/25/23

Salsbury, Allicia

Effective Date 6/9/2023

Anpetu Teca Education Center

Early Childhood Teacher

Resigning from leave effective 06/09/23.

Stahlman, Brittany

Effective Date 6/9/2023

Roseville Area High School

Language Arts Teacher

Resigning from leave effective 06/09/23.

Thibodeau, Beth

Effective Date 6/9/2023

Emmet Williams Elementary

Special Education Teacher

Resigning effective 06/09/23.

Youngquist, Lara

Effective Date 6/9/2023

Little Canada Elementary

Elementary Teacher

Resigning effective 06/09/23.

Resignation-Non-Licensed

Donaldson, James

Effective Date 5/2/2023

Little Canada Elementary

Custodial Services

Resigning effective 05/02/23.

Retirement

Antil, Kathryn

Effective Date 6/22/2023

Anpetu Teca Education Center

Occupational Therapist

Retiring effective 06/22/23. Ms. Antil worked for the district for 15 years.

Human Resources Information

5-C

Meeting Date

04/25/23

Biebighauser, Cheryl

Effective Date 6/9/2023

Emmet Williams Elementary

Elementary Teacher

Retiring effective 06/09/23. Ms Biebighauser worked for the district for 31 years.

**GIFTS TO SCHOOLS
2022/23**

SCHOOL BUILDING	NAME/ADDRESS OF DONOR	GIFT	USE
Anpétu Téča Education Center	St. Christopher's Episcopal Church 2300 Hamline Avenue N. Roseville, MN 55113	\$500.00	Meals on Wheels
Brimhall Elementary School	Wendy Thompson 2938 Mildred Dr. Roseville, MN 55113	\$2,000.00	Media center
Falcon Heights Elementary School	Wendy Thompson 2938 Mildred Dr. Roseville, MN 55113	\$800.00	Media center
Little Canada Elementary School	Wendy Thompson 2938 Mildred Dr. Roseville, MN 55113	\$900.00	Media center
Roseville Area High School	Peter and Lauren Mau 1473 Blair Ave St. Paul, MN 55104	\$350.00	Girls Track and Field program
Roseville Area High School	Natalie Price 1618 207th Lane NE Cedar, MN 55011	\$200.00	Girls Track and Field program
Roseville Area High School	Jennifer and Juan Wilson 1819 Burr St Maplewood, MN 55117	\$500.00	Girls Track and Field equipment
Roseville Area High School	Peggy Verkuilen 1123 Sextant Ave W St. Paul, MN 55113	\$200.00	Boys Track and Field program
Roseville Area High School	Little Canada Recreation Assoc. Inc. 515 E Little Canada Rd Little Canada, MN 55117	\$3,000.00	Track and Field program
Roseville Area High School	Hanna Enterprises 1612 Birch St Lino Lakes, MN 55038	\$250.00	Trap Team

Roseville Area High School	Harold's Shoe Repair Inc. 2940 Rice Street St. Paul, MN 55113	\$100.00	Trap Team
Roseville Area High School	Heuring Commercial Decorating Inc. 468 Judith Ave St. Paul, MN 55113	\$400.00	Trap Team
Roseville Area High School	RAHS Boys Hockey Boosters 2355 Fairview Ave N #281 Roseville, MN 55113	\$8,750.00	Additional coaching staff



Roseville Area Schools

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

Agenda Item: 6a

Agenda Topic: AVID Update and Certification
Meeting Date: April 25, 2023
Contact Person: Delon Smith, Anne Barnes and Tana Bogenholm

Background:

AVID District Directors Anne Barnes and Tana Bogenholm and Director of Equity and Innovation Delon Smith will provide information about the AVID program in Roseville Area Schools.

Recommendation:

Action Required

Informational – No Board Action Requested

AVID School Board Presentation

April 25, 2023



How do we create a K-12 system that is exemplary and transformative for student and teacher success?



AVID Mission Statement



AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society.



ROSEVILLE K-12 AVID

rigor, high expectations, systems of organization, equity,
inspiration, teacher effectiveness, student centered



AVID
writing collaboration reading
inquiry organization

The Future of K-12 AVID in Roseville Area Schools



Our future success as an AVID K-12 School District



Equity

AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups.



Teacher Effectiveness

The AVID Effect is realized through the delivery of inquiry-based and student-centric instruction, which increases levels of effectiveness.



Leadership

AVID leaders shift the campus culture to drive change and spread best practices.



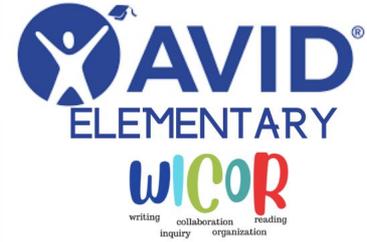
Student Learning

With AVID, teachers inspire students to take control over their own learning.

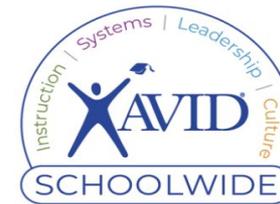
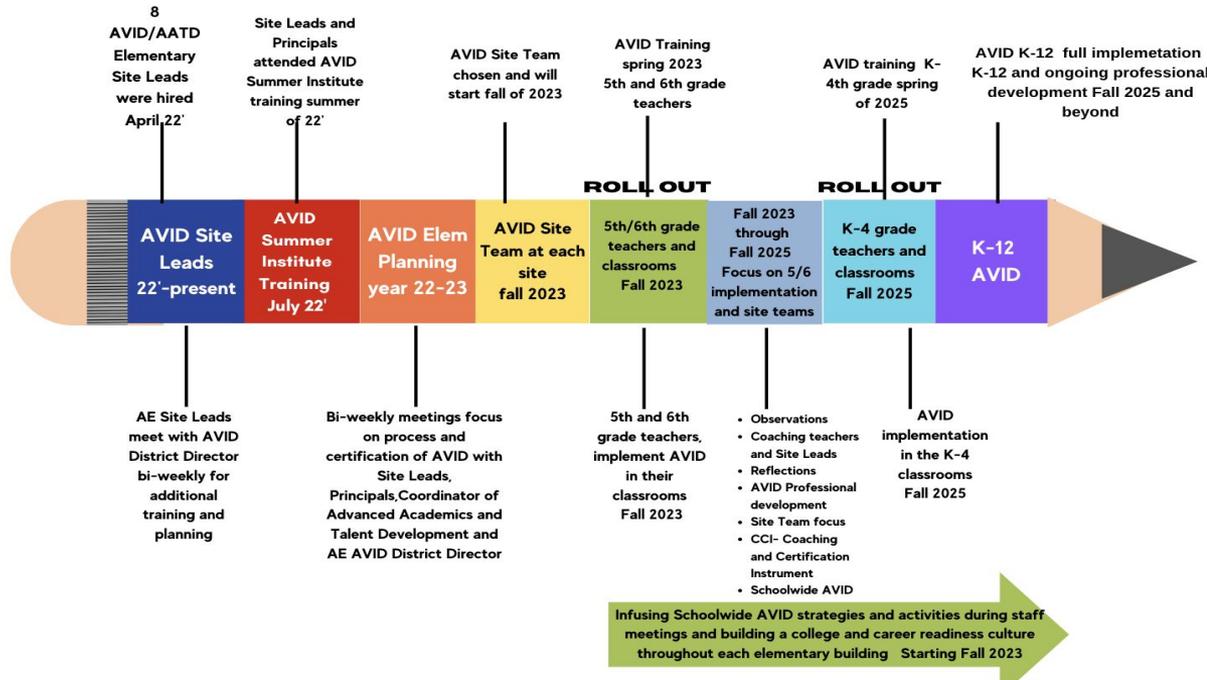
AVID Elementary



AVID Elementary



Updated AVID Elementary Implementation Timeline



Updated March 2023

NEW AVID Implementation for Fall 2023

Parkview Center School 7/8 AVID Elective



Parkview 7/8 will add two new AVID Elective Classes consisting of 62 students.

Parkview 7/8 will have an AVID trained Elective teacher, college tutors and an AVID Coordinator. The AVID Elective has a focused curriculum.

ALL 7/8 students will have AVID skills and strategies infused into their existing curriculum.

PV 7/8 AVID Elective will partner with the existing RAMS AVID Electives as they begin.

Brimhall

Central Park

Edgerton

EDWilliams

Falcon Heights

Harambee

Little Canada

Parkview

5th and 6th AVID implementation



AVID Elementary



The Roseville Foundation will be funding the AVID Site Licenses and for all of the Elementary Schools for three years as well as the initial AVID library.



The connection between AVID and AATD



AVID



Advancement Via
Individual Determination

**RIGOR AND HIGH
EXPECTATIONS FOR
ALL STUDENTS**

AATD

Advanced Academics &
Talent Development

AVID and AATD (formerly Gifted and Talented) will work together to show how both promote and teach rigor, higher order thinking skills and have high expectations for ALL.

AVID/AATD Elementary Site Leads & Principals



AVID/AATD Site Leads are responsible for facilitating assessments, coordinating AATD opportunities, and leading their buildings to a successful AVID implementation and certification process.

AVID/AATD Site Leads and Elementary Principals are wrapping up a planning year to prepare for a successful roll-out of AVID Elementary this fall.

The Site Leads and Principals were AVID trained summer '22 at the AVID Summer Institute in Minneapolis.

AVID Elementary



The Plan for AVID training and implementation

- Spring/Summer 2023 AVID Training 5/6 teachers
- Fall 2023 Implementation grades 5 and 6, AVID Site Team
- 2023-24 Continuous training for 5/6
- 2023-24 Pause for 3/4 to finish LETRS training and adopt ELA curriculum
- Spring 2025 AVID training for K-4
- Fall 2025 AVID Implementation K-4
- 2025-26 Roseville K-12 in full swing



5th and 6th grade teachers in AVID training Feb. 10, 2023 for AVID implementation Fall 2023

Instructional Framework Focus Areas for AE



What systems will be put in place for ALL students to find success using AVID skills and strategies across the elementary sites?

WICOR- **Writing**, **Inquiry**, **Collaboration**, **Organization** and **Reading**

Organization of Materials, Time Management, and Critical Thinking

Learning systems teach students how to plan and achieve goals, such as adaptable thinking, planning, self-monitoring, self-control, self-advocacy, time management, study skills, and the organization of materials in consistent, meaningful and efficient ways.

AVID at RAMS

Roseville Area Middle School



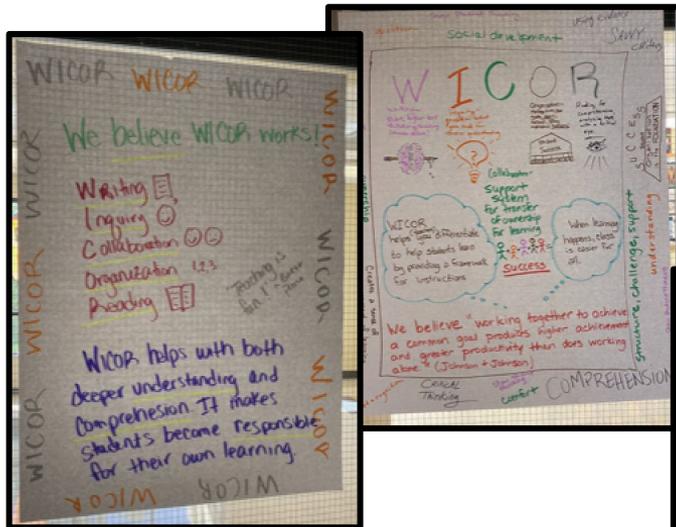
RAMS-Roseville Area Middle School



Roseville Area Middle School became an AVID National Demonstration School in 2018 and was revalidated in December of 2022.



RAMS-Roseville Area Middle School



WICOR helps with both deeper understanding and comprehension. It makes students become responsible for their own learning.

-RAMS staff member

WICOR helps you differentiate to help students learn by providing a framework for instruction and student success.

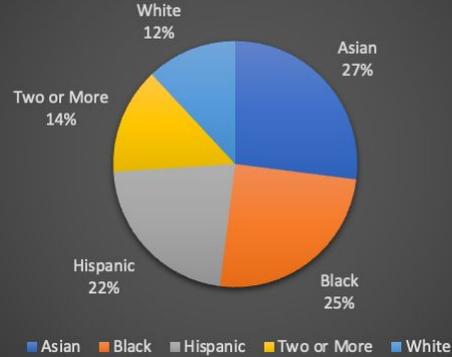
-RAMS staff member



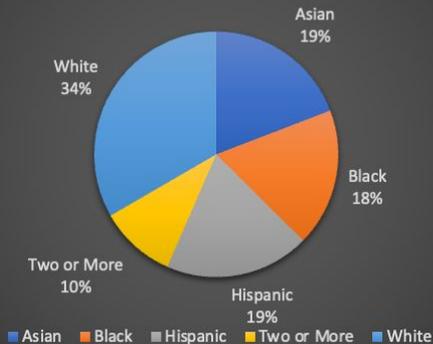
RAMS-AVID Elective Classes



AVID



RAMS Overall



Courses of rigor offered are:

*Intermediate Algebra,
Geometry, French,
Spanish and Dual
Language Spanish
Immersion*

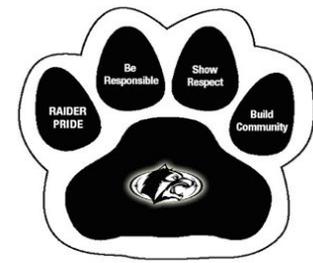
**Number of RAMS
students in the AVID
Elective Class**

58- 7th grade
61- 8th grade

119 students



RAMS-Roseville Area Middle School



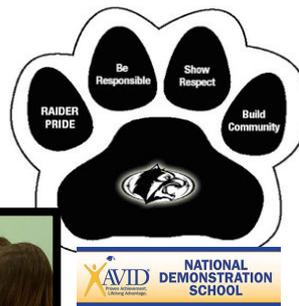
**10-step tutorial process
facilitated by trained
college tutors**



**AVID Family Nights and
Student Leadership Groups**



RAMS-Career Cafe: Community Connections



Bring your family to walk around our new gym to learn and meet our 35+ Career Cafe participants. Come any time that fits your schedule! Can't wait to see you! It's FREE! Just show up!

Join us April 20 at Roseville Middle School for our 6th annual Career Cafe! 5:30pm-7:30pm

CAREER CAFE
Come and meet the amazing people that will be there to share their careers! Here are some of them!

 Early Childhood Educator	 Natural Resources Scientist	 Aerospace Engineering	 Software Developer	 Real estate agent/sales representative	 Dentist	 Related Service Provider #918
 Construction and Interior Design Generalist	 Human Resources Generalist	 Occupational Therapy, Physical Therapy Engineer	 Author	 Educator/Consultant	 Software Engineer	 Procurement Title Senior Buyer
 Reading Teacher	 Pediatrician	 Educational Interpreter	 Inventor	 Sports Medicine Doctor	 Registered Nurse	 Technology Manager / Salesforce
 Executive Director, Author	 Construction Project Manager	 Events/Marketing/Branding/Early Talent Recruiting	 Pest Control	 Firefighter	 Plumber	 Supervisory Underwriter
 Marketing Manager at Genome Medical	 Business Systems Analyst	 Renewable Energy Consultant	 Intervenor for Deaf Blind	 Data Engineer	 Community Engagement & Diversity, Equity, and Inclusion	
 Occupational Therapist	 Realtors	 Science and Engineering in Medical Device Field	 Operations Manager	 Recreation Supervisor- Mpls Parks and Rec Board		



AVID at FAHS

Fairview Alternative High School





FAHS- Fairview Alternative High School

What is your favorite part of AVID?

“Collaboration groups and great minds coming together talking to each other”

“I always like the group discussions. You get to hear what other people’s opinions are on certain topics. And you get the freedom to learn about the topics you want to learn about.”

“Probably planner checks- they’re easy and fun to do. I love planning and writing down my plans and making it look pretty for submissions. “

“My favorite part of AVID is note taking and organization. I also enjoy community service. The most helpful thing for me in AVID would be college and scholarship application help.”

“Talking about college”

“Learning college information”

“They help me with questions I don’t understand”

What are your future goals/plans?

“To finish school soon”

“Graduate and have a successful family”

“4 year college (Dougherty Family College). I want to major in Computer Science”

“Save money, travel, and hopefully go to college and major in cosmetology.”

“Going to college, or a trade school. And just strive for the better in my life.”

“Go to college (community or university)”

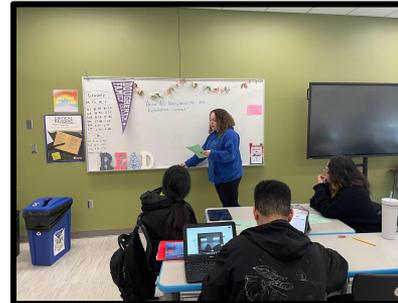
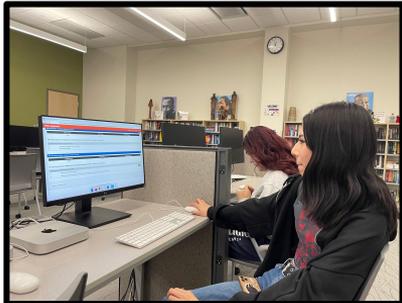
“Take a gap year, but go to college eventually and start a career”





FAHS- Fairview Alternative High School

- Partnerships with South Washington ALC and other AVID alternative sites
- Speakers from Hamline, St. Paul College, Century College, Dougherty Family College at St. Thomas, UW Superior, and Best Prep
- Accuplacer Practice
- New FAHS AVID Resource Dashboard for Staff
- Continued Inver Hills Community College Partnership
- AVID Mentors- New at FAHS this year!
- Prioritized sending new staff to AVID training
- Academic Language and Literacy Professional Development



AVID at RAHS

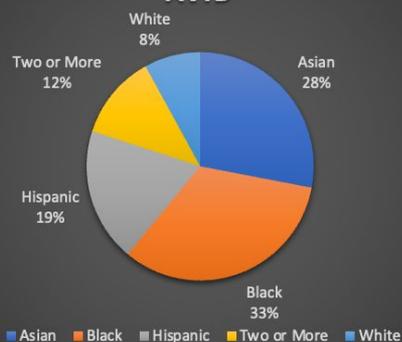
Roseville Area High School



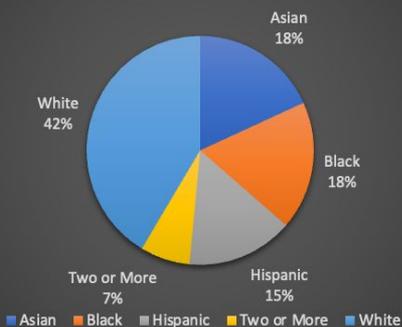
RAHS- Roseville Area High School



AVID



RAHS Overall



Number of **RAHS AVID** Elective students who are currently **taking a course at a college/university, concurrent enrollment course, or dual-enrollment course** that allows them to earn transferable college credit.

Male = **32** AVID students
 Female = **44** AVID students
 *Only 10th-12th grade

Number of **RAHS AVID** students in grades 9-12 who enrolled in at least one AP course this year

145 out of 264 Students

Number of **RAHS AVID** Elective students in grades 9-12 who are currently taking or have taken **two or more Career and Technical Education courses**

Male = **71** AVID students
 Female = **87** AVID students

- **Act Six Scholarship Winner (Augsburg University)-** Stephen Nushann
- **Dell Scholarship Winners-** Heera Adhikari and Nasteeho Abdiqafar
- **Wallin Scholarship Winners-** Heera Adhikari, Ahmed Ahmed, Nasteeho Abdiqafar, Nasri Mohamed, Hannah Alhuniti, Bao Tran, Grace Mua, and Stephen Nushann

RAHS- Roseville Area High School



- Field Trips to the National College Fair, Hamline University, U of MN Inspire Engineering Conference, Career Connect Fair, Concordia St. Paul University, UW-River Falls
- Best Prep E-Mentors with Northstar Financial and Best Buy
- Partnership with Community Education & Targeted Services
- 7-12 Vertical Articulation & Critical Reading PD Focus
- New Partnership with Wishes & More
- New RAHS Walkthrough Form
- District Summer Health and PE Online Courses



To Complete Today:

- Use the guiding questions for your chosen WICOR strategies on slides 6-16.
- Choose a note-taker for your group. The note-taker should access the Google Form to take notes and record questions and needed resources.
- Share ideas, lessons and rubrics as you discuss the guiding questions.
- Pay close attention to how skills are embedded at each grade level and how we can scaffold and support students in moving from dependent to independent learners.

[Optional: Collective Commitments](#)

Jigsaw Expert Groups- Grading for Equity

- Create groups with a person who read each chapter (Chapters 2-6)
- Each chapter "expert" will take turns teaching the group about their chapter by sharing out their claims list and their reasons why this chapter matters.
- Other group members will take notes in their graphic organizers.
- With any remaining time, have a group conversation about the material in the chapters.

Reading Strategies Menu		
Use the strategies and activities in this menu to plan for all parts of the reading process with any given text. Strategies and/or activities that are low prep are indicated with a *		
Reading Process		
Unpacking Text: The Critical Reading Process What are the parts of the reading process? Why does it matter that I use them?		Self-Reflection Tool Self-assess to see what you're already doing and what your areas of need are.
Pre-Reading		
Planning for Reading: What do I need to think about when planning for a reading? How do I choose strategies to help students prepare for reading a text?		
Selecting the Text		
Features to consider when selecting text What should I think about when selecting a text? How do I know if a text is a good fit?	Content/Alignment Chart Use to help determine if the text aligns with the content and skills you plan to teach.	Choosing a text (Infographics) What factors should be considered when choosing a text?
Engaging Background Knowledge		
"Building Knowledge" by Nellie Wagner: Read to find out why building background knowledge is important to creating meaning.		
KWL Plus * Graphic organizer record what you know, want to know and learned. Can be used for all parts of a reading process.	Concept Attainment Use images of examples and non-examples for a concept to help build background knowledge.	Image Walk Activate student background knowledge (and build vocab) by using images and questioning.
Give One, Get One * Students trade ideas. Can be used at all parts of the reading process.	Think-Pair-Share * Simple yet effective way of assessing and sharing background knowledge.	30 Second Expert * Students will engage in a brief speaking and listening activity before reading a text.
Building Vocabulary		
Vocabulary Awareness Chart Students pre-assess knowledge of key vocabulary words before reading.	Latitudes * Play a word game using key terms from a text to increase interest in reading a text.	Frayer Model * Students create definitions, examples, non-examples and images for key terms. "Can be used in all parts of the reading process."



RAHS- Roseville Area High School



Best Buy E-Mentors
Former RAHS AVID Alumni
Shimin Zhang and Kendal Blake
were Best Buy E-Mentors!

RAHS WALKTHROUGH

Writing: W

- Quickwrites
- Graphic Organizers
- Sentence Frames
- One-Paragraph
- Focused Note Taking
- Learning Log/Summary/Reflections
- Taped Writing
- Process Writing
- Class Specific Writing Tasks (Ex. Lab Reports, OBIG, FROs)

Inquiry: I

- Essential Questions
- Academic Language Scripts
- Frayer Model/Vocabulary Development
- Levels of Questioning (Level 1: Input Gathering, Level 2: Processing, Level 3: Output/Applying)
- Philosophical/Classroom/Science Seminar
- Problem Solving

Collaboration: C

- Collaborative Structures (Team Huddle, Four Corners, Think-Pair-Share, Jigsaw, World Cafe, Helping Trios)
- Collaborative Study Groups
- AVID Check/Debriefers/Energizers/Call and Response
- Social Contract or Collaborative Norms
- Collaborative Seating Arrangement
- Independent or Community Building Activities
- Collaborative Digital Tools (Shared Google Slides, Padlet, AnswerGarden, Jamboard)

Organization: O

- Binder or Folder System to Organize Materials
- Planner Use/Calendar or Agenda Pages
- Time Management Strategies
- Goal Setting or Monitoring
- Study Skills or Test Taking Skills
- Graphic Organizers, 2-Column Notes, 3-Column Notes
- Use of Digital Tools
- Interactive Notebooks or eBinders

Reading: R

- Clear Purpose for Reading and Student Tasks
- Preview and Prediction Strategies
- Making the Text
- Reflect on Reading/Summarize/Synthesize
- Write Questions
- Vocabulary Building Strategies



Hamline Field Trip

bit.ly/avid23online

PE & HEALTH ONLINE

**YOU'LL USE
SCHOOLY AND ZOOM
AS PART OF
YOUR
LEARNING**

JULY 10 - AUG 4

Monday - Friday
Asynchronous
1 credit per course

Roseville Area Schools
Contact Anne Barnes for more information
anne.barnes@lad623.org



Concordia St. Paul Field Trip



Community Service



Inspire Conference at U of MN

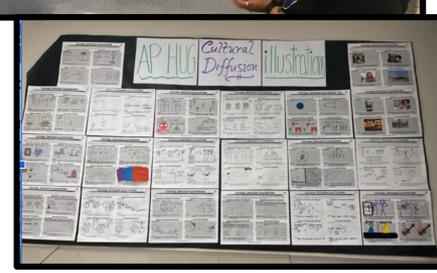
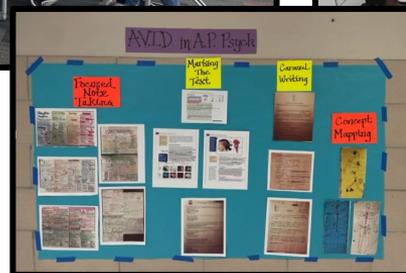
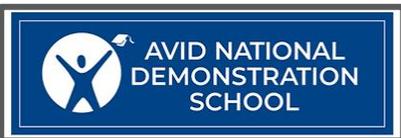


RAHS- Roseville Area High School



AVID National Demonstration Showcase and Revalidation on April 13th, 2023

Roseville Area High School was revalidated as an AVID National Demonstration Site



How do we keep an AVID K-12 system at a high level and sustainable for student and teacher success?

GOAL SETTING, COLLECTING, ANALYZING AND SHARING DATA TO SHOW GROWTH ACADEMICALLY

RAMS AND RAHS AS NATIONAL DEMONSTRATION SCHOOLS AND SITES OF DISTINCTION

YEARLY FINANCIAL SUPPORT FOR K-12 SCHOOL WIDE AND AVID ELECTIVES, COLLEGE AND AND CAREER OPPORTUNITIES

ONGOING REFLECTING AND CELEBRATING ALL

ASSESSING AND SUPPORTING INSTRUCTIONAL AND ORGANIZATIONAL SYSTEMS THAT STRENGTHEN K-12 LEARNING

CONSISTENT AND FREQUENT PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS AND ADMINISTRATORS

AVID STUDENTS AND QUESTIONS





Roseville Area Schools

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

Agenda Item: 6b

Agenda Topic: Curriculum and Program Review System Annual Report

Meeting Date: April 25, 2023

Contact Person: Jake Von De Linde and Mary Bussman

Background:

Jake Von De Linde, director of student achievement, and Mary Bussman, K-6 equity advancement principal on special assignment, will present the Curriculum and Program Review System Annual Report. The annual report was developed to provide an update to the school board on current work in the K-12 curriculum areas and provides guidance for the placement of curriculum areas in the system for the 2023-24 school year.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested



Roseville Area Schools

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

Curriculum Review System Annual Report 2022-2023

**School Board Meeting
April 25, 2023**

Curriculum and Program Review System 2020 - 2023

Spring 2020:

- Curriculum work frozen in spring 2020

School Year 2020-21:

- Limited virtual groups October-May
- Limited in-person, beginning March 2021

School Year 2021-22:

- Office of Educational Equity is established
- MDE: PE, Arts, Science, English Language Arts, Social Studies, delayed implementation timelines
- Curriculum meetings both virtual and in-person, significantly limited due to subs

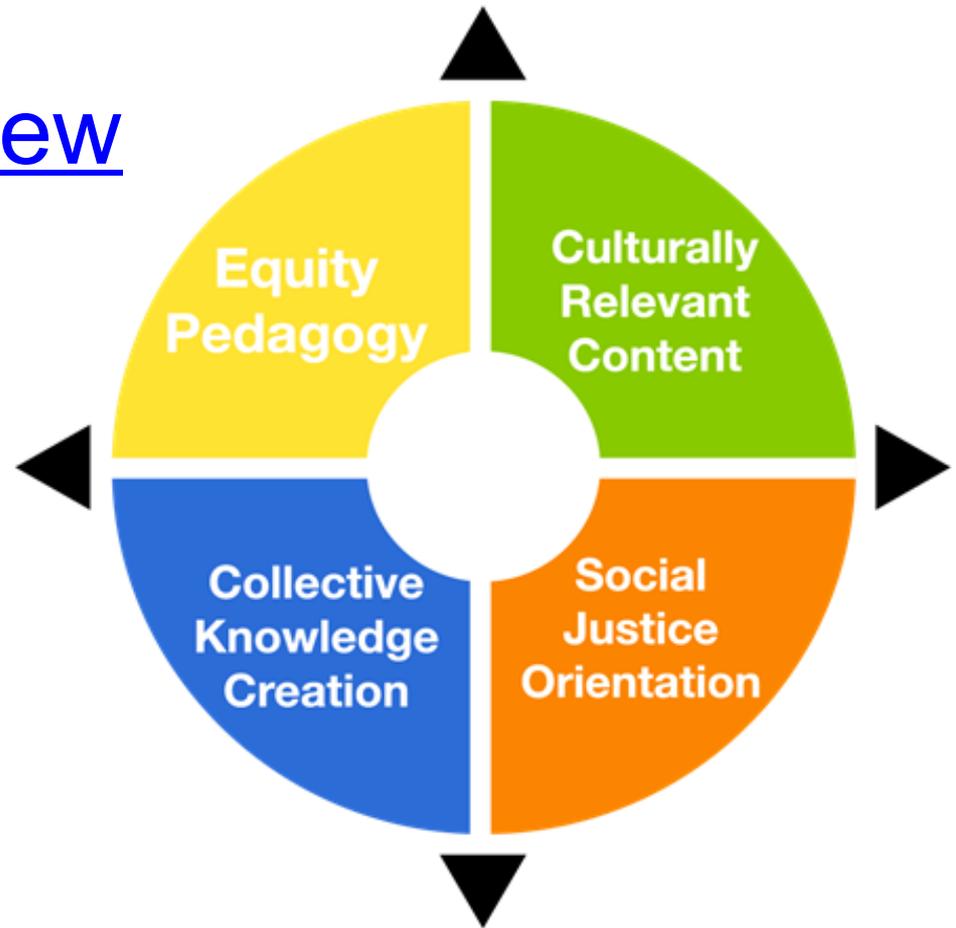
School Year 2022-23:

- More opportunities to meet in-person, however sub shortage still a challenge



2022-2023 Curriculum Review Cycle

Curriculum Review Cycle Graphic



Roseville Area Schools

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

7-12 Family and Consumer Science



Roseville Area Schools

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

Implementation and Continuous Improvement Phases

Installation Phase:

- K-12 Physical Education
 - Revised report cards
 - K-6 curriculum alignment
- 7-12 Health
 - Alignment of 7th and 8th grade curriculum
 - Expanded on 10th grade curriculum
 - Addressed professional development needs in priority unit
 - Updated video resources and guest speakers

Full Implementation Phase

- 7-12 English

Sustainable Phase

- 7-12 Math



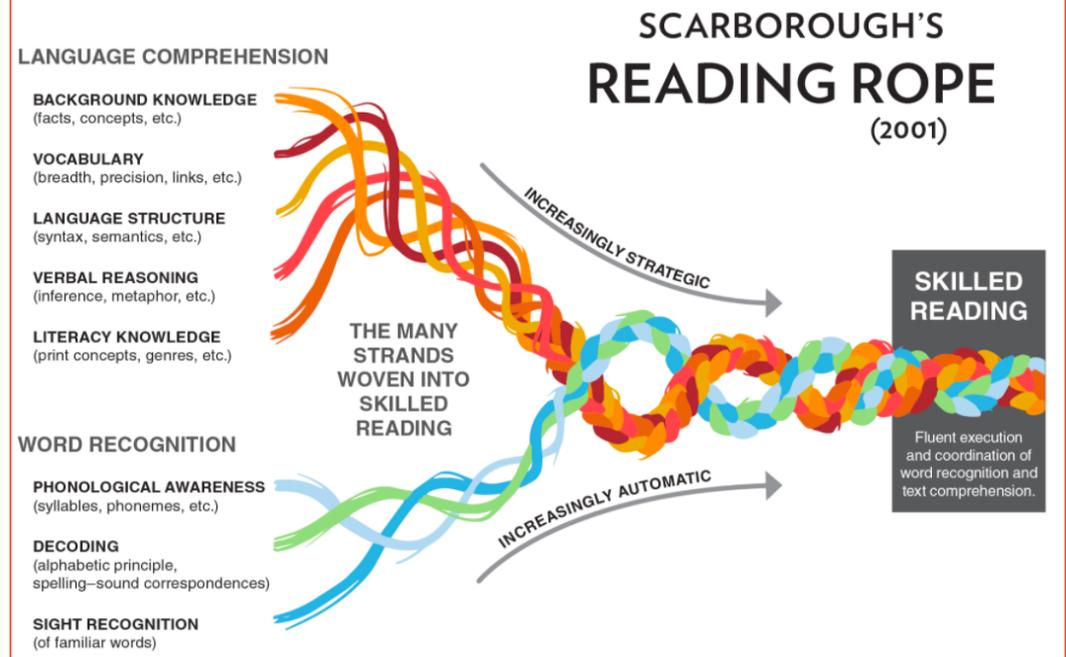
K-6 English Language Arts

Finished Program Design

- Purpose statements and goals
- Standards alignment
- Allocation of minutes

Finishing Stages of Program Implementation Plan and Purchase

- Piloted several curricula
- Selected curriculum that develops word recognition and language comprehension skills.
- Recommendations to District Curriculum Advisory Council and the School Board in May 2023
- Planning professional development for 2023-2024
- Three year implementation plan
- Continued work in absented narratives to expand the narratives provided



ELA purpose statement:

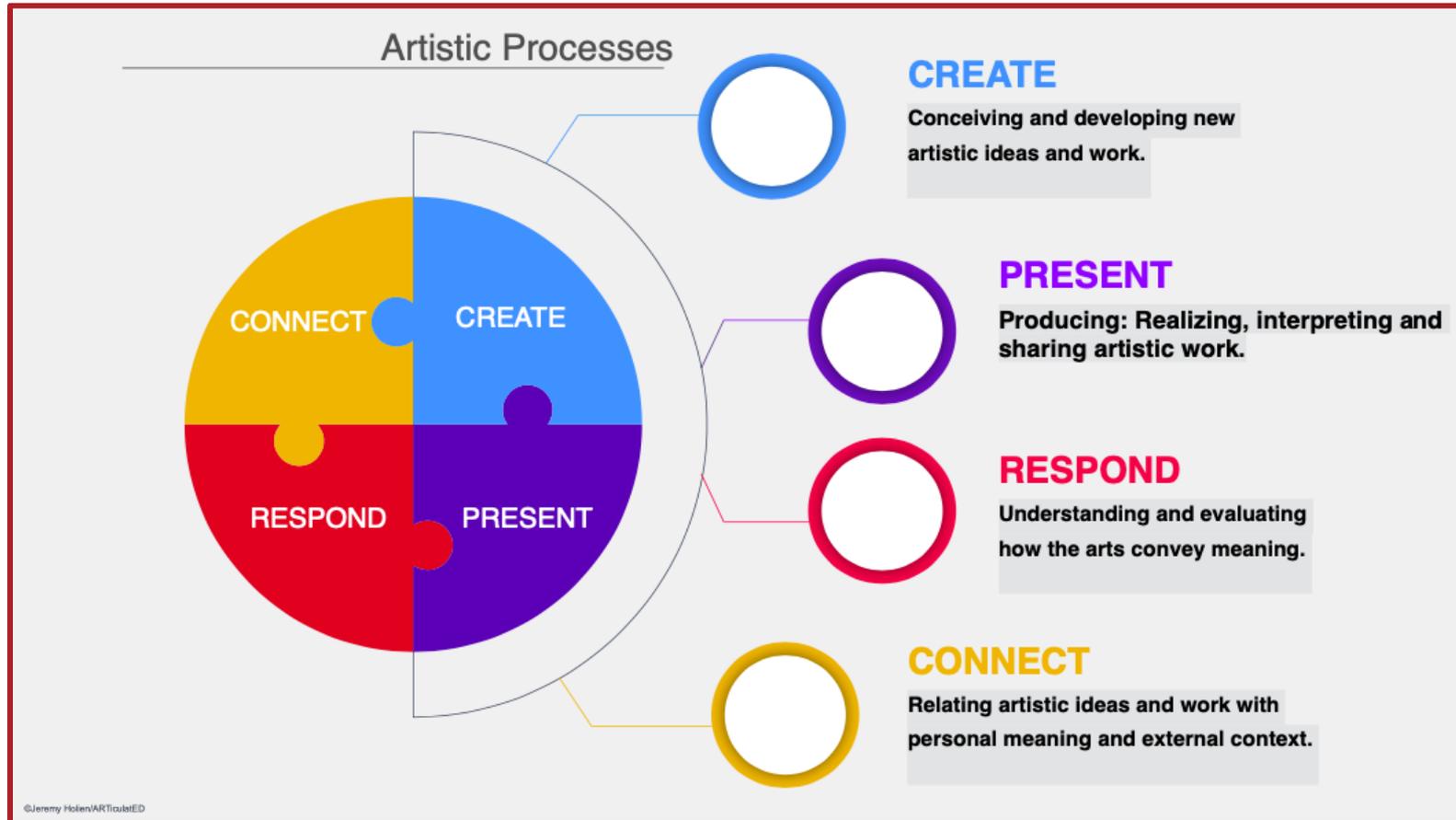
Literacy is a social justice and equity issue. The Roseville Area Schools Pre-K through 6 staff will systematically, responsively, and consistently develop readers and writers at every grade level. This will ensure that every student will decode the written word and comprehend the language of text in order to participate fully in the world around them.



Roseville Area Schools

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

K-12 Music



Foundational Knowledge is Embedded in each of these 4 Processes



Roseville Area Schools

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

K-12 Music is in the Installation Phase,
with adaptations.

K-12 Visual Arts

Finished Program Design

- Purpose statements and program goals
- Elective Course Proposals
- Standards alignment
- Standards based K-6 report card updates

Final Stages of Program Implementation Plan and Purchase

- Piloted one professional learning tool with K-12 lessons
- Recommendations to District Curriculum Advisory Council and the School Board in May 2023
- Planning professional development for 2023-2024
- Continued work in absented narratives

Purpose Statement:

The Roseville visual arts program will amplify student voice, connect students with the broader community, and promote social emotional benefits. In diverse and inclusive learning environments, our artists will become visually literate and be equipped to problem solve, collaborate, think critically, and make art with creativity, compassion, connection, and confidence.



Roseville Area Schools

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

K-6 Social Studies

Sustainable Phase

Related work: Heritage Months and Additional Recognized Days for K-12 Classroom and School-wide resources

- Constitution Day-Haudenosaunee
- Native American Heritage Month
- Veterans Day
- Hispanic Heritage Month
- Black History Month
- Women’s History Month
- Asian Pacific Islander History Month
- GLBTQ+ Pride Month
- Juneteenth

Absented Narratives

- Absent Narratives Critical Analysis Tool from Minnesota Humanities Center
- Fifth grade teachers worked with Darlene St. Clair
 - St. Cloud State University professor
 - Enrolled member of the Lower Sioux Dakota community



Roseville Area Schools

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

K-6 Math

Installation Phase

- Three curricula used across the elementary schools
- New editions for each of the curriculum
 - added unexpected cost
 - some realignment of lessons
- Collaborative Teams trained in the use of Common Formative Assessments and the Data Analysis protocol
- Common data collection tool and analysis tool
- Cognitively Guided Instruction Summer Institute and quarterly professional learning
 - *attend* to children's strategies & thinking
 - *interpret* children's understandings of the mathematics
 - *decide* how to respond instructionally on the basis of those understandings
 - Total of 68 K-8 teachers trained in CGI
 - Slide decks developed and shared



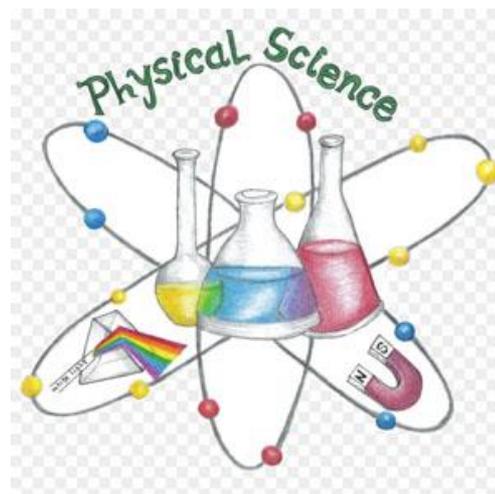
K-12 Science

K-6 Science Implementation Plan and Purchase (also Installation)

- 6th grade implementing new curriculum (earth science)

7-12 Science Implementation Plan and Purchase (also Early Implementation)

- 7th grade piloting new curriculum (life science)
- 8th grade implementing new curriculum (physical science)
- 9-12 teams phasing in new standards and refining learning objectives and rubrics
- Vertical articulation work started



Roseville Area Schools

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

K-12 Media Technology



- 1:1 iPads at Grade 6

digital footprint
media balance
cyberbullying
online privacy communication
news & media
literacy

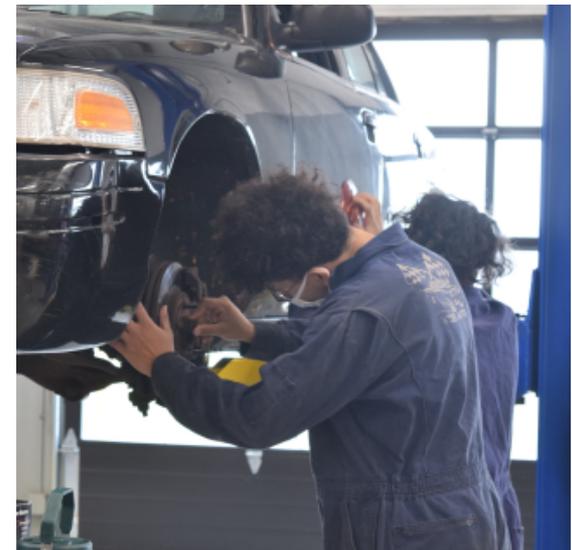


Roseville Area Schools

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

7-12 Career and Technical Education and 9-12 Business and Computer Technology

“The Raider Den”



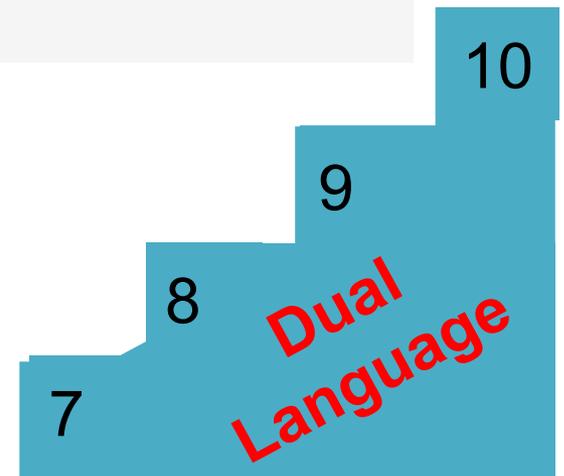
Roseville Area Schools

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

7-12 Social Studies and 7-12 World Language

- K-12
Academic
Social
Studies
Standards-

DRAFT



Roseville Area Schools

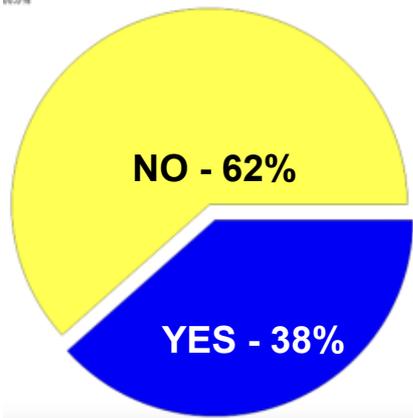
Quality Teaching & Learning for All...Equity in All We Do



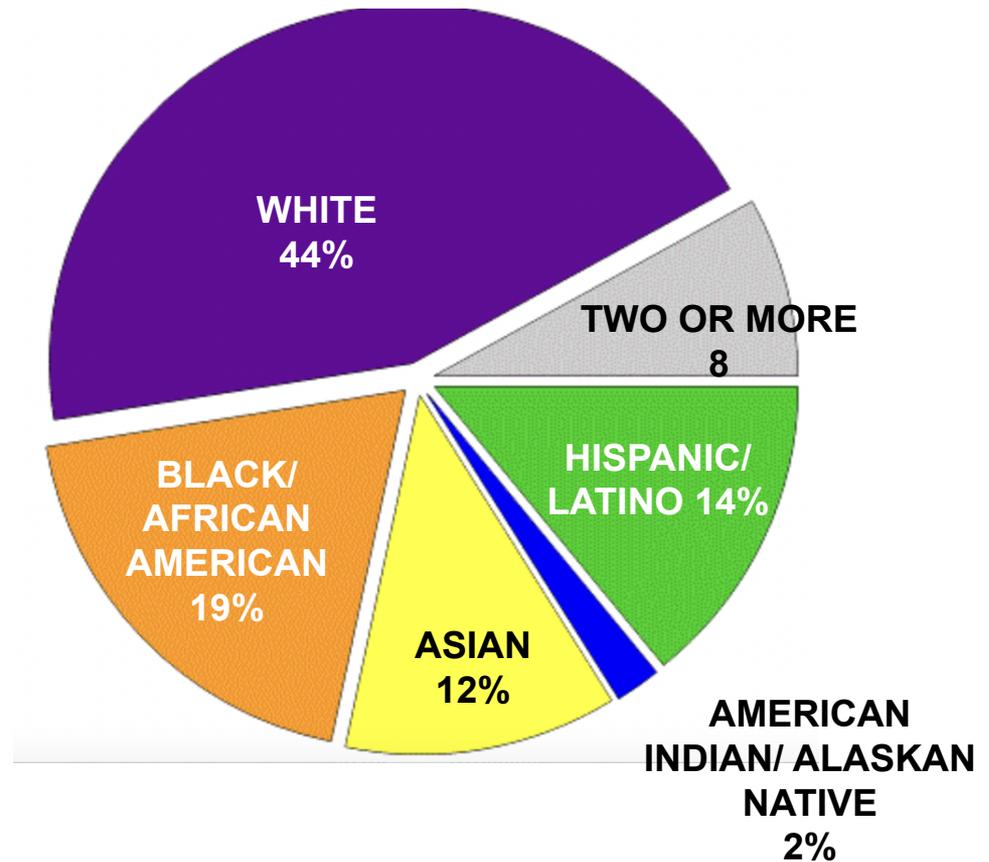
9-12 Online Learning



FEDERAL ETHNICITY



FREE/REDUCED LUNCH

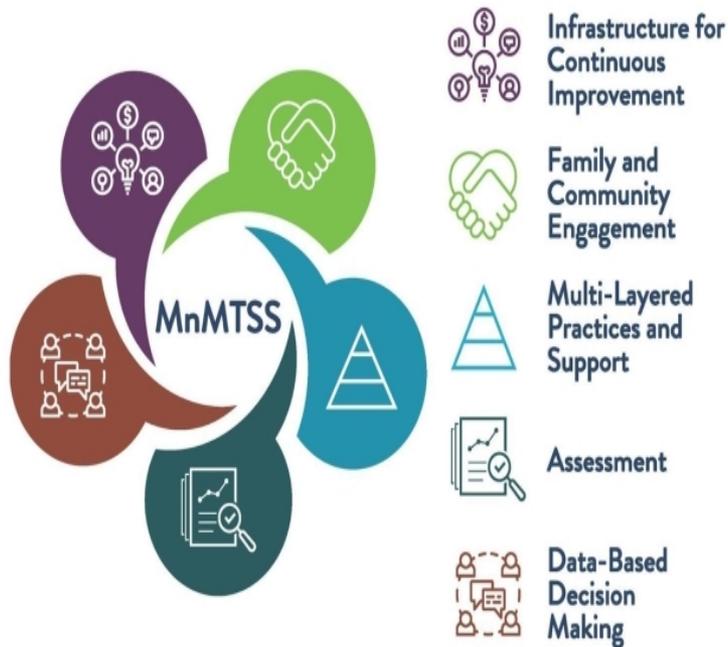


Roseville Area Schools

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

Multi-Tiered Systems of Support

Multi-Tiered Systems of Support



- ADSIS Funds
- MnMTSS
- Roseville DLT
- SEMI
- Roseville MTSS Handbook



Roseville Area Schools

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

Questions?

The image features a white background with a red border. The word "Questions?" is written in a bold, dark red font. To the right of the text, there is a white, stylized graphic of a pen nib pointing towards the text. Below the text, there is a large, white, semi-circular arc. In the bottom right corner, there is a white spiral graphic that starts from the center and moves outwards.

Curriculum and Program Review System Annual Report

2022-2023

Level	Curricular Area	Phase of the Curriculum and Program Review System	Summary of Curricular Work
K-12	Art	Program Design and Implementation Plan and Purchase	<p>The Minnesota Legislature adapted the implementation timeline for the arts standards with full implementation required in the 2023-2024 school year. The Visual Arts Curriculum Review team, consisting of all K-12 visual arts teachers used their work from Program Evaluation to make adjustments in the new program design. They reviewed current coursework and are making suggestions for two course changes at RAMS and RAHS based upon student enrollment trends. They reviewed current opportunities for students to showcase their work, and will recommend additional ways to increase student voice through arts showcases. Teachers also reviewed opportunities for ongoing professional learning and access to additional curriculum through the Art of Education.</p> <p>The next step for the team is to present their plan for Implementation and Purchase to the District Curriculum Advisory Council and the School Board in May 2023.</p>
9-12	Business and Computer Technology	Full Implementation	<p>The Business and Computer Technology department continues in their implementation phases and has The Raider Den open for business and is now offering an online store: https://raider-den.square.site/. The department has also proposed a new course, Cybersecurity which will bring another opportunity for students to learn about a growing career option.</p>
7-12	Family and Consumer Science (FACS)	Program Evaluation	<p>Our FACS department began their program evaluation work this year and plan to present their findings to the District Curriculum Advisory Committee and School Board next fall. They have found that their enrollment has increased over the past few years and courses have been well represented by BIPOC students.</p>
K-12	Health	Installation	<p>The K-6 Health Curriculum Review has been paused until further notice because of difficulties pulling a team together due to the pandemic and lack of subs. We also feel the need to pause as a significant focus at the elementary level next year will be on our English Language Arts implementation.</p> <p>The 7-12 team selected a curriculum (Goodheart-Willcox) and spent the year articulating curriculum and updating resources such as guest speakers and classroom videos. Through purposeful selection of guest speakers, the health team incorporated another way to include absent narratives and multiple perspectives into the curriculum.</p>
7-12	CTE Career and Technical Education	Full Implementation	<p>CTE will begin their program evaluation work in the upcoming school year. The staff and students continue to benefit from updated spaces that our community generously supported through the building bond in 2017.</p> <p>Career and Technical Education programs offer a way to prepare students for future high demand, high skill, and high</p>

			wage career pathways. The classes teach skills beyond home maintenance and personal hobbies. With the aid of an industry professional advisory council, the CTE team identifies what industry and employable skills employers are looking for in our communities. These skills are then taught in hands-on classes to set students up for post-secondary success.
K-6	Language Arts	Program Implementation Plan and Purchase	<p>The K-6 English Language Arts Curriculum Review Team consists of a diverse array of staff and community members, including classroom teachers from each school, reading intervention teachers, parents, Dual Language Immersion (DLI) teachers, FOCUS members, and administrators. The team completed program evaluation for writing during the 2018-19 school year and decided to connect this work to reading. Program evaluation for reading began during the spring of 2021. The team presented the first two phases of Program Evaluation and Program Design to the District Curriculum Advisory Council in November 2022. The new K-6 ELA curriculum will be based upon the Science of Reading with a structured literacy program in both Spanish and English. They finalized the program’s purpose statements as well as the program goals, and are making suggestions for minutes allocation and expectations for curriculum adoption. During the 2022-2023 school year the team is finishing the Program Implementation Plan and Purchase phase. Members of the team piloted several curricula based upon their research around the science of reading and aligned with the professional learning acquired through Language Essentials for Teachers of Reading and Spelling (LETRS). While members of the DLI team were part of the larger ELA team for the program evaluation and design phases, they met separately during the piloting phase of the design process as curricula were piloted in both Spanish and English. The program goals of the DLI program were revised along with the allocation of instructional minutes in Spanish and English. To develop students who are biliterate, students in grades 3-6 will split their learning of language arts in English 50% and in Spanish 50%.</p> <p>The team piloted curricula to develop decoding skills: Heggerty in Spanish and English; Foundations in English with the accompanying Geodes readable books; and Pacific’s Camino al exito in Spanish. They also piloted comprehensive curricula that provided both skills and comprehension: Amplify (in English) and Amplify Caminos (in Spanish) as well as American Reading Company (Spanish and English). The team also piloted curriculum focused on language comprehension: Wit and Wisdom. While piloting, the team held teacher panels with schools who piloted Amplify and Wit and Wisdom and learned from additional districts who piloted both of these. The team reviewed several pieces of data including growth data from CBMs and aReading, monthly teacher feedback regarding implementation, and student writing samples. Using all of this information, the team made its decision for curriculum adoption.</p> <p>The next step for the team is to present their recommendations for adoption to the District Curriculum Advisory Council and school board in May of 2023. This will include the following:</p> <ul style="list-style-type: none"> ● Heggerty for grades PK-2 in Spanish and English for phonological awareness as well as for grades 3-6 intervention ● Foundations for grades K-3 and grades 3-4 DLI for Phonics, Letter Formation, Spelling, and Morphology ● Geodes for grades K-2 for engaging readables ● Wit and Wisdom for grades K-6 and the DLI grade 6 for Language Comprehension ● Amplify Caminos for the Dual Language Immersion’s grades K-5 for foundational skills, language comprehension, and biliteracy
7-12	Language Arts	Full Implementation	<p>New Minnesota K-12 English Language Arts Standards were written in 2019-20 and approved by the commissioner, however because of the pandemic the implementation of the new standards has been delayed to the 2025-26 school year. With this shift in the implementation timeline we will continue to monitor our 7-12 curriculum to ensure we are in compliance.</p> <p>In many ways the 7-12 Language Arts team has been a leader in implementing our Grading for Equity work with the use</p>

			of rubrics and their knowledge and use of Schoology Mastery Tab.
K-6	Mathematics	Installation	<p>Teachers continued to fully implement the K-6 math curriculum at the collaborative teams level, teaching the identified power standards with common pacing guides at the team level and common formative assessments. Many teams continued to review student learning in their collaborative teams to plan for re-teaching and extensions of learning.</p> <p>Each of the three math publishers updated their editions of the math curriculum, forcing new purchases of the updated curriculum. While there were few structural changes, teachers did find that lessons were rearranged in the curriculum and had to make adjustments accordingly. It also forced an additional unplanned expense to the curriculum adoption budget. This also shifted the phase of the cycle for K-6 math back to installation. However, K-6 math will align with 7-12 math in the next program evaluation cycle, which will begin in the fall of 2024.</p> <p>During August of 2022, an additional ten Roseville Area Schools teachers attended Cognitively Guided Instruction (CGI) Summer Institute with four follow-up evening sessions of extended learning. This course is offered for board credit annually. Currently, there are 68 teachers in grades K-8 who have attended training in CGI. This student-centered approach to teaching math starts with what students know and builds on their natural number sense and intuitive approaches to problem solving. Rather than a math program or curriculum, CGI is a way of listening to students, asking informed questions, and engaging with their thinking—all with the goal of uncovering and expanding every student’s mathematical understanding.</p> <p>During the summer of 2022, teacher teams worked together to create shared pacing templates using identified power standards and CGI strategies for instruction. They developed and shared slide decks to 1) <i>attend</i> to children’s strategies & thinking, 2) <i>interpret</i> children’s understandings of the mathematics, and 3) <i>decide</i> how to respond instructionally on the basis of those understandings. These slide decks were available to teachers to use in their collaborative teams and classrooms during the 2022-2023 school year and beyond.</p> <p>Next steps for the K-6 math curriculum are to offer another K-8 CGI Summer Institute with extended learning sessions for all K-8 teachers.</p>
7-12	Mathematics	Sustainable	<p>The math team continues in the sustainable phase and we will align their curriculum review phases to match the implementation of new standards from the Minnesota Department of Education in an anticipated timeline of school year 2027-2028.</p> <p>The RAHS math team is currently proposing a new course, AP Pre-Calculus, to replace the current course Accelerated Pre-Calculus, in the 2024-2025 school year.</p>
K-12	Media Tech	Sustainable	<p>The Media Tech team continues to support the technology needs of our students and staff.</p> <p>Media Specialists at the elementary level continued to support the 6th grade iPad 1:1 program at all of our elementary schools. They also culled the Roseville Area Schools Crazy About Literature (RASCAL) kits collection, removing content that did not reflect our equity vision or were no longer in usable shape. They will continue to work on identifying new purchases needed to strengthen the RASCAL kits.</p> <p>The secondary team continues to be instrumental in modeling and providing resources for the effective uses of instructional technology.</p> <p>We hope to bring the Media Tech team into the Program Evaluation Phase during the 2023-2024 school year.</p>

K-12	Music	Installation	<p>K-12 Music is fully implementing their program. Their work is extended through the secondary focus of Grading for Equity with teachers identifying their standards-based goals, writing rubrics that demonstrate learning of the standards, and revising their grading to reflect this shift.</p> <p>Elementary music teachers used their professional learning days during the 2022-2023 school year to align their current curriculum to the new standards, share programming and lesson ideas as a collaborative team, and reestablish in-person performances across the district.</p>
K-12	Physical Ed	Installation	<p>The Minnesota Department of Education released the official 2018 Minnesota K-12 Academic Standards in Physical Education document in February 2018. The standards are to be fully implemented in all Minnesota school districts by the 2023-24 school year. This year the K-12 Physical Education team purchased equipment to support their program and focused their work on installation of their program. Because of their work in curriculum review over the past few years they will be able to meet their timeline for implementation of the new standards for Physical Education.</p> <p>The K-6 team met as a department throughout the year to update report card indicators and align curriculum across our district. The 7-12 team focused their work on standards alignment and grading for equity.</p>
K-6	Science	Installation/Implementation Plan and Purchase (due to new standards)	<p>6th grade teachers met four times across the year to learn about the new content (Earth Science) and instructional strategies of the 2019 Minnesota Academic Standards in Science. They are implementing the new curriculum chosen to support the new standards this year. Planning for changes in K-5 will continue this summer and fall in order to prepare for the full implementation of the new standards by 2024-25.</p>
7-12	Science	Early Implementation/Implementation Plan and Purchase (due to new standards)	<p>The 7-12 science teams continue to work towards implementing the new content and instructional strategies of the 2019 Minnesota Academic Standards in Science. Full implementation of those standards is required by the 2024-25 school year. 7th grade continued piloting new instructional units aligned to the new standards and will continue their learning and development this spring and summer. 8th grade implemented a new curriculum this year to address the new content (Physical Science) and instructional strategies of the new standards. They have met throughout the year to refine the curriculum and plan additional units. A focus for the high school level teams continues to be learning objectives and rubrics to provide students quality feedback. The entire 7-12 team gathered in February for some vertical articulation work, and they are planning to continue that work in the spring/summer.</p>
K-6	Social Studies	Sustainable	<p>In K-6 social studies teachers continue to include absented narratives in their lessons. During the 2022-2023 school year, fifth grade teachers attended four sessions with Dakota professor Darlene St. Clair to examine current social studies lessons. They revised their lessons with feedback and support from Professor St. Clair, including perspectives of Minnesota tribal communities. Teachers shared their work with one another, which is housed on the district curriculum website.</p>
7-12	Social Studies	Program Evaluation	<p>The Minnesota K-12 Academic Social Studies Standards went through the third draft in November 2021 and is moving forward in the statutory rulemaking phase. Once it goes through rulemaking and if adopted, the proposed K-12 academic standards in social studies will be implemented in the 2026-27 school year. We began the Program Evaluation phase in the fall of 2022 and will continue the work into Fall 2023. Our work aligns with the Minnesota Department of Education's timeline for Social Studies standards implementation.</p>

7-12	World Languages	Program Design	<p>The 7-12 World Language team completed their Program Evaluation work this fall and reported their findings to the DCAC in January and the School Board in February. There were a lot of changes to report since their last program review in 2010 with the Dual Language Immersion program continuing to grow through grade 10, the change from College in the Schools Spanish to AP Spanish Language and Culture, and Arabic no longer being a language offered.</p> <p>Our focus this year is now on developing our program. The areas of exploration are how to begin our language learning earlier, outside of the classroom partnerships, looking for new scheduling options at RAHS, diversifying our staff, aligning our curriculum and instruction and stabilizing our current program before exploring another language option.</p>
K-12	Dual Language Immersion Program	Currently Developing for Grades 11 and 12	<p>Our Dual Language Spanish Immersion (DLSI) Program continues to grow and expand opportunities for our students.</p> <p>Currently we have one bilingual Pre-Kindergarten class offered in the District. Students at Little Canada participate in the DLSI program in grades K-6. Students in the DLSI program at Roseville Area Middle School participate in 3 classes ~ Spanish Language Arts, Social Studies and Science. Students in the DLSI program at Roseville Area High School this year participate in the Spanish Language Arts class.</p> <p>During the 23-24 school year, students in the DLSI program at RAHS will take the AP Spanish Language and Culture class. We are currently in the planning stages to offer an additional course at RAHS, including a capstone course for the first class of DLSI students, who are scheduled to graduate Spring 2025.</p> <p>In addition, we are planning on raising funds to expand the Amity Intern program and welcome Amity Interns to RAMS and RAHS. The Amity Intern program provides students with an additional opportunity to enrich their educational experience in the DLSI program.</p>
K-12	MTSS/ADSIS		<p>Roseville Area Schools continues to receive funds for MDE's Alternative Delivery of Specialized Services (ADSIS) grant, which enables us to provide support positions across our elementary sites in the areas of reading, math, and behavior/SEL. We completed a new ADSIS application in March to continue this funding for the 23-24 and 24-25 school years.</p> <p>The Office of Educational Equity and the Department of Student Services partnered in hiring an MTSS coordinator for the district. A districtwide MTSS leadership team was established in the fall, and the team met monthly as part of an MDE MnMTSS 6 session cohort. During this time, the team did a Self Evaluation MTSS Inventory (SEMI) to determine our district strengths and priorities across five areas: infrastructure for continuous improvement, family and community engagement, multi-layered practices and supports, assessments, and data-based decision making. Our team determined our highest priorities were in the areas of infrastructure for continuous improvement and multi-layered practices and supports. The team then divided into two working groups and are currently in the process of action planning in those priority areas. In addition, the team began a 9-month MDE cohort with a focus of developing a Roseville MTSS handbook. The cohort, along with the districtwide handbook will be completed during the 2023-2024 school year.</p>

K-12	Inclusive Curriculum, Absent Narratives		<p>We continue to implement Absent Narratives/Inclusive Curriculum. The work continues to be guided by the Roseville Educational Equity Curriculum and Instruction Compass which include these 4 focus areas:</p> <ul style="list-style-type: none"> ● Equity Pedagogy ● Social Justice Orientation ● Collective Knowledge Creation ● Culturally Relevant Content (Absent Narratives) <p>Teams of Roseville schools staff created lessons and slide decks this year with quality information about national heritage months including:</p> <ul style="list-style-type: none"> ● National Constitution Day ● Native American Heritage Month ● Veteran’s Day ● Hispanic Heritage Month ● Black History Month ● Women’s History Month ● Asian Pacific Islander History Month ● GLBTQ+ Pride Month ● Juneteenth <p>Slide decks were available to all teachers, with an expectation that all K-6 teachers would use the materials, and all secondary students would experience the lessons and messaging at times that work best based on the site schedule.</p> <p>Fifth grade teachers worked this year with Darlene St. Clair, university professor and enrolled member of the Lower Sioux Dakota community, to include more narratives from Native American and American Indian tribes into their Minnesota history lessons.</p>
9-12	Interdisciplinary - Online Learning		<p>The Online Learning team began their work in the 2021-22 school year to get our online learning accreditation from MDE and they continue to meet and discuss the implementation/logistics of online course offerings at RAHS.</p> <p>For the 2022-23 school year, we offered 18 courses from 8 departments. Three courses ran: Health (2 sections), and Government and Econ. (1 section each).</p> <p>For the 2023-24 school year, we offered 22 courses from 10 departments. We expect around 4 courses to have enough student registration to run next year.</p>



Roseville Area Schools

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

Agenda Item: 6c

Agenda Topic: Policy 564: Nonresident Student Attendance (revised) First Reading
Meeting Date: April 25, 2023
Contact Person: Melissa Sonnek

Background:

Melissa Sonnek, assistant superintendent, will present proposed revisions to Policy 564: Nonresident Student Attendance as part of the policy review cycle. The proposed revisions reflect an updated process for the district's option school lottery that honors preference for students who are active in prekindergarten and early childhood special education programs.

This will be the first reading of the policy. The policy was last reviewed in March 2021.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 564 – Non-Resident Student Attendance

1.0 Nonresident Student Attendance

1.1 Nonresident students may not attend the schools of Independent School District No. 623, Roseville Area Schools unless one of the following five exceptions applies:

1.1.1 they have open enrolled in accordance with the enrollment option procedures set forth in Minnesota statute;

1.1.2 they have secured the consent of both the district's school board and the school board of the resident district in accordance with Minnesota statute;

1.1.3 they are eligible to enroll in the district under Minnesota's Graduation Incentives Act;

1.1.4 they are homeless under the law; or

1.1.5 they qualify under another provision of this policy or a specific legal provision that permits them to attend school in the district as a nonresident student.

1.2 Open Enrollment: The purpose of this policy is to set forth the application criteria and procedures that the district will use when considering open enrollment applications.

1.2.1 Program, Class, or Building Capacity. The district will reject an application for open enrollment into a program, class, or school building if the capacity of the program (other than a special education program), class, or school building has been reached.

1.2.1.1 The capacity of a program, class, or school building is reached when, in the judgment of the superintendent, the acceptance of an additional student would require any of the following: (1) the addition of a staff person to adequately address the needs of the students in that program, class, or building; (2) the utilization of additional physical space for the program, class, or school building to function properly, provided that the additional space is not readily available; or (3) a material change to the program, class, or school building that would adversely affect the quality of the education provided in that program, class, or school building.

Policy 564 – Nonresident Student Attendance

- 1.2.1.2 In determining whether the capacity of a program, class, or school building has been reached, the superintendent may consider any relevant information including, but not limited to (a) staff-to-student ratios; (b) current or projected enrollment; (c) current or projected staffing; (d) the size and other physical attributes of facility; and (e) other miscellaneous factors that affect the quality of education.
- 1.2.2 Additional Limitations that May Apply. At any time, the school board may adopt a resolution limiting the number of nonresident students who may enroll in its schools or programs to the lesser of (a) one percent of the total enrollment at each grade level in District 623, or (b) the number of District 623 residents at that grade level who have enrolled in a nonresident school district under the Enrollment Options Act. If the board elects to limit enrollment by adopting such a resolution, by July 15 the board must submit a report to the Commissioner of MDE stating the number of nonresident students who were denied admission as a result of the limitation established in the resolution.
- 1.2.3 Standards that may not be used for rejection of application. The district may not use the following standards in determining whether to accept or reject an application for open enrollment:
- previous academic achievement of a student;
 - athletic or extracurricular ability of a student;
 - disabling conditions of a student;
 - a student's proficiency in the English language;
 - the student's district of residence; or
 - previous disciplinary proceedings involving the student, except the district may refuse to allow a student who has been expelled from another Minnesota school district to enroll during the term of expulsion, if the student was expelled for: (a) possessing a dangerous weapon at school or a school function; (b) possessing or using an illegal drug at school or a school function; (c) selling or soliciting the sale of a controlled substance while at school or a school function; or (d) committing a third-degree assault as described in Minnesota statute. In addition, nothing in this policy precludes the school district from proceeding with exclusion as set out in Section 1.2.5 of this policy.
- 1.2.4 Application. The student and parent or guardian must complete an Application for Enrollment School District Enrollment Options

Policy 564 – Nonresident Student Attendance

Program developed by the Minnesota Department of Education and available on their website (copy attached hereto).

1.2.5 Rejection or Exclusion

1.2.5.1 Administrator's Initial Determination. If a district administrator knows or has reason to believe that an applicant has engaged in conduct that could subject the applicant to exclusion under law or district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.

1.2.5.2 Superintendent's Review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, ~~he or she~~ **they** will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. If the applicant does not voluntarily withdraw ~~his or her~~ **their** application, the district may initiate exclusion proceedings in accordance with the Pupil Fair Dismissal Act.

1.2.5.3 Although an application generally may not be rejected based on previous disciplinary proceedings, the school district may refuse to allow a student who has been expelled from another Minnesota school district to enroll during the term of expulsion, if the student was expelled for: (a) possessing a dangerous weapon at school or a school function; (b) possessing or using an illegal drug at school or a school function; (c) selling or soliciting the sale of a controlled substance while at school or a school function; or (d) committing a third-degree assault as described in Minnesota statute. In addition, for other types of conduct the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

1.2.6 Lotteries: If the school district has more applications than available seats at a specific grade level, it will hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related

Policy 564 – Nonresident Student Attendance

to an approved integration and achievement plan, and children of the school district's staff. The process for the lottery is as follows:

- 1.2.6.1 There will be two lottery rounds. All applications from both rounds will be drawn regardless of the number of available spots. Once all available spots have been filled, the remaining applications will be placed on a waitlist. Applications will be placed on the waitlist in the order they are drawn with one exception. The exception, sibling preference, is described below.
- 1.2.6.2 First Round: The first lottery round will include applications for siblings of currently enrolled students, students who are enrolled in Roseville Area Schools Pre-K and Early Childhood Special Education programs, applications related to the achievement and integration plan, and children of the school district's staff.
- 1.2.6.3 Second Round: All other applications will be entered into the second round.
- 1.2.6.4 Sibling Preference Within the Lottery Rounds: Siblings of students accepted through the lottery will be accepted at the same time. If there are no available spots, they will be placed on the waitlist. They will be placed at the top of the waitlist with the exception of other siblings who have already been placed on the waitlist.
- 1.2.6.5 Families will be sent a letter informing them of acceptance or placement on a waitlist based on the order in which their application was drawn in the lottery. The letter will include a deadline by which families must complete the enrollment process. If the family does not complete the enrollment process by the deadline, the student will be removed from the waitlist. If the family seeks to enroll at a later date, they will need to apply again. Their application/s will be treated as a new application.

Applications received after January 15th will be placed at the end of the waitlist in the order in which they were received.

2.0 International or Foreign Students

- 2.1 International Exchange Students who enter the country in a J-1 VISA status and follow the regulations 564-R may attend Roseville Area High School (Grades 9-12).

Policy 564 – Nonresident Student Attendance

- 2.2 Nonresident tuition charges for senior high school students shall be set annually at a rate per pupil per term, payable prior to completion of I-20 form.
- 3.0 Transportation of Open Enrolled Students. The district will transport an open enrolled student within its borders if the student's parent or guardian requests transportation. The parent or guardian is generally responsible for transporting the student to the district's border.
 - 3.1 Although the district generally is not required to provide or pay for transportation between its border and the student's residence, the district may voluntarily decide to transport a nonresident student within the student's resident district. If district 623 decides to transport a nonresident student within the student's resident district, district 623 must provide written notice of that decision to the resident district before providing the transportation.
 - 3.2 To the extent required by law, a parent or guardian may be reimbursed for the costs of transportation from the student's residence to the border of district 623 if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The amount of such reimbursement is limited by law.
 - 3.3 When the district notifies a parent or guardian of a nonresident student that an application has been accepted, the district must notify the parent or guardian that the district will provide transportation within its borders upon request by the parent or guardian.
- 4.0 School of Attendance
 - 4.1 The district will determine the school of attendance for a nonresident student.
- 5.0 Standards for Determining Whether a Student is a Resident of the District
 - 5.1 A student who resides with a parent or legal guardian is considered to be a resident of the district in which the parent or legal guardian resides.
 - 5.2 If a student resides with someone other than a parent or legal guardian and in a different district than the parent or legal guardian, the parent's place of residence may be a relevant factor, but it is not determinative. Rather, the general purpose of the student's presence within the district is the controlling factor. Op. Atty. Gen. 169p (Minn. Feb. 6, 1985); Op. Atty. Gen. 180g (Minn. Dec. 27, 1928).

Policy 564 – Nonresident Student Attendance

- 5.2.1 If a student is residing in a school district with someone other than a parent or legal guardian for the general purpose of attending school in the district or receiving benefits provided by the district, and the care and attention which the student receives is incidental to that purpose, the student is not considered to be a resident of the district. Op. Atty. Gen. 169p (Minn. Feb. 6, 1985).
 - 5.2.2 If a student is residing in a school district with someone other than a parent or legal guardian for the general purpose of securing a home or receiving the type of care and support that is usually provided in a home, the student is considered to be a resident of the district.
 - 5.2.3 All the surrounding facts and circumstances must be taken into consideration when determining the general purpose of a regular education student's presence in the district. For example, consideration should be given to facts such as: who is providing care and support for the student; over what period of time is such care and support being provided; and whether the student lives with a parent or legal guardian on the weekends.
- 6.0 Procedures for Determining if Student is a Resident and for Barring Attendance of Non-Resident Students Who Do Not Follow the Open Enrollment Process
- 6.1 If an administrator in the district reasonably believes that a student is not a resident of the district and that the student is seeking to attend or is attending school in the district and does not meet one of the exceptions stated in this policy, the administrator will refer the matter to the superintendent. The student may be removed from the school only after the district sends the student's parent(s) written notice of the district's belief, including the facts upon which the belief is based, and an opportunity to provide documentary evidence of residency in person to the superintendent or designee, or, at the option of the parent(s), by sending the documentary evidence to the superintendent, or a designee, who will then make a determination as to the residency status of the student.
 - 6.2 Examples of documentary evidence include, but are not limited to, a current lease agreement; a recent mortgage statement; a current property insurance statement; a current property tax statement; a recent purchase agreement; a recent moving bill denoting the new address; recent utility bills; a recent voter registration card; a current driver's license; or a current state identification card. The administrator may take action to verify the accuracy of any evidence provided by a student or parent.
 - 6.3 The district will not deny free admission to any homeless children of school age. Generally, individuals are considered homeless if they: (1)

Policy 564 – Nonresident Student Attendance

lack a fixed, regular, and adequate nighttime residence; (2) have a primary nighttime residence that is a shelter or other facility designed to provide emergency or temporary living arrangements; or (3) have a primary nighttime residence that is not designed for, or ordinarily used as, a regular sleeping accommodation for humans.

- 7.0 A good faith violation of any provision of this policy is not a defense to determination that a student is barred from attending school in the district, unless the student can demonstrate that the violation denied the student due process of law or resulted in an incorrect determination of the student's residency status.

Adopted: 10/14/71
Revised: 04/25/06
Revised: 12/18/12
Revised: 10/27/15
Revised: 03/16/21

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 564 – Non-Resident Student Attendance

1.0 Nonresident Student Attendance

1.1 Nonresident students may not attend the schools of Independent School District No. 623, Roseville Area Schools unless one of the following five exceptions applies:

1.1.1 they have open enrolled in accordance with the enrollment option procedures set forth in Minnesota statute;

1.1.2 they have secured the consent of both the district's school board and the school board of the resident district in accordance with Minnesota statute;

1.1.3 they are eligible to enroll in the district under Minnesota's Graduation Incentives Act;

1.1.4 they are homeless under the law; or

1.1.5 they qualify under another provision of this policy or a specific legal provision that permits them to attend school in the district as a nonresident student.

1.2 Open Enrollment: The purpose of this policy is to set forth the application criteria and procedures that the district will use when considering open enrollment applications.

1.2.1 Program, Class, or Building Capacity. The district will reject an application for open enrollment into a program, class, or school building if the capacity of the program (other than a special education program), class, or school building has been reached.

1.2.1.1 The capacity of a program, class, or school building is reached when, in the judgment of the superintendent, the acceptance of an additional student would require any of the following: (1) the addition of a staff person to adequately address the needs of the students in that program, class, or building; (2) the utilization of additional physical space for the program, class, or school building to function properly, provided that the additional space is not readily available; or (3) a material change to the program, class, or school building that would adversely affect the quality of the education provided in that program, class, or school building.

Policy 564 – Nonresident Student Attendance

- 1.2.1.2 In determining whether the capacity of a program, class, or school building has been reached, the superintendent may consider any relevant information including, but not limited to (a) staff-to-student ratios; (b) current or projected enrollment; (c) current or projected staffing; (d) the size and other physical attributes of facility; and (e) other miscellaneous factors that affect the quality of education.
- 1.2.2 Additional Limitations that May Apply. At any time, the school board may adopt a resolution limiting the number of nonresident students who may enroll in its schools or programs to the lesser of (a) one percent of the total enrollment at each grade level in District 623, or (b) the number of District 623 residents at that grade level who have enrolled in a nonresident school district under the Enrollment Options Act. If the board elects to limit enrollment by adopting such a resolution, by July 15 the board must submit a report to the Commissioner of MDE stating the number of nonresident students who were denied admission as a result of the limitation established in the resolution.
- 1.2.3 Standards that may not be used for rejection of application. The district may not use the following standards in determining whether to accept or reject an application for open enrollment:
- previous academic achievement of a student;
 - athletic or extracurricular ability of a student;
 - disabling conditions of a student;
 - a student's proficiency in the English language;
 - the student's district of residence; or
 - previous disciplinary proceedings involving the student, except the district may refuse to allow a student who has been expelled from another Minnesota school district to enroll during the term of expulsion, if the student was expelled for: (a) possessing a dangerous weapon at school or a school function; (b) possessing or using an illegal drug at school or a school function; (c) selling or soliciting the sale of a controlled substance while at school or a school function; or (d) committing a third-degree assault as described in Minnesota statute. In addition, nothing in this policy precludes the school district from proceeding with exclusion as set out in Section 1.2.5 of this policy.
- 1.2.4 Application. The student and parent or guardian must complete an Application for Enrollment School District Enrollment Options

Policy 564 – Nonresident Student Attendance

Program developed by the Minnesota Department of Education and available on their website (copy attached hereto).

1.2.5 Rejection or Exclusion

1.2.5.1 Administrator's Initial Determination. If a district administrator knows or has reason to believe that an applicant has engaged in conduct that could subject the applicant to exclusion under law or district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.

1.2.5.2 Superintendent's Review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. If the applicant does not voluntarily withdraw his or her application, the district may initiate exclusion proceedings in accordance with the Pupil Fair Dismissal Act.

1.2.5.3 Although an application generally may not be rejected based on previous disciplinary proceedings, the school district may refuse to allow a student who has been expelled from another Minnesota school district to enroll during the term of expulsion, if the student was expelled for: (a) possessing a dangerous weapon at school or a school function; (b) possessing or using an illegal drug at school or a school function; (c) selling or soliciting the sale of a controlled substance while at school or a school function; or (d) committing a third-degree assault as described in Minnesota statute. In addition, for other types of conduct the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

1.2.6 Lotteries: If the school district has more applications than available seats at a specific grade level, it will hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related

Policy 564 – Nonresident Student Attendance

to an approved integration and achievement plan, and children of the school district's staff. The process for the lottery is as follows:

- 1.2.6.1 There will be two lottery rounds. All applications from both rounds will be drawn regardless of the number of available spots. Once all available spots have been filled, the remaining applications will be placed on a waitlist. Applications will be placed on the waitlist in the order they are drawn with one exception. The exception, sibling preference, is described below.
- 1.2.6.2 First Round: The first lottery round will include applications for siblings of currently enrolled students, applications related to the achievement and integration plan, and children of the school district's staff.
- 1.2.6.3 Second Round: All other applications will be entered into the second round.
- 1.2.6.4 Sibling Preference Within the Lottery Rounds: Siblings of students accepted through the lottery will be accepted at the same time. If there are no available spots, they will be placed on the waitlist. They will be placed at the top of the waitlist with the exception of other siblings who have already been placed on the waitlist.
- 1.2.6.5 Families will be sent a letter informing them of acceptance or placement on a waitlist based on the order in which their application was drawn in the lottery. The letter will include a deadline by which families must complete the enrollment process. If the family does not complete the enrollment process by the deadline, the student will be removed from the waitlist. If the family seeks to enroll at a later date, they will need to apply again. Their application/s will be treated as a new application.

Applications received after January 15th will be placed at the end of the waitlist in the order in which they were received.

2.0 International or Foreign Students

- 2.1 International Exchange Students who enter the country in a J-1 VISA status and follow the regulations 564-R may attend Roseville Area High School (Grades 9-12).

Policy 564 – Nonresident Student Attendance

- 2.2 Nonresident tuition charges for senior high school students shall be set annually at a rate per pupil per term, payable prior to completion of I-20 form.
- 3.0 Transportation of Open Enrolled Students. The district will transport an open enrolled student within its borders if the student's parent or guardian requests transportation. The parent or guardian is generally responsible for transporting the student to the district's border.
 - 3.1 Although the district generally is not required to provide or pay for transportation between its border and the student's residence, the district may voluntarily decide to transport a nonresident student within the student's resident district. If district 623 decides to transport a nonresident student within the student's resident district, district 623 must provide written notice of that decision to the resident district before providing the transportation.
 - 3.2 To the extent required by law, a parent or guardian may be reimbursed for the costs of transportation from the student's residence to the border of district 623 if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The amount of such reimbursement is limited by law.
 - 3.3 When the district notifies a parent or guardian of a nonresident student that an application has been accepted, the district must notify the parent or guardian that the district will provide transportation within its borders upon request by the parent or guardian.
- 4.0 School of Attendance
 - 4.1 The district will determine the school of attendance for a nonresident student.
- 5.0 Standards for Determining Whether a Student is a Resident of the District
 - 5.1 A student who resides with a parent or legal guardian is considered to be a resident of the district in which the parent or legal guardian resides.
 - 5.2 If a student resides with someone other than a parent or legal guardian and in a different district than the parent or legal guardian, the parent's place of residence may be a relevant factor, but it is not determinative. Rather, the general purpose of the student's presence within the district is the controlling factor. Op. Atty. Gen. 169p (Minn. Feb. 6, 1985); Op. Atty. Gen. 180g (Minn. Dec. 27, 1928).

Policy 564 – Nonresident Student Attendance

- 5.2.1 If a student is residing in a school district with someone other than a parent or legal guardian for the general purpose of attending school in the district or receiving benefits provided by the district, and the care and attention which the student receives is incidental to that purpose, the student is not considered to be a resident of the district. Op. Atty. Gen. 169p (Minn. Feb. 6, 1985).
- 5.2.2 If a student is residing in a school district with someone other than a parent or legal guardian for the general purpose of securing a home or receiving the type of care and support that is usually provided in a home, the student is considered to be a resident of the district.
- 5.2.3 All the surrounding facts and circumstances must be taken into consideration when determining the general purpose of a regular education student's presence in the district. For example, consideration should be given to facts such as: who is providing care and support for the student; over what period of time is such care and support being provided; and whether the student lives with a parent or legal guardian on the weekends.

6.0 Procedures for Determining if Student is a Resident and for Barring Attendance of Non-Resident Students Who Do Not Follow the Open Enrollment Process

- 6.1 If an administrator in the district reasonably believes that a student is not a resident of the district and that the student is seeking to attend or is attending school in the district and does not meet one of the exceptions stated in this policy, the administrator will refer the matter to the superintendent. The student may be removed from the school only after the district sends the student's parent(s) written notice of the district's belief, including the facts upon which the belief is based, and an opportunity to provide documentary evidence of residency in person to the superintendent or designee, or, at the option of the parent(s), by sending the documentary evidence to the superintendent, or a designee, who will then make a determination as to the residency status of the student.
- 6.2 Examples of documentary evidence include, but are not limited to, a current lease agreement; a recent mortgage statement; a current property insurance statement; a current property tax statement; a recent purchase agreement; a recent moving bill denoting the new address; recent utility bills; a recent voter registration card; a current driver's license; or a current state identification card. The administrator may take action to verify the accuracy of any evidence provided by a student or parent.
- 6.3 The district will not deny free admission to any homeless children of school age. Generally, individuals are considered homeless if they: (1)

Policy 564 – Nonresident Student Attendance

lack a fixed, regular, and adequate nighttime residence; (2) have a primary nighttime residence that is a shelter or other facility designed to provide emergency or temporary living arrangements; or (3) have a primary nighttime residence that is not designed for, or ordinarily used as, a regular sleeping accommodation for humans.

- 7.0 A good faith violation of any provision of this policy is not a defense to determination that a student is barred from attending school in the district, unless the student can demonstrate that the violation denied the student due process of law or resulted in an incorrect determination of the student's residency status.

Adopted: 10/14/71
Revised: 04/25/06
Revised: 12/18/12
Revised: 10/27/15
Revised: 03/16/21



Roseville Area Schools

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

Agenda Item: 6d

Agenda Topic: Policy 724: School Bus Transportation (revised) First Reading

Meeting Date: April 25, 2023

Contact Person: Superintendent Jenny Loeck

Background:

Superintendent Jenny Loeck will present proposed revisions to Policy 724: School Bus Transportation as part of the policy review cycle. This will be the first reading of the policy. The policy was last reviewed in November 2016.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 724 – School Bus Transportation

Purpose: To provide a framework for safe and, efficient and fair transportation of students consistent with the law.

1.0 Public School Students

- 1.1 Bus transportation to and from school will be furnished by the District for K-6 pupils residing one mile or more from school, and grades 7-12 pupils residing two mile(s) or more from school on bus routes established by the Superintendent of Schools in accordance with the provisions of MS 123B.88.
- 1.2 A walking area for each school shall be established that allows students to safely walk to school.
- 1.3 Maximum walking distance to bus stops shall be one-half the maximum walking distances to school, as identified in 1.1.
- 1.4 The school through the contracted bus company has control over and responsibility for pupils while they are on school contracted buses.
- 1.5 Limited summer program service will be offered depending on program requirements.
- 1.6 Students attending Roseville Area Schools under the Enrollment Options Program may ride to school from existing bus stops within the school attendance area.

2.0 Nonpublic School Students

District 623 shall provide transportation for school children who are residents of the District to schools within the District and within the perimeters described below:

- 2.1 The scheduling of routes, manner and method of transportation, control and discipline of school children and any other matter relating thereto shall be within the sole discretion, control, and management of the School Board and administration of District 623 in accordance with the provisions of MS 123B.88.
- 2.2 Nonpublic school principals shall be responsible for student bus patrol and appropriate measures for pupil control when students from their schools are involved.
- 2.3 Attendance areas for schools with similar departments (i.e., religious or facility) shall not overlap.

Policy 724 – School Bus Transportation

3.0 Transportation to the Boundary

3.1 Nonpublic school students attending schools outside of the District and conforming to any of the following criteria below shall receive school bus transportation to the boundary, or alternatively, reimbursement of transportation costs to the boundary, when:

3.1.1 There is no school in District 623 maintaining appropriate grades or department including a department of religion.

3.1.2 There is no space available in schools in District 623 maintaining appropriate grades or departments, as determined by July 1 on the basis of classrooms available.

3.1.3 The transportation of children to the nonpublic schools can be provided more safely, economically, and conveniently than at another nonpublic school within the District.

4.0 Bus Service for students attending Other Educational Programs

4.1 District 623 will provide pupil transportation for school children who are enrolled in other appropriate educational programs, either in or outside of the School District, as determined by District 623 administration. (42 U.S.C. § 11432 (e) (3) (C) (i) (III) (cc) and (g) (4) (A))

4.2 Determination of transportation services, including special equipment or supervision, will be based upon the needs of the student, through IEP, 504 plan, or diagnosed mental health needs with appropriate authorization of Student Services Staff.

Adopted: 08/11/69

Revised: 9/23/08

Revised: 11/10/16

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 724 – School Bus Transportation

Purpose: To provide a framework for safe, efficient and fair transportation of students.

1.0 Public School Students

- 1.1 Bus transportation to and from school will be furnished by the District for K-6 pupils residing one mile or more from school, and grades 7-12 pupils residing two mile(s) or more from school on bus routes established by the Superintendent of Schools in accordance with the provisions of MS 123B.88.
- 1.2 A walking area for each school shall be established that allows students to safely walk to school.
- 1.3 Maximum walking distance to bus stops shall be one-half the maximum walking distances to school, as identified in 1.1.
- 1.4 The school through the contracted bus company has control over and responsibility for pupils while they are on school contracted buses.
- 1.5 Limited summer program service will be offered depending on program requirements.
- 1.6 Students attending Roseville Area Schools under the Enrollment Options Program may ride to school from existing bus stops within the school attendance area.

2.0 Nonpublic School Students

District 623 shall provide transportation for school children who are residents of the District to schools within the District and within the perimeters described below:

- 2.1 The scheduling of routes, manner and method of transportation, control and discipline of school children and any other matter relating thereto shall be within the sole discretion, control, and management of the School Board and administration of District 623 in accordance with the provisions of MS 123B.88.
- 2.2 Nonpublic school principals shall be responsible for student bus patrol and appropriate measures for pupil control when students from their schools are involved.
- 2.3 Attendance areas for schools with similar departments (i.e., religious or facility) shall not overlap.

Policy 724 – School Bus Transportation

3.0 Transportation to the Boundary

3.1 Nonpublic school students attending schools outside of the District and conforming to any of the following criteria below shall receive school bus transportation to the boundary, or alternatively, reimbursement of transportation costs to the boundary, when:

3.1.1 There is no school in District 623 maintaining appropriate grades or department including a department of religion.

3.1.2 There is no space available in schools in District 623 maintaining appropriate grades or departments, as determined by July 1 on the basis of classrooms available.

3.1.3 The transportation of children to the nonpublic schools can be provided more safely, economically, and conveniently than at another nonpublic school within the District.

4.0 Bus Service for students attending Other Educational Programs

4.1 District 623 will provide pupil transportation for school children who are enrolled in other appropriate educational programs, either in or outside of the School District, as determined by District 623 administration. (42 U.S.C. § 11432 (e) (3) (C) (i) (III) (cc) and (g) (4) (A))

4.2 Determination of transportation services, including special equipment or supervision, will be based upon the needs of the student, through IEP, 504 plan, or diagnosed mental health needs with appropriate authorization of Student Services Staff.

Adopted: 08/11/69

Revised: 9/23/08

Revised: 11/10/16



Roseville Area Schools

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

Agenda Item: 6e

Agenda Topic: Policy 732: Student Transportation Safety (revised) First Reading

Meeting Date: April 25, 2023

Contact Person: Superintendent Jenny Loeck

Background:

Superintendent Jenny Loeck will present proposed revisions to Policy 732: Student Transportation Safety as part of the policy review cycle. This will be the first reading of the policy. The policy was last reviewed in November 2016.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent Schools District No. 623

Policy 732 – Student Transportation Safety

1.0 Student Transportation Safety Training

- 1.1 The School District shall provide students enrolled in grades kindergarten through 10 with school bus safety training so that they become competent bus riders.
- 1.2 K-5 students will also receive student safety education for bicycling and pedestrian safety.
- 1.3 Each school's curriculum for transportation is maintained and available for review in each building.

2.0 Conduct on School Buses and Consequences for Misbehavior

- 2.1 The student day begins when the student enters the bus and lasts until the student exits the bus after school. In the intervening time, student behavior is governed by Policy 520, Student Discipline. School bus rules are an adaptation of the behavior standards set in Policy 520, with consequences directly related to behavior on the bus ride except in the most severe cases where further action may be warranted.
- 2.2 Disciplinary action in response to student behavior on school buses will be administered in the same manner as the response to student behavior in the school.
- 2.3 School bus safety incident reports will be recorded in the same manner as other student behavior reports in the school. Copies of incident reports will be made to the district transportation office when the incident is of a serious or repetitive nature.

3.0 Parent and Guardian Involvement

An integral part of a safe transportation system is the reinforcement of safe rider practices in the home. The district will communicate all bus rules and safety principles to the parents or guardians. Parents are encouraged to be aware of these rules and standards and to educate and encourage their students to become safe bus riders.

4.0 School Bus Operating Rules and Procedures, School Bus Driver Duties and Responsibilities and School Bus Driver Training

Policy 732 – Student Transportation Safety

- 4.1 The School District will maintain safe school bus rules and procedures through its transportation contract or referenced documents. These rules and procedures will at least comply with state and federal requirements.
- 4.2 Records of serious accidents or driver behavior will be maintained at the district.
- 4.3 School bus driver training standards shall also be defined in the transportation contract or its referenced requirements.
- 4.4 Emergency procedures to be followed by school bus drivers and school staff will be defined in the transportation contract or referenced requirements. School staff will also be informed of the Emergency procedures to be followed while on a school bus.
- 4.5 School bus maintenance standards will be defined in the transportation contract or referenced documents.
- 4.6 Type III or Activity (Type A) Buses Inspected by the state
 - 4.6.1 A Type III Bus is any vehicle with a capacity of less than 10 passengers that carries students to or from school or on school-sponsored activities. Any Type III Bus used to transport students must carry all emergency equipment required by law.
 - 4.6.2 A Type “A” school bus is a van conversion or bus constructed utilizing a cutaway front section vehicle with a left-side driver’s door. This definition includes two classifications: Type A-I, with a Gross Vehicle Weight Rating (GVWR) less than or equal to 14,500 pounds; and Type A II, with a GVWR greater than 14,500 pounds and less than or equal to 21,500 pounds.
 - 4.6.3 Students will not be regularly transported in uninspected private vehicles for school related activities. However, private vehicles may be used in an emergency. The District has no system of inspection for private vehicles, however all private vehicles used for non-emergency transportation shall be inspected by the state as Type III Buses prior to transporting students.
 - 4.6.4 Staff members who transport students in Type III or Activity (Type A) Buses shall conform to the following requirements:
 - 4.6.4.1 Receive annual training or competence evaluation in safe operation of Type III or Activity (Type A) Buses, student behavior management and relevant laws and rules of the road.

Policy 732 – Student Transportation Safety

- 4.6.4.2 Driver license checks shall be conducted semi-annually to ensure that all drivers meet district and state requirements.
- 4.6.4.3 Driver shall perform all safety checks both pre-trip and post trip to ensure that the vehicle is safe to operate, and carry documentation of these activities.
- 4.6.4.4 Drivers shall register with the district transportation office prior to driving any students.
- ~~4.6.4.5 Drivers shall pass the Minnesota Bus Driver Physical.~~
- 4.6.4.5⁶ Drivers shall further conform to the Bus Driver Standards maintained by the Transportation Office.

~~5.0 School Transportation Safety Director~~

~~The School Board has designated an individual to serve as the School District's School Transportation Safety Director. The name, address and telephone number of the School Transportation Safety Director are on file with the Superintendent.~~

Adopted: 11/22/94
Revised: 9/23/08
Revised: 11/10/16

ROSEVILLE AREA SCHOOLS
Independent Schools District No. 623

Policy 732 – Student Transportation Safety

1.0 Student Transportation Safety Training

- 1.1 The School District shall provide students enrolled in grades kindergarten through 10 with school bus safety training so that they become competent bus riders.
- 1.2 K-5 students will also receive student safety education for bicycling and pedestrian safety.
- 1.3 Each school's curriculum for transportation is maintained and available for review in each building.

2.0 Conduct on School Buses and Consequences for Misbehavior

- 2.1 The student day begins when the student enters the bus and lasts until the student exits the bus after school. In the intervening time, student behavior is governed by Policy 520, Student Discipline. School bus rules are an adaptation of the behavior standards set in Policy 520, with consequences directly related to behavior on the bus ride except in the most severe cases where further action may be warranted.
- 2.2 Disciplinary action in response to student behavior on school buses will be administered in the same manner as the response to student behavior in the school.
- 2.3 School bus safety incident reports will be recorded in the same manner as other student behavior reports in the school. Copies of incident reports will be made to the district transportation office when the incident is of a serious or repetitive nature.

3.0 Parent and Guardian Involvement

An integral part of a safe transportation system is the reinforcement of safe rider practices in the home. The district will communicate all bus rules and safety principles to the parents or guardians. Parents are encouraged to be aware of these rules and standards and to educate and encourage their students to become safe bus riders.

4.0 School Bus Operating Rules and Procedures, School Bus Driver Duties and Responsibilities and School Bus Driver Training

Policy 732 – Student Transportation Safety

- 4.1 The School District will maintain safe school bus rules and procedures through its transportation contract or referenced documents. These rules and procedures will at least comply with state and federal requirements.
- 4.2 Records of serious accidents or driver behavior will be maintained at the district.
- 4.3 School bus driver training standards shall also be defined in the transportation contract or its referenced requirements.
- 4.4 Emergency procedures to be followed by school bus drivers and school staff will be defined in the transportation contract or referenced requirements. School staff will also be informed of the Emergency procedures to be followed while on a school bus.
- 4.5 School bus maintenance standards will be defined in the transportation contract or referenced documents.
- 4.6 Type III or Activity (Type A) Buses Inspected by the state
 - 4.6.1 A Type III Bus is any vehicle with a capacity of less than 10 passengers that carries students to or from school or on school-sponsored activities. Any Type III Bus used to transport students must carry all emergency equipment required by law.
 - 4.6.2 A Type “A” school bus is a van conversion or bus constructed utilizing a cutaway front section vehicle with a left-side driver’s door. This definition includes two classifications: Type A-I, with a Gross Vehicle Weight Rating (GVWR) less than or equal to 14,500 pounds; and Type A II, with a GVWR greater than 14,500 pounds and less than or equal to 21,500 pounds.
 - 4.6.3 Students will not be regularly transported in uninspected private vehicles for school related activities. However, private vehicles may be used in an emergency. The District has no system of inspection for private vehicles, however all private vehicles used for non-emergency transportation shall be inspected by the state as Type III Buses prior to transporting students.
 - 4.6.4 Staff members who transport students in Type III or Activity (Type A) Buses shall conform to the following requirements:
 - 4.6.4.1 Receive annual training or competence evaluation in safe operation of Type III or Activity (Type A) Buses, student behavior management and relevant laws and rules of the road.

Policy 732 – Student Transportation Safety

- 4.6.4.2 Driver license checks shall be conducted semi-annually to ensure that all drivers meet district and state requirements.
- 4.6.4.3 Driver shall perform all safety checks both pre-trip and post trip to ensure that the vehicle is safe to operate, and carry documentation of these activities.
- 4.6.4.4 Drivers shall register with the district transportation office prior to driving any students.
- 4.6.4.5 Drivers shall pass the Minnesota Bus Driver Physical.
- 4.6.4.6 Drivers shall further conform to the Bus Driver Standards maintained by the Transportation Office.

5.0 School Transportation Safety Director

The School Board has designated an individual to serve as the School District's School Transportation Safety Director. The name, address and telephone number of the School Transportation Safety Director are on file with the Superintendent.

Adopted: 11/22/94
Revised: 9/23/08
Revised: 11/10/16



Agenda Topic: Northeast Metro 916 Long Term Facility Maintenance Levy
Meeting Date: April 25, 2023
Contact Person: Shari Thompson

Background:

Northeast Metro Intermediate District 916 does not have independent levy authority. Most revenues for intermediate districts flow through their member districts. Intermediate districts have the same need for funding health and safety projects as do regular school districts, so member school districts levy for the intermediate's approved projects on their behalf. Intermediate districts are not granted levy authority for these projects unless all their member districts approve the levy.

Attached to this document is a breakdown by type of project and district of the approved projects Northeast Metro Intermediate District 916 plans to levy for health and safety and deferred maintenance projects under the Long-Term Facility Maintenance (LTFM) levy authorized by the 2015 Legislature. Roseville Area Schools' share of this levy is \$34,880, an increase of \$11,955 from last year's amount of \$22,925. This levy is for fiscal year 2024-2025 and will be collected in 2024.

Also enclosed is the resolution recommended for approval so that we may levy for approved LTFM projects on behalf of Northeast Metro Intermediate District 916. Once approved by all the member districts, it will be a part of the total levy that the board will be asked to approve in December.

Recommendation:

It is recommended that the board adopt the resolution approving the 2023 Northeast Metro Intermediate District 916 levy for health and safety projects under the long-term facility maintenance budget.

Action Required

Informational – No Board Action Requested

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 623
(Roseville)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a School Board meeting of School District No. 623, State of Minnesota, was held on _____(date), at _____(time), for the purpose, in part, of approving the FY 2025 Long-Term Facility Maintenance budget and authorizing the inclusion of a proportionate share of Northeast Metro 916 Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance.

Member _____ introduced the following resolution and moved its adoption:

Resolution approving Northeast Metro 916 Intermediate School District's long-term facility maintenance program budget and authorizing the inclusion of a proportionate share of those projects in the district's application for fiscal year (FY) 2025 long-term facility maintenance revenue.

BE IT RESOLVED by the School Board of School District No. 623, State of Minnesota, as follows:

1. The school board of Northeast Metro 916 Intermediate School District has approved a long-term facility maintenance program budget for its facilities for the 2024-2025 school year (Pay 2024 Levy) in the amount of \$431,950.00 of which School District No. 623's proportionate share is \$34,880.00 for pay as you go projects. The various components of this program budget are attached hereto and are incorporated herein by reference. Said budget is hereby approved.
2. Minnesota Statutes, Section 123B.53, subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long-term facility maintenance revenue application.
3. The proportionate share of the costs of the intermediate school district's long-term facility maintenance program for each member school district to be included in its application shall be determined by utilizing a blended rate where 25% of the rate is determined by multiplying the total cost of the intermediate school district long-term facility maintenance times the ratio of the member school district's net tax capacity to the total net tax capacity of the intermediate school district and 75% of the rate is determined by multiplying the total cost of the intermediate school district long-term facility maintenance times the ratio of ADM utilization by district to the total ADM utilization. The inclusion of this proportionate share in the district's long-term facility

maintenance revenue application for fiscal year 2025 is hereby approved, subject to approval by the Commissioner of Education. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and, upon vote being taken thereon, the following voted in favor thereof:

And the following voted against:

WHEREUPON said resolution was approved and adopted by the school board of School District No. 623.

STATE OF MINNESOTA

COUNTY OF _____

I, the undersigned, being the duly qualified and acting Clerk of School District No. 623, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of Independent School District No. 623 held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of Northeast Metro 916 Intermediate School District's long-term facility maintenance program budget and authorizing the inclusion of a proportionate share of the School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk on _____ (date).

Clerk
Independent School District No. 623



Roseville Area Schools

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

Agenda Item: 7b

Agenda Topic: Set School Board Closed Sessions for Superintendent Evaluation
Meeting Date: April 25, 2023
Contact Person: Chair Curtis Johnson

Background:

The school board will hold a closed session immediately following the work study sessions on May 9, 2023, and June 13, 2023. The purpose of the sessions will be to evaluate the performance of the superintendent as permitted by MN Statute, section 13D.05, subdivision 3(a).

Recommendation:

It is recommended that the school board set a closed session on May 9, 2023, and June 13, 2023, immediately following the work study session for the purpose of evaluating the performance of Superintendent Jenny Loeck, pursuant to MN Statute, section 13D.05, subdivision 3(a).

XX Action Required ___ Informational – No Board Action Requested