



Agenda
Regular School Board
Meeting
Wednesday, February 26,
2025
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
 - 5.a. Minutes - Board Meeting of February 10, 2025
 - 5.b. Payment of Bills
 - 5.c. Personnel - Resignations, Appointments, Reductions
 - 5.d. Gifts
6. Reports and Non-Action Items
 - 6.a. Program Participation Report
Speaker(s): Trina Hira, Andrea Schmidt, Niceta Thomas, and Jake Von De Linde
 - 6.b. American Indian Program Report
Speaker(s): Delon Smith and Gabriella Carroll
7. Action Items
 - 7.a. American Indian Education Transmittal of Resolution and Parent Committee Roster
Speaker(s): Delon Smith
 - 7.b. 2025-2026 Achievement and Integration Budget
Speaker(s): Delon Smith
 - 7.c. Policy 400: Acceptable Use (revised) Second Reading
Speaker(s): Melissa Sonnek
 - 7.d. Approval of Final 2025-2026 and Draft 2026-2027 School Year Calendars
Speaker(s): Melissa Sonnek
8. Study Session Report
9. Board Reports
Speaker(s): Board Members
10. Superintendent's Report
Speaker(s): Superintendent Jenny Loeck
11. Adjournment

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

February 10, 2025

Chair Todd Anderson called the school board meeting to order at 6:30 p.m. Board members present: Todd Anderson, Mike Boguszewski, Rose Chu, Kitty Gogins, Frank Shaw. Board members absent: Mannix Clark. Also present: Jenny Loeck, superintendent of schools, and approximately nine other visitors or staff who attended all or part of the meeting.

Announcements, Comments, Recognitions. Director Shaw read a land acknowledgment to begin the meeting.

Summary of Community Input Received for Action Items. The board received a question from a community member about the rescheduling of several board meetings due to elections for Minnesota House District 40B and Ramsey County Commissioner for District 3.

- (44) Consent Agenda. Chu moved, Gogins seconded acceptance of the consent agenda, including the minutes of the school board meeting on January 29, 2025; payment of bills; resignations, appointments, reductions, adjustments; and gifts. Ayes: Anderson, Boguszewski, Chu, Gogins, Shaw. Nays: none. Absent: Clark. Motion carried unanimously.
- (45) Retirements. Chu moved, Gogins seconded the retirement of Jovita Hernandez with appreciation. Ayes: Anderson, Boguszewski, Chu, Gogins, Shaw. Nays: none. Absent: Clark. Motion carried unanimously.

2025-26 and 2026-27 Draft School Year Calendars. Melissa Sonnek, associate superintendent, and Mike Schroeder, associate principal at Roseville Area High School, presented drafts of the calendars for the 2025-2026 and 2026-2027 school years. The proposed calendars are similar to the current school year calendar. Some adjustments were made to the year-round calendar to improve continuity and learning for students at Harambee Elementary School.

Policy 400: Acceptable Use (revised) First Reading. Ms. Sonnek presented proposed revisions to Policy 400: Acceptable Use. During the 2024 legislative session, the Minnesota legislature enacted the School Cell Phone Policy Law, which requires school districts to adopt a policy on students' possession and use of cell phones in school by March 15, 2025. The suggested policy language will allow for flexibility in creating specific rules regarding cell phones for certain grade levels and buildings. The district's rules for cell phones will be "away for the day" for students in grades kindergarten through eighth grade, and "time and place" (no cell phone use during instructional periods) for students in ninth through twelfth grades.

- (46) Acceptance of 2023-2024 Audit Report. The audit report was presented to the school board on January 29, 2025. The auditors issued a "clean," or unmodified, audit report for

the district. Boguszewski moved, Chu seconded acceptance of the 2023-2024 Financial Statements and Supplemental Information for Fiscal Year Ending June 30, 2024. Ayes: Anderson, Boguszewski, Chu, Gogins, Shaw. Nays: none. Absent: Clark. Motion carried unanimously.

- (47) Reschedule February 25, 2025, School Board Meeting. The Minnesota Secretary of State’s office has announced that a special primary may be scheduled for February 25, 2025, ahead of the special election to fill a vacancy for Minnesota House District 40B. Per Minnesota statute, the school board is unable to conduct a meeting between 6:00 p.m. and 8:00 p.m. on the day that an election is held within the boundaries of the school district. Anderson moved, Boguszewski seconded approval of a motion to reschedule the community input listening session and regular school board meeting to February 26, 2025, at 6:00 p.m. and 6:30 p.m., respectively. The board meeting will be held in the Fairview Room at Anpétu Těča Education Center. Ayes: Anderson, Boguszewski, Chu, Gogins, Shaw. Nays: none. Absent: Clark. Motion carried unanimously.

Board Reports. Frank Shaw and Todd Anderson attended the sixth grade Honors Chorus concert, which brings together sixth graders from across the district. Kitty Gogins attended events at Harambee Elementary School and Roseville Area High School for National African American Parent Involvement Day. Directors Gogins, Shaw, and Chu attended a meeting with teachers participating in the district’s Teacher Leader Program. Director Gogins also attended a Community Education Advisory Council meeting, and along with Director Chu, attended an Equity Leadership Advisory Council meeting. Mike Boguszewski recognized Alternative Education Week. Director Boguszewski attended an Advanced Academics and Talent Development Committee meeting. He also invited the community to join Harambee Elementary School for their upcoming pancake breakfast on March 1. Rose Chu and Todd Anderson attended one of the NAAPID events at Roseville Area High School. Chair Anderson also recognized February as Black History Month and congratulated Minnesota Teacher of the Year candidates from Roseville Area Schools.

Superintendent’s Report. Superintendent Loeck highlighted the district’s partnership with Do Good Roseville.

The Chair declared the meeting adjourned at 7:30 p.m.

Signed _____
Clerk

Approved _____
Chair

Meeting Date: February 26, 2025

PAYMENT OF BILLS:
-January 16 - January 31, 2025

That bills in the amount of: **\$19,004,318.82** by the following funds be approved:

GENERAL	\$6,254,846.59
FOOD SERVICE	\$360,532.27
COMMUNITY SERVICE	\$307,898.46
BUILDING FUND	\$85,999.23
DEBT FUND	\$9,773,185.83
READING RECOVERY	\$0.00
AMSD	\$13,508.84
OPEB DEBT	\$2,102,300.00
DENTAL INS FUND	\$41,611.94
NO SUBURBAN COLLABORATIVE	\$24,779.73
EXTRA CURRICULAR-STU ACTIVITY	\$39,655.93

RECOMMENDATION:

That above payments are included in check numbers:

WIRE TRANSFERS	202400363	through	202400397
CHECKS	360348	through	360895
CAPITAL ONE AP CHECKS	8850	through	8877
ACH A/P	242510603	through	242510693

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	\$1,697,447.44	\$38,448.29	\$91,247.42		\$9,771,760.83	\$41,611.94		\$3,667.17	\$2,101,825.00		\$15.00	\$13,746,023.09
CHECKS	\$2,453,489.59	\$232,663.36	\$58,335.72	\$85,999.23	\$1,425.00			\$720.43	\$475.00	\$24,779.73	\$39,640.93	\$2,897,528.99
CAPITAL ONE A/P	\$32,573.09	\$11,562.74	\$80.63									\$44,216.46
ACH A/P	\$11,744.69	\$247.66	\$357.06								\$0.00	\$12,349.41
VOID CHECKS	\$2,061,060.44	\$77,610.22	\$157,907.33					\$9,121.24			\$0.00	\$2,305,699.23
	(\$1,468.66)	\$0.00	(\$29.70)									(\$1,498.36)
TOTAL	\$6,254,846.59	\$360,532.27	\$307,898.46	\$85,999.23	\$9,773,185.83	\$41,611.94	\$0.00	\$13,508.84	\$2,102,300.00	\$24,779.73	\$39,655.93	\$19,004,318.82

BOND CONSTRUCTION FUNDS	January 1, 2025		Balance	
	Cash & Investments	Revenue	Disbursements	Remaining as of
	Balance	1/1 to 1/31	1/1 to 1/31	1/31/25
	\$8,547,211.50	\$16,556.98	\$6,344.54	\$8,557,423.94

RECOMMENDATION:

The above disbursements include check numbers:

CHECKS January 16 - January 31, 2025	102728	through	102729	\$5,404.26
WIRES		through		\$0.00
VOID CHECKS				\$0.00

Meeting Date

02/26/2025

Change of Position**Voight-fitzpatrick, Rvan**

Effective Date 01/06/2025

Brimhall Elementary

Student Success Program Assistant

Is working as a Long-Term Substitute Program Assistant for Ashley Bray from January 6, 2025, through April 4, 2025, and will return to his Out of School Time Specialist position on April 7, 2025.

Hired-Non-Licensed**Williams, Na'kiera**

Effective Date 02/14/2025

Roseville Area Middle School

Special Education Paraprofessional

Hired working 7 hours/day effective February 14, 2025.

Resignation-Non-Licensed**Alvarez, Amv**

Effective Date 02/14/2025

Little Canada Elementary

Out of School Time Site Coordinator

Resigned effective February 14, 2025.

Barrios Barrios, Xochilth

Effective Date 02/28/2025

Roseville Middle School

DLSI Paraprofessional

Resigned effective February 28, 2025.

Farah, Saido

Effective Date 02/20/2025

Parkview Center School

General Education Paraprofessional

Resigned effective February 20, 2025.

Gant, Tazhanae

Effective Date 02/19/2025

Roseville Area High School

Building Secretary

Resigned effective February 19, 2025.

Human Resources Information

5-C

Meeting Date

02/26/2025

Jones. Marlicia

Effective Date 02/25/2025

Parkview Center School

Special Education Paraprofessional

Resigned effective February 25, 2025.

Retirement

Berkas. Laura

Effective Date 06/11/2025

Edgerton Elementary

Elementary Teacher

Retiring effective June 11, 2025. Ms. Berkas worked for the district for 23 years.

GIFTS TO SCHOOLS 2024/25

SCHOOL BUILDING	NAME/ADDRESS OF DONOR	GIFT	USE
Anpétu Téča Education Center	Premier Banks 2866 White Bear Ave N Maplewood, MN 55109	\$200.00	Roseville Area Senior Program
Anpétu Téča Education Center	John Dawes 2830 Oxford St N Roseville, MN 55113	\$200.00	Roseville Area Senior Program
Falcon Heights Elementary School	Wendy Thompson 2938 Mildred Dr Roseville, MN 55113	\$1,000.00	Media center
Little Canada Elementary School	Little Canada Recreation Association 2900 Rice Street #320 Little Canada, MN 55113	\$8,000.00	Outdoor basketball hoop replacement
Roseville Area High School	RAHS Girls Hockey Booster Club 1240 County Rd B2 W Roseville, MN 55113	\$7,000.00	Additional coaching staff
Roseville Area High School	Roseville Boys Backcourt Club 1240 County Rd B2 W Roseville, MN 55113	\$9,596.08	Additional coaching staff, tournament fees, and clothing
Roseville Area High School	RAHS Gymnastics Booster Assoc. 1144 County Rd C2 W Roseville, MN 55113	\$1,000.00	Additional coaching staff
Roseville Area Schools	Janet Ahrens 5519 Vista Lejana NE Albuquerque, NM 87111-6728	\$200.00	623 Productions

Agenda Topic: Program Participation Report
Meeting Date: February 26, 2025
Contact Person: Jake Von De Linde, Niceta Thomas, Andrea Schmidt and Trina Hira

Background:

Jake Von De Linde, executive director of teaching and learning; Trina Hira, advanced academics and talent development coordinator; Andrea Schmidt, activities director and associate principal at Roseville Area High School; and Niceta Thomas, executive director of student services, will report on student participation in programming including special education, advanced academics and talent development, and activities and athletics.

Recommendation:

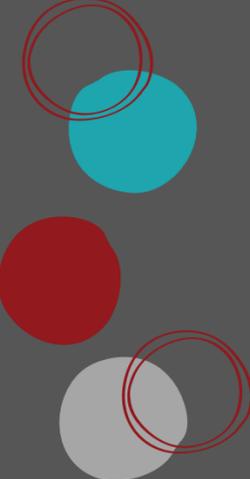
Action Required Informational – No Board Action Requested



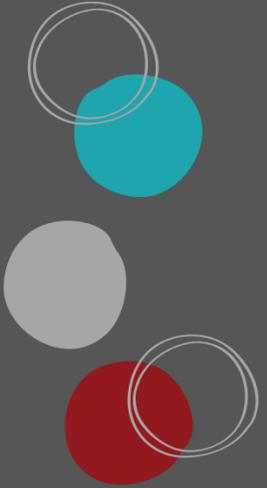
ROSEVILLE AREA SCHOOLS

2023-24 Program Participation Report

February 26, 2025



District Goals & Key Strategies

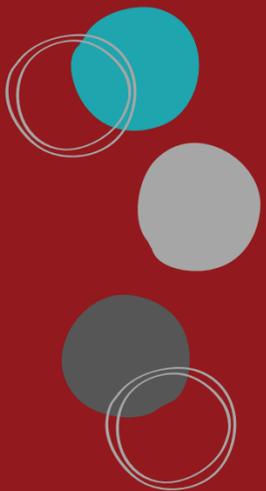
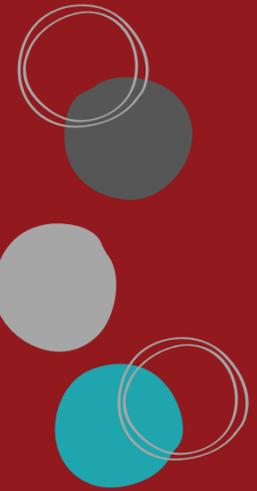


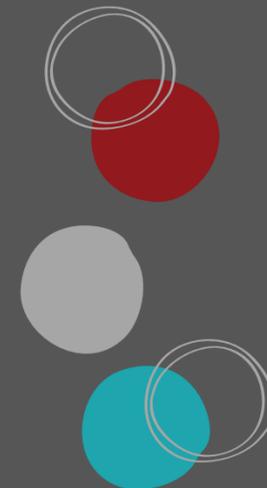
District Goal #1

Our graduates are prepared to achieve their goals and aspirations.

Strategies

- **Deliver a challenging, joyful, and safe learning environment**
- **Deliver innovative, effective practices and systems**

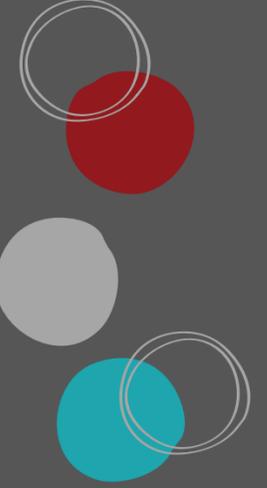




District Goal #2

Our learners contribute to an equitable, caring society.

Strategies

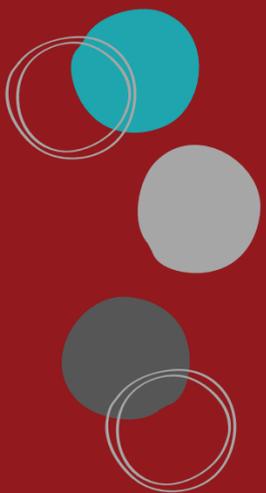
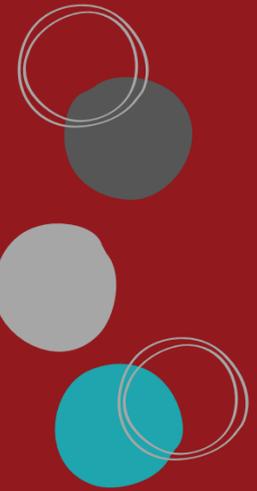
- Cultivate student engagement and joy in learning
 - **Amplify student leadership and voice in decision making**
 - **Support learner resiliency (student social and emotional learning and mental health)**
- 

District Goal #3

**We are a culturally responsive,
inclusive, anti-racist district.**

Strategies

- **Build a culture of belonging where all feel welcome, included, and safe**

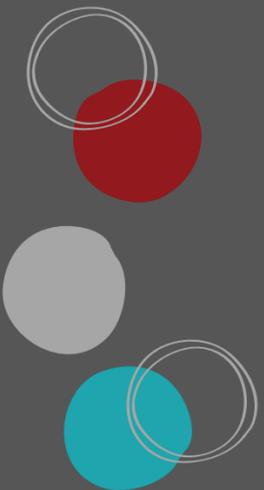
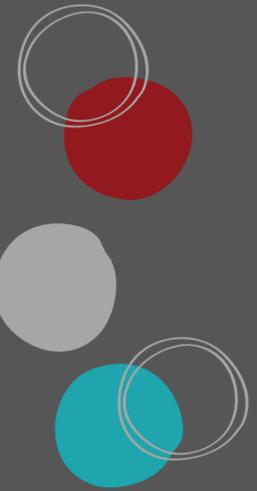


District Goal #4

The community is united behind meeting student needs.

Strategies

- Build a culture of belonging

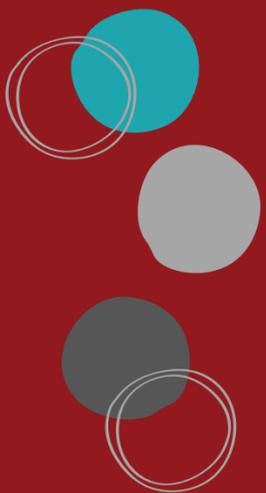
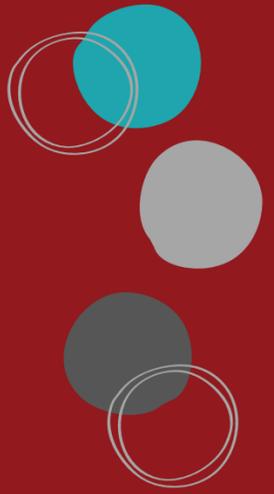


District Goal #5

We are financially secure

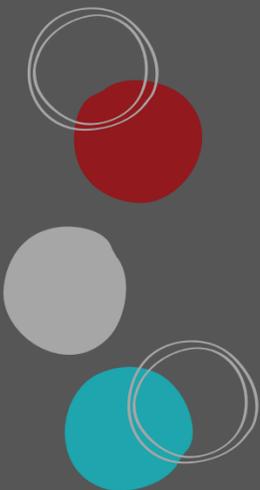
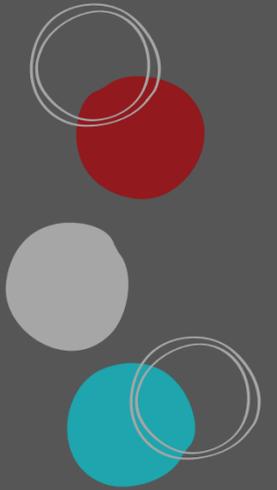
Strategies

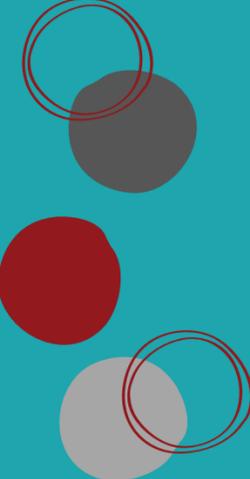
- Cultivate and maintain community trust



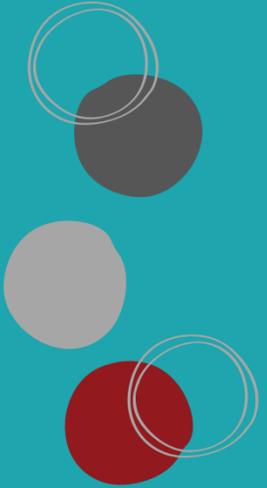
Information about the Program Participation Report

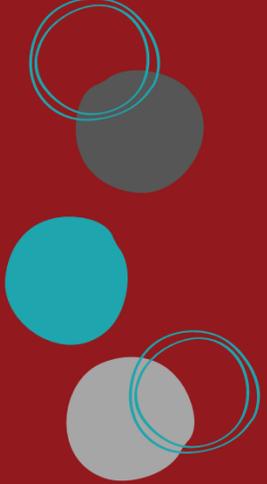
- This report is provided for our school board and educational stakeholders as an update on areas of the strategic plan
- The information and data in this report is used by school district staff to review trends and take responsibility to interrupt our systems that create inequities
- Staff use the information and data in this report to better serve our students and change the educational experience for our students who are furthest from justice



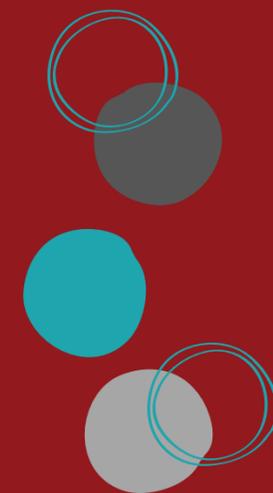


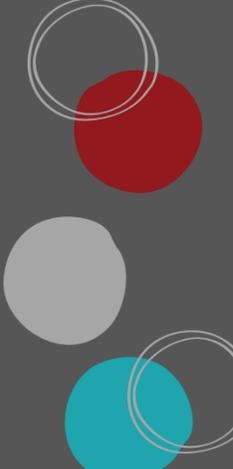
Report Sections:

- **Advanced Academics and Talent Development**
 - **Activities and Athletics**
 - **Special Education**
- 



Advanced Academics and Talent Development

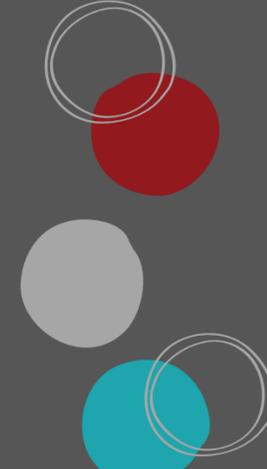


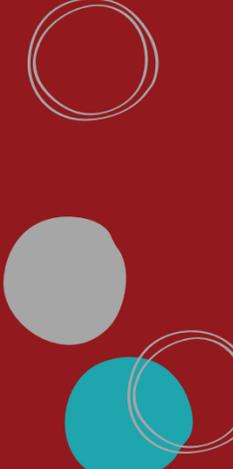


Advanced Academics and Talent Development (AATD)

Identified grades 3-12

Informally Identified K&1





Advanced Academics and Talent Development (AATD)

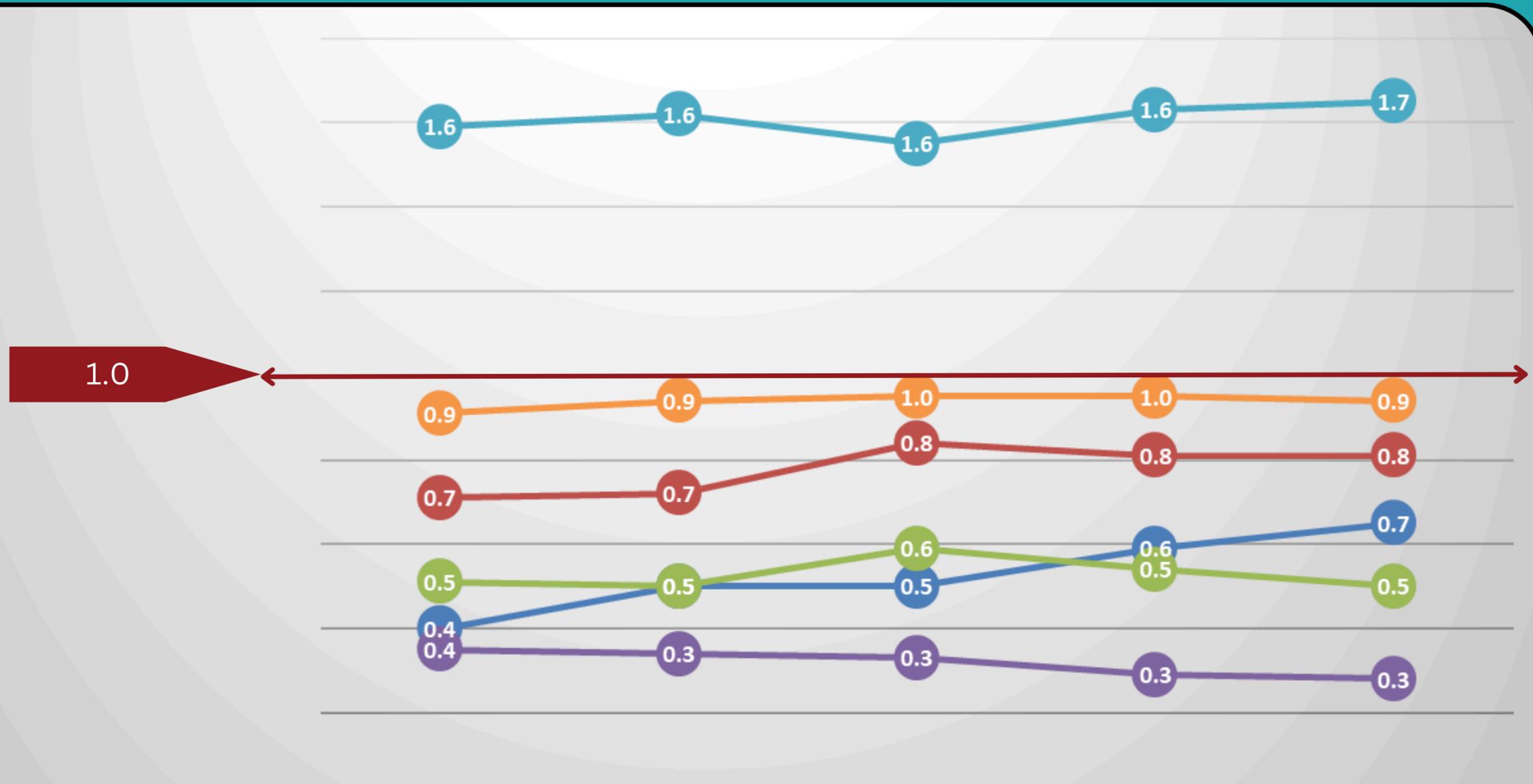
Identification through universal screening in K-4

**Identified students require advanced academic programming
beyond what is offered at grade level**



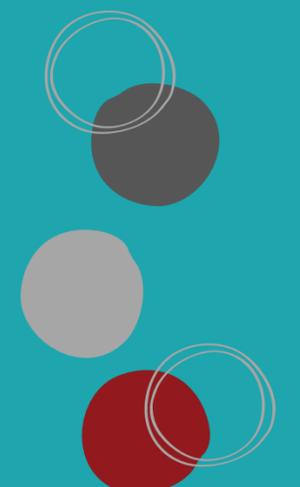
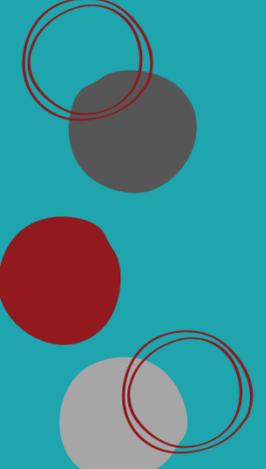
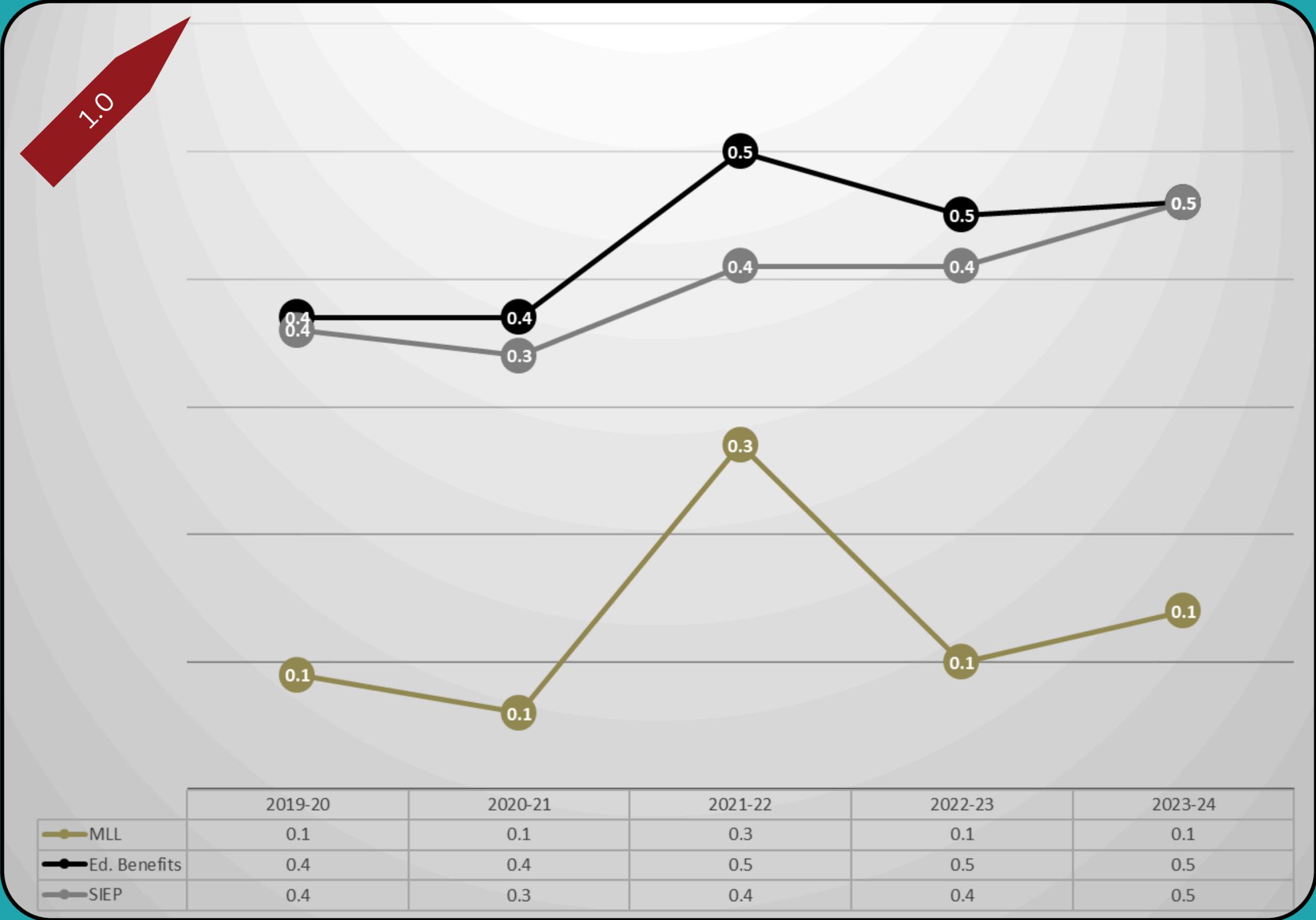
Enrichment, Acceleration

AATD Trends by Race/Ethnicity

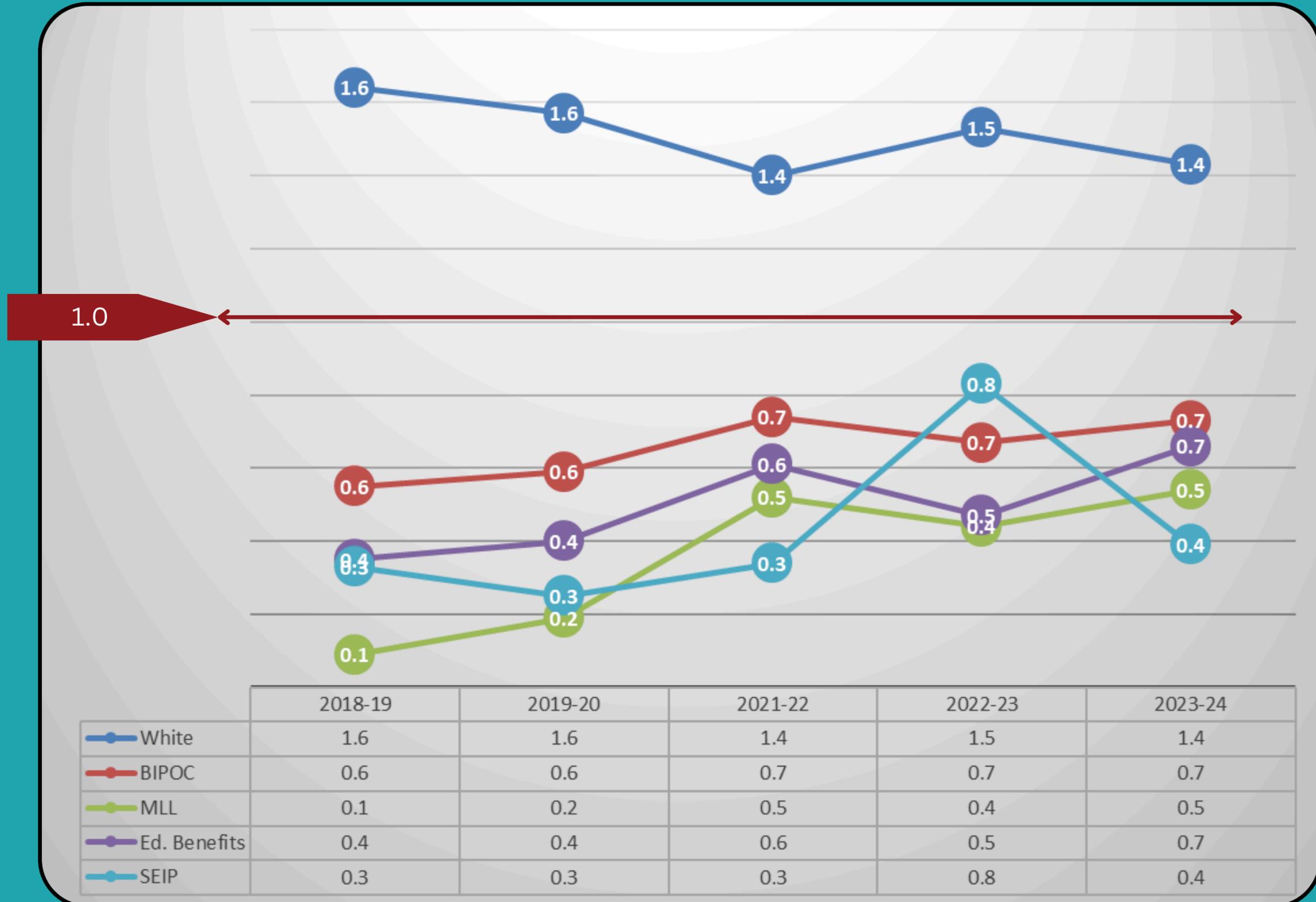


	2019-20	2020-21	2021-22	2022-23	2023-24
American Indian	0.4	0.5	0.5	0.6	0.7
Asian	0.7	0.7	0.8	0.8	0.8
Hispanic	0.5	0.5	0.6	0.5	0.5
Black	0.4	0.3	0.3	0.3	0.3
White	1.6	1.6	1.6	1.6	1.7
Multiracial	0.9	0.9	1.0	1.0	0.9

AATD by Student Groups

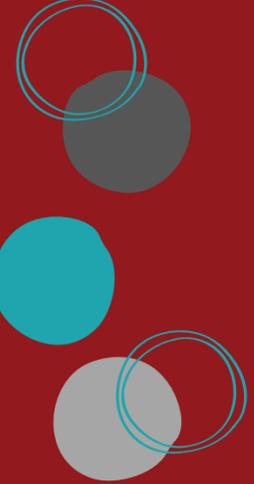


AATD Initial Identification by Student Groups

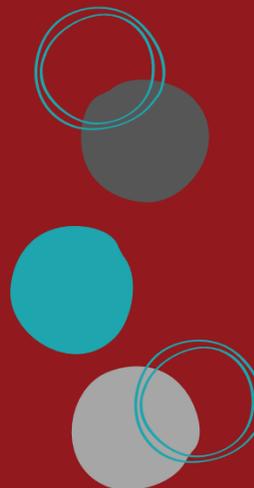


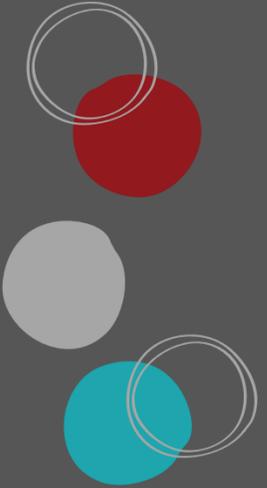
1.0

- White
- BIPOC
- MLL
- Ed. Benefits
- SEIP



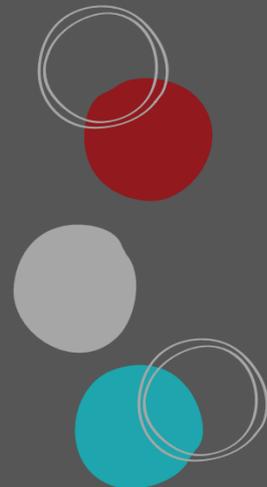
Activities and Athletics





Secondary Activities

5 Activities Categories:

- Academic Groups
 - Athletics
 - Clubs
 - Fine Arts
 - Community Education Courses
- 

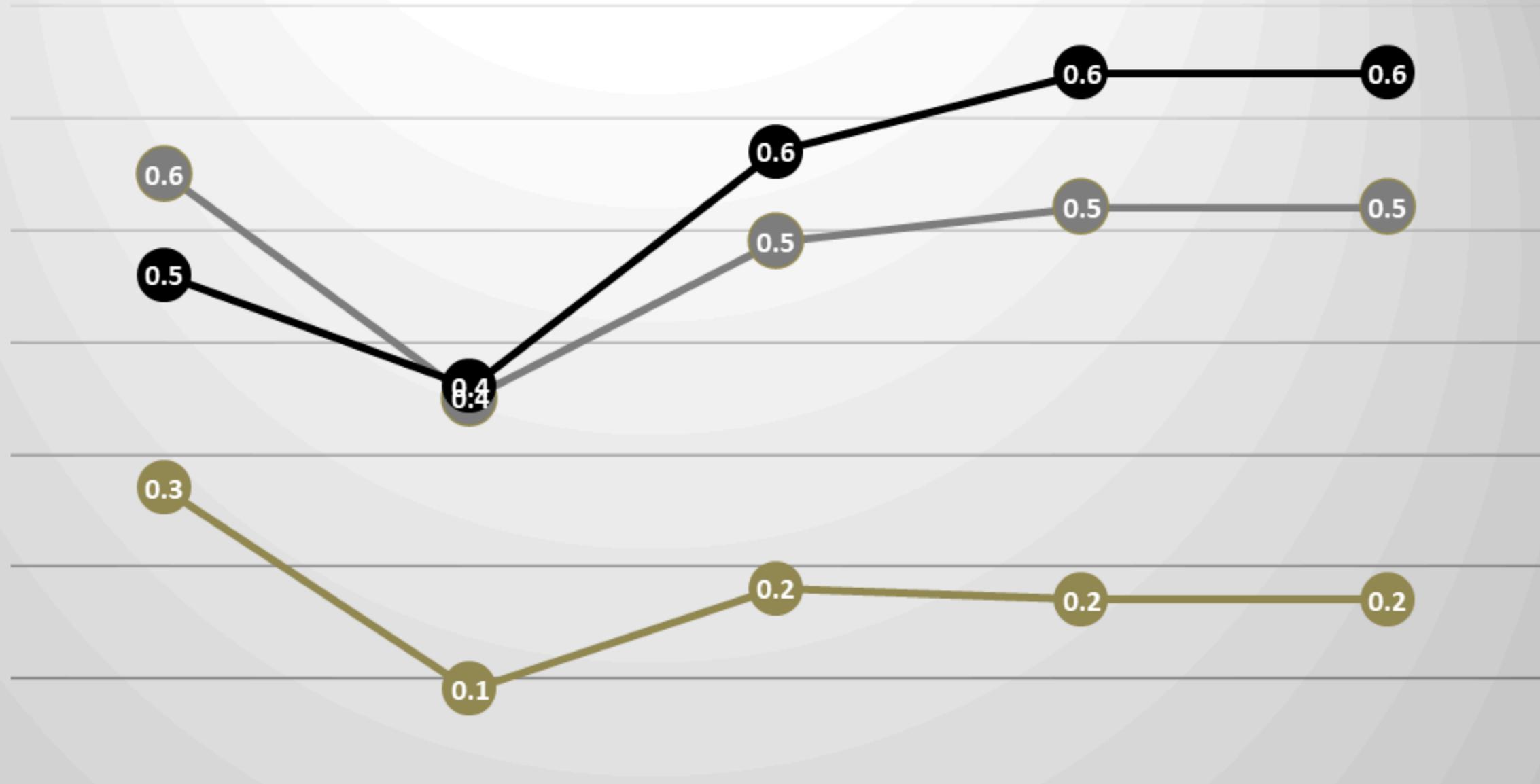
Activities Trend by Race/Ethnicity



	2019-20*	2020-21*	2021-22	2022-23	2023-24
American Indian	0.3	0.5	0.2	1.3	1.3
Asian	0.7	0.6	0.6	0.7	0.7
Hispanic	0.4	0.4	0.5	0.4	0.4
Black	0.7	0.4	0.6	0.5	0.5
White	1.4	1.7	1.5	1.6	1.6
Multiracial	1.3	0.8	1.0	0.9	0.9

Activities Trend by Student Groups

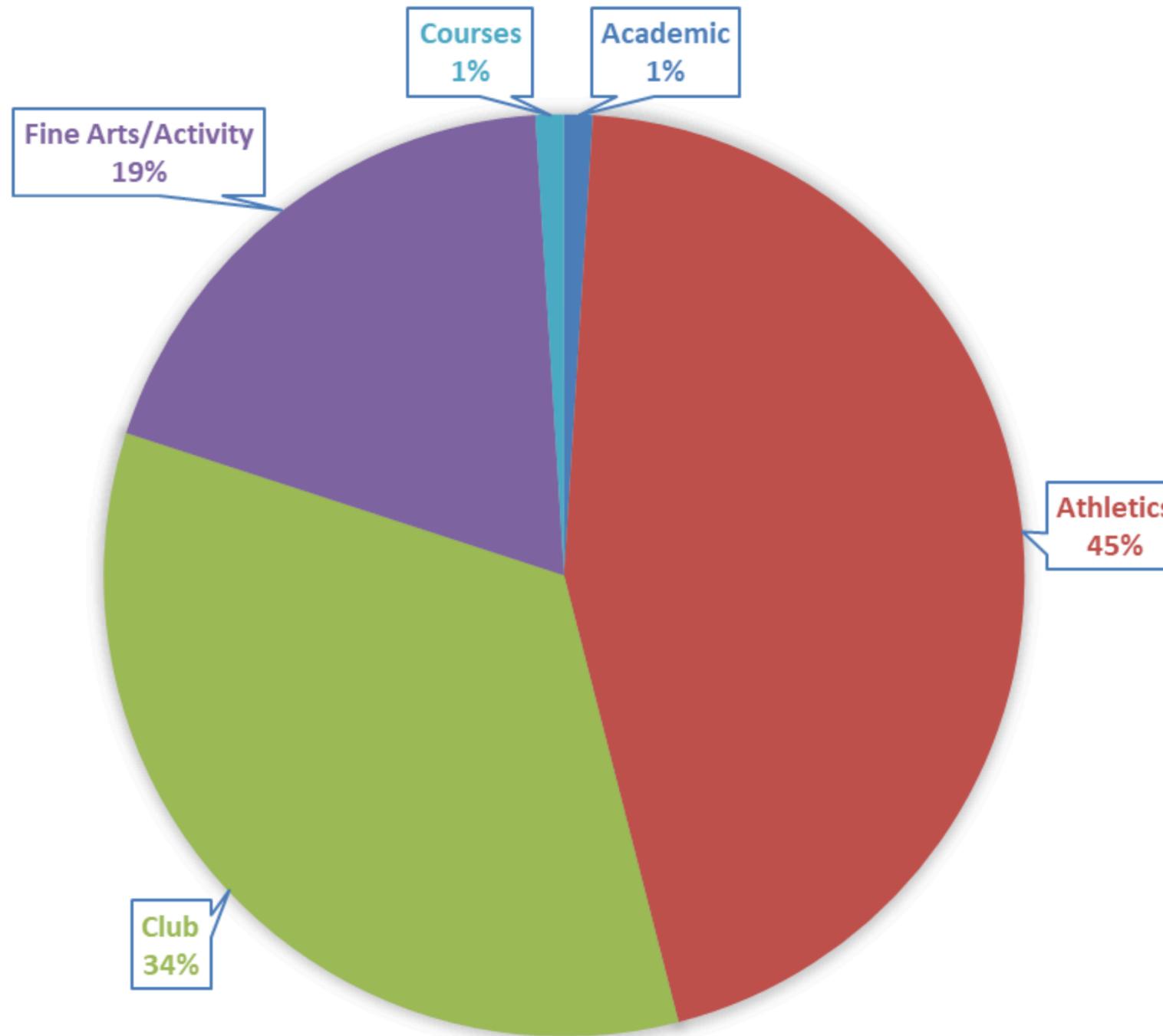
1.0



	2019-20*	2020-21*	2021-22	2022-23	2023-24
MLL	0.3	0.1	0.2	0.2	0.2
Ed. Benefits	0.6	0.4	0.5	0.5	0.5
SIEP	0.5	0.4	0.6	0.6	0.6

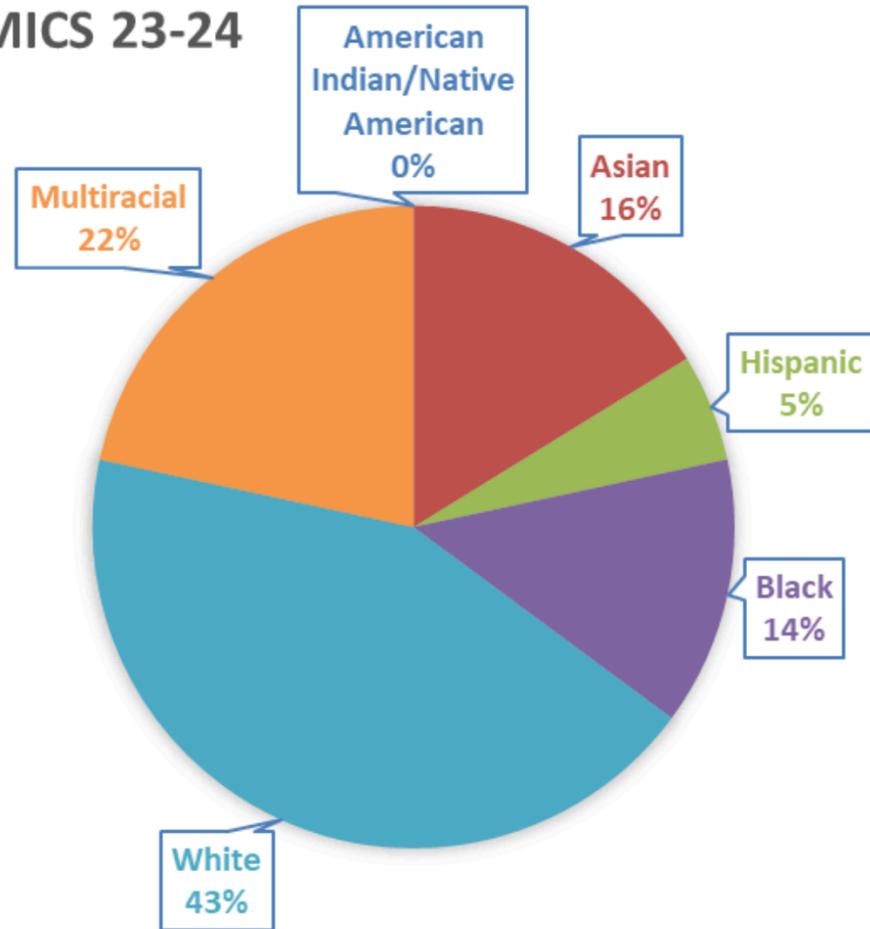
Secondary Activities

SECONDARY ACTIVITIES CATEGORY SUMMARY

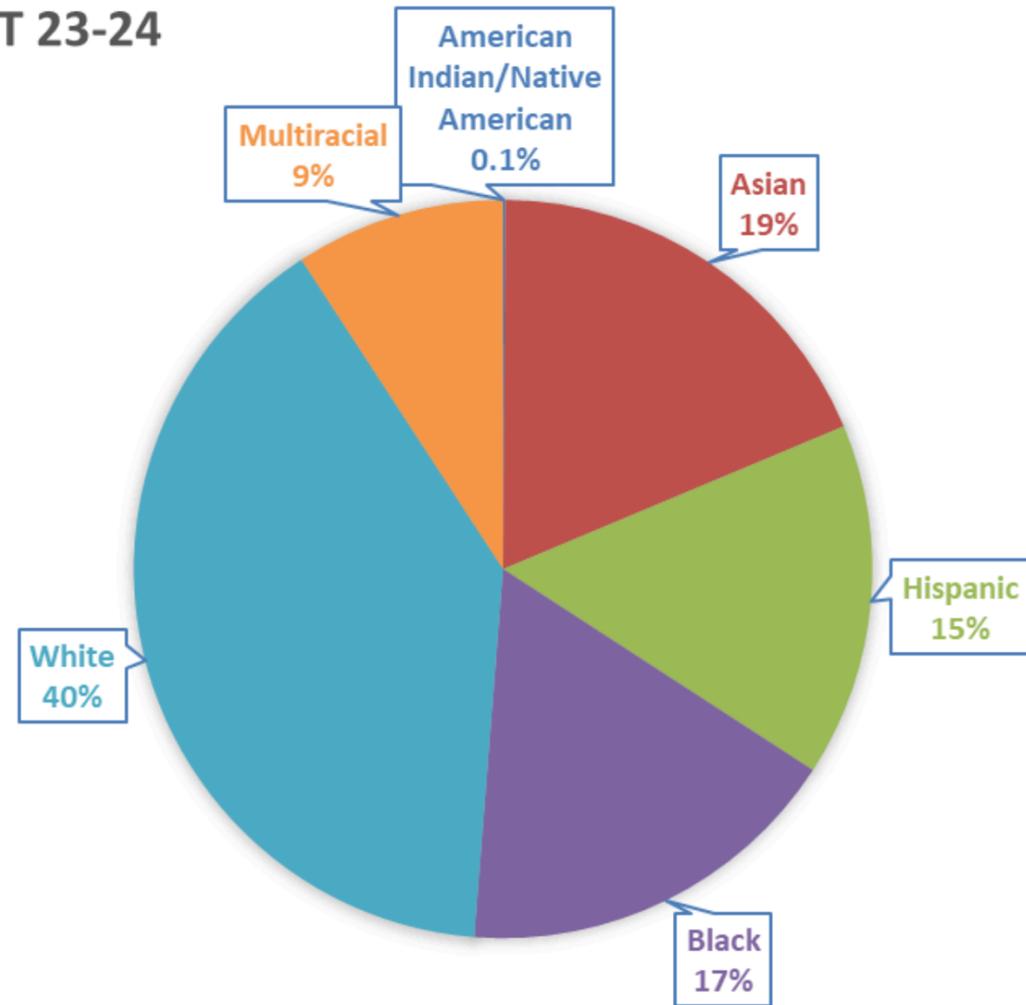


Activities: Academics

ACADEMICS 23-24

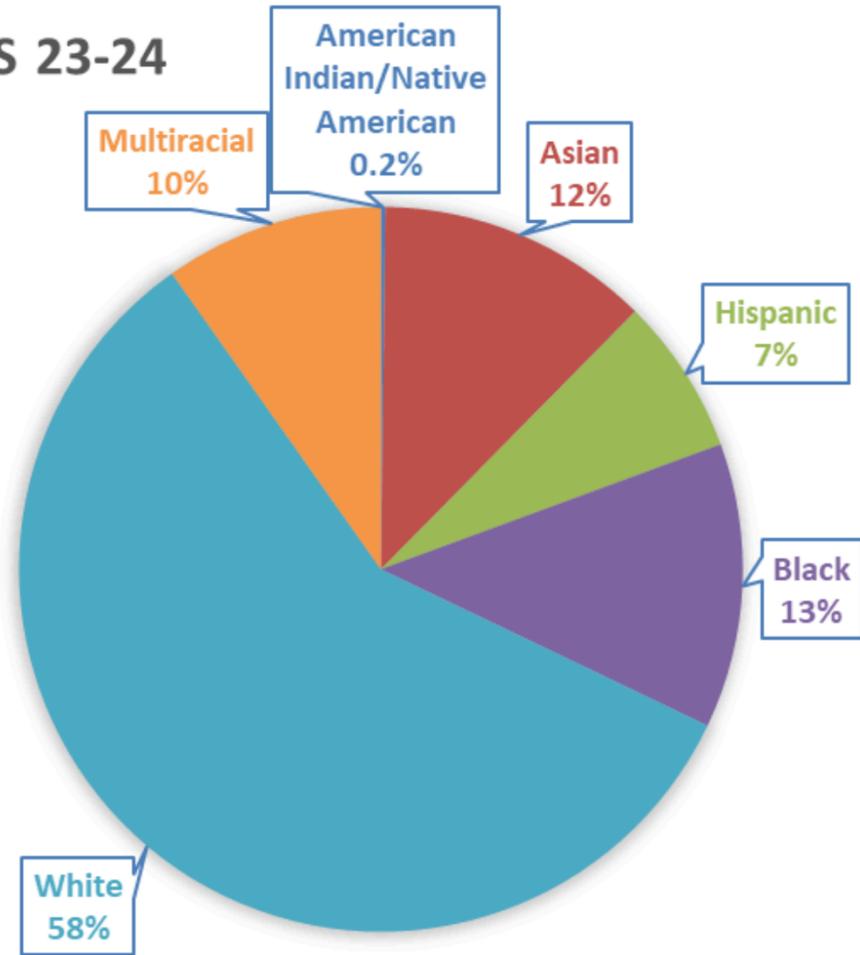


DISTRICT 23-24

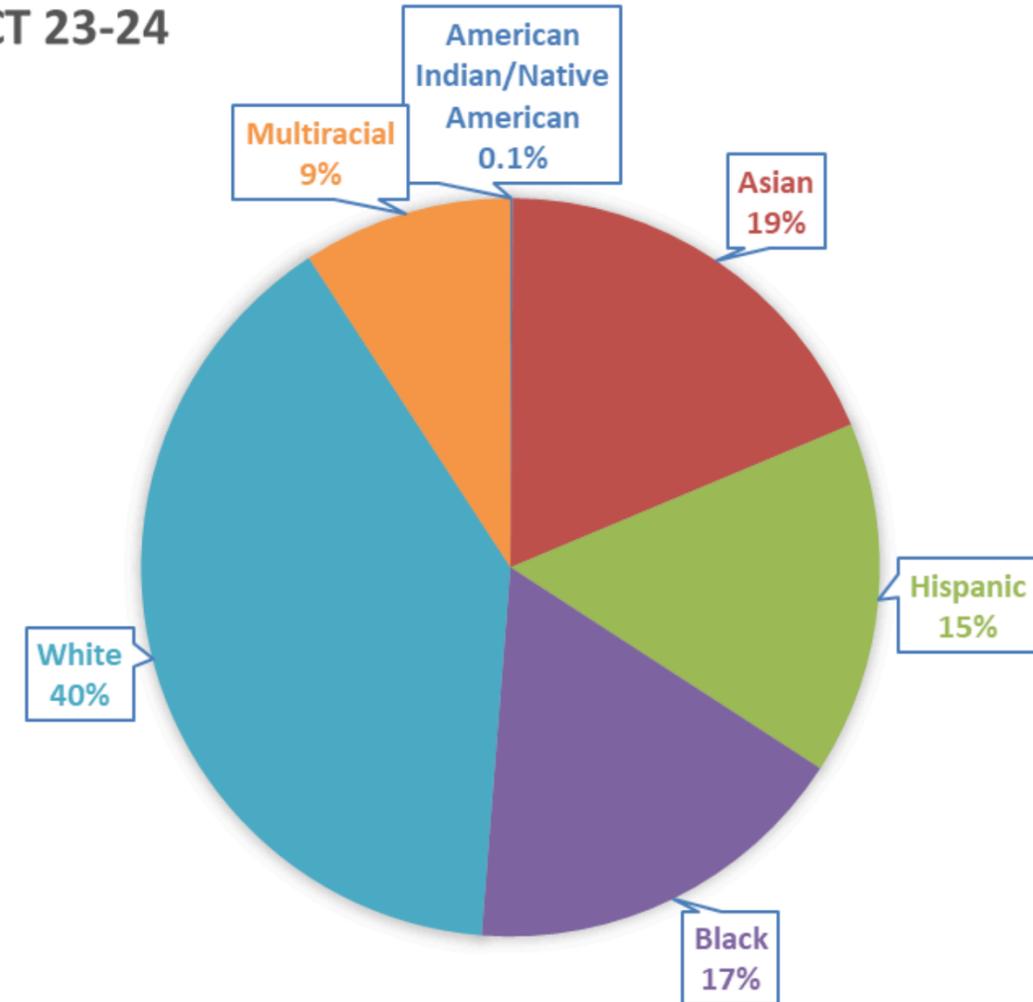


Activities: Athletics

ATHLETICS 23-24

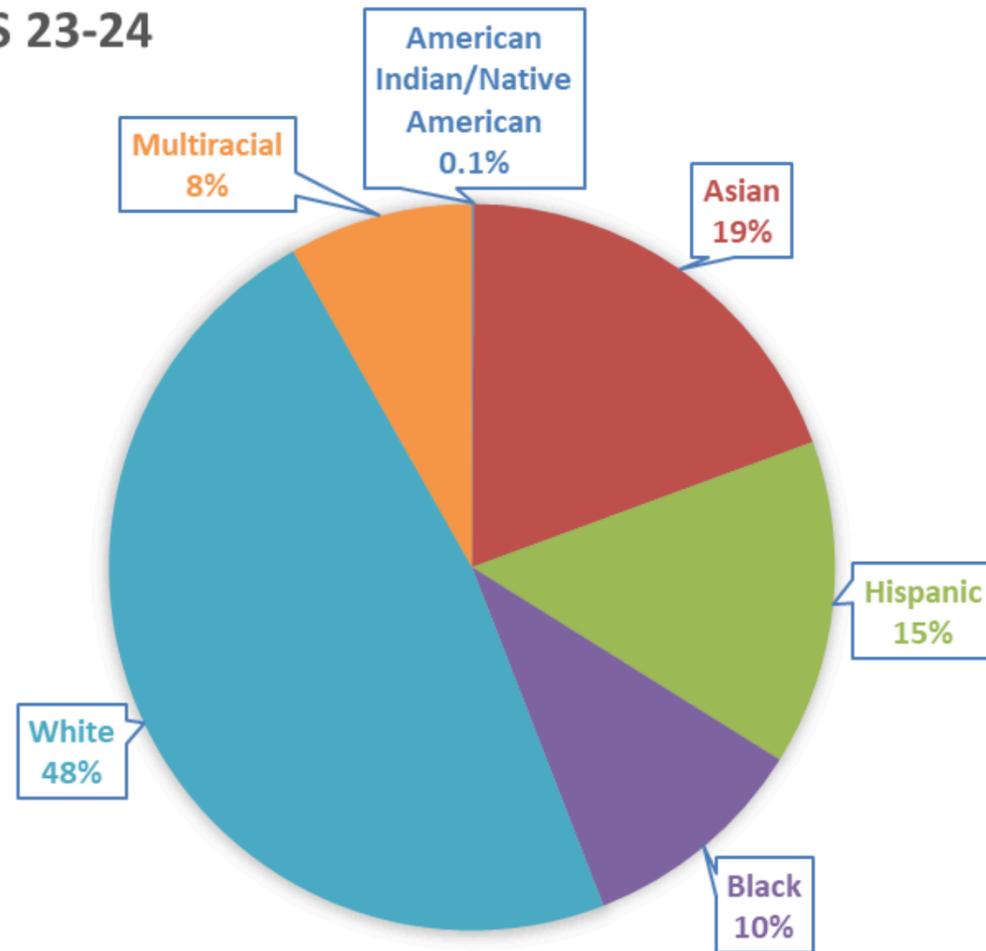


DISTRICT 23-24

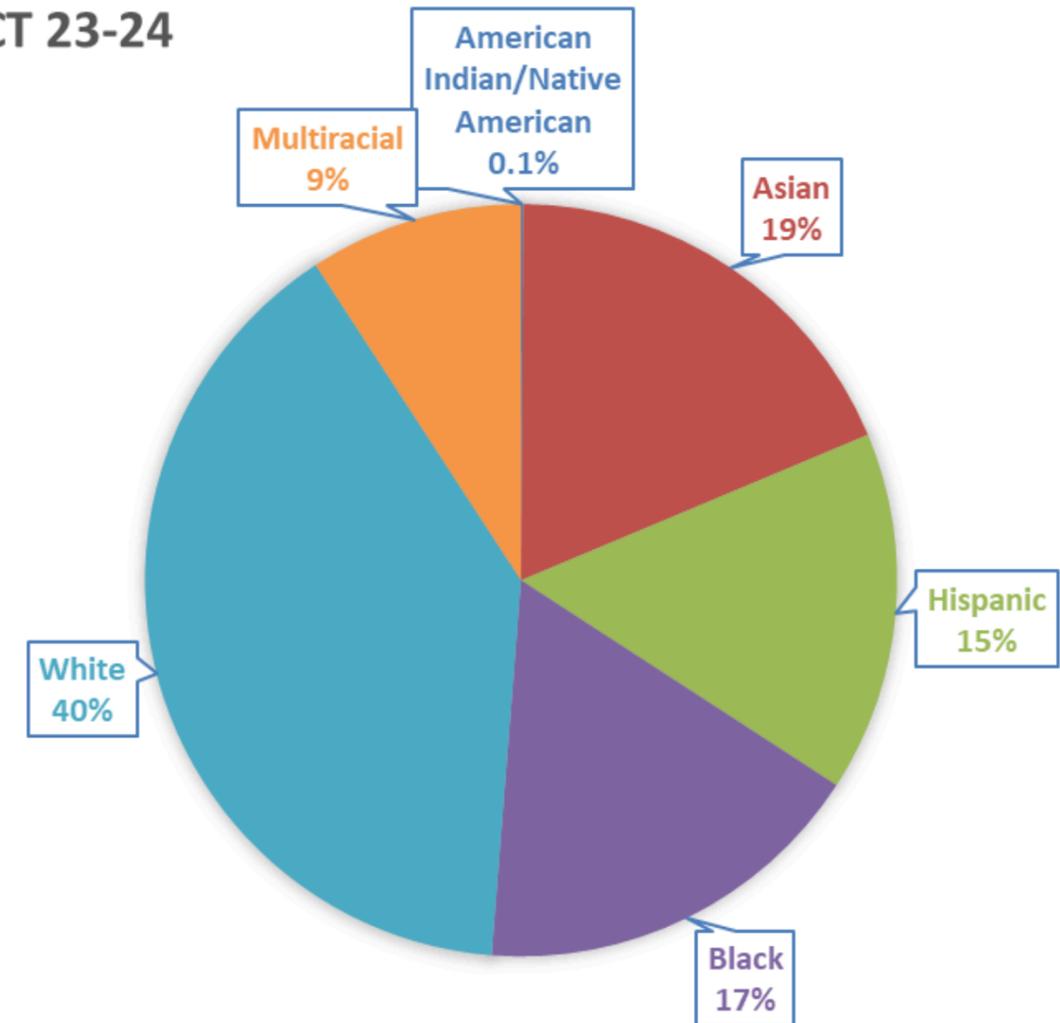


Activities: Clubs

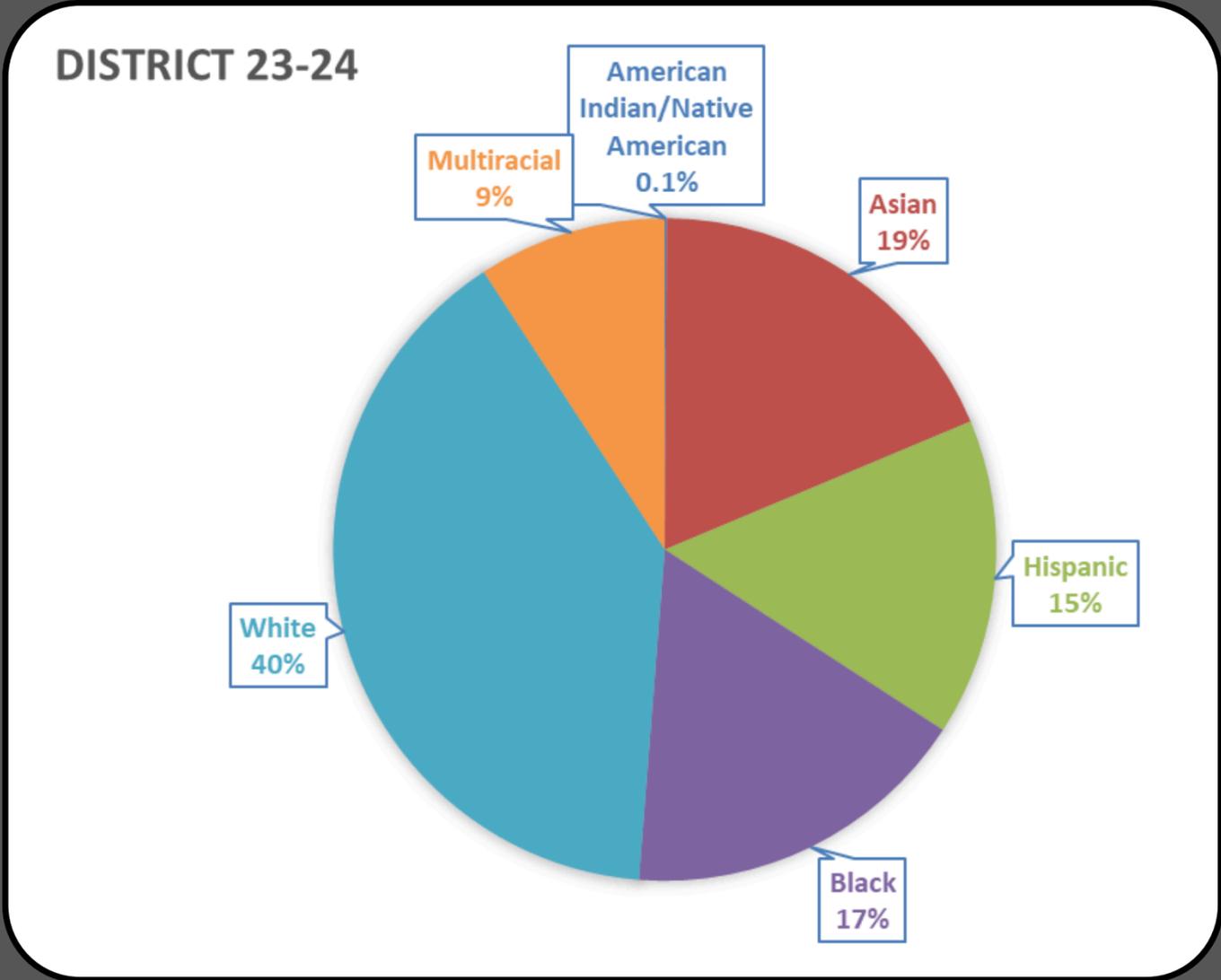
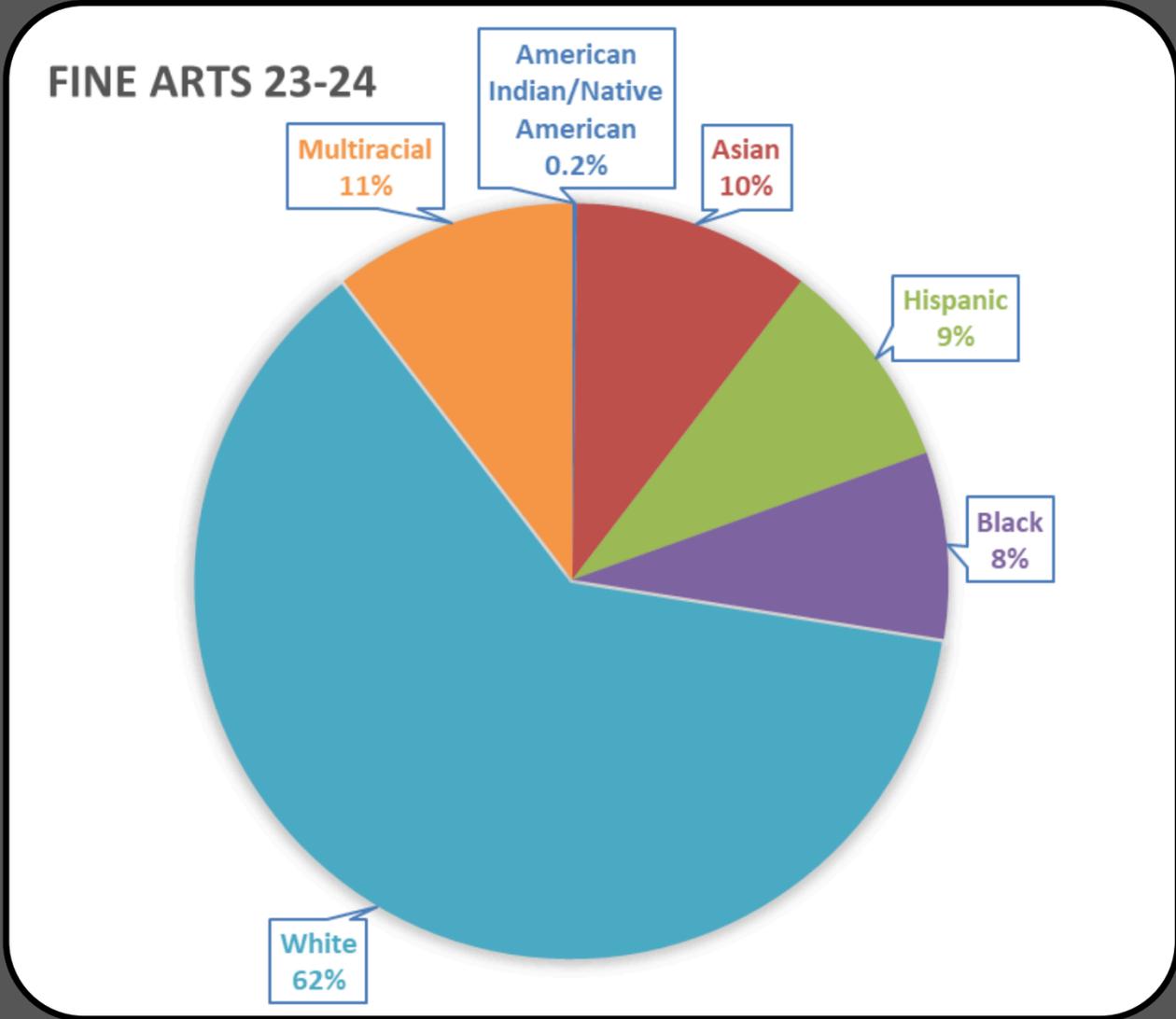
CLUBS 23-24

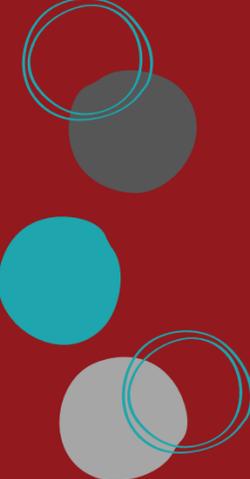


DISTRICT 23-24

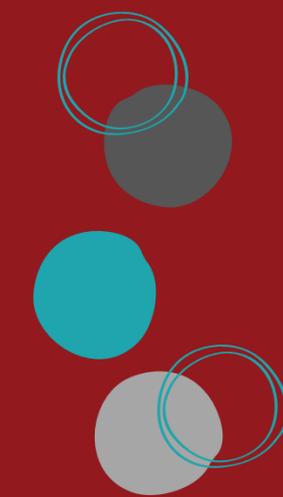


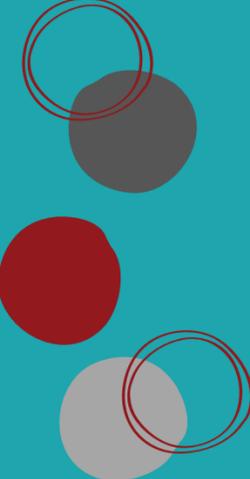
Activities: Fine Arts





Special Education



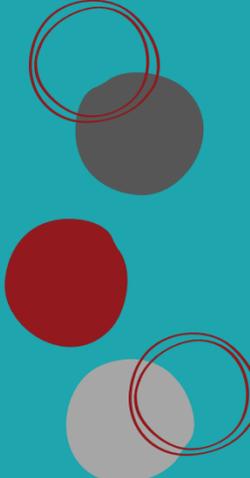


Initial Referrals

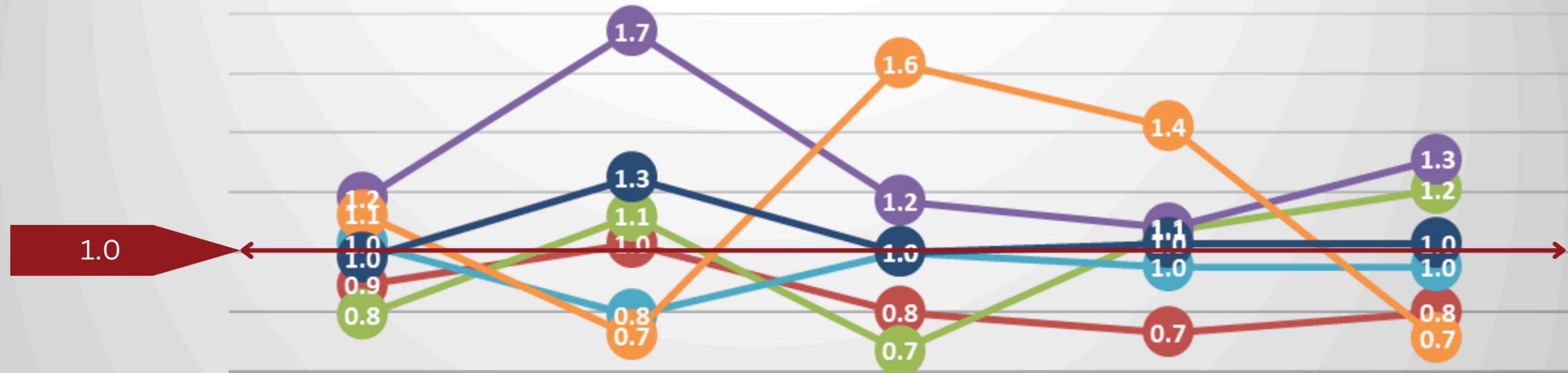
Met criteria to be evaluated for special education

- **May or may not qualify**

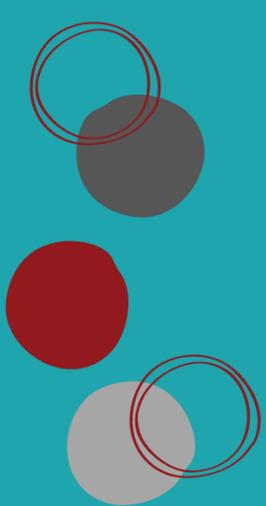
Data is monitored for over/under representation



Special Education Referrals Trend by Race/Ethnicity



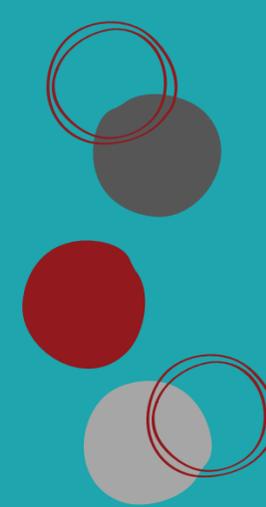
	2019-20	2020-21	2021-22	2022-23	2023-24
American Indian					
Asian	0.9	1.0	0.8	0.7	0.8
Hispanic	0.8	1.1	0.7	1.1	1.2
Black	1.2	1.7	1.2	1.1	1.3
White	1.0	0.8	1.0	1.0	1.0
Multiracial	1.1	0.7	1.6	1.4	0.7
BIPOC	1.0	1.3	1.0	1.0	1.0



Students Served in Special Education

Students receiving special education instruction or services

Differ from referral slides as students have been referred, qualified for and currently served

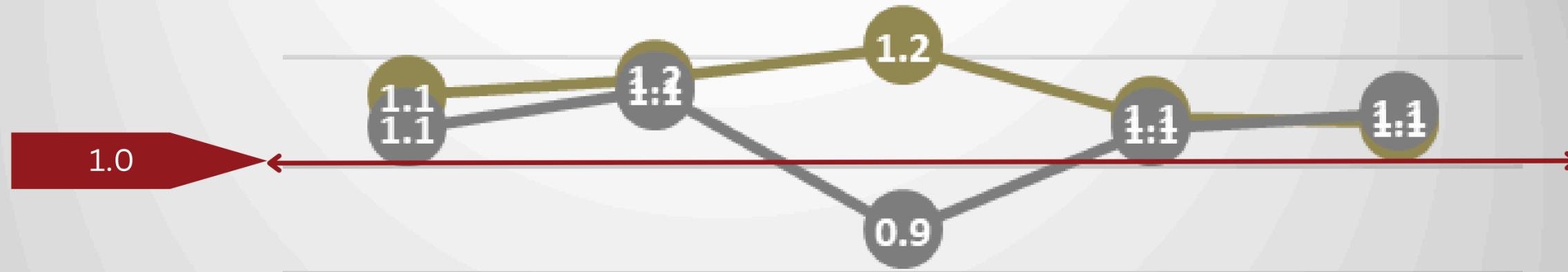


Special Education Trend by Race/Ethnicity

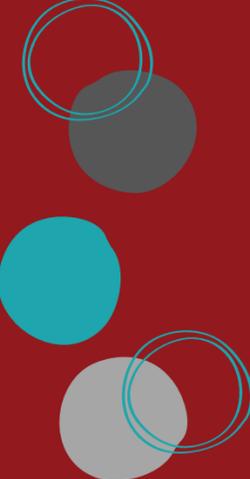


	2019-20	2020-21	2021-22	2022-23	2023-24
American Indian	1.5	1.8	1.3	1.4	1.6
Asian	0.7	0.7	0.8	0.8	0.8
Hispanic	1.1	1.2	1.0	1.0	1.0
Black	1.1	1.1	1.2	1.1	1.0
White	1.0	1.0	1.0	1.0	1.0
Multiracial	1.3	1.3	1.3	1.3	1.4

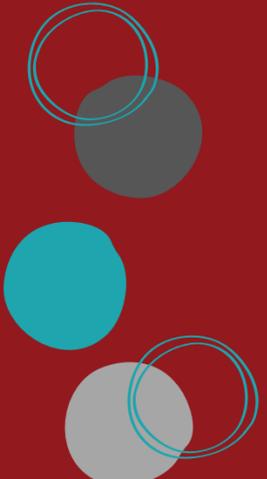
Special Education Trend by Student Groups



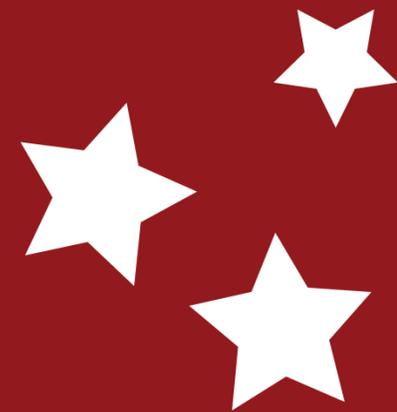
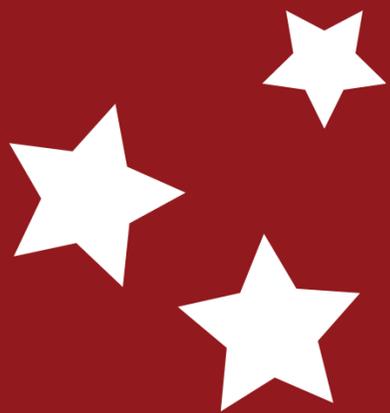
	2019-20	2020-21	2021-22	2022-23	2023-24
MLL	1.1	1.2	1.2	1.1	1.1
Ed. Benefits	1.1	1.1	0.9	1.1	1.1



District Response

- **AATD identification improvements**
 - **AATD participation vs identification**
 - **Comprehensive Needs Assessment for programs and activities**
 - **Including more information from 7/8 activities:**
 - **Unity Center participation**
 - **More student affinity groups**
 - **Data review and update for activities**
 - **Student Assistance Teams process alignment (MTSS)**
- 

Questions and Discussion



Agenda Topic: American Indian Program Report
Meeting Date: February 26, 2025
Contact Person: Delon Smith and Gabriella Carroll

Background:

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

Director Smith will be joined by American Indian Education program staff.

Recommendation:

Action Required

Informational – No Board Action Requested

Program Update





What is American Indian Education?

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

Why do we provide American Indian Education?

American Indian Education Act of 1988., MN Statute 124D.72
Policy, 124D.74 American Indian Education Programs, 124D.78
Parent and Community Participation, 124D.81 American Indian
Education Aid

Who is eligible to participate in Roseville Indian Education?

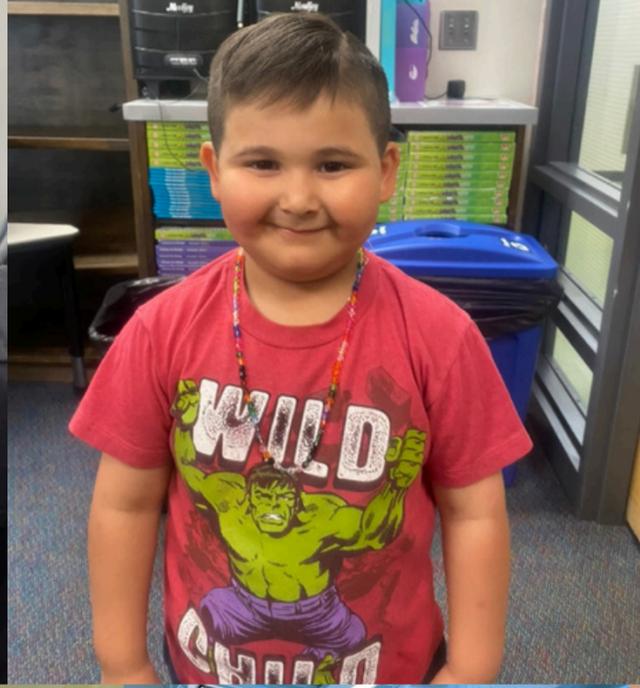
All students who identify as North American Indian on synergy

Affinity Groups at Elementary Level

Affinity Groups at the Elementary Level happen Bi-weekly for 30-40 minutes. Students are provided with a cultural learning experience. This year's lessons included seven grandfather teachings, Indigenous beading, and Dakota colors.

Affinity Groups at Secondary Level

Students meet weekly in grade-level large, small, or school-wide groups. Cultural lessons include discussions on tribal sovereignty or advanced beading techniques.

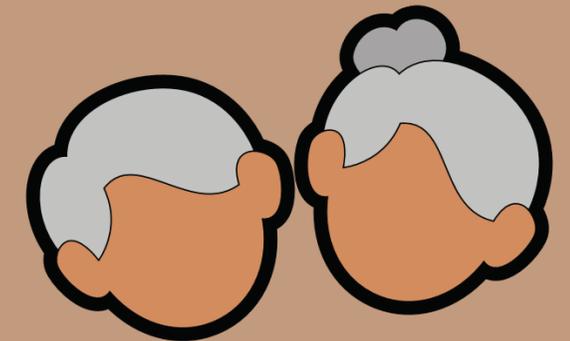


**What have our Native
American students
been learning in
group?**

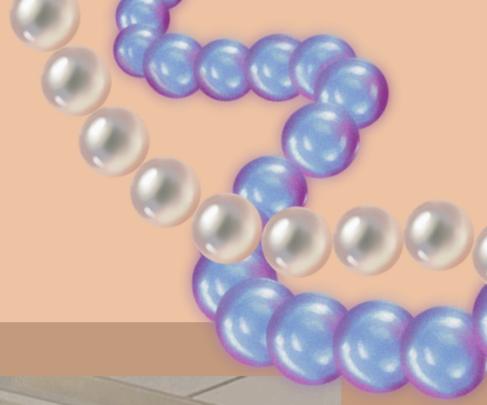
Moccasin Game



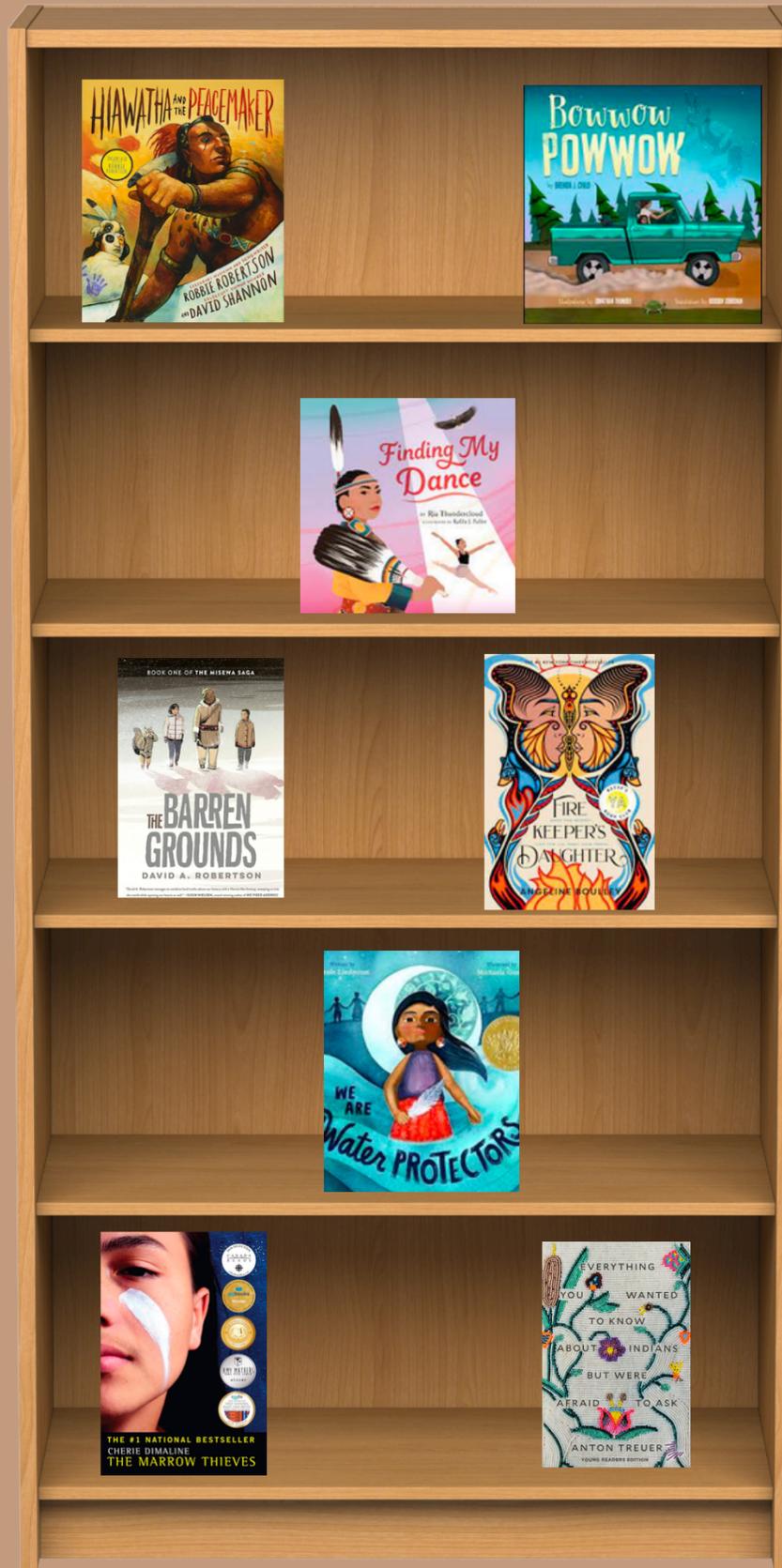
Honoring our Elders



Beading Circles



Provided Indigenous authored books to each program participant



Field Trips

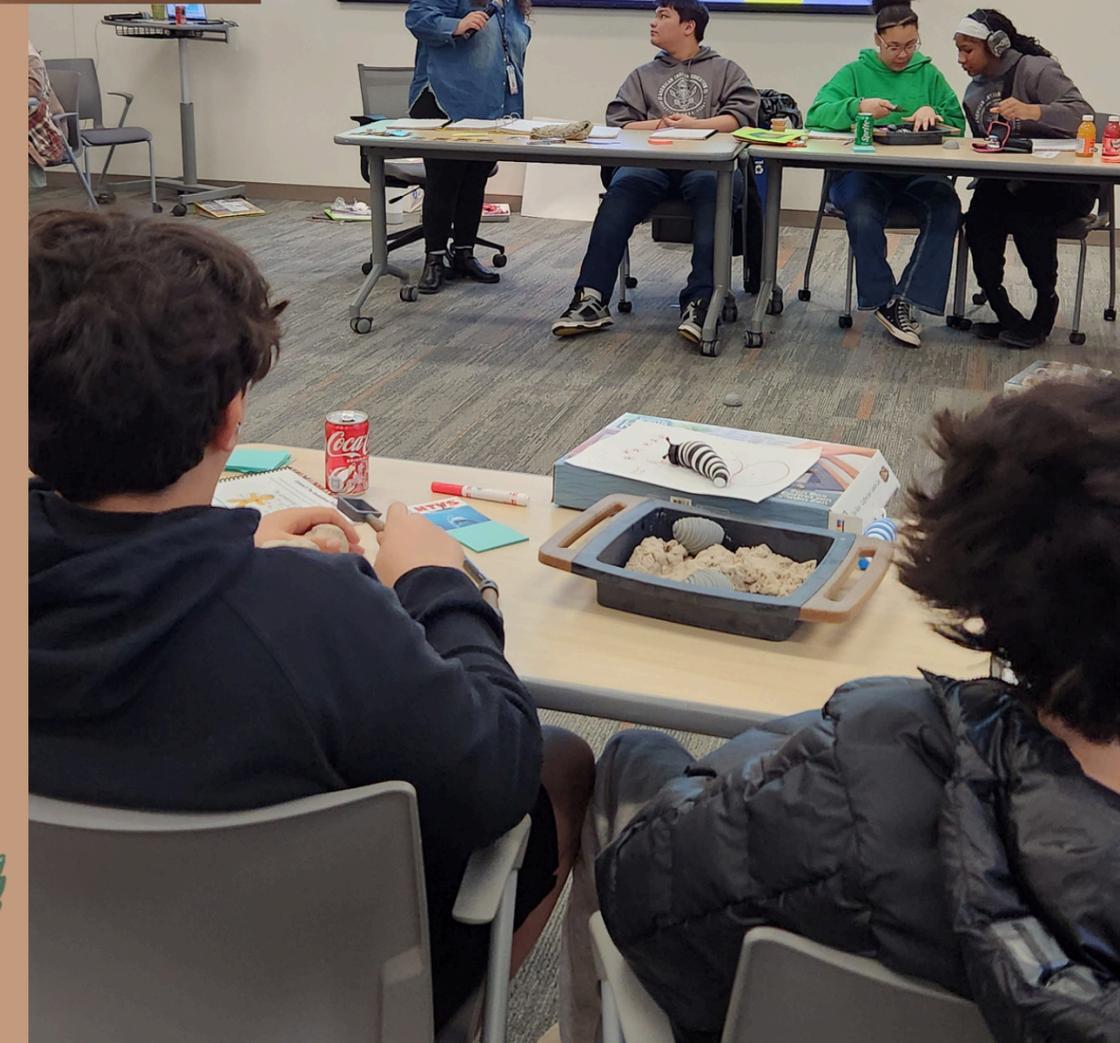
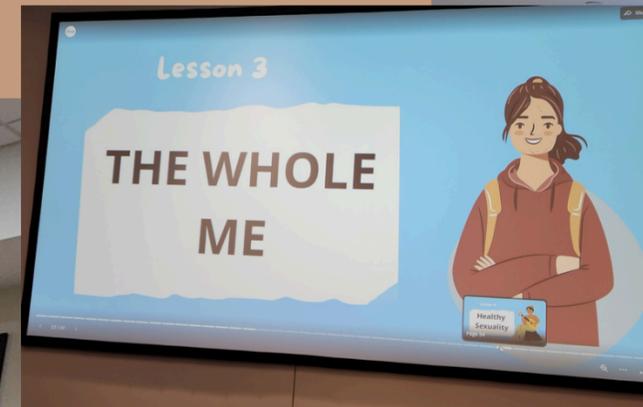
Field Trip to Minnesota Historical Society



Field Trip to Mall of America



Live-It Retreat



Family Activities

Family Beading Circles

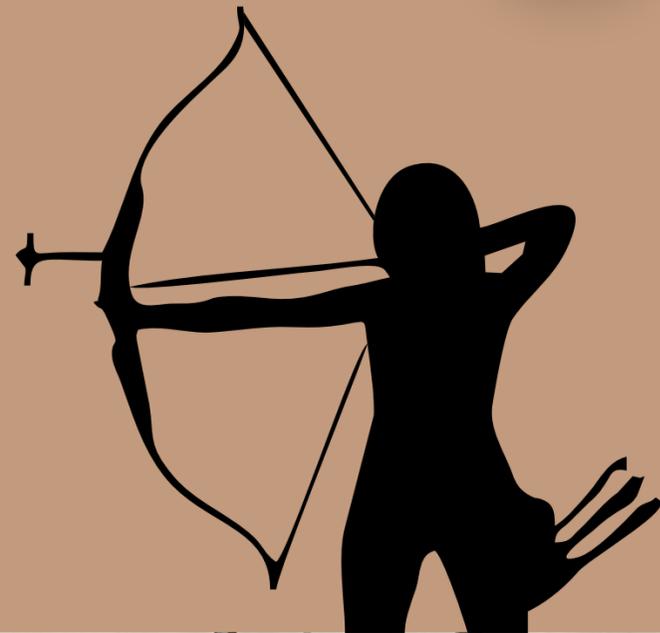
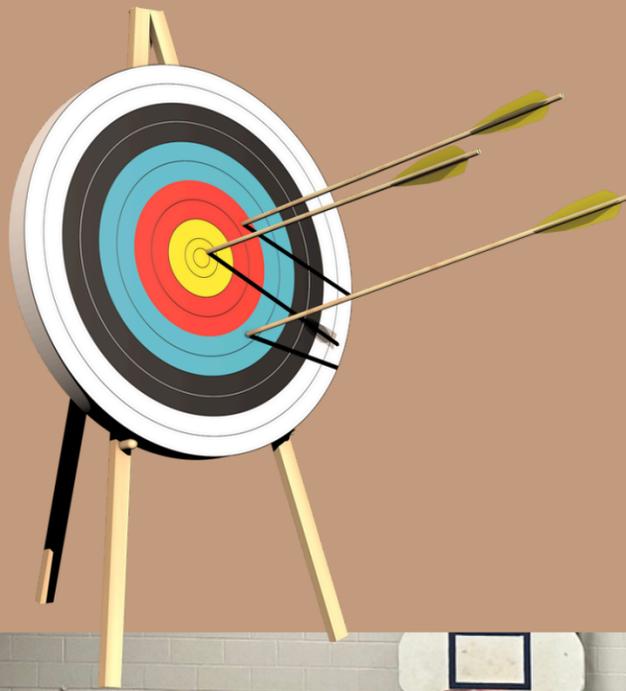




Native American Heritage Month Fall Celebration



Archery

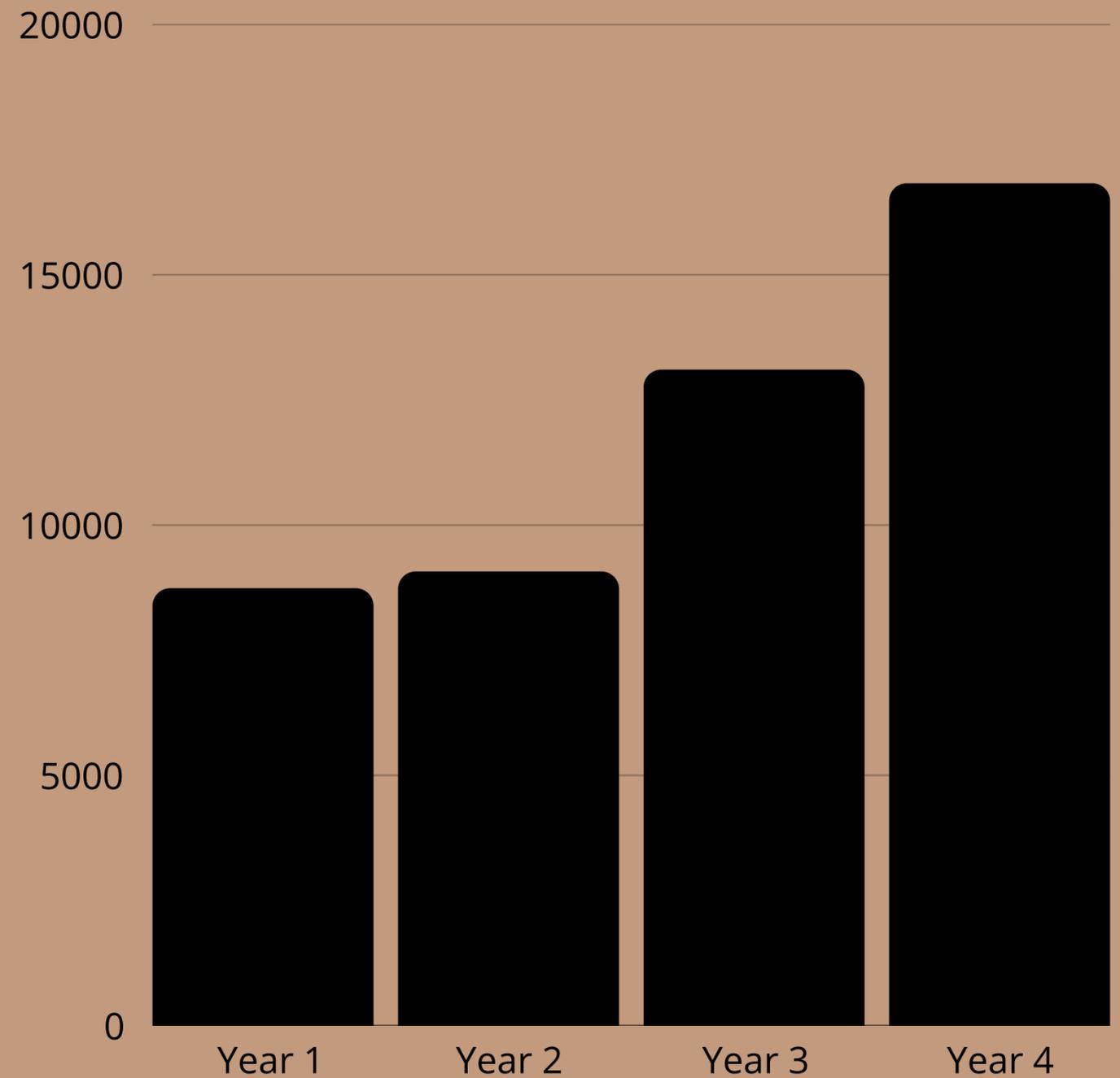


**How is American
Indian Education
Program funded?**

Federal Funding

EASIE

- Department of Indian Education
- 506 forms



State Funding

American Indian Education Aid

- Minnesota Department of Education
- Before SY23-24: Twenty American Indian students generate a base award of \$20,000, and each American Indian student beyond that generates an additional \$358.
- After SY23-24: Twenty American Indian students generate a base award of \$40,000, and each American Indian student beyond that generates an additional \$500.



SAVE THE DATE



American Indian Education Powwow

Saturday, April 12th
Champlin Park High School
6025 109th Ave N,
Champlin, MN 55316



Agenda Topic: American Indian Education Transmittal of Resolution and Parent Committee Roster
Meeting Date: February 26, 2025
Contact Person: Delon Smith

Background:

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

The American Indian Parent Advisory Committee passed a resolution of non-concurrence on February 18, 2025. A resolution of non-concurrence means that the American Indian Parent Advisory Committee finds that the district has not been meeting the needs of American Indian students.

Recommendation:

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

 X Action Required

 Informational – No Board Action Requested

AIPAC Resolution 2025

Focus Area	Measurable Goal	Progress towards Goal	Is Progress sufficient for concurrence?
Support postsecondary preparation for pupils			
Support the academic achievement of American Indian students			
Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils			
Provide positive reinforcement of the self-image of American Indian pupils			
Develop intercultural awareness among pupils, parents, and staff			
Supplement (not supplant) state and federal educational and co-curricular programs			

Area 1—By spring of 2025, 78% of Native American students at Roseville Area High School will have successfully completed at least one advanced course (ie. AP, PSEO, CIS,CTE).

Winter Progress

[Data spreadsheet](#)

54 students
34 attempted
30 succeed

53.6%

Is progress sufficient for concurrence?

No

Monitoring and Staffing

- Expose Native American students to test-taking sessions.
- Work with teachers to ensure they are encouraging their Native American students to take advanced options.
- Invite a counselor to speak to Native American students about the process for registering and taking the AP test.
- Invite an AP teacher for a Q&A with Native American students and families.
- Invite Native American students in an AP course, CIS, PSEO, or CTE classes to discuss their experience with other Native American considering an AP course, CIS, PSEO, or CTE class
- Free tutoring with Hamline STEM start

Area 2—By the end of the 2024-2025 school year, 85% of middle school students (7th and 8th grade) will earn a 2.0 grade point average or higher.

Winter Progress

After Trimester 1 86.21% of 7-8 RAMS students had a 2.0+ GPA.
Not Native=94.6% at 2.0+

Is progress sufficient for concurrence?
Yes

E. Monitoring and Staffing

- Check grades of Native American students mid-trimester and the end of the trimester.
- Work closely with secondary counselors to monitor Native American students' grades, attendance, and provide any additional support necessary for retention.
- Implement Counselor Checks at the secondary level.
- Host bi-weekly (cultural/academic) sessions for students who identify as American Indian.
- Monitor 7th and 8th graders' individual needs with bi-monthly check-ins and academic goal-setting.
- Survey students about their experience with counselors.
- Work with families on how to check Schoology for grade updates.
- Staff will review grade point average with their students in advisory
 - (STAR and Homeroom teachers)

Area 3—By Spring of 2025, there will be a 6% decrease (from 17.2% to 11.2%) in the flat growth of Native American students in grades K-6, on FAST Reading assessments compared to Spring 2024 results.

Winter Progress

[Data spreadsheet](#)

Is progress sufficient for concurrence?

E. Monitoring and Staffing

- Utilize information from FAST assessment to provide target interventions (i.e. PRESS) to Native American students.
- Absent Narratives taught in all classrooms.
- Reach out to American Indian authors to record a video of them reading their books and share with classrooms and families.
- Indigenous Peoples day lesson that highlighted an American Indian author.
- Provide American Indian-authored books and audios to American Indian students and families.
- Partner with teachers to encourage reading American Indian authored books in classes to promote literacy, achievement, and cultural connections for American Indian students.
- Make recommendations of resources, such as The Essential Understandings, that would pair well with Wit and Wisdom curriculum and pacing at various grade levels.

Area 4—By June of 2025, 47 % of Native American families will have participated in a Native American program event (AIPAC meetings, honoring ceremony, family outreach events, etc.).

C. District Strategies to Achieve Goals

-37.2% (54/145) families participated in an AIEP/AIPAC event (including ECFC families).

Last year, during the concurrence vote, we were at 20% (25/122)

Is progress sufficient for concurrence?
Yes

E. Monitoring and Staffing

- Host events for American Indian students and families that educate and connect them on American Indian cultures, languages, and academic success.
- Provide opportunities for students to learn from American Indian artists to provide grade-based cultural activities (such as beading, sewing, and dancing) during the school day.
- Coordinate a Senior Recognition graduation ceremony.
- Increase AIPAC/AIEP district-wide recognition by tabling at Roseville Area Schools Community Events: Kindergarten Night, Conferences, and Back-to-School events.
- Create an AIPAC/AIEP brochure that will be given to central enrollment and distributed to newly enrolled Native American students and families. (NOT YET)
- Purchase AIPAC/AIEP marketing materials, such as magnet calendars and mugs, and distribute them to program students to promote AIPAC/AIEP awareness and share Native American culture within the district.(NOT YET)
- Ensure Native American students have opportunities to meet with Native American programming staff for lessons/groups around cultures, languages, and academic success.

Area 5—For the 24-25 school year American Indian Program staff will participate in 100% of IEP, behavior intervention, and attendance intervention meetings involving Native American students

C. District Strategies to Achieve Goals

Data—

Is progress sufficient for concurrence?

No

E. Monitoring and Staffing

- Work with Case Managers and building principals to establish expectations for communication with Native American program staff when an IEP, behavior intervention (if facing suspension, expulsion, reentry, SAT Team, etc), or attendance intervention meeting is required.
- Share expectations for Native American staff attendance in IEP, behavior intervention, and attendance intervention meetings with principals and supervisors quarterly.
- Encourage families to contact Native American program staff when their child has an IEP, behavior intervention, or attendance intervention meeting scheduled with their child's school.

AIPAC Requests

- Follow through with AIEA strategies (from OEE)
- Policy change regarding inviting Native American programming staff to (IEP, DRB, and attendance) meetings
- AIEA Funding for Programming
- Staff retention
 - Increase staff by .5 FTE



Questions?

Agenda Topic: 2025-2026 Achievement and Integration Budget
Meeting Date: February 26, 2025
Contact Person: Delon Smith

Background:

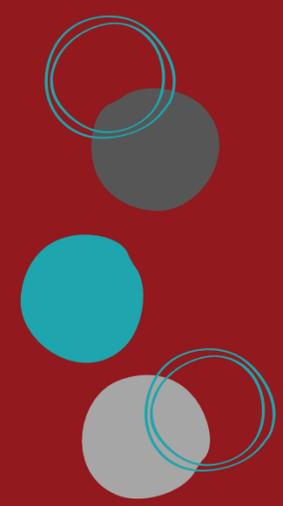
Delon Smith, associate superintendent of equity and innovation, will present the proposed 2025-2026 Achievement and Integration budget for approval.

Recommendation:

It is recommended that the board approve the 2025-2026 Achievement and Integration budget as presented.

Action Required

Informational – No Board Action Requested



ROSEVILLE AREA SCHOOLS

Achievement & Integration Budget

February 26, 2025



Roseville Area Schools

MISSION

Excellence, Innovation & Equity in All We Do

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

EQUITY VISION

Roseville Area Schools is committed to ensuring an equitable and respectful learning environment for every student, family, and staff member regardless of race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, age, and physical appearance.

VISION

GOALS & KEY STRATEGIES

#1

Our graduates are prepared to achieve their goals and aspirations.

- Ensure students are college- and career-ready
- Deliver a challenging, joyful, and safe learning environment
- Deliver innovative, effective practices and systems

#2

Our learners contribute to an equitable, caring society.

- Cultivate student engagement and joy in learning
- Support learner resiliency (student social and emotional learning and mental health)
- Amplify student leadership and voice in decision-making
- Prepare learners to be racially and socially responsive

#3

We are a culturally responsive, inclusive, anti-racist district.

- Ensure educator commitment to anti-racist practices
- Hire and retain a diverse workforce
- Develop equitable leaders
- Develop a culturally responsive evaluation system
- Build a culture of belonging where all feel welcome, included, and safe

#4

The community is united behind meeting student needs.

- Partner with families and the community to support student success
- Build a culture of belonging

#5

We are financially secure.

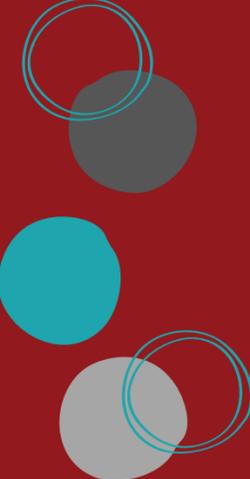
- Cultivate and maintain community trust
- Secure and allocate financial resources to support the district's mission and vision

Achievement & Integration Plan

July 1, 2023 - June 30, 2026

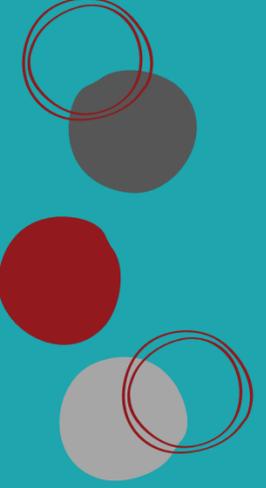
The Achievement and Integration (A&I) for Minnesota program supports the pursuit of racial and economic integration, increased student achievement, the creation of equitable educational opportunities, and the reduction of academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.





Achievement and Integration Plans must contain three types of goals, at least one for each of the following:

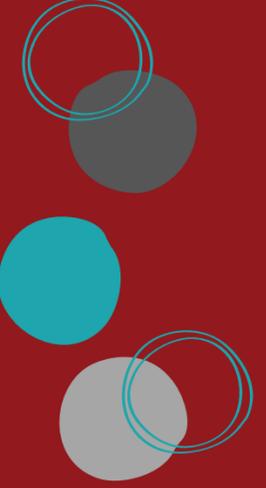
- Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners
- Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners
- Increasing racial and economic integration



Budget Summary

- **2023-2024: \$1,748,629**
- **2024-2025: \$1,819,320**
- **2025-2026: \$1,821,550**

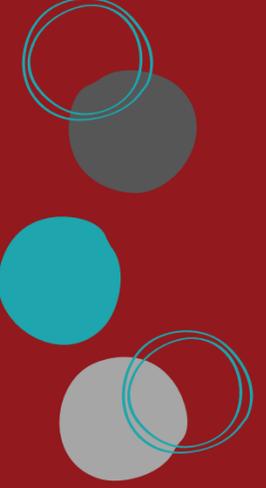
**Amounts are based off prior year's enrollment and projected students of color enrollment for the current year*



Budget Summary

A & I budget supports the attainment of goals through:

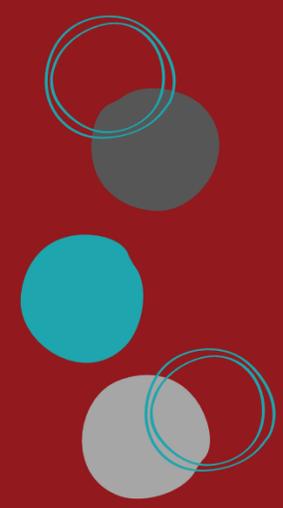
- AVID (Advancement Via Individual Determination) - \$813,006
 - Instruction (Middle and High Schools)
 - District Directors
 - Training
- Dual Language Spanish Immersion (DLSI) - \$550,555
 - Instruction (Little Canada and RAMS)
 - DLSI Coordinator (PD)



Budget Summary

A & I budget supports the attainment of goals through:

- Cultural Liaisons - \$275,033
- Professional Development - \$33,333
- Racially Identifiable Schools - \$80,510
 - Harambee: Art Teacher
 - Edgerton: Cultural Liaisons



Questions?

Agenda Topic: Policy 400: Acceptable Use (revised) Second Reading
Meeting Date: February 26, 2025
Contact Person: Melissa Sonnek

Background:

Melissa Sonnek, associate superintendent, will review recommended revisions to Policy 400: Acceptable Use. During the 2024 session, the Minnesota legislature enacted the School Cell Phone Policy Law, which states that school districts must adopt a policy on students' possession and use of cell phones in school by March 15, 2025. There were no changes requested from the first reading on February 10, 2025. This will be the second reading of the policy.

Recommendation:

It is recommended that the board approve revisions to Policy 400: Acceptable Use as presented.

Action Required

Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 400 – Acceptable Use

1.0 Purpose

This policy is to set forth rules and guidelines for acceptable use of and access to the District computer systems and the Internet, including electronic communications.

2.0 Rationale

In an effort to promote quality educational resources, computers and Internet access, including electronic communications, are available in ISD 623. Users are expected to use technology resources to further educational goals. To use these resources in a responsible and effective manner, the Board of Education directs the Superintendent to establish and promulgate appropriate rules and procedures to assure that technology users understand acceptable use.

3.0 Use of the System is a Privilege

3.1 The use and access to the School District computer systems and ~~I~~Internet is a privilege, not a right.

3.2 Use of the district computer system, ~~and I~~Internet access, and artificial intelligence (AI) tools, including electronic communications, shall be consistent with the mission, core values and instructional program of the School District.

4.0 No Expectation of Privacy

4.1 The School District may inspect, copy, store or remove any information or files created, stored, processed or communicated by or through its computers and networks without further notice to users.

5.0 Filter

5.1 With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

5.1.1 Obscene;

5.1.2 Child pornography; or

Policy 400 – Acceptable Use

5.1.3 Harmful to minors.

5.2 The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:

5.2.1 Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or

5.2.2 Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

5.2.3 Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

5.3 Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

5.4 An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

5.5 The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

6.0 Cell Phone Use

The superintendent and school district administration will establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures will seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria.

7.0 Policy Review

7.1 Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy, and any changes will be communicated to staff and students.

Policy 400 – Acceptable Use

Adopted: 5/14/02

Revised: 2/8/05

Reviewed: 10/28/14

Revised: 10/11/22

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5.4 An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

5.5 The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

6.0 Cell Phone Use

The superintendent and school district administration will establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures will seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria.

7.0 Policy Review

7.1 Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy, and any changes will be communicated to staff and students.

Policy 400 – Acceptable Use

Adopted: 5/14/02

Revised: 2/8/05

Reviewed: 10/28/14

Revised: 10/11/22

Revised:

Agenda Topic: Approval of Final 2025-2026 and Draft 2026-2027 School Year Calendars
Meeting Date: February 26, 2025
Contact Person: Melissa Sonnek

Background:

District administration is seeking approval of the final 2025-2026 and draft 2026-2027 traditional and year-round school year calendars.

The 2026-2027 school year calendars will remain in draft form until they are presented to the school board for final approval in February 2026.

Recommendation:

It is recommended that the board approve the final 2025-2026 and draft 2026-2027 school year calendars as presented.

Action Required

Informational – No Board Action Requested

Roseville Area Schools 2025-26

August					September					October				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	Labor Day 1	First Day Grades 1-9, RAMS 2	First Day K and 10-12 RAMS 8 3	4	5			1	2	3
4	5	6	7	8	First Day PreK 8	9	10	11	12	6	7	8	9	10
11	12	13	14	15	15	16	17	18	19	13	14	T 15	Fall Recess 16	17
18	19	20	21	22	22	23	24	25	26	20	21	22	23	24
T 25	T 26	T 27	T 28	29	29	30				27	28	29	30	31

November					December					January				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
T 3	T 4	5	6	7	T 1	2	3	4	5				Winter Break 1	2
10	11	12	13	14	8	9	10	11	12	5	6	7	8	9
17	18	19	20	21	15	16	17	18	19	12	13	14	15	16
24	25	End 26	Thanksgiving 27	28	22	23	Winter Break 24	25	26	MLK Jr. Day 19	20	21	22	23
					29	30	31			26	27	28	29	T 30

February					March					April				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
T K-8 2	3	4	5	6	2	3	4	End Tri 2 5	T 6			1	2	3
9	10	11	12	13	9	10	Spring Break 11	12	13	6	7	8	9	10
Pres Day 16	17	18	19	20	16	17	18	19	20	13	14	15	16	T 17
23	24	25	26	27	23	24	25	26	27	T 20	21	22	23	24
					30	31				27	28	29	30	

May					June					July				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	1	2	3	4	5			1	2	3
4	5	6	7	T 8	8	Last Day of 9	T 10	11	12	6	7	8	9	10
11	12	13	14	15	15	16	17	18	Juneteenth 19	13	14	15	16	17
18	19	20	21	T 22	22	23	24	25	26	20	21	22	23	24
Memorial Day 25	26	27	28	29	29	30				27	28	29	30	31

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

Roseville Area Schools 2025-26 Year Round Option

August					September					October				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	Labor Day 1	First Day Grades 1-6 2	First Day Grade K 3	4	5			1	2	Confere 3
4	5	6	7	8	First Day PreK 8	9	10	11	12	6	7	8	9	10
11	12	13	14	15	15	16	17	18	19	13	14	T 15	Fall Recess 16	17
18	19	20	21	22	22	23	24	25	26	20	21	22	23	24
T 25	T 26	T 27	T 28	29	29	30				27	28	29	30	31
November					December					January				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
T 3	T 4	5	6	7	T 1	2	3	4	5				Winter Break 1	2
10	11	12	13	End Qtr 1 14	8	9	10	11	12	5	6	7	8	9
17	18	19	20	21	15	16	17	18	19	12	13	14	15	16
24	25	26	Thanksgiving 27	28	22	23	Winter Break 24	25	26	MLK Jr. Day 19	20	21	22	23
					29	30	31			26	27	28	29	T 30
February					March					April				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
T K-8 2	3	4	5	6	2	3	4	5	6			1	2	3
9	10	11	End Qtr 2 12	T 13	9	10	11	12	13	6	7	8	9	10
Pres Day 16	17	18	19	20	16	17	18	19	20	13	14	15	Conference 16	T 17
23	24	25	26	27	23	24	25	26	27	T 20	21	22	23	24
					30	31				27	28	29	30	
May					June					July				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	1	2	3	4	5			1	2	3
4	5	6	End Qtr 3 7	T 8	8	9	10	11	12	6	7	8	9	10
11	12	13	14	15	15	16	17	18	Juneteenth 19	13	14	15	16	17
18	19	20	21	22	22	23	24	25	26	20	21	22	23	Last Day of School 24
Memorial Day 25	26	27	28	29	29	30				T 27	28	29	30	31

Trimesters: Qtr 1 = 48 days, Qtr 2 = 40 days, Qtr 3 = 45 days, Qtr 4 = 34 days

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

Roseville Area Schools 2026-27

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

September				
M	T	W	T	F
	T 1	T 2	T 3	4
Labor Day 7	First Day Grades 1-9, RAMS 8	First Day K and 10-12, RAMS 8 9	10	11
First Day PreK 14	15	16	17	18
21	22	23	24	25
28	29	30		

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

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

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

January				
M	T	W	T	F
				1
T 4	5	6	7	8
11	12	13	14	15
MLK Jr. Day 18	19	20	21	22
25	26	27	28	29

February				
M	T	W	T	F
T K-8 1	2	3	4	5
8	9	10	11	12
Pres Day 15	16	17	18	19
22	23	24	25	26

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

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

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

June				
M	T	W	T	F
	1	2	3	4
7	8	Last Day of School 9	T 10	11
14	15	16	17	Juneteenth h (obs) 18
21	22	23	24	25
28	29	30		

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

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

Roseville Area Schools 2026-27 Year Round Option

August					September					October				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7		T 1	T 2	T 3	4				1	Conference 2
10	11	12	13	14	Labor Day 7	First Day Grades 1-6 8	First Day Grade K 9	10	11	5	6	7	8	9
17	18	19	20	21	First Day PreK 14	15	16	17	18	12	13	T 14	Fall Recess 15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
T 31					28	29	30			26	27	28	29	30
November					December					January				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
T 2	T 3	4	5	6		1	2	3	4					1
9	10	11	12	End Qtr 1 13	7	8	9	10	11	T 4	5	6	7	8
16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
23	24	25	Thanksgiving 26	27	21	22	23	Winter Break 24	25	MLK Jr. Day 18	19	20	21	22
T 30					28	29	30	31		25	26	27	28	29
February					March					April				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
T K-8 1	2	3	4	5	1	2	3	4	5				1	2
8	9	10	End Qtr 2 11	T 12	8	9	10	11	12	5	6	7	8	9
Pres Day 15	16	17	18	19	15	16	17	18	19	12	13	14	Conference 15	T 16
22	23	24	25	26	22	23	24	25	26	T 19	20	21	22	23
					29	30	31			26	27	28	29	30
May					June					July				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7		1	2	3	4				1	2
10	11	12	End Qtr 3 13	T 14	7	8	9	10	11	Independence Day (obs.) 5	6	7	8	9
17	18	19	20	21	14	15	16	17	Juneteenth (obs.) 18	12	13	14	15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	Last Day of School 22	T 23
Memorial Day 31					28	29	30			26	27	28	29	30

Trimesters: Qtr 1 = 48 days, Qtr 2 = 43 days, Qtr 3 = 46 days, Qtr 4 = 30 days

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