



Agenda
Regular School Board Meeting
Tuesday, April 8, 2025
6:30 PM

1. Call to Order, Roll Call
2. Agenda Adjustments
3. Announcements, Comments, Recognitions
 - 3.a. Land Acknowledgment
4. Summary of Community Input Received for Action Items
5. Consent Agenda
 - 5.a. Minutes - Board Meeting of March 18, 2025
 - 5.b. Payment of Bills
 - 5.c. Personnel - Resignations, Appointments, Reductions
 - 5.d. Gifts
6. Reports and Non-Action Items
 - 6.a. Multilingual Program Report
Speaker(s): Luli Flores-Hanson
 - 6.b. Policy 564: Non-Resident Student Attendance (revised) First Reading
Speaker(s): Shari Thompson
 - 6.c. Policy 724: School Bus Transportation (reviewed) First Reading
Speaker(s): Shari Thompson
 - 6.d. Policy 732: Student Transportation Safety (revised) First Reading
Speaker(s): Shari Thompson
 - 6.e. Monthly Financial Report
Speaker(s): Shari Thompson
7. Action Items
 - 7.a. Policy 500: Acceleration and Retention (reviewed) Second Reading
Speaker(s): Jake Von De Linde
 - 7.b. 2025-2026 School Board Meeting Calendar Revisions
Speaker(s): Mechelle Tessem
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

March 18, 2025

Chair Todd Anderson called the school board meeting to order at 6:31 p.m. Board members present: Todd Anderson, Mike Boguszewski, Mannix Clark, Kitty Gogins, Frank Shaw. Board members absent: Rose Chu. Also present: Jenny Loeck, superintendent of schools, and approximately fourteen other visitors or staff who attended all or part of the meeting.

Announcements, Comments, Recognitions. Director Gogins read a land acknowledgment to begin the meeting. Wrestling student athletes were recognized for their accomplishments throughout the season and at the state tournament. Bee Lee, art teacher at Emmet D. Williams Elementary School, was recognized for receiving the National Art Education Association's Elementary Choice Art Educator of the Year award.

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

- (54) Consent Agenda. Gogins moved, Shaw seconded acceptance of the consent agenda, including the minutes of the school board meeting on February 26, 2025; payment of bills; resignations, appointments, reductions, adjustments; gifts; a bid award for a roof replacement project at Roseville Area High School; and approval of a grant application to the Christopher & Dana Reeve Foundation to fund the purchase of a piece of playground equipment for Parkview Center School. Ayes: Anderson, Boguszewski, Clark, Gogins, Shaw. Nays: none. Motion carried unanimously.
- (55) Retirements. Clark moved, Gogins seconded the retirement of Angela McCoy with appreciation. Ayes: Anderson, Boguszewski, Clark, Gogins, Shaw. Nays: none. Motion carried unanimously.

Policy 500: Acceleration and Retention (reviewed) First Reading. Jake Von De Linde, executive director of teaching and learning, reviewed Policy 500: Acceleration and Retention. No policy revisions were recommended.

Monthly Financial Report. Shari Thompson, executive director of business services, provided an overview of federal funding sources and potential impacts to district programming and operations should federal funding be reduced. The district receives approximately \$9 million in federal funds annually, with about half coming from the USDA to fund school meal programs. Additionally, the district receives \$1.8 million in Title funding to support student achievement; \$2 million to supplement special education programming; \$94,000 for adult basic education; and funds for career and technical education programming. Finally, the district receives extra funding through various grants.

The district is also closely tracking other factors that could affect the amount of compensatory funding allocated from the state. The compensatory funding formula uses

the number of families who are directly certified, or eligible for Medicaid, SNAP, or other public assistance programs, to calculate the amount of compensatory funding the district receives from the Minnesota Department of Education. A reduction in the number of directly certified families would result in less funding. Potential state legislation that would end hold harmless provisions for districts or modify the funding formula could also result in changes to compensatory funding.

- (56) 2025-2026 School Board Meeting Calendar. Boguszewski moved, Clark seconded approval of school board meeting dates for the 2025-2026 school year. Ayes: Anderson, Boguszewski, Clark, Gogins, Shaw. Nays: none. Motion carried unanimously.

Board Reports. Director Boguszewski, Treasurer Clark, and Director Gogins advocated for public education during the Joint Day at the Capitol hosted by the Minnesota School Boards Association and the Minnesota Association of School Administrators. Treasurer Clark, Director Gogins, and Director Shaw participated in Central Park Elementary School’s annual Read Around the Park event. Director Gogins attended an Equity Leadership Advisory Council meeting and a meeting with local service organizations hosted by Do Good Roseville. She was also a mystery reader at Little Canada Elementary School. Director Shaw attended a PTA meeting at Falcon Heights Elementary School. He also had the opportunity to ride one of the district’s bus routes with elementary students. Chair Anderson recognized March as Women’s History Month.

Superintendent’s Report. Superintendent Loeck spoke about the decision-making process for closing schools due to inclement weather.

The Chair declared the meeting adjourned at 7:26 p.m.

Signed _____
Clerk

Approved _____
Chair

March 18, 2025

Meeting Date: March 18, 2025

PAYMENT OF BILLS:
-March 1 - March 15, 2025

That bills in the amount of: **\$5,898,740.21** by the following funds be approved:

GENERAL	\$5,204,498.42
FOOD SERVICE	\$339,050.55
COMMUNITY SERVICE	\$310,702.16
BUILDING FUND	\$7,400.00
DEBT FUND	\$0.00
READING RECOVERY	\$0.00
AMSD	\$13,878.60
OPEB DEBT	\$0.00
DENTAL INS FUND	\$0.00
NO SUBURBAN COLLABORATIVE	\$19,417.98
EXTRA CURRICULAR-STU ACTIVITY	\$3,792.50

RECOMMENDATION:

That above payments are included in check numbers:

WIRE TRANSFERS	202400450	through	202400465
CHECKS	361565	through	361861
CAPITAL ONE AP CHECKS	8912	through	8952
ACH A/P	242510806	through	242510891

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	\$1,663,707.82	\$36,558.79	\$112,658.19		\$0.00	\$0.00		\$3,833.72	\$0.00		\$0.00	\$1,816,758.52
CHECKS	\$1,402,366.84	\$207,352.41	\$29,559.99	\$7,400.00				\$700.17	\$0.00	\$19,417.98	\$3,633.63	\$1,670,431.02
CAPITAL ONE A/P	\$62,704.05	\$21,173.79	\$0.00									\$83,877.84
ACH A/P	\$6,991.12	\$935.09	\$847.66								\$158.87	\$8,932.74
TRANSFER TO PAYROLL	\$2,068,728.59	\$73,030.47	\$167,636.32					\$9,344.71				\$2,318,740.09
VOID CHECKS	\$0.00	\$0.00	\$0.00								\$0.00	\$0.00
TOTAL	\$5,204,498.42	\$339,050.55	\$310,702.16	\$7,400.00	\$0.00	\$0.00	\$0.00	\$13,878.60	\$0.00	\$19,417.98	\$3,792.50	\$5,898,740.21

BOND CONSTRUCTION FUNDS	March 1, 2025			
	Cash & Investments	Revenue	Disbursements	Balance
	Balance	3/1 to 3/31	3/1 to 3/31	Remaining as of 3/31/25
	\$8,526,427.37	\$0.00	\$16,200.00	\$8,510,227.37

RECOMMENDATION:

The above disbursements include check numbers:

CHECKS March 1- March 15, 2025	through	\$0.00	*next check 102731
WIRES	through	\$0.00	
VOID CHECKS		\$0.00	

Human Resources Information

5-C

Meeting Date

04/08/2025

Change of Position

Voight-fitzpatrick, Rvan

Effective Date 04/07/2025

Brimhall Elementary

Special Education Paraprofessional

Hired working 7 hours/day effective April 7, 2025.

Hired-New Licensed

Wintz, Megan

Effective Date 03/18/2025

Little Canada Elementary

Occupational Therapist

Hired working .9 FTE effective March 18, 2025.

Hired-New Licensed Long Term Substitute

Arndt, Melissa

Effective Date 03/19/2025

Roseville Area High School

Psychologist

Hired working .6 FTE as a Long Term Substitute effective March 19 through June 11, 2025.

Esteban Perez, Cesar

Effective Date 03/17/2025

Roseville Area High School

Chemistry Teacher

Hired working 1.0 FTE as a Long Term Substitute effective March 17 through June 11, 2025.

Haasken, Megan

Effective Date 03/19/2025

Parkview Center School

Special Education Teacher

Hired working 1.0 FTE as a Long Term Substitute effective March 19 through June 11, 2025.

Honne, Jillavna

Effective Date 04/07/2025

Edgerton Elementary

Intervention Teacher

Hired working 1.0 FTE as a Long Term Substitute effective April 7 through May 16, 2025.

Human Resources Information

5-C

Meeting Date

04/08/2025

Uenonaz. Tracie

Effective Date 04/07/2025

Little Canada Elementary

English Language Learner Teacher

Hired working .75 FTE as a Long Term Substitute effective April 7 through June 11, 2025.

Hired-Non-Licensed

Hudson. Jennifer

Effective Date 03/31/2025

Little Canada Elementary

Out of School Time Site Coordinator

Hired working 8 hours/day effective March 31, 2025.

Linh. Damien

Effective Date 04/07/2025

District Wide

Custodial Services

Hired working 8 hours/day effective April 7, 2025.

Simso. Jack

Effective Date 03/17/2025

Roseville Area Middle School

General Education Paraprofessional

Hired working 7 hours/day effective March 17 through June 10, 2025.

Thomas. Sara

Effective Date 03/27/2025

Parkview Center School

General Education Paraprofessional

Hired working 4 hours/day effective March 27, 2025.

Watts. Sarvah

Effective Date 04/01/2025

Roseville Area High School

Nutrition Services

Hired working 4 hours/day effective April 1, 2025.

Yasin. Fadumo

Effective Date 04/01/2025

Roseville Area High School

Nutrition Services

Hired working 4 hours/day effective April 1, 2025.

Meeting Date

04/08/2025

Resignation-Licensed

Gandossy, Rachael

Effective Date 06/11/2025

Roseville Area Middle School

Counselor

Resigning effective June 11, 2025.

Resignation-Non-Licensed

Miller, Jessica

Effective Date 03/19/2025

Anpétu Téca Education Center

Special Education Paraprofessional

Resigned effective March 19, 2025.

Omar, Habiba

Effective Date 03/28/2025

Parkview Center School

General Education Paraprofessional

Resigned effective March 28, 2025.

Retirement

Froemming, Kathleen

Effective Date 06/11/2025

Falcon Heights Elementary

Elementary Teacher

Retiring effective June 11, 2025. Ms. Froemming worked for the district for 36 years.

Hein, Melissa

Effective Date 07/30/2025

Harambee Elementary

Elementary Teacher

Retiring effective July 30, 2025. Ms. Hein worked for the district for 12 years.

Oneil, Carla

Effective Date 06/11/2025

Brimhall Elementary

Special Education Teacher

Retiring effective June 11, 2025. Ms. O'Neil worked for the district for 15 years.

Human Resources Information

5-C

Meeting Date

04/08/2025

Smith Olson. Kristen

Effective Date 06/30/2025

Parkview Center School

Principal

Retiring effective June 30, 2025. Ms. Smith Olson worked for the district for 19 years.

Tighe. Joan

Effective Date 06/11/2025

Roseville Area Middle School

School Nurse

Retiring effective June 11, 2025. Ms. Tighe worked for the district for 3 years.

GIFTS TO SCHOOLS 2024/25

SCHOOL BUILDING	NAME/ADDRESS OF DONOR	GIFT	USE
Central Park Elementary School	YourCause/Blackbaud 65 Fairchild St Charleston, SC 29492	\$400.00	School needs
Harambee Elementary School	YourCause/Blackbaud 65 Fairchild St Charleston, SC 29492	\$50.00	PTO fundraising
Little Canada Elementary School	YourCause/Blackbaud 65 Fairchild St Charleston, SC 29492	\$51.00	School needs
Roseville Area High School	Smash Park Minneapolis 1 LLC 1721 County Road C W Roseville, MN 55113	\$50.00	Black Student Union
Roseville Area High School	Cybergrants US Bank Foundation 800 Nicollet Mall Minneapolis, MN 55402	\$10.00	School needs
Roseville Area High School	Adventure Retail Limited DBA Source Comics and Games 2057 Snelling Ave North Roseville, MN 55113	\$50.00	Speech team
Roseville Area High School	Joan and Robert Bierscheid 1065 Harriet Lane Roseville, MN 55113	\$200.00	Choir trip
Roseville Area High School	Peter and Lauren Mau 1473 Blair Ave St. Paul, MN 55104	\$250.00	Girls track and field team
Roseville Area High School	RAHS Bullpen Baseball Booster Club 1240 County Rd B2 W Roseville, MN 55113	\$14,500.00	Additional coaching staff, clothing, and gear

Roseville Area High School	YourCause/Blackbaud 65 Fairchild St Charleston, SC 29492	\$30.00	Robotics team
Roseville Area High School	Erin Peterson 1659 Ridgewood Ln S Roseville, MN 55113	\$170.00	Family and Consumer Science department
Roseville Area High School	Harold's Shoe Repair, Inc. 2940 Rice Street St. Paul, MN 55113	\$100.00	Trap team
Roseville Area Schools	YourCause/Blackbaud - on behalf of Aaron Mastrian 65 Fairchild St Charleston, SC 29492	\$20.00	District needs
Roseville Area Schools	Your Cause/Blackbaud - on behalf of Karen Doherty 65 Fairchild St Charleston, SC 29492	\$12.00	District needs

Agenda Topic: Multilingual Program Report
Meeting Date: April 8, 2025
Contact Person: Luli Flores-Hanson

Background:

Luli Flores-Hanson, multilingual program administrator, and multilingual program educators and students will provide information about district programming and resources for multilingual learners.

Recommendation:

Action Required Informational – No Board Action Requested



ROSEVILLE AREA SCHOOLS

Multilingual Programming

April 8, 2025

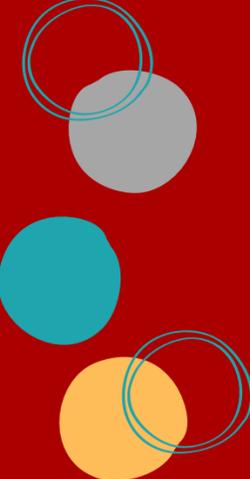
Multilingual Programming

- Cultural Liaisons
- English Language Development Program (PK-12)
- Dual Language Spanish Immersion (K-12)
- Connecting and partnering with families
- Providing professional development to early childhood educators, classroom teachers, MLL/ELD staff, and instructional leaders



Cultural Liaisons





The Role of Cultural Liaisons

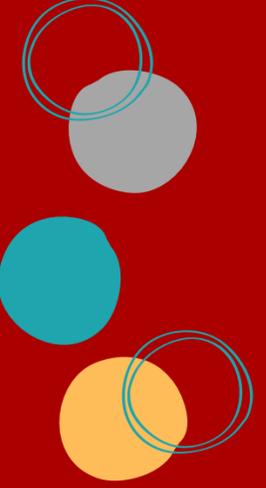
Our dedicated team of cultural liaisons provides support to our students, families, and staff in a multitude of ways, in a culturally and linguistically responsive manner.

This year we have cultural liaisons for seven languages/cultural groups:

- African American
- American Indian
- Hmong
- Karen
- Nepali
- Somali
- Spanish

English Language Development Program





ELD Program Mission



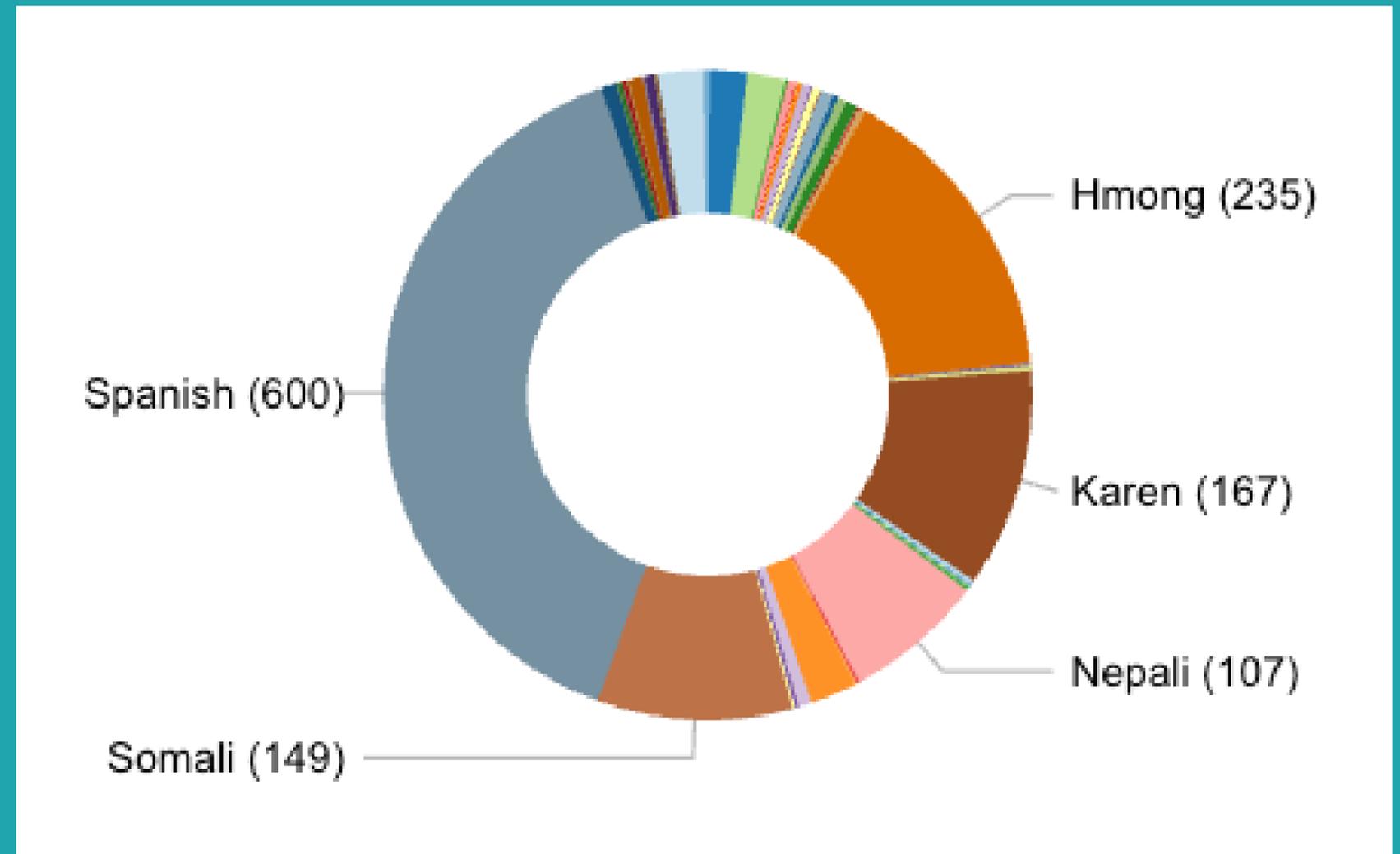
The English Language Development (ELD) Program provides research and evidence-based language instruction and programming support for students receiving ELD services. Our program advocates for equity for multilingual students in all learning environments.

K-12 ELD Student Overview

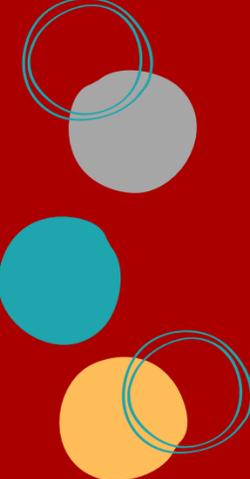
**92 languages
represented in our
schools**

**927 students in grades
PreK-6**

**424 students in grades
7-12**



Roseville Area Schools is currently providing ELD services to 1351 students!



Students in grades Pre-K - 12

**1,351 total
students**



- **School Readiness Plus/ECSE: 46**
- **Brimhall Elementary: 112**
- **Central Park Elementary: 118**
- **Edgerton Elementary: 153**
- **Emmet D. Williams Elementary: 80**
- **Falcon Heights Elementary: 32**
- **Harambee Elementary: 64**
- **Little Canada Elementary: 240**
- **Parkview Center: 96**
- **Roseville Area Middle School: 150**
- **Fairview Alternative High School: 12**
- **Roseville Area High School: 244**

ACCESS Assessment Exit Rates

School	2023				2024			
	Did not qualify to exit	Qualified to exit	Total	% qualified to exit	Did not qualify to exit	Qualified to exit	Total	% qualified to exit
RAHS	198	20	218	9%	225	20	245	8%
RAMS	123	5	128	4%	134	5	139	4%
Parkview	79	12	91	13%	78	10	88	11%
Harambee	52	2	54	4%	65	6	71	8%
FAHS	9		9	0%	15		15	0%
Brimhall	77	10	87	11%	91	13	104	13%
Central Park	108	6	112	5%	110	6	116	5%
Edgerton	153	8	161	5%	142	11	153	7%
Falcon Heights	34	4	38	11%	35	2	37	5%
Little Canada	191	11	202	5%	221	8	229	3%
Emmet Williams	59	4	63	6%	66	1	67	1%
Grand Total	1081	82	1163	7%	1182	82	1264	6%
Statewide			74,607	8.60%			78,746	8.40%

The Elementary ELD Team



Little Canada



Harambee



Falcon Heights



Central Park



Parkview Center



Emmet D Williams



Edgerton



Brimhall

Meet Some of Our Students!

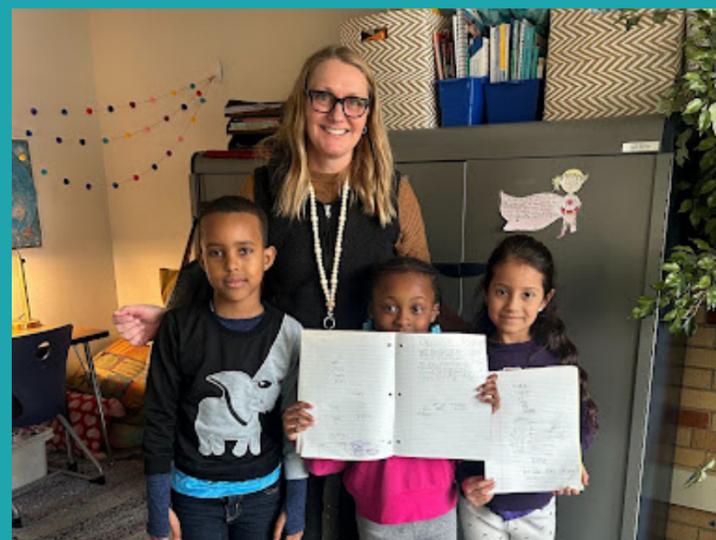


Emmet D.
Williams
Elementary
Students



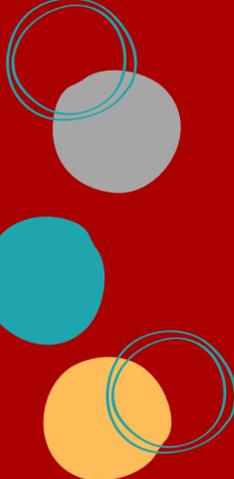
Central
Park
Elementary
Students

Falcon
Heights
Elementary
Students



Emmet D.
Williams
Elementary
Students



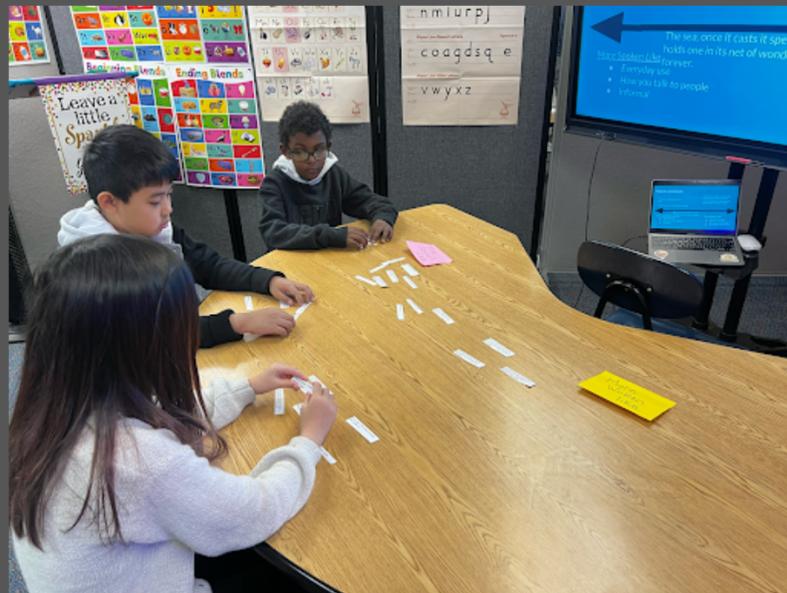


Elementary ELD Program Highlights



- **21 ELD teachers work in our elementary schools.**
- **ELD teachers providing instruction in a variety of formats.**
- **Almost all ELD teachers are LETRS trained.**
- **ELD teachers are meeting as a team multiple times throughout the year.**
- **ELD teachers are working with mainstream teachers to implement Wit and Wisdom.**
- **Multilingual students are developing leadership skills.**

Pull Out ELD Classes



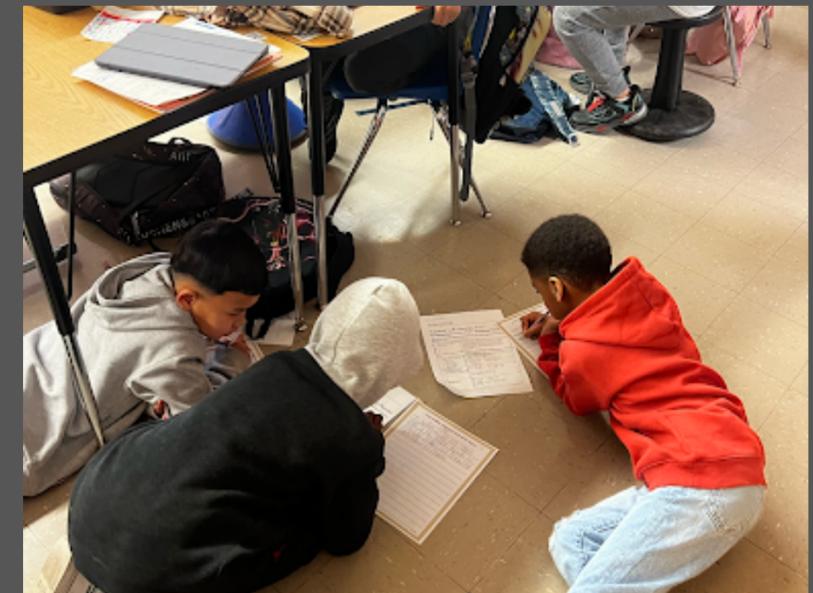
ELD teachers work with small groups of students based on language level.

Push In/ Co-teaching Model



ELD teachers work in mainstream classes and support multilingual students and content curriculum.

Grade-level Collaborative Teams



ELD teachers create curriculum that is accessible for all students.

Roseville Area Middle School ELD Program

**Left to right:
AJ Vang, Norah Kelly,
Laura Franke,
Alonso Jaque Pino,
Debbie Wuerffel,
Kelly Grucelski**



Roseville Area Middle School ELD Courses

Co-taught Classes

- Science 7
- English Language Arts 7
- English Language Arts 8
- Social Studies 8

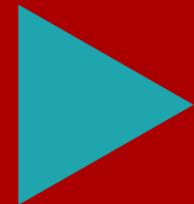
English Language Development Courses

- ELD Level 1
- ELD Level 3/4

Sheltered Content Classes

- Science 7/8
- Social Studies 7/8
- English Level 1
- English Level 2/3
- Pre-Algebra 7
- Algebra 8

New Opportunities at RAMS



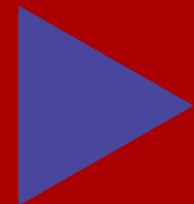
Increasing Overall Enrollment of ELD Students

From September 2024 to March 2025, more than 15 students have enrolled at RAMS who qualify for ELD service.



Increasing Numbers of Level 1 Students

More than 20 students at RAMS are Level 1 (Entering) English learners.



Increased collaboration between ELD and DLSI

More than 40 students are in both the ELD program and DLSI program at RAMS.

Roseville Area High School ELD Program

Left to right:
Roger Kerbage,
Geo Tzarax Paredes,
Kelsey Raymond,
Karin Johnson, Laura
Sakirgil, Gerardo
Moreno Garcia; not
pictured: Pablo Ochoa
Balbas, Ger Vue, Amy
Dailey



New

RAHS ELD Highlights

Continued

- Expanded Level 1 programming
 - Sheltered content Science 9 and sheltered content English 9 for Level 1 students
 - Return of Foundations of Algebra course
- College campus field trips available to every student in an ELD class through RACF grant
- New ELD 11 courses for 11th graders with a college and career readiness focus
- CAREIALL training for ELD teachers

- Robust service model (ELD, sheltered content, and co-taught classes)
- ELM coaching to support sheltered content teachers
- College and career readiness focus program-wide
- Ger Vue, counselor for all students in program
- 2 bilingual paraprofessionals to support students in classes (Geo and Pablo)

Dual Language Spanish Immersion



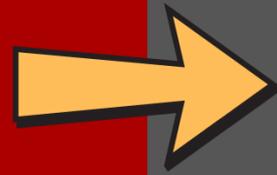
Currently offered in grades K-12

Dual Language Spanish Immersion

Our Dual Language Spanish Immersion program exists to provide students with a solid education to become bilingual, biliterate, and multicultural leaders in our globalized society.

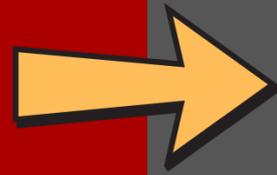


Little Canada DLSI Program Data Points



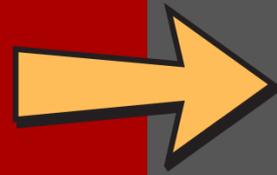
- **412 students enrolled in K-6 DLSI**
- **252 Spanish Home Language (SHL)**
- **161 English Home Language (EHL)**
- **Students remain in our DLSI program with only 1.5% student attrition per year in all of K-6 DLSI**
- **Success with kindergarten enrollment and late-entry DLSI students**

**Little
Canada
DLSI
Program
Benefits**



- **Bilingualism and biliteracy**
- **Grade-level academic achievement in both program languages**
- **Sociocultural competence**

Little Canada DLSI Program Updates



- Requested two Amity International interns for 2025-2026 (recently interviewed one Amity intern)
- Continuing translanguaging and bridging work with our new language allocation plan
- Implementing new literacy curriculum (Spanish Language Arts and English Language Arts) in DLSI

RAMS Dual Language Spanish Immersion

Content areas:

- Lenguaje y Cultura/
- Language and Culture
- Estudios Sociales/Social Studies
- Ciencias/Science

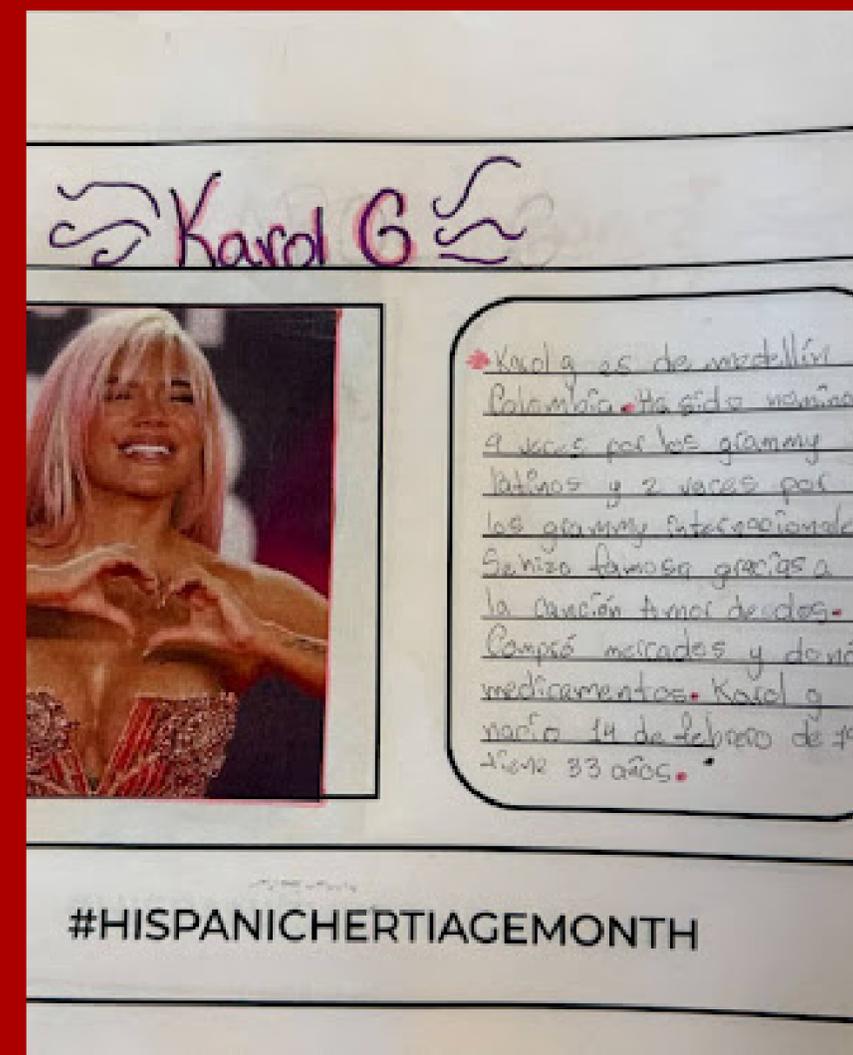
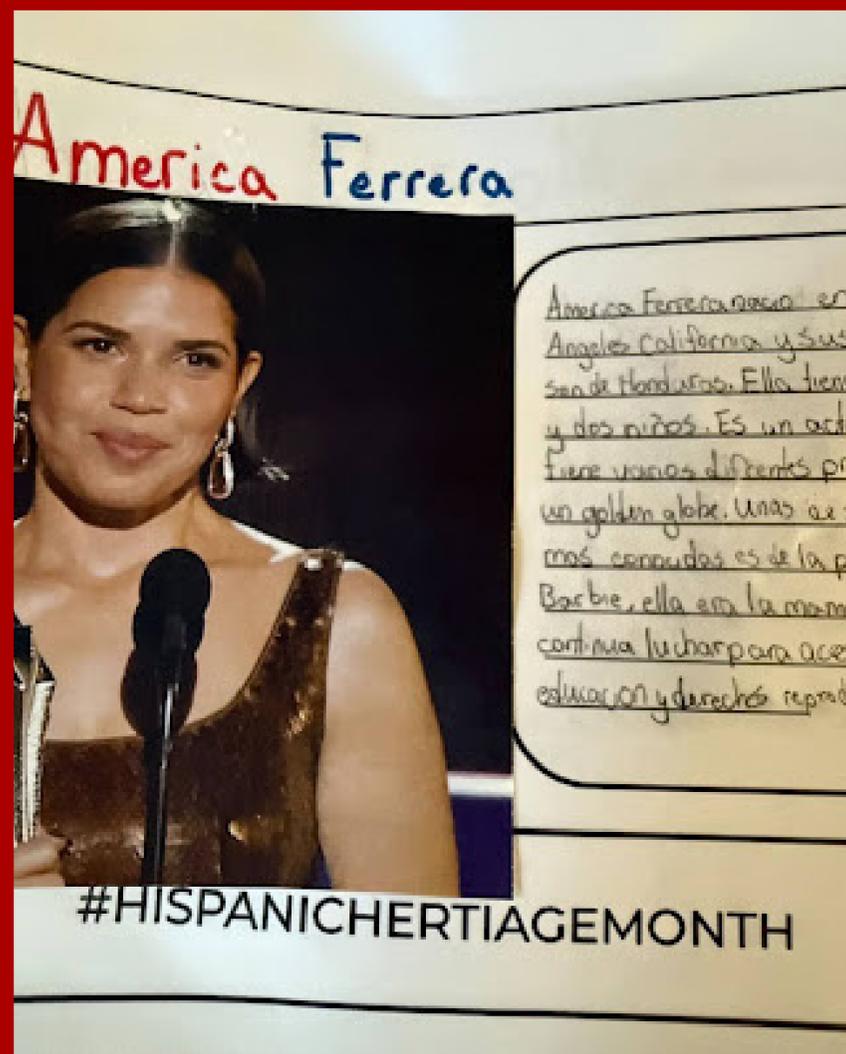
Enrollment:

- 7th grade: 48
- 8th grade: 53



The student population represents a beautiful tapestry of cultural wealth, including Honduras, Nicaragua, Cuba, Venezuela, El Salvador, Guatemala, Ecuador, Mexico, and the United States.

Lenguaje y Cultura 7mo y 8vo grado



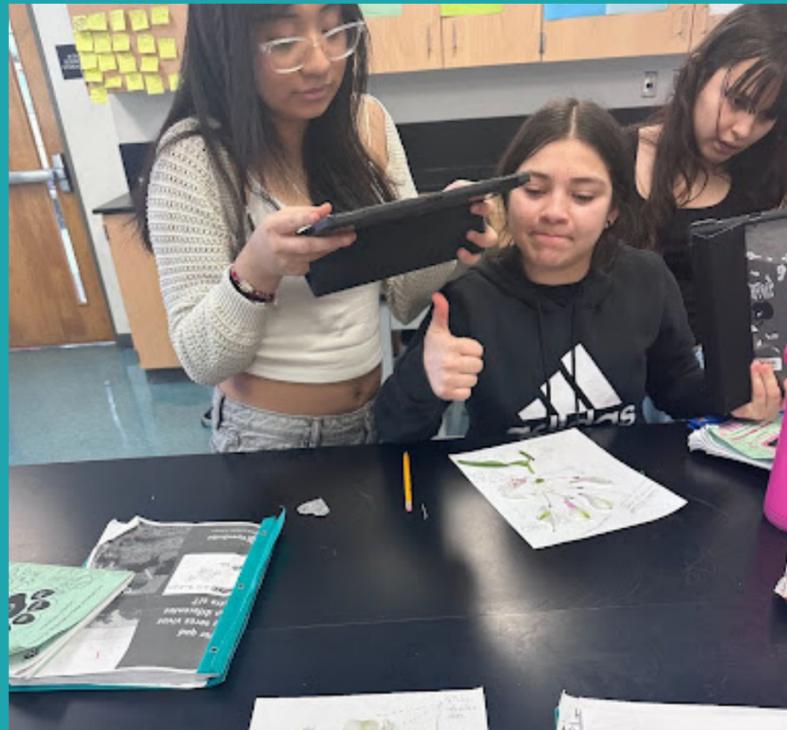
Students write essays about their favorite artist, which are then transformed into a wall mural that combines their reflections with art to celebrate creativity and student voice.

Estudios Sociales

7mo y 8vo



Ciencias 7mo y 8vo



Disecando las flores



Extrayendo el ADN de las fresas



Creando modelos de las moléculas de ADN

RAHS Dual Language Spanish Immersion

Content Area

- Lenguaje y Cultura ~9th and 10th grade
- Estudios Mundiales ~ 9th and 10th grade
- Español AP ~ 11th grade

Course Additions

- Social Studies courses
- Capstone Project~Proyecto Cumbre

Enrollment:

- 9th Grade: 43
- 10th Grade: 33
- 11th Grade: 13 students
- 12th Grade: 15 students

**RAHS DLSI
Data Points**

Dual Language Spanish Immersion Language and Culture Grades 9-10



Final projects were presented to Roseville's Public Library Director and displayed in the Library.

Proyecto Cumbre/Capstone Project 2025

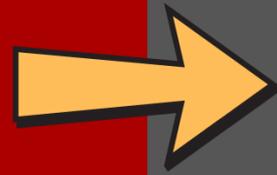
In the final trimester of their DLSI experience, students engage in a capstone project designed to give them voice and choice. This culminating experience includes:

- Writing the story of their educational journey
- Creating and implementing a project that makes a positive impact in their **community**



El Proyecto Cumbre will culminate with a celebration including students, families and other community members.

Partnering with Families



- **Dual Language Spanish Immersion Advisory Council**
- **Family Institute for Latinx Families**
- **Sharing resources and information for family preparedness plans**
- **Hosting community meetings, in person and virtually, to offer updates on immigration policies, attended by 130 participants**
- **Participating with local community organizations to plan ways to support students and families impacted by new policies**
- **Preparing district leaders with information and resources to guide staff in support of multilingual students and their families**

Agenda Topic: Policy 564: Non-Resident Student Attendance (revised) First Reading
Meeting Date: April 8, 2025
Contact Person: Shari Thompson

Background:

Shari Thompson, executive director of business services, will review Policy 564: Non-Resident Student Attendance. Proposed revisions address the enrollment of incoming non-resident kindergarten students with an IEP who are enrolled in a licensed preschool program or child care setting located in the district, as well as moving sections of the policy into regulations.

This will be the first reading of the policy. The policy was last revised in May 2023.

Recommendation:

Action Required

Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 564 – Nonresident 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.

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 The parent of a student with a disability not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect, in the same manner as the parent of a resident student with a disability, a school in the nonresident district where the child is enrolled in a Head Start program or a licensed child care setting in the nonresident district, provided the child can be served in the same setting as other children in the nonresident district with the same level of disability.

Under this paragraph, parents must demonstrate enrollment in a community preschool or childcare setting.

1.2.4 A nonresident preschool aged child with a disability open enrolled in the district may be required to open enroll for kindergarten.

1.2.5 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:

Policy 564 – Nonresident Student Attendance

- 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 1.2.57 of this policy.

1.2.6 Application. The student and parent or guardian must complete an Application for Enrollment School District Enrollment Options Program developed by the Minnesota Department of Education and available on their website (copy attached hereto).

1.2.7 Rejection or Exclusion

1.2.7.1 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.

1.2.7.2 Superintendent’s Review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, 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 their

application, the district may initiate exclusion proceedings in accordance with the Pupil Fair Dismissal Act.

1.2.7.3 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.

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

1.2.8.1 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.

1.2.8.2 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 programs;

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- applications related to the achievement and integration plan; and
- children of the school district’s staff.

1.2.8.3 Second Round: All other applications will be entered into the second round.

1.2.8.4 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.

1.2.8.5 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).

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.

Policy 564 – Nonresident Student Attendance

- 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).~~
 - ~~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).~~

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~~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) 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~~

Policy 564 – Nonresident Student Attendance

~~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: 4/25/06

12/18/12

10/27/15

3/16/21

5/9/23

Agenda Topic: Policy 724: School Bus Transportation (reviewed) First Reading
Meeting Date: April 8, 2025
Contact Person: Shari Thompson

Background:

Shari Thompson, executive director of business services, will review Policy 724: School Bus Transportation. No changes are recommended. This will be the first reading of the policy. The policy was last reviewed in May 2023.

Recommendation:

Action Required 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 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 parameters 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

Revised: 5/9/23

Agenda Topic: Policy 732: Student Transportation Safety (revised) First Reading
Meeting Date: April 8, 2025
Contact Person: Shari Thompson

Background:

Shari Thompson, executive director of business services, will review revisions to Policy 732: Student Transportation Safety. Proposed revisions address legislation requiring additional safety training requirements for electric-assisted bicycles. This will be the first reading of the policy. The policy was last reviewed in May 2023.

Recommendation:

Action Required

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~~8~~ students will also receive ~~student safety education for bicycling and pedestrian safety.~~ age-appropriate active transportation safety training, including:

1.2.1 pedestrian safety, including crossing roads safely;

1.2.2 bicycle safety, including relevant traffic laws and use and proper fit of protective head gear; and

1.2.3 electric-assisted bicycle safety, including that a person under the age of 15 is not allowed to operate an electric-assisted bicycle.

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

Policy 732 – Student Transportation 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

- 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.

Policy 732 – Student Transportation Safety

- 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.
 - 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 further conform to the Bus Driver Standards maintained by the Transportation Office.

Adopted: 11/22/94
Revised: 9/23/08
Revised: 11/10/16
Revised: 5/9/23

Agenda Topic: Monthly Financial Report – April 2025
Meeting Date: April 8, 2025
Contact Person: Shari Thompson

Background:

Shari Thompson, executive director of business services, will provide a report on the status of 2025-2026 budget development, long-term budget projections, and other fiscal items.

Recommendation:

Action Required Informational – No Board Action Requested

Agenda Topic: Policy 500: Acceleration and Retention (reviewed) Second Reading
Meeting Date: April 8, 2025
Contact Person: Jake Von De Linde

Background:

Jake Von De Linde, executive director of teaching and learning, will review Policy 500: Acceleration and Retention. There were no changes requested from the first reading on March 18, 2025. This will be the second reading of the policy.

Recommendation:

It is recommended that the board approve Policy 500: Acceleration and Retention as presented.

Action Required

Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 500 – Acceleration and Retention

1.0 Purpose:

The purpose of this policy is to provide guidance to staff, parents/guardians, and students when considering student acceleration or retention.

2.0 Decisions regarding subject accelerations, grade accelerations and retentions will be based on evaluations conducted by a team consisting of the following:

2.1 Subject acceleration: classroom teacher, advanced academics and talent development coordinator, principal(s), parent(s)/guardian(s), and other staff as appropriate.

2.2 Grade acceleration: classroom teacher, advanced academics and talent development coordinator, school psychologist, principal(s), parent(s)/guardian(s), and other staff as appropriate.

2.3 Retention: classroom teacher, school psychologist, principal, parent(s)/guardian(s), and other staff as appropriate.

3.0 Informed by the evaluation and subsequent conversations, the principal(s) will determine student placement based on the best interests of the student. All decisions are subject to review for consistency by the superintendent or designee, whose decision will be final.

Adopted: 7/18/85

Revised: 5/10/16

Revised: 4/11/23

Agenda Topic: 2025-2026 School Board Meeting Calendar Revisions
Meeting Date: April 8, 2025
Contact Person: Mechelle Tessem

Background:

The school board meeting calendar for the 2025-2026 school year was approved by the board on March 18, 2025. After further review, we suggest moving two meeting dates to avoid scheduling conflicts with important religious holidays, ensuring more opportunities for community participation in board meetings.

Recommendation:

It is recommended that the board approve the revised school board meeting dates for 2025-2026 as presented.

 X Action Required

 Informational – No Board Action Requested

Roseville School Board Meeting Dates July 2025 – June 2026

Meetings are typically held on the 2nd and 4th Tuesdays of the month, unless otherwise noted, at Anpétu Téča Education Center, 1910 County Road B West, Roseville, MN, in the Fairview Room.

Board meetings begin at 6:30 p.m., unless otherwise noted. Work study sessions begin at 7:00 p.m. or immediately following the adjournment of the regular meeting. All meetings are open to the public. Portions of the meeting may be closed if indicated on the agenda.

2025			
Monday	July 14	2:00-5:00 p.m.	School Board/Cabinet Work Study Session @ Roseville Area High School Media Center
Tuesday	August 19	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Tuesday	September 9	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Thursday	September 25 ¹	6 p.m. 6:30 p.m.	Community Input Listening Session Regular Meeting
Tuesday	October 14	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Tuesday	October 28	6 p.m. 6:30 p.m.	Community Input Listening Session Regular Meeting
Wednesday	November 12 ²	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Tuesday	November 25	5 p.m. 5:30 p.m. 6:30 p.m.	Community Input Listening Session World's Best Workforce/Achievement and Integration Public Meeting Regular Meeting

¹ Rosh Hashanah September 22-24, 2025

² No meetings on Veterans Day holiday (November 11, 2025)

Tuesday	December 9	5:30 p.m. 6 p.m. 6:45 p.m.	Community Input Listening Session Truth in Taxation Public Meeting Regular Meeting
2026			
Tuesday	January 13	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Tuesday	January 27	6 p.m. 6:30 p.m.	Community Input Listening Session Regular Meeting
Tuesday	February 10	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Tuesday	February 24	6 p.m. 6:30 p.m.	Community Input Listening Session Regular Meeting
Tuesday	March 17 ³	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Tuesday	March 31	6 p.m. 6:30 p.m.	Community Input Listening Session Regular Meeting
Tuesday	April 14	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Tuesday	April 28	6 p.m. 6:30 p.m.	Community Input Listening Session Regular Meeting
Tuesday	May 12	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Wednesday	May 27 ⁴	5:30 p.m. 6 p.m. 6:30 p.m.	Community Input Listening Session General Fund Budget Hearing Regular Meeting
Tuesday	June 9	6 p.m. 6:30 p.m. 7 p.m.	Community Input Listening Session Regular Meeting Work Study Session
Tuesday	June 23	6 p.m. 6:30 p.m.	Community Input Listening Session Regular Meeting

³ Spring break for Roseville Area Schools March 9-13, 2026

⁴ Eid Al-Adha May 26, 2026