



Agenda
School Board Work Study
Session
Tuesday, May 13, 2025
7:00 PM

1. K-6 Social Studies Program Evaluation Report
Speaker(s): Jake Von De Linde, Ellis Richardson, Agustina Borre, and Stephanie Scierka
2. New Course Proposals
Speaker(s): Jake Von De Linde
3. Security and Technology Levy
Speaker(s): Shari Thompson and Tina Clasen

Agenda Topic: K-6 Social Studies Program Evaluation Report
Meeting Date: May 13, 2025
Contact Person: Jake Von De Linde

Background:

Jake Von De Linde, executive director of teaching and learning; Ellis Richardson, elementary equity advancement teacher on special assignment; and elementary teachers Agustina Borre and Stephanie Scierka will be present to answer questions about the K-6 Social Studies program evaluation report.

This agenda item will be presented in a flipped format, meaning all presentation materials should be reviewed prior to the meeting. Please review the [screencast](#), [report](#) and [slides](#). Staff will be present at the meeting for discussion and questions.

Recommendation:

Action Required Informational – No Board Action Requested

Agenda Topic: New Course Proposals
Meeting Date: May 13, 2025
Contact Person: Jake Von De Linde

Background:

Jake Von De Linde, executive director of teaching and learning, will provide the board with a summary of the new courses proposed for the 2026-2027 school year.

Recommendation:

Action Required

Informational – No Board Action Requested

NEW COURSE PROPOSALS FOR 2026-27

Course Title: AP Art and Design Optional 3rd Trimester
Department: Roseville Area High School (RAHS)- Visual Art
Type: Major Change in Existing Course

Background:

In AP Art and Design students develop a body of related works that demonstrate an inquiry-based sustained investigation of materials, processes, and ideas through practice, experimentation, and revision. AP Art and Design is a course that already exists at RAHS, however it is currently only a 2-trimester course. Most other AP courses at RAHS have an optional third trimester. The AP Art and Design course is different from many other AP courses as it is a portfolio-based course. Instead of taking a test at the end of the course students create a portfolio that includes either drawing, 2D or 3D artwork. Currently, with the course being 2 trimesters many students are not able to complete their entire portfolio by the timeline required for submission.

Feedback/Input:

DCAC: Unanimous support

Trimester 3 Focus:

- Completing the required portfolio projects

Course Title: Multilingual Learner- Peer Tutoring
Department: Roseville Area High School (RAHS)- English Language Development
Type: New Course

Background:

This new 1 trimester elective course would target 11th and 12th grade students interested in supporting their peers or an educational career. Students assist their peers in a sheltered content multilingual learner classroom to support their classroom tasks in math, English, science, or social studies. Students would receive 1 full credit for their support in this course, rather than a teacher assistance elective where a student earns a half credit. RAHS currently has a similar course called Peer Tutoring where students support their peers in some special education courses.

Feedback/Input:

DCAC: Unanimous support

- Especially working to support students who are new to the country
- Supports classrooms with higher number of students
- Peer tutors would not be required to know the language of the students they are supporting but it certainly helps!

Course Title: Online Physical Education 2
Department: Roseville Area High School (RAHS)- Physical Education
Type: Major Change in Existing Course

Background:

The in-person version of this course currently exists at RAHS, however we are finding many students are currently taking an online PE course with another district or online provider. This course would allow us to provide an online PE course for our students and keep them in Roseville Area Schools for their PE experience. The PE 2 course will provide a comprehensive approach to fitness and wellness, designed to empower students to lead active and healthy lifestyles. The course will begin with a comprehensive fitness assessment, establishing a baseline for individual goal setting. Students will track their progress throughout the trimester as they learn about the five components of fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. The online PE course provides students with more flexibility and a different PE experience for students who may struggle in a traditional PE setting.

Feedback/Input:

DCAC: Unanimous support

- We will strive to make the course more rigorous than the other options that some students are taking
- We will also collaborate with other districts who already offer an online PE course to learn about their accountability and participation measures

Agenda Topic: Security and Technology (Capital Projects) Levy
Meeting Date: May 13, 2025
Contact Person: Shari Thompson and Tina Clasen

Background:

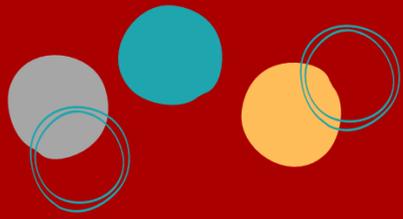
A central goal of the district’s strategic plan is to ensure financial stability. One of the key strategies supporting this goal is to secure and allocate financial resources to support the district’s mission and vision. In recent years, the school board and district administration have focused on the district’s fund balance targets and increasing our unassigned fund balances to ensure we have adequate reserves.

Another crucial area related to securing adequate resources is providing the financial support required to maintain technology and security needs for twelve buildings and more than 1.6 million square feet of property. This includes, but is not limited to, security cameras, secure entry systems, e-curriculum, technology infrastructure, cybersecurity, and improving methods of communication with families.

The capital outlay portion of the basic general education formula is limited to \$1.8 million annually. Shari Thompson, executive director of business services, and Tina Clasen, technology supervisor, will provide additional information about the impact of a capital projects levy.

Recommendation:

Action Required Informational – No Board Action Requested

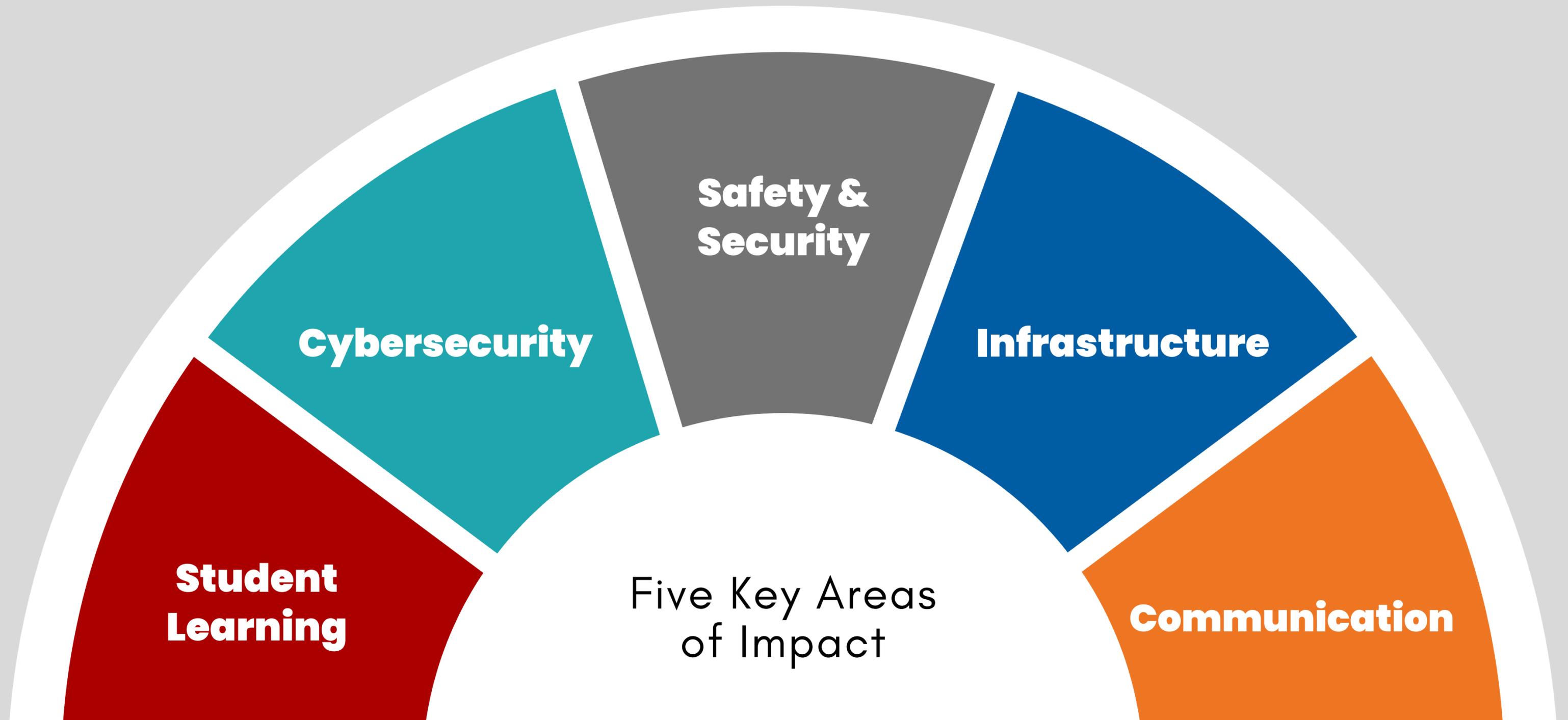


ROSEVILLE AREA SCHOOLS

Security & Technology Levy

May 13, 2025

Technology in Roseville Area Schools



Student Learning

Cybersecurity

Safety & Security

Infrastructure

Communication

Five Key Areas
of Impact



THE ROLE OF TECHNOLOGY

Technology plays a critical role in school **safety and security** by enabling real-time communication, monitoring, and rapid response to potential threats, ensuring a safer environment for students and staff.

KEY INVESTMENTS

Internal and external video cameras, staff security badges, automated entrance & exit management

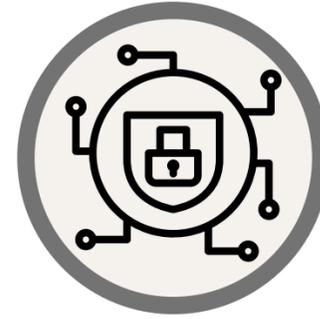


THE ROLE OF TECHNOLOGY

Technology plays a fundamental role in today's classrooms by enhancing **student learning** through personalized instruction, interactive resources, and access to a wealth of information and tools that foster engagement and critical thinking.

KEY INVESTMENTS

Technology hardware (e.g., 1:1 student iPads, teacher laptops), learning management software, e-curriculum, career & tech curriculum tools



THE ROLE OF TECHNOLOGY

Technology is essential in **cybersecurity** for schools, protecting sensitive student data, securing online learning platforms, and safeguarding against cyber threats to ensure a safe digital environment for education.

KEY INVESTMENTS

Two-factor authentication for staff portal, threat detection software, monthly cybersecurity external monitoring services



THE ROLE OF TECHNOLOGY

Technology is integral to school **infrastructure**, providing the foundational systems that support seamless communication, efficient data management, and secure, reliable access to digital resources for students and staff.

KEY INVESTMENTS

Wi-fi access points, telephony systems, data storage systems, internet filtering, network connectivity



THE ROLE OF TECHNOLOGY

Technology plays a key role in school **communication** by providing efficient and accessible ways to keep families, students, and staff connected and informed. This includes translation features to ensure all families, have equitable access to information.

KEY INVESTMENTS

Mass notification systems, family-school communication platforms, virtual meetings and webinars, internal messaging systems, website



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.

VISION

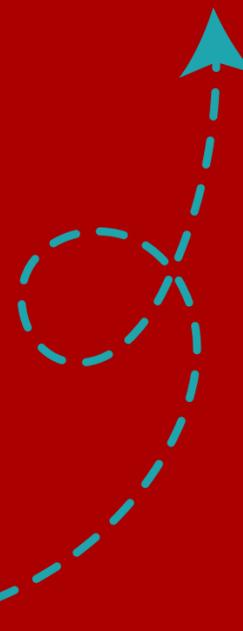
EQUITY VISION

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.

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

A technology levy provides a dedicated source of funding to support the essential and expanding role of technology in education, ensuring students and staff have access to the tools and resources needed for success in today's digital world.



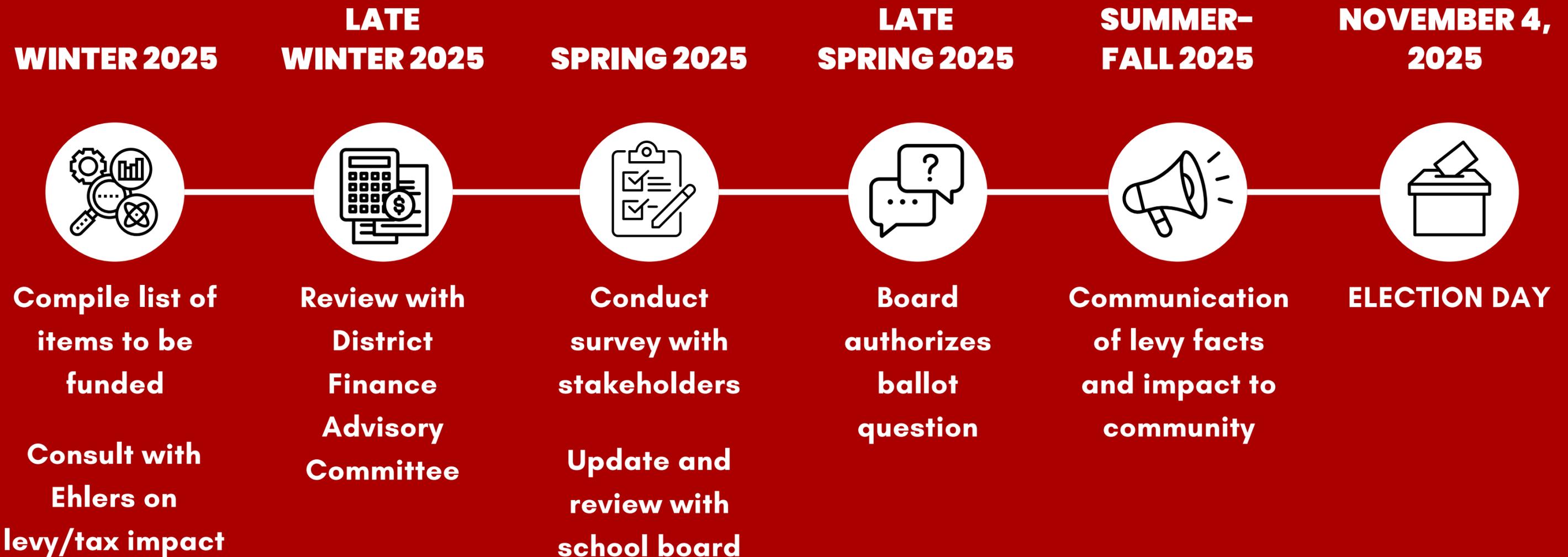
Technology Revenue & Expenses

| | | |
|--|-------|----------------|
| Yearly Technology Software & Support costs | | \$2,151,991.00 |
| Security- Video cameras ,physical security (doors, card readers) and Cybersecurity | | \$406,333.33 |
| Technology Capital annual cost (includes printer center costs) | | \$2,495,466.67 |
| | | |
| | Total | \$5,053,791.00 |



Security & Technology Levy

TIMELINE



Questions

Roseville Area Schools, ISD 623
Estimated Tax Impact of Potential Capital Project Levy
November 2025 Election

May 5, 2025

| Annual Revenue | \$2,000,000 | \$4,000,000 | \$6,000,000 | \$8,000,000 |
|---|--------------------|--------------------|--------------------|--------------------|
| Estimated Tax Capacity Rate Payable 2026 for Capital Project Levy* | 2.168% | 4.336% | 6.504% | 8.672% |

| Type of Property | Estimated Market Value | Estimated Annual Taxes Payable in 2026 for Capital Project Levy* | | | |
|--|-------------------------------|---|-------|-------|-------|
| Residential Homestead | \$100,000 | \$14 | \$27 | \$41 | \$54 |
| | 150,000 | 25 | 51 | 76 | 101 |
| | 200,000 | 37 | 74 | 112 | 149 |
| | 250,000 | 49 | 98 | 147 | 196 |
| | 300,000 | 61 | 122 | 182 | 243 |
| | 350,000 | 73 | 145 | 218 | 290 |
| | 400,000 | 84 | 169 | 253 | 338 |
| | 450,000 | 96 | 192 | 289 | 385 |
| | 500,000 | 108 | 216 | 324 | 432 |
| | 600,000 | 135 | 271 | 406 | 542 |
| Commercial/ Industrial + | \$100,000 | \$21 | \$41 | \$62 | \$82 |
| | 250,000 | 58 | 116 | 174 | 232 |
| | 500,000 | 126 | 253 | 379 | 506 |
| | 1,000,000 | 263 | 526 | 790 | 1,053 |
| | 2,500,000 | 674 | 1,347 | 2,021 | 2,694 |
| Apartments and Residential Non-Homestead | \$250,000 | \$68 | \$135 | \$203 | \$271 |
| | 500,000 | 135 | 271 | 406 | 542 |
| | 1,000,000 | 271 | 542 | 813 | 1,084 |
| | 2,000,000 | 542 | 1,084 | 1,626 | 2,168 |

* The amounts in the table are based on school district taxes for the proposed capital project levy only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the homeowner's Homestead Credit Refund ("Circuit Breaker") program. Some owners of homestead property may qualify for a refund, based on their income and total property taxes. This would decrease the net tax impact for those property owners.

+ For commercial-industrial property, the estimates above are for property in the City of Roseville. The tax impact for commercial-industrial property in other municipalities in the school district may be slightly different, due to the varying impact of the Twin Cities Fiscal Disparities program.

| | | | | |
|---------------------------------------|---------------|---------------|---------------|---------------|
| Tax Rate to Include on Ballot: | 1.936% | 3.872% | 5.808% | 7.744% |
|---------------------------------------|---------------|---------------|---------------|---------------|