



Agenda  
Regular School Board Meeting  
Tuesday, October 14, 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 Meetings of September 25 and October 6, 2025
  - 5.b. Payment of Bills
  - 5.c. Personnel - Resignations, Appointments, Reductions
  - 5.d. Gifts
6. Reports and Non-Action Items
  - 6.a. School Board Governance Policies (200 Series) First Reading  
**Speaker(s):** Clerk Rose Chu, Treasurer Mannix Clark, and Director Kitty Gogins
  - 6.b. Policy 584: Collection, Maintenance, Use and Release of Student Educational Data (reviewed)  
First Reading  
**Speaker(s):** Maura Weyandt
  - 6.c. Harambee Elementary School Calendar Transition Update  
**Speaker(s):** Nathan Meyer and Jenny Eckman
7. Action Items
  - 7.a. Harambee Elementary School Forest Resolution  
**Speaker(s):** Nathan Meyer and Jenny Eckman
  - 7.b. Roseville Area Schools Language Access Plan  
**Speaker(s):** Carrie Ardito and Lourdes Flores-Hanson
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

September 25, 2025

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

Announcements, Comments, Recognitions. Roseville Area High School teacher Sara Mortel was recognized for being named the 2025 Minnesota Psychology Teacher of the Year.

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

- (11) Consent Agenda. Boguszewski moved, Clark seconded acceptance of the consent agenda, including the minutes of the regular school board meeting on September 9, 2025; payment of bills; resignations, appointments, reductions, adjustments; and gifts were approved. Ayes: Anderson, Boguszewski, Clark, Gogins, Shaw. Nays: none. Motion carried unanimously.

Summer Programs Presentation. Cyndi Arneson, executive director of community education; Niceta Thomas, executive director of student services; and various staff presented an overview of summer programming. With a focus on partnerships, updates were provided from early childhood, out of school time, community education, targeted services and credit recovery, extended school year, and the Adult Learning Center.

Achievement Report. Jake Von De Linde, executive director of teaching and learning, presented proficiency results and trends from the 2025 Minnesota Comprehensive Assessments in math, reading and science, as well as growth data in reading and math. There was little change in the district's overall MCA proficiency scores in reading and math, although increases in proficiency were seen for some student groups, grades or schools. District scores remained slightly below state proficiency levels. MCA science scores were not yet available; however, the first administration of the Science MCA IV was in spring 2025, so scores cannot be compared to the MCA III.

In response, the district is focused on providing interventions, including continued implementation of curriculum and instruction based on the science of reading, a curriculum review for mathematics, and additional screening and supports for students in reading and math.

Safety and Technology Levy Update. Shari Thompson, executive director of business services, and Superintendent Loeck reviewed information about the district's capital projects levy for safety and technology.

Minnesota School Boards Association Delegate Assembly. Director Boguszewski shared information about the nomination process for MSBA’s Delegate Assembly.

- (12) Preliminary Levy Approval. Boguszewski moved, Gogins seconded approval of the preliminary levy payable in 2026 for fiscal year 2026-2027 at the maximum. Ayes: Anderson, Boguszewski, Clark, Gogins, Shaw. Nays: none. Motion carried unanimously.
- (13) Appointment of BrightWorks Representative Assembly Member. Anderson moved, Boguszewski seconded a motion to appoint Director Kitty Gogins to serve on BrightWorks’ Representative Assembly. BrightWorks is a nonprofit educational cooperative that provides programs and services to school districts in the metro area. Ayes: Anderson, Boguszewski, Clark, Gogins, Shaw. Nays: none. Motion carried unanimously.
- (14) Work Study Session Time Changes. Anderson moved, Clark seconded a motion to reschedule the study sessions on October 14 and November 12 to begin at 4:30 p.m. Ayes: Anderson, Boguszewski, Clark, Gogins, Shaw. Nays: none. Motion carried unanimously.

Board Reports. Treasurer Clark attended meetings of the American Indian Parent Advisory Committee and the Finance Advisory Committee. The board governance policy review task force met to finalize proposed revisions to the 200 series policies. Director Gogins visited Edgerton Elementary School and attended a Community Advisory Committee meeting, a donor appreciation event hosted by the Roseville Area Schools Foundation, and a school board candidate forum organized by the League of Women Voters. She also invited the community to attend Do Good Roseville’s upcoming Community Impact Celebration. Director Shaw attended a staff meeting at Falcon Heights Elementary School. Chair Anderson acknowledged National Hispanic Heritage Month, which is recognized September 15-October 15.

Superintendent’s Report. Superintendent Loeck highlighted Minnesota School Board Recognition Month, which is celebrated in September, and thanked board members for their service. She also invited the community to learn more about the district’s capital projects levy for safety and technology by attending upcoming community meetings.

The Chair declared the meeting adjourned at 8:49 p.m.

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

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

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

October 6, 2025

Chair Todd Anderson called the school board meeting to order at 4:26 p.m. in the Fairview Room at Anpétu Têça Education Center. Board members present: Todd Anderson, Mike Boguszewski, Rose Chu, Mannix Clark, Kitty Gogins, Frank Shaw. Board members absent: none. Also present: Dr. Jenny Loeck, superintendent of schools, and approximately ten other visitors or staff who attended all or part of the meeting.

- (15) Closed Session to Consider Educational Data and Potential Student Exclusion. Anderson moved, Gogins seconded a motion to close the meeting in order to consider educational data and the potential exclusion of a student pursuant to Minnesota Statutes section 13D.05, subdivision 2(a)(3) and section 121A.47, subdivision 5. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Shaw. Nays: none. Motion carried unanimously. The board entered into a closed session at 4:30 p.m.

The open meeting was reconvened at 5:55 p.m.

- (16) Resolution Excluding a Student. Chu moved, Shaw seconded adoption of a resolution excluding a student. A roll call vote was adopted. Ayes: Anderson, Boguszewski, Chu, Clark, Gogins, Shaw. Nays: none. Motion carried unanimously.

The Chair declared the meeting adjourned at 5:59 p.m.

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

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

October 6, 2025

Meeting Date: October 14, 2025

**PAYMENT OF BILLS:**

**-September 1 - September 30, 2025**

That bills in the amount of: **\$16,378,339.99** by the following funds be approved:

GENERAL	\$11,456,564.39
FOOD SERVICE	\$446,483.37
COMMUNITY SERVICE	\$608,225.47
BUILDING FUND	\$3,476,756.00
DEBT FUND	\$275,836.84
READING RECOVERY	\$0.00
AMSD	\$27,881.61
OPEB DEBT	\$0.00
DENTAL INS FUND	\$82,069.19
NO SUBURBAN COLLABORATIVE	\$0.00
EXTRA CURRICULAR-STU ACTIVITY	\$4,523.12

**RECOMMENDATION:**

That above payments are included in check numbers:

WIRE TRANSFERS	202500111	through	202500173	*incl 202500097
CHECKS	365654	through	366174	
CAPITAL ONE AP CHECKS	9246	through	9298	
ACH A/P	252610148	through	252610242	

**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	\$5,107,328.11	\$83,146.83	\$208,928.61		\$275,836.84	\$82,069.19		\$7,680.03	\$0.00		\$100.00	\$5,765,089.61
CHECKS	\$1,683,548.61	\$179,324.03	\$73,826.60	\$3,033,893.78	\$0.00			\$1,443.35		\$0.00	\$4,288.29	\$4,976,324.66
CAPITAL ONE A/P	\$153,485.23	\$18,913.89	\$16,631.65									\$189,030.77
ACH A/P	\$30,248.13	\$1,499.03	\$1,084.21	\$442,862.22							\$134.83	\$475,828.42
TRANSFER TO PAYROLL	\$4,491,661.81	\$163,599.59	\$307,754.40					\$18,758.23				\$4,981,774.03
VOID CHECKS	(\$9,707.50)	\$0.00	\$0.00								\$0.00	(\$9,707.50)
<b>TOTAL</b>	<b>\$11,456,564.39</b>	<b>\$446,483.37</b>	<b>\$608,225.47</b>	<b>\$3,476,756.00</b>	<b>\$275,836.84</b>	<b>\$82,069.19</b>	<b>\$0.00</b>	<b>\$27,881.61</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$4,523.12</b>	<b>\$16,378,339.99</b>

**BOND CONSTRUCTION FUNDS**

	September 1, 2025 Cash & Investments	Revenue 9/1 to 9/30	Disbursements 9/1 to 9/30	Balance Remaining as of 9/30/25
	\$8,439,957.80	\$0.00	\$51,038.64	\$8,388,919.16

**RECOMMENDATION:**

The above disbursements include check numbers:

CHECKS Sept 1 - Sept 30	102738	through	102739	\$50,400.48
CHECK PAID OUT OF GENERAL ACCT		through		\$0.00
VOID CHECKS				\$0.00

# Human Resources Information

5-C

Meeting Date

10/14/2025

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## Extended Leave MS 122A.46

**Goodrich, Kelly**

Effective Date 08/25/2025

Parkview Center School

Elementary Teacher

Requesting extended leave effective August 25, 2025 through June 10, 2026.

## Hired-Non-Licensed

**Brennan, Monica**

Effective Date 9/29/2025

Central Park Elementary School

Kitchen Manager

Hired working 7 hours per day effective September 29, 2025.

**Johnson, Mavcoll**

Effective Date 09/30/2025

Falcon Heights Elementary School

Paraprofessional

Hired working 6 hours per day effective September 30, 2025.

**Kroeger, Calvin**

Effective Date 09/23/2025

Little Canada Elementary School

DLSI Paraprofessional

Hired working 6 hours per day effective September 23, 2025.

**Leach, Janna**

Effective Date 10/06/2025

Roseville Area High School

Floating Kitchen Manager

Hired working 7 hours per day effective October 6, 2025.

**Lerndel, Mular**

Effective Date 09/29/2025

Roseville Area High School

EL Paraprofessional

Hired working 7 hours per day, effective September 29, 2025.

# Human Resources Information

5-C

## Meeting Date

10/14/2025

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### **Levine. Laura**

Effective Date 09/24/2025

Little Canada Elementary School

Paraprofessional

Hired working 4.5 hours per day effective September 24, 2025.

### **O'neil. Marv Beth**

Effective Date 09/24/2025

Central Park Elementary School

Paraprofessional

Hired working 6 hours per day effective September 24, 2025.

### **Unates Villegas. Sandra**

Effective Date 10/06/2025

Annétu Téča Education Center

ECSE Paraprofessional

Hired working 5.6 hours per day effective October 6, 2025.

## **Resignation-Licensed**

### **Anderson. Nellv**

Effective Date 09/22/2025

Edgerton Elementary School

Special Education Teacher

Resigned effective September 22, 2025.

### **Robens. Jessica**

Effective Date 10/03/2025

Parkview Center School

School Nurse

Resigned effective October 3, 2025.

## **Resignation-Non-Licensed**

### **Ford. Diamon'e**

Effective Date 10/03/2025

Parkview Center School

Special Education Paraprofessional

Resigned effective October 3, 2025.

# Human Resources Information

5-C

## Meeting Date

10/14/2025

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### **Kausel. Kelly**

Effective Date 09/25/2025

Central Park Elementary School

Nutrition Services Assistant

Resigned effective September 25, 2025.

## Returning from Leave

### **Demosev. Kendra**

Effective Date 08/25/2025

Parkview Center School

Special Education Teacher

Returning from leave effective August 25, 2025.

## Unpaid Leave

### **Feidt. Laura**

Effective Date 08/25/2025

Districtwide

Nutrition Services Manager

Requesting unpaid leave effective August 25, 2025.

### **Hernandez. Roberta**

Effective Date 08/25/2025

Central Park Elementary School

Elementary Teacher

Requesting unpaid leave effective August 25, 2025 through September 23, 2025.

### **Hudella. Nicole**

Effective Date 08/25/2025

Brimhall Elementary School

Elementary Teacher

Requesting unpaid leave effective August 25, 2025 through December 19, 2025.

**GIFTS TO SCHOOLS  
2025/26**

<b>SCHOOL BUILDING</b>	<b>NAME/ADDRESS OF DONOR</b>	<b>GIFT</b>	<b>USE</b>
Early Childhood Family Education (ECFE)	St. Anthony Park #212 Order of the Eastern Star 1604 70th Street Amery, WI 54001	\$2,107.00	Early Childhood Family Education program
Falcon Heights Elementary School	Anthony Bell 1545 Larpenteur Ave W St. Paul, MN 55113	Basketballs, jump ropes and sidewalk chalk	Recess
Roseville Area High School	U.S. Bank Foundation P.O. Box 634 Milwaukee, WI 53201	\$10.00	School needs
Roseville Area High School	Minnesota Vikings Football LLC 2600 Vikings Circle Eagan, MN 55121	\$50.00	Girls flag football program
Roseville Area High School	Falcon Heights-Lauderdale Lions Club 1753 Albert St Falcon Heights, MN 55113	\$2,000.00	Music department
Roseville Area High School	Thomas Hill 5476 130th Way N Hugo, MN 55038	\$600.00	Food shelf and school needs
Roseville Area High School	Roseville Boys Backcourt Club 1240 County Rd B2 W Roseville, MN 55113	\$1,200.00	Streaming service for boys basketball program
Roseville Area High School	Roseville Area HS Boys Soccer Booster Club 1240 County Rd B2 W Roseville, MN 55113	\$850.00	Streaming services for boys soccer program
Roseville Area High School	RAHS Girls Soccer Booster Club 1240 County Rd B2 W Roseville, MN 55113	\$2,707.22	Streaming services, transportation, and trainers for girls soccer program

Roseville Area High School	Susan Campion Bloomquist 3021 Little Bay Rd Roseville, MN 55113	\$100.00	Girls volleyball program
Roseville Area High School	Natalie Price 1618 207th Ln NE Cedar, MN 55011	\$300.00	Girls volleyball program
Roseville Area High School	Michelle Cheuk 1062 Lovell Ave W Roseville, MN 55113	\$34.00	Family and Consumer Science department
Roseville Area High School	Kevin and Sonia Calgren 647 Wheaton Ave Roseville, MN 55113	\$34.00	Sewing materials
Roseville Area Middle School	PAR Systems Group, LLC 707 County Rd E West Shoreview, MN 55126	\$500.00	Robotics team
Roseville Area Schools	Aaron Mastrian 1746 Skillman Ave W Roseville, MN 29492	\$40.00	District needs

Agenda Topic: School Board Governance Policies (200 Series) First Reading  
Meeting Date: October 14, 2025  
Contact Person: Clerk Rose Chu, Treasurer Mannix Clark, and Director Kitty Gogins

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Background:

The board governance policy review task force met on September 19, 2025, to discuss and finalize proposed revisions to the 200 series policies, which address aspects of school board governance.

This will be the first reading of the policies. The school board reaffirms its governance policies at its annual organizational meeting in January.

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Recommendation:

Action Required       Informational – No Board Action Requested

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

Policy 200 – School Board Governing Commitment

The Board will support the educational philosophies and ~~procedures~~ practices needed to promote a high quality education for all students. The Board holds itself accountable to the ~~citizens~~ families and residents of the District ensuring that all action it takes is consistent with law and the Board's policies that will be based on the best interests of the community and its learners.

In the fulfillment of this charge, the Board is committed to rigorous and continual improvement of its capacity to govern effectively, using its policies to define its values and expectations.

The Board's purpose is to assure that the organization achieves the results described in its Strategic Plan and operates within the parameters described in statute and District policies.

Adopted: 6/28/11  
Reviewed: 1/27/15  
1/12/16  
1/10/17  
1/9/18  
1/8/19

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

Policy 202 – School Board Governing Style

The board will govern lawfully with emphasis on:

- outcomes for students rather than on interpersonal issues;
- encourage encouraging diversity of viewpoints;
- focusing on strategic leadership rather than on administrative detail;
- observe observing clear distinction between board and superintendent roles;
- make making collective rather than individual decisions;
- exhibiting future orientation rather than past or present; and
- governing proactively rather than reactively.

Accordingly:

1. The board will cultivate a sense of group responsibility. The board will be responsible for excellent governance performance. The board will use the expertise of individual board members to enhance the performance of the board as a whole, but it will not substitute the judgments and opinions of individual members for the board's collective values. The board governs best through its collective voice.
2. The board will hold itself accountable for the quality of its governing performance and ensure the long-term capacity for excellent governance in the district. This self-discipline will apply to attendance, preparation for and participation in meetings, adherence to both the principles of the board's governing model and to the policies themselves, and respect of roles.
3. The board will direct and inspire the district through the careful establishment of a strategic plan and written policies reflecting the board's understanding of the community's values and perspectives. The board's major policy focus will be on the intended long-term benefits for students, and generally will not be on the administrative or programmatic means of attaining those benefits. The board may require information about such means to ensure it can effectively oversee whether the benefits are achieved.
4. The board will govern in a manner that is transparent to the public and encourages meaningful engagement with community members.
5. The board will offer orientation about the board's governance role to candidates running for the school board.
6. The board will take responsibility for its continuous development beginning with orientation of new members, ongoing training and periodic discussion and evaluation of the board's processes to ensure continued improvement.
7. The board, by majority vote, may revise or amend its policies at any time.

Adopted: 6/28/11

Revised: 1/27/15  
Reviewed: 1/12/16  
1/10/17  
1/9/18  
1/8/19

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

Policy 203 – School Board Annual Work Plan

The Board will follow an annual work plan and calendar that will include monitoring and review of policies and progress toward achievement of District goals, report to and engagement with the community and staff groups, and to partake in activities to improve Board performance through education, communication and deliberation.

The Board's annual planning cycle will begin each year in January.

Adopted: 6/28/11  
Reviewed: 1/27/15  
1/12/16  
1/10/17  
1/9/18

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

Policy 204 – School Board Job Description

The school board serves, leads and represents the District 623 community by determining and demanding appropriate and excellent organizational performance in order to accomplish the highest levels of achievement for all students.

In performing its unique governing role, the school board will:

1. Utilize appropriate strategies to ensure input from students, staff, parents/caregivers families, and the community.
2. Strive for board meetings that are fair, open, thorough, productive, efficient and orderly.
3. Adopt a strategic plan and policies that will guide the organization and oversee and ensure execution of the strategic plan and compliance with policies.
4. Advocate for District 623, the community, and public education.
5. Develop and follow written governing policies that, at the broadest levels, address:
  - a. Organizational impacts, benefits and end results for specified recipients;
  - b. Practical, ethical, and legal boundaries within which district activity and decision-making will take place;
  - c. How the school board will conceive, perform and monitor its own work;
  - d. How authority is delegated to the superintendent and the process for monitoring organizational and superintendent performance.
6. Employ, supervise and evaluate the superintendent.
7. Evaluate board performance annually.
8. Fulfill its fiduciary responsibility by, among other things, adopting an annual budget, monitoring performance against budget and appointing an independent auditor to conduct an annual external review and report directly to the board.
9. Seek to understand important issues facing District 623 and provide consultative feedback to the superintendent and staff as appropriate.
10. Perform other duties as defined by state statute.

Adopted: 6/28/11  
Revised: 1/27/15  
Reviewed: 1/12/16  
1/10/17  
1/9/18

1/8/19

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

Policy 206 – School Board Officer Roles

The officers of the Board are Chair, Clerk and Treasurer. Officers are elected following nominations at the first meeting in January. Board members, including members-elect, interested in an officer position are encouraged to inform the Board by December 31<sup>st</sup>. Their duties are assigned by this policy and others required by law.

Chair

The Chair provides leadership to the Board in partnership with all members. The Chair exercises interpretative responsibilities with integrity, reflecting the spirit and intent of the Board in its deliberations, and normally serves as the Board's official spokesperson.

The Chair has the following specific authority and duties:

1. Monitor Board actions to ensure that they are consistent with the Board's own rules and policies and other obligations imposed upon it from outside the organization.
  - a. Conduct and monitor Board meeting deliberations to ensure that Board discussion and attention are focused on Board issues, as defined in Board policy (see GP- [Policy 204](#));
  - b. Conduct Board meetings using the authority normally invested in the Chair as described in Robert's Rules of Order;
  - c. Lead timely Board meeting debriefings and periodic self-assessments to ensure process improvement.
  - d. On behalf of the Board, works with the superintendent to develop the board work plan and annual calendar.
2. Make interpretive decisions that fall within the Chair's role and topics covered by Board policies on Governance Culture and Board/Superintendent (CEO) Relationships.
3. Compile and facilitate the Board's summative evaluation of the Superintendent.
4. As its official spokesperson, represent the Board to outside parties concerning issues decided by the Board and other matters related to official Board responsibilities. Responds on behalf of the Board to communication received by the full Board, soliciting input from Board members when Board position is not evident.
5. The Chair may delegate authority, when appropriate, to other Board members but the Chair remains accountable for members' use of delegated authority.
6. Execute all documents authorized by the Board, except as otherwise provided by law.

## Policy 206 – School Board Officer Roles

7. Appoint members of all Board committees with input from Board members.
8. On behalf of the Board, and in concert with the Superintendent, develop proposed Board meeting agenda consistent with the Board’s annual calendar.

### Clerk

The Clerk has the following specific authority and duties:

1. Serves in the absence of the Chair.
2. Assists the Chair as requested in the execution of Chair responsibilities.
3. Acts as Board parliamentarian.
4. Assures accuracy of Board meeting minutes.
5. Signs documents as required.
6. Assures that Board policies are accurately recorded, maintained, posted and current.

### Treasurer

The Treasurer has the following specific authority and duties:

1. ~~Reviews~~ Examines District expenses against the budget and reviews the audit report.
2. Serves as Clerk of the Board in the absence of the Clerk.

Adopted: 6/28/11  
Reviewed: 1/27/15  
1/12/16  
1/10/17  
1/9/18  
1/8/19

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

Policy 208 – School Board Committees

School board committees will be used to support the work of the school board and to reinforce the wholeness of the school board's responsibilities, never to interfere with the delegation of authority from the school board to the superintendent. A committee is a board committee only if its existence and the charge are defined by state statute or result from formal action by the board.

Accordingly:

1. Board committees are to assist the board in meeting its roles and responsibilities, not to direct or advise staff. Committees ordinarily will assist the school board by recommending program or policy alternatives and implications for school board consideration.
2. Board committees may not speak or act for the board except when formally given such authority for specific and time-limited purposes. Committee expectations and authority will be clearly stated by the board.
3. Any direction to the superintendent related to a committee recommendation must come from the full board.
4. All board committee meetings are open to the public with meeting times and locations posted.
5. Opportunities to serve on board committees shall be broadly communicated with the goal that membership will be representative of the community.
6. From time to time, the board may establish a temporary task force to complete specific and time limited work on behalf of the board.

Adopted: 6/28/11  
Revised: 1/27/15  
Reviewed: 1/12/16  
1/10/17  
1/9/18  
1/8/19

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

Policy 209 – Board Operating Procedures and Meeting Process

The purpose of this policy is to provide guidance to board members and transparency to the public on board operating procedures and meeting processes.

1.0 Order of Business

Roberts' Revised Rules of Order shall be the official guide of the board on all points of parliamentary procedure. The order of business at each regular meeting of the Roseville Area School Board shall generally be as follows:

Call to Order  
Roll Call  
Agenda Adjustments  
Announcements  
Community Input  
Consent Agenda  
Discussion, Reports, Non-Action Items  
Action Items  
Board Reports  
Superintendent's Report  
Adjournment

2.0 Quorum

Four members of the board shall constitute a quorum for the transaction of business. The only business that can be transacted in the absence of a quorum is to take measures to obtain a quorum, to fix a time for adjournment and to adjourn, or to take a recess.

3.0 Agenda

The superintendent and the school board chair, or another board member designated by the chair, will collaboratively prepare the school board meeting agenda. School board members are encouraged to introduce new items including background information and supporting materials for discussion and possible action. School board members shall place items on the agenda as follows:

- 3.1 A board member may request at a school board meeting that an agenda item be placed on a future board agenda, or
- 3.2 A board member may make a request for an agenda item outside of a regular board meeting by submitting an e-mail request to the superintendent and board chair, with a copy of the e-mail to other school board members, no later than 5:00 p.m. ~~on Thursday preceding~~ at least

## Policy 209 – Board Operating Procedures and Meeting Process

five (5) calendar days prior to the regular board meeting. Changes to the agenda after that time will be made through the Agenda Adjustment Process. Any supporting materials must be submitted by 5:00 p.m. ~~on the Thursday preceding~~ at least five (5) calendar days prior to the meeting.

3.3 Generally, items will not be added to the agenda during a meeting unless they cannot be delayed until a subsequent meeting. Board members should make every effort to submit their request in advance as outlined in 3.2. However, a board member may make a motion to add an agenda item at the same meeting that the item is to be addressed under the Agenda Adjustment section of the agenda.

3.4 Community members who wish to place an item related to school district business on a school board meeting agenda should contact the school board chair or a school board member. The item may be brought by the chair or board member to the full school board for consideration.

### 4.0 Board Calendar

The board work calendar will be updated at least bi-monthly and ~~posted on the board web page~~ shared with board members.

### 5.0 Meeting Agenda Materials

5.1 Meeting materials will normally be made available to the school board at least four (4) calendar days prior to the scheduled meetings. Meeting documents will be made available electronically when feasible.

5.2 The school board meeting agenda will normally be posted on the school board web page ~~on the Friday preceding~~ at least four (4) calendar days prior to the regular school board meeting.

5.3 The goal will be to place the board meeting materials on the school board web page ~~on the Friday preceding~~ at least four (4) calendar days prior to the regular board meeting. In unusual circumstances if that is not possible, a notice indicating that the documents are not yet available will be placed on the web page. The documents will then be posted ~~on the Monday preceding~~ at least one (1) day prior to the meeting.

### 6.0 Requests for Information from School Board Members

6.1 Requests from individual board members for information relating to an upcoming board discussion or deliberation may be made directly to the superintendent or the designated administrative team member. Emailed requests for information from board members to administrative team members will also be copied to the superintendent and the board.

## Policy 209 – Board Operating Procedures and Meeting Process

- 6.2 Requested information (on agenda or non-agenda items) that is immediately available will be provided to all board members. Information that requires preparation time will be provided within a reasonable period of time. Requests for information that requires more substantial staff time or resources will be accommodated at the discretion of the Superintendent and in consultation with the school board.

### 7.0 Board Policy Discussions and Recommendations

The School Board is responsible for establishing and approving district policies. The following process will be used for the adoption of new policies or approving revisions made to existing policies.

#### 7.1 First Meeting

If a policy change is driven by a change in law or is a minor revision, the board may choose to condense the first and second meeting into one session.

Staff or board member(s) will present the need for a new policy or a significant change/revision of existing policy. (Policy is defined as end results, not procedures). The rationale for a new policy will be clearly articulated or documented. Staff will present a list of topics for inclusion or to be discussed. Staff will present considerations and relevant data and initial draft recommendations.

Board members will hold an open discussion on the policy in question. Staff will seek board input on the policy formation. District staff will serve as a resource to the board in their policy discussions. Given the discussion at the first meeting, the board may conclude the policy recommendation may proceed as follows.

#### 7.2 Second Meeting

~~Staff will present board members with a first reading of draft policy recommendation. The board will discuss the policy recommendation. Staff will serve as a resource to the board in their discussion.~~

Staff will present the draft as a second reading for discussion. Action will be taken as needed.

#### 7.3 Third Meeting (or second, if first two condensed)

~~Staff will present the draft as a second reading for discussion. Action will be taken as needed.~~

## Policy 209 – Board Operating Procedures and Meeting Process

- 8.0 The board will hold regular school board meetings that will be broadcast within the general geographic area of the district via television, website live-streaming, YouTube streaming, and/or other generally available media. Non-decision making informational meetings for the board, such as work-study sessions and workshops, will not be broadcast, but a report on what was discussed will be provided at the next board meeting.
- 9.0 Community Input and Community Input Sessions
- 9.1 The community is welcome and encouraged to attend board meetings. In accordance with the Open Meeting Law, all school board meetings, including work study sessions and informational sessions, are open to the public unless otherwise prohibited by law.
- 9.2 The schools belong to the community, and their involvement in major decisions affecting the district is proper and can be a valuable form of assistance to the board. There are many vehicles available to the community to provide their input to the board, such as emailing board members individually or as a group, meeting with individual board members or talking to them in person or via phone, and addressing the board at community input sessions.
- 9.3 When discussing action items on the board meeting agenda, community input received on the topic by the full board will be summarized.
- 9.4 Community Input Sessions
- 9.4.1 A community input session will be held prior to every regular school board meeting and attended by the full Board or as many board members as is practicable. The community input session will start thirty minutes before the meeting and end five minutes prior to the scheduled start of the meeting. When a public hearing, work study session or other meeting immediately precedes the regular meeting, the community input session will start thirty minutes prior to the first scheduled meeting. When feasible, the board will have 30 minutes between sessions to allow the Community Input Session to remain just prior to the board meeting.
- 9.4.2 The intent of the community input session is to provide constituents with an opportunity to directly address the members of the school board. For this reason, community input sessions will be recorded for recordkeeping purposes and as a resource for board members but not be televised.
- 9.4.3 Community members who wish to address the Board during a

## Policy 209 – Board Operating Procedures and Meeting Process

community input session must fill out an online form or contact the superintendent's office by email, phone, or in person by 3 p.m. on the day of the meeting with their name, email address, home address, affiliation with the school district, and the topic they wish to address. Only those community members who have submitted a request to address the Board by the deadline will have the opportunity to do so, unless an exception is granted by the Board Chair.

- 9.4.4 Speakers will be provided up to three minutes (or 10 minutes for a speaker representing a delegation) to address the Board, unless the Board Chair grants an exception. For the purposes of this policy, a delegation is defined as a group of four or more people in attendance at the community input session that represent a larger group or organization. If a person chooses to be part of a delegation, they cannot also address the board as an individual at the same meeting. If the number of speakers exceeds the allotted time, the Board Chair may shorten each speaker's time to two minutes and a delegation to seven minutes. If there are still too many participants, the Board may limit the number of speakers to three per topic with priority placed in the following order: 1) current student, 2) ~~parent/guardian~~ family member of a current students, 3) staff member, 4) district resident, 5) other constituents. Board members will listen respectfully to issues brought to them by the community; they will not answer questions posed by speakers but may ask clarifying questions. The Board will not deliberate or take action during the open forum regarding an issue presented.
- 9.4.5 School board and/or administrative responses will be provided to the individual requesting a response within 2 weeks following the meeting, with copies to the entire school board.
- 9.4.6 Personal attacks on students, staff members, or board members will not be allowed. Referring to an individual by name or the use of vulgar or profane language will be ruled out of order.
- 9.4.7 Speakers unwilling to abide by the rules or time constraints may be told their privilege of speaking has ended.
- 9.4.8 If the board requests public follow-up by administration, it will be presented at a subsequent meeting.
- 9.4.9 When the board meeting is called to order, audience comments are no longer permitted and will be ruled out of order.

### 10.0 Meetings by Interactive Technology

Policy 209 – Board Operating Procedures and Meeting Process

A meeting may be conducted by interactive technology in compliance with Minnesota Statutes, section 13D.02. The chair/acting chair and a quorum of board members must be in person at the posted meeting location.

Adopted: 11/24/15  
Reviewed: 1/12/16  
1/10/17  
1/9/18  
Revised: 1/8/19  
10/26/21

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

Policy 210 – School Board Code of Conduct

School Board members will conduct themselves lawfully, with integrity and high ethical standards in order to model the behaviors expected of staff and students and to build confidence and credibility.

When performing School Board responsibilities:

1. The School Board's greatest concern is the educational welfare of all students.
2. School Board members will represent the interests of the citizens families and residents of the entire School District. This accountability to the whole District supersedes:
  - a. Any conflicting loyalty a member may have to other advocacy or interest groups;
  - b. Loyalty based upon membership on other boards or staffs;
  - c. Conflicts based upon personal interest of any School Board member;
  - d. Conflicts based upon being a relative of, or having a social relationship with, an employee of Roseville Area Schools.
3. School Board members may not attempt to exercise individual authority over the organization.
  - a. Board members will not assume personal responsibility for resolving operational problems or complaints;
  - b. Board members will not give personal direction to any part of the operational organization;
  - c. Board members' interactions with the public, press, or other entities must recognize the inability of any Board member to speak for the Board except to repeat explicitly stated Board decisions;
4. A member of the Board may represent ~~himself or herself~~ themselves as speaking or acting for the Board – implicitly or explicitly, only when the Board authorizes a particular statement or action.
5. To build trust among members and to ensure an environment conducive to effective governance, Board members will:
  - a. Focus on issues rather than personalities;
  - b. Respect and support decisions of the full board;

Policy 210 – School Board Code of Conduct

- c. Exercise honesty in all written and interpersonal interaction, never intentionally misleading or misinforming each other;
  - d. Make every reasonable effort to protect the integrity and promote the positive image of the district and one another.
6. Members will exercise personal discipline in the performance of their duties, including proper use of authority and appropriate decorum when acting as Board members.
  7. Members shall respect the confidentiality of information that is privileged under applicable law and shall maintain confidentiality appropriate to sensitive issues and information that otherwise may tend to compromise the integrity or legal standing of the Board, especially in those matters discussed in Closed Sessions.
  8. Board members will recognize that board business may be legally transacted only in an open meeting with a quorum of the school Board.
  9. Board members will consider multiple perspectives when a debatable issue is presented.

Adopted: 6/28/11  
Reviewed: 1/27/15  
1/12/16  
1/10/17  
1/9/18  
1/8/19

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

Policy 212 – School Board Conflict of Interest

School Board members will avoid any actual conflicts of interest as well as the appearance of conflict of interest with regard to any matter considered by the Board. A conflict of interest exists when a member is confronted with an issue in which the member has a personal or financial interest or an issue or circumstance that could render the member unable to devote complete loyalty and singleness of purpose to the public interest.

Accordingly:

1. Board members will comply with all statutes regarding conflict of interest and ability to serve on the Board.
2. If a Board member has a personal or private interest in any matter pending before the School Board, the member will disclose such interest to the School Board, will not vote on the matter and will not attempt to influence the decisions of the other School Board members.
3. A Board member will avoid conflict of interest in the exercise of the member's fiduciary responsibility. Accordingly, a Board member may not:
  - a. Disclose or use confidential information acquired during the performance of official duties;
  - b. Accept a gift or economic benefit which would tend to influence a reasonable person;
  - c. Engage in any financial transaction for private business purposes that would exert undue influence on a person whom the Board member directly or indirectly supervises;
  - d. Perform an official act that directly confers an economic benefit on a person or entity with whom or in which the Board member has any but a de minimus financial interest or with whom the member is counsel, consultant, representative or agent.

Adopted: 6/28/11  
Reviewed: 1/27/15  
1/12/16  
1/10/17  
1/9/18  
1/8/19

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

Policy 214 – School Board Process for Addressing Board Member Violations

The School Board and each of its members are committed to faithful compliance with the provisions of School Board policies.

The Board recognizes that alleged willful and/or continuing policy violations must be addressed. Each member is responsible for self-monitoring and for promptly initiating the process outlined below when they believe another Board member has violated policy.

1. Directly discuss the concern with the alleged offending board member. If agreement and understanding can be reached, consider the issue resolved.
2. If resolution does not appear possible or the concerned board member is not comfortable going to the alleged offending member, then the matter should be brought to the attention of the Chair (or Clerk if the Chair is the alleged offending member.)
3. If resolution via the Chair or the Clerk is not reached, the concern should be brought to the Board at a public meeting for review of possible violation. The Board will vote to determine if policy violation occurred. If Board policy violation occurred, then the Board will vote on what action to take regarding the violation, including any of the following: public statement, removal from Board leadership position or removal from the Board as provided by statute.
4. All actions related to Board member violation require a concurrent vote of at least four (4) Board members after due process has been afforded.

If a policy violation occurs, the Board will consider individual or full board development work that may reduce the likelihood of future policy violations.

Adopted: 6/28/11  
Reviewed: 1/27/15  
1/12/16  
1/10/17  
1/9/18  
1/8/19

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

Policy 216 – School Board/Superintendent Relationship

The Superintendent is the School Board’s sole point of direction to the organization. The Board will direct the organization only through the Superintendent, who serves functioning as the functioning Chief Executive Officer.

The Board will direct the Superintendent only through decisions of the full Board.

Accordingly:

1. The Board will make official decisions by formal, recorded vote in order to avoid any lack of clarity about whether direction has been given.
2. Decisions or instructions of individual Board members, officers and committees are not binding on the Superintendent except in rare instances when the Board has specifically delegated such exercise of authority.
3. In the case of Board members or committees requesting information or assistance which, in the Superintendent’s opinion, requires a material amount of staff time or that is unreasonable or disruptive, the Superintendent may decline and ask that the committee or the member refer such requests to the full Board for review.

Adopted: 6/28/11  
Reviewed: 1/27/15  
1/12/16  
1/10/17  
1/9/18  
1/8/19

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

Policy 220 – Superintendent/Staff Accountability

The Superintendent reports to the Board and is responsible for all matters related to the day-to-day operation of the organization. All other staff members report directly or indirectly to the Superintendent.

1. An individual board member has no supervisory or managerial authority; the Board will not give direction to any employee other than the Superintendent.
2. The Board will not formally or informally evaluate any staff member other than the Superintendent.
3. Except as required by law, and thus disposed of by the Consent Agenda, the Board will not participate in decisions or actions involving the hiring, evaluating, disciplining or dismissal of any employee other than the Superintendent.

Adopted: 6/28/11  
Reviewed: 1/27/15  
1/12/16  
1/10/17  
1/9/18  
1/8/19

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

Policy 222 – Authority Delegation to the Superintendent

The board in partnership with the superintendent will develop and monitor a strategic plan and written policies that provide direction to the superintendent about the outcomes to be achieved for students and the organizational expectations to be accomplished.

In this policy, the board delegates to the superintendent responsibility for the administration of the schools, including authority to implement the strategic plan and written policies adopted by the board. The superintendent's authority to administer stems not only from this policy, but also from powers conferred upon the superintendent by relevant Minnesota State laws and regulations governing the function of the school board and the superintendent.

Accordingly:

1. As long as the superintendent uses any reasonable interpretation of the Board's outcomes and organizational expectations policies, the superintendent is authorized to establish all further administrative policies and regulations, make all operational decisions, establish all practices and develop all activities the superintendent deems appropriate to achieve the board's outcomes policies. Such decisions will have the same force and authority as if the board decided them. The superintendent is expected to keep the board apprised of how policies are implemented and seek board input. However, the superintendent does not need Board approval for any decision clearly falling within the superintendent's area of delegated authority.
2. The superintendent is responsible for continuous improvement of the district's educational and administrative systems supporting the effective administration of the schools.
3. The board remains accountable for the superintendent's use of delegated authority, and, in turn, will hold the superintendent accountable for exercising the delegated authority to successfully implement the strategic plan and policies adopted by the board.

Adopted: 6/28/11  
Revised: 1/27/15  
Reviewed: 1/12/16  
          1/10/17  
          1/9/18  
          1/8/19

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

Policy 224 – Monitoring Superintendent (CEO) Performance

The School Board will provide regular feedback and conduct an annual performance evaluation of the Superintendent. The evaluation shall be based on set criteria, related to positional functions and accountabilities as outlined in the Superintendent's job description and the District's Strategic Plan. The performance appraisal instrument will be approved by the Board in consultation with the Superintendent.

Adopted: 6/28/11  
Reviewed: 1/27/15  
1/12/16  
1/10/17  
1/9/18  
1/8/19

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

Policy 226 – Out-of-State Travel School Board

1.0 Purpose

The purpose of this policy is to provide direction for out-of-state travel by school board members as required by law.

2.0 General Statement of Policy

School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with state, federal, and local laws, rules, regulations, and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

3.0 Appropriate Travel

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to regional or national meetings of the ~~National School Boards Association~~ is presumed to fulfill this purpose. Approval of the school board will be required if board members travel to other out-of-state meetings and request reimbursement from the school district for expenses.

4.0 Reimbursable Expenses

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, and other reasonable and necessary school district related expenses. All requests for reimbursement will be processed in accordance with district accounting procedures.

Adopted: 10/25/16  
Reviewed: 1/10/17  
1/9/18  
1/8/19

Agenda Topic: Policy 584: Collection, Maintenance, Use and Release of Student Educational Data (reviewed) First Reading  
Meeting Date: October 14, 2025  
Contact Person: Maura Weyandt

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Background:

Maura Weyandt, associate superintendent, will review Policy 584: Collection, Maintenance, Use and Release of Student Educational Data. No changes are recommended. This will be the first reading of the policy. The policy was last revised in February 2023.

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Recommendation:

Action Required                       Informational – No Board Action Requested

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

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

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

Adopted: 06/29/72  
Revised: 09/13/01  
Revised: 11/24/15  
Revised: 03/16/21  
Revised: 02/21/23

Agenda Topic: Harambee Elementary School Calendar Transition Update  
Meeting Date: October 14, 2025  
Contact Person: Nathan Meyer and Jenny Eckman

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Background:

Nathan Meyer, Harambee Elementary School principal, and Jenny Eckman, environmental education specialist, will provide an update on the ongoing process of creating a new vision for Harambee Elementary School.

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Recommendation:

Action Required

Informational – No Board Action Requested



**An Update On**

# **Harambee's New Vision**

**October 14, 2025**

# Agenda

- 9-month calendar approved
- Defining Harambee's new vision
- Listening to community voices
- Focus of Environmental Education
- Next steps
- MN DNR School Forest



# 9-Month Calendar Approved

**April 2025** – Staff, family, community meetings to discuss changes and answer questions

**April 8, 2025** – Roseville Area School Board approved transition to 9-month calendar based on an administrative recommendation:

- seamless pre-k to 12 experience
- consistency for families
- support enrollment



# Harambee's New Vision

Following the calendar announcement, the process of creating a new vision for Harambee began immediately. This comprehensive process involves staff, students, families, and external partners to ensure the new vision is grounded in community values and high-quality instruction.

- **Steering Committee** – building and district staff, families, and consultants
- **External Consultants** – BrightWorks and Captivate Media
- **Environmental Education Specialist** – Jenny Eckman was hired and made her return to Harambee



# Listening to Community Voices

Through large group listening sessions & over 25 interviews conducted by BrightWorks and Captivate Media, the community strongly affirmed the following key values and desires for Harambee's future:



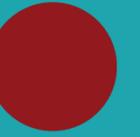
- **Culture & Community**
- **Diversity**
- **Unique Identity**
- **Quality Instruction**



# Renewed Focus on Environmental Education

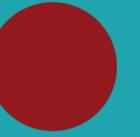


The PTO led a volunteer effort to rebuild the school's raised garden beds, allowing students in the Out-of-School-Time Program to plant a pizza garden, a three sisters garden, and a pollinator garden.



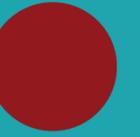
# Renewed Focus on Environmental Education

Our grounds crew has cleaned up the outdoor classroom and trails to enhance learning opportunities.



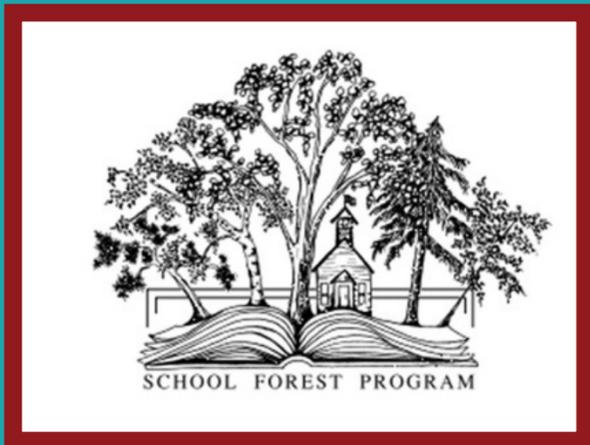
# Renewed Focus on Environmental Education

Over the summer and into the fall our new Environmental Education Specialist began building community connections and attending trainings to deepen expertise in nature-based experiences.





Roseville Area  
Community Foundation



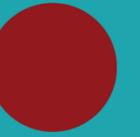
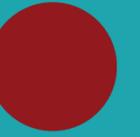
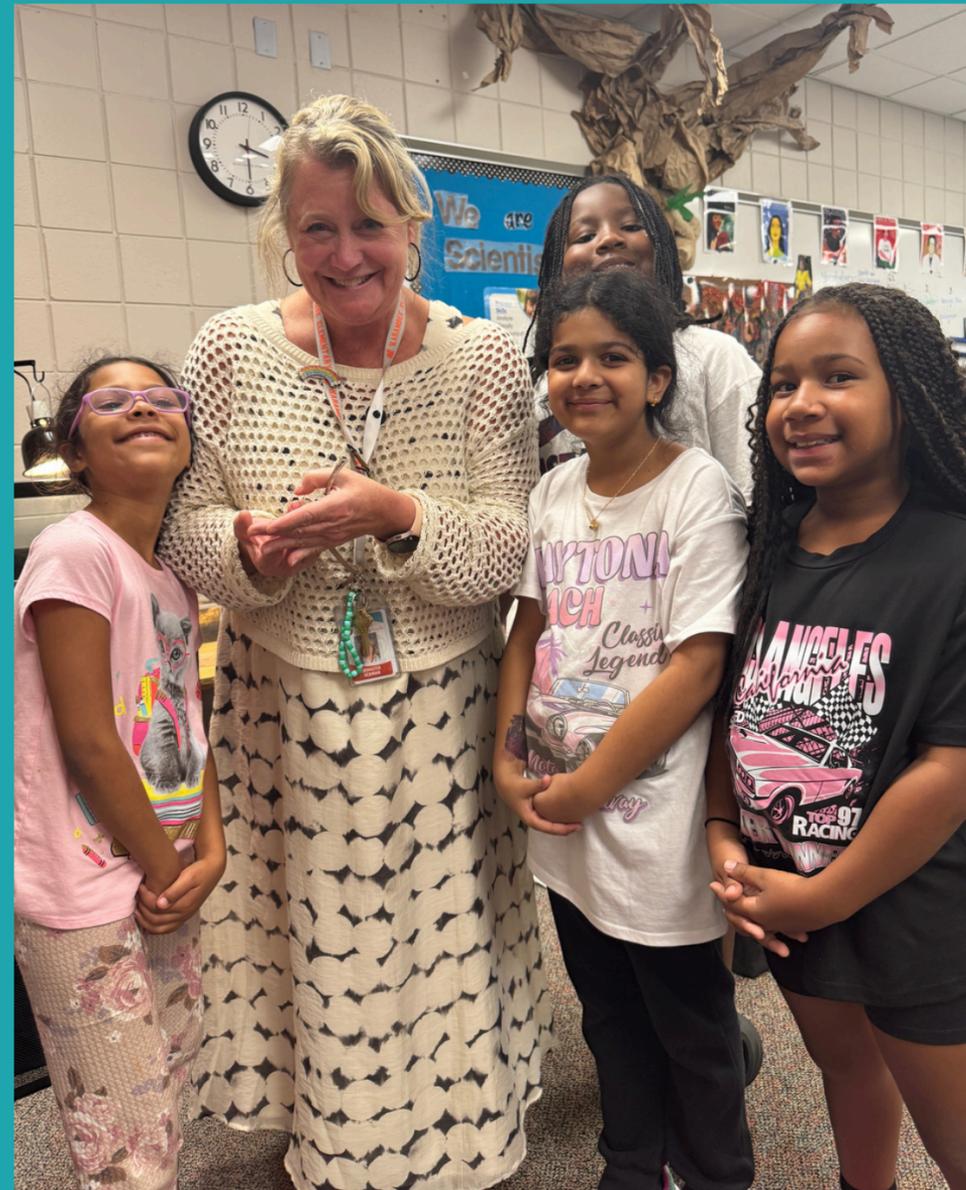
**Twin Tiger  
Farm & Gardesn**

**bell museum**



# Renewed Focus on Environmental Education

This fall students began working directly with Ms. Eckman in science class.





1. Students learned about crop art and then created your own
2. Students collected items to create their own crop art
3. Students learned about the new corn snake and how to care for it
4. A 6<sup>th</sup> grade student works on a stop motion animation project
5. Students work in their science notebooks in the Harambee backyard.

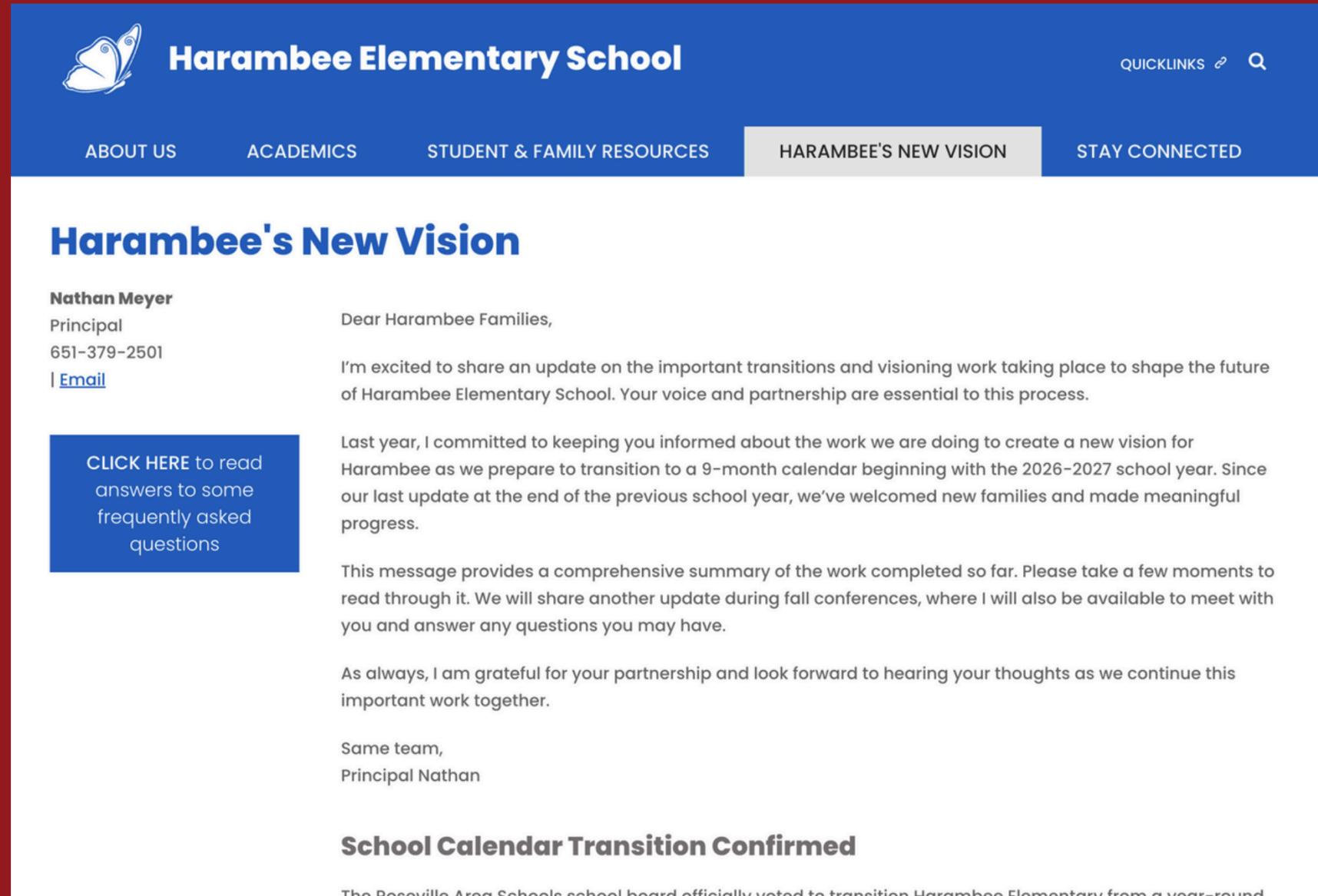


# Next Steps

- **October 23 – Family Night with a focus on monarch migration and Latine Heritage Month**
- **November 6 – Nashke Games**
- **November 6 – Kindergarten Information Night**
- **November 20 – Environmental Education Night**
- **Continued work with Captivate Media, BrightWorks, and the Steering Committee**
- **Continued and consistent communication with staff, families, and the community**



# For Continued Information



The screenshot shows the website for Harambee Elementary School. The header is blue with the school logo (a butterfly) and the name 'Harambee Elementary School'. There are navigation links: 'ABOUT US', 'ACADEMICS', 'STUDENT & FAMILY RESOURCES', 'HARAMBEE'S NEW VISION' (which is highlighted), and 'STAY CONNECTED'. A search icon and 'QUICKLINKS' are also present. The main content area has a white background with the title 'Harambee's New Vision'. Below the title is the name and contact information for Nathan Meyer, Principal: 'Nathan Meyer, Principal, 651-379-2501, | Email'. A blue button says 'CLICK HERE to read answers to some frequently asked questions'. The main text of the page reads: 'Dear Harambee Families, I'm excited to share an update on the important transitions and visioning work taking place to shape the future of Harambee Elementary School. Your voice and partnership are essential to this process. Last year, I committed to keeping you informed about the work we are doing to create a new vision for Harambee as we prepare to transition to a 9-month calendar beginning with the 2026-2027 school year. Since our last update at the end of the previous school year, we've welcomed new families and made meaningful progress. This message provides a comprehensive summary of the work completed so far. Please take a few moments to read through it. We will share another update during fall conferences, where I will also be available to meet with you and answer any questions you may have. As always, I am grateful for your partnership and look forward to hearing your thoughts as we continue this important work together. Same team, Principal Nathan'. Below this is a section titled 'School Calendar Transition Confirmed' with the start of a paragraph: 'The Roseville Area Schools school board officially voted to transition Harambee Elementary from a year-round'.



[harambee.isd623.org/new-vision](https://harambee.isd623.org/new-vision)

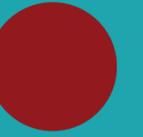


# Minnesota DNR School Forest

# Minnesota DNR School Forest

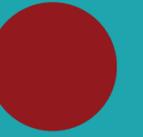
**A School Forest is an outdoor classroom where teachers and students explore the natural world and learn across content areas.**

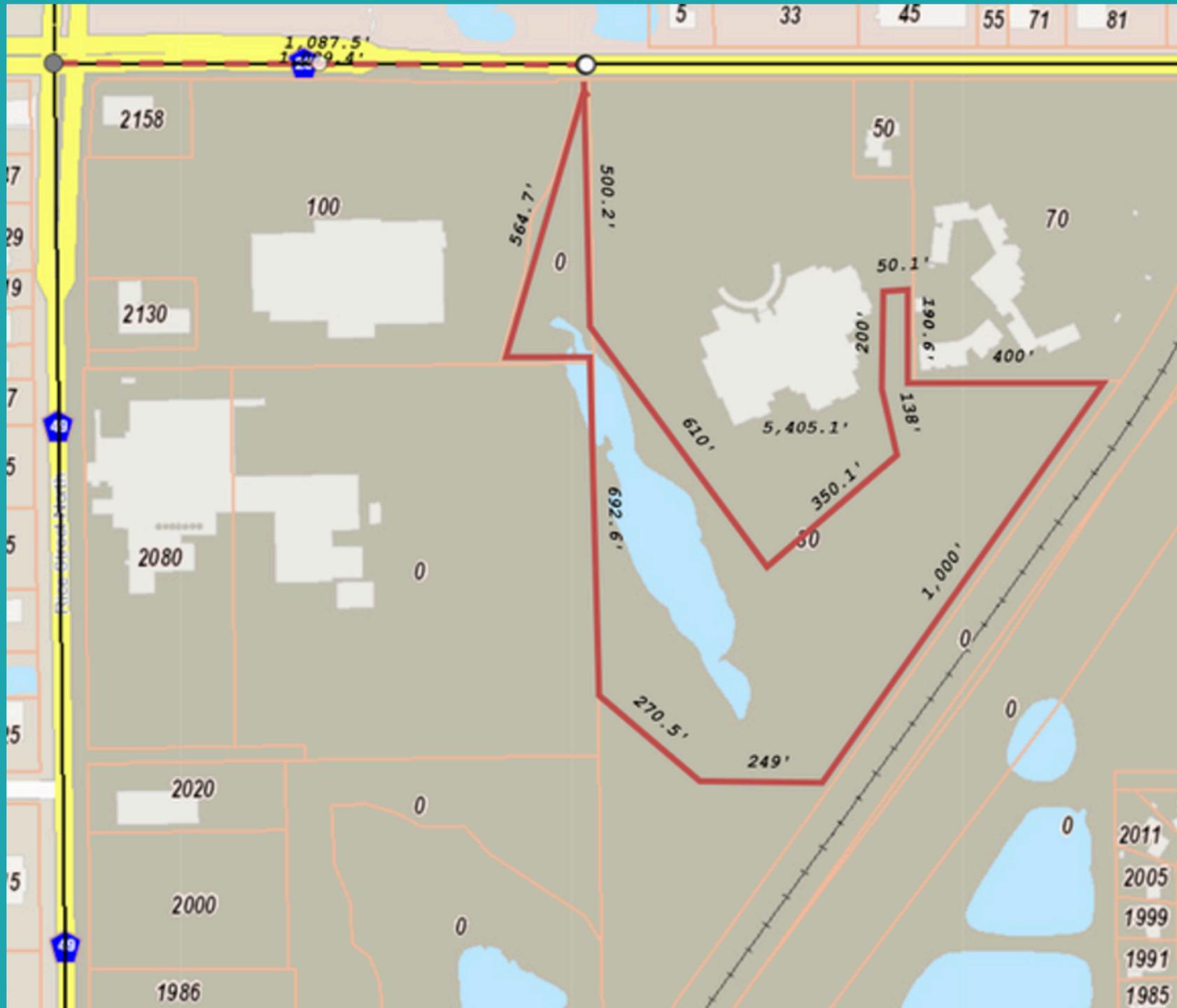
**By enrolling our school nature area in the DNR school forest program, we gain access to a wide variety of resources and support!**



# Harambee School Forest Committee

- Althea Archer, Harambee Parent
- Mike Boguszewski, Roseville School Board
- Jenny Eckman, Harambee Teacher
- Eric Hanson, Harambee parent
- Melissa Kleemeier, Harambee Teacher
- Kristen Lonetree, Harambee Teacher
- Jessi McEwen, Harambee Teacher
- Nathan Meyer, Harambee Principal
- Jessica Prenzlou Morgan, Harambee Teacher
- Bellie Vang, Harambee Teacher





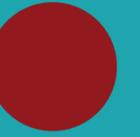
Starting from a point 1,087 feet from the NW corner of the NE-NW of Section 18, Township 82, Range 22, then south 500 feet, then southeast 610 feet, then northeast 350 feet (outlining perimeter of mowed yard), then northwest 138 feet, then north 200 feet, then east 50 feet, then south 190 feet, then east 400 feet, then southwest 1,000 feet, the west 249 feet, then northwest 270 feet, then north 692 feet, the west 175 feet, then northeast 564 feet to point of beginning.

All of Ramsey County tax parcel #182922210013

Approximately 14 acres in Ramsey County tax parcel # 182922210006 #182922210013

# Harambee School Forest Resolution

Resolved, the Board of Education of Roseville School District; ISD623 approves the establishment and maintenance of the Harambee School Forest and outdoor classroom comprising area shown on map- and supports enrollment of said school forest the in Minnesota DNR School Forest Program for educational purposes.



# Harambee School Forest Resolution

Resolved, the Board of Education of Roseville School District, ISD623 approves the establishment and maintenance of the Harambee School Forest and outdoor classroom comprising area shown on map starting from a point 1,087 feet from the NW corner of the NE-NW of Section 18, Township 82, Range 22, then south 500 feet, then southeast 610 feet, then northeast 350 feet (outlining perimeter of mowed yard), then northwest 138 feet, then north 200 feet, then east 50 feet, then south 190 feet, then east 400 feet, then southwest 1,000 feet, the west 249 feet, then northwest 270 feet, then north 692 feet, the west 175 feet, then northeast 564 feet to point of beginning. All of Ramsey County tax parcel #182922210013. Approximately 14 acres in Ramsey County tax parcel #182922210006, and supports enrollment of said school forest the in Minnesota DNR School Forest Program for educational purposes.





**Questions?**

Agenda Topic: Harambee Elementary School Forest Resolution  
Meeting Date: October 14, 2025  
Contact Person: Nathan Meyer and Jenny Eckman

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Background:

As part of its renewed focus on environmental education, Harambee Elementary School is seeking to apply for a school forest designation with the Minnesota Department of Natural Resources. By enrolling its nature area in the DNR school forest program, Harambee would gain access to a wide variety of resources and support.

The school board must officially vote and approve a resolution to designate a school forest. An approved resolution must be submitted with the school forest application.

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Recommendation:

It is recommended that the board adopt a resolution supporting the Harambee Elementary school forest designation.

Action Required

Informational – No Board Action Requested

Member \_\_\_\_\_ introduced the following Resolution and moved its adoption:

RESOLUTION SUPPORTING THE HARAMBEE ELEMENTARY  
SCHOOL FOREST DESIGNATION

RESOLVED, the Board of Education of Roseville School District, Independent School District No. 623, approves the establishment and maintenance of the Harambee School Forest and outdoor classroom comprising the area:

- Starting from a point 1,087 feet from the NW corner of the NE-NW of Section 18, Township 82, Range 22, then south 500 feet, then southeast 610 feet, then northeast 350 feet (outlining perimeter of mowed yard), then northwest 138 feet, then north 200 feet, then east 50 feet, then south 190 feet, then east 400 feet, then southwest 1,000 feet, then west 249 feet, then northwest 270 feet, then north 692 feet, then west 175 feet, then northeast 564 feet to point of beginning
- All of Ramsey County tax parcel #182922210013
- Approximately 14 acres in Ramsey County tax parcel #182922210006

RESOLVED, the Board of Education of Roseville School District supports enrollment of said forest in the Minnesota DNR School Forest Program for educational purposes.

The motion for the adoption of the foregoing Resolution was duly seconded by member \_\_\_\_\_, and upon a vote being taken thereon, the following voted in favor of the motion:

And the following voted against the same:

Whereupon said Resolution was declared duly passed and adopted.

\_\_\_\_\_  
School Board Clerk

Date: October 14, 2025

Agenda Topic: Roseville Area Schools Language Access Plan  
Meeting Date: October 14, 2025  
Contact Person: Carrie Ardito and Lourdes Flores-Hanson

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Background:

Carrie Ardito, executive director of communications, and Lourdes Flores-Hanson, multilingual program administrator, will present the district's Language Access Plan. Per Minnesota Statute section 123B.32, a school board must adopt a language access plan that specifies the district's process and procedures to provide effective language assistance to students and families who communicate in a language other than English.

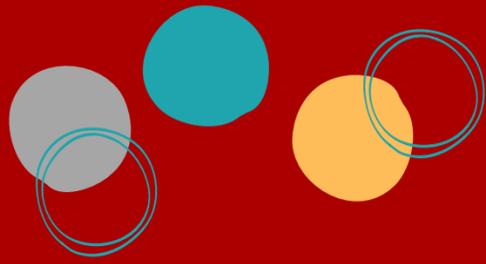
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Recommendation:

It is recommended that the board adopt the language access plan as presented.

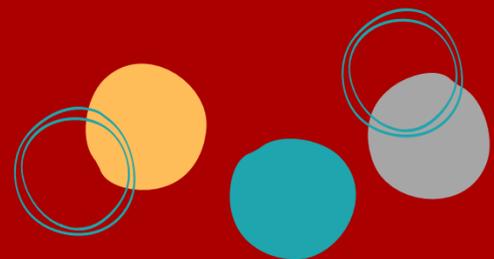
Action Required

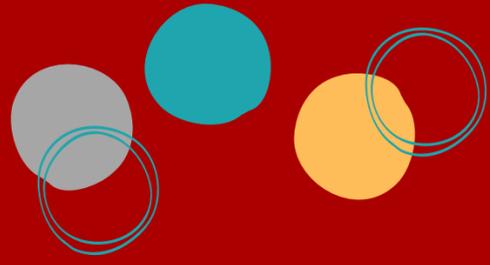
Informational – No Board Action Requested



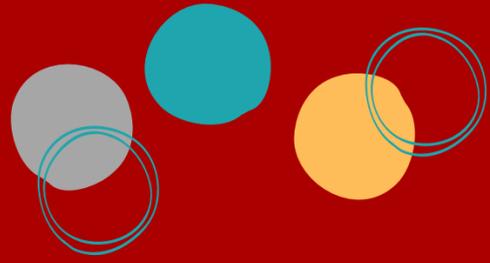
**ROSEVILLE AREA SCHOOLS**

# **Language Access Plan**





**The Roseville Area Schools'  
Language Access Plan is a “living”  
document as our language access  
efforts evolve, improve, and expand.**



**Language access means ensuring that students and families who speak languages other than English can fully understand and participate in school programs, services, and communication. This includes providing translation of written materials and interpretation for spoken communication so families have equal access to information and opportunities.**



# Language Access Public Service Announcement



Copy link

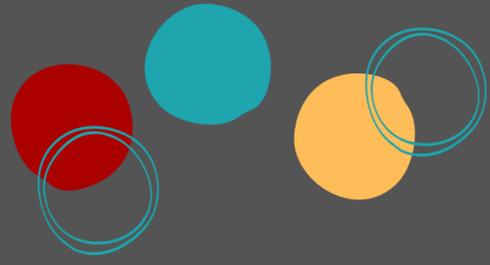


Watch on  YouTube

# Language Access Opportunities

- Family–teacher conferences
- Report cards and progress reports
- Holidays
- Curriculum nights/open houses
- Field trip information/permission
- After-school programs
- Extracurricular activities
- Family volunteer opportunities
- School picture days
- Yearbook orders
- Breakfast & lunch menus
- Bus route information
- Digital learning access info.
- Family portal access
- Academic support information
- School events
- Parent advisory or PTA/PTO
- Health and wellness information
- School supply lists
- Back-to-school information
- Student recognition (awards, honor roll, celebrations)
- Graduation requirements
- Course registration

*...and more!*

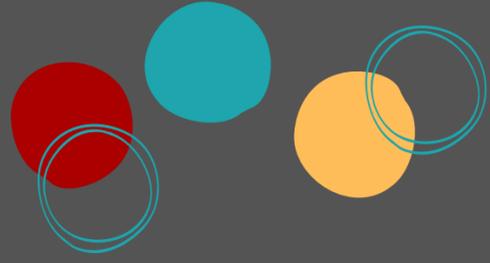


# **Roseville Area Schools' Language Access Plan**

**Minnesota law, specifically Section 123B.32 of the state's education code, requires each school district to develop and implement a language access plan.**

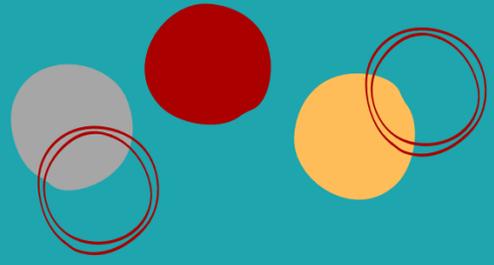
**These plans must outline how a district will:**

- Provide language assistance to students and adults who speak a language other than English.**
- Use trained interpreters for important matters like academic progress, placement, and other outcomes.**
- Notify families and communities of their rights regarding language assistance.**



# **Language Access Overview**

- **Language Access Rights**
- **Tools & Resources**
- **Dissemination**
- **Continuous Improvement**



Questions?





# ROSEVILLE AREA SCHOOLS LANGUAGE ACCESS PLAN

In Roseville Area Schools, we understand that clear and accessible communication helps families support their student's education and helps schools become more welcoming and connected. This Language Access Plan demonstrates our commitment to removing language barriers so every family can make informed decisions and take part in their student's learning. The goal is to provide clearly defined resources and processes for ensuring not only that we are seeking to meet families' language access needs and that we are constantly reviewing and updating our efforts as well but that families also know that we value and welcome their partnership in the educational experience of their students.

## LANGUAGE ACCESS RIGHTS

As a family member or guardian of a student in public schools, if your preferred language is not English, federal law ensures you have the following rights:

- School districts must have a process for identifying your language needs.
- Schools must provide information in a language you understand.
- School districts must provide effective language assistance to you, such as by offering translated materials or a language interpreter.
- Schools must provide you with language assistance even if your child is proficient in English or you have some English proficiency.
- Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for you.
- Language assistance must be free to you.

Please visit  
<https://bit.ly/4mg5pQv> to access a fact sheet from the U.S. Department of Justice and U.S. Department of Education titled, "Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them"

## LANGUAGE IDENTIFICATION PROCEDURES

Roseville Area Schools will determine family language needs and preferences through:

- **Home Language Survey:** Upon registration, family members/guardians will identify their preferred language and method of communication. Currently, this survey is translated into Spanish, which is the most common language other than English in our community.
- **Student Information System:** The preferred language and method of communication of family members/guardians for every student is visible to all staff in Synergy.
- **Teacher Communication:** Teachers are required to confirm communication preferences in their own communication with families.



# LANGUAGE ACCESS PLAN, PAGE 2

## TOOLS & RESOURCES TO PROVIDE LANGUAGE ACCESS

School staff will use the following resources aimed at removing language barriers for families in Roseville Area Schools:

Resource	Description/Procedures	When to Use
<p><b>TransAct Parent Notices</b></p>	<p>TransACT provides written forms or notices required by ESSA, translated into: Spanish, Arabic, Hmong, Russian, Somali, Vietnamese, and Karen. All Minnesota districts and charter schools have free access to the TransACT website. Individuals within the district can activate their free account by visiting <a href="https://minnesota-doe.parentnotices.com/login">https://minnesota-doe.parentnotices.com/login</a>.</p>	<p>When sending family/guardian notifications required via ESSA</p>
<p><b>Ellevation</b></p>	<p>Ellevation is a data and communication system used by MLL teachers and administrators to document the English language development services provided for students. This allows district staff to create required multilingual communications for families regarding ELD services and ACCESS testing results.</p>	
<p><b>Professional Document Translation</b> <i>(written)</i></p>	<p>Roseville Area Schools currently uses Dialog One, a Minnesota-based provider, for document translation services. To request translation of a document, staff will contact their principal or building secretary to access the service for the following languages: Spanish, Hmong, Somali, Karen, Nepali, Vietnamese, Oromo. Fees for service are paid by the school/district with the interpreter paid as a vendor.</p>	<p>Formal documents requiring family signature</p> <p>Frequently circulated documents (e.g., policies, procedures, student handbooks)</p> <p>Prior written notices</p>



## LANGUAGE ACCESS PLAN, PAGE 3

<b>Resource</b>	<b>Description/Procedures</b>	<b>When to Use</b>
<p><b>Professional Interpretation Services</b> <i>(spoken)</i></p>	<p>Roseville Area Schools currently uses Dialog One, a Minnesota-based provider, for document translation services. The district's federal programs/MLL clerk supports staff who need a Dialog One account and can be reached at joelle.lipa@isd623.org.</p> <p>Every staff member who interacts with families for student educational purposes is expected to create a Dialog One account and know how to access it as well as use it when interacting with families. Every staff member is expected to use this service when contacting multilingual families for meetings via phone, Zoom, or in-person.</p> <p>Staff can request interpretation services by filling out the Interpreter Request Form at least two weeks in advance of the date the interpreter is needed. Service cannot be guaranteed if the request is made less than two weeks prior to an event. (Resource: Dialog One's Interpreter Request Form (need link))</p> <p>Fees for service are paid by the school/district with the interpreter paid as a vendor.</p>	<p>Staff member communication with a multilingual family via phone, Zoom, or in-person (e.g., enrollment, assessment conferences, MTSS/Child Study/IEP meetings)</p>



# LANGUAGE ACCESS PLAN, PAGE 4

Resource	Description/Procedures	When to Use
<p><b>Multilingual Staff</b></p> <p><i>Note: Students, siblings, friends, and untrained staff members are not considered qualified translators or interpreters, even if they are bilingual.</i></p>	<p>Multilingual staff may be asked to provide language assistance if they are proficient in the target language, have knowledge of specialized terms or concepts needed for the task in both languages, and are trained in the role of an interpreter or translator.</p> <p>Multilingual Student Success staff members provide language support while assisting students, families, and staff in navigating school-related situations.</p> <p>Roseville Area Schools' cultural liaisons engage with students, staff, and families to promote and support student achievement by bridging the gap between the culture at home and the learning environment. They are <u>not</u> to be used by staff members as translators or interpreters unless it is an emergency. (Resource: Information and contact information for Roseville Area Schools' cultural liaisons can be found at <a href="http://isd623.org">isd623.org</a> &gt; Services &gt; Cultural Liaisons)</p>	<p>Family engagement events</p> <p>Parent Teacher conferences</p> <p>Phone calls, texts and/or emails sent home</p>
<p><b>Telephone Interpretation Services</b></p>	<p>Roseville Area Schools has contracted with Dialog One, an on-demand telephone interpretation service that offers access to interpreters in multiple languages.</p> <p>Resource: Directions to access on-demand telephone Interpretation services (need link)</p>	<p>Phone calls home</p> <p>Family/teacher conferences</p>



# LANGUAGE ACCESS PLAN, PAGE 5

Resource	Description/Procedures	When to Use
<p><b>School-to-Home Communication</b></p>	<p>Roseville Area Schools uses the following resources to facilitate communication between school and home:</p> <p><b>Website:</b> Finalsite, the website provider for Roseville Area Schools, integrates Weglot's translation technology to offer multilingual support in over 100 languages, enabling the district to provide accessible website content in its top 10 languages and beyond. To translate any page on the website, the end user should click on the button in the lower right corner of the page. (Resource: <a href="http://www.isd623.org">www.isd623.org</a>)</p> <p><b>School-to-Home Messaging (mass notifications, newsletters):</b> Roseville Area Schools is in the process of transitioning to ParentSquare as its primary communication platform—replacing Finalsite Messenger for mass notifications, Smore for newsletters and announcements, and TalkingPoints for texting—because of ParentSquare's advanced translation capabilities, which support the district's language access goals.</p> <p>In fall 2025, we will train staff on mass notifications and newsletters. In spring 2025, we will train staff on two-way communication including texting. Once fully transitioned to ParentSquare, this will be the only tool the district uses and supports for those communication needs.</p>	<p>Event and Activity Updates</p> <p>Academic Programs and Curriculum Information</p> <p>Attendance and School Policies</p> <p>Emergency and Weather Notifications</p> <p>Family Resources and Support Services</p>



## LANGUAGE ACCESS PLAN, PAGE 6

<b>Resource</b>	<b>Description/Procedures</b>	<b>When to Use</b>
<b>Classroom-to-Home Communication</b>	The current plan is to have staff trained on the use of ParentSquare for classroom-to-home communication in spring 2026. This will enable them to use the texting feature offered by ParentSquare as well as “posts” for communication. In the meantime, staff will continue to use Talking Points for texting communication between school and home.	Any communication between school and home and staff are urged to use it often and consistently due to the translation and language access capabilities.



# LANGUAGE ACCESS PLAN, PAGE 7

## DISSEMINATION

Roseville Area Schools' Language Access Plan will be published on the district's website at <https://www.isd623.org/about-us>. It will also be published on each school's website under Student & Family Resources. The plan will be communicated to all stakeholders via district communication resources including:

- Staff: Via the Staff Weekly newsletter
- Families: Via the Raider Reader newsletter as well as in the district's Back-to-School Guide
- New Families: A copy of the plan will be distributed to all new families enrolling students into our schools as part of the enrollment process.

Training on the Language Access Plan is provided to all staff at New Staff Orientation, which is provided by the Human Resources department. The plan will also be reviewed with staff at every district building in August during regularly scheduled professional development for staff meetings.

To request additional training or review procedures for effectively working with interpreters, staff should contact their building principal or their direct supervisor.

## CONTINUOUS IMPROVEMENT

The Roseville Area Schools' Language Access Plan will be reviewed annually by the Multilingual Language Access Team to ensure its effectiveness and alignment with evolving needs and best practices.

We will also establish systems and processes for families and staff to provide feedback and opportunities for improvement on language access efforts including the accuracy of translations provided by automated systems.

## DISTRICT CONTACTS

For information about the Language Access Plan, please contact the district's multilingual program administrator (Lourdes Flores-Hanson at [lourdes.flores-hanson@isd623.org](mailto:lourdes.flores-hanson@isd623.org)) or the district's executive director of communications (Carrie Ardito at [carrie.ardito@isd623.org](mailto:carrie.ardito@isd623.org)).

For questions regarding language needs of specific students or families, contact your school's MLL teacher.



## DEFINITIONS, PAGE 8

**ACCESS:** ACCESS (Assessing Comprehension and Communication in English State-to-State) is a standardized assessment used to measure the English language proficiency of multilingual learners in grades K-12.

**ASL:** ASL (American Sign Language) is a complete, natural language used by the Deaf and Hard of Hearing community in the United States and parts of Canada.

**Cultural Liaison:** A cultural liaison is a staff member who helps bridge communication and understanding between a school and families from diverse cultural or linguistic backgrounds. They support families in navigating school systems, provide cultural context, and help ensure that students' cultural needs are respected and understood.

**ELD:** English Language Development (ELD) is a specialized program of instruction designed to support students who are learning English as an additional language. It focuses on developing their proficiency in listening, speaking, reading, and writing in English, so they can access grade-level academic content and fully participate in school.

**ESSA:** ESSA (Every Student Succeeds Act) is a U.S. federal law that governs K-12 public education, ensuring all students have access to a high-quality education.

**IEP:** IEP (Individualized Education Program) is a legally required plan developed for a student with a disability that outlines specific learning goals, services, accommodations, and supports to help the student succeed in school.

**Interpretation:** Interpretation is the process of converting spoken communication from one language into another in real time, so people who speak different languages can understand each other.

**Language Access:** Language access is the ability for people who speak different languages to receive information and services in a language they understand.

**MLL:** MLL (Multilingual Learner) refers to a student who is learning English in addition to their home language(s).

**MTSS:** MTSS (Multi-Tiered System of Supports) is a framework schools use to provide all students with the academic, behavioral, and social-emotional support they need to succeed.



## DEFINITIONS, PAGE 8

**Multilingual:** Multilingual describes a person who can use or communicate in more than one language, whether through speaking, reading, or writing.

**ParentSquare:** ParentSquare is a tool schools use to keep families informed and connected, sending messages, updates, and important school information through email, text, or an app.

**SeeSaw:** Seesaw is a digital learning platform that allows students to create, share, and reflect on their work, while enabling teachers and families to view student progress and provide feedback.

**Student Information System (SIS):** A Student Information System is a digital platform that schools use to manage and organize student data, including attendance, grades, schedules, contact information, and other academic records.

**Synergy:** Synergy is a student information system (SIS) product used by many school districts – Including Roseville Area Schools – use to manage and organize student data.

**TransACT:** TransACT is a tool schools use to send important forms and notices to families, making sure the information is easy to understand and available in different languages.

**Translation:** The process of converting written text from one language into another while keeping the meaning, tone, and intent of the original message