



Agenda
Regular School Board Meeting
Tuesday, June 10, 2025
6:30 PM

1. Call to Order, Roll Call
2. Agenda Adjustments
3. Announcements, Comments, Recognitions
 - 3.a. Land Acknowledgment
 - 3.b. 2025 Minnesota Teacher of the Year Candidates
4. Summary of Community Input Received for Action Items
5. Consent Agenda
 - 5.a. Minutes - Board Meeting of May 27, 2025
 - 5.b. Payment of Bills
 - 5.c. Personnel - Resignations, Appointments, Reductions
 - 5.d. Gifts
 - 5.e. Waste Reduction Contract
 - 5.f. Ramsey County School Waste Reduction and Recycling Grant
6. Reports and Non-Action Items
 - 6.a. Capital Projects Levy for Security and Technology
Speaker(s): Shari Thompson
 - 6.b. Summary of Closed Session for Superintendent's Performance Evaluation
Speaker(s): Chair Todd Anderson
7. Action Items
 - 7.a. Policy 104: Equal Educational and Employment Non-Discrimination (revised) Second Reading
Speaker(s): Kenyatta McCarty
 - 7.b. Policy 504: School Attendance (reviewed) Second Reading
Speaker(s): Melissa Sonnek
 - 7.c. Policy 520: Student Discipline (reviewed) Second Reading
Speaker(s): Melissa Sonnek
 - 7.d. Policy 616: Instructional Materials Selection (revised) Second Reading
Speaker(s): Jake Von De Linde
 - 7.e. Approval of New Course Proposals
Speaker(s): Jake Von De Linde
8. Board Reports
Speaker(s): Board Members
9. Superintendent's Report
Speaker(s): Superintendent Jenny Loeck
10. Closed Session to Evaluate the Performance of the Superintendent
Speaker(s): Chair Todd Anderson
11. Adjournment

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

May 27, 2025

Clerk/Acting Chair Rose Chu called the school board meeting to order at 6:35 p.m. in the Fairview Room at Appétu Têça Education Center. Board members present: Mike Boguszewski, Rose Chu, Mannix Clark, Kitty Gogins, Frank Shaw. Board members absent: Todd Anderson. Also present: Jenny Loeck, superintendent of schools, and approximately twenty-five other visitors or staff who attended all or part of the meeting.

- (73) Agenda Adjustments. Gogins moved, Boguszewski seconded a motion to table agenda item 11, Closed Session to Consider Labor Negotiations Strategy, indefinitely. Ayes: Boguszewski, Chu, Clark, Gogins, Shaw. Nays: none. Motion carried unanimously.

Announcements, Comments, Recognitions. Members of Edgerton Elementary School's Ice Savers team shared information about the app they developed, which measures ice thickness. Edgerton was chosen as a national finalist in the Samsung Solve for Tomorrow competition and won the Community Choice Award, earning \$60,000 in prizes for their school community. Members of Roseville Area High School's speech team were also recognized for their accomplishments at the state tournament.

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

- (74) Consent Agenda. Shaw moved, Clark seconded acceptance of the consent agenda, including the minutes of the regular school board meeting on May 13, 2025; payment of bills; resignations, appointments, reductions, adjustments; gifts; nutrition services management agreements with Quora Education Center, St. Rose of Lima, and St. Jerome's; and a lease purchase agreement with Apple Financial Services for staff and student devices. Ayes: Boguszewski, Chu, Clark, Gogins, Shaw. Nays: none. Motion carried unanimously.

Policy 520: Student Discipline (reviewed) First Reading. Melissa Sonnek, associate superintendent, reviewed Policy 520: Student Discipline. There were no recommended revisions to the policy.

Policy 504: School Attendance (reviewed) First Reading. Ms. Sonnek reviewed Policy 504: School Attendance. There were no recommended revisions to the policy.

Policy 104: Equal Educational and Employment Non-Discrimination (revised) First Reading. Kenyatta McCarty, executive director of human resources, presented proposed revisions to Policy 104: Equal Educational and Employment Non-Discrimination, which will further align the policy to the Minnesota Human Rights Act, Title IX requirements, and notice requirements of Section 504.

- (75) Non-Renewal of Licensed Probationary Employees. Clark moved, Boguszewski seconded adoption of a resolution non-renewing the contracts of the following probationary teachers at the close of the 2024-2025 school year: Rachel Anderson, Olivia Benson, Linh Do, Megan Hansen, Kyle Kaiser, Dean Lindstrom and Heidi Schwartz. A roll call vote was taken. Ayes: Boguszewski, Chu, Clark, Gogins, Shaw. Nays: none. Motion carried unanimously.
- (76) Northeast Metro 916 Long-Term Facilities Maintenance Levy. Clark moved, Gogins seconded adoption of a resolution approving the Northeast Metro 916 Intermediate School District's long-term facility maintenance program budget for the 2025-2026 school year. Intermediate districts do not have independent levy authority but instead depend on each member district to levy funds on its behalf. Roseville Area Schools' share of this levy is approximately \$46,460. A roll call vote was taken. Ayes: Boguszewski, Chu, Clark, Gogins, Shaw. Nays: none. Motion carried unanimously.

Study Session Report. Treasurer Clark reported on the May 13 study session. Members of the elementary social studies curriculum review team were present to answer questions about the social studies program evaluation report. New course proposals for the 2026-2027 school year were presented. District administration presented information about a potential capital projects levy for security and technology.

Board Reports. Director Shaw attended planning meetings for Harambee Elementary School, a quarterly meeting with local government officials, and an American Indian Parent Advisory Committee meeting. Director Gogins attended a Harambee steering committee meeting and a meeting of the board subcommittee tasked with drafting a school board member handbook. She also attended an Association of Metropolitan School Districts meeting and viewed a Minnesota School Boards Association school law webinar. Finally, she attended the Edgerton Stories event at Edgerton Elementary School, as well as meetings of the district's LGBTQ+ Equity Council, Community Advisory Committee, and District Curriculum Advisory Committee. Treasurer Clark attended a Special Education Advisory Council meeting and an Emmet D. Williams Elementary School PTA meeting. He also attended two Roseville Area High School sporting events. Clerk Chu invited the community to the upcoming Elevate Teaching Convening at Roseville Area High School.

Superintendent's Report. Superintendent Loeck recognized May as Asian American and Pacific Islander Heritage Month.

- (77) Closed Session to Evaluate the Performance of the Superintendent. Gogins moved, Boguszewski seconded a motion to close the meeting to evaluate the performance of Superintendent Jenny Loeck, as permitted by Minnesota Statutes section 13D.05, subdivision 3(a). Ayes: Boguszewski, Chu, Clark, Gogins, Shaw. Nays: none. Motion carried unanimously.

The meeting was closed at 7:46 p.m. Board members present: Mike Boguszewski, Rose Chu, Mannix Clark, Kitty Gogins, Frank Shaw. District staff present: none.

The meeting was re-opened at 9:19 p.m.

The Clerk/Acting Chair declared the meeting adjourned at 9:19 p.m.

Signed _____
Clerk

Approved _____
Chair

May 27, 2025

Meeting Date: June 10, 2025

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

That bills in the amount of: **\$5,593,375.03** by the following funds be approved:

GENERAL	\$5,071,179.43
FOOD SERVICE	\$170,445.30
COMMUNITY SERVICE	\$304,715.50
BUILDING FUND	\$0.00
DEBT FUND	\$0.00
READING RECOVERY	\$0.00
AMSD	\$14,070.49
OPEB DEBT	\$0.00
DENTAL INS FUND	\$0.00
NO SUBURBAN COLLABORATIVE	\$29,699.36
EXTRA CURRICULAR-STU ACTIVITY	\$3,264.95

RECOMMENDATION:

That above payments are included in check numbers:

WIRE TRANSFERS	202400566	through	202400575
CHECKS	362703	through	363465
CAPITAL ONE AP CHECKS	9033	through	9044
ACH A/P	242511034	through	242511116

PAYMENT DISTRIBUTION BY FUND:

	GENERAL	FOOD SERVICE	COMMUNITY SERVICE	BUILDING CONSTRUCT	DEBT FUND	Delta Dental Self Insured	28-RR Fiscal Agent	29-AMSD Fiscal Agent	OPEB	N SUB COLL/ SCHLSHP	EXTRA CURR-STU ACTIVITY	TOTAL DISBURSEMENTS
WIRE TRANSFERS	\$1,686,595.22	\$35,177.19	\$100,002.99		\$0.00	\$0.00		\$3,871.65			\$0.00	\$1,825,647.05
CHECKS	\$1,269,819.78	\$65,044.72	\$28,508.93	\$0.00	\$0.00		\$710.30			\$29,699.36	\$2,822.77	\$1,396,605.86
CAPITAL ONE A/P	\$19,714.17	\$0.00	\$0.00									\$19,714.17
ACH A/P	\$13,578.96	\$15.01	\$670.57								\$442.18	\$14,706.72
TRANSFER TO PAYROLL	\$2,082,956.30	\$70,274.88	\$175,533.01					\$9,488.54				\$2,338,252.73
VOID CHECKS	(\$1,485.00)	(\$66.50)	\$0.00								\$0.00	(\$1,551.50)
TOTAL	\$5,071,179.43	\$170,445.30	\$304,715.50	\$0.00	\$0.00	\$0.00	\$0.00	\$14,070.49	\$0.00	\$29,699.36	\$3,264.95	\$5,593,375.03

BOND CONSTRUCTION FUNDS	May 1, 2025			
	Cash & Investments	Revenue	Disbursements	Balance
	Balance	5/1 to 5/31	5/1 to 5/31	Remaining as of 5/31/25
	\$8,497,297.53	\$0.00	\$5,319.42	\$8,491,978.11

RECOMMENDATION:

The above disbursements include check numbers:

CHECKS May 1 - May 15	102733	through	102733	\$5,319.42
WIRES		through		\$0.00
VOID CHECKS				\$0.00

Meeting Date

06/10/2025

Change in Continuing Contract

Cuate-galarza, Jasleen

Effective Date 08/25/2025

Little Canada Elementary School Special Education Teacher

Was working .5 FTE and will now be working 1.0 FTE effective August 25, 2025.

Hurlev, Barbara

Effective Date 08/25/2025

Parkview Center School English Teacher

Was working 1.0 FTE and will now be working 0.60 FTE effective August 25, 2025.

Peterson, Kirsten L.

Effective Date 08/25/2025

Roseville Area High School World Language Teacher

Was working .67 FTE and will now be working .7 FTE effective August 25, 2025.

Warner, Stenhanie

Effective Date 08/25/2025

Brimhall Elementary School Special Education Teacher

Was working 1.0 FTE and will now be working 0.9 FTE effective August 25, 2025.

Change of Position

Caldwell, Jacqueline

Effective Date 08/05/2025

Districtwide Student Success Supervisor Coach

Hired working 8 hours/day effective August 5, 2025.

Lewis, K' Lvnn

Effective Date 08/05/2025

Districtwide Student Success Supervisor Coach

Hired working 8 hours/day effective August 5, 2025.

Robinson, Kenderlyn

Effective Date 08/25/2025

Falcon Heights Elementary School Special Education Teacher

Hired working 1.0 FTE effective August 25, 2025.

Meeting Date

06/10/2025

Hired-New Licensed**Arndt, Melissa**

Effective Date 08/25/2025

Roseville Area High School School Psychologist
Hired working 1.0 FTE effective August 25, 2025.

Benson, Olivia

Effective Date 08/25/2025

Little Canada Elementary School Elementary Teacher
Hired working 1.0 FTE effective August 25, 2025.

Gibbs, Nathaniel

Effective Date 07/01/2025

Parkview Center School Principal
Hired working 8 hours/day effective July 1, 2025.

Johnson, Anna

Effective Date 08/25/2025

Brimhall Elementary School Special Education Teacher
Hired working 1.0 FTE effective August 25, 2025.

Johnson, Emilv

Effective Date 08/25/2025

Little Canada Elementary School Special Education Teacher
Hired working 1.0 FTE effective August 25, 2025.

Paulson, Sarah

Effective Date 08/25/2025

Edgerton Elementary School Special Education Teacher
Hired working 1.0 FTE effective August 25, 2025.

Trinh, Nicole

Effective Date 08/25/2025

Brimhall Elementary School School Psychologist
Hired working .7 FTE effective August 25, 2025.

Meeting Date

06/10/2025

Hired-Non-Licensed

Castillo Melendez. Bravan

Effective Date 08/26/2025

Little Canada Elementary School Special Education Paraprofessional

Hired working 6 hours/day effective August 26, 2025.

Jorgensen. Sarah

Effective Date 08/26/2025

Parkview Center School Special Education Paraprofessional

Hired working 6 hours/day effective August 26, 2025.

Leave - Licensed

Blaseck. Kirsten

Effective Date 08/25/2025

Emmet D Williams Elementary School Elementary Teacher

Requesting a .5 FTE leave for the 2025-2026 school year.

Hernandez. Roberta

Effective Date 08/25/2025

Central Park Elementary School Elementary Teacher

Requesting a .25 FTE leave for the 2025-2026 school year.

Oberstar. Lori

Effective Date 08/25/2025

Roseville Area High School Math Teacher

Requesting a .25 FTE leave for the 2025-2026 school year.

Sullivan. Peter

Effective Date 08/25/2025

Roseville Area High School Science Teacher

Requesting a .5 FTE leave for the 2025-2026 school year.

Vaca. Kirsten

Effective Date 07/01/2025

Harambee Elementary School Speech Language Pathologist

Requesting a .25 FTE leave for the 2025-2026 school year.

Human Resources Information

5-C

Meeting Date

06/10/2025

Weber. Emilv

Effective Date 08/25/2025

Emmet D. Williams Elementary School Elementary Teacher

Requesting a .5 FTE leave for the 2025-2026 school year.

Resignation-Licensed

Suess. Trevor

Effective Date 06/11/2025

Little Canada Elementary School Elementary Teacher

Resigned effective June 11, 2025.

Resignation-Non-Licensed

Borner. Alexander

Effective Date 06/10/2025

Brimhall Elementary School Special Education Paraprofessional

Resigned effective June 10, 2025.

Gordon. Davna

Effective Date 06/13/2025

Edgerton Elementary School Out of School Time Site Coordinator

Resigning effective June 13, 2025.

Pfromm. Crvstal

Effective Date 05/19/2025

Roseville Area High School Paraprofessional

Resigned effective May 19, 2025.

Retirement

Inott. Debra

Effective Date 06/10/2025

Parkview Center School Nutrition Services

Retired effective June 10, 2025. Ms. Inott has been working for the district for 17 years.

Human Resources Information

5-C

Meeting Date

06/10/2025

Returning from Leave

Beck, Daniel

Effective Date 08/25/2025

Parkview Center School

Elementary Teacher

Working 1.0 FTE effective August 25, 2025.

Unpaid Leave

Vaughn, Vicki

Effective Date 05/19/2025

Central Park Elementary School

Nutrition Services

Non-compensatory leave effective May 19, 2025, through the end of the 2024-2025 school year.

GIFTS TO SCHOOLS 2024/25

SCHOOL BUILDING	NAME/ADDRESS OF DONOR	GIFT	USE
Harambee Elementary School	Joe's Sporting Goods - Ski Shop 33 County Road B East St. Paul, MN 55117	\$4,000.00	Student needs
Roseville Area High School	Dawn and Patrick Keenan 785 Keller Pkwy Little Canada, MN 55117	\$41.00	Boys golf program
Roseville Area High School	Heidi and Chad Salonek 647 Belmont Lane W Roseville, MN 55113	\$50.00	Boys golf program
Roseville Area High School	Chad Fuenffinger and Carla Zbacnik 827 Sextant Ave W Roseville, MN 55113	\$200.00	Boys golf program
Roseville Area High School	US Bank Foundation P.O. Box 634 Milwaukee, WI 53201-0634	\$10.00	School needs
Roseville Area High School	Roseville Girls Lacrosse Booster Club 1240 County Rd B2 W Roseville, MN 55113	\$1,113.80	Lacrosse officials, pinnies, and staff appreciation meals
Roseville Area High School	Minnesota Vikings Foundation 2600 Vikings Circle Eagan, MN 55121	\$1,000.00	Girls flag football program – coach of the week
Roseville Area High School	RAHS Girls Hockey Booster Club 1240 County Rd B2 W Roseville, MN 55113	\$1,619.96	Streaming services and supplies
Roseville Area High School	Amira Quilters 2650 Lexington Ave N Roseville, MN 55113	\$250.00	Food shelf
Roseville Area High School	RAHS Bullpen Baseball Booster Club 1240 County Rd B2 W Roseville, MN 55113	\$2,028.57	Tarps and awards

Roseville Area High School	Gary Gray 1300 Ingerson Road Arden Hills, MN 55112	\$48.55	Boys track and field program
Roseville Area Middle School	Minneapolis Foundation - Marnie Wells 8111 Lyndale Ave South Bloomington, MN 55420-1196	\$5,000.00	RAMS Robotics
Roseville Area Middle School	RAHS Firebears Robotics 1769 Lexington Ave N #209 Roseville, MN 55113	\$690.23	RAMS Robotics
Roseville Area Middle School	Scott and Kathryn Harmon 1002 Linwood Ave St. Paul, MN 55105	\$50.00	RAMS Theatre

Agenda Topic: Districtwide Solid Waste and Recycling Services
Meeting Date: June 10, 2025
Contact Person: Shari Thompson

Background:

An RFP was recently issued for all labor, materials, equipment and services necessary to provide municipal solid waste disposal and recycling services to all district buildings for a three-year period beginning July 1, 2025, and ending June 30, 2028, with a one-time renewal option for a three-year extension.

Republic Services, the district's current provider, submitted the low bid at an annual cost of \$154,250 in the first year, which is comparable to our current rates.

Recommendation:

It is recommended that the board accept the bid proposal from Republic Services to provide municipal solid waste disposal and recycling services to all district buildings for a three-year period beginning July 1, 2025.

Action Required

Informational – No Board Action Requested



May 13, 2025

Mr. Todd Lieser
Roseville Area Schools
1251 County Road B2 West
Roseville, MN 55113

Re: Request for Proposals for District-Wide Municipal Solid Waste & Recycling Services

Dear Mr. Lieser:

This Request for Proposals provides for all labor, materials, equipment and services necessary to provide municipal solid waste disposal and recycling services to all District buildings for a three-year period beginning July 1, 2025, and ending June 30, 2028, with an option to renew for one – three-year extension.

The District received proposals from the following vendors:

- Republic Services
- Aspen Waste Systems

The proposals were evaluated by a committee and scored based on the following evaluation criteria: (1) experience and qualifications; (2) equipment; (3) customer service standards and practices; (4) customized customer services; (5) recyclable materials marketing plan; (6) base program preferences; and (7) price proposal (summary attached).

Republic Services was selected based on the above-mentioned criteria. In the first year, the total annual contract value is estimated to be \$154,250.

EcoConsilium, Inc. recommends that Roseville Area Schools award a contract for district-wide municipal solid waste and recycling services for a three-year period beginning July 1, 2025, to Republic Services.

Sincerely,

Jodi Taitt
Principal Consultant

Attachment

Roseville Area Schools

Request for Proposals for District-Wide Municipal Solid Waste & Recycling Services

**Proposal Evaluation Results
May 13, 2025**

EVALUATION CRITERIA POINTS POSSIBLE	Republic Services	Aspen Waste Systems
Experience & Qualifications (5)	5	4
Equipment (5)	4.7	3.7
Customer Service Standards & Practices (10)	8.7	8.3
Customized Customer Services (20)	18.3	14.0
Recyclable Materials Marketing Plan (15)	13.7	11.0
Base Program Preferences (5)	4.7	4.3
Price Proposal (40)	40	36.8
TOTAL POINTS (Maximum 100)	95.1	82.1
Annual Cost Estimate	\$154,250	\$167,671

Agenda Topic: 2025-2027 Ramsey County School Waste Reduction and Recycling Grant Submission
Meeting Date: June 10, 2025
Contact Person: Shari Thompson

Background:

For the past several years, under the leadership of Todd Lieser, buildings and grounds supervisor, and Angela Richey and Maria Amerman, nutrition services supervisors, school sites have been working to implement a districtwide best practices waste, recycling and organic waste management program. Two earlier Public Entity Innovation Grants (PEIG) allowed all of our elementary schools to successfully implement best practices.

The project scope included an upgrade to existing cafeteria sort tables and the single stream recycling program; capturing milk cartons in single stream recycling; switching from disposable to reusable foodservice trays and silverware; and developing a standard operating procedure and best practices for a waste, recycling and organic waste management program.

Administration is seeking approval for a 2025-2027 School Waste Reduction and Recycling Grant in the amount of \$190,000 to expand this program to our secondary school sites.

Recommendation:

It is recommended that the board approve the submission of a 2025-2027 School Waste Reduction and Recycling Grant.

 X Action Required

 Informational – No Board Action Requested

**School Waste Reduction and Recycling Grant
Program Application
2024 - 2027**

A. Applicant Information

SCHOOL or DISTRICT: Roseville Area Schools (ISD 623)
CONTACT NAME and TITLE: Todd Lieser, Supervisor of Buildings & Grounds
ADDRESS: 1251 County Road B2 West, Roseville, MN 55113
PHONE: 651-635-1649
EMAIL: todd.lieser@isd623.org

CURRENT STUDENT ENROLLMENT: 7,500 students
GRADES: PreK to 12
SCHOOL TYPE: (District or Charter) Public School District

PROJECT TITLE: Phase III: Waste Reduction, Recycling & Organic Waste Management Project
ELIGIBLE GRANT AMOUNT (per funding guidelines): \$190,000
TOTAL REQUESTED AMOUNT: \$190,000

Authorizing signature

The signature must be provided by an individual who has the authority to enter a contract on behalf of your organization (e.g., School Board Chair, Superintendent, etc.).

Name (typed or printed): _____ Title: _____
Signature: _____ Date: _____

B. Project information

1. Background and Description

Describe your current waste reduction and recycling program and any prior grants or resources the school or district may have received from Ramsey County or BizRecycling for waste reduction, recycling or organics management. Use the [School Waste Reduction and Recycling Best Practices Continuum](#) (“the continuum”) as a guideline to indicate which practices have already been established in your school or district. Describe what you intend to accomplish through the grant program.

DESCRIPTION OF ROSEVILLE AREA SCHOOLS

Located in Ramsey County, Roseville Area Schools serves all or parts of Arden Hills, Falcon Heights, Little Canada, Lauderdale, Maplewood, Roseville and Shoreview. The School District operates:

- Six neighborhood elementary schools
- A K-6 year-round inter-district integration magnet school
- A K-8 school
- A 7-8 middle school
- A 9-12 high school
- A community center that houses:
 - Pre-K programs birth to five
 - An alternative high school
 - An adult learning center

Enrollment in the District is growing, with just over 7,500 students in K-12 grades. Each year, about 30,000 people enroll in Community Education programs and activities. Early Childhood Education programs also draw more than 800 children and their families annually.

A current map of ISD 623 can be viewed at:

<https://education.mn.gov/mdeprod/groups/educ/documents/basic/mdaw/mdmz/~edisp/033117.pdf>

RAS has a long history of collaborating with Ramsey County and the consulting firm, EcoConsilium, to launch organics diversion programs. In 2003, Falcon Heights Elementary became the first school in Ramsey County to launch a food-to-hogs program and divert cafeteria food waste from the garbage stream. In 2008, Parkview Center School became the first school in Ramsey County to launch a comprehensive, best practices building-wide recycling collection system and a cafeteria food-to-hogs program. Between 2008 and 2013, the district launched food-to-hogs programs at six elementary schools: one middle school and the alternative high school. However, by 2014, the program had been discontinued at two elementary schools and the middle school due to operational concerns. In 2018, the program was discontinued at the Fairview Community Center due to low food waste volumes generated. The food-to-hogs program was never launched at the high school.

PRIOR GRANTS & RESOURCES

With prior grants, technical assistance, and resources RAS has completed Phase I and II of its waste reduction, recycling, and organic waste management project. A description of this previous work follows.

**RAS PHASE I
PROJECT FUNDING SOURCES, AMOUNT & USE**

Grant Funding & Assistance

- Ramsey County
Public Entity Innovation Grant (PEIG)
- Years Awarded: 2017 – 2019

Brief Description of Project

- Develop a Request for Proposals and execute a new hauler contract for trash and recycling services.
- Launch a best practices cafeteria: (a) food-to-hogs program; and (b) single stream recycling program, including milk and juice carton recycling.
- Launch a building-wide best practices trash and recycling collection container system.
- Eliminate one-time-use disposable lunch trays and plastic fork and spoon waste generated by the school’s lunch program.
- Explore options to institutionalize adult supervision and monitoring of school cafeteria sort lines.

Project Funding Sources, Amount & Use

Source	Amount	Use
Ramsey County Public Entity Innovation Grant	\$100,000	Cafeteria sort table (partial cost) Farm barrel storage sheds & concrete pad Dishwasher purchase & installation (partial cost) Reusable lunch trays & silverware Trash, recycling & organics containers Consulting services
Donations from BizRecycling Grantees 1745 University Avenue, LLC Boston Scientific	\$5,326	Cafeteria Sort Table Trash & recycling containers
Carton Council School Carton Recycling Grant	\$5,000	Cafeteria Sort Tables (partial cost)
TOTAL	\$110,326	

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**RAS PHASE II
PROJECT FUNDING SOURCES, AMOUNT & USE**

Grant Funding & Assistance

- Ramsey County
School Waste Reduction & Recycling Grant Program

- Years Awarded: 2020 – 2023
(RAS was granted a 1-year extension due to complications related to the pandemic.)

Brief Description of Project

- Launch a best practices cafeteria: (a) food-to-hogs program; and (b) single stream recycling program, including milk and juice carton recycling.

- Launch a building-wide best practices trash and recycling collection container system.

- Eliminate one-time-use disposable lunch trays and plastic fork and spoon waste generated by the school’s lunch program.

- Explore options to institutionalize adult supervision and monitoring of school cafeteria sort lines.

Project Funding Sources, Amount & Use

Source	Amount	Use
Ramsey County School Waste Reduction & Recycling Grant	\$126,830	Dishwasher purchase & installation Reusable lunch trays & silverware Trash, recycling & organics containers Cafeteria sort tables & farm barrel storage sheds
TOTAL	\$126,830	

PHASE III SCHOOL CONTINUUM

The RAS School Continuum for Phase III follows. The practices already established by the school district are highlighted in orange (baseline). The project goals the school district intends to accomplish by the end of the grant term are highlighted in yellow.

RAS Continuum Baseline as of May 2025

RAS Continuum Goals by the End of the Grant Term

BASIC	IMPROVED	ADVANCED
Administration	Administration	Administration
Obtain support from top decision makers as appropriate (Superintendent, Assistant Superintendent, Head of School, Executive Director, Principal)	Adopt a comprehensive district-wide or school-wide waste reduction and recycling policy and notify staff, students, and community	Adopt a comprehensive district-wide or school-wide purchasing policy or guidelines to support waste reduction and recycling
Review hauler contract, baseline trash and recycling costs and volumes and identify cost saving opportunities	Develop RFP and execute contract for trash and recycling services designed to financially reward schools for waste reduction and recycling and enhance vendor performance and accountability	Obtain from hauler, reports on school performance (trash and recycling tons or volumes)
	Establish waste reduction and recycling goals and strategies and develop performance metrics	
	Encourage and incentivize staff participation in waste reduction and recycling efforts	Include responsibilities for recycling and organics operations in job descriptions
Recycling and Organics	Recycling and Organics	Recycling and Organics
Establish procedures and infrastructure for a single stream recycling program at each building	Establish an organics program with sort tables and oversight by para's, lunchroom monitors, custodians, or transition student workers	Provide recycling containers for events such as weekend tournaments as well as outdoor spaces including stadiums and arenas
Provide standardized, color-coded, labeled, and paired trash and recycling containers in common spaces, offices, classrooms, and cafeterias	Establish milk carton recycling	Identify, on an ongoing basis, products currently not recyclable or compostable and switch to alternatives
Collect construction and demolition waste separately for reuse and/or recycling options	Right-size trash and recycling services to streamline operations and reduce costs	Implement methods to streamline collecting, consolidating, and transporting recyclables such as compacting and baling
Education & Information	Education & Information	Education & Information
Provide an easy to access resource so staff and students know what to recycle, where, and why	Develop a video or other effective education resource to use at the beginning of the school year and also make available on the website	Incorporate waste reduction and recycling education into the curriculum
Maintain information and resources in a centralized location and keep waste reduction, reuse, recycling, and contact information current	Report back to administration, staff, and students how the waste reduction and recycling program is performing, environmental benefits and financial outcomes	Recognize those involved in the waste reduction and recycling program
	Establish green teams to help with program performance, information, and education	Develop separate targeted education efforts for teachers and support staff, (facilities, food service, etc.) such as including during employee orientation
		Engage school partners and community on an ongoing basis (i.e. PTAs, community groups)
Waste Reduction/Reuse	Waste Reduction/Reuse	Waste Reduction/Reuse
Reduce one material from the waste or recycling stream (i.e., default all	Eliminate one material from the waste or recycling stream	Research alternatives to breakfast to go and/or pre-packaged meals and eliminate

printers/copiers to double-sided or have staff input a code in order to print)		at least one material from the waste stream
	Use reusable trays in cafeteria	Use reusable silverware and minimal pre-packaged/portioned items served in the cafeteria
	Reduce one source of food prep or plate waste generated in the kitchen and/or cafeteria	Establish a food share table, food donation program or other reuse opportunities in the cafeteria

PHASE III FUNDING REQUEST

The purpose of this grant application is to support Phase III of the district’s launch of its Waste Reduction, Recycling and Organic Waste Management Project. RAS is requesting \$190,000 for Phase III, and Table 1 summarizes project goals.

Table 1. Phase III Project Goals

School	Kitchen & Cafeteria		Building-Wide	
	Eliminate Disposable Foodservice Ware	Food-to-Hogs/Milk Carton Recycling	Best Practices Collection Container System	Recycling Compaction
Parkview Center Elementary	Reusable Foodservice Ware			
Roseville Area Middle school	Reusable Foodservice Ware	Cafeteria Sort Table Farm Barrel Shed	Standardized, color-coded trash & recycling containers	
Roseville Area High School	Reusable Foodservice Ware	Cafeteria Sort Tables Farm Barrel Shed	Standardized, color-coded trash & recycling containers	Recycling Compactor & Receiver Box

Compaction Equipment for Recycling

RAS proposes to develop a safer process to collect, consolidate and haul recycling, reduce labor hours dedicated to flattening cardboard boxes for recycling, and dramatically decrease the frequency of hauler pick-ups and greenhouse gas emissions. Table 2 summarizes the significant reduction in the number of hauler pick-ups required to ship loose materials in dumpsters versus compacted waste and recycling. The number of recycling pick-ups per will be reduced from 156 per year. While current volumes calculate to be less than 11 hauls per year, we anticipate 24 hauls per year (twice monthly) to prevent odors. As standardized trash and recycling collection containers are implemented and cafeteria sort tables are put in place, there will be a much larger volume of materials diverted to recycling and this larger compactor size will accommodate that volume.

Table 2. Recycling Dumpsters vs. Compaction at Roseville Area High School

Current Dumpster Size	Number of Dumpsters	Pick-Ups Per Week	Cubic Yds Per Month	Pick-Ups Per Month	Pick-Ups Per Year
8 cu yds	1	3	104	13	156
Stationary Compactor, 40 yd	Calculating Compaction	Compacted Yds	Calculating Pick-Ups Per Month	Pick-Ups Per Month	Pick-Ups Per Year
3:1 compaction	104/3=	35	35/40=	0.875	10.5

Reusable Foodservice Ware

RAS proposes to continue the work from Phase I & II to expand reusable foodservice ware in one elementary school and the middle school. By purchasing reusable trays and flatware, we will eliminate the use of disposable trays and silverware, significantly reducing the amount of trash generated during lunch.

Cafeteria Sort Table & Farm Barrel Shed

RAS proposes to continue the work from Phase I & II to expand cafeteria sort tables, including the sorting of trash, milk cartons for recycling, and food and liquids for Food to Hog. Not only will this allow us to reduce the amount of trash generated during lunch, but we will also be able to access lower per-yard rates for trash hauling by removing food waste from the trash stream.

Standardized, Color-Coded Trash & Recycling Containers

RAS proposes to implement plans the same best practices building-wide trash and recycling collection container system for Roseville Area Middle School and Roseville Area High School that was developed in earlier phases.

2. Work Scope

Describe the goal(s) and the work scope tasks you will carry out using the resources and technical assistance available through the county. Include an estimated timeline for each activity. Use the continuum descriptions as guidelines where applicable.

Goals	Tasks/activities to support goal	Estimated start date	Expected completion date	Responsible person
GOAL 1 Provide standardized, color-coded, labeled and paired trash and recycling containers in common spaces, offices,	<ul style="list-style-type: none"> Obtain custodial input about trash & recycling collection system at each school Adjust, if needed, to the standardized collection container protocol developed in Phase I & II 	RAMS 7/1/2025 RAHS 7/1/2026	RAMS 8/15/2025 RAHS 8/15/2026	Buildings and Grounds Supervisor

classrooms and cafeterias.	<ul style="list-style-type: none"> • Develop a container placement plan for each school building • Obtain a vendor quote & order containers • Prep containers & label repurposed & new containers • Place new containers throughout school buildings 			
GOAL 2 Establish an organics program with sort tables & oversight by para's, lunchroom monitors, custodians or transition student workers Establish milk carton recycling	<ul style="list-style-type: none"> • Purchase cafeteria sort tables & farm barrel sheds • Lay concrete pad for shed, where needed 	RAMS 7/1/2025 RAHS 7/1/2-26	RAMS 8/15/2025 RAHS 8/15/2026	Buildings and Grounds Supervisor
	<ul style="list-style-type: none"> • Meet with school principals to develop a plan to launch a best practices cafeteria sort line for the food-to-hogs program & milk carton recycling • Train teachers & staff on the new best practices program • Train students on how to use the new cafeteria sort table and sort trash, food & beverage waste & milk cartons 	RAMS 7/1/2025 RAHS 7/1/2-26	RAMS 8/15/2025 RAHS 8/15/2026	Nutrition Services Supervisor
GOAL 3 Purchase a recycling compactor and receiver box for Roseville Area High School.	<ul style="list-style-type: none"> • Obtain a vendor quote. 	Immediately upon grant approval	8/30/25	Buildings and Grounds Supervisor
GOAL 4 Use reusable trays in cafeteria	<ul style="list-style-type: none"> • Meet with foodservice staff to plan for the switch from disposable to reusable foodservice ware 	RAMS 7/1/2025 RAHS 7/1/2-26	RAMS 8/30/2025 RAHS 8/30/2026	Nutrition Services Supervisor

Use reusable silverware in cafeteria	<ul style="list-style-type: none"> • Install new dish machines, where needed • Purchase reusable trays and silverware 			
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3. Evaluation

Describe how you will evaluate the overall success of the project. Define what success will look like. Include details about what you will measure and what your benchmarks will be. Address how you will know if you have met the intended project goals described in the work scope. Include both qualitative and quantitative methods of measurement. Refer to the continuum for baseline and evaluation criteria.

Goal 1 & 3 : Standardize Container Placement and Improve Recycling Outcomes

- **By the start of the 2025–26 school year**, standard container placement will be implemented at **RAMS**.
- **By the start of the 2026–27 school year**, standard container placement will be implemented at **RAHS**.
- **By the end of the 2026–27 school year**, we will increase our overall recycling rate by **10%** compared to the baseline established in the **2025 Solid Waste RFP**.

Goal 2: Implementation of Food to Hogs and reusable dinnerware

Phase II set a districtwide best practices precedent for the project as illustrated in Figures 1, 2, 3 and 4. **Phase III project success will be measured by the continued implementation of Phase II best practices in schools and other district buildings.**

In a typical school year, RAS estimates that the secondary schools scheduled to participate in Phase III discard:

- **400,00 Styrofoam™ trays**
- **400,000 plastic forks & spoons**
- **250,000 milk cartons**

The implementation of reusable lunch trays and flatware will eliminate disposable trays and plastic fork and spoon waste generated by the schools. The purchase of best practices cafeteria sort tables will help participating schools launch best practices food-to-hogs and milk carton recycling and increase diversion of rigid plastic containers #1, #2 and #5. Project success will also be measured by right-sizing trash and recycling services per the terms and conditions in the hauler contract executed in Phase II.

**FIGURE 1.
BEST PRACTICES CAFETERIA SORT TABLE**



FIGURE 2.
STORAGE SHED FOR BARRELS OF FOOD & BEVERAGE WASTE



FIGURE 3.
TRASH & RECYCLING COLLECTION CONTAINER PROTOCOL



FIGURE 4.
TRASH & RECYCLING COLLECTION CONTAINER PROTOCOL



4. Project staff

Please list the staff involved in the project and their roles and responsibilities. Consider the following

questions: Who will be the main contact person at the school for the project? Who will lead the project? Who will make sure the work is completed? Who will be responsible for ensuring timely reports are submitted to the county? Who will be responsible for project evaluation?

Name	Title	Email	Phone	Role in grant project	Responsibilities
Shari Thompson	Director of Business Services	Shari.thompson@isd623.org	651-635-1615	Project support from RAS administration	District support and financial oversight
Todd Lieser	Supervisor of Buildings & Grounds	Todd.lieser@isd623.org	651-635-1649	Project Co-Manager	-Oversee Solid Waste Management
Maria Amerman	Nutrition Services Supervisor	maria.amerman@isd623.org	651-724-6461	Project Co-Manager	-Oversee procurement of trays/flatware -Education and training for nutrition services staff and students

5. Sustainability

Consider how the project will continue or grow and how benefits will be maintained without additional resources from the county. Identify which project goals will directly influence sustainability of the grant project.

Sustainability of Phase III Outcomes

The outcomes of Phase III are positioned for long-term sustainability through the following mechanisms:

1. **Financial Incentives:** Schools benefit from exemptions covering up to **70% of combined State and County taxes and fees** on trash hauling and disposal services in Ramsey County.
2. **Cost-Effective Waste Hauling Contract:** The **new waste and recycling hauler services contract**, initiated in Phase I and renewed this year, has enhanced **cost-effectiveness, vendor performance**, and includes a **financial reward** for every **cubic yard of waste reduced, recycled, or diverted** from trash by the school district.
3. **Stakeholder Satisfaction:** Broad support and engagement from **school administration, teachers, staff, students, and the community** reinforce the expansion of RAS's **best practices in waste reduction, recycling, and organics management** across the district.

C. Project budget

Please attach a budget, including costs and items such as containers, educational materials, compostable bags, reusable foodservice ware, and other equipment needs. Provide justification for each item, outlining how it will be used to implement the project.

A Phase III project budget outlining costs for containers and equipment and how each item will be used follows.

Agenda Topic: Capital Projects Levy for Security and Technology
Meeting Date: June 10, 2025
Contact Person: Shari Thompson

Background:

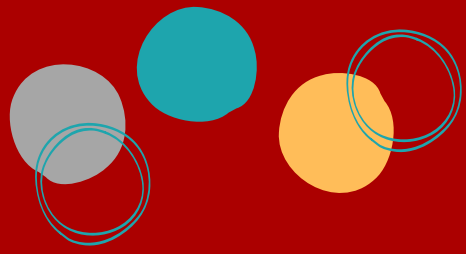
One of the goals of the district's strategic plan is to ensure that the district is financially secure. A key strategy to achieve this goal is securing and allocating financial resources to support the district's mission and vision.

Technology plays a crucial role in key aspects of district operations including safety and security, student learning, cybersecurity, communications, and infrastructure. However, Roseville Area Schools faces challenges in adequately funding technology-related operations without a dedicated funding source. District staff will review the important role of security and technology in the district.

The board will review and discuss options for securing additional funding to support students' needs. Peter Leatherman of The Morris Leatherman Company will share the results of a recent community survey, and representatives from Ehlers, the district's municipal advisors, will be present to discuss the financial impacts of a capital projects levy.

Recommendation:

Action Required Informational – No Board Action Requested

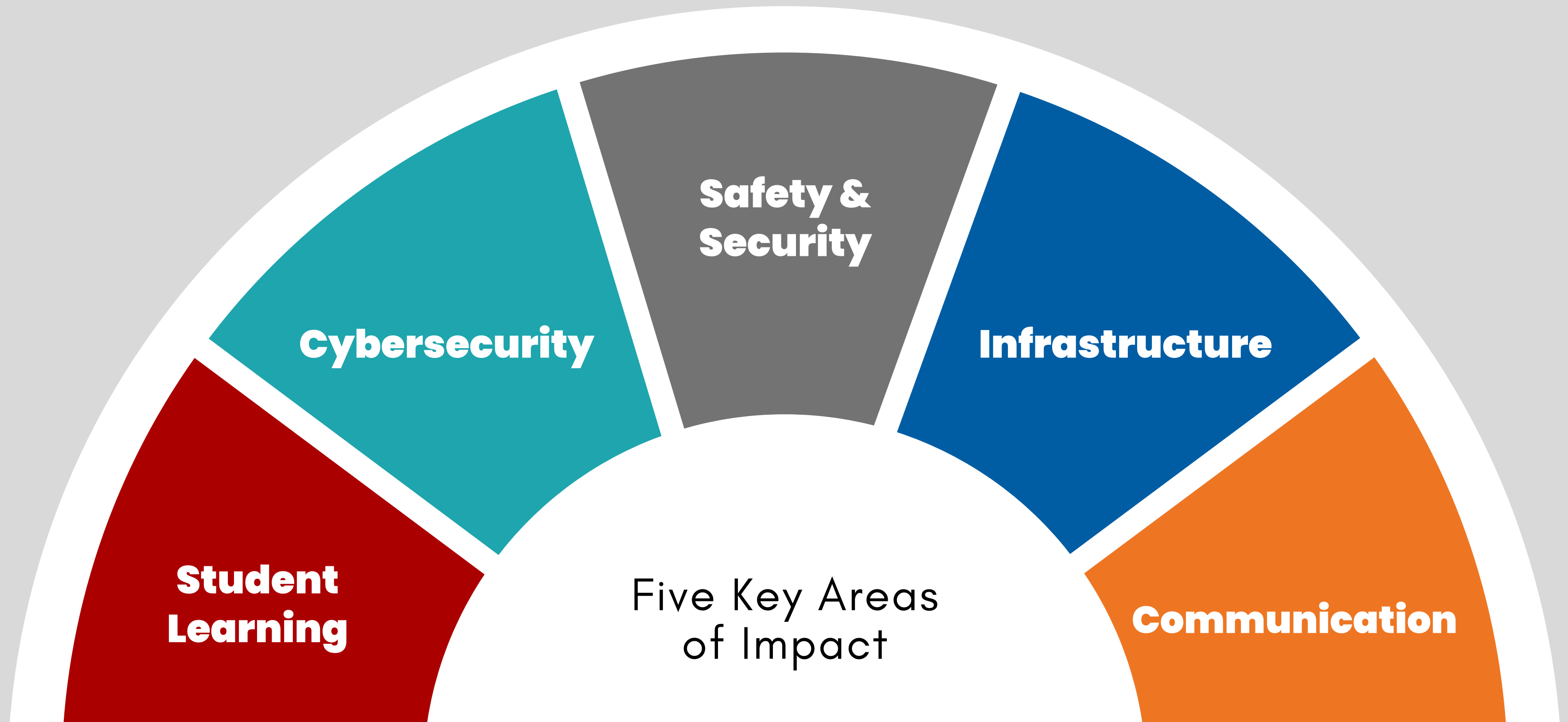


ROSEVILLE AREA SCHOOLS

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

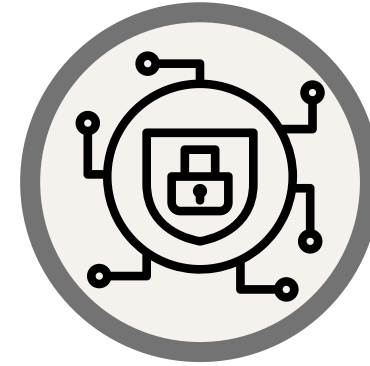


THE ROLE OF TECHNOLOGY

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

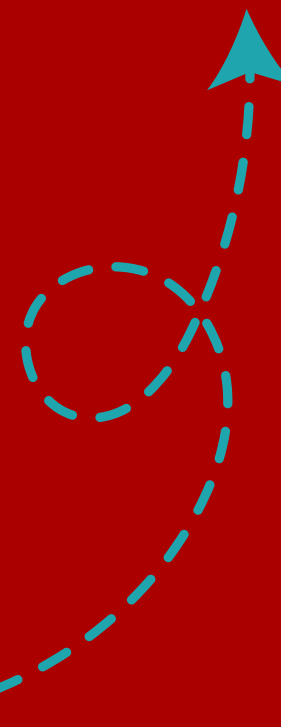
EQUITY VISION

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

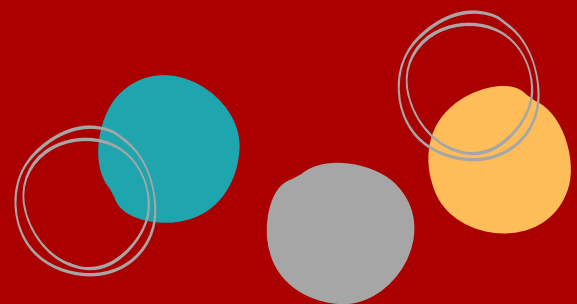
- #1 Our graduates are prepared to achieve their goals and aspirations.**
 - Ensure students are college- and career-ready
 - Deliver a challenging, joyful, and safe learning environment
 - Deliver innovative, effective practices and systems
- #2 Our learners contribute to an equitable, caring society.**
 - 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.



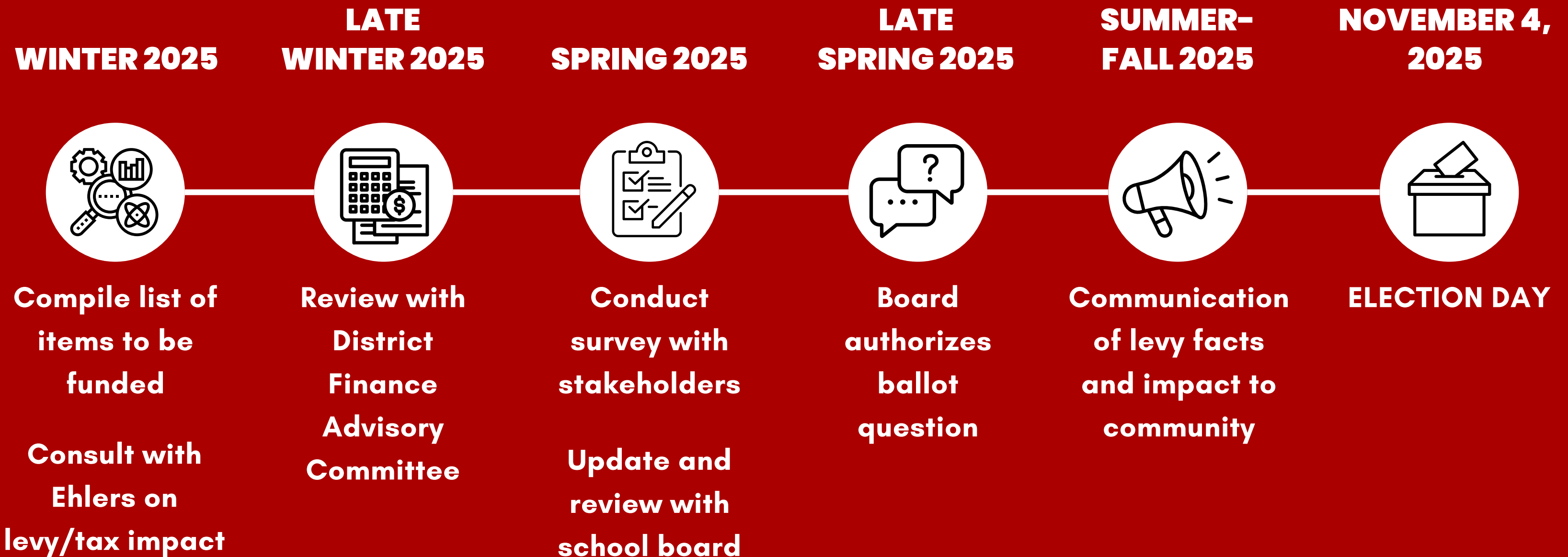
Technology Revenue & Expenses

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 School District

2025 Residential Survey

The Morris Leatherman Company

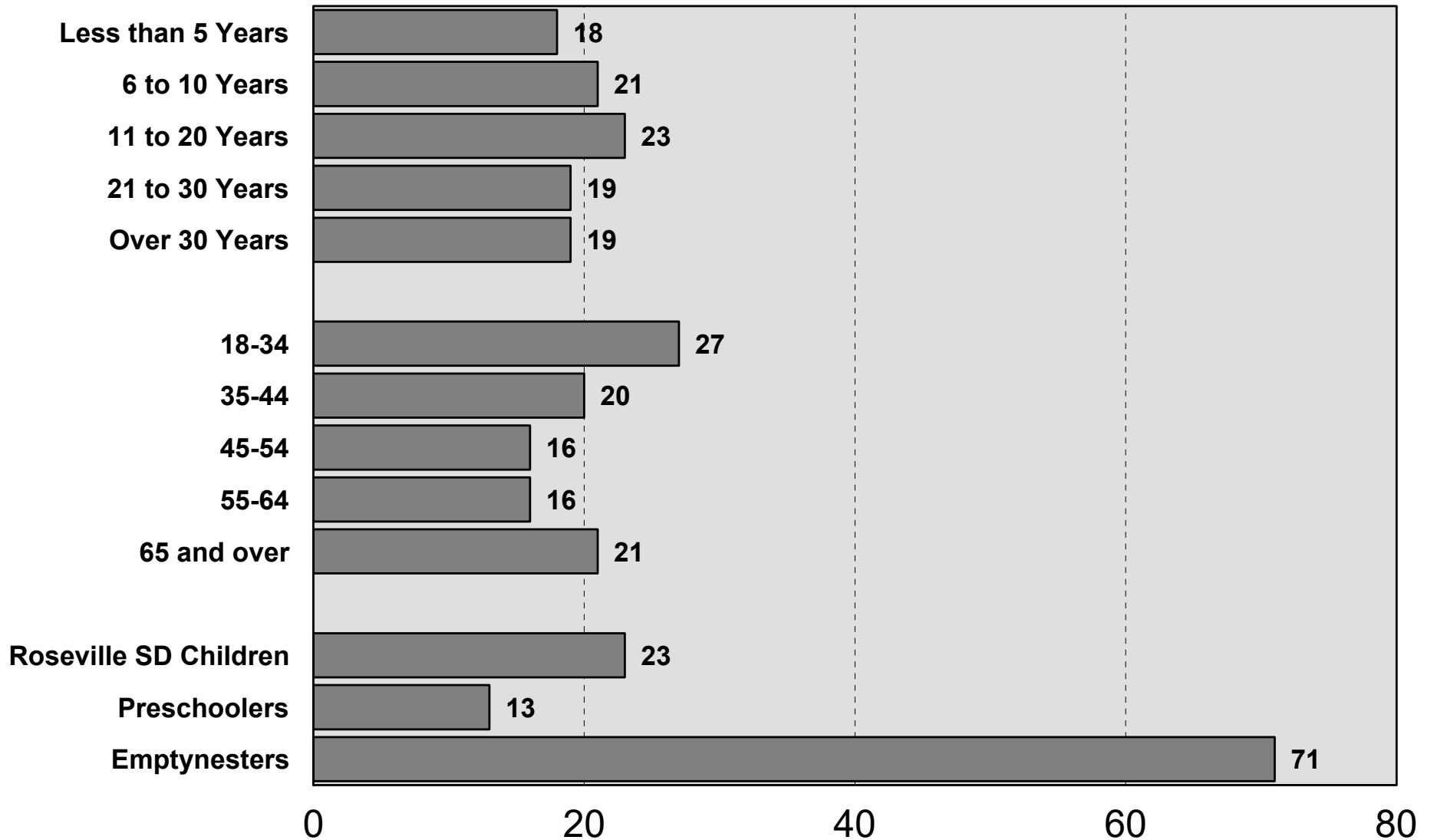
Survey Methodology

2025 Roseville Area Schools

- ① 400 random sample of School District residents
- ① Telephone interviews conducted between May 19th and 30th, 2025
- ① Average interview time of 12 minutes
- ① Non-response level of 6.0%
- ① Results projectable within +/-5.0% in 95 out of 100 cases
- ① Cellphone Only: 66%
- ① Landline Only: 10%
- ① Both Landline and Cellphone: 24%

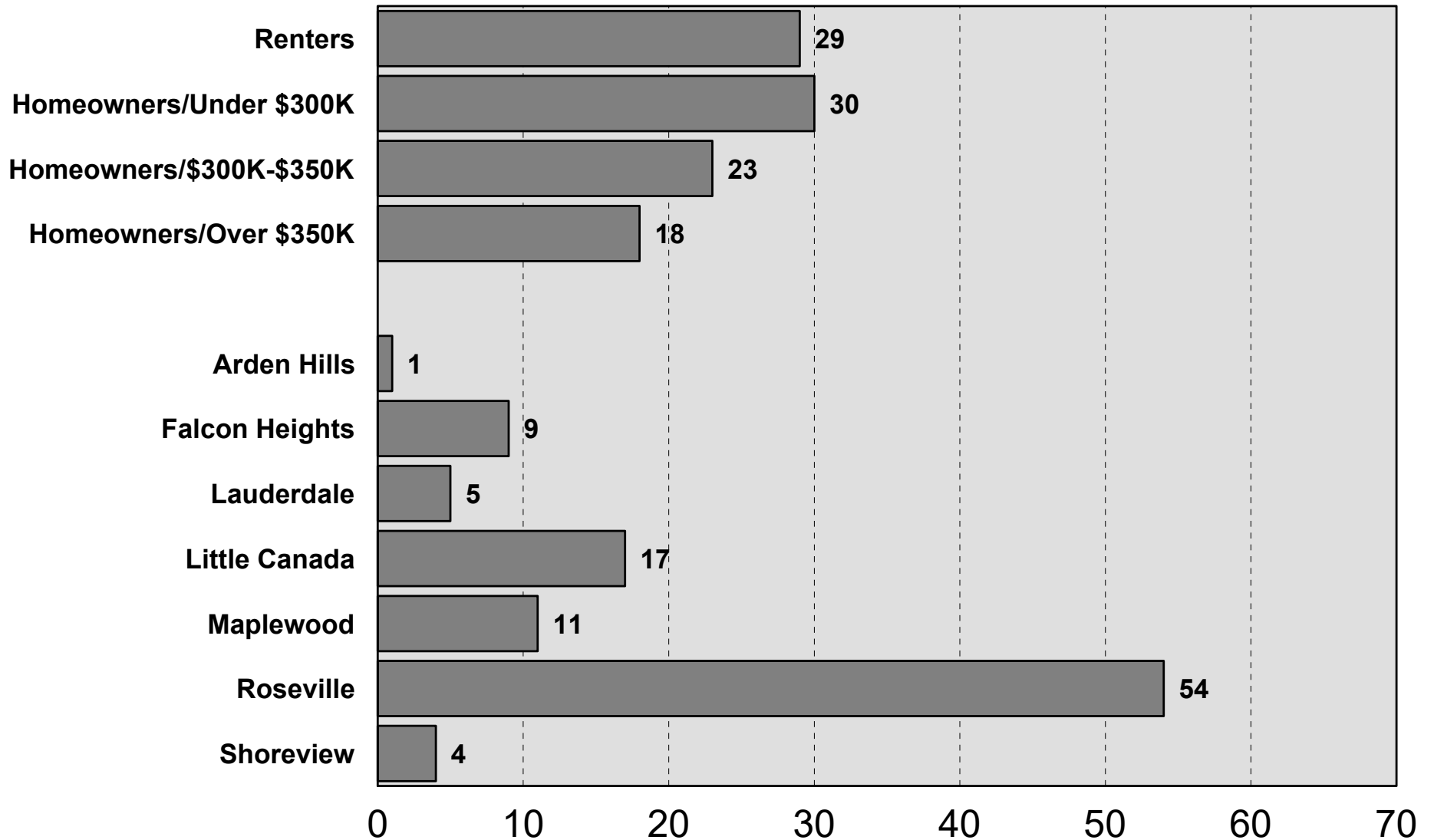
Demographics I

2025 Roseville Area Schools



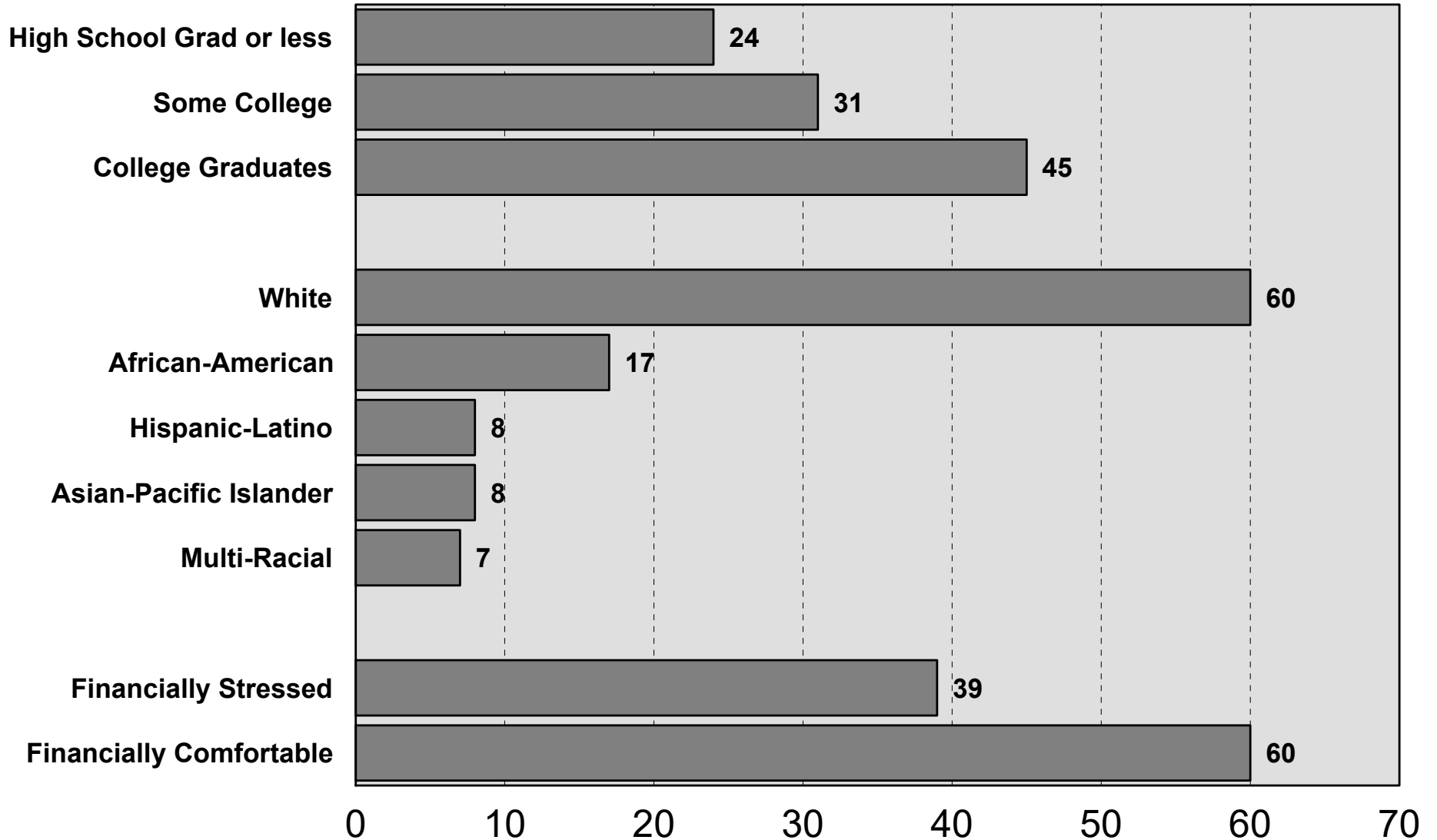
Demographics II

2025 Roseville Area Schools



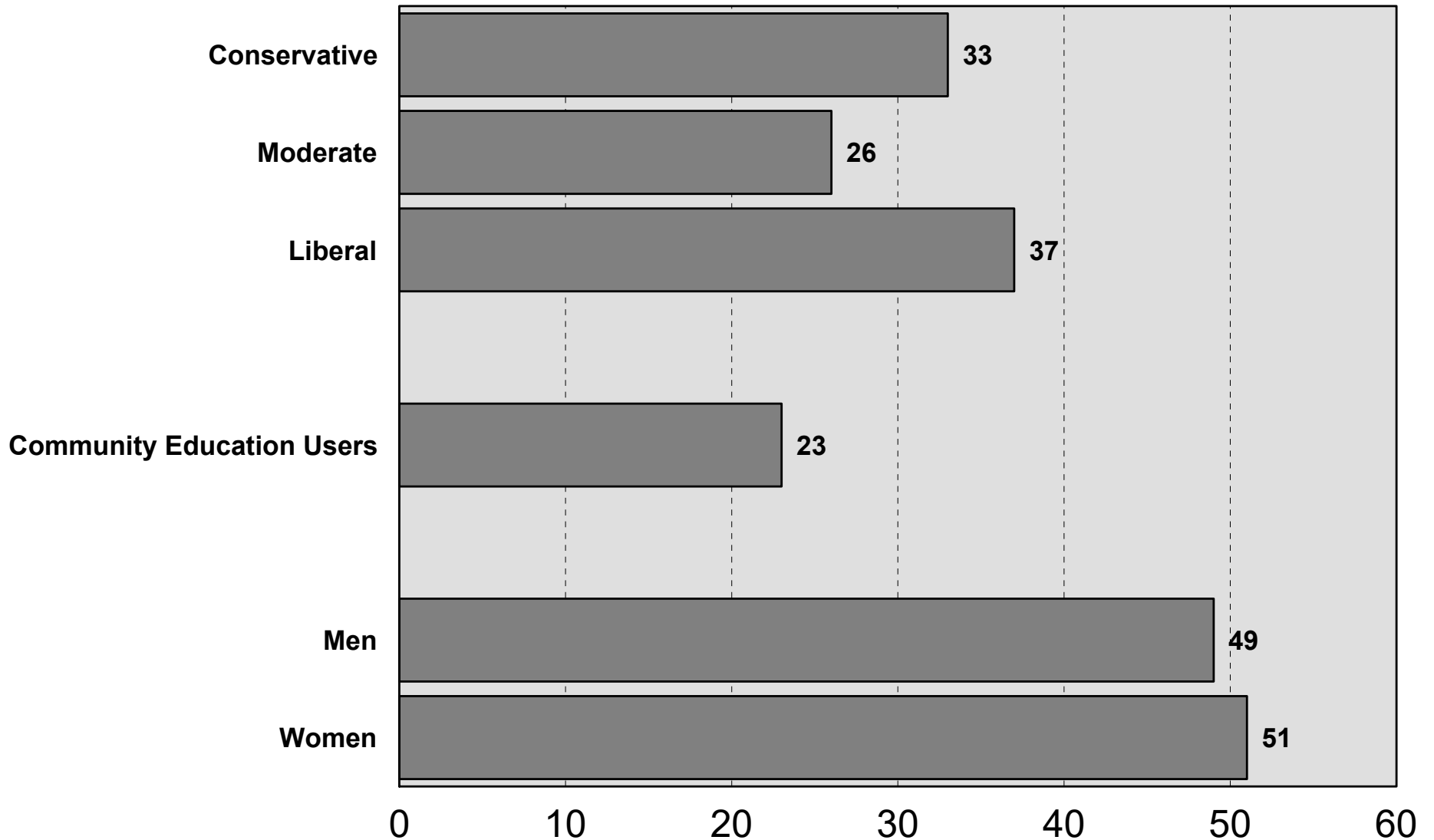
Demographics III

2025 Roseville Area Schools



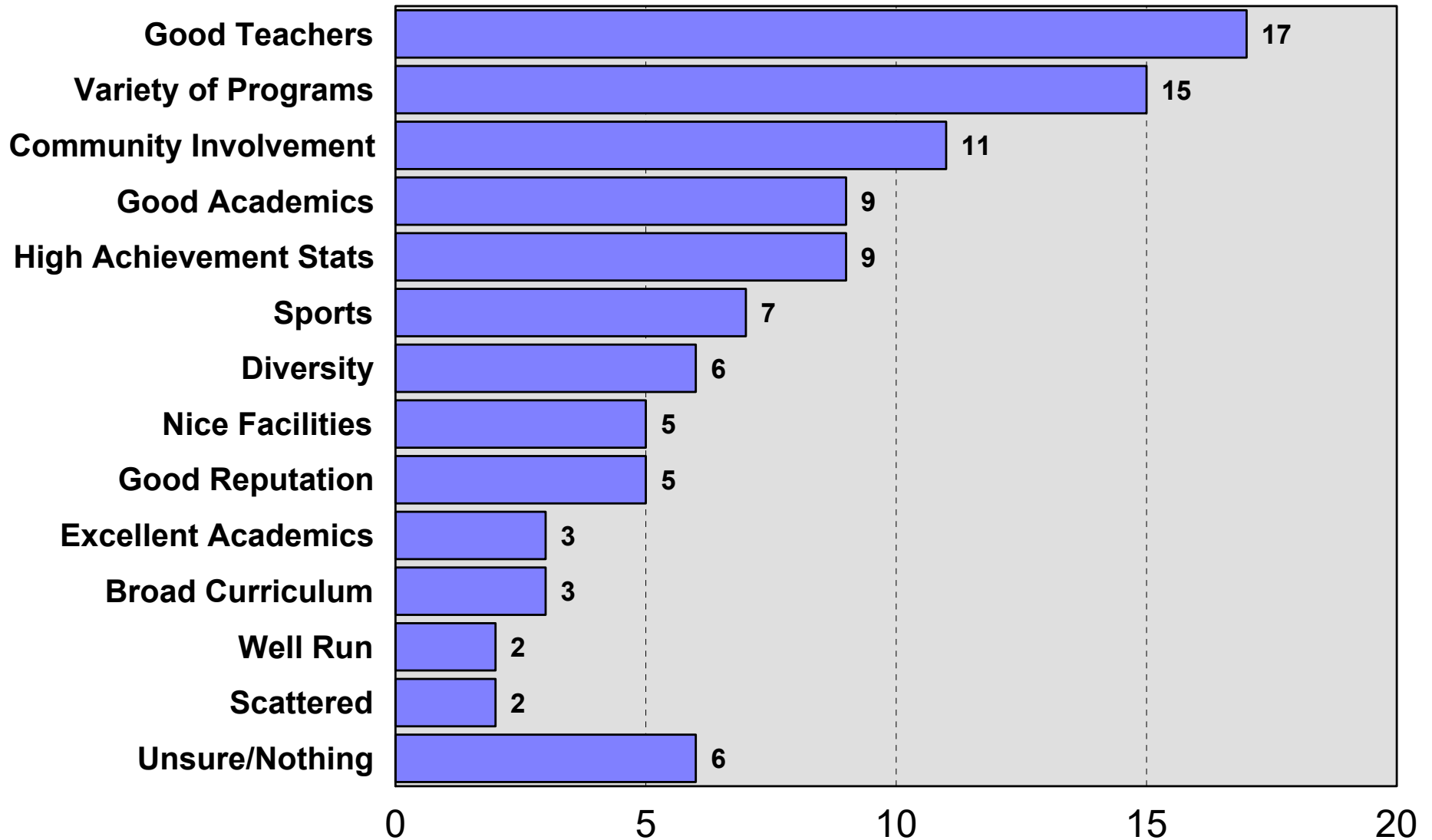
Demographics IV

2025 Roseville Area Schools



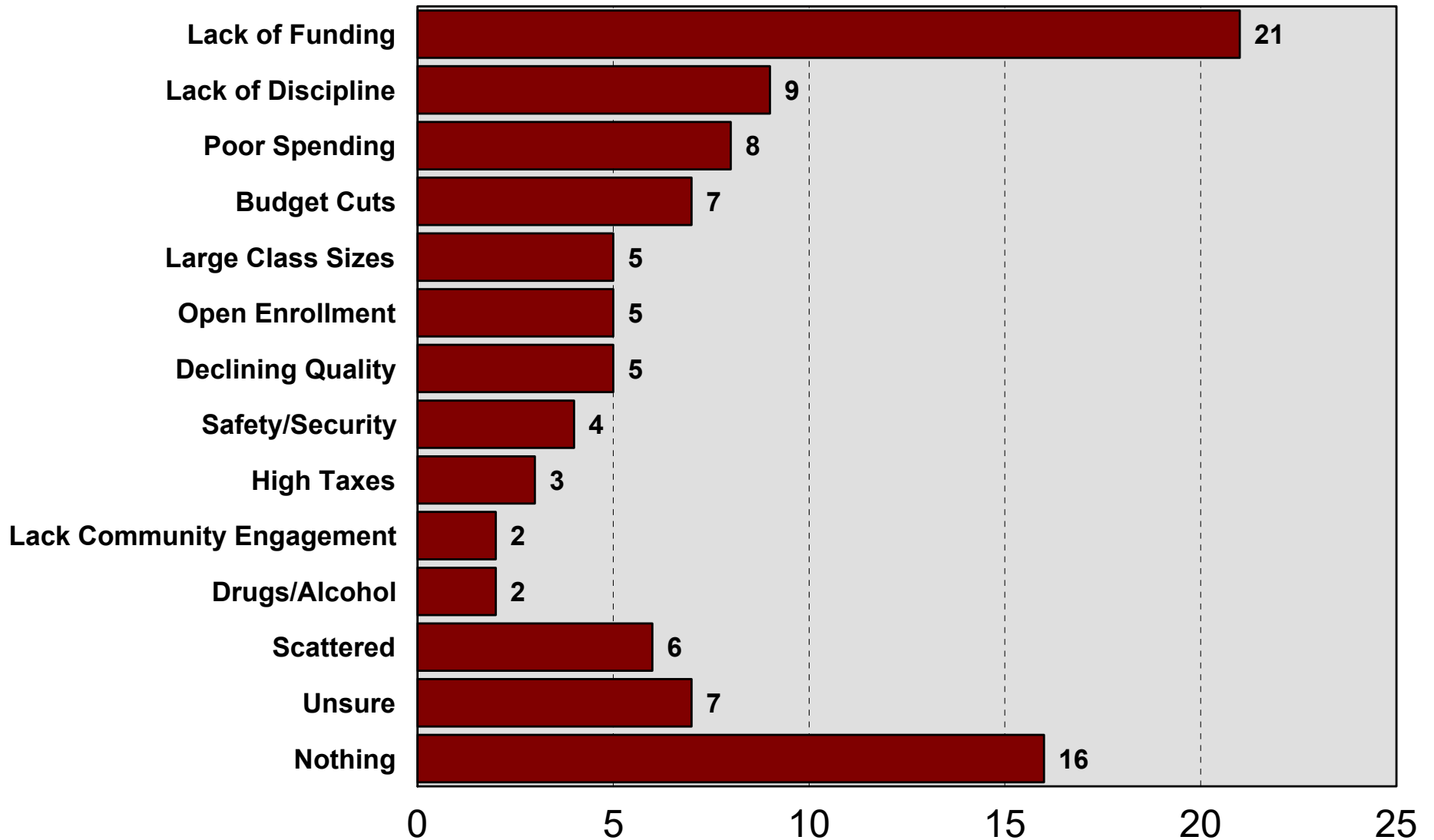
Like Most about District

2025 Roseville Area Schools



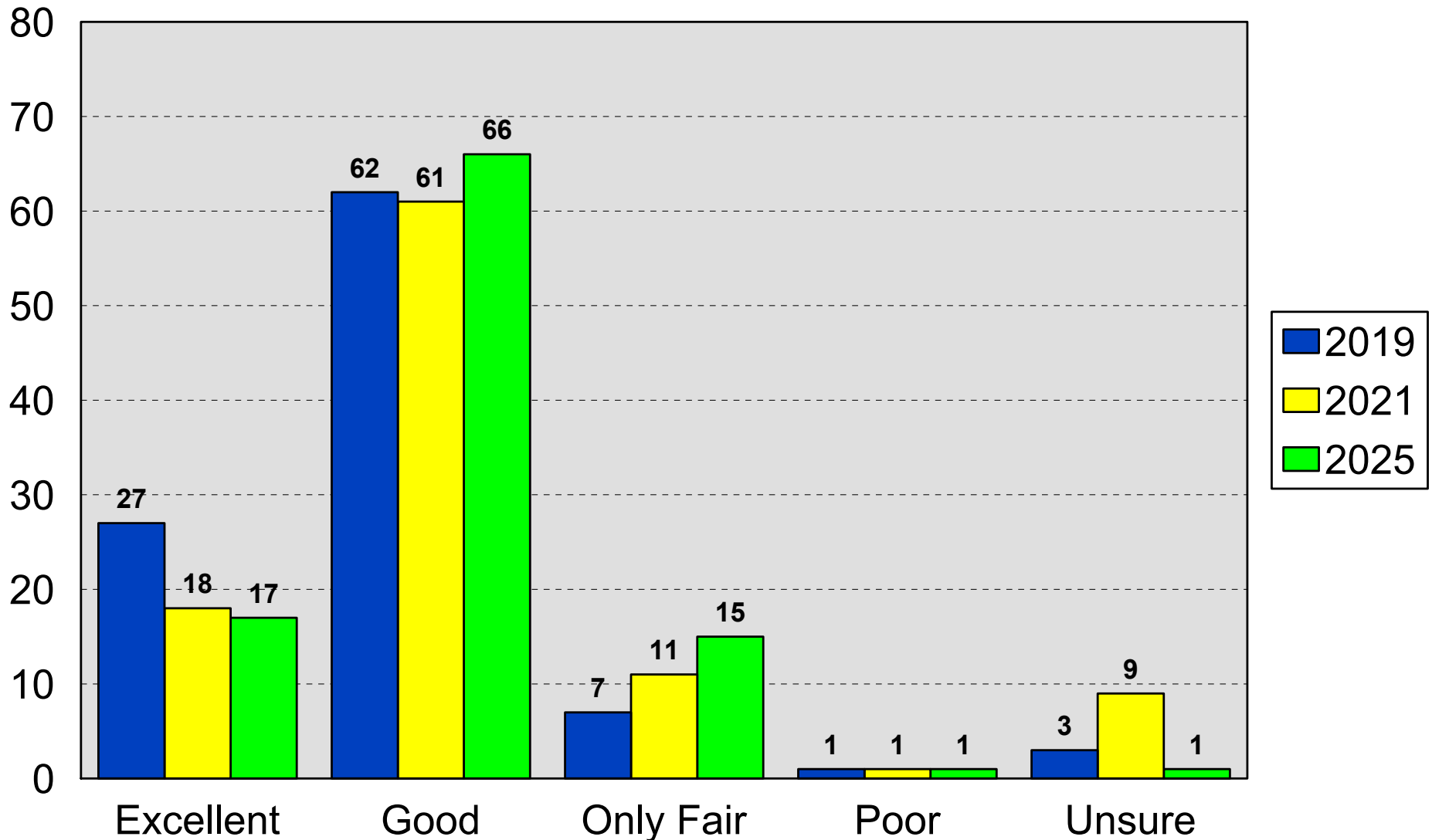
Most Serious Issue

2025 Roseville Area Schools



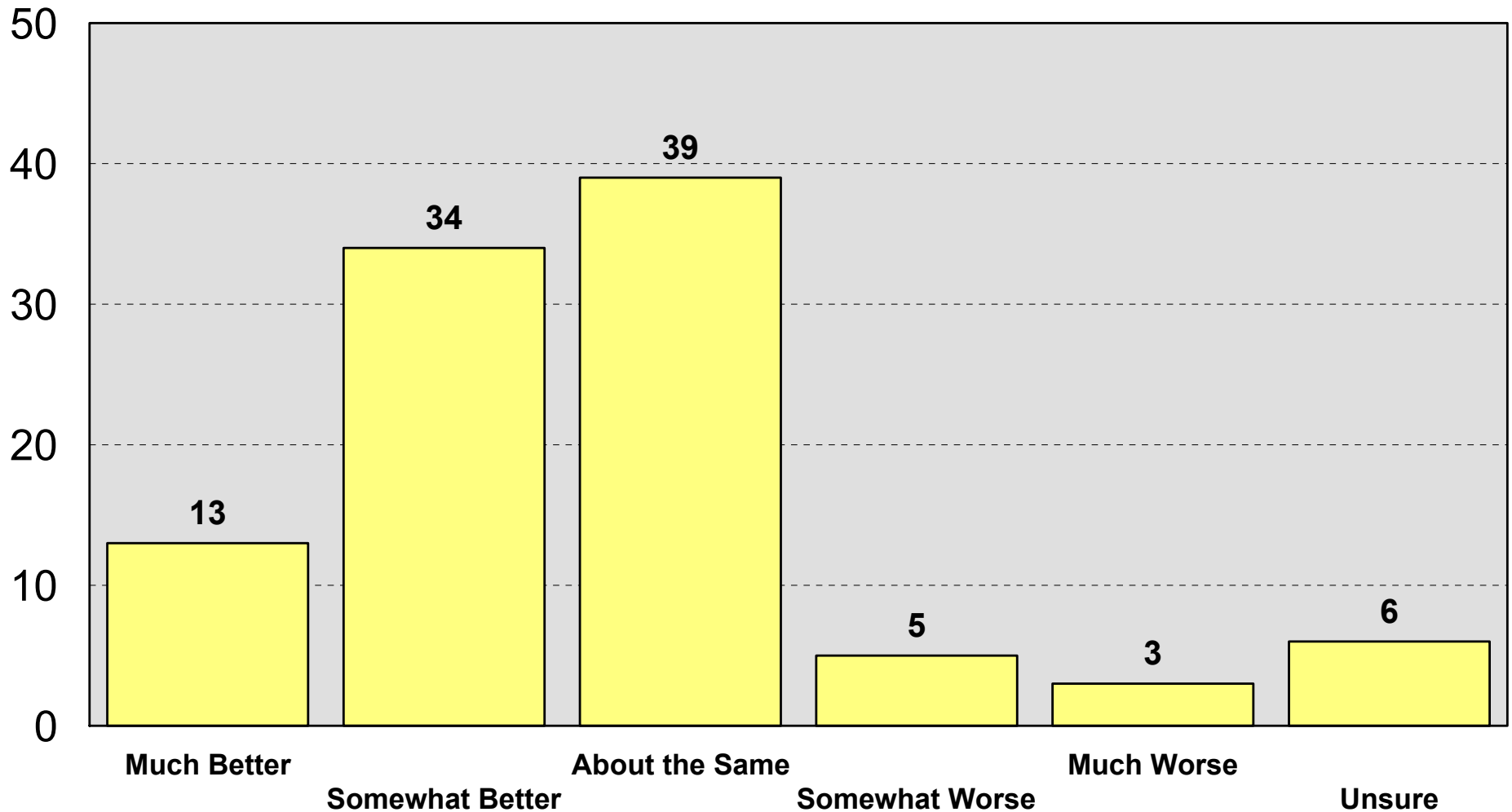
Quality of Public Schools

2025 Roseville Area Schools



Quality Since 2020

2025 Roseville Area Schools



Percentage

Meet the Learning Needs of....

2025 Roseville Area Schools

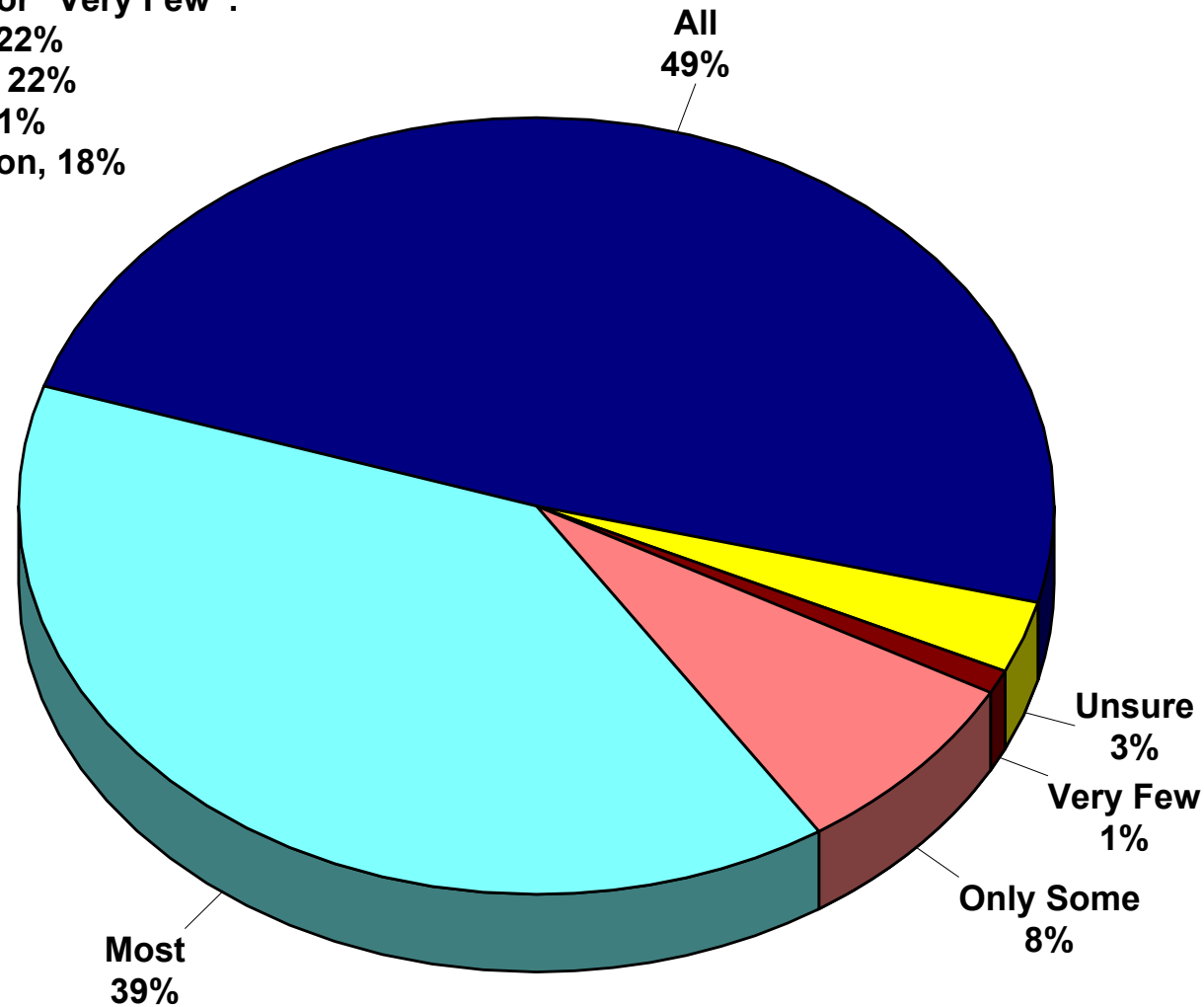
“Most,” “Only Some,” or “Very Few”:

Struggling, 22%

Low Income, 22%

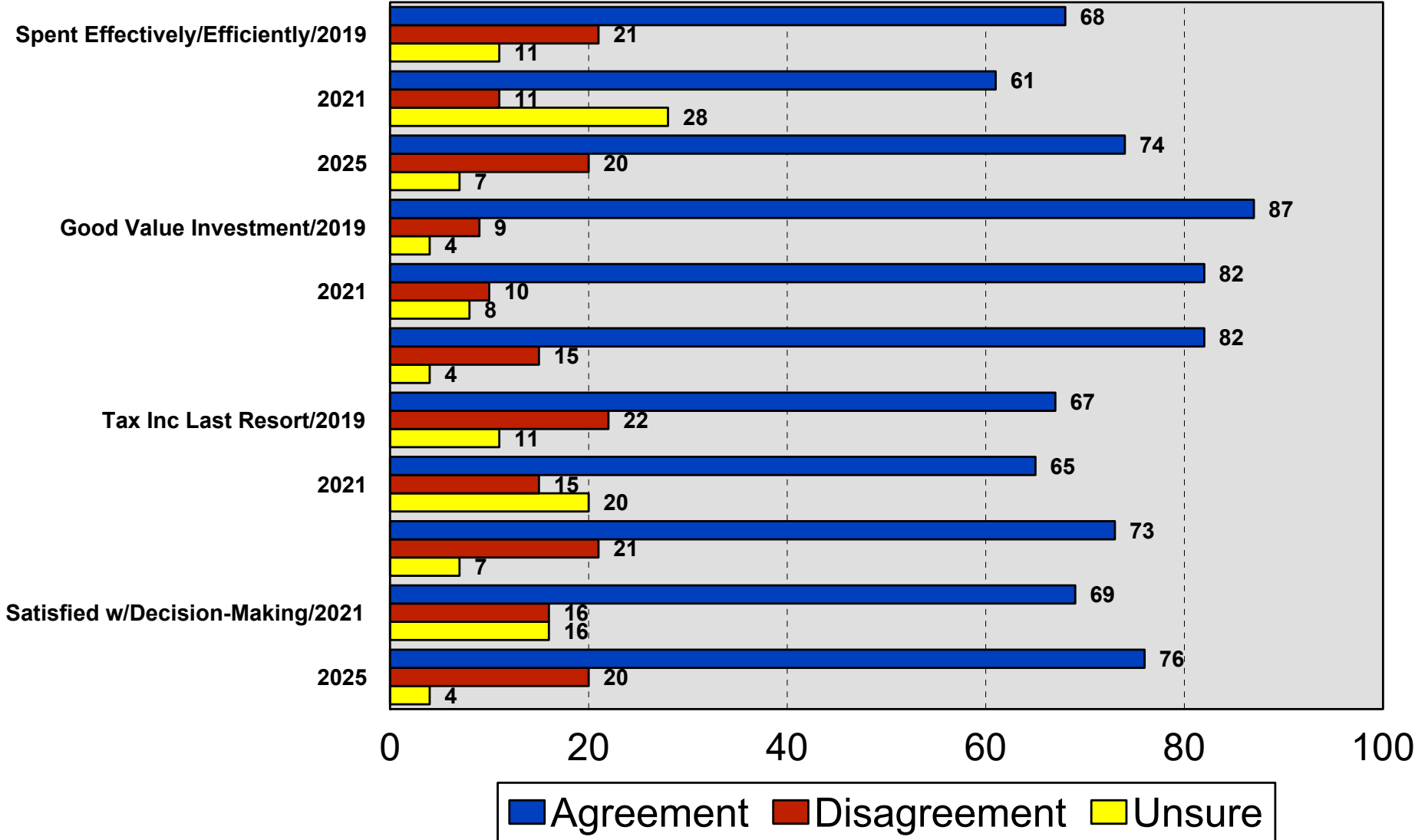
Average, 21%

Special Education, 18%



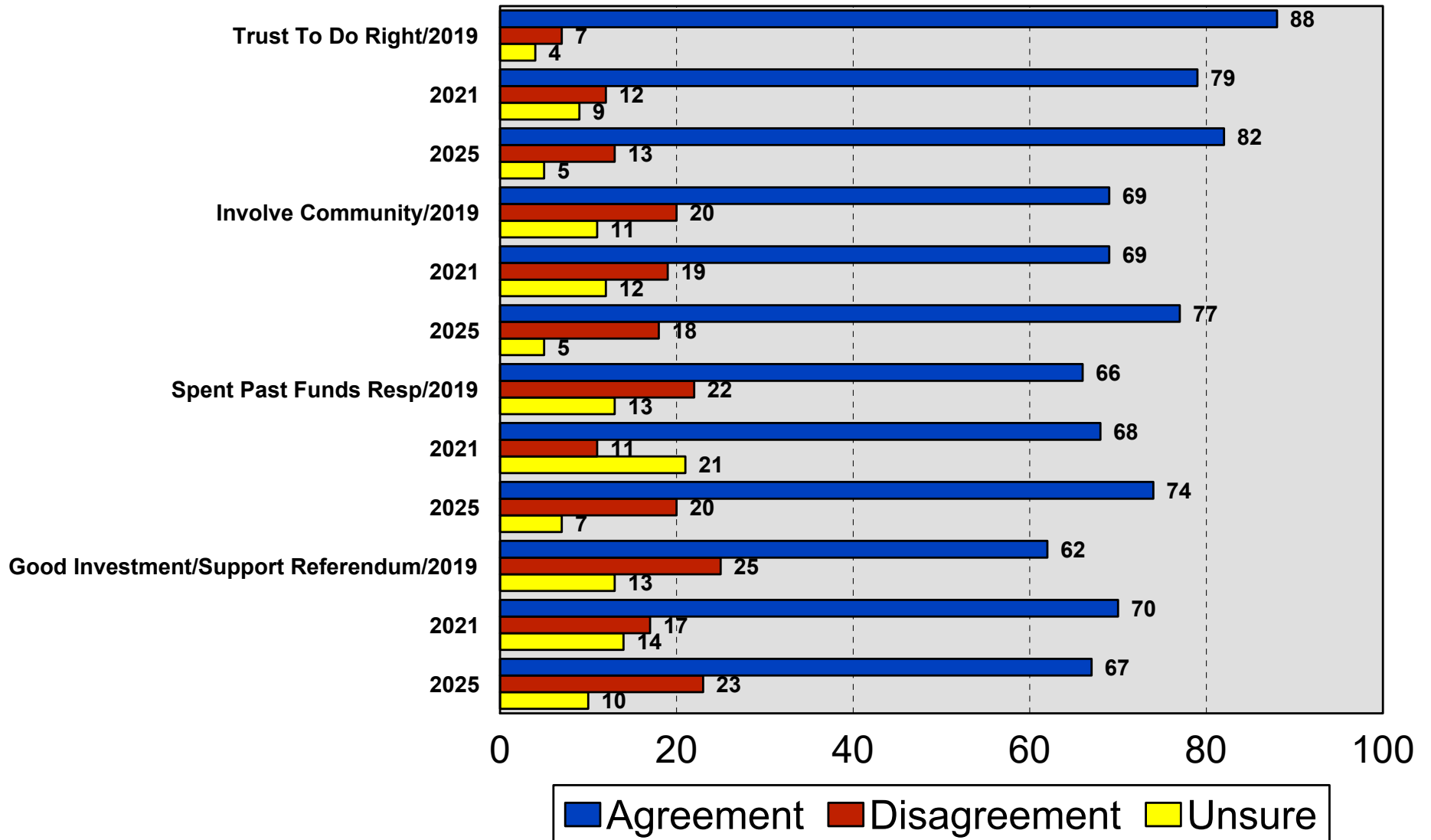
School District Perceptions I

2025 Roseville Area Schools



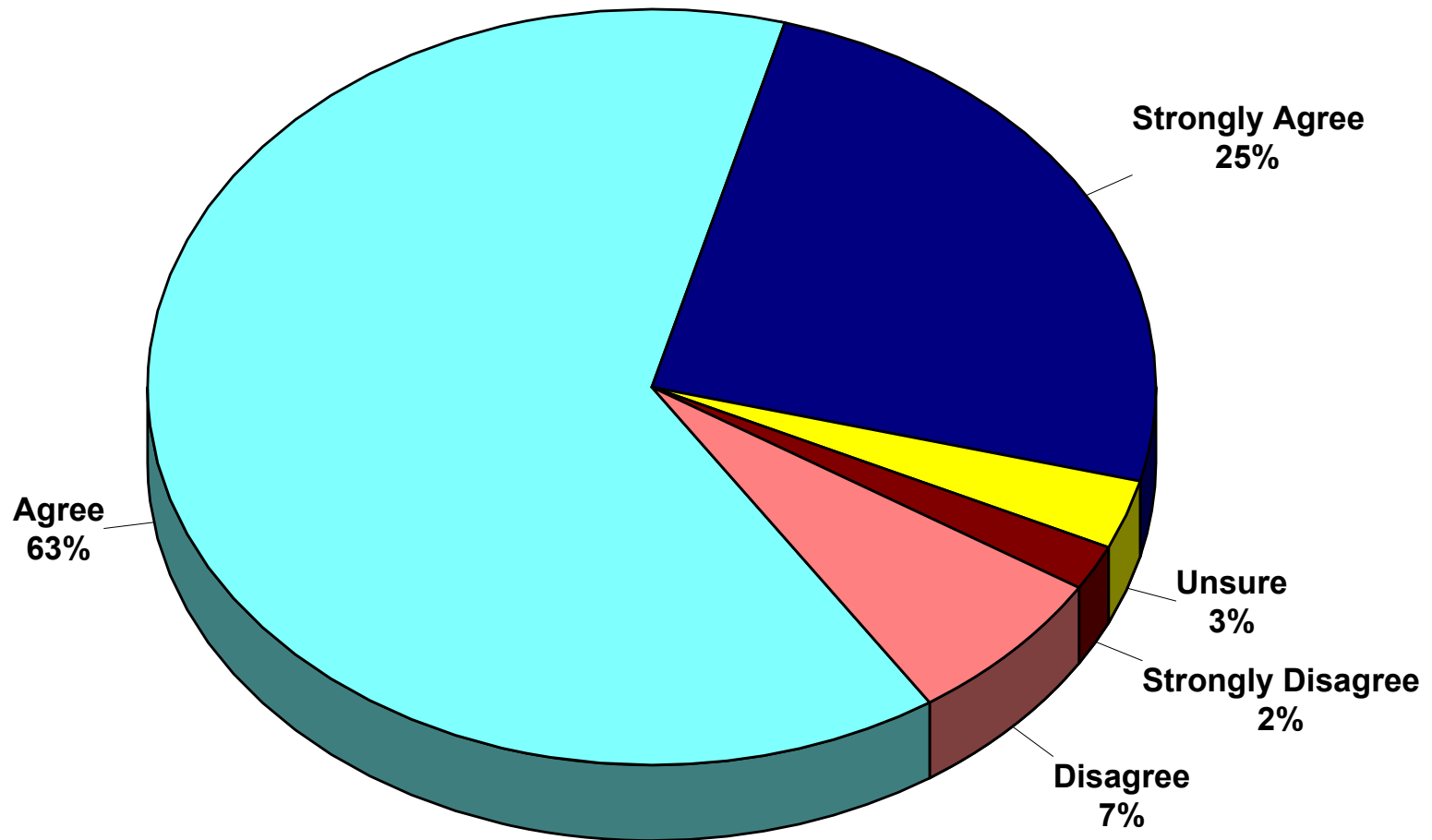
School District Perceptions II

2025 Roseville Area Schools



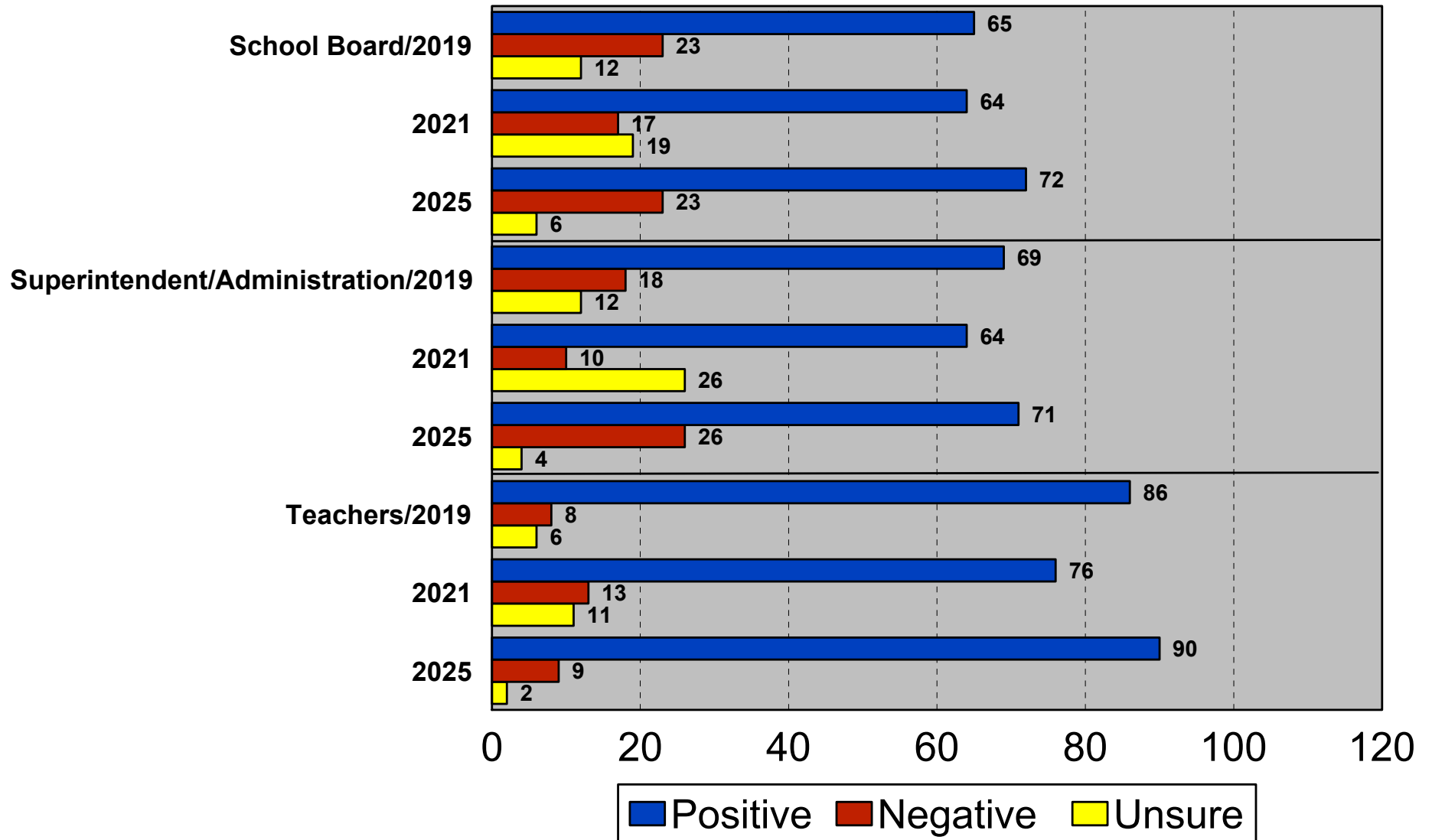
Safe and Secure Learning Environment

2025 Roseville Area Schools



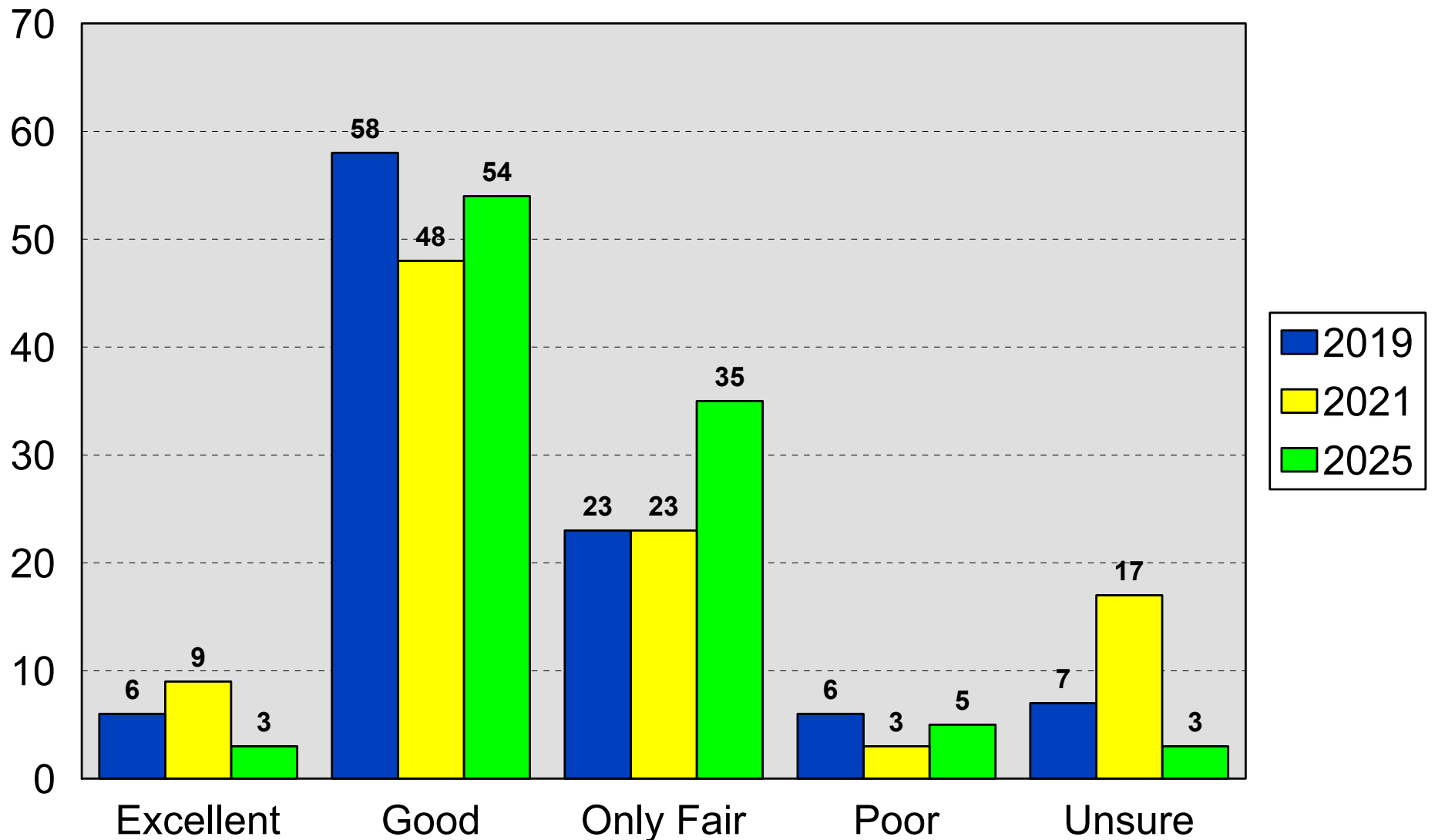
Job Performance Ratings

2025 Roseville Area Schools



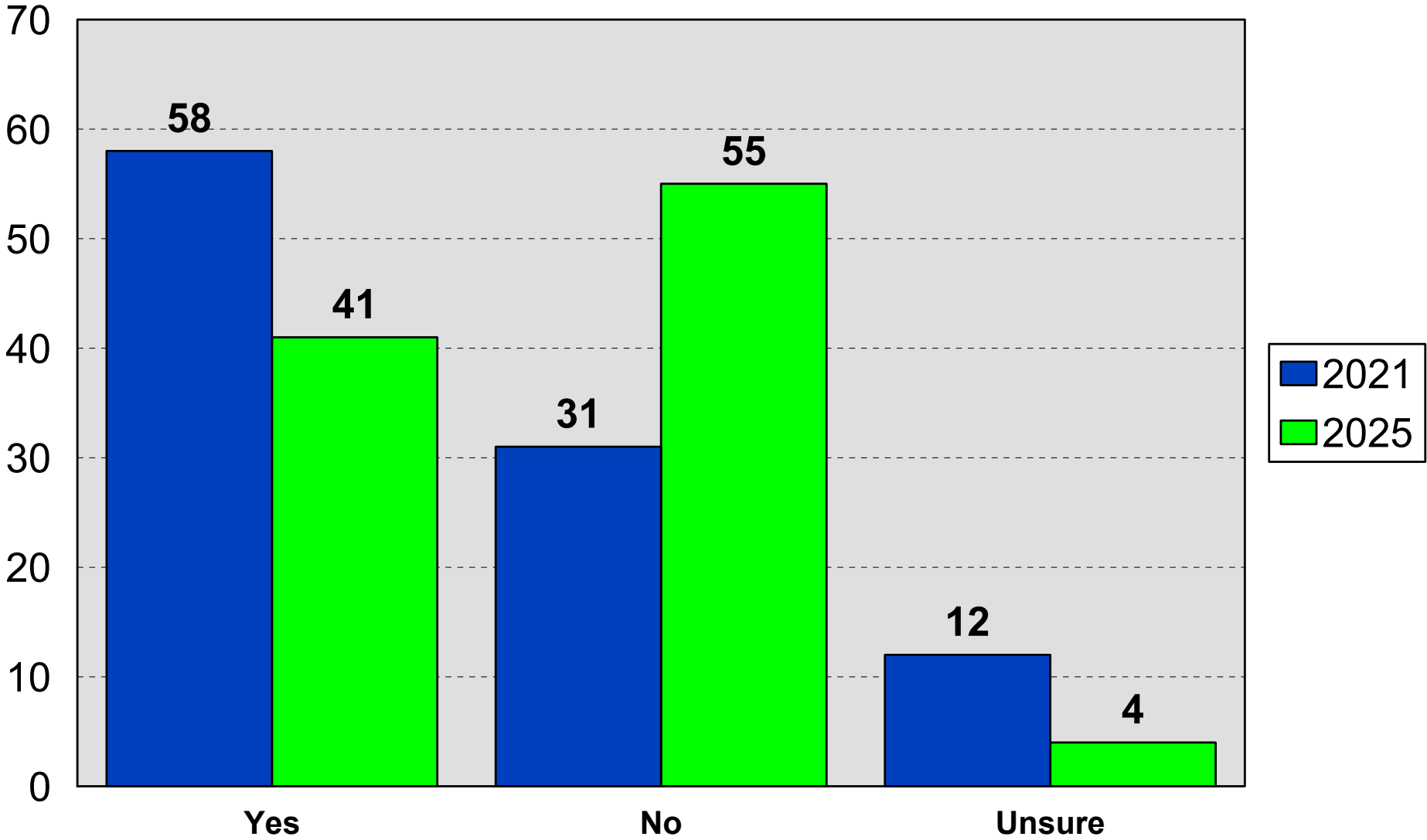
Financial Management

2025 Roseville Area Schools



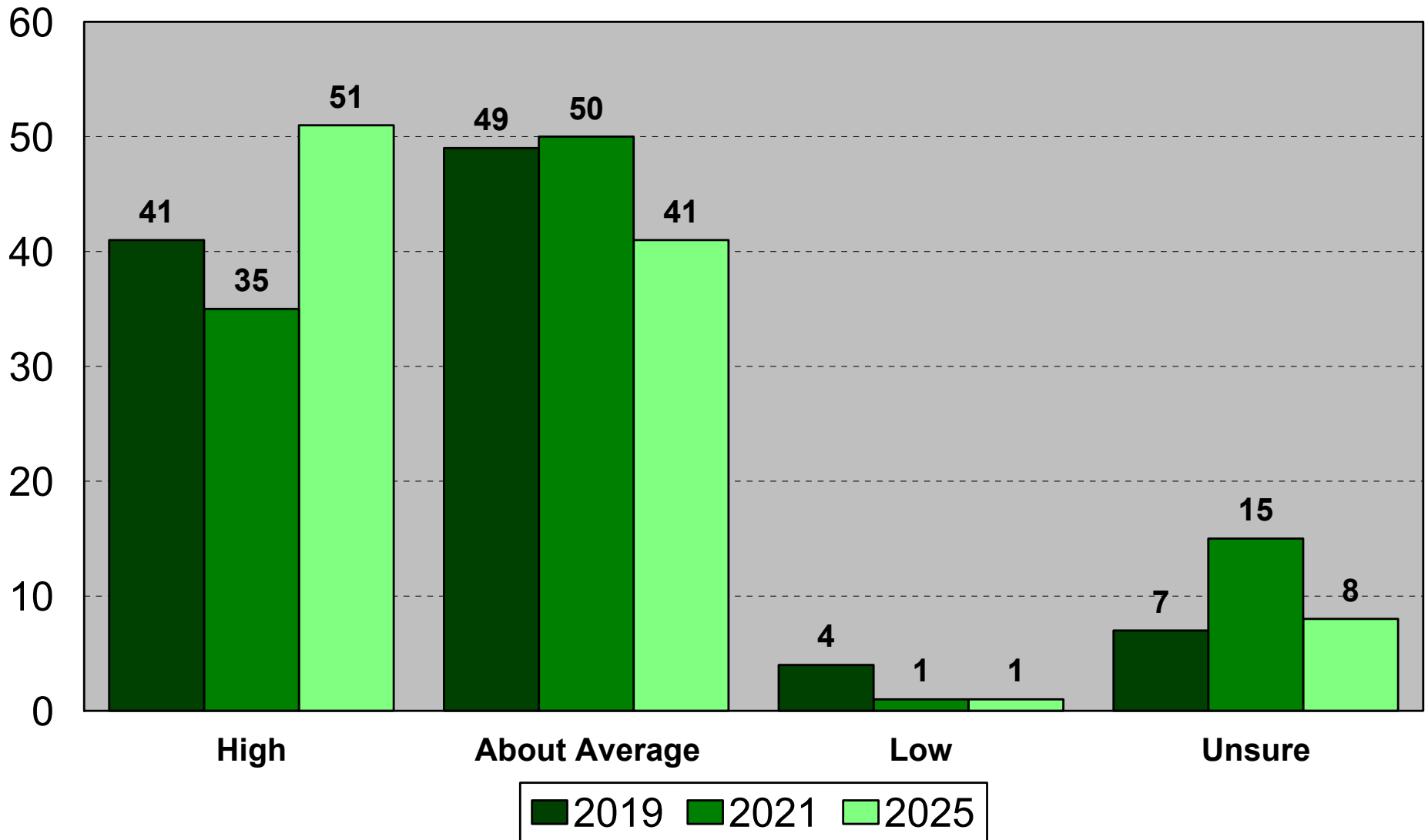
Adequately Funded

2025 Roseville Area Schools



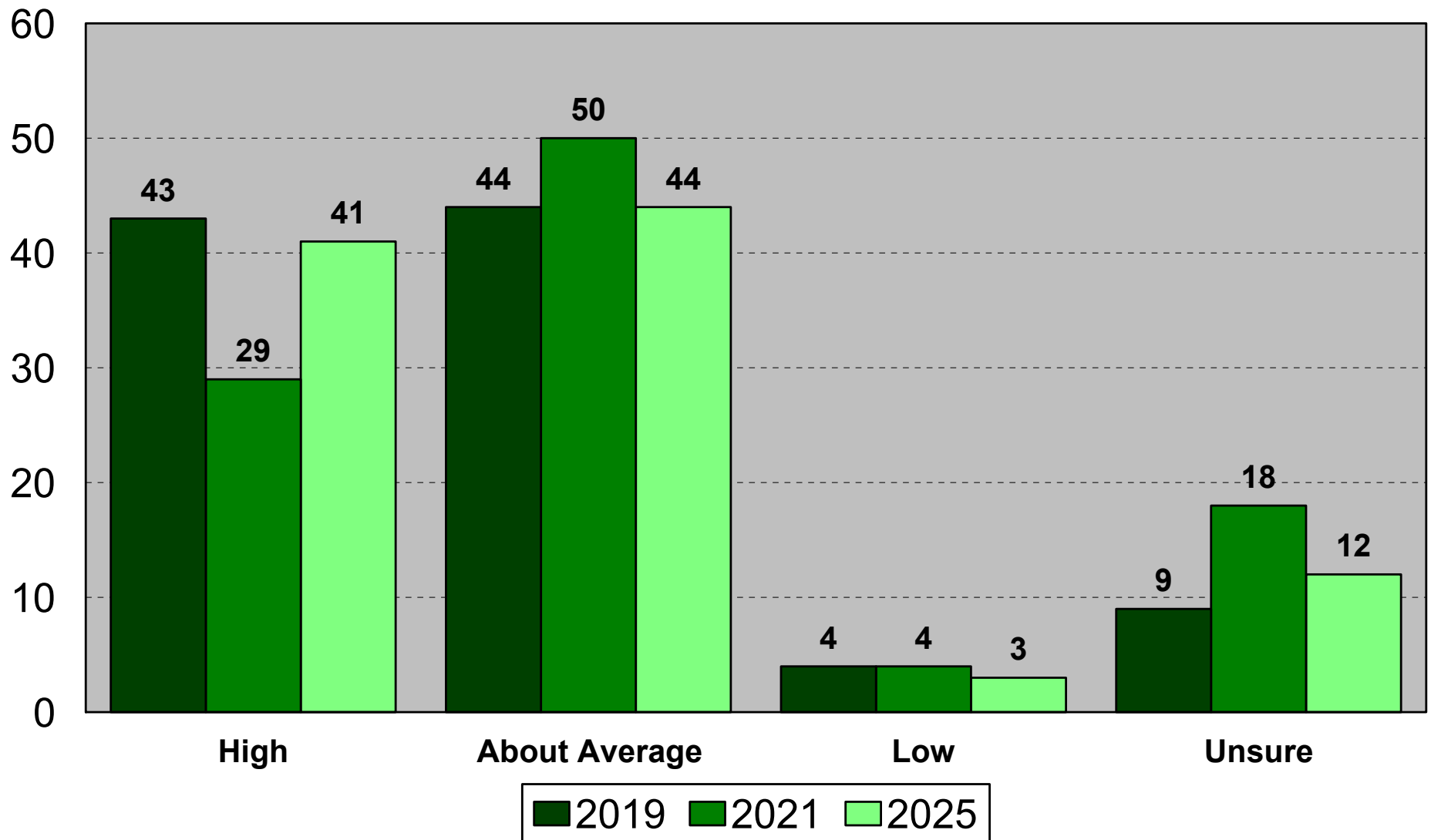
Total Property Tax

2025 Roseville Area Schools



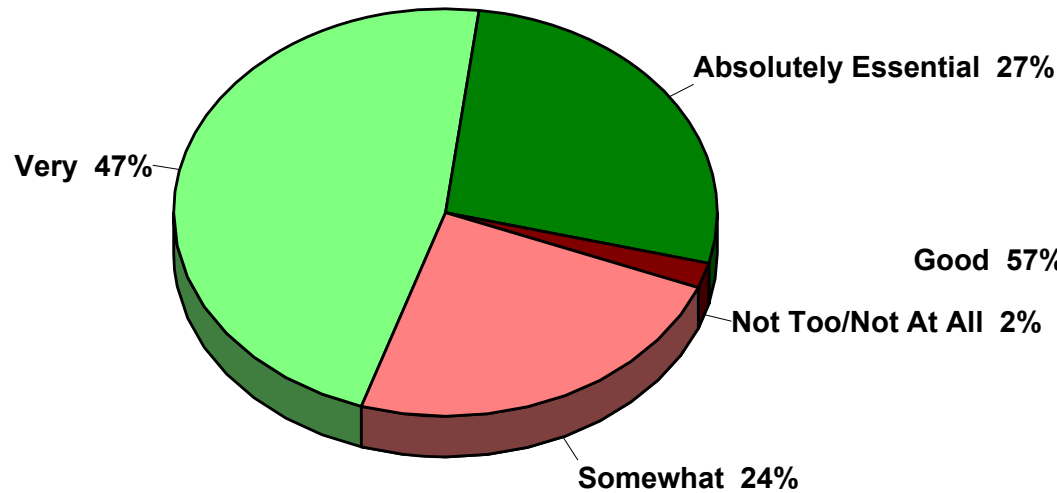
School Taxes

2025 Roseville Area Schools

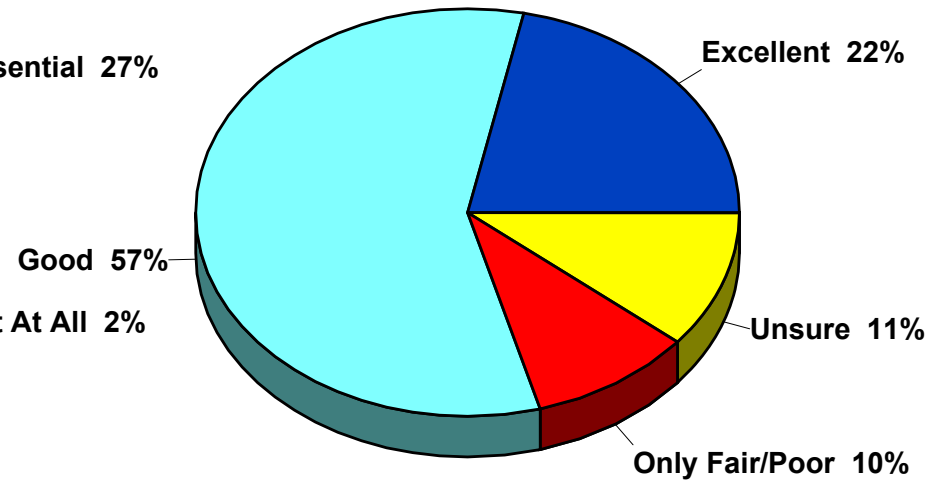


Technology

2025 Roseville Area Schools



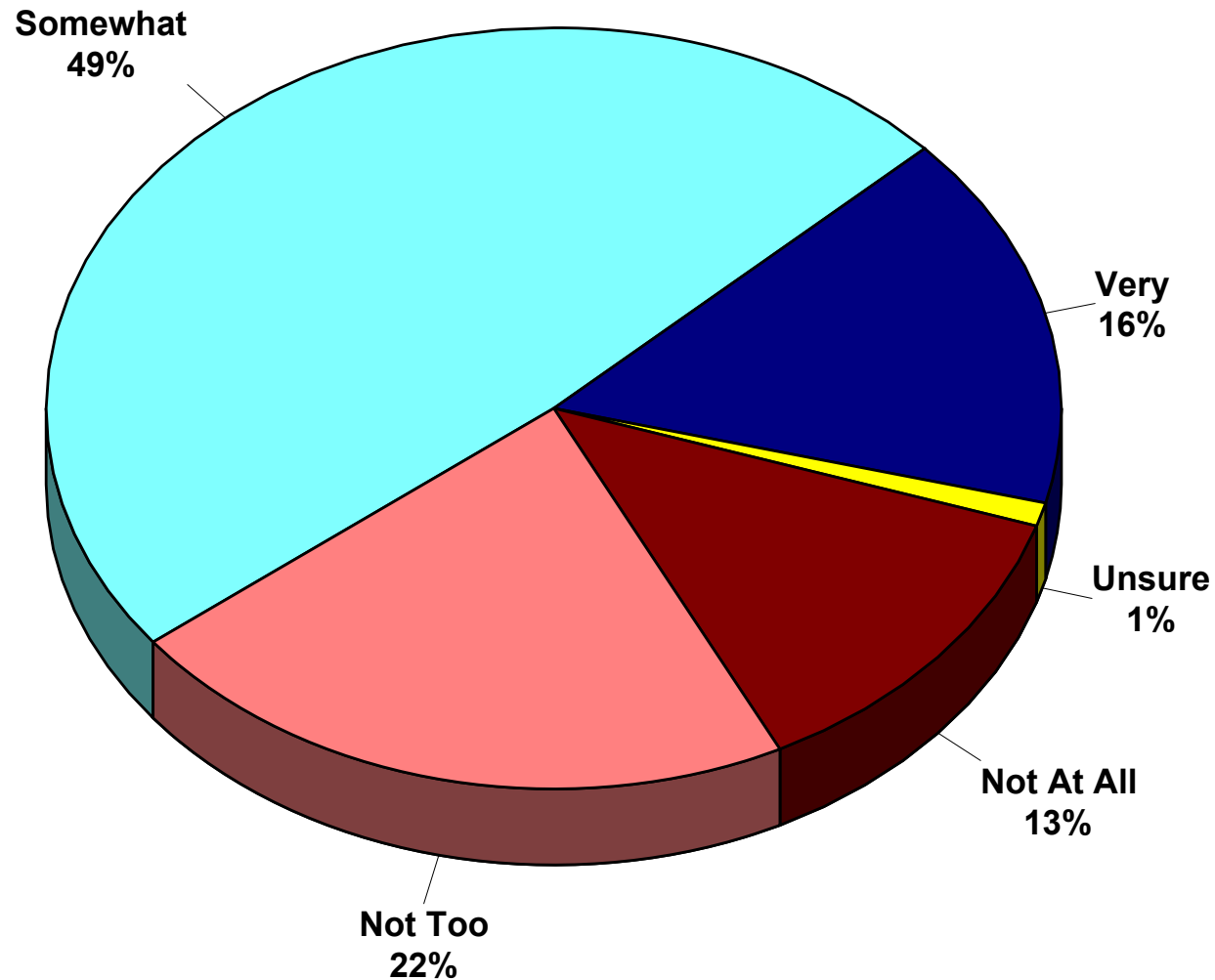
Importance for Today's Students



Rating of Technology Opportunities in Roseville SD

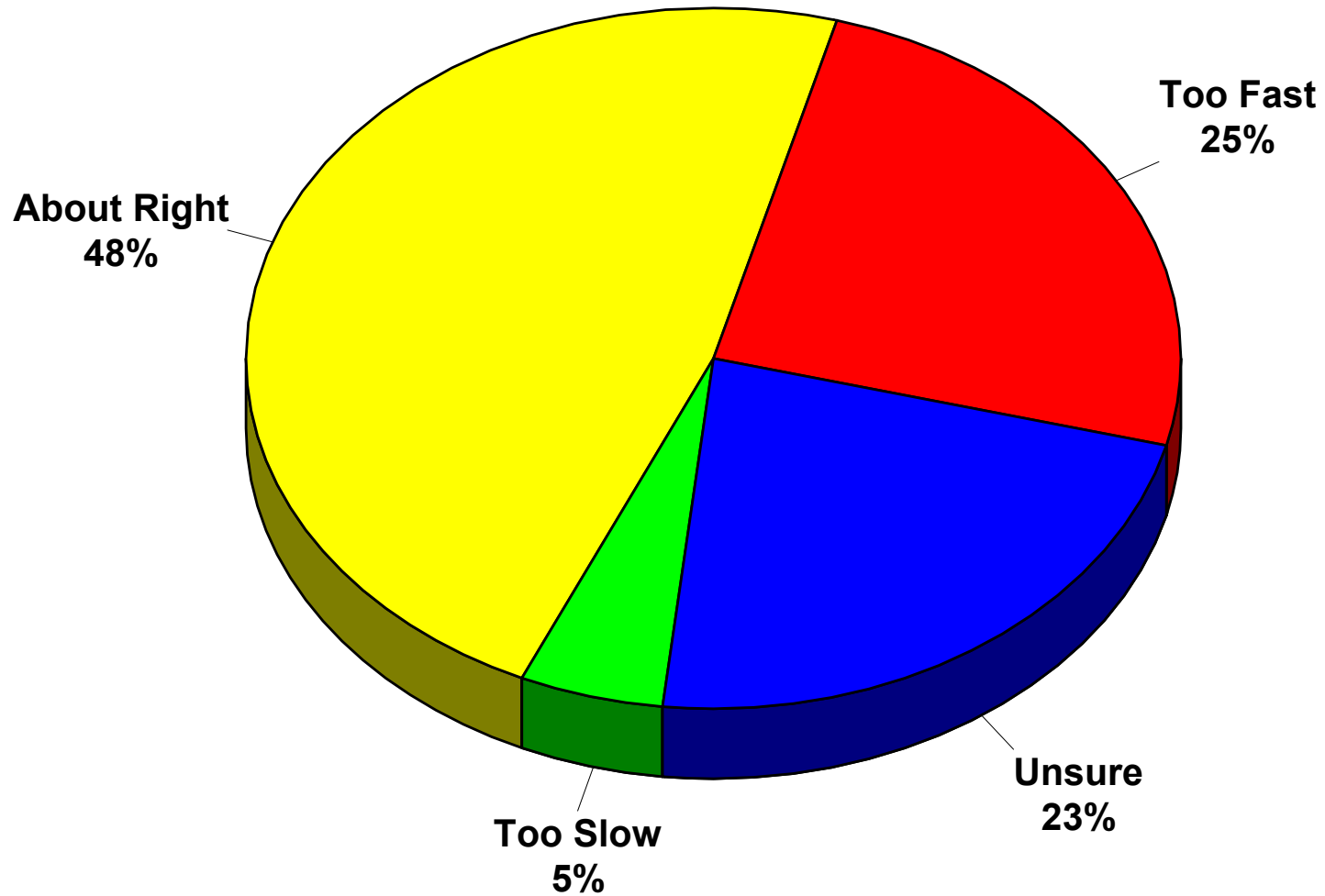
Concern about Screen Time

2025 Roseville Area Schools



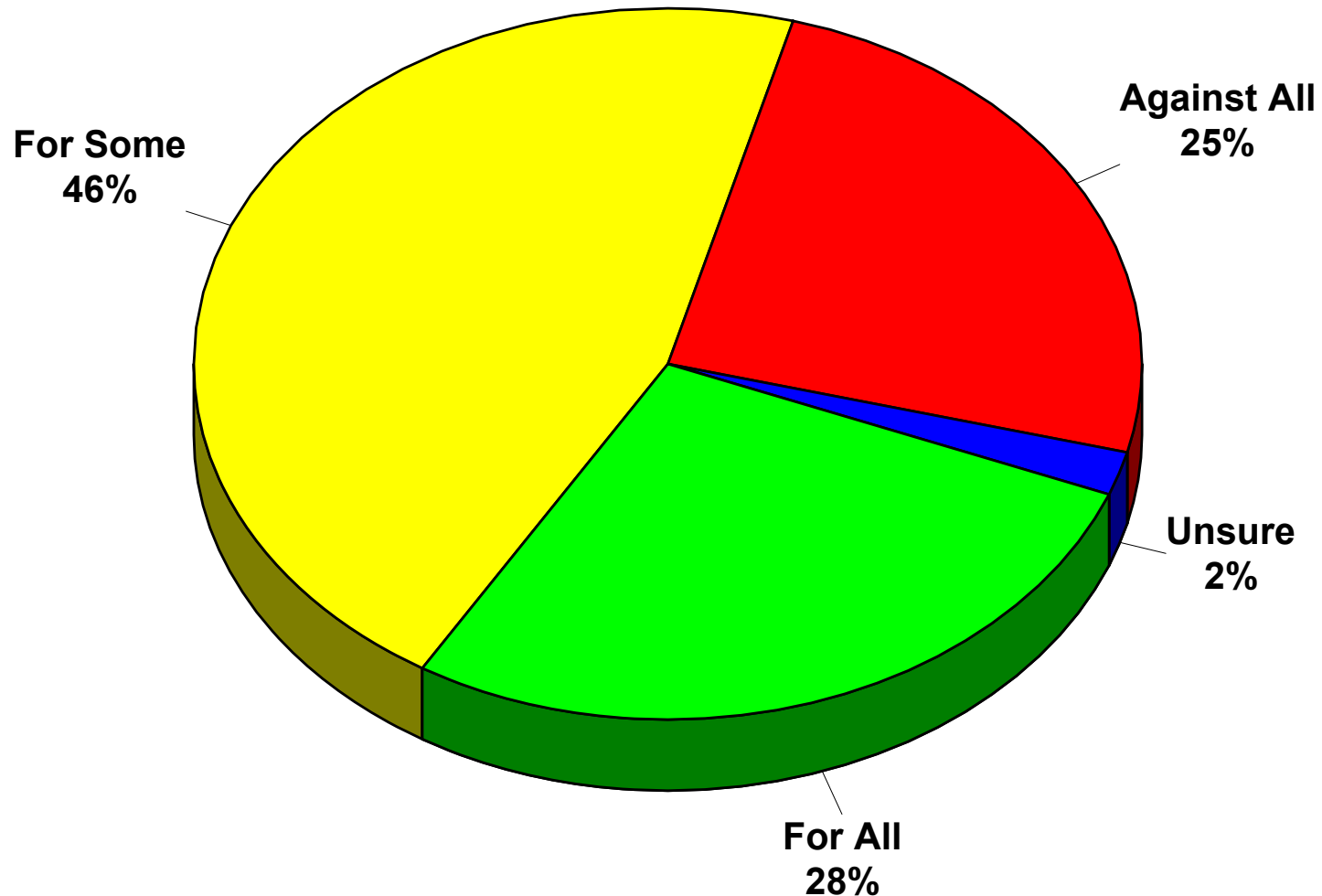
Artificial Intelligence

2025 Roseville Area Schools



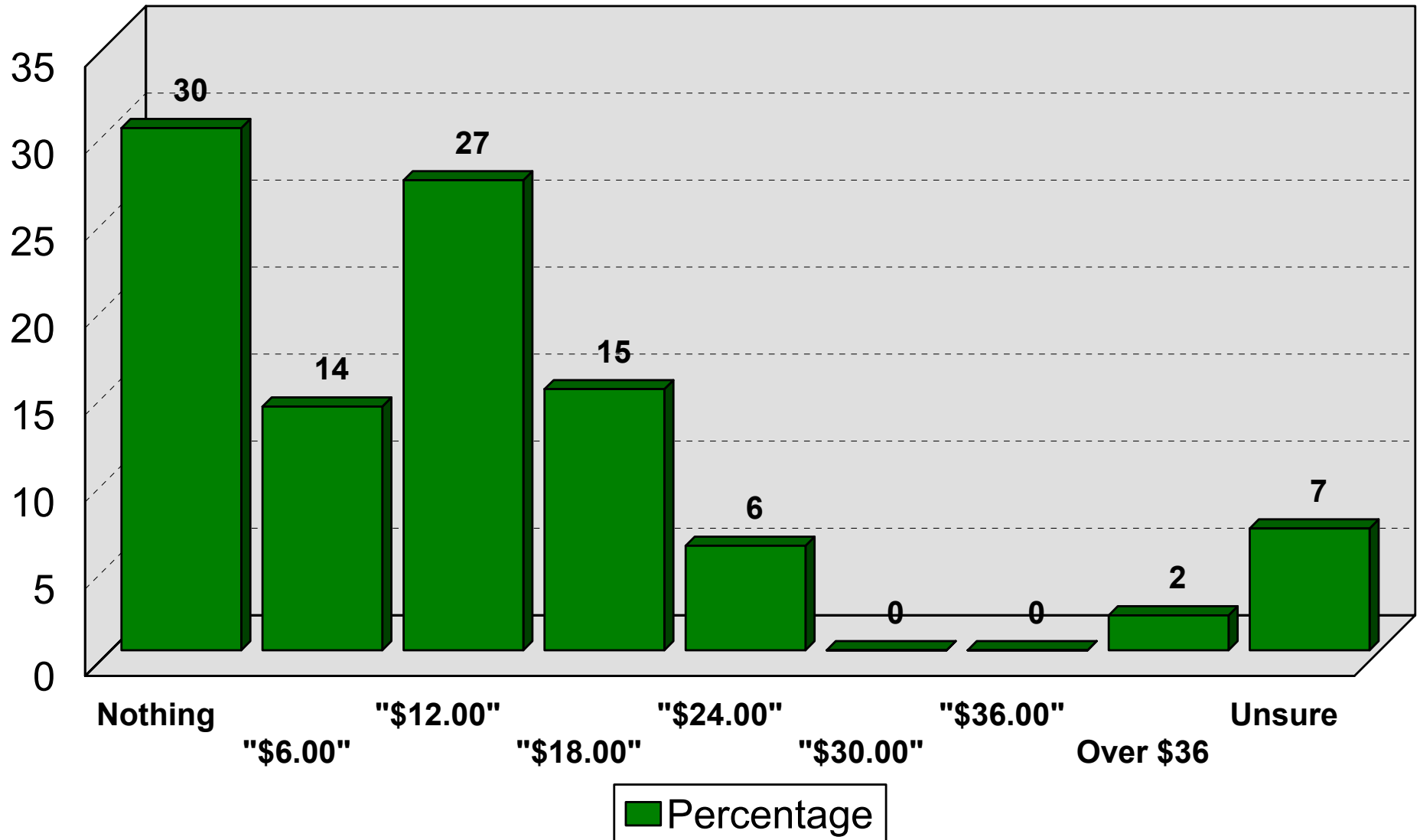
Tax Increase Predisposition

2025 Roseville Area Schools



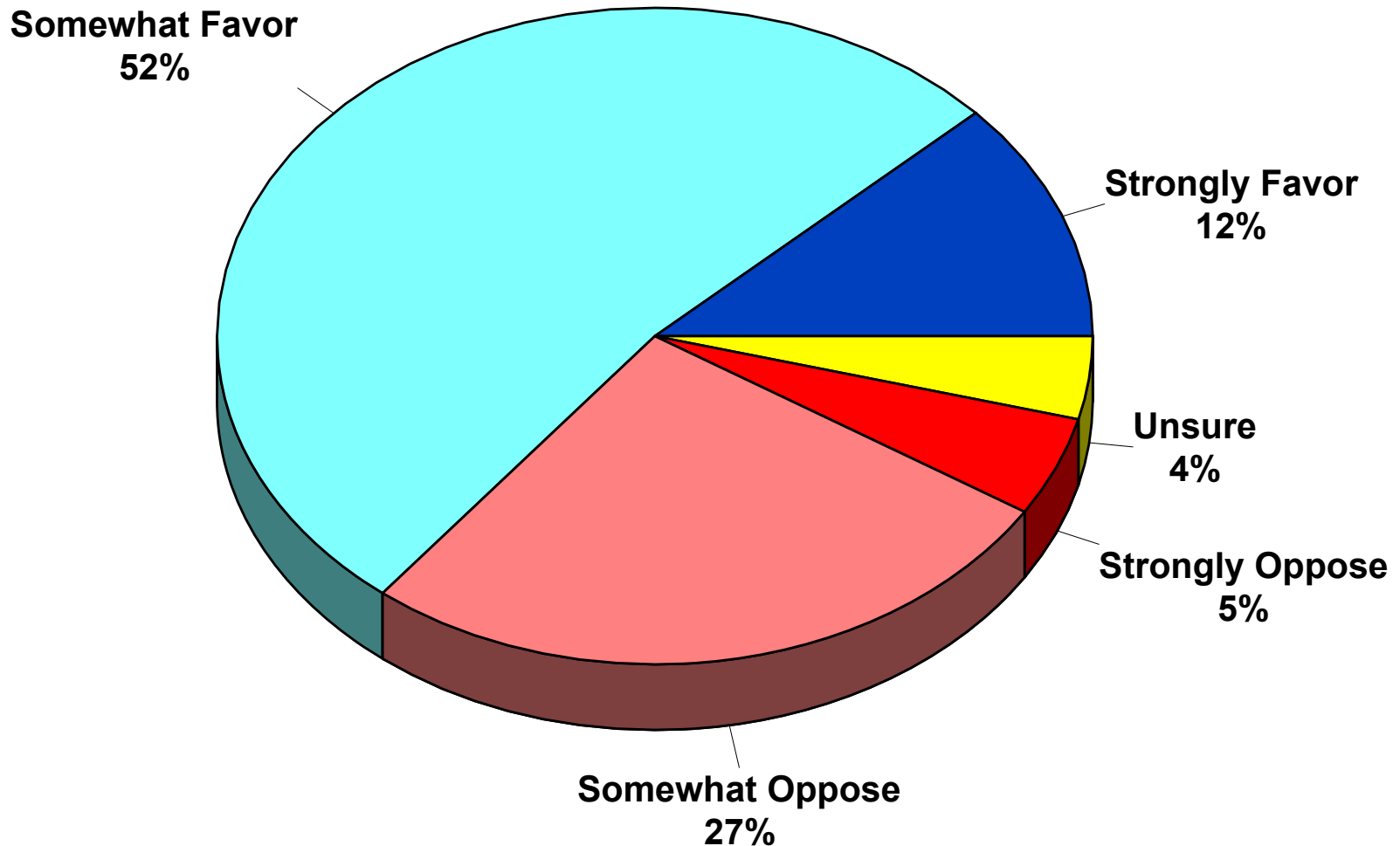
Tax Increase for Capital Projects Levy

2025 Roseville Area Schools



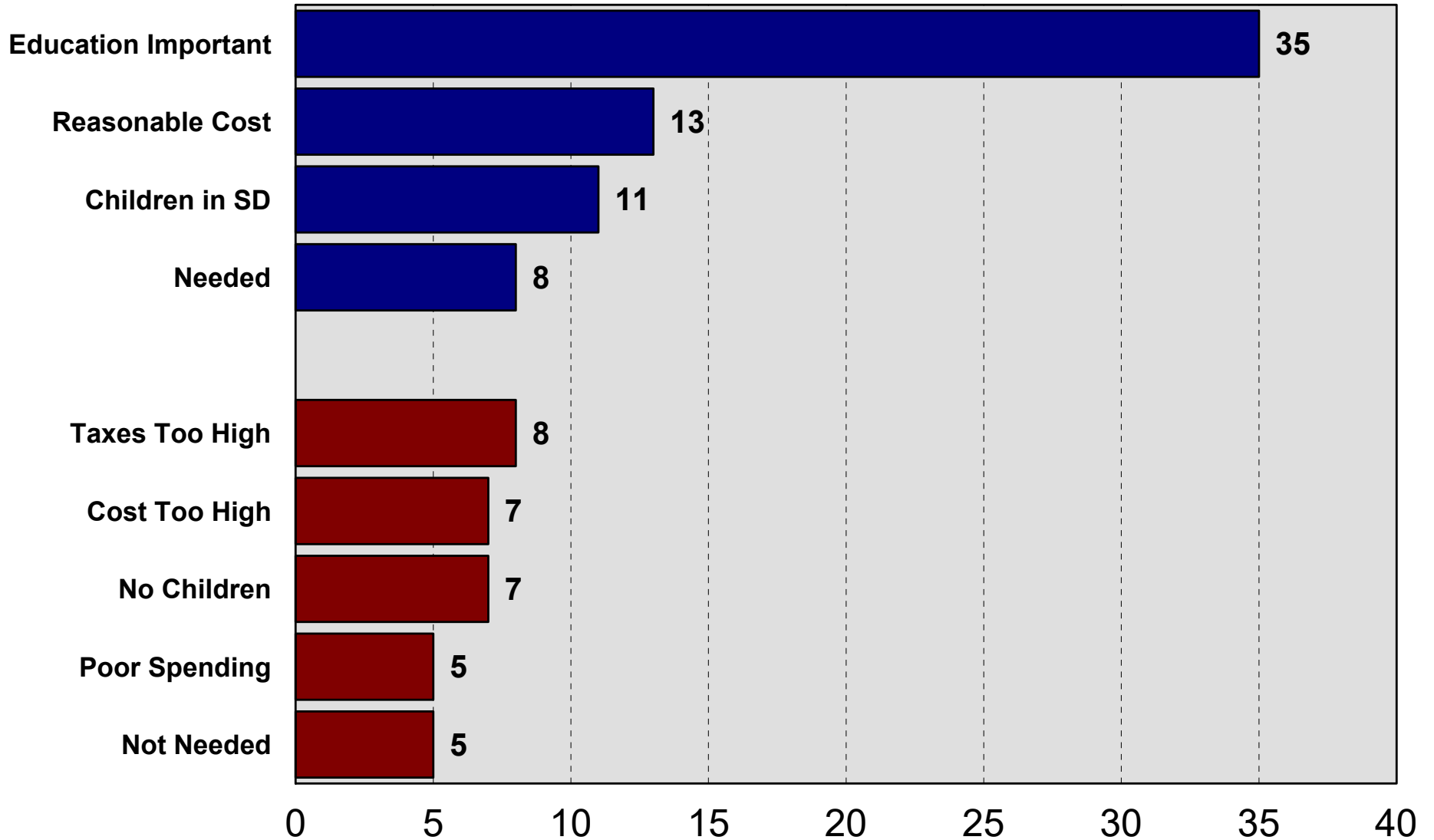
\$6MM Capital Projects Levy

2025 Roseville Area Schools



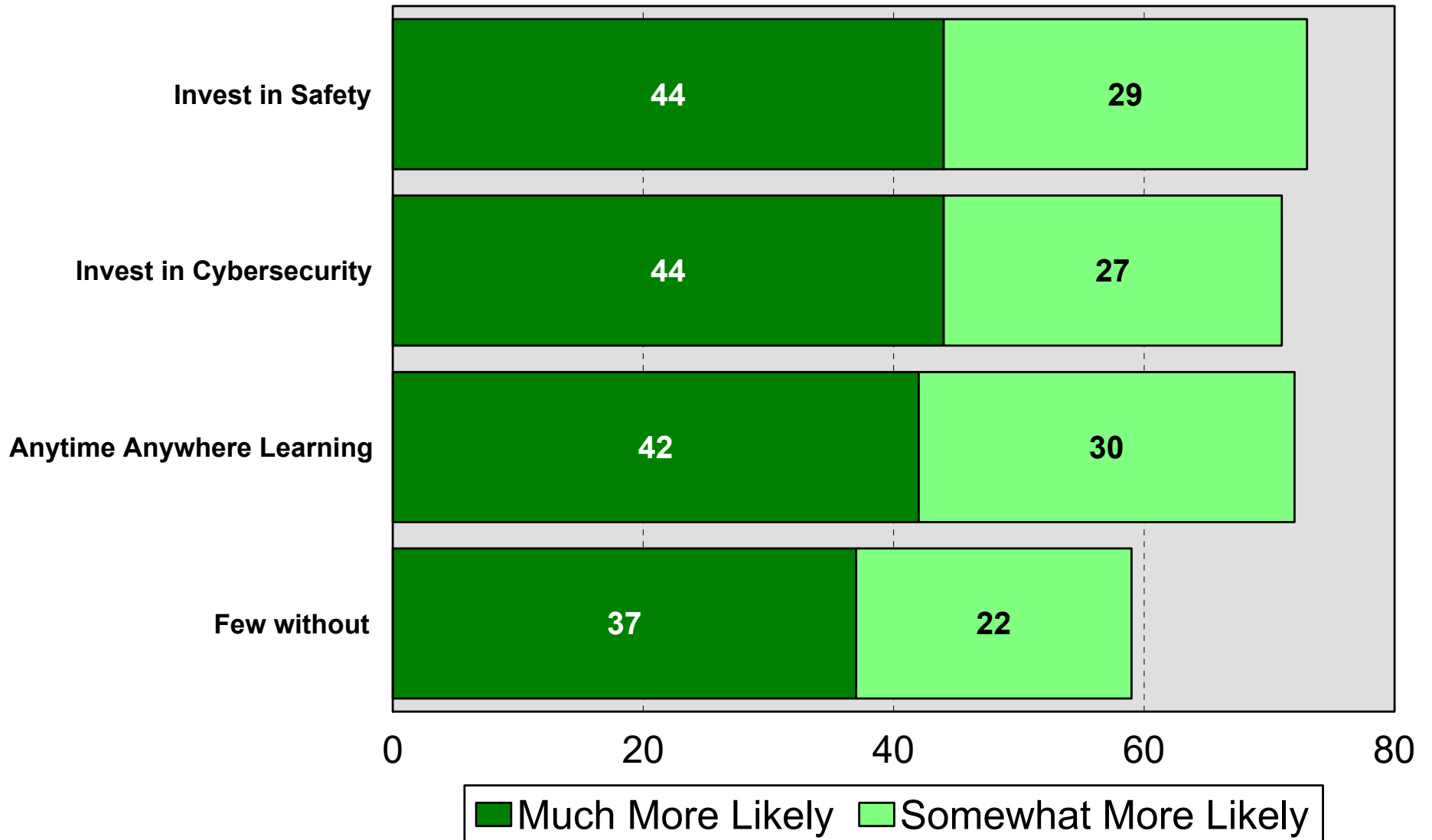
Reason for Levy Position

2025 Roseville Area Schools



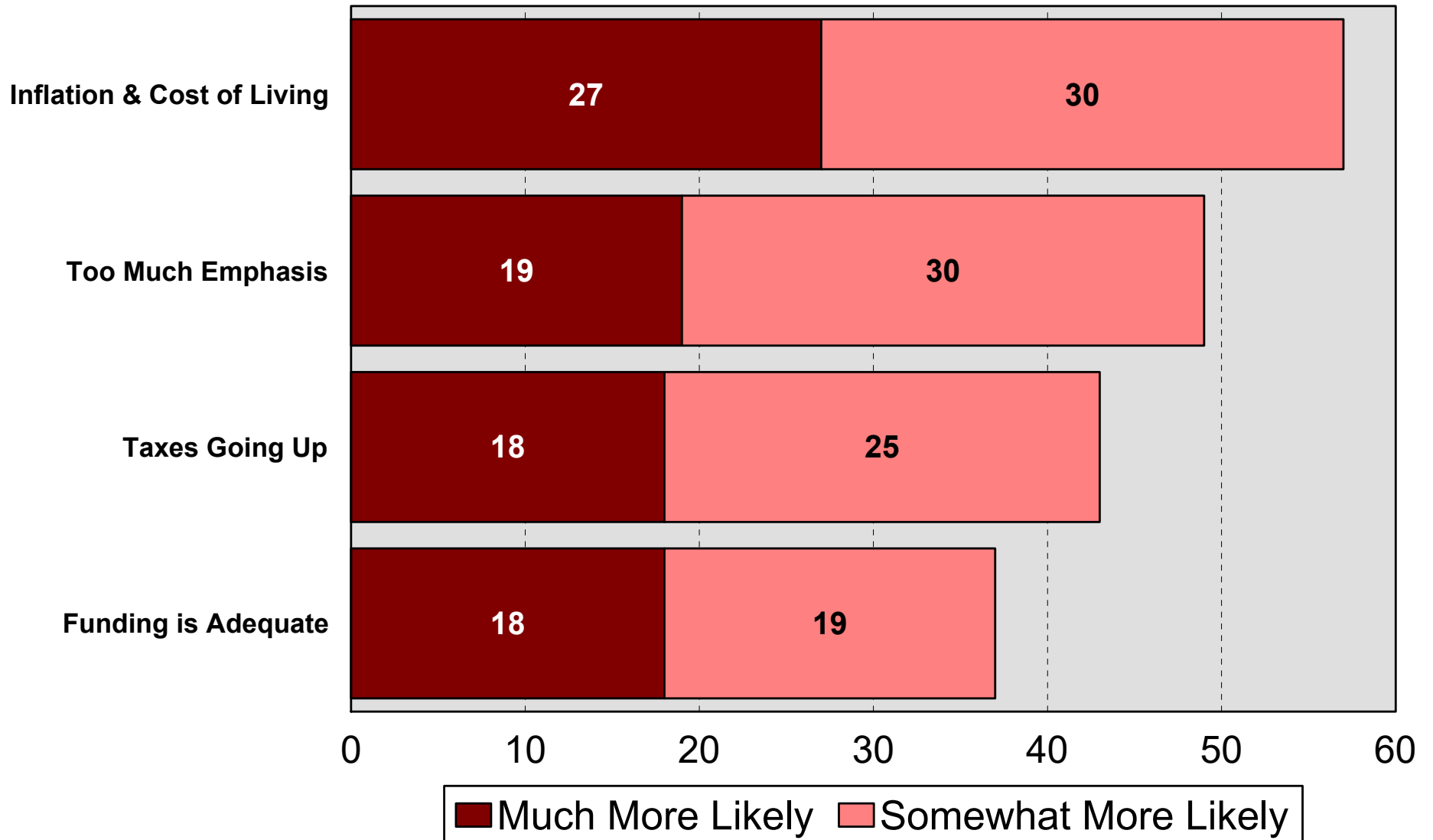
Support Arguments

2025 Roseville Area Schools



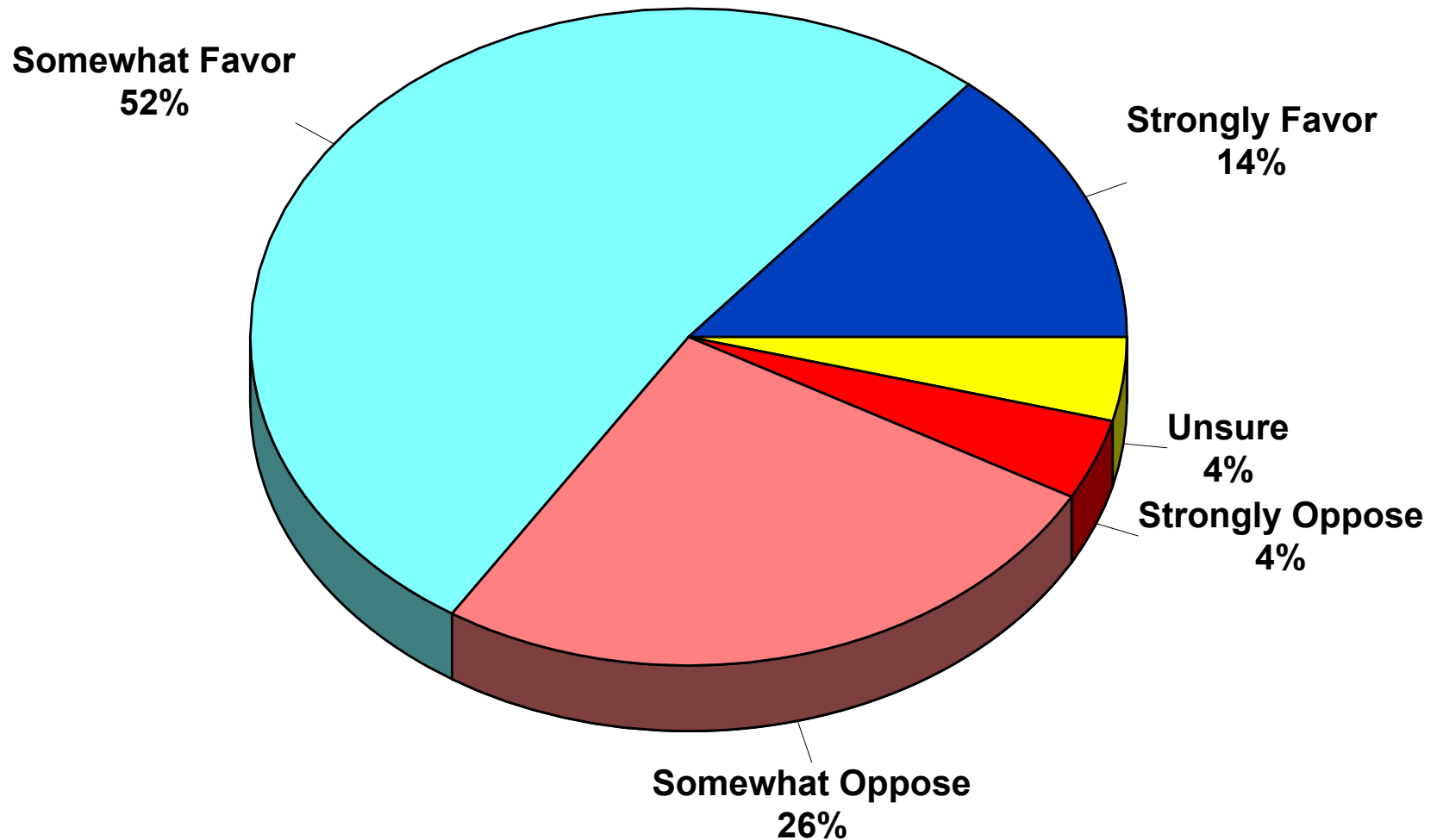
Opposition Arguments

2025 Roseville Area Schools



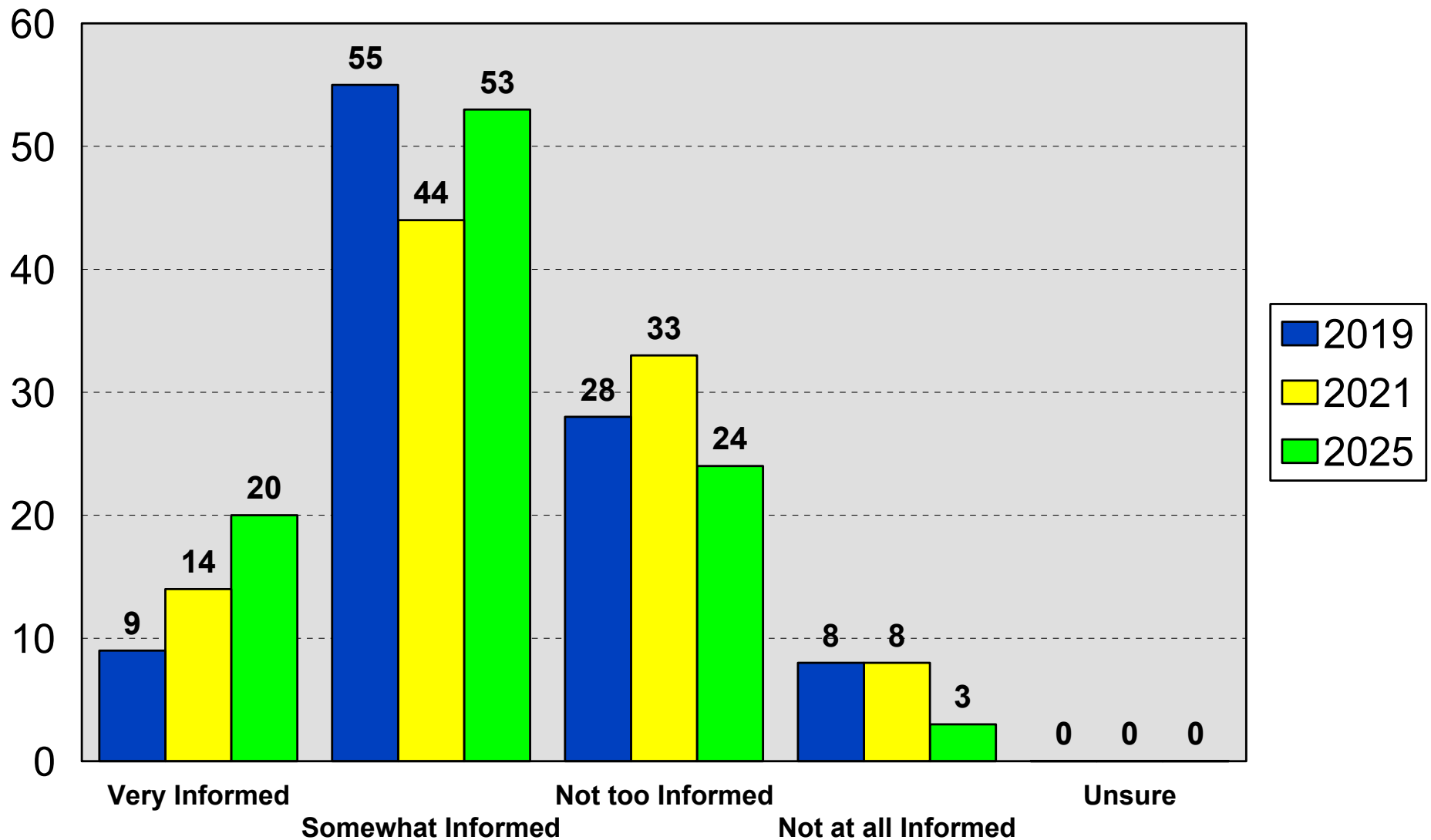
\$6MM Capital Projects Levy Post Test

2025 Roseville Area Schools



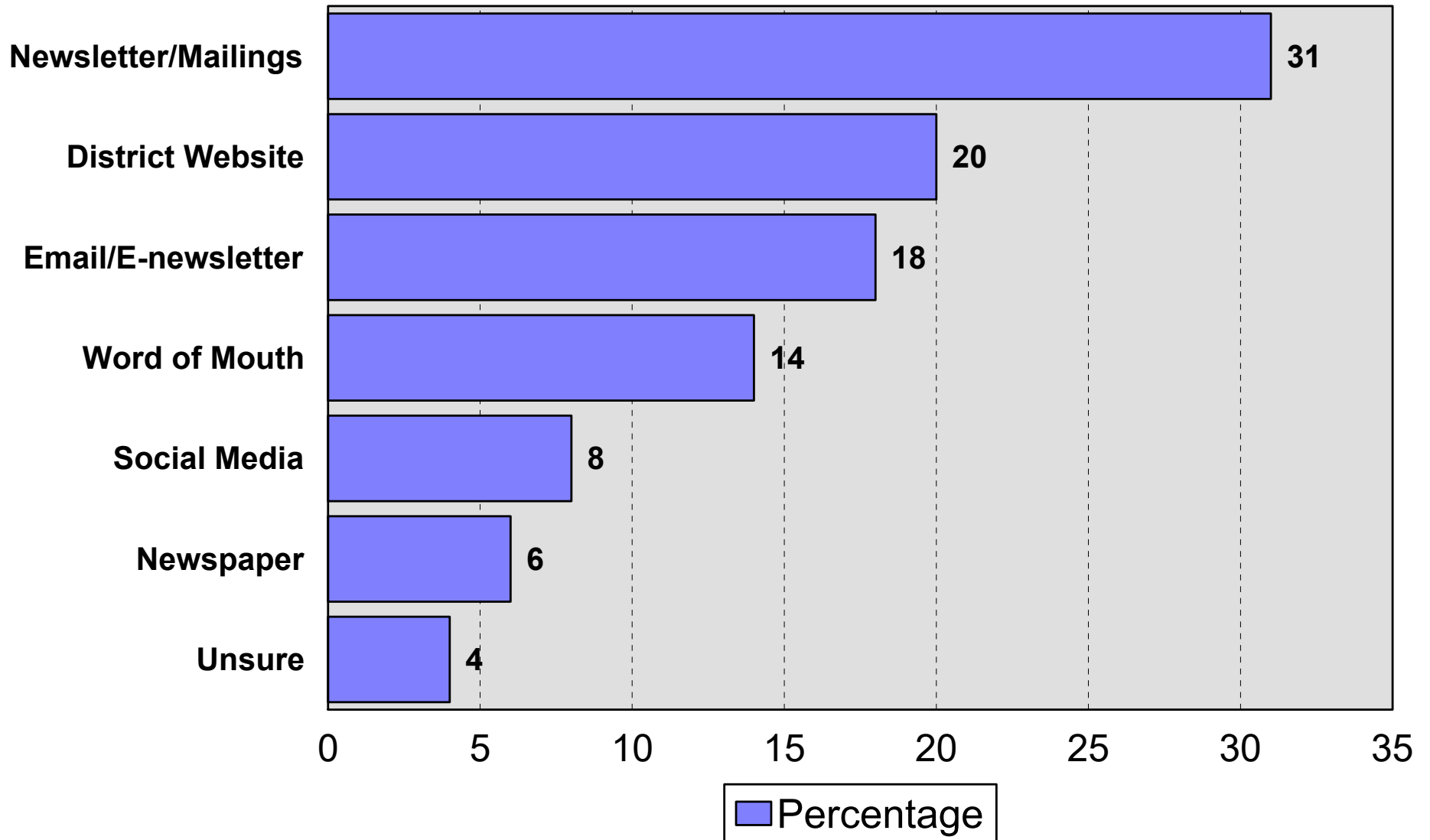
Informed about Decisions

2025 Roseville Area Schools



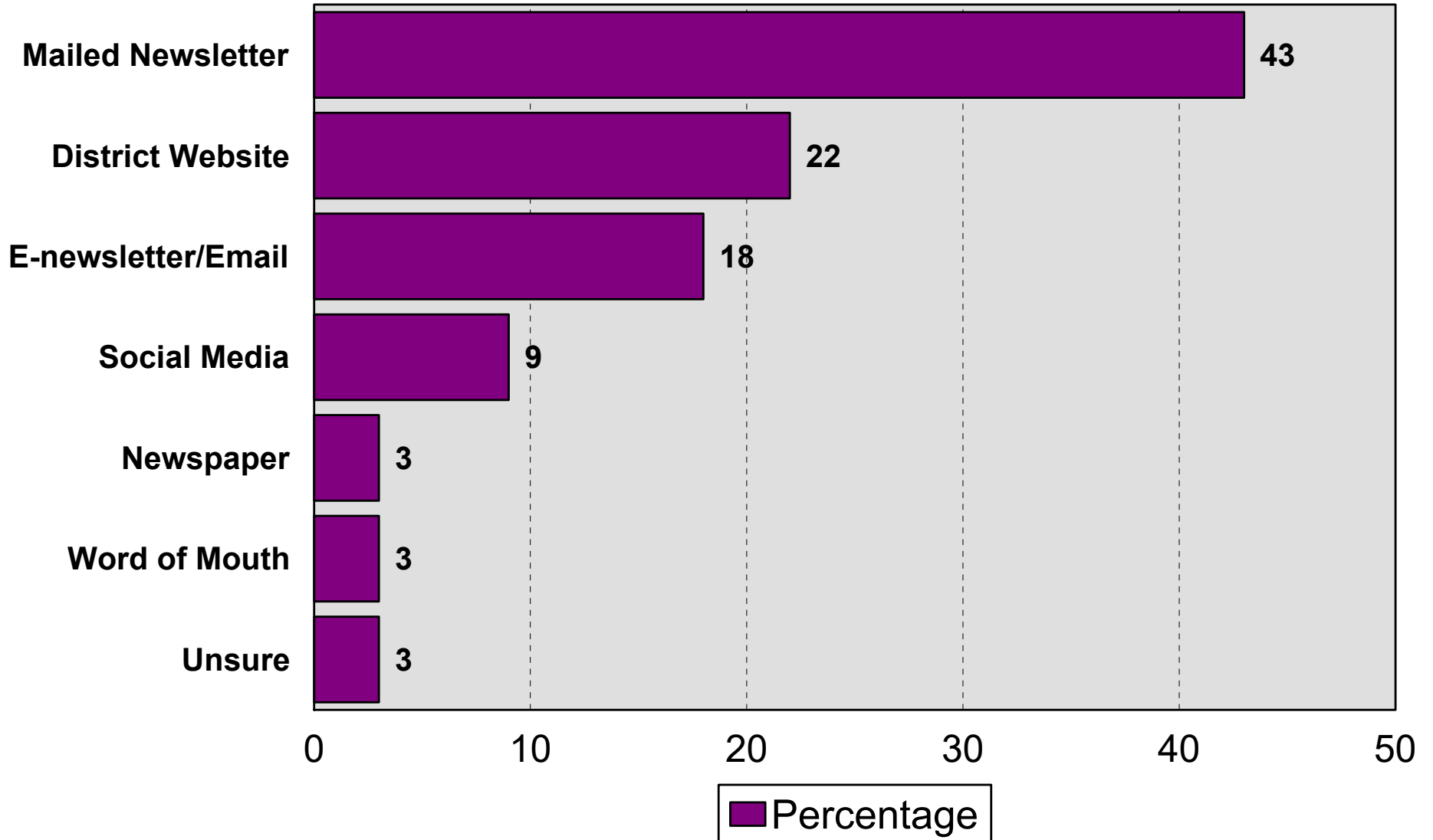
Primary Source of Information

2025 Roseville Area Schools



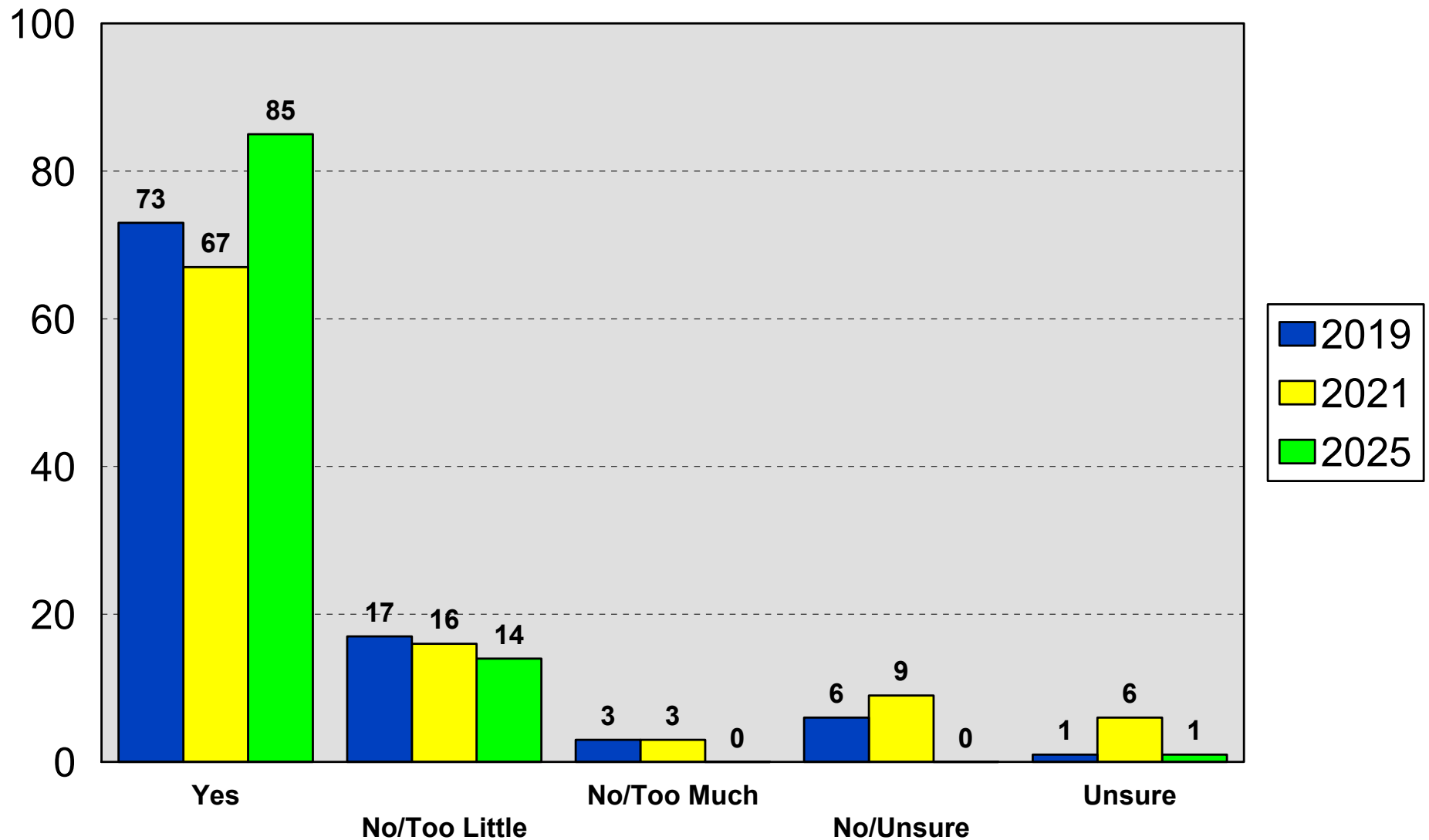
Most Effective Way

2025 Roseville Area Schools



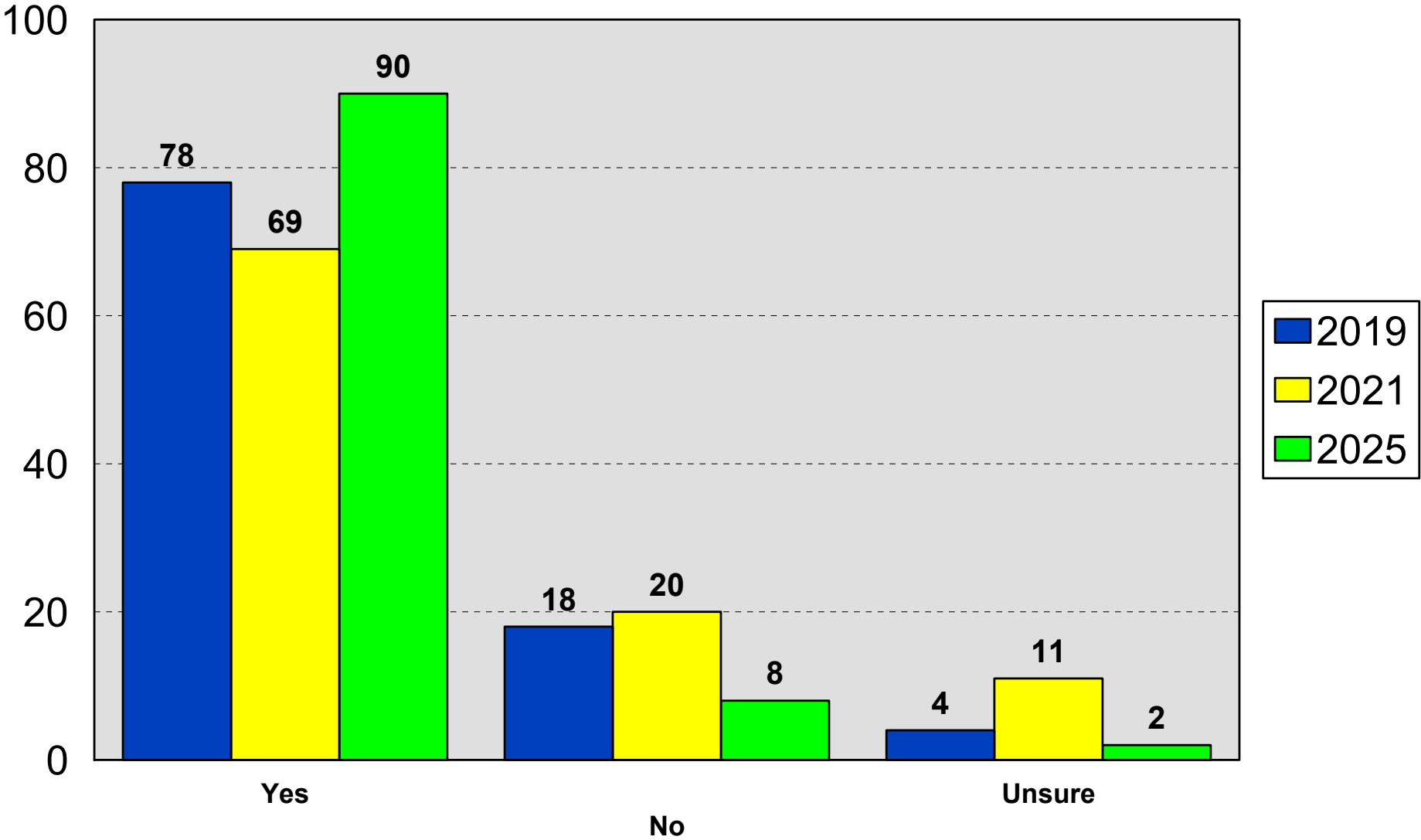
Satisfied with Amount of Information

2025 Roseville Area Schools



Satisfied w/Quality of Information

2025 Roseville Area Schools



PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

Roseville Area Schools, ISD 623

Estimated Tax Impact of Potential Capital Project Levy

November 2025 Election

June 4, 2025

Annual Revenue		\$5,000,000	\$6,000,000	\$7,000,000
Type of Property	Estimated Market Value	Estimated Annual Taxes Payable in 2026 for Capital Project Levy *		
Residential Homestead	\$100,000	\$34	\$41	\$47
	150,000	63	76	89
	200,000	93	112	130
	250,000	122	147	171
	300,000	152	182	213
	350,000	182	218	254
	400,000	211	253	296
	450,000	241	289	337
	500,000	270	324	378
	600,000	339	406	474
700,000	406	488	569	
800,000	474	569	664	
Commercial/ Industrial +	\$100,000	\$51	\$62	\$72
	250,000	145	174	203
	500,000	316	379	443
	1,000,000	658	790	921
	2,500,000	1,684	2,021	2,357
Apartments and Residential Non-Homestead	\$250,000	\$169	\$203	\$237
	500,000	339	406	474
	1,000,000	677	813	948
	2,000,000	1,355	1,626	1,897

* 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:	4.840%	5.808%	6.776%
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Special Election Ballot

Independent School District No. 623 (Roseville Area Schools)

November 4, 2025

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this: .

To vote for a question, fill in the oval next to the word "Yes" on that question.
To vote against a question, fill in the oval next to the word "No" on that question.

School District Question 1 Approval of Capital Project Levy Authorization For Security & Technology

The school board of Independent School District No. 623 (Roseville Area Schools) has proposed a capital project levy authorization of _____% times the net tax capacity of the school district. The additional revenue from the proposed capital project levy authorization will be used to provide funds for the acquisition, installation, replacement, support and maintenance of strengthened security and cybersecurity systems; software, computers, mobile devices, network connectivity, ~~improved safety, security and cybersecurity systems~~, Wi-Fi networks, data storage, website updates, office and instructional technology, and to pay the costs of technology-related personnel and training. The proposed capital project levy authorization will raise approximately \$_____ for taxes payable in 2026, the first year it is to be levied, and would be authorized for ten years. The estimated total cost of the projects to be funded over that time period is approximately \$_____.

Yes

Shall the capital project levy authorization proposed by the school board of Independent School District No. 623 be approved?

No

**BY VOTING "YES" ON THIS BALLOT QUESTION, YOU
ARE VOTING FOR A PROPERTY TAX INCREASE.**

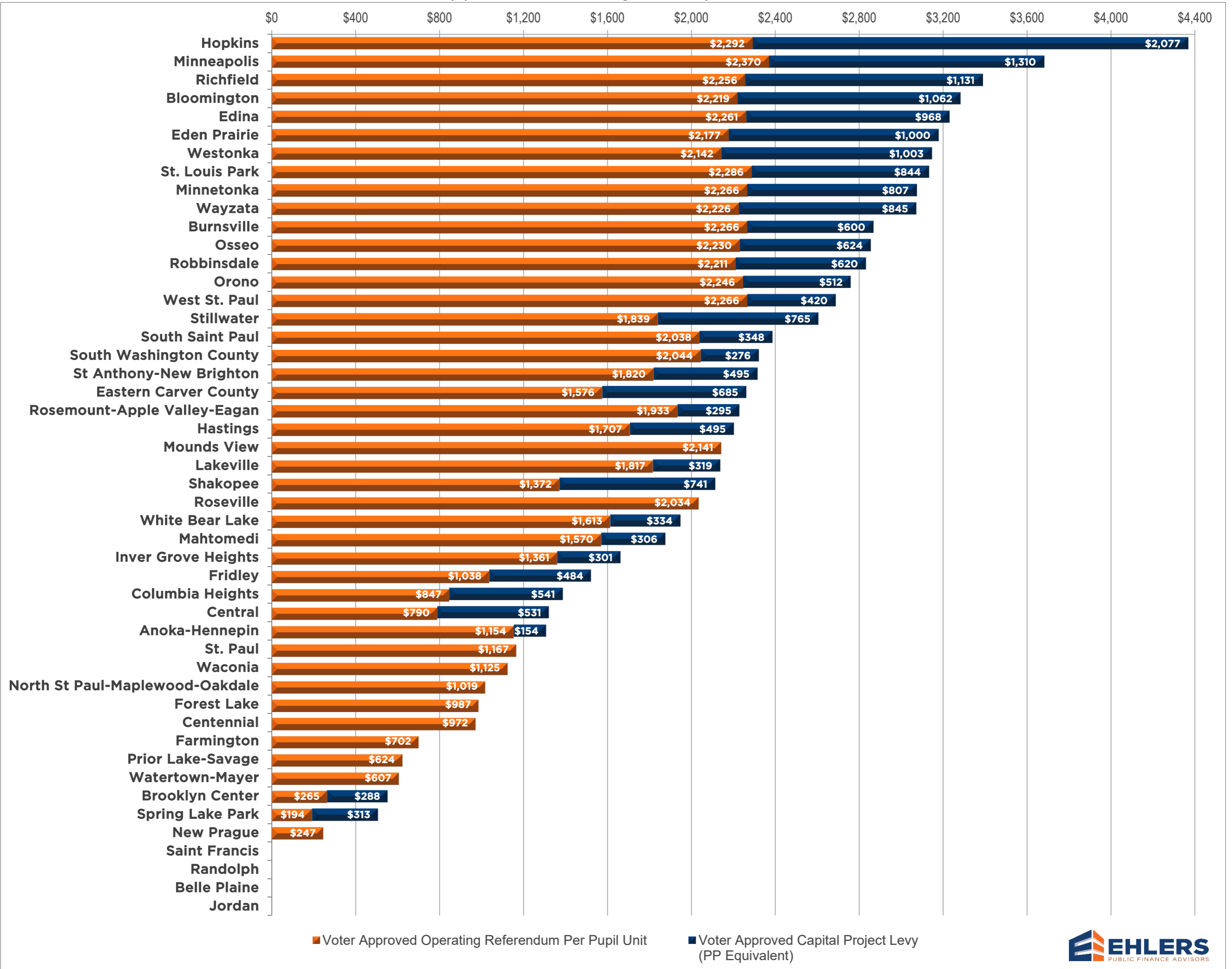
Districts with Capital Project Levy - 2025-26

ISD	District Name	Capital Project Levy	Adjusted Pupil Units (APU)	Capital Project Levy (per APU)
511	Adrian	\$ 426,595.73	597.40	\$ 714.09
1	Aitkin	1,453,043.11	1,022.72	1,420.76
11	Anoka-Hennepin	6,392,831.46	41,595.08	153.69
676	Badger	87,786.98	234.80	373.88
542	Battle Lake	513,271.68	454.60	1,129.06
726	Becker	634,028.41	3,074.20	206.24
727	Big Lake	930,815.74	3,405.20	273.35
271	Bloomington	11,763,554.77	11,079.12	1,061.78
286	Brooklyn Center	700,000.00	2,426.80	288.45
191	Burnsville	4,689,691.60	7,814.60	600.12
252	Cannon Falls	518,379.49	1,156.20	448.35
108	Central	556,553.62	1,047.80	531.16
13	Columbia Heights	2,085,550.68	3,856.60	540.77
182	Crosby-Ironton	358,351.16	1,047.60	342.07
112	Eastern Carver County	6,766,611.27	9,877.20	685.07
272	Eden Prairie	10,093,028.55	10,096.20	999.69
273	Edina	9,184,593.78	9,487.39	968.08
696	Ely	350,000.00	567.96	616.24
600	Fisher	378,917.59	243.40	1,556.77
14	Fridley	1,346,895.27	2,782.40	484.08
447	Grygla	256,642.00	137.60	1,865.13
200	Hastings	2,150,879.88	4,347.90	494.69
264	Herman-Norcross	80,950.41	95.35	848.98
270	Hopkins	15,545,819.53	7,485.40	2,076.82
199	Inver Grove Heights	1,104,496.51	3,669.62	300.98
473	Isle	363,724.46	427.20	851.41
2071	Lake Crystal-Wellcome	397,632.83	1,033.00	384.93
194	Lakeville	4,222,311.11	13,218.20	319.43
356	Lancaster	177,197.05	223.40	793.18
832	Mahtomedi	1,044,878.53	3,419.20	305.59
1.2	Minneapolis	38,142,202.00	29,119.77	1,309.84
414	Minneota	334,550.34	534.80	625.56
276	Minnetonka	10,049,124.68	12,459.00	806.58
2149	Minnewaska	923,316.31	1,383.80	667.23
2169	Murray County Central	726,001.10	740.20	980.82
138	North Branch	1,086,537.09	2,886.20	376.46
659	Northfield	2,122,886.22	4,076.40	520.77
278	Orono	1,703,025.99	3,328.62	511.63
279	Osseo	14,400,496.87	23,077.80	624.00
547	Parkers Prairie	191,016.89	550.80	346.80
741	Paynesville	435,301.41	970.00	448.76
280	Richfield	4,982,131.85	4,403.40	1,131.43
281	Robbinsdale	6,995,074.00	11,281.28	620.06
750	Rocori	437,830.47	2,641.40	165.76
196	Rosemount-Apple Valley-Eagan	9,092,496.74	30,856.10	294.67
743	Sauk Centre	359,185.39	1,252.80	286.71
720	Shakopee	5,922,516.81	7,990.52	741.19
6	South Saint Paul	988,602.57	2,842.16	347.83
833	South Washington County	5,672,480.31	20,541.84	276.14
16	Spring Lake Park	2,038,719.74	6,509.28	313.20
282	St Anthony-New Brighton	1,031,759.61	2,085.00	494.85
283	St. Louis Park	4,145,195.38	4,908.78	844.45
834	Stillwater	7,186,622.56	9,392.80	765.12
486	Swanville	117,546.73	393.52	298.71
458	Truman	202,904.63	255.80	793.22
113	Walker - Hackensack - Akeley	336,282.10	714.60	470.59
284	Wayzata	12,105,615.23	14,332.00	844.66
2342	West Central Area	353,557.61	799.80	442.06
197	West St. Paul	2,411,889.52	5,736.02	420.48
277	Westonka	2,632,092.96	2,625.20	1,002.63
624	White Bear Lake	2,981,618.37	8,916.20	334.40
861	Winona	1,000,000.00	2,417.40	413.67
	Average			\$ 647.66

Source: Minnesota Department of Education Taxes Payable 2025 Levy Limitation and Certification Reports and Capital Project Levy worksheet

Seven County Metro Area School Districts

Voter Approved Authority Per Pupil Unit FY 2025-26



■ Voter Approved Operating Referendum Per Pupil Unit
 ■ Voter Approved Capital Project Levy (PP Equivalent)



Source: Minnesota Department of Education Taxes Payable 2025 Levy Limitation and Certification Reports

Agenda Topic: Summary of Closed Session for Superintendent's Performance Evaluation
Meeting Date: June 10, 2025
Contact Person: Chair Todd Anderson

Background:

The board chair will provide a summary of the closed session held on May 27, 2025, for the purpose of evaluating the superintendent's performance.

Recommendation:

Action Required

Informational – No Board Action Requested

Agenda Topic: Policy 104: Equal Educational and Employment Non-Discrimination
(revised) Second Reading
Meeting Date: June 10, 2025
Contact Person: Kenyatta McCarty

Background:

Kenyatta McCarty, executive director of human resources, will review Policy 104: Equal Educational and Employment Non-Discrimination. There were no changes requested from the first reading on May 27, 2025. This will be the second reading of the policy.

Recommendation:

It is recommended that the board approve Policy 104: Equal Educational and Employment Non-Discrimination as presented.

Action Required

Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 104 – Equal Educational and Employment Non-Discrimination

1.0 Purpose

The purpose of this policy is to provide non-discriminatory employment, working, and learning environments in compliance with State and Federal law.

2.0 General Statement of Policy

- 2.1 ~~The~~ It is the policy of the school district is to provide equal educational opportunity for all students and equal employment opportunity for all applicants and employees. The school district does not to discriminate against students or employees on the basis of one or more of the following: race, color, creed, religion, national origin, sex, gender identity, age, marital status, disabilities, ~~familial status~~, status with regard to public assistance ~~or sex~~, sexual orientation, familial status, or age including gender, gender identity and expression, or sexual orientation, in its education programs or employment policies and practices as required by State and Federal law. The school district also makes reasonable accommodations for students and employees with disabilities.
- 2.2 The school district prohibits the harassment of any individual for based on any of the categories listed above. For information about the types of conduct that constitute harassment and discrimination and the school district's internal procedures for addressing complaints of discrimination, harassment and violence, please refer to the district's policy on discrimination, harassment and violence prevention (Policy 416 and 506).
- 2.3 The school district does not discriminate on the basis of disability in violation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"). The school district provides services, accommodations, and programs to students with disabilities to ensure they receive a free appropriate public education and offers reasonable accommodations to qualified individuals with disabilities. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's [regulation/policy on (title) (Regulation/Policy #)]. ~~The district will provide equal educational opportunity for all learners and~~

~~will identify, evaluate, and provide an appropriate public education to learners who are disabled within the definition of Section 504.~~

- 2.4 The school district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. For information as to the protections that apply pursuant to Title IX and the school district's corresponding grievance procedures and processes for addressing sex discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy #)].
- 2.5 To the extent this policy applies to employees and applicants for employment, it applies to all areas of employment, including hiring, discharge, promotion, compensation, facilities, or privileges of employment.
- 2.6 To the extent this policy applies to students, it applies to all areas of education, including academics, coursework, cocurricular and extracurricular activities, or other rights or privileges of enrollment.
~~The district will provide a non-discriminatory environment for all employees in all areas of employment including hiring, discharge, promotion, compensation, facilities, or privileges of employment.~~
- 2.7 Every school district employee shall be responsible for complying with this policy.
- 2.8 The school district will provide a means for the prompt and equitable resolution of complaints alleging discrimination or any action prohibited by district policy or State and Federal law.

Adopted: 8/22/95
Revised: 11/25/08
Revised: 4/10/18

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 104 – Equal Educational and Employment Non-Discrimination

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- 2.2 The school district prohibits the harassment of any individual based on any of the categories listed above. For information about the types of conduct that constitute harassment and discrimination and the school district's internal procedures for addressing complaints of discrimination, harassment and violence, please refer to the district's policy on discrimination, harassment and violence prevention (Policy 416 and 506).
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- 2.4 The school district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. For information as to the protections

that apply pursuant to Title IX and the school district's corresponding grievance procedures and processes for addressing sex discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy #)].

- 2.5 To the extent this policy applies to employees and applicants for employment, it applies to all areas of employment, including hiring, discharge, promotion, compensation, facilities, or privileges of employment.
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- 2.7 Every school district employee shall be responsible for complying with this policy.
- 2.8 The school district will provide a means for the prompt and equitable resolution of complaints alleging discrimination or any action prohibited by district policy or State and Federal law.

Adopted: 8/22/95
Revised: 11/25/08
Revised: 4/10/18

Agenda Topic: Policy 504: School Attendance (reviewed) Second Reading
Meeting Date: June 10, 2025
Contact Person: Melissa Sonnek

Background:

Melissa Sonnek, associate superintendent, will review Policy 504: School Attendance. There were no changes requested from the first reading on May 27, 2025. This will be the second reading of the policy.

Recommendation:

It is recommended that the board approve Policy 504: School Attendance as presented.

Action Required

Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 504 – School Attendance

1.0 Purpose:

It is the position of Independent School District No. 623 that regular school attendance is directly related to success in academic work, benefits students' emotional and social development, provides opportunity for important communication between teacher and student, and establishes regular habits of dependability important to the future of the student. Consequently, the following attendance policy is intended to be positive and not punitive.

2.0 Responsibilities: This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending classes regularly to meet their academic responsibilities.

2.1 Student's Responsibility

It is the student's right to be in school.

It is the student's responsibility to be familiar with all the procedures governing attendance.

It is the student's responsibility to attend all assigned classes every day that school is in session and to follow the correct procedures when absent from an assigned class.

It is the student's responsibility to complete any assignments missed due to an absence.

2.2 Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure that the student attends school and to understand the school's attendance procedures.

It is the responsibility of the student's parent or guardian to accurately inform the school, in a timely manner, of the reason for a student's absence.

It is the responsibility of the student's parent or guardian to work collaboratively with the school and the student to improve student behavior as to school attendance.

2.3 Teacher's Responsibility

Policy 504 – School Attendance

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class.

It is the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures equitably.

It is the teacher's responsibility to have an effective system in place so that any student who has been absent can obtain missing assignments.

It is the teacher's responsibility to work collaboratively with the student's parent or guardian and the student to address any attendance issues that occur.

2.4 Administrator's Responsibility

It is the administrator's responsibility to require that students attend all assigned classes.

It is the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures equitably to all students.

It is the administrator's responsibility to receive and maintain accurate records on student attendance.

It is the administrator's responsibility to work collaboratively with the student's parent or guardian and the student to address any attendance issues that occur.

It is the administrator's responsibility to inform parents and students annually of the need for regular school attendance and of the regulations, procedures, and implementation plan for this policy.

- 3.0 Requirements: In accordance with the regulations of the Minnesota Compulsory Instruction Law, Minnesota Statutes Section 120A.22, the students of District No. 623 are required to attend all assigned classes every day school is in session unless the student has a valid excuse for being absent, has been excused by the School Board because the student has met all state and District graduation requirements, or has been directed by the School District not to attend school for a specific amount of time.

Adopted: 8/8/89
Revised: 3/24/09
Revised: 12/19/17

Agenda Topic: Policy 520: Student Discipline (reviewed) Second Reading
Meeting Date: June 10, 2025
Contact Person: Melissa Sonnek

Background:

Melissa Sonnek, associate superintendent, will review Policy 520: Student Discipline. There were no changes requested from the first reading on May 27, 2025. This will be the second reading of the policy.

Recommendation:

It is recommended that the board approve Policy 520: Student Discipline as presented.

Action Required

Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 520 – Student Discipline

1.0 General Statement of Policy

The purpose of this policy is to help all members of the school community work collaboratively to create a safe, supportive and equitable school climate through the use of positive discipline practices. Positive discipline practices utilize interventions that emphasize learning over punishment. Interventions help develop understanding, address the causes of behavior, resolve conflicts, repair the harm done, restore relationships and reintegrate students into the school community.

The school board recognizes that a positive and equitable learning environment is essential for students to thrive academically and developmentally. The school board also recognizes that individual responsibility and mutual respect are essential components of the educational process. All students are entitled to learn and develop in a setting that promotes engagement, trust, equity, and respect of self, others, and property. Proper positive discipline can only result from an equitable, supportive environment that stresses student self-direction, decision-making and responsibility. We recognize that all behavior is a form of communication.

It is the position of the school district that a fair and equitable district-wide student discipline policy is a necessity, required by both federal and state law, that will contribute to the quality of all students' educational experience. This discipline policy is adopted in accordance with and subject to the Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56 and the Every Student Succeeds Act (ESSA), Pub.L.114-95.

In view of the foregoing and in accordance with Minn. Stat. 121A.55, the school board has adopted this policy which governs student conduct, applies to all students of the school district, and promotes an equitable positive school climate. The policy has been developed with the participation of the school board, school district administrators, teachers, employees, students, parents/guardians, community members, and such other individuals and organizations as appropriate.

2.0 Scope and Application of Policy

This policy shall apply to all District 623 students during the regular school day, while using any form of school transportation, and while attending any school sponsored events or activities, regardless of whether they occur during the

Policy 520 – Student Discipline

school day, before the school day, or after the school day, and regardless of whether they occur on or off school grounds.

This policy applies to any student whose behavior interferes with or obstructs the educational mission or operations of the school district or the safety or welfare of others.

3.0 Definitions

3.1 “Nonexclusionary disciplinary policies and practices” means policies and practices that are alternatives to dismissing a student from school, including but not limited to:

- evidence-based positive behavior interventions and supports,
- social and emotional services,
- school-linked mental health services,
- counseling services,
- social work services,
- academic screening for Title 1 services or reading interventions,
- and alternative educational services.

3.2 “Pupil withdrawal agreement” means a verbal or written agreement between a school or district administrator and a student’s parent or guardian to withdraw a student from the school district to avoid expulsion or exclusion proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

4.0 Rules of Conduct

The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be all-inclusive. The district recognizes that whenever subjective interpretation is required to determine student conduct, the possibility of bias exists. The district further recognizes that, as a result, not all students are always disciplined in the same manner. Given this, all staff will apply this policy and impose any discipline in an equitable and consistent manner.

Any student who engages in any of the following activities shall be disciplined, and in accordance to the policy.

4.1 Attendance issues: including, but not limited to unexcused absence, tardiness, truancy, skipping classes, and leaving school grounds without permission.

Policy 520 – Student Discipline

4.1.1 The authority to decide whether an absence is excused rests with the building principal or their designee, acting according to Policy 504 “School Attendance” and Regulation 504-R.

4.1.2 If a student has an attendance issue, disciplinary action may be taken according to Policy 520, Section 5.0.

4.2 Damage to School or Personal Property

4.2.1 Vandalism: Willful damage to or destruction of school property or property of others.

4.2.2 Arson: Intentionally, by means of fire or explosives, setting fire to or burning or causing to be burned any school building, school property, or the property of any individual.

4.2.3 Breaking and Entering: Using force to gain entry into a School District building, regardless of whether a crime is actually committed.

4.2.4 Trespassing: Entering or being found in a School District building or on School District property unless the person: is an enrolled student in, a parent or guardian of an enrolled student in, or an employee of the school or school district; has permission or an invitation from a school official to be in the building; is attending a school event, class, or meeting to which the person, the public, or a student’s family is invited; or has reported the person’s presence in the school building in the manner required for visitors to the school.

It is trespassing for a person to enter or be found on school property within one year after being told by the school principal or the principal’s designee to leave the property and not to return, unless the principal or the principal’s designee has given the person permission to return to the property.

4.2.5 Theft: The act of taking, using, transferring, concealing, or retaining possession of stolen property of another without their consent or the finding of lost property and not making reasonable effort to find the owner, including illegal copying of software or data.

4.2.6 Robbery: The act of taking another’s personal property from the person without permission, or in the presence of another using or threatening to use imminent force against any person to overcome

Policy 520 – Student Discipline

the person's resistance or powers of resistance to, or to compel acquiescence in, the taking or carrying away of the property.

- 4.2.7 Extortion: Obtaining property from another, with consent, induced by a wrongful use of actual or threatened force, violence, or fear.
- 4.2.8 Possession of stolen property: Receiving, possessing, transferring, buying or concealing any stolen property or property obtained by robbery, knowing or having reason to know the property was stolen or obtained by robbery.
- 4.3 Physical Assault, Violence or Fighting: Any action which is intended or which should reasonably be expected to inflict bodily harm upon, or causes injury to or otherwise endangers the health, safety or welfare of students, school district personnel or other persons.
- 4.4 Oral/Written Assault: Abusive, threatening, profane, or obscene language by a student toward a staff member or another student. This act may include conduct that degrades people because of perceived or actual race, religion, gender, gender identity, national origin, abilities, sexual orientation, socioeconomic status, home or first language, age or other personal or physical characteristics.
- 4.5 Sexual Harassment/Sexual Violence
 - 4.5.1 Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature.
 - 4.5.2 Sexual Violence: Physical act of aggression or force or threat thereof that involves the touching of another's intimate parts, either above or underneath the other person's clothes, or forcing another to touch one's intimate parts, either above or underneath one's clothes. Intimate parts, as defined in Minnesota Statutes Section 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast of a human being. Sexual violence is a criminal activity. Sexual violence may include, but is not limited to: touching, patting, grabbing, or pinching another person's intimate parts, either same sex or opposite sex; coercing or forcing sexual touching on another; coercing or forcing sexual intercourse on another; threatening to force sexual touching or intercourse on another.
- 4.6 Threats and Disruptions:

Policy 520 – Student Discipline

- 4.6.1 Dangerous Threats: Threats to school operations or school activities, including but not limited to the reporting of dangerous or hazardous situations that do not exist.
- 4.6.2 School Disruptions: Disturbance or interruption of the peace, functioning or order of the school or school-sponsored activities.
- 4.6.3 Possessing/viewing/distributing obscene or pornographic material: Possessing, viewing, and/or distributing any book, magazine, pamphlet, paper, writing, card, advertisement, circular, print, picture, photograph, motion picture film, video, script, image, instrument, statue, drawing, or other article which, taken as a whole, appeals to the prurient interest in sex and depicts or describes in a patently offensive manner sexual conduct and which, taken as a whole, does not have serious literary, artistic, political, scientific or educational value.
- 4.6.4 Gambling: A risking of money or other property between two or more persons on a contest of any kind, where one must be the loser and the other the gainer.
- 4.6.5 Hazing (See Policy 544): Committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.
- 4.6.6 Possession and/or distributing slanderous libelous materials: Possessing and/or distributing any writing, document, or other form of communication containing knowingly false statements about an individual(s).
- 4.6.7 Falsifying or tampering with records or documents: Deliberately altering or changing School District records or documents without proper authorization or creating documents having the appearance of official School District records or documents without proper authorization.
- 4.6.8 Academic dishonesty: Any action taken with the intention of obtaining credit for work which is not one's own which includes, but is not limited to: submitting another student's work as one's own work; obtaining or accepting a copy of tests, test questions, test answers or scoring devices; copying from another student's test or computer file, or allowing another student to copy during a test or

computer program; using materials which are not permitted during a test; plagiarizing (presenting as one's own material copied without adequate documentation from a published source); copying or having someone other than the student prepare the student's homework, paper, project, laboratory report, computer program, or take-home test for which credit is given; using computer-generated technology, including internet programs and applications, to generate, create, or produce materials and presenting them as one's own; permitting another student to copy, or writing another student's homework, project, report, paper, computer program, or take-home test; accessing restricted computer files without teacher authorization; copying materials, including computer software, in violation of the copyright law.

4.6.9 Misuse of School District technology: Using School District technology, including but not limited to: computers, networks, telephones, cameras, e-mail, voice mail, and printers) in a manner that violates the School District's "Acceptable Use Policy (Policy 400)".

4.7 Use/Possession/Distribution of Dangerous, Harmful, and Nuisance Substances and Articles:

4.7.1 Alcohol: Use, possession, distribution, or being under the influence of alcoholic beverages (Refer also to Policy 404 "Chemical Use and Abuse: Students and Staff").

4.7.2 Drugs: Use, possession, distribution, or being under the influence of illegal drugs, controlled substances or "look-a-like" substances, except as prescribed by a physician. (Refer also to Policy 404 "Chemical Use and Abuse: Students and Staff"). Sharing prescription medications with others and the misuse of prescription and/or over-the-counter medications. Use, possession and/or distribution of drug paraphernalia.

4.7.3 Tobacco and Tobacco Paraphernalia: Use, possession or distribution is prohibited (Refer also to Policy 404 "Chemical Use and Abuse: Students and Staff" and Policy 432 "Tobacco Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices").

4.7.4 Harmful or Nuisance Articles: Use or possession of articles that are nuisances, illegal, or that may cause harm to persons or property.

4.7.5 Gun-Free Schools/Gun-Free Schools Act.

Any student who is determined to have brought a firearm (as that term is used in the Gun Free Schools Act of 1994 and defined in Section 4.7.5.2 and 4.7.5.3 below) to school, to a school-sponsored activity, or onto school property (see Section 2.0), will be expelled for a period of one calendar year. This policy may be modified by the Superintendent on a case-by-case basis.

4.7.5.1 Definitions:

For purposes of this Section on Gun-Free Schools only, the following terms have the designated meaning:

4.7.5.2 “Firearm” includes:

4.7.5.2.1 any firearm (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive;

4.7.5.2.2 the frame or receiver of any such firearm;

4.7.5.2.3 any firearm muffler or firearm silencer; or

4.7.5.2.4 any destructive device.

4.7.5.3 “Destructive device” means:

4.7.5.3.1 any explosive, incendiary, or poison gas including –

4.7.5.3.1.1 bomb,

4.7.5.3.1.2 grenade

4.7.5.3.1.3 rocket having a propellant charge of more than four ounces,

4.7.5.3.1.4 missile having an explosive or incendiary

charge of more than one-quarter ounce,

4.7.5.3.1.5 mine, or

4.7.5.3.1.6 device similar to any of the devices described in the preceding clauses:

4.7.5.3.2 any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and

4.7.5.3.3 any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may be readily assembled.

4.7.6 Weapons

Possession of weapons, as that term is defined in Section 4.7.6.1 below, in school, on school grounds (see Section 2.0) and at school-sponsored activities, is prohibited.

4.7.6.1 Definitions

“Weapons” means any firearm, whether loaded or unloaded, any device designed as a weapon or through its use capable of threatening or causing bodily harm or death; or any device or instrument which is used to threaten or cause bodily harm or death. Examples include but are not limited to: guns (including airguns, pellet guns, BB guns, look-alike guns such as water pistols or toys that could reasonably be mistaken for real, and non functioning guns that could be used to threaten others), knives or other blades, clubs, metal knuckles, numchucks,

throwing stars, explosives, fireworks, mace and other propellants, stunguns, ammunition. ISD 623 prohibits the possession or distribution of ammunition (such as bullets), fireworks, lighters and matches. The School District also prohibits items that are generally used for other purposes (e.g. scissors, belts, keys, files) from being used to threaten or inflict bodily harm. Such objects used in that manner will be treated as possession and use of a weapon.

4.7.6.2 Procedures. Any student possessing a weapon in violation of Section 4.7.6.1, whether the weapon is on the student's person, among the student's immediate possessions (book bag, purse, instrument case, etc.), in the student's locker, or in the student's vehicle, shall be subject to the following procedures:

4.7.6.2.1 The School District may refer the matter to local law enforcement officials.

4.7.6.2.2 The administration will evaluate the situation and make a recommendation for the student's re-admittance to school, or exclusion or expulsion. Where a student violates this policy through possession of an instrument which constitutes a "weapon" under the Gun-Free Schools Act, (see Section 4.7.5 above), the School District will adhere to that Act's expulsion provisions.

- 4.8 Failure to provide adequate identification upon request of a staff member.
- 4.9 Insubordination: Refusal to comply with rules or directions of a staff member.
- 4.10 The violation of any Federal, State, or local law, which has an effect on the discipline or general welfare of the school.
- 4.11 Conduct which interferes with or obstructs the educational mission, operations, or functions of the school district or is an actual or potential risk to the safety or welfare of others.

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- 4.12. Violation of school bus or transportation rules.
- 4.13 Violation of parking or school traffic rules and regulations.
- 4.14 Violation of guidelines relating to school lockers.
- 4.15 Dress code violations.

5.0 Disciplinary Action

5.1 The general policy of the school district is to utilize a preventative and positive approach to discipline aimed at creating a safe and quality learning environment for students, characterized by: understanding and addressing the underlying function of behavior; resolving conflicts and repairing harm; teaching appropriate replacement behaviors; restoring relationships in the school community; and reintegrating students into the school community. Disciplinary action for acts of unacceptable behavior may include any or all of the following, but are not limited to the following. The building administrator and/or school district administrator will exercise their professional judgment in determining appropriate consequence(s) or disciplinary action(s).

5.1.1 Re-teach the behavioral expectations

5.1.2 Provide a reflective activity

5.1.2.1 Student/teacher/administrator conferences

5.1.2.2 Mediation, conflict resolution and/or restorative practices

5.1.2.3 Recurring check-ins

5.1.3 Parent/Guardian conference

5.1.4 Referral to behavioral intervention assistance team and/or in-school support services

5.1.5 Implementation of a behavioral contract

5.1.6 Instruction in social-emotional skills

5.1.7 Removal from class and/or before or after school event

5.1.8 Suspension from extra-curricular activities

5.1.9 In-school monitoring

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5.1.10 Consequences according to the bylaws and rules of the Minnesota State High School League

5.1.11 Loss of school privileges

5.1.12 Modified school program/schedule

5.1.13 In-school suspension

5.1.14 Referral to community service or outside agency services

5.1.15 Restitution

5.1.16 Suspension under Pupil Fair Dismissal Act

5.1.17 Expulsion under Pupil Fair Dismissal Act

5.1.18 Exclusion under Pupil Fair Dismissal Act

5.1.19 Reference to diversion program

5.1.20 Reference to police or other law enforcement agencies for criminal action

5.1.21 Petition County Court for juvenile delinquency adjudication

5.2 Recess and Other Breaks

5.2.1 “Recess detention” means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student’s choice.

5.2.2 The district encourages student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

5.2.3 Recess detention will not be used unless:

5.2.3.1 a student causes or is likely to cause serious physical harm to other students or staff;

5.2.3.2 the student’s parent or guardian specifically consents to the use of recess detention; or

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- 5.2.3.3 for students receiving special education services, the student’s individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
 - 5.2.4 Recess will not be withheld from a student based on incomplete schoolwork.
 - 5.2.5 School staff are required to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
 - 5.2.6 The school district will compile information on each recess detention at the end of each school year, including the student’s age, grade, gender, race or ethnicity, and special education status.
- 5.3 Removal from Class:
- 5.3.1 The classroom teacher shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, imposing classroom level consequences, or contacting the student’s parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student’s conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. “Removal from class” and “removal” mean any action taken by a teacher, principal, or other school district employee to prohibit a pupil from attending a class pursuant to procedures established in the school district discipline policy adopted by the School Board.
 - 5.3.2 Grounds for removal from class
 - (a) Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with the teacher’s ability to teach or communicate effectively with students in class or with the ability of other students to learn;
 - (b) Willful conduct that endangers surrounding persons, including School District employees, the student or other students, or the property of the school;
 - (c) Willful violation of any rule of conduct specified in the discipline policy adopted by the School Board.

5.3.3 Procedures for removal of student from class

5.3.3.1 Subject to federal and state laws governing the rights of children with disabilities, the teacher may remove a student from the class and require the student to go to a designated classroom for up to one hour or one class period, whichever is greater. The teacher must immediately notify the teacher assigned to the designated classroom. Upon arrival, the student becomes the responsibility of the designated teacher.

5.3.3.2 Subject to federal and state laws governing the rights of children with disabilities, the teacher may remove a student from the class and require the student to go to the school office or a school behavior support room. The teacher must immediately notify the principal or designee. Upon arrival at the school office or school behavior support room, the student becomes the responsibility of the principal or designee.

A student must be removed from class immediately if the student engages in assault or violent behavior. “Assault” is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

5.3.3.3 The removal in 5.3.3.2 shall include an informal administrative conference with the student conducted by the principal or designee.

5.3.3.4 The length of time of the removal in 5.3.3.2 shall be at the discretion of the principal or designee after consultation with the teacher. For a violation of a rule of conduct the removal shall not exceed five hours or five class periods within a given school day without notice of suspension.

If a student is removed from class more than five (5) times in a school year, the school district shall notify the parent or guardian of the student’s fifth removal from class and make reasonable attempts to convene a meeting with the student’s parent or guardian. The

student may be referred to the building problem-solving team to determine whether it is appropriate to refer the student for assessment as to whether the student is qualified for Special Education services or in need of other services. The current Individualized Education Program (IEP) or Section 504 plan may also be referred for review.

5.3.3.5 To the extent funds are available, the School District will coordinate with the County Board responsible for implementing the “Minnesota Comprehensive Children’s Mental Health Act” for crisis services for students with a serious emotional disturbance or other students who have an Individual Education Plan and who may benefit from crisis intervention.

5.3.3.6 The School District shall make appropriate referrals for chemical abuse problems of a student while on school premises, as set forth in Policy 404.

5.3.3.7 Students removed from class will be assigned to a location within the School District under supervision by School District personnel. The student’s activities during the period of removal will be at the discretion of School District staff. Student removal shall be documented and reported to the school building principal.

5.3.4 Procedures for Return of Student to Class

A student shall be returned to class upon completion of the terms of removal established at the informal administrative conference.

5.4 “Dismissal” is the denial of the student’s current educational program, including suspension, exclusion, and expulsion. Dismissal shall be imposed in accordance with the Pupil Fair Dismissal Act of 1974, as amended.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

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The school district shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

The use of exclusionary practices to address attendance and truancy issues is prohibited.

- 5.4.1 “Expulsion” is a School Board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled.
- 5.4.2 “Exclusion” is an action of the School Board to prevent the enrollment or re-enrollment of a student in school for a period that shall not exceed beyond the school year.
- 5.4.3 “Suspension” is an action by the School Administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) days, except for suspensions pending expulsion, which may be a maximum of fifteen days for a student without an IEP. The Superintendent of Schools will be apprised of the reasons for suspensions exceeding five (5) days. Dismissal from school for one school day or less, except as provided in applicable federal and state law governing students with disabilities, does not constitute a suspension.
- 5.4.4 School administration must allow a suspended student the opportunity to complete all school work assigned during the period of the student’s suspension and to receive full credit for satisfactorily completing the assignments.
- 5.4.5 The suspension procedure in each school shall be in accord with the Pupil Fair Dismissal Act, including administrative conference and written notice and service of suspension.
- 5.4.6 If a student’s total days of suspension, expulsion, or exclusion exceeds ten (10) cumulative days in a school year, the School District shall make reasonable attempts to convene a meeting with the student and their parents/guardians prior to subsequent dismissal, and offer to assist in arranging a mental health screening for the student, at parent/guardian expense.

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- 5.4.7 In the case of a student with a disability who has an Individualized Education Plan, the team will convene a Manifestation Determination meeting to review the relationship between the student's disability and the behavior subject to suspension or other removal; and determine the appropriateness of the student's education plan, if: (a) the parent requests a meeting; or (b) the student's total days of removal from their placement during the school year exceeds ten (10) cumulative days.
- 5.5 Parents or guardians shall be notified of the rules of conduct and disciplinary policy. Each school shall have a written procedure describing when and how parents or guardians will be notified. Such notification shall be distributed to parents or guardians by the end of the first month of the school year.
- 5.6 Individual schools shall develop their own procedures for handling disciplinary referrals.
- 5.6.1 Parents or guardians will be encouraged to assist school personnel in attempts to improve a student's behavior. The School District encourages early detection of discipline problems and shall involve communication between the parent or guardian and school personnel, to the extent possible.
- 5.6.2 School building procedures must be consistent with the Pupil Fair Dismissal Act and School District policies.
- 5.7 When considering expulsion or exclusion, school building administrators will review a student's record to determine whether the student is entitled to procedural safeguards under the IDEA or Section 504 of the Rehabilitation Act. A student with a disability receiving special education services under the Individuals with Disabilities Education Act (IDEA) may not be excluded or expelled for behavior which has been determined to be a manifestation of the disabling condition for which the services are provided. Parents are included in the process of such determination, as required under state and federal law.
- 5.8 A party to an expulsion or exclusion decision made by the School Board may appeal the decision to the Commissioner of the Department of Education within twenty-one (21) calendar days of School Board action pursuant to Minnesota Statutes § 121A.49. The decision of the School Board shall be implemented during the appeal to the Commissioner.

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- 5.9 Students shall be provided alternative educational services to the extent that a dismissal (suspension, expulsion or exclusion) exceeds five (5) school days. The specific alternative educational services are at the discretion of the School District and may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instructions through electronic media, special education services, as indicated by appropriate assessment, home bound instruction, supervised homework, or enrollment in another district or in an alternative learning center.
- 5.10 A student receiving school-based or school-linked mental health services that has been expelled, excluded or withdrawn from the School District under a pupil withdrawal agreement will be eligible to receive services until the student is enrolled in a new district. The School District will provide the student's parent or guardian information on accessing community mental health services and will post this information on the District's website.
- 5.11 Disciplinary Dismissals Prohibited
- 5.11.1 A student enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
- 5.11.1.1 a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
 - 5.11.1.2 kindergarten through Grade 3.
- 5.11.2 This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
- 5.11.3 Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.
- 6.0 Searching Students and Their Property
- 6.1 Personal Possession Searches

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The personal possessions of students whether on their person, in backpacks, in desks, lockers or cars parked in the school parking lot may be subject to a reasonable search when the School District has a reasonable, individualized suspicion that evidence will be produced showing that the student violated the law or school rules.

- 6.2 School lockers and desks are the property of the School District. At no time does the School District relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of the law or school rules. As soon as practicable after the search of a student's personal possessions, school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

7.0 Policy Considerations

7.1 Review of Policy

7.1.1 A district committee that includes administrators, teachers, support staff, and parents or guardians will confer annually to review this policy and the building procedures to determine if the policy is working as intended; any recommended changes to the policy shall be submitted to the Superintendent of Schools for consideration by the School Board (Minnesota Statute 121A.65). The School Board will conduct an annual review of the policy.

- 7.2 Copies of this policy and The Pupil Fair Dismissal Act of 1974 as amended shall be posted annually during the first month of the school year at a location of which parents/guardians are notified. Hard copies of this policy will be made available in the principal's office upon request.

- 7.3 Nothing in this policy is intended to conflict with The Pupil Fair Dismissal Act of 1974.

8.0 Corporal Punishment

- 8.1 Definition. Corporal punishment means conduct involving:

8.1.1 Hitting or spanking a person with or without an object

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8.1.2 Unreasonable physical force that causes bodily harm or substantial emotional harm

8.2 Prohibition. An employee or agent of a public school district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.

8.3 A school principal, teacher, or other School District employee, school bus driver, or other agent of the School District may use reasonable force when necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to the student or another. A school principal, teacher, or other School District employee, school bus driver, or other agent of the School District shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

9.0 Discipline Complaint Process

Any person who believes they have received a discipline consequence that violates the Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, may file a complaint and seek corrective action when it has not been implemented appropriately or has been discriminatorily applied. The complaint must be filed in writing to the school principal (report taker) using the Discipline Complaint Process. If the complaint involves a report taker, the complaint shall be filed directly with the assistant superintendent.

9.1 The report must include a detailed account as to how the discipline violated the requirements of:

9.1.1 the Pupil Fair Dismissal Act,

9.1.2 student handbook and annual notifications, and/or

9.1.3 district policy.

9.2 The report taker shall begin to investigate complaints within three (3) school days of receipt.

9.3 The final report of findings shall include a determination of whether the allegations have been substantiated as factual using a preponderance of

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the evidence standard and whether there appear to be violations of the Pupil Fair Dismissal Act and/or local behavior and discipline policies. The breadth and detail of the investigation report will depend on the circumstances of each complaint.

9.4 Upon completion of an investigation that determines the requirements of the Pupil Fair Dismissal Act and/or local behavior and discipline policies were not implemented appropriately, the final report of findings shall include a corrective action plan, that includes but is not limited to:

9.4.1 correction of the student's record;

9.4.2 training, coaching, or other accountability practices for relevant staff to ensure appropriate compliance with policies in the future.

9.5 All records resulting from a formal discipline complaint shall be sent to the assistant superintendent. Discipline complaints are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

9.6 Submission of a discipline complaint will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

9.7 The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations. However, the school district is unable to guarantee confidentiality to any individual.

9.8 The school district prohibits reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and will impose appropriate consequences for any person who engages in reprisal or retaliation.

10.0 Notification of Policy Violations

The school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a student, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault. This report must include a statement of the nonexclusionary discipline practices or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or

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expulsion or other sanction, intervention, or resolution. The report must also include all elements required by law or the MDE, such as the student's age, grade, gender, race, and special education status.

Approved: 6/28/84

Revised: 3/13/86

11/10/87

10/25/88

2/13/90

6/25/91

5/26/92

10/26/95

6/22/99

3/24/09

10/11/16

6/27/17

Reviewed: 6/12/18

Revised: 6/11/19

Reviewed: 6/8/21

6/14/22

Revised: 6/13/23

6/11/24

Agenda Topic: Policy 616: Instructional Materials Selection (revised) Second Reading
Meeting Date: June 10, 2025
Contact Person: Jake Von De Linde

Background:

Jake Von De Linde, executive director of teaching and learning, will review Policy 616: Instructional Materials Selection. There were no changes requested from the first reading on May 13, 2025. This will be the second reading of the policy.

Recommendation:

It is recommended that the board approve Policy 616: Instructional Materials Selection as presented.

Action Required

Informational – No Board Action Requested

ROSEVILLE AREA SCHOOLS
Independent School District No. 623

Policy 616 – Instructional Materials Selection

1.0 Purpose

The purpose of this policy is to provide direction for selection of all instructional materials.

2.0 Statement of Policy

Selection of instructional materials shall be in alignment with our District vision and support District policies related to curriculum.

3.0 Definition: Instructional Materials

Instructional materials are defined as all print and non-print materials used in the education of students. This includes, but is not limited to: (a) all materials used in the classroom and in extracurricular activities; (b) all materials in media collections--print, non-print, and online resources including recommended web sites and subscription databases.

4.0 Responsibility for Selection

4.1 The curriculum review teams and staff are responsible for the selection of instructional materials. Selection of materials adopted district wide will be made with input from teachers, students, administrators, other staff members and community members.

4.2 Library Materials

The school board recognizes the expertise of the school district's professional staff and the vital need of such staff to be responsible for selection of library materials. The procedures for selection and reconsideration set forth in this policy will be administered by:

4.2.1 a licensed library media specialist under Minnesota Rules, part 8710.4550; or

4.2.2 an individual with a master's degree in library science or library and information science; or

4.2.3 a professional librarian or a person trained in library collection management.

5.0 Criteria for Selection

5.1 Instructional and library materials shall support and enrich the curriculum as defined in our District policies related to curriculum.

Policy 616 – Instructional Materials Selection

- 5.2 Selection of instructional and library materials shall take into consideration the varied interests, abilities, learning preferences, and maturity levels of all students.
- 5.3 Instructional and library materials shall provide multiple viewpoints on issues, including current and historically absent and counter narratives, so that students may develop the skills of critical analysis and informed decision making.
- 5.4 Instructional and library materials shall stimulate growth in knowledge and strive to develop the love of learning.
- 5.5 In making all instructional and library materials recommendations, staff will strive to place principle above personal opinion and reason above prejudice.
- 5.6 Instructional and library materials shall advance implementation of the district's Equity Vision, address inequities identified in program review, and promote an appreciation of all differences based on respect for self-worth, dignity, and personal value of each individual.
 - 5.6.1 Instructional and library materials will authentically embed and integrate the representation of current and historically marginalized groups.
 - 5.6.2 Instructional and library materials shall reflect diverse cultural values and beliefs of a pluralistic society.
- 5.7 Instructional and library materials shall be selected with consideration of, but not limited to, the following:
 - 5.7.1 Evidence of impact on student learning, as available
 - 5.7.2 Standards identified in program design
 - 5.7.3 Accuracy of material
 - 5.7.4 Inclusive of absent and counter narratives
 - 5.7.5 Representation of current and historically marginalized groups
 - 5.7.6 Organization and presentation of content
 - 5.7.7 Timeliness of materials
 - 5.7.8 Readability and/or appropriateness of reading level

Policy 616 – Instructional Materials Selection

5.7.9 Authenticity

5.7.10 Aesthetic values

5.7.11 Literary appreciation and style

5.7.12 Budgetary constraints

5.7.13 Support reading for pleasure

6.0 Instructional and library materials shall be reviewed on an on-going basis, consistent with District policies and procedures related to curriculum and collection development.

Adopted: 10-14-86
Revised: 12-11-07
Revised: 1-17-15
Revised: 4-13-21

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Policy 616 – Instructional Materials Selection

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Policy 616 – Instructional Materials Selection

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Adopted: 10-14-86
Revised: 12-11-07
Revised: 1-17-15
Revised: 4-13-21

Agenda Topic: Approval of New Course Proposals for 2026-2027
Meeting Date: June 10, 2025
Contact Person: Jake Von De Linde

Background:

Administration is requesting approval of three proposed courses for the 2026-2027 school year. Please see the attached summary document for course descriptions.

Recommendation:

It is recommended that the board approve the new courses as presented for the 2026-2027 school year.

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: Closed Session to Evaluate the Performance of the Superintendent
Meeting Date: June 10, 2025
Contact Person: Chair Todd Anderson

Background:

This portion of the meeting will be closed as permitted by Minn. Stat. § 13D.05, subdivision 3(a), to evaluate the performance of Superintendent Jenny Loeck.

Recommendation:

It is recommended that the board move to close the meeting to evaluate the performance of Superintendent Jenny Loeck as permitted by Minnesota Statutes section 13D.05, subdivision 3(a).

Action Required

Informational – No Board Action Requested