



Roseville Area Schools

Quality Teaching & Learning for All... Equity in All We Do

Strategic Planning Round 1 Input – Final Compilation

Data current to: July 28, 2022

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1 Introduction and Round 1 Engagement Overview

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1.1 Background

The Roseville Area Schools 2022 strategic planning process is anchored in our long-standing commitment to quality teaching and learning, and equity in all we do. Using an inclusive and participatory process, we are inviting input from key stakeholders and will use those contributions to shape analyses, a refined mission and vision, and draft strategic goals and strategies. We will share those drafts for feedback, use the results to finalize a rigorous Strategic Plan, and work together to ensure every student has the opportunity and support to succeed.

Level of Engagement: Roseville Area Schools is committed to collaborating with key stakeholders in each aspect of the planning process, including developing options and deciding on the preferred direction. Our promise to our stakeholders is that we will look to you for advice and innovation in formulating solutions, and incorporate your advice and recommendations into the decisions to the maximum extent possible.

Engagement Objectives: We are committed to the following objectives to guide our stakeholder engagement:

- Anchor our strategic planning engagement in equity
- Conduct engagements with cultural humility and an appreciation for the depth and breadth of stakeholder contributions
- Deepen relationships between RAS and key stakeholders
- Meaningfully engage a racially and culturally diverse range of key stakeholders
- Gather diverse perspectives from our key stakeholders
- Strengthen mutually beneficial collaborations on behalf of students and families
- Provide stakeholders with essential background information and context about the school district's work, commitment to equity, and this strategic planning effort
- Ensure engagement opportunities and formats are welcoming, respectful, culturally appropriate, accessible, and safe for stakeholders
- Offer multiple opportunities and formats for key stakeholders to contribute

Key stakeholders include students, families, staff, volunteers, advisory groups, leadership, partners, community organizations, and community members.

1.2 Compilation Overview

1.2.1 Engagement Process, Content



Schedule

Based on the engagement design and workplan, staff, board members, and our strategic planning consultants are engaging key stakeholders in person, virtually through Zoom, and via online surveys, on the following schedule:

- **April-July:** Gather Round 1 input
- **July-October:** Guided by Round 1 results, complete analyses, draft refined vision and mission, and then draft long-term goals and mid-term strategies
- **October-November:** Gather Round 2 feedback on drafts and use results to finalize the Strategic Plan
- **November:** Make changes to align with and advance Strategic Plan implementation and monitoring

Tools and Techniques

The District communicated with key stakeholder groups directly and through District, partner, and community media. To support the District's commitment to elevating underrepresented voices, staff, board members, and volunteers reached out directly to selected stakeholder groups to host, organize, or support in-person or virtual engagement sessions. The online survey contained identical questions and was a backup option for these groups, and the primary option for all other stakeholders. The District also hosted community-wide engagement sessions in July, one in person and one virtual.

Demographic Questions

- **Your 5-digit home ZIP Code** (required)
- **I am connected with Roseville Area Schools as a...** (required; choose all that apply); note there were two columns so participants could indicate current or past:
 - Student
 - Family member (non-student)
 - Staff
 - School/district volunteer, partner, donor, committee or board member, or similar
 - Community member with no direct connection to Roseville Area Schools
 - Other (please describe)
- **What school or program are/were you connected with?** (required, choose all that apply)

| | |
|------------------------------------|-------------------------------------|
| ○ None | ○ Falcon Heights Elementary |
| ○ District Center | ○ Harambee Elementary |
| ○ Roseville Area High School | ○ Little Canada Elementary |
| ○ Fairview Alternative High School | ○ Parkview Center Elementary |
| ○ Roseville Area Middle School | ○ Early Childhood Education |
| ○ Parkview Center 7-8 | ○ Early Childhood Special Education |
| ○ Brimhall Elementary | ○ Roseville Adult Learning Center |
| ○ Central Park Elementary | ○ Roseville Community Education |
| ○ Edgerton Elementary | ○ Other (please describe) |
| ○ E.D. Williams Elementary | |
- **How do you describe your race?**
 - American Indian or Alaska Native
 - Asian or Asian American
 - Black or African American
 - Native Hawaiian or other Pacific Islander
 - White or Caucasian
 - Two or more races
- **Are you Hispanic / Latino / Latinx?** (Y/N)

Narrative Questions

- **Question 1.** Roseville Area Schools is committed to high student success and ensuring an equitable and respectful learning environment for everyone. What are we doing now that it is important to keep and build on?
- **Question 2.** What are your hopes and dreams for students in Roseville Area Schools?
- **Question 3.** Imagine all students feel like they belong and are supported to be successful... What would need to change in Roseville Area Schools to achieve that?
- **Question 4.** How could Roseville Area Schools and the community work together to support student success?
- **Question 5.** Feel free to use the space below to add other ideas on key priorities for Roseville Area Schools.

1.2.2 Participation

This compilation includes results from the online, in-person, and virtual sessions listed below. Nearly 3,100 people participated in Round 1. Of those, over 2,000 responded to one or more of the narrative questions, contributing over 11,500 ideas to help shape the RAS strategic direction.

- **Online surveys:**
 - English-language online survey: Of the 2,143 participants, 1,035 answered one or more of the narrative questions listed above. This compilation includes narrative responses and demographics only for those 1,035 participants.
 - Spanish-language online survey: Of the 37 responses, 18 answered one or more of the narrative questions listed above. This compilation includes narrative responses and demographics only for those 18 participants.
- **In-person or virtual sessions:** Approximately 45 small-group sessions were organized and facilitated by RAS staff and school board members for key stakeholder groups whose voices we committed to elevating. A few of the identified groups chose to contribute online as a group or individually and are not listed here. As shown below, over 940 people participated, and this compilation includes their narrative responses.
- Information about participants' connection with RAS or school / program affiliation is described in section 2.1 below.

1.2.3 Methodology, Presentation

Responses to each question are presented alphabetically in this compilation, and generally remain as written by the contributor or documented by a facilitator. For input provided in a language other than English, a translation was added. Minor edits were made to correct obvious spelling or punctuation errors that affect clarity; remove vulgar words; remove NA / none / nothing / ? responses where appropriate (such as in response to whether they have questions); protect privacy; remove nonsensical, unintelligible, or illegible responses; and change repeated use of all capitalized responses to upper and lower case. If a survey participant copied the same response for multiple questions, in general only the first was retained. And in some cases, emojis did not transfer properly so could not be included.

2 Demographics

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2.1 Connection with RAS, and school or program affiliation

In-person and virtual sessions: RAS committed to elevating the voices of key stakeholder groups, and convened in-person or virtual sessions to gather input. Over 940 students, families, staff, committees, partners, and community members participated, and are connected with RAS schools or programs as listed below.

Students

- Brimhall Elementary, grade 5-6 students (18)
- Central Park Elementary, grade 5-6 students (16)
- Edgerton Elementary, grade 5-6 students including multilingual students (~30)
- E. D. Williams, grade 5-6 students (14)
- Falcon Heights Elementary, grade 5-6 students (12)
- Harambee Elementary including multilingual learners, grade 5-6 students (14)
- Little Canada Elementary including multilingual learners, grade 5-6 students (14)
- Parkview Elementary, grade 5-6 students (18)
- Roseville Area Middle School unity center students (24)
- Fairview Alternative High School students (60)
- Roseville Area High School
 - Advancement via Individual Determination (AVID) students (~280)
 - High School Athlete Leadership Council (~15)
 - Student affinity groups: Hmong, Latino, Black (60)
 - Student Attendance Matters students (12)
 - Student Council (20)
 - Dual language immersion students, Spanish-English (included with Latinx affinity group)
- Superintendent's Student Advisory Council (20)

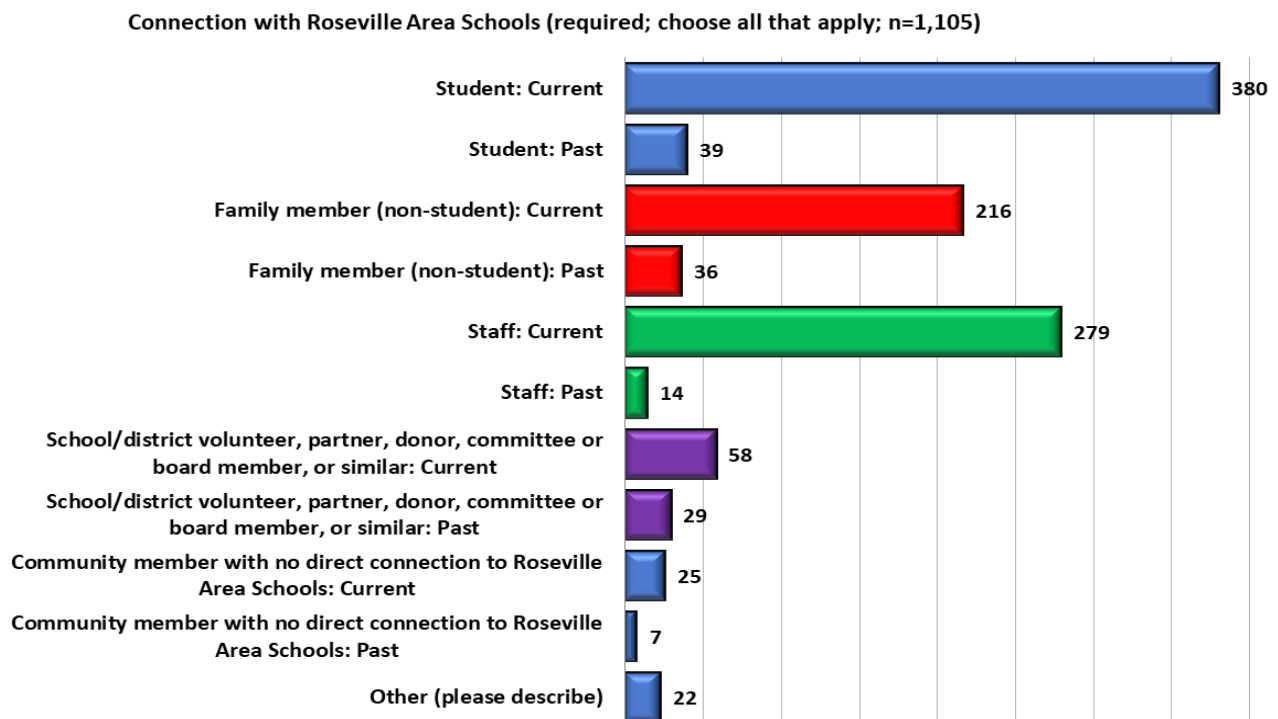
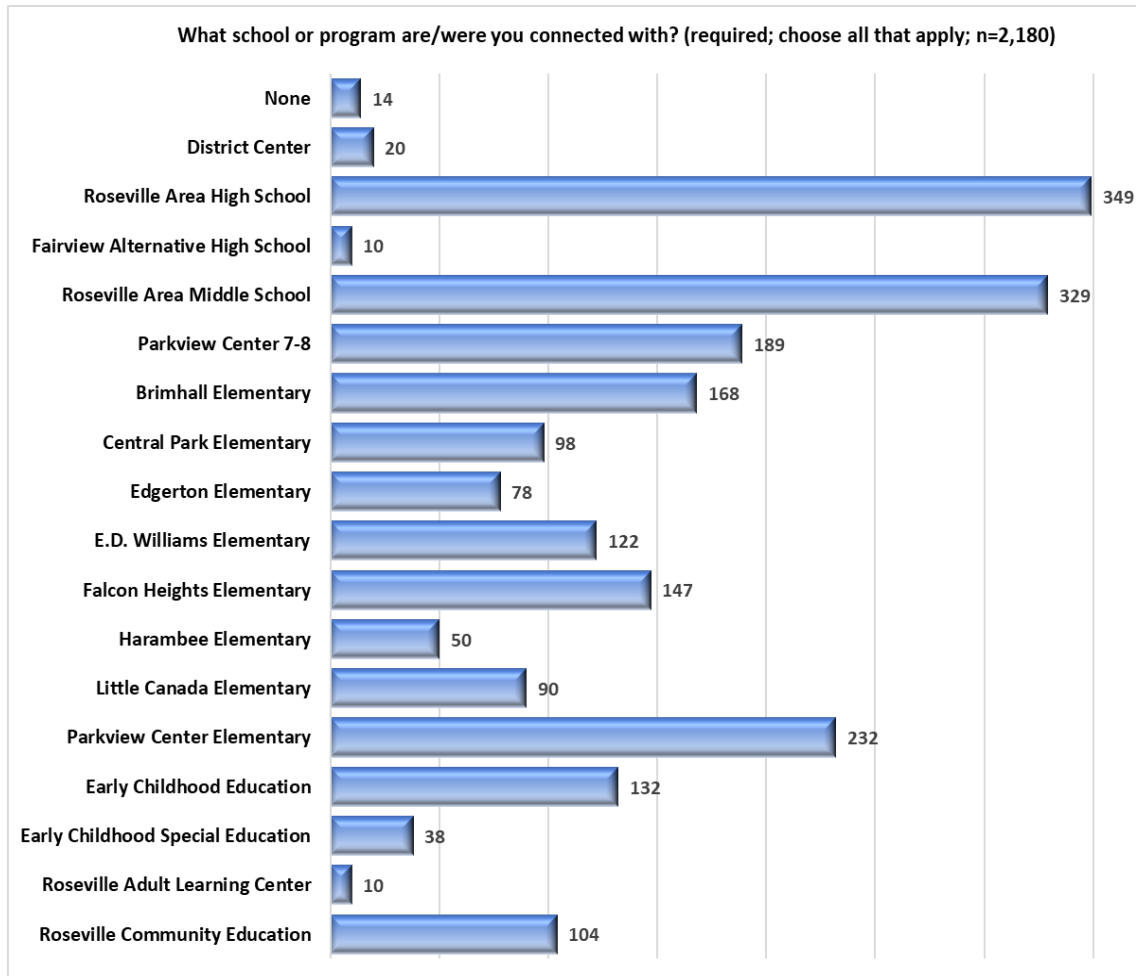
Families, staff, committees

- Black/Indigenous/people of color (BIPOC) staff (97)
- BIPOC staff affinity group (37)
- Cultural liaison staff (11)
- District Curriculum Advisory Committee (7)
- Falcon Families for Equity and Justice (4)
- Karen-speaking families (25)
- LGBTQ staff affinity group (8)
- Professional Development Advisory Committee (20)
- Spanish-speaking families (~16)
- Special Education Advisory Council (8)

Partner organizations and community, including adult learners

- Community (open), virtual and in person (18)
- Do Good Roseville (8)
- Elders in the adult education program (25)
- Optimist Club (10)
- Roseville Area League of Women Voters (5)
- Roseville Area Schools Foundation (6)
- Local elected officials: City councilmembers, mayors, and city managers, county commissioners, and state legislators, as well as district leadership, from the communities served by Roseville Area Schools (8)

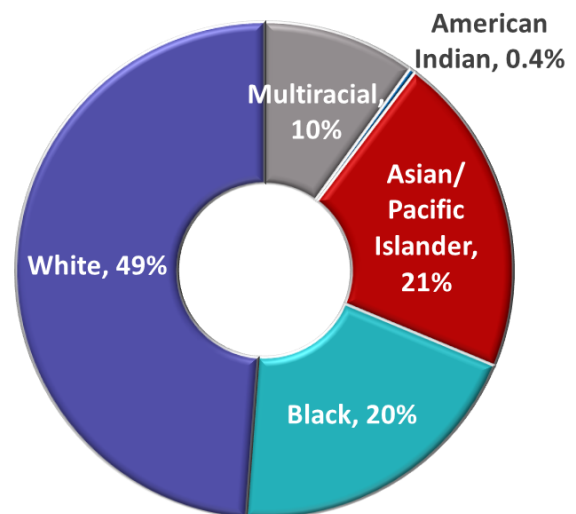
Online survey participants: In addition, the English- and Spanish-language online surveys required information about participants' connection with RAS; they could select all that apply. *The results below are only for the survey participants who also responded to one or more of the narrative questions.*



2.2 Race and ethnicity

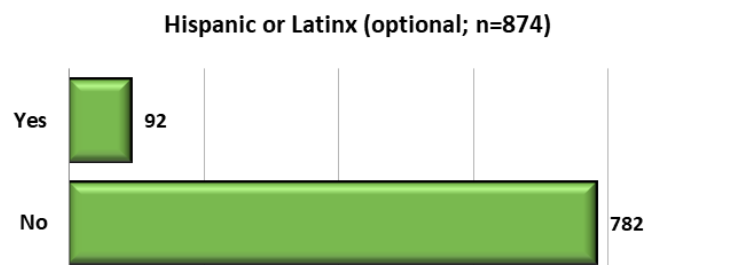
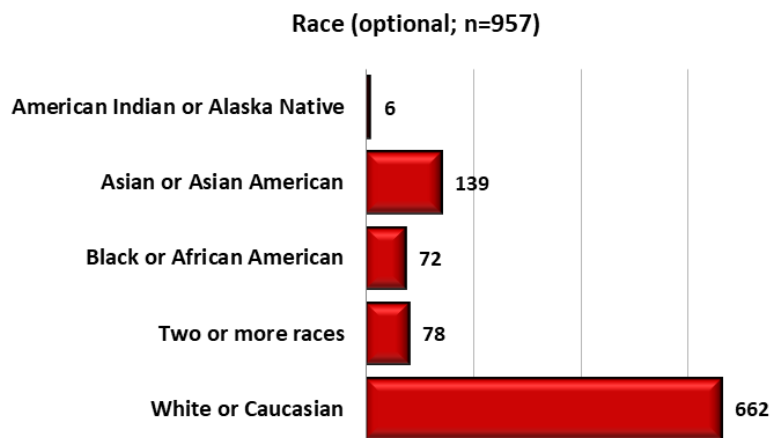
In-person and virtual sessions: RAS committed to elevating the voices of key stakeholder groups, and convened in-person or virtual sessions to gather input from over 940 students, families, staff, committees, partners, and community members from the groups listed in section 2.1 above.

- While race and ethnicity information was not captured for participating individuals, the graph shows race data for all students in the district
- In addition, 16% of the students are Hispanic/Latinx, who may be of any race.



Online survey participants:

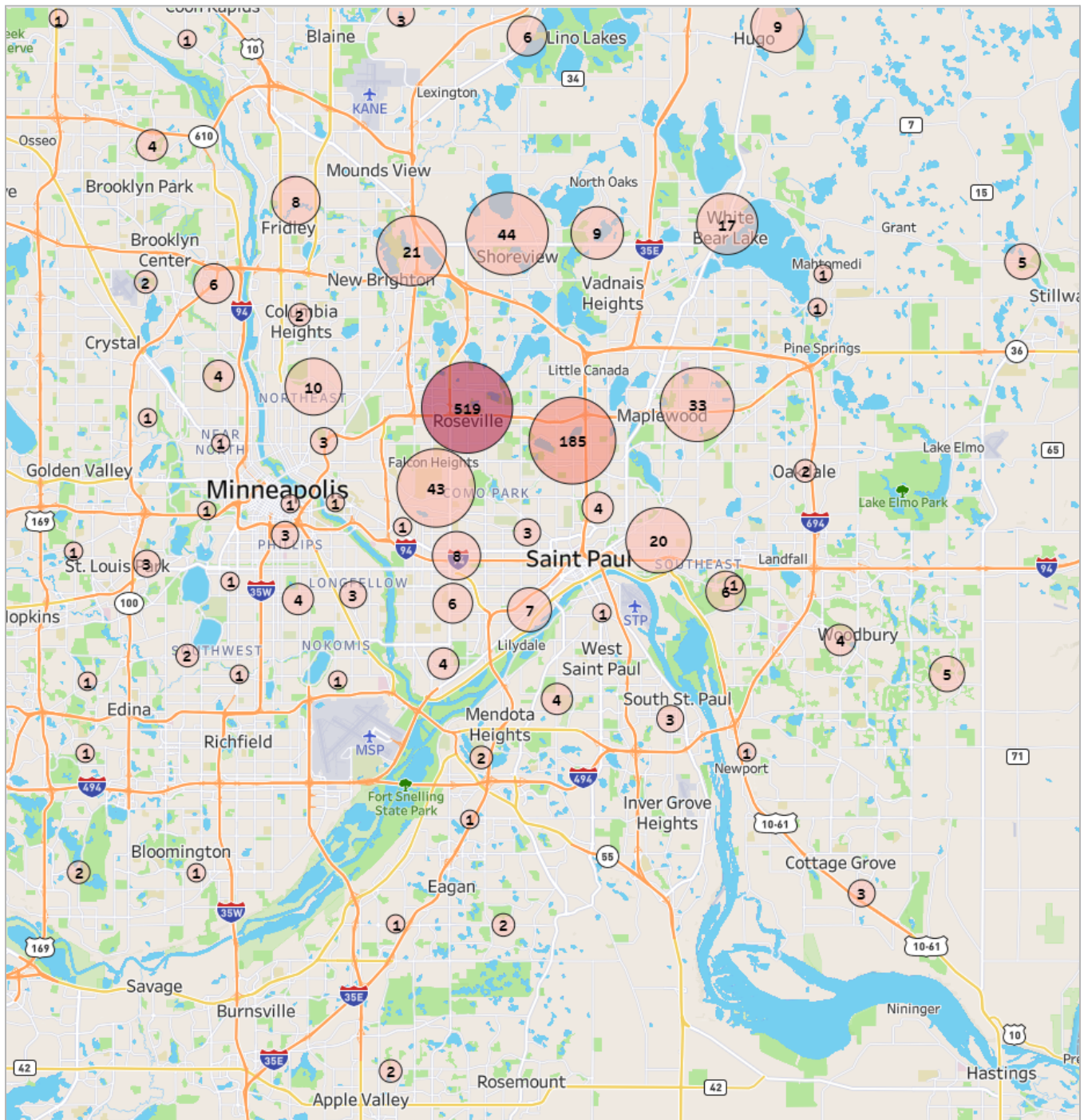
- Race/ethnicity information was collected only from participants in the English- and Spanish-language online surveys and was optional
- Further, the results below are only for the survey participants who also responded to one or more of the narrative questions



2.3 Home ZIP code (online surveys, virtual community participants only)

RAS serves students from all or parts of Arden Hills, Falcon Heights, Lauderdale, Little Canada, Maplewood, Roseville, and Shoreview. Detailed ZIP information for Round 1 input was collected only for English- and Spanish-language online survey participants, and for community participants in the virtual engagement, and was required. Results below are only for the 1,083 participants who provided valid ZIP codes *and also responded to one or more of the narrative questions*.

Note. The map below excludes some ZIP codes that are quite far north, west, and east of the Twin Cities. **Open interactive map [here](#) to see all ZIP codes, pan, and zoom.**



3 Narrative Results

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Question 1. Roseville Area Schools is committed to high student success and ensuring an equitable and respectful learning environment for everyone. What are we doing now that it is important to keep and build on?

There were approximately 2,792 responses to this question. Below is a summary word cloud of the results for this question (www.wordart.com), followed by all responses organized alphabetically.



- 10th grade AVID
- 1:1 iPads for all 6th graders
- 5 for 5 Tardy Policy
- 5 for 5 Tardy system
- 6th grade in elementary schools
- 7 class periods
- 8:55 start time for elementary is really great
- A better grade hangout, we don't really get to socialize with the higher grades so at least one shared period would encourage friendship
- A commitment to every student
- A dedication to curricular music and art at all levels
- A diverse population creates equity for all.
- A focus on academic excellence
- A full commitment's what I'm thinking of You wouldn't get this from any other
- A good space to work
- A good staff
- A helpful environment
- A literacy revolution (LETRS, new K-6 ELA curriculum, PRESS/intervention)
- a little bit of homework- one day a week
- A lot of really good teachers that care about the students and their learning. (x3)
- A majority of teachers being hired at least at parkview are very good.
- A regular schedule of classes I enjoy
- A safe place
- A start to center BIPOC educator/student voices. Keep growing in that. Share results of how those concerns/issues have been addressed
- a teacher being there for people who need it
- A variety of books
- a variety of classes from basic to advanced
- A welcoming environment for students, staff, and families
- A wide variety of course offerings at RAHS. Feels like students can really pursue a range of different interests.
- Able to make our own choices for what we need to excel
- Absent Narrative Work
- Absent narratives
- absent narratives
- Absent narratives
- Absent narratives (more stories, more cultures)
- Academic support
- Academic support for the student
- Academics
- Academics

- Academy
- Academy (Math & Learning)
- Academy for our students at the middle school who need help, but don't qualify for AVID, SPED or EL
- Acceptance
- Acceptance
- Access for students earning college credit while in high school
- Access to post secondary classes
- Accountability to staff on how the act outside of school
- acknowledge non-Christian holidays and traditions
- Acknowledging instructors for their efforts.
- Activities
- Activities
- Adapting to present needs of the community
- Add 4th and 5th graders to the 6th grade track meet. Some kids don't understand what it is in sixth grade and they miss out.
- Adding different ethnic meals to the lunch program.
- Adding lots of voices
- Adding more diversity to our programs and more staff with strong ELL support as well as adequate special education to meet the growing diversity.
- adding opportunities/publicity about working in the trades at RAHS
- adding staff with diverse backgrounds and perspectives
- Adding the raider time
- Addition of more electives which are focused on careers, like astronomy
- Addressing equity
- Addressing inequality and inequities in our district, including providing mental health support
- Addressing issues and events that affect our students/community and allowing them to process together.
- Addressing real issues - trans rights, language needs, hiring staff that look like students
- addressing the needs of low achieving students through AVID type programs
- Adequate funding for all programs
- Administration buy-in on making sure curriculum is equitable
- Advanced learning groups and Special needs assistance
- advanced options for academics
- Advisory
- Advisory

- Affirmatively care for the poor/unfortunate
- African American student success coordinators at diverse buildings
- After school activities
- after school clubs
- After school clubs
- After school help programs
- After school programs
- after-school programs
- After-school programs (Friendship Connection) offer valuable learning and social opportunities. They should be maintained if not further strengthened.
- All learning is excellent, one of the best schools around,
- All my kids are grown up now, so time has changed and many programs have changed.
- All Of The After School Clubs
- All school events - like the outdoor after school fun event
- All school morning meetings
- All staff (not just licensed) required equity training
- All students be gud
- All the security efforts
- Allow high school student ability to learn skills that can be used out of high school
- Allowing community input
- Allowing for student voice
- Allowing kids to advance at their own pace with math whether that's moving up a grade or allowing a small group to work at a faster pace to work towards moving up a grade level if necessary.
- Allowing students to express themselves, passions and interests by having so many activities, groups and classes
- Allowing time for team planning. Looking at curriculum for all subjects, right now we are really lacking in English.
- Also the Concession stand at the high school only has trash cans and has no recycle cans outside
- Amazing teachers
- Ampliar mas en español y la programa de DLI. Primero cuando empieza en LC hubo más español y ahora en middle school hay menos. [Expand Spanish and dual language immersion program; when he started at Little Canada there was more Spanish but now in middle school there is less]
- Ampliar serviços minoritários segun la necesidad de cada familia. [expand minority services according to the needs of each family].
- Amplifying student voice
- amplifying student voice
- An adequate amount of homework
- an equity vision that drives inclusion and change
- and diffuse the situation. Often, this is not easy, but it gets accomplished.
- and help them when they don't know how to solve a problem
- And to help other people
- Anti bullying
- anti-bully presentations, and build anti-bullying practices
- Anti-racism
- anti-racism work
- Anti-racism work
- Anti-Racist commitment
- anti-racist practices
- Anti-Racist professional development for ALL staff. Last year during DL we hit it very hard, but this year I have barely seen any anti-racism PD.
- Anti-racist work
- antiracism work
- Antiracist leadership
- Antiracist professional development & focus
- AP and Concurrent Credit Courses- opportunities for students to earn college credit to bring down the cost of a college degree
- AP class offerings.
- AP classes
- AP Classes
- AP classes
- AP classes
- AP classes
- AP courses
- AP courses in high school
- AP options and other college prep
- AP/PSEO
- Appreciate all the clubs and opportunities for students to get plugged in
- Appreciate all the clubs and opportunities for students to get plugged in
- Appreciated the Raider time assigned to my student when they fell behind in a class. It helped to keep them accountable and address concerns.
- Appropriate staffing for setting III DCD program in order for students to access general education and provide inclusion opportunities
- Art and music programs
- Art classes
- art education in the lower and middle school levels
- arts
- Arts opportunities

- [illegible]

- Avid
- AVID
- Avid
- AVID & college/career pathways K-12
- AVID (E-12+ instructional framework)
- AVID across grades eventually (elementary & high school)
- AVID and College Readiness
- Avid and raider time
- AVID and this approach in other areas of the school - being part of a close group multiple years
- AVID K-12, College and Career Readiness Focus
- AVID program
- Avid program
- Avid program
- Avid program. Make it available to all students.
- AVID roll-out
- AVID Strategies in Classrooms
- AVID strategies PD
- AVID.
- Back to School workshop for all staff to come together 1x/year to rev up for the school year.
- Balance of learning and being a child
- Band
- Band and orchestra
- Band and orchestra
- Band and orchestra
- Band and orchestra concerts
- Band orchestra and those things
- Band program
- Band should be available before fifth grade
- Band/Orchestra district wide concerts as sense of larger community
- Based on the declining academic proficiency you are failing to educate our students
- Basketball court
- Basketball courts
- Bathroom respect
- be able to keep our liaison that we work with
- Be efficient and economical with funding
- Be kind
- be kind to each other
- Be kind with kids that are younger
- Be patient with kids
- Be respectful
- Be respectful
- Be respectful
- Be responsible
- Be willing to research new initiatives
- behavior expectations and positive reinforcement
- Behavior intervention - I've seen that with the

help of behavior intervention, students learn how to view their interactions with other students, what to take in from their observations of their surroundings, and to appropriately reflect on their own actions.

- Behavior specialist - they help alot with situations that teachers can't handle
- Behavior support team - Kids need as many trusted adults as possible to positively engage in school
- Behavior teachers
- Behavioral help
- Being able to have fun and be safe
- being able to interact with other students from other grades
- Being able to interact with people more often
- Being comfortable with most teachers
- Being consistent with our teaching methods
- Being cool
- Being cooperative
- Being flexible with time and schedule
- Being helpful to students
- Being Inclusive
- Being inclusive
- being inclusive. Having clubs for every type of student.
- Being intentional around hiring of BIPOC Staff
- Being kind
- Being kind and caring
- Being kind and teachers helping each other and they have lots of books
- Being mindful of the experiences of students and families who are marginalized
- Being mindful of the needs of students of color.
- Being more open for pep fest and in school activities
- Being more open to listening to others opinions on certain things
- Being nice
- Being nice and being kind.
- Being on time for class
- Being patient with students.
- Being quiet in class
- Being respectful
- Being respectful
- Being respectful
- Being supportive of all
- Being very vocal about equity vision.
- Belief in all students
- Better art supplies

- Better education
- better explanations
- better facilities
- Better food
- Better food
- Better food for students - once a month would have better local food sources; knowing that the portion sizes for growing high schoolers are severely undercut.
- Better food/drink options and more cultural foods
- Better football, basketball
- Better lunch for next year at least
- Better programs for success
- Bipoc administrators and leaders
- BIs who are actually educated, resourceful, and good at their jobs.
- Bonding as friends
- Book access
- Brimhall principal is fantastic
- Bringing AVID to all schools.
- bringing Bipoc voices to the table [i.e hiring teams]
- Bringing social justice issues to the forefront of our work
- broaden your local business network
- Build enough room so the class room isn't tight where the teacher won't have the ability to help all students and manage them.
- Build on cultural liaisons and strong EL programming
- Build on strong community identity for the students
- Build on the trades initiative to add robotics classes with more in-depth engineering as the students get older.
- Build relationship
- Building a stronger bond and connection with the students and teachers
- building autonomy
- Building back up student relationships now that we are in-person
- Building community
- Building community
- Building community
- Building community
- Building community , kind, respectful and social emotional learning
- Building Family Relationship
- Building immersion programming / schools
- Building improvements
- Building non-dominant perspectives into curriculum

- building of empathy and awareness of the world around us
- Building programs
- Building relationships
- Building relationships
- Building relationships with students and their families
- Building school community
- building social and self-regulation skills into curriculum/practice
- Buildings/classrooms that are updated, clean and comfortable to promote learning.
- Bully report
- Bullying prevention
- Bus services available
- Buses
- Buses gratis
- Business classes
- Calm area
- Can't think of one
- Capitalize on multilingual tapestry of district. Have a multilingual club or some way to celebrate it, enjoy it and have it enrich the lives of others. Have awards, scholarships and celebration of multilingual students
- Career & tech programs
- Career and pathway opportunities for students
- career and technology education options in high school
- Career fairs
- Career fairs at RAMS, RAHS, and FAHS
- Career office is helpful, but could do more to help get real-world experiences/guest speakers or mentors in to help students.
- Career Pathways
- Career pathways
- Career pathways
- Career, college, and resource opportunities on Wednesday
- CARES
- caring environment
- Caring for each student individually
- Caring Staff
- Caring staff. DLI Spanish program.
- Caring teachers
- Carnivals and family events
- Celebrating cultural days
- Celebrating Culture
- Celebrating differences. Moving away from fear of what we don't know
- Celebrating different ethnicities and cultures

- Celebrating indigenous
- Celebrating indigenous month, pride month, African American month, etc.
- Celebrating lots of different and appreciation of people
- Celebrating our diversity
- Centering all we do around our Equity Vision
- Centering equity and culturally responsive practice
- Centering ethnic studies curriculums
- Centering student voice- reflecting on how well we are doing this, learning from each other.
- Central Park Elementary school had strong sense of community. I felt known and comfortable. Older kids helped younger kids. Everyone got to know you. Could tell you were known and loved
- Certain classes are very strong. The sciences seem to be rigorous and engaging.
- CFAs and CTs
- CGI
- CGI
- CGI
- CGI
- CGI in math
- CGI strategies - kids are finally getting their voices into robust mathematical learning on a consistent basis
- CGI training and LETRS training
- CGI was successful in our school.
- CGI, LETRS for all staff elementary
- Challenging all students.
- Challenging each other to be anti-racist
- Check in on kids mental health once in awhile
- choices in rigor for classes
- Chorus
- Civic Engagement. Promoting discussion on "hot" topics like gun safety etc.
- Civics
- Civics education. Liked that LWV came in to present information on voting, but that was only one day.
- Civil conversation.
- Class
- Class choices
- Class is held at a convenient time
- Class size too much 30 kids
- Classes
- Classes in the Arts and in life skills
- classes on parenting
- Classes that are interesting
- Classmates making everyone feel equal
- Classrooms

- Clubs
- Clubs - RAHS has a lot of clubs that serve people with different interests & hobbies. (x3)
- Clubs and activities to help our kids stay active
- Clubs and communities created by the students
- Coaches for the high school sports teams, and the teachers we need it either extracurriculars, especially the speech team, show phenomenal passion for these activities
- Collaboration between peers
- Collaboration/Planning with students/families
- Collaborations with the City of Roseville and outside organizations (Human Rights Commission, Mary Sue Hanson, etc...) we need to work toward unifying these efforts
- Collaborative staff
- collaborative teams
- Collecting input from the stakeholders
- College & career pathways for students
- College & Career Readiness
- college and career readiness
- College and career readiness with an intent aware of social and emotional levels are different for each student. Make them feel comfortable.
- College credits
- College prep
- College programs / rigor courses
- college readiness
- College, trade school and career support
- Combating bullying among students.
- Combating bullying in schools
- Commit to being present at the table for on-going hard conversations.
- commitment to antiracism
- Commitment to equity in all we do
- commitment to strong PLC's
- Commitment to student success
- Commitment to Title IX/women's athletics
- Committed teachers
- Communicate more with bilingual families in native languages. And make sure to explain complex concepts so communication is meaningful.
- Communicating school changes/updates
- communicating with the community
- Communication
- communication
- Communication
- Communication
- Communication
- Communication

- Communication
- Communication
- Communication (build on and follow through)
- communication - importance of transparency and consistency; thoughtful representation
- Communication between school and parents
- Communication between teachers and parents (Comunicación entre profesores y padres de familia)
- Communication between teachers and staff. Updates about classroom activities and curriculum.
- Communication in multiple languages
- Communication to families is very good
- Communication with staff
- Communication with staff is good
- Communication- regular communication with parents via email
- Communication. Especially with Covid limiting our interaction inside the school, it was nice getting email updates from teachers, principal, and superintendent.
- Community
- Community
- Community
- Community
- Community
- Community
- Community
- Community
- Community
- Community
- Community Building
- Community building
- Community building
- Community Building
- Community building
- Community building
- Community building
- Community building
- community building
- community building
- Community building
- Community building
- Community building
- Community building and helping students succeed in their academic learning.
- Community building events
- Community building, through schools and community education
- Community Building/Awareness

- Community education (swimming lessons, cooking classes, exercise, etc.)
- Community Education courses and summer camps are impressive and amazing!
- Community engagement
- Community Events. School concerts. Bring in social time.
- Community Garden at the school.
- community gardens
- community involvement
- Community involvement
- Community outreach
- community outreach
- Community partnerships (City of Roseville, RASF, etc.)
- Community programs for residents
- Community spaces in schools
- community, I think Roseville Area Schools has such a strong community base, and tries to create a sense of belonging. EDW was/is the strongest at this, I only wish Middle and high school were able to establish that more.
- Compassionate teachers
- Compatibility to the degree of the degrees in the degree
- Computer lab
- Computer lab
- conference is good for us to know how our kids are doing.
- Conference is good too, but it does need work because when we have a lot of kids we are there for hours
- Conferences for our family are good for us to know how our kids are doing.
- Conflict resolution skills.
- Connect more with cultural community
- Connecting older and younger kids in engaging activities
- connecting students to resources outside academics like food or even support venues to make sense of complicated matters
- Connecting with community
- connecting with community partners
- Consistent and firm messages to students and families about inclusivity, safety, anti-bullying (particularly in the context of our larger society)
- Consistent, informative and transparent communication
- Continue addressing Bullying situations and work with other staff to decrease the amount that it occurs.
- Continue and build staff affinity groups and spaces.
- continue and enhance your focus on equity and inclusion
- Continue being supportive of Social Emotional Learning for all children.
- Continue Cultural liaisons. Should NOT get cut. Prioritize this job classification.
- Continue doing Culture Clubs
- Continue finding teachers who are committed to kids, and give them ownership over their classrooms.
- Continue focus on equity
- Continue focusing on social-emotional learning at lower grades
- Continue Harambe's progressive discipline system, avoid expelling students as it simply rewards the student with out-of-school time.
- Continue hiring caring teachers (most teachers are great) who get to know each student and are able to support them
- continue hiring caring teachers (most teachers are great) who get to know each student and are able to support them
- Continue offering sports for all
- Continue offering support to students
- Continue providing career engagement/navigator supports so ALL students can see their future and potential
- Continue providing opportunities for greater equity in advanced courses
- Continue putting kids of different abilities together so that they are able to work as a team and have a variety of personalities learn from each other
- Continue supporting the arts with the strong music program and theater at RAMS and RAHS
- continue supporting the arts with the strong music program and theater at RAMS and RAHS
- Continue the pride the school has in itself :)
- Continue to address issues of equity
- Continue to allow time for students to process when inequitable and injustices occur in our community and outside of it.
- Continue to be current with things middle school students are into.
- Continue to be helpful and add more programs to help kids
- continue to build on our building community and PEACE pledge.
- Continue to build on PSEO options available for students.

- continue to diversify your teacher base
- Continue to educate on diversity and inclusion in regards to race, ethnicity, different abilities/special needs, etc.
- Continue to expand social emotional learning and mindfulness in schools to foster empathy and compassion for self and others
- Continue to find qualified special education teachers
- Continue to grow and listen to participants and parents of the Native American program
- Continue to have an equity director that is visible and supportive of staff, and willing to challenge anyone for the equity of students.
- Continue to have high expectations of students
- Continue to hire educators the kids connect with.
- continue to improve HVAC in buildings
- Continue to include curriculum all students see themselves in.
- Continue to keep our kids safe in a safe learning environment
- Continue to make equity work a priority. Focusing on culturally competent teaching, supporting work on absent narratives and anti-racist work.
- Continue to offer advanced classes. Also, post results on the effectiveness of these classes in preparing a student for post secondary education. We need information to show it works.
- Continue to stay focused on equity.
- Continue to support teachers and work to hire teachers and staff
- Continue to teach about racial diversity issues: institutionalized racism and overt racism
- Continue to work on absent narratives and provide authentic opportunities for students to have voice.
- Continue to work on lower class size and increase mental health support in buildings
- Continue with the work on more diverse courses for the diverse student body (American History through an African American Lens)
- Continued and growing knowledge and work toward equitable treatment towards both staff and students
- Continued community support
- continued connection/encouragement for STEM for all kids
- continued PD for staff on topics such as: white privilege and anti-racist practices
- Continued work with cgi math
- Continuing building and allowing equity in our curriculum

- Continuing music program in all schools
- Continuing to build The dli program up thru 12th grade
- Continuing to learn about our staff, students, and families
- Continuing to make up for learning loss due to the pandemic
- Continuing to use scholars' voices to drive changes in our curriculum.
- Continuing with Equity Work to make sure all have access to everything, are supported, and are heard.
- conversations around race
- Cooperation throughout district music programs - Elementary District Band Festival, Pops Concert, Staff Recital
- Counselors
- CRCT
- CRCT / CRT training
- CRCT and equity discussions.
- CRCT for staff.
- CRCT Meetings
- CRCT training
- CRCT training by staff around equity
- creating a safe environment (great covid policies)
- creating a variety of ways for the community and families to intersect with schools
- creating a welcoming environment
- Creating a welcoming environment for students and families
- Creating a welcoming environment that accepts diversity in all that the term means.
- Creating connection for students
- Creating connection with families and students.
- Creating kindness in the classroom
- creating materials that represent our students
- Creating opportunities for the community to be a part of the school. For example Bingo Night, Popsicles at the Park, ect.
- Creating spaces for BIPOC teachers to share ideas.
- Creating vision for kids to understand healthy learning environment principles
- Creative literacy
- CRT
- CT's are working and could be improved.
- CTE
- CTE Programs
- Cultural clubs
- Cultural competency
- Cultural liaisons
- Cultural Liaisons

- Cultural liaisons and Interpreters
- Cultural Liaisons like Ms. Johnson
- cultural liaisons need more time so that parents with limited English can be more informed
- Cultural liaisons that are from the cultures being represented in the district
- Cultural opportunities- Parkview previously did AESOP, but should be in all schools
- cultural support staff
- Culturally diverse representation in classroom books
- Culturally responsive instruction
- Culturally responsive T&L framework
- culture day
- Culture day?
- Curricular review and reinforcement!
- Curriculum
- Curriculum around cultures (History through an African American lens), but we need more cultures represented (Latino, immigrant stories, etc...)
- Curriculum that is relevant & inclusive—adding absent narratives
- Cut programs that do not have positive return on investment
- Daily communication between teachers and caregivers
- DE
- Deciding and acting through an equity lens
- Decorations in the school
- Definitely keep and add on having liaisons who can help the families with a language barrier. Sometimes it is not even the language, but understanding the school policy and truancy. We are glad to have them help us.
- DEIJ Work
- Develop the whole child, reading, writing, math, science, SEL, belonging, arts, etc.
- Different career paths and all things to increase student awareness about careers and expand their opportunities post high school
- Different classes for students with different needs
- Different learning environments for diverse learners (ABE, FAHS)
- Different learning environments like outside
- Different types of business classes
- differentiated learning
- Differentiated learning opportunities for higher achieving students
- direct instruction with student social-emotional needs
- Discipline

- Discipline student behavior
- Discourage bullying
- discussing a priority of Social Emotional Learning - for both educators and students. Conversations have started but practice not solidified
- Discussing current events
- Dissolving fights
- District gives technology for all staff members (involved and apart of team)
- District level communication is clear and timely.
- District level newsletters/info to parents routinely and as-needed
- district-wide support of inclusive narratives in instruction
- Ditto on creating high expectations with high support, especially with our students who have IEPs. Expect them to perform to their top academic potential.
- Diverse
- Diverse classes
- Diverse Clubs
- Diverse curriculum
- Diverse leadership
- Diverse management team
- Diverse student body
- diverse student body
- Diversifying our workforce bny expanding BIPOC staff, teachers, and leaders
- Diversity
- Diversity
- Diversity
- Diversity
- Diversity
- Diversity
- Diversity
- Diversity - there is equal amount of diversity and we read books about being antiracist
- Diversity among students, high proportion of international students
- Diversity and Inclusion
- Diversity and inclusion
- Diversity and Inclusion
- Diversity in administration
- Diversity in schools
- Diversity in staff
- Diversity in staffing - staffing across all levels should be more reflective of our student body
- diversity initiatives especially racial equity as well as LGBTQIAP+ outreach and importance
- diversity of educators
- Diversity of staff and students

- Diversity of the student body
- Diversity support and education
- Diversity, but not at all schools
- Diversity, Equity & Inclusion efforts
- DLI
- DLI
- DLI Program.
- DLI Spanish Program K-12
- Do conversion them or student
- Do more cross grade level mentoring (i.e. classroom buddies)
- Do more great wide community building (i.e. whole sixth grade class)
- Do things that get the students involved in greater community projects, initiatives
- Doing exciting activities at school
- Doing homework
- Doing lots of advanced options
- Doing work
- Don't care
- Don't give up
- Don't wear a mask so people can hear me
- Don't yell
- Done with upgrades
- Dotación de iPad
- Drama, improv program
- Dual Language Immersion
- Dual Language Immersion option...
- Dual language immersion.
- E-STEM is tackled interestingly; however more E-STEM class meetings per week would be a beneficial
- Eagle squad/social emotional support
- Early childhood & family education - so very, very crucial!
- Early Childhood/ECFE/ECSE
- Ease of parents checking grades/assignments
- easy access and step by step on how to use the online school programs
- Easy access to extracurriculars and groups
- easy access to music and arts programs
- ECSE Team
- Edgerton students are allowed to do things
- Edgerton works on keeping kids from being bullied;
- Education
- Education
- Education
- Education
- Education is quality
- Education on LGBTQI2A+
- EDW bobcat tickets
- Efforts to help people in need
- EL programs
- EL support
- Ela
- Elected officials meetings like this one
- Elective options
- Electric school buses
- Elementary Mathematics Professional Development
- Elementary schools
- Embrace diversity
- Emotional health, inter reflection. Why did I act the way I did?
- Emphasis and training on equity and diversity
- emphasis on a well-rounded education including music and art in addition to stem
- Emphasis on an array of post-secondary education and career options
- Emphasis on cultural competency for students
- Emphasis on doing actual work with actual hands and actual materials instead of a screen when possible
- Emphasis on inclusion for all students
- Emphasis on recruitment and retention of high quality educators and specifically BIPOC staff
- Emphasis on recruitment and retention of high quality educators and specifically BIPOC staff.
- Emphasis on social-emotional learning
- emphasis the importance of physical education and moving your body
- Emphasize on Equity - continue to build, ensuring all students including students with disabilities
- emphasizing anti-racism and anti-bullying measures
- Emphasizing good relationships between students, parents, teachers, administrators, staff, coaches, and board members
- Emphasizing rewards rather than punishment
- Employ Teachers of Color
- Encourage advanced students to take more challenging classes and make those kinds of classes available
- Encourage all students to come
- Encouragement
- Encouragement
- Encouragement
- encouraging connection between students and our community
- Encouraging inclusivity
- Encouraging students

- Encouraging students to connect with teachers.
- Encouraging students to do their best
- Encouraging students to join activities outside of school
- Encouraging the students
- Encouraging us to not overwork ourselves
- Engaged
- Engagement
- Engagement in the community.
- Engaging families of color
- English language program is critical to continue
- Enough time for passing time
- Ensure a safe place for kids to learn (curb the violence)
- Ensuring ALL staff is supportive of the environment you're trying to achieve
- ensuring continued access to all literature
- Ensuring Culture is part of everyday curriculum - that the truth of history is shown and not whitewashed
- Ensuring equity for students
- Ensuring staffing & resources to meet the health needs of students (& staff), including mental health.
- Ensuring that all students are safe.
- Equality
- Equality
- Equity
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- Equity
- Equity
- Equity - but TRUE equity, not just on paper
- equity and acceptance trainings
- Equity and Anti-Racism Work
- Equity and CRCT work

- Equity and Equality for everyone
- Equity and Inclusion
- Equity and inclusion
- Equity building
- Equity curriculum , for example band and orchestra music by composers of color
- Equity efforts are awesome
- Equity focus
- Equity focus
- Equity Focus
- Equity Focus
- Equity focus
- Equity focus & lens on all aspects of education
- equity focused
- Equity for ALL
- Equity for all
- Equity for all students; you are moving in the right direction.
- Equity in all we do
- equity in all we do
- Equity in all you do
- Equity in education
- Equity in our buildings
- Equity is equal outcomes, which really does not guarantee equal opportunity. I think it is more important to focus on equal opportunity.
- Equity is not shown when some kids can leave early at Raider Time...the kids that can leave have their own cars or parents that can pick them up. What kids are left here?
- Equity literacy for students, staff (licensed and non-licensed), leaders, families, and community.
- Equity Mindset
- Equity mindset being mindful of other cultures and religion
- Equity PD
- Equity PD with staff
- Equity training
- equity training for all staff members
- Equity training for teachers
- Equity Vision
- Equity Vision
- equity vision
- Equity Vision
- Equity Vision
- equity vision
- Equity vision
- Equity vision - ensuring all students feel welcome and supported
- Equity vision and focus in all we do
- Equity vision in all areas

- Equity vision that allows all students to participate in sports regardless of financial status
- Equity Vision! Celebrating all kids, not just the wealthier, mostly white, more advantaged ones.
- Equity Vision--support all students/staff not just in vision but in practice
- Equity vision.
- Equity vision/Mission
- Equity with all families.
- Equity work
- Equity work
- Equity work
- Equity work
- Equity work
- Equity Work
- Equity Work
- Equity work
- Equity work & embracing our equity vision
- Equity work for ALL staff
- Eradicate racism
- Establishing a Diversity, Equity, & Inclusion PTA subcommittee
- Evaluate every teacher's interaction with teachers, and offer student/teacher development to those that need it. Many teachers think "being grumpy" or making decisions about what kind of students they are, instead they offer boredom, kids trying to get under their skin, and less cisalpine than within a classroom where a teacher is more loose and treats his students like the young adults they are. I say "build on" because I do think many of our teachers envelope this characteristic.
- Everybody gets the same opportunities
- everything
- Evidence based literacy and instructional strategies
- Excellent ECSE services and programming by well-trained staff
- excellent preparation for post secondary education
- Excellent teachers and administrators at our schools
- Excellent teaching and support staff
- Expand on diversity among staff and include all voices at the table, especially those most affected by decisions
- Expand vocational training
- Expanding career related courses for students to explore and gain important skills, discover their interests
- Expanding programs
- Expecting high academic rigor
- experiential learning at all levels
- exploring new literacy curriculum
- Exposing them to careers they are not aware of.
- Extra outside time during break
- Extra programing like young authors, chess club, art clubs, coding, etc
- Extra support for special education
- Extra support to those who need it
- Extracurricular activities
- extracurricular activities
- Eye on equity work
- F.O.C.U.S
- Facilitating tough conversations
- Facilities updating
- Facing our challenges courageously - not being perfect but having the conversation even if it's messy. Have the hard conversations and follow through.
- Falcon Families (monthly small groups K-6 at FH School)
- Falcon Heights did an excellent job with. my children!great teachers
- Falcon Heights Elementary Staff encourage, listen, and support our students academically.
- Family calls
- Family engagement
- Family liaisons
- FAST Reading Interventions
- Feel
- Field trips
- Field trips
- Field trips
- Field trips
- Field trips - like deep portage
- fighting for teachers' rights and better pay
- Finding good teacher that students like
- Finding strengths in each and every student
- finding ways to help pupils be creative
- Finding ways to improve on our trade, LETRS, Absent Narratives
- Finding ways to include all students and staff, and showing that they are welcome & valued.
- Fine Arts - Band, Choir, Orchestra, especially
- Fine arts availability.
- Fine with this
- Fire drills, lockdown drills, etc
- Fiscal responsibility, being a good steward of public funds
- Fixing up the schools
- flexibility with using curriculum based on the

needs of the students

- FOCUS
- FOCUS
- FOCUS group
- FOCUS group
- FOCUS Group
- focus group
- FOCUS group
- focus group
- FOCUS group!
- Focus on access to diverse resources for students that represent many perspectives in all areas of our equity vision
- Focus on and build on our equity work- creating a space for everyone to belong
- Focus on broad career pathways for students. Honoring many types of future career opportunities.
- Focus on college & career readiness
- Focus on college and career readiness'
- Focus on equity
- focus on equity
- Focus on Equity
- Focus on equity
- Focus on Equity
- focus on equity
- Focus on Equity
- Focus on equity
- Focus on equity & action
- Focus on equity and diversity and inclusion - teach accurate history in an appropriate context (I want my children to have a better education than the whitewashed version I received
- Focus on equity and human rights
- Focus on Equity and supporting teachers who may ruffle feathers with controversial educational topics.
- Focus on equity for all students
- Focus on equity in all we do.
- focus on excellence for all students
- Focus on hidden narratives, celebration of diversity
- Focus on hiring staff of color
- Focus on inclusion and diversity
- Focus on inclusion of students with diverse backgrounds especially at the high school.
- Focus on LGBTQ diversity and gender acceptance of students
- Focus on literacy
- Focus on Music and Arts (not just athletics)
- Focus on retaining and hiring BIPOC staff

- Focus on SEL
- Focus on skills such as leadership, time management, working in teams et al
- Focus on social emotional health of staff & students
- Focus on STEM
- Focus on students
- Focus on the kids and teaching core classes
- Focus on treating all students with respect and equity
- focus on using absent narratives in our curriculum
- Focused on system changes to interrupt systemic racism
- Focusing more in pre-referral interventions through MTSS
- Focusing on absent narratives
- focusing on academic success for all students
- Focusing on building community and SEL
- Focusing on continually reducing class size so every student has adequate time with their teachers.
- Focusing on core academic skills - LETRS training, CGI training for teachers
- Focusing on developing and supporting the whole child with care.
- Focusing on maintaining teacher mental health and well-being. "Grace" for everyone.
- focusing on SEL and mental health
- Focusing on social/emotional education including the arts in education
- Focusing on their emotional development
- food
- Food program for all students
- Football team
- For being open and accepting of constructive criticism from students that allows the school to grow. Also the investment in building community through all the clubs and activities let's students feel more comfortable and engaged with one another
- Foreign languages
- Forest classroom at Parkview
- Forming relationships
- Fostering a community that is accepting to our diverse student community (including LGBTQ+ students, racial groups, immigration/refugee status)
- Free breakfast and lunch, regardless of ability to pay.
- Free education

- Free food for all kids. As a parent I'm willing to pay in so all kids can eat.
- Free lunch
- Free lunch
- Free lunch
- Free lunch and Breakfast
- Free lunch program
- Free lunches and breakfasts
- free meals for all students
- free period
- Free period classes in general
- free school lunches for all
- freedom to allow teachers to shape curriculum to meet the needs of students and the community
- Frequent communication with families
- Friendliness in the friend
- Friendly to new people
- friends
- Friendship
- Friendship connection before and after school
- Friendship Connection offering
- Frowning bonds
- Fun
- Fun
- fun
- Fun activities
- Fun activities to help with learning
- Fun classes
- Fun events for families
- Fun events like family fun night
- Fun fundraisers for groups like churros and donuts. (x2)
- Fun gym days
- Fun school activities
- fun spirited days and decorations around schools
- Fun teachers
- Funding field trips for students whose families can't afford the fee so all students can participate
- funding school programs
- gaga pit at recess
- Get more people like me in here
- Get out at 2 👍
- Get rid of Asst Principals and add more career counselors. -High School
- Get rid of Raider Time-add time to classes-currently is high school happy hour
- Get us fast food if you can't season it yourself ❤️
- Getting fresh air outside
- Getting lots of time outdoors moving around
- Getting more teachers/staff
- getting student input

- Getting students more involved with decisions that the school makes. They are the ones that need to feel safe, supportive and that they have all the opportunities to succeed once they graduate. I want them to have input and be listened to and given transparent reasons for why the adults make the decisions they do.
- Give students access to school counselors
- Give students what they need during WIN time
- Give them home work
- Giving a good example
- Giving all students opportunities
- Giving an education
- Giving importance to other religious festivals (like Eid)
- Giving out food for people who need it like during distance learning
- giving students academic-related information that is necessary for future life
- Giving students access to up to date help resources
- Giving students electives that they can choose so they can see what they're good at and what they like
- Giving students lots of options for extra-curriculars
- Giving students real world opportunities in career and college
- Giving students the benefit of the doubt, hearing them out.
- Giving students the proper help
- Giving us time to do our missing work at trimester end.
- Giving work time
- Giving work time
- Going outside
- Good and challenging classes
- Good band
- Good basic educational learning, coupled with numerous extracurricular (sports, arts, clubs, etc.)
- Good benefits and compensation, room to grow on recruiting and retaining diverse staff
- good classes
- Good classes
- Good communication
- Good communication between parents and teachers
- good communication efforts - people (e.g. principals, teachers)
- good communication efforts - various platforms (e.g. email)
- Good communication from a district level
- Good communication from DC with staff

- Good communication to families from principles
- Good communication with parents
- good communication with students
- Good communications
- Good community
- Good community
- Good community
- Good community at school
- Good councilors
- Good diversity and staff who are working hard on cultural competence.
- Good education
- Good food
- Good friendships
- good gym class
- Good job encouraging equity at the HS.
- Good job of increasing staff of color, but we need to continue to diversify our staff, more Latino, more African Americans, etc...
- Good learning environment
- Good learning is happening
- Good math classes
- Good opportunities
- Good staff
- Good student and staff support
- Good teacher
- Good teacher's help us classmates learn
- Good teachers
- Good teachers
- Good teachers
- Good teachers
- Good teachers
- good teachers
- Good teachers
- Good teachers
- Good teachers
- Good teachers
- Good teachers
- good teachers and good people to help with bad behavior. good food to eat. having work so you can be smart
- Good teaching
- Good teaching
- Good use of representing a variety of cultures
- good variety of classes like AVID
- Good work on improving curriculum to reflect diversity and inclusion
- Good work with focusing on social emotional learning and it being as important as academic learning.

- Grade checks
- Grade level expectations and keeping kids on track
- Grades
- Great
- great academic programs
- great and caring staff
- Great communication and engagement of community/parents
- Great community involvement
- Great environment
- Great equity vision
- great music programs
- Great options for kids
- Great programs, sports, and resources that enrich our students and community.
- Great staff
- Great staff and teachers
- Great teachers
- Great teachers
- Great teachers
- Great teachers with creative methods of teaching
- great teachers!
- Great teachers!
- Great teachers, some of them can be very fun to be around. A very fun school to learn at.
- Great that we have cultural liaisons, it is important to include an LGBTQ+ Liaison
- Greeting us
- Group building
- Grouping kids in smaller groups to meet their academic needs
- Groups that promote awareness over issues
- Groups/clubs
- Grow FOCUS. Make the work here more visible to the community.
- GSA club
- Gym
- Gym
- Hall passes
- Hall passes
- Hall passes
- Hall passes- ask the teacher for permission to leave the room
- Hands on learning opportunities
- hands on skill building
- Harambee's houses - is a unique way to collaborate and make the school like a unified team.
- hard work
- Hard work
- has an idea of WIN time but it needs to be

remodeled

- Have all staff be trained in trauma-informed care and antiracism. Hire more support staff of color and increase their pay with union protection and tenure opportunities.
- Have events in schools to help out students and let them have their fun
- Have fun things so it is not always boring
- Have great course variety to help students grow
- Have kind and understanding teachers
- Have more people that look like us work with our kids
- Have more programs to help teach our kids to learn sign language, so they can communicate with us.
- have nice staff
- Have safety well in schools
- Have transportation for my children
- Having a big library
- Having a community
- Having a dual language immersion program
- Having a good community
- Having a lunch period long enough to eat and talk with friends
- Having a strong arts program (music and drama)
- Having a strong community
- Having a support system for students that need it
- Having access to chromebooks and ipads
- Having access to social workers and school therapists
- Having advanced classes
- Having advisory
- Having after school activities like Girls on the Run!
- Having an inclusive curriculum.
- Having and supporting Cultural Liaisons - we need more
- Having Avid
- Having book fairs and opportunities for parents to be a part of the school as volunteers
- Having books
- having classes that are built using student feedback and ideas
- Having constructive lessons and scheduling
- Having Cultural Liaison involved in decision making and hearing our voices
- Having electives students enjoy
- Having free / reduced lunch
- Having fried
- Having fun
- Having fun
- Having fun activities

- Having fun classes
- Having good material and teachers that genuinely want to help you
- Having good teachers
- Having gym class
- Having hands on learning experiences
- Having honest conversations about equity, inclusion and race
- Having ipads
- Having lgbtq+ safe spaces (gsa)
- Having Liaisons throughout the district that represent the cultures of the community
- Having lots of college and career readiness opportunities, I think it's important to help kids with that stuff.
- Having more than one playground
- having neighborhood elementary schools
- Having officers in the building
- Having peaceful community
- Having programs & classes focused on CTE careers (trades, food prep, design, etc.)
- Having programs like avid that is a option
- Having raider time for students who need help
- Having resources for mental health
- Having school liaisons to help navigate families and teachers.
- Having short classes
- Having social workers in school
- Having staff members stopping fights
- having staff that ask for feedback, support students, and provide safe spaces
- Having student leadership opportunities like bus patrols and kindergarten helps
- Having student teachers because it gives college students a chance to see how to do things from actual teachers
- having student voice and showing that adults are listening
- Having teachers that seaport and cheer us on
- Having the MRC
- Having thoughtful full perspective conversation
- Having time for after school for kids that can't after 2:40
- Having time to connect with different people
- Having times when you go outside
- Health
- Health
- Health services and support staff are great
- Healthy school lunch
- Hear all voices
- Help others

- Help people
- Help plan for the future
- help students
- Help students on their homework
- Help them be more aware that soon they will be part of the voting/governing structure of our society
- Helped me learn English
- Helpful
- Helpful and kind teachers/adults
- Helping every student
- Helping find passions or potential career paths for students
- Helping kids find alternate paths than college. I.e. Community schools and trades.
- Helping me learn english
- Helping others
- Helping out others
- Helping out students with their mental health
- Helping people
- Helping people
- Helping people
- Helping people
- Helping people and the community
- Helping people be able to have people or staff to talk to
- Helping people get back on track
- Helping people with special needs
- Helping students
- Helping students calm down
- Helping students financially so no one misses out
- Helping students try and prepare for their future
- Helping students with organizing
- Helping students with work
- Helping the environments
- helping the Roseville community remain aware of, connected to, and committed to Roseville Area Public Schools
- Helping us
- Helping us improve ourselves
- Helping us when we need it
- High academic achievement expectations
- High academic standards
- high academic standards
- High academic standards for each student
- High achievement expectations for all
- High expectations
- High expectations for all students
- High expectations for students and staff.
- High expectations for students around academics, social emotional learning, and behavior.

- High expectations of students and staff to be respectful of each other
- High expectations with high support for students. Especially after the pandemic. What do our students need and what is the support that they need right now. Need to have relationships with students and families
- High level of education
- High quality education
- High quality elementary schools
- high quality teachers
- High quality teachers are excellent
- High standards for students
- High standards when hiring professionals and all staff.
- High standards, welcoming all students, differentiating instruction. All kids don't need to go to college.
- Higher education opportunities
- higher quality teachers
- Hire and retain highly qualified staff of color
- Hired Bi-POC staff in leadership roles. (equity)
- Hiring and supporting great staff
- Hiring awesome staff
- Hiring caring and committed staff
- Hiring engaged leadership focused on building community
- Hiring positive and kind staff
- Hiring process to increase BIPOC staff (Recruit; Retain)
- Hiring special education staff that not only has a passion and is committed to student and classroom success
- Hiring staff (SPED teachers, paras), including paras in plans with students. Continue to build on training and PD for paras
- Hiring teachers of color and advocating for their educating styles
- Hiring teachers who truly care about students
- hiring teachers/staff of color
- Hispanic history, heritage and culture classes for Latinx students and others for mainstream or non-Latinx students
- history through an African American lens and other more inclusive classes
- Holding high expectations for staff and students
- Holding to high expectations
- Homework
- Homework help
- Hosting school events

- How multicultural student groups offer meals and treats in order to educate and give people something to enjoy, I'd like to see that more but expand further from food and other things/items
- How to relate to people and work through conflict. In Minnesota raised to avoid conflict.
- How we do work and get assigned with work / projects
- How we get star for updates
- HW
- I absolutely love how Ms. Hester shares via social media. She is meeting kids where they are at and I think it is incredibly impactful.
- I also love CML
- I also want to see or have more people like me in the building
- I am also so proud of the variety of schools we have. Our K-8, our Spanish Immersion program, and our Fairview Alternative programs make our school district a place with options for families.
- I am extremely happy with Roseville schools.
- I am not sure what program are in my kids school, but would like to know
- I am not sure what we have in the building my kids attend, but I would like more academic support for our kids.
- I am proud of our school board for addressing cultural and racial issues promptly.
- I am very happy with the schooling at FHE
- I appreciate that Roseville is at the top of the pay scale for teachers. It helps retain teachers and helps recognize the hard work that is teaching.
- I appreciate the teaching of different cultural perspectives.
- I appreciate using staff meetings for PD and PD days for work time. We really need more student- and meeting-free work time. I also appreciate being able to work remotely on work days.
- I believe the music departments, arts and theater program are wonderful for students that enjoy that.
- I don't know
- I don't know how many programs we have in our schools to know what work best
- I don't know much about the programs we have at my kids school, but I like my kids school and everyone is helpful.
- I don't know much about the school, so I don't know what is important in the school
- I don't know much as I only have one child in 2nd grade. But I like the school and his teachers

- I don't know what is important, but I know we need more support if we can build on more student support
- I don't know what to add/ keep, but what is important is conferences, but maybe if we can change how we meet with the teachers.
- I feel all our students are given respect and expectations to aid in their learning
- I feel appreciated by everyone
- I feel like Roseville is trying to include more cultures but honestly they are not there yet so keep working on it
- I feel respected for who I am
- I have loved Parkview and the K-8 option. I wish there were even more K-8 choices for families as it is a model that has been proven to be successful. I like that my kids won't be in a really large school until 9th grade, when they are more mature and ready to handle it.
- I heard from my student that attends this school of fights many times. It is scary to me for my kid and other students' safety.
- I honestly can't think of anything I'm impressed with as a former staff member, current parent, former student.
- I just wanna tell you how I'm feeling Gotta make you understand
- I like all of the fun weeks where we dress up.
- I like conference too because that help us understand how our kids are doing
- I like having culture liaisons, they help us a lot and I wish there is more.
- I like how big the school is sometimes
- I like how there's a lot of school programs
- I like how there's a lot of sports
- I like how they offer online classes.
- I like how we take field trips.
- I like raider time and I wanna keep the backpacks wherever you go not put them in locker
- I like that I'm allowed to see a therapist at school
- I like that Roseville is giving extra time to finish up work (raider time and after school)
- I like that they have IEP to help our kids
- I like that we have people who are of our culture to work with us due to the language
- I like that we have raider time to help people who can't stay after school. I also want to keep backpacks because they are very useful for storing things and just easier to carry than a binder.
- I like that when I walk into the building I see more people working that look like us.

- I like that you make all the different pathways important. Many schools emphasize the AP classes and what will get a student into a 4 - year college. This path isn't for everyone, so our family likes that you have a lot of different opportunities for students to show them all the different choices they can make for their future.
- I like the band and orchestra system, and how we have activities that multiple grades and classes can also take part in.
- I like the outdoor areas, like the forest
- I like the programs, but want to add on more family engagement
- I like the school and safety for our kids
- I like this school district a lot. I want them to have and continue to keep our liaisons. I have been in the district for 20 years and my liaison have helped me alot with, school, all my kids, my paper that come from school and my child who has an IEP
- I like when we do fun things in class.
- I love that my son learned about Martin Luther King Jr, slavery, and racism
- I love the form that has contact info for support in different languages and cultures
- I love the science fair
- I only have one kid in the school, so I don't know much on what program there is in the school, but what I think that is important is to have more support for our kids in the higher school setting.
- i pads
- I really appreciate this survey - thank you for reaching out to the community.
- I really like having raider time. I can use it to relax and get more help from teachers. I think also having clubs and activities are great ways to meet new people and explore what they like. Although I would like information on what clubs and activities are available. Another thing is having a late start on Wednesdays. I think it gives students time to work on homework if they want or sleep in. Students can take advantage of how they want to spend their time.
- I really like that we really keep it safe.
- I really love that my son's classroom is diverse
- I really think that CRCT is a good program
- I saw many options, workshops, classes, etc this year for RAHS students not planning on a four year college after graduation - that was great to see.
- I think events that highlight culture is something Roseville does a great job with. For example, how

today it was culture day in our school and people wore their cultural garments.

- I think involving the community is a good thing to do and keep building on, involving everyone as much as possible. So no one feels left out.
- I think it is important to keep or have conferences. It helps us know how our kids are doing.
- I think it reflects well on the school district that we didn't have loud "(area) UNITED' groups of people that are trying to influence our school boards. I know there is a small group that comes to the meetings, but I don't believe there were any candidates that were anti-LGBTQ+, anti CRT, etc. and I think that reflects that the community sees diversity, supporting ALL students and learning the real history of this country as important and are not afraid to have these conversations.
- I think it's fine
- I think it's important that Roseville Area Schools are allowing for personalized one-on-one time with teachers.
- I think it's important to recognize students who are doing well and acknowledge them
- I think lunch is good for students, teaching is good, teachers are very nice.
- i think raider time is really useful and something that should be kept
- I think RAS does a good job working with those on the ends - those needing more help academically or are in a less advantaged group (AVID, multicultural groups, etc) and those on the high achieving end (GATE, AP classes),
- I think schoolwork policies and the amount we get is good
- I think that everything that we offer for high schoolers is good and it shows people new opportunities.
- I think that having staff they are able to help students and give them the help they need.
- I think the diverse staff and admin is important.
- I think the school is doing a good job of creating a safe space for queer youth but it could definitely be better
- I think the school should focus more on talking about sexual harassment. It's not talked about enough as much as it needs to be. We cover it briefly for health class but haven't heard it at all since then.
- I think the teachers at Falcon Heights adapt their teaching styles to include all the different ways our students learn.

- I think they are working on trying to understand students lives better and that's good
- I think they should keep friendship, but it should be free because that is a challenge for working parents to pay for that and pay for that and pay for all these other things with inflation and and stuff like that
- I think this school needs to work on prohibiting fights from happening at this school!
- I think we already have perfect <community education> school and nice [adult education] teachers. So I would like to ask if the school credits so it will take the student shorter of the time to finish their high school diploma.
- I think you have lowered your standards to the point our schools don't excel any more!
- I want my kids to have good relationship with their teachers
- I want to have more people that my kids can talk to in their language. My kids speak more of their native language, so that will help them
- I was happy that you have a world drumming class at the high school which is a great opportunity for students who do not play a band or orchestra instrument to include music in their HS experience. Is there interest for a world dance class?
- I wish they do have programs for families to gather more with our kids
- I would like for the school to have more people in the building that work with families that don't speak English
- I would like more programs to help our kids succeed.
- I would like to add or more tutoring for our kids
- I would like to see more people that can help our families
- I would like to see the high school to be recycling things that could be recycled
- I would like us to have more people like you(Liaisons) because you help us a lot with so many things for our kids and us
- I'm excited for my kid to attend high school. I'm impressed with the class options and the beautiful new spaces.
- I'm not sure it was school supported, but I really was impressed when I saw the student body march down to the police department to support equal rights (2020? 2021?). Encouraging equality and supporting students to explore their personal thoughts and opinions is great (as long as it

- doesn't cause detrimental impacts on others).
- I'm not sure what you are doing!
- Identifying GATE students with inclusivity
- identifying needs students have in reading and creating plans for getting students on track for success.
- IEP service for our kids that need it.
- If things happen off campus related to racism or discrimination, figure out how to make it a teaching moment in the schools
- If we can have field trips
- If you need financial help, there are many options
- Immersion programs
- implementing different styles of learning
- Implementing LETRS
- Implementing Reading and Math WIN times into the school day.
- important are how the grading system is set right now as many students are struggling
- Important to build on the SEL concepts.
- Improve facilities
- Improve facilities - much has been done after the referendum and I am so proud of that
- Improved bonding/respect for all staff at RAHS
- Improvements done with distance learning
- improving facilities like what was done for the theater and tennis courts
- Improving reading curriculum with the science of reading focus
- improving school buildings
- Improving school buildings/facilities, adding materials, resources, etc.
- Improving ventilation
- In class hands on learning (like hatching chicks)
- In my thought, we need more [adult education] computer classes everyday when the students need it and speaking class too.
- In-building support for relationships and really knowing and considering all of who a student is. This is specifically building-level
- IN/Out of school events for students & community (pep fests, carnivals, family fun)
- Include everyone
- Including absent narrative in the classroom
- Including all members of the community in this planning process
- Including career, AP classes, and other college readiness programming
- Including many opportunities for students to develop and celebrate talents in a range of areas beyond "core" academics (i.e. music, art, estem,

- phy ed)
- Including materials written/created by diverse authors/thinkers/artists in the curriculum
- Including others ideas
- including Social Emotional learning for students and staff
- Including student and family voices in decision making
- Including student voice in decisions
- including students' voice in our teaching
- Including/ interacting more students and activities for the school as a whole
- Inclusion
- Inclusion
- Inclusion
- Inclusion
- Inclusion
- Inclusion
- inclusion for special education students
- Inclusion of all cultures in your curriculum and in activities
- Inclusion of all people
- Inclusion of different voices in decision making
- Inclusion of special ed students with regular students and encouraging integration and acceptance.
- inclusive environment,
- Inclusive environment/education/instruction
- inclusive programs and lesson planning
- Inclusive schools
- inclusive sports
- Inclusive sports. I believe Roseville creates spots for everyone, and I believe that is important
- Inclusiveness
- Inclusiveness and community building
- Inclusiveness is good
- Inclusivity
- Inclusivity
- Inclusivity and diversity initiatives, advocate for students of all backgrounds and abilities
- Incorporating curriculum and activities that are appealing and appropriate for a diverse population
- incorporating diversity throughout education (ex music from diverse sources for band/orchestra)
- Incorporating teaching methods that encourage students to think about math in alternative ways (CGI).
- increase "trades" training
- Increase diversity
- Increase staff

- Increase student accountability
- Increased diversity of admin staff
- increased diversity of class and adults
- Increasing BIPOC faculty especially teachers & admin
- Increasing cultural liaisons and language supports
- increasing diversity of staff
- Increasing mental health support staff
- Increasing opportunities outside sports. Art, Math, Robotics
- Increasing parent communication in home languages
- increasing social emotional supports
- Individual attention to students
- Individualized plans based on student needs
- Indoor basketball field
- Inspire new generations to build a world
- instructing them in American History?
- Instruction and expectations are high-quality
- integrated classrooms and respect for diverse student body and global majority cultures
- Integrating conversations about race and equity into the creation and delivery of all curriculum and instruction, rather than treating equity as a separate thing
- Integrating home and school communities
- Intentional Curriculum Choices
- Intentional equity work on behalf of all students
- Intentional professional development
- Interact with your students
- interactions with teacher
- Interesting teaching strategies
- internship and apprenticeship opportunities
- Intervention Classes
- Intervention Services/MTSS
- Investing \$ to improve the physical learning spaces for kids.
- Investing as mental health and SEL as priorities
- Investing in facilities
- Investing in facility upgrades
- investing in more mental health supports-need even more!
- investing in quality curriculum materials
- investing in school buildings/facilities to improve learning environments + climate comfort
- Investment in buildings - learning spaces should be up to date so they are safe and conducive to learning
- investment in mental health and SEL a priority
- Investment in mental health.
- Investment in technology - students should have

- access to current technology
- Investments in career/technology education
- iPads
- ISS - It's a way to keep students in school
- it is easy to connect with the teacher
- It is hard for families who don't speak English to know what is available in the school for our kids in our language.
- It is important to have liaisons to help us. I think we should have more because for older parents that don't speak English, it is very hard to not understand what is going on.
- It was great that you were able to push through the referenda and rebuild the high school and grounds.
- It's very important for RAS to retain and enhance focus on needs of its diverse population--teacher diversity, support for linguistic and cultural diversity, etc. In addition, supports for teachers to enhance skills for working with diversity.
- It's well organized
- IXL for all students.
- Jenny Loeck and Melissa Sonnek did listening sessions after the levy passed to find out about what people were thinking and hoping
- Jex art class
- Job embedded professional development for staff
- Job opportunities
- Just good lessons, not very hard
- K through 2nd grade teachers seem responsive, caring,
- K/1/2 - Secret Stories and other direct teaching of phonics/phonemes (LETRS)
- keep a culture of learning for staff and students
- Keep all the students happy
- Keep and build on our fledgling support of Robotics
- keep AP classes as options for high school students
- keep building on inclusiveness
- Keep building on Math courses. Get more and more students into the more advanced math courses.
- Keep cell phones away
- Keep clubs for people who want to join to build up a community
- Keep creating multicultural environment
- Keep district wide cross grade level events (i.e. band, orchestra, honor choir, track)
- Keep doing a wonderful job of being curious. Learning, embracing and understanding

- everyone's unique differences that make us stronger as a complete and unified whole as we pursue new initiatives.
- Keep doing things that we have evidence are improving students' success, not just things that we think are working.
- Keep doing "Panther Pride" (PBIS)
- Keep field day
- Keep going to your work.
- keep having extracurriculars and clubs
- Keep helping kids with speech
- keep highlighting the work done in the schools to meet these goals
- Keep improving relationships with local businesses to expose students to a wide variety of job opportunities
- Keep investing in our school facilities. It is great seeing the improvements happening to our school buildings. I see our tax dollars being well spent .
- Keep involving students in extracurricular activities and offer lots of options.
- Keep kids safe
- Keep Late start Wednesdays
- keep late start Wednesdays
- Keep most of what you have already doing
- Keep music, art, theater, debate, etc programs, even when faced with tight finances. It's so valuable for the kids, such a source of pride for the whole school
- Keep offering AVID and career-prep opportunities to high schoolers
- keep open lines of communication
- Keep our neighborhood schools at elementary and keep them K-6
- Keep planning fun events
- Keep playgrounds and fix them
- keep quiet
- Keep raider time
- Keep raider time
- Keep raider time at RAHS
- Keep specialists - art PE music
- Keep student council
- Keep student voice at the center of all we do.
- Keep students aware of the society in which they live.
- keep talking about these goals publicly
- Keep teaching about history, the real history
- Keep the 6th grade track meet
- Keep the building calm and safe
- Keep the great teachers here that are helpful
- Keep the learning of other languages

- Keep the music and theater programs running strong and supported, as well as the more technical trades so all students feel they have a subject they can excel in.
- Keep the Spanish classes
- Keep thinking about student/staff mental health
- Keep tournaments like chess, checkers, and connect four
- Keep trying to make things fun
- Keep using cultural liaisons for connections with families
- Keep valuing diversity, but don't stop celebrating American Holidays too. -Parkview
- keep working toward equity
- keep working towards the goal of closing the achievement gap
- Keep your talented educators in-district with competitive pay, benefits and a positive relationship with administration
- keeping [adult education] students improve with education and keeping students safe.
- Keeping a peaceful environment
- Keeping avid around
- Keeping B.I in the hallway so students don't try to skip
- keeping class size manageable for teachers and students
- Keeping class sizes small
- Keeping equity a focus
- Keeping equity and peace
- Keeping equity as a key value and a way of working
- Keeping Equity as a priority and valuing diversity
- Keeping expectations for students high in terms of academics and behaviors
- Keeping first things first: Making sure each person is okay
- Keeping kids safe.
- keeping our kids safe (the added safety measures within each building)
- Keeping people feel welcome
- Keeping recess
- Keeping school rolling
- Keeping students accountable for their behavior.
- Keeping students physically in school.
- Keeping the environment clean
- Keeping the environment clean
- keeping the facilities updated- new auditorium at RAHS
- Keeping the school clean
- Keeping the Spanish program is something good to keep and build on.
- Keeping up on the playground.
- Keeping us safe
- Keepoing school rolling
- Kid Whisperer Classroom Management
- Kid Whisperer training and strong implementation, we need to help our students prepare for the Real World
- Kids are cared about.
- Kind teachers
- Kind teachers
- Kindness
- Kindness
- Kindness
- Kindness
- Kindness
- Kindness from students and teachers
- Know the history of the U.S. - good and bad history
- Knowledge on the environment
- Knowledgeable staff
- Labs in science
- Language classes and programs
- Language immersion programs are very good
- Large variety of music classes offered
- Late start Wednesday and raider time
- Late Starts
- Latino club and culture of others
- Laughing
- Leadership group & bagels
- Leading with love first for the students and community
- Learn
- Learning
- Learning
- Learning about how what we do affects the planet and other animals
- learning about the science of teaching reading
- Learning Academy
- Learning Academy
- learning English
- Learning environment
- Learning environment for everyone
- Learning Facts
- learning for all
- Learning for everyone
- learning how to cope with things (health)
- Learning how to learn
- Learning is going on
- learning to get along with others
- Learning two languages and some three

- Learning...and I am not being disrespectful about this response...it's genuine.
- Length of class
- Lessons about Race/Gender.
- Let us listen to music
- LETRS
- LETRS
- LETRS
- LETRS
- LETRS
- LETRS
- LETRS training
- Letrs Training
- LETRS training and updating reading curriculum: This is a Social Justice Issue
- Letting kids take their time
- Letting students go outside
- Letting the students have a voice
- Letting us choose our lunch choices (main lunch and the second option)
- Letting us decide (pronouns, name/preferred name, etc)
- Letting us tell teachers (others) what our pronouns are.
- Level of staffing in setting 3 DCD program. Supports student learning and inclusion.
- lgbtq kids are accepted and encouraged to be themselves
- LGBTQ+ awareness
- LGBTQ+ equity efforts - visibility, professional development, LGBTQ+ Equity Council
- LGBTQ+ friendly
- LGBTQ+ support
- LGBTQ+ training
- LGBTQIA+
- liaisons to communities
- library
- Library
- Library Program
- Lifelong learning
- Like the racial equity training
- Like the racial equity training
- Listen to students
- Listening sessions for students and families
- Listening to our children of the future
- Listening to parental feedback
- Listening to students of color, their experiences, celebrations and concerns
- Listening to teachers
- Listening to the needs of students
- Listening to the students

- listening to the teacher
- Little Canada's focus on social emotional learning, equity and respectful behaviors is a great model.
- Lockdown/fire drills
- Look forward to programs replenishing staff shortages
- Looking at curriculum with an equity lens
- Looking at literacy as a connected process of reading and writing and language; ELA committee is doing fantastic work
- Looking at new curriculums that will help eliminate gaps in access and success
- Looking at students' feedback and putting it to use
- Looking into Letrs to support literacy skills in more meaningful ways.
- looking out for students
- looks good
- Lots of academic options for students at secondary level
- Lots of opportunities to do lots of different kinds of things
- lots of options for college credit in high school
- Lots of robust preK options
- Lots of space
- Love the athletic options
- Love the athletic options
- Loving
- Loving nurturing environment
- Loving the students.
- lowering class sizes
- lowering class sizes
- Loyalty
- Lunch
- Lunch
- Lunch gratis
- Lunches
- Maintain and expand our focus on making sure that all students feel safe and welcome SO THAT they can learn
- Maintain Office of Educational Equity (OEE)
- Maintain specialists (art, music, phy ed)
- Maintain the many extra curricular opportunities.
- Maintaining a respectful, inclusive learning environment for each student
- Maintaining a safe, inclusive, respectful and productive learning environment
- Maintaining diversity, equity, & inclusion standards in student curricula
- maintaining excellence in facilities and opportunities for students in all Brimhall elementary schools

- Maintaining feedback from committees e.g. DCAC
- Maintaining financial stability with creativity in planning
- Make connections with the teacher
- Make more cultural groups and safe spaces for POC
- Make people excited to go to school
- Make phones appropriate at lunch time
- Make sure each student knows they are valued as people for their authentic self
- Make sure everyone feels safe and accepted
- Make sure everyone understands material
- Make sure we get the education we need
- Make teachers feel valued and offer assistance to prevent burn-out.
- Makerspaces
- Making all spirit days to make everyone feel included
- Making class fun
- Making class funner
- Making education equitable and accessible to our students
- Making everyone feel welcomed regardless of ethnicity.
- Making everything equal
- Making friends
- Making good support for students, and challenging for the classes for graduation. Gives good transportation support for students.
- Making people feel safe
- Making positive and deep relationships with students
- Making programs for other races
- Making spaces for people who are minorities
- Making students appreciate their education.
- Making sure ALL students receive an equitable education
- Making sure each student feels valued and special
- Making sure everyone is safe
- Making sure school is a safe environment for everyone
- making sure students go to class
- Making sure that all voices are heard
- Making sure that we are not bogging down teachers with forms to complete and busy work. Don't create unnecessary minutia
- Making sure the teachers continue to treat all the students equally
- many elective choices
- Many great teachers
- many quality and innovative opportunities for students beyond core academic areas - like art,

- drones, theater,
- Marking me feel happy
- Martha's math class
- Math
- Math
- Math classes
- Math coaches
- Math curriculum
- Math differentiation
- math talks
- Math Talks and LETRS PD
- Meal (Have more varieties of food, more culture food) right now it looks like they only serve American food and some kids don't like it.
- Meal delivery
- Meal programs
- Meaningful staff development centered around equity
- Meaningful time and space to process/reflect after equity PD days
- Mental health
- Mental health
- Mental health
- Mental health awareness
- Mental health days for staff and students
- Mental health for students and staff
- Mental Health Help / Check-Ins
- Mental health resources - Student support services
- Mental health specialists
- Mental health support
- Mental health support
- Mental Health Support - social workers and psychologists
- Messaging around masking, making it safe for all who choose or do not choose.
- Mid tri, end of tri, beginning tri work deadlines
- Mindful and good teaching
- Minimal dress codes
- Mission of equity in all we do seamlessly throughout the district and all work positions. All staff are committed to that mission and show how their work contributes to equity and anti-racism.
- mission statement
- Monitoring all kinds of bullying and do something to stop it
- Monthly book
- More activities
- More activities instead of test after test
- more after school activates
- More breaks during the day

- more challenging curriculum
- More chicken nuggets
- More cultural support staff - staff that understand different cultural dynamics
- More diverse staff
- More educators of color
- More encouragement
- more family fun nights
- More field trips
- More field trips
- More field trips for older kids?
- more food
- More fries and chicken patty's
- More information on post high school options
- More Latino representation
- More Liaison to help us understand the school in our language.
- more mental health staff
- More opportunities
- more options for school work
- More safety since I think that is needed
- More team building activities
- more w.i.n time
- Morning Meeting
- Most teachers are good
- Mostly enforcing rules
- motivation
- Moving towards a deeper focus on teaching thinking and learning skills as opposed to memorizing facts
- MRC and school and community events.
- MRC/MMC
- multicultural center
- Multicultural lessons
- Multilingual communication (more systematic)
- Multiple choices for school lunch
- Multiple different mathematical ability classes
- Multiple student groups
- Music
- music & arts
- Music and art programs
- music and arts programs
- Music and drama at RAMS and RAHS are great!
They are not academic programs but the more involved students are at school, and the more they find a place/group they can feel accepted, the better they will do academically. Some sports support this also.
- Music program
- Music program
- Music program is great
- Music program remains critical for brain development.
- Music programming
- music programs
- Music, strings, orchestra, choir and band- yes!!
- Music/arts programs
- My mom doesn't speak due to hearing impairment, but hoping they can add on more to building to help those who can't hear or see.
- My student feels physically safe at RAHS
- Narrowing and hopefully eliminating the learning gap
- nature and woods area at Harambee
- Need more STEAM
- Need to look at the definition of 'high' student success. There is a range of what is defined as success. Some want to get the most out of education and others just get through high school. Need high expectations for all.
- Netflix day
- New addition - learning new equipment - continue to use and improve
- New classrooms
- New facilities. Again, I'm willing to invest for current and future kids. I want education spending to increase.
- Newsletter to district families highlighting events
- Newsletters and communication with explanations on why things are being done a certain way (ex. COVID rules).
- Nice and helpful teachers and staff
- Nice sharing
- Nice students and teachers
- Nice teachers
- nice teachers
- Nice teachers
- Nice teachers
- No bias
- No bullying
- No bullying
- No bullying
- No bullying, act of kindness, feeling safe
- no fighting
- No homework
- No violence
- Not assigning too much work, summatives and formatives are nice.
- Not celebrating holidays
- Not enough that's all I will say
- not giving into religious ideology or fringe political groups

- Not judging gender
- Not judging race
- Not letting students use their phone in school
- Not much
- Not overloading us with homework
- Not to be mean
- Nothing
- Novel studies and creative activities
- Nurturing all of our students
- OEE
- Offer a variety of activities, athletics, arts and academic opportunities for students.
- Offer art & music to all students at all elementary schools
- Offer many courses at RAHS, not only focused on college but also on career readiness
- Offer many diverse classes at RAHS
- Offering 7 classes at the middle school
- Offering a decent amount classes to choose from
- Offering a variety of core and elective classes and diverse clubs and teams
- Offering a variety of electives at RAHS
- Offering a variety of electives including arts and skills classes.
- Offering a variety of learning environments, teaching styles, classes and areas of study.
- Offering a wide range of different types of classes
- Offering access to everyone
- Offering advanced placement and honors courses
- offering AP classes and more trade related opportunities
- Offering choir and home ec/ shop industrial arts
- offering community involvement outside of school hours
- Offering diverse opportunity
- Offering electives to choose from and a hard math class
- Offering extra curriculars like Bridges for 5th grade and Future Cities at middle school that provide some academic and arts enrichment
- offering extracurricular opportunities to help students feel community
- Offering fun electives
- Offering interpreter services via an app.
- Offering language classes. French is my son's favorite class. Language classes are no longer offered for 8th graders at my son's former school in Saint Paul.
- Offering opportunities for academically challenging classes and programs (e.g., advanced math, AP, gifted/talented)
- Offering programs for students for whom the traditional setting is not an ideal learning place
- offering programs such as AVID and GT to support all needs are important
- Offering services to kids that need extra help during the school day
- Offering students and families many options to be successful in reaching their goals including a variety of staff expertise and programs.
- Offering support services/time to those who need help with school work
- Offers a wide variety of classes for all kinds of interests
- One aspect of RAHS I feel is important to build on is the facility itself, along with the newly renovated areas. One example includes the Media Center, as it is now spacious, comfortable, and an overall great working environment.
- one on one, small group and some larger group opportunities
- One thing that Roseville Area High school is doing that I feel is important to keep building on is the facility itself, along with the newly renovated areas. The MRC is a great example, as it is spacious, comfortable, and overall a great working environment.
- one-to-one ipads for 6th grade on
- Ongoing discussions in the classroom about equity, justice and racism. Including conversations about events in the community.
- Open communication with families and community.
- Open communication with parents
- Open discussions about challenges our students and community face (eg., mental health, racism, bullying)
- Open enrollment.
- Open gym for raider time
- Open Inclusiveness of all ethnic groups
- open minded on options after high school
- Open space for meeting and discussion for parents and kids under pre-k (drop in and play, park and play, etc)
- Open to everyone
- Open to input from students
- Open to new ideas/ways to better serve students and meet other challenges (i.e. teaching teams, looping)
- Open to people from variety of cultures, backgrounds, economic capacity
- Openness to change and improvement

- Opportunities
- Opportunities and programs that are similar to other school districts
- opportunities for all students to learn
- Opportunities for AP and PSEO classes
- Opportunities for families to visit classrooms to see student work & performances
- opportunities for students to get involved/contribute ranging from small efforts to larger commitments - when they are involved, they become invested in our school community
- Opportunities through adult learning
- Opportunities to explore careers, more options in the daily schedule
- Opportunities to touch base with and get feedback from teachers
- Opportunity gap focus for all
- Options for classes and learning
- Options for rigorous coursework at RAHS
- Options to learn - student choices
- Orchestra
- Organization - schools seems well structured
- Other activities (band, orchestra, clubs, etc.
- Our commitment to equity through antiracist actions, embedded in critical self-reflection, and culturally responsive teaching.
- Our curriculum and activities in our schools
- Our extra curricular activities
- Our high school student athlete was supported by teachers and coaches in trying to balance them both
- Our Latino culture is something they should maintain
- Our Liaisons. They help support us during difficult times.
- Our MRC and Liaison are very important. We have someone to connect with in our culture
- Our teachers are really good
- Outside time
- Overhead announcements like the passing time songs and events like multicultural day.
- P.E. Class
- Pandemic safety
- Para support
- Paras for students that need extra attention
- Parent involvement
- Parent liaison staff that represent diversity of students
- Parent teacher conference nights are important to us.
- Park

- Parkview has been wonderful and we have appreciated all their staff as well
- Parties
- Partnering with Reading Corps and having Interventionists in Reading and Math.
- Partnerships with city
- Pass only students who complete their work and come to class
- Passing time
- Pathways for students to start in high school and continue through college
- Paying Attention
- PBIS
- PBIS
- PBIS
- PBIS and Avid in schools
- PBIS/SEL Learning
- pd about culturally responsive teaching
- PD around restorative practices
- PD on culturally competent teaching practices
- PEACE
- Peace
- Peace
- Peace
- Peace groups
- Peaceful community
- Peaceful community
- People are respectful
- People like you (liaison) doing what you do to help families with language barriers. People in person is better than interpreters, because then we can come back to ask you and you have worked with us.
- People respectful
- Personal growth education-CARES, etc
- Phone policy
- Places for students to feel safe outside of just school
- Planning and being purposeful in that planning process
- Planning Days for Teachers
- Planning future
- Plastic/Styrofoam reduction
- Playground seems safe
- Playing two instruments
- PLC's
- Please Continue offering a wide variety advanced placement courses
- Please continue with having SEL as a specialist rotation in grades k & 1.

- Please make it safe for all students. That is most important.
- Please stick to actual school subjects. Parents don't want all this extra current, cultural items.
- Police in school buildings
- Poorly
- positive teaching and teachers
- Positive view of the personality and the way Roseville student athletes conduct themselves.
- Positive, respectful attitudes and manners of adults when facing students or around them
- Positivity
- Post secondary opportunities
- Prayer rooms
- Pre-K teachings
- preparing our children for the future?
- Preparing people for college and helping to make students feel more included through a series of programs.
- Preparing us for the future
- press on in the face of relentless attacks on the very ideas of equity and diversity
- pretty good communication with teachers
- Preventing sexual teachings to young students
- prioritize PD opportunities related to our Equity for All vision
- prioritizing all voices in decision-making
- prioritizing lower class sizes
- Prioritizing lowering class sizes
- Prioritizing positive relationships.
- Prison lunches are worth more than the schools
- Proactive safety measures (police onsite)
- Probably fix some bathroom
- Probably have more members that are looking over this program that speak Spanish
- Probably have to be the space or install more stuff classrooms need to feel comfortable.
- Problem solving skills
- Professional accountability (right people, right positions)
- Professional Development
- Professional development around the science of reading
- professional development centered on equity
- Professional development days that involve specific training as well as staff work days
- Professional staff
- Program inclusivity
- Programs available at all ages, early childhood into K-12
- Programs for all levels of learning - college and trade skills.

- Project based learning
- Project based learning opportunities for all grades
- Projects
- Promote kindness
- promoting an anti-racist culture and positive school climate
- promoting and supporting diversity in students and staff
- Promoting community
- Promoting diversity
- Promoting equity amongst our students with an almost all white staff.
- Promoting racial equality in schools
- Promoting Racial Equality.
- Promotion of DLI learning
- Protesting things
- Provide a high-quality education that prepares all students for college or other future plans
- Provide more down time - Raider time or 4 days a week, start later and shorter hours. Wednesday's late start is good.
- Provide services to people who most need it.
- Provide support for all students and teachers - financially, emotionally and socially
- Provide support for mental health and allow time for students to make time to focus on academics, allow cultural clubs and other clubs to run
- Providing a compassionate, equitable learning environment for students
- providing a rich curriculum including as much P.E., Art and Music
- Providing a safe, SEL and equity minded environment for all.
- Providing a safe space for learning.
- Providing a variety of options to meet students/families needs
- Providing a well-rounded education, especially specialists
- Providing academic intervention to students that are below grade level in reading and/or math.
- Providing additional 1:1 support to kindergarteners who need it
- Providing career development paths for non-college bound students
- Providing cultural liaisons
- Providing cultural support via liaisons
- Providing different educational options
- Providing dual language options at Little Canada
- Providing EL services to our students that speak languages other than English at home.
- Providing free lunches & Breakfasts

- Providing interesting learning experience
- Providing Math and Reading Corps
- Providing options for gifted learners.
- Providing options for high potential students
- Providing options for learning: in person/virtual, all year/trad. school year, language immersion, etc.
- Providing regular communication from the district
- Providing special education
- providing support for students and families to find opportunities after high school (especially ones that aren't just college related)
- Providing teachers good current continuing education of new methods of teaching.
- Providing tie for our teachers to work collaboratively not just in the strict confines of the PLC data analysis protocol but also lesson planning
- Providing us with opportunities to do things that us schoolers might find interest in and want to pursue in our future.
- PSEO courses
- Purposeful staff development
- Put an end to inappropriate behavior
- Put students in appropriate groups related to phonics that fit their level
- quality academic opportunities
- quality library program
- quality music programs
- Quality of education
- Quality of our teachers
- Quality of our teachers
- Quality of our teaching staff
- Quality staff
- Quality teachers
- Racial Equality
- Racial Equity
- Racial equity
- racial equity
- racial equity
- Racial Equity training for teachers
- Rader Time was a great idea for students to get caught up. -High School
- RAHS appears to be open-minded and accepting of lots of cultures, communities, and voices.
- RAHS gives teachers a lot of freedom when it comes to designing assessments and curriculum.
- RAHS gives teachers a lot of space to collaborate.
- RAHS music
- RAHS Raider Time
- Raider announcements

- Raider time is a great way of getting extra help from your teacher and making up missing tests
- Raider time
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- Raider Time
- Raider time
- Raider time
- Raider time
- Raider time
- Raider Time (for those who have used it appropriately).
- Raider Time (x5)
- Raider time - loved this option for my high schooler
- Raider Time - or other ways to get help and find interests/clubs
- Raider time and clubs
- Raider time and keeping backpacks
- Raider time at RAHS
- Raider Time being implemented at the High School
- Raider time is available for test retakes, or more help from teachers. It can also be a personal space to continue work for less stress at home.
- Raider time lol
- Raider time or after school spaces that the school and teachers provide Cultural gatherings for clubs, school wide cultural shows and or dress up. Inclusiveness of minority history in world studies. Prayer time for people that want.

- Raider time with changes
- Raider time, late start Wednesday, The Letter 3
- Raider time: it's a cool concept, having extra time for students support and relaxation, and I think we should have it every day of the week (we can start at 9:00 every day and end at 3:10)
- Raider-time
- Raiders Time
- Raiders Time where students can get help from teachers
- Reaching out to students
- Reading and Math advance work (extensions/acceleration)
- reading and math assessments regularly so improvements/adjustments in teaching can be made to those in need
- Reading and Math CFAs to see what students have mastered and where more teaching is needed.
- Reading class
- Reading Corp/mid-level help. My Daughter has struggled with reading since kindergarten and has been involved in Reading Corp until 3rd grade (it was no longer offered in 4th grade and she did not qualify for other services.)
- Reading culture
- Reading help
- reading interventions at lower grade levels need to be in place in ALL elementaries
- Reading readiness
- Reading, writing, math and civics education to make them productive individuals for adulthood
- Really good in science and math. Continue to put time into this.
- Really good job encouraging equity at Parkview with multiple programs celebrating diversity.
- really great community in the schools
- Recess
- Recess
- Recess
- recess
- recess
- Recess time to get energy out
- Recognition of neurodiverse kids with opportunities to support their thriving
- Recognizing all kids are different and celebrating those differences
- recognizing multicultural religious holidays
- Recognizing that students have different levels of support outside of school and finding ways to provide extra support to those that come with less.

- Recognizing the importance of all students and the diversity that exists in the school district
- Recognizing there are different ways to learn and teaching kids different strategies to learn the same thing (e.g. phonics, math strategies)
- Recruiting BIPOC educators
- recruiting subs
- Recruiting/Retaining BIPOC educators
- reducing class sizes
- Reducing class sizes
- Reflective professional development around anti racism.
- regular communication from school and district level
- Regular recess times
- Regular/Daily communication between Teachers and Parents
- Relationship between schools, families, and community.
- Relationship building.
- relationships
- Relationships between staff, district admin and with families.
- research-based reading instruction
- Resources & Diversity - there appear to be adequate resources to meet learners where they are at
- Resources available for students
- Resources students need if they don't have them at home
- Respect
- Respect
- Respect
- Respect for all students
- Respect for teacher voice and professional expertise
- Respectful
- Respectful
- Respectful
- Respecting and encouraging diversity
- Respecting different religious holidays.
- Respecting everyone
- Respecting non English speakers and other cultures
- Response
- Responsibility
- Responsible
- Responsible
- Responsive to parents
- Responsiveness to student mental health is solid
- Restorative Justice Practices

- Restorative practices
- Restorative Practices and reduced suspensions
- Retain quality teachers
- retaining employees who share the same commitment to student success
- Revamping our process of communicating with families who speak languages other than english
- Rigorous content in math and ELA and history in high school
- Robotics
- Robust extracurricular opportunities
- Role of cultural liaisons to support students & families
- Roseville area schools are moving to emphasize BIPOC leadership and voices in policy and curriculum.
- Roseville Area Schools have a lot of visitors and student opportunities. For example: at the high school, on some Wednesdays there are career fairs and job opportunities for students.
- Roseville Foundation events- chance for community members to see what is happening in our schools
- Roseville is helping us learn and be a safe community and has fun events and amazing staff workers.
- Roseville is starting to prioritize student voice and action and that will be a very important thing to build on and continue to encourage.
- Roseville is the best when it comes to education
- Roseville isn't doing anything important right now in my opinion
- Roseville needs to keep sponsoring and supporting activities and events that showcase the cultures and identities of its diverse group of students
- Roseville teachers are doing a good job at teaching their students and we are happy with the outcome.
- Roseville's focus on the environment and taking care of our Earth and next generation
- Roseville's music program is excellent and helped our children get through some normal challenges of middle school and high school due to the amazing band teachers
- Roseville, for many years has remained focused on the diverse nature of student population. While doing this, 623 has still maintained fairly high academic standards, which as a parent was and continues to be important. Hopefully, students who need more of an academic challenge will have their needs met.
- Run games

- Safe
- Safe & respectful for all students, staff & the community regardless of race, ethnicity, gender, gender preference.
- Safe environment
- safe environment for the students and staff
- Safeness
- Safeness
- Safety
- Safety
- Safety
- Safety
- Safety (need more safety for the school, since there are a lot of shootings on the news)
- Safety of all students.
- Saints game
- Schedule
- Scheduled PT conferences at high school
- Scholarship from sports
- Scholarships
- School and classroom level newsletters/info on a consistent basis to parents
- School board support for teachers to teach controversial material that respects students' intelligence
- School board willingness to be bold and progressive to protect all students.
- School cares about & involved with what happens in the world
- school forest
- School Improvement
- School is going well in terms of homework and other things.
- School lunches
- School safety, actual and student perception
- School store and bobcat pride tickets
- Schoology is helpful for keeping up to date on older kids progress
- Schools should not be apologizing for politicized happenings in the city.
- Schoolwork
- Science curriculum
- Science experiments?
- Science of Reading
- science of reading
- Science of Reading
- Science skills
- SEAC - This year is going well, grounded and continue to expand, involve more families, coordinate with other committees/groups

- SEASON YOUR FOOD
- security
- Security
- Seeking community input
- Seeking community partners for CTE experiences
- Seeking the input of Roseville families
- seguir motivando a los estudiantes y hacer más unidos como comunidad (continue motivating students and become more united as a community)
- SEL
- SEL
- SEL
- SEL (Tier I, Tier II, Tier III)
- SEL education
- SEL Focus
- SEL focus.
- SEL Learning
- SEL lessons
- SEL lessons
- SEL work
- SEL!!!! You are doing such a good job with this, KEEP IT GOING!!!
- SEL-Focus
- Separating and non separating classes all week
- serving a diverse population
- Set scholastic, career goals for each student
- Several talented teachers
- Sharing of opportunities in our business community for internships and exposure to other pathways towards different avenues of career readiness. For some that is college, for others that is real life hands on learning.
- Shift from Gifted Education to talent development
- Show empathy
- Show respect for people and viewpoints
- Showing compassionate affection towards someone's belief
- Showing Empathy
- Showing empathy and understanding
- Side time for work
- Significant community engagement
- Since our only experience with Roseville schools is at the high school level, we do appreciate the life skills types of classes.
- Sleeping, Skipping class, and defacing property needs to be dealt with.
- Small class sizes at Emmet
- small classes for special ed students
- Small groups – focused affinity groups
- Small neighborhood schools

- Small town vibe where everyone knows each other
- Smaller class sizes
- smaller class sizes especially at lower grade levels
- Smaller classes for the students are good and it helps kids build up their skills. The school should continue doing that.
- So far most of my teachers have been amazing
- Social and emotional Learning!
- Social development and connection
- Social Emotional Learning
- Social Emotional Learning
- Social emotional learning
- Social emotional learning!
- Social Emotional specialist to support staff in the social emotional development of all students
- Social justice
- Social justice discussions in the classroom, diversity and inclusion priorities across the district
- Social Media posts on events happening
- Social opportunities
- Social skills
- Social workers/Speech stuff
- Social/emotional skills support
- Soliciting feedback from all stakeholders
- Some coaches are good, but the AD needs to wake up and deal with the abusive coaches
- Some dedicated and knowledgeable teachers. Star teachers at RAMS were excellent
- Some good things are happening in this school
- Some great teachers who have uphill battle to make a difference for kids
- Some of the older staff, specifically guidance counselors, should have to take LGBTQIA+ courses to help them understand so they can help students.
- Some rooms have air conditioning
- Some staff are great, but I have seen the principal literally walk away from students smoking marijuana
- Some structured interventions (Learning Academy, Connections, small groups in elementary) - needs to be more
- Some students want to reach their goals
- Some Teachers need to step it up and stop whining and do their job. (Lazy)
- something Roseville area schools is doing, is helping students that come from different countries with 0 English and that really helps a lot
- Spanish immersion
- Spanish immersion
- Speak clear when needed to

- Speaking out against racist acts that happen in our community
- speaking your truth
- Special / Extra help for those who need it
- Special ed support at EDW (love the reading specialists and speech support)
- Special Education services in elementary age
- Special Educations services and support
- Special math classes in K-6 grades are a great measure. Consistent and more challenging opportunities for advanced Math lessons
- Special projects and field trips
- Specialists - art, music and gym
- Speech and talk about real issues going on in the world and stopping class to talk about it even though it's not in the curriculum
- Spirit week at schools
- Sports
- Sports
- Sports
- Sports
- Sports
- Sports
- Sports
- Sports
- Sports after school at rams
- Sports programs
- sports teams
- SRO
- Staff focus and training using How to be an Antiracist by Ibram X. Kendi
- Staff input and involvement in planning, budgeting, etc.
- Staff place
- Staff Training
- Staff who genuinely care for students
- staff with nice attitudes
- Staffing for special needs
- Standard based instruction
- Star
- Star
- STAR - This helps with Community Building, Student Mental Health and Disseminating important information
- Star class
- Star class
- Starting to gather feedback on recognizing significant months throughout the year including June - PRIDE!
- Starting to implement MTSS in all district buildings
- STEM

- STEM
- stem programs at the MS and HS level
- Stop bullying
- Stop bullying
- Stop discrimination
- Stop playing the race card and focus on every student.
- Stop talking
- Stop the gender orientation ideology or indoctrination
- story circle- teaching students to talk and listen to each other- learning multiple perspectives- teachers not pushing one perspective rather listening to multiple-absent narratives
- Strategic Curriculum review
- Strategies to improve student achievement for younger learners
- Strengthening special education programs
- Strengthening student-staff relationship
- Strict geographic basis for entry so people don't have to worry about lotteries
- Striving for excellence by hiring top-notch staff
- Strong academic achievement
- Strong academics that cover current events and first-person narrative accounts of history
- Strong arts/music programs
- Strong class offerings
- Strong community
- strong community and schools- community partnerships, strong school culture, strong parent/school relationships
- Strong Connections in Elementary School
- Strong curriculum
- strong emphasis on equity
- Strong equity focus
- Strong equity focus in professional development
- Strong extracurriculars
- Strong music program
- Strong music program that gives students link to teachers, peers throughout high school education
- Strong music, arts and sports
- Strong music, theater & arts
- Strong partnership between administration & faculty/staff - it's always a good thing when the adults are working together!
- Strong partnership between administration & faculty/staff - it's always a good thing when the adults are working together!
- strong relationships
- Strong school board and dedication to equity
- Strong Special Education services

- Strong specialist classes with trained educators (music, library, band, orchestra) and funding to support that
- Strong STEM and trades
- Strong teachers
- Student activism groups
- Student and family feedback
- Student committee with superintendent
- Student connections
- student engagement and extra curricular opportunities for all students
- student input
- Student input in curriculum and school issues
- Student interaction / connection
- Student leadership opportunities
- Student opportunities
- Student safety
- Student safety
- Student safety protocols
- Student safety.
- Student support
- Student Support (social/emotional)
- student support, kids feeling valued
- Student surveys for each class
- Student voice & leadership
- Student voice and student leadership opportunities
- Student-centered
- Students - for the most part - feel like they're a part of a broader and intrinsically valuable community.
- Students [adult education] learn better when we have a chance to come in-person. Teachers are amazing and help the students very well. Provide the van for the students who need a ride is very important issue.
- Students being kind to each other
- Students connecting with teachers
- Students use community resources and are "seen"
- Studying
- Stuff
- Sub superstars (PBIS)
- Summatives
- Summer program: seguridad en el momento de recoger a tus hijos en la escuela
- Support every story
- Support adults on their education programs that would help them achieve their goals.
- support and guidance from administration and fellow staff
- Support children in meeting academic goals
- Support for all students (LGBTQ+, different cultures etc.)
- Support for educators--especially in the face of staffing crises
- Support for LGBTQ+ students
- support for LGBTQI population
- Support for Robot Team.
- Support for students having a hard time academically or in other ways
- Support for students of all ability levels.
- Support for students of color and LGBTQ+ students
- Support for students of color and lgbtq+ students.
- Support for students who have mental health issues
- Support for students with disabilities
- Support for students with mental health issues
- Support for the Arts- Great staff, great program
- Support for the Senior Center
- Support from all levels (school board, admin, etc.) for staff engaging in culturally relevant teaching
- support from Lead teachers on site
- support of our multilingual learners through EL co-teachers and cultural liaisons in schools
- Support services available in every school, for all students
- Support students
- Support students achieving their goals and dreams
- Support the social emotional needs of both students and staff
- Support the students
- Supporting acceptance of LGBTQ+ community members, even at the youngest ages.
- Supporting different races
- supporting mental health
- Supporting opportunities for students to explore/share their talents in many areas (fine arts, athletics, and academics)
- Supporting students
- Supporting students
- Supporting students of all abilities
- Supporting students with different paths after high school
- Supporting students' creativity through arts classes and extracurriculars
- Supporting students' right to protest without punishment and speak out about injustices
- Supporting Teachers
- Supporting the LGBTQ
- supporting the LGBTQ+ community
- Supportive adults
- Supportive of LGBTQ+

- Supportive of LGBTQ+ students
- Supportive School Board
- Taag
- Tag
- Taking steps towards inclusion
- Taking time each day to discuss current events and how it affects our community and lives.
- Talk the talk and walk the walk role modeling for our kids
- Talk to students about their choices and use restorative practices
- talking a lot about peace
- Talking about anti-racism and equity
- Talking to parents
- Targeted learning based on ability
- Targeted Services and AATD
- teach
- Teach about other races, religions, the things that make us unique individuals
- Teach fundamentals - reading, math, etc
- Teach fundamentals - reading, math, etc
- Teach kids and staff how to have respectful conversations about differences in opinions on hard topics
- Teach school stuff
- teacher and staff retention
- teacher and student input
- Teacher and student ratio.
- Teacher Development Opportunities
- Teacher excellence. Commitment and resources to promote equity in education. Strong arts and music programs. Strong STEM focus. College readiness as well as Career Pathways.
- Teacher help
- teacher input
- teacher retention
- Teacher Retention
- Teacher support
- Teacher workshops
- Teachers
- Teachers and staff - they are excellent
- teachers and staff care about individual students
- Teachers and students are nice to each other. They give each other compliments
- Teachers answering your questions
- Teachers are doing a great job of teaching writing.
- Teachers are inviting and capable of creating respectful communities.
- Teachers being nice
- teachers care about equity and diversity
- Teachers controlling fights
- Teachers have a creative lens and can have some "art" in their teaching practices.
- Teachers having the conversations and the district support to keep the momentum going
- Teachers helping
- Teachers keep kids safe
- Teachers that understand students
- Teachers who are energized to connect with students and families
- Teachers who are there for students when in need of help
- Teachers who genuinely try to be passionate about teaching well!
- Teachers/staff are taking good care of the students
- Teaching
- Teaching
- Teaching
- Teaching
- Teaching (classroom and specialists) and office staff are wonderful
- Teaching about math
- Teaching about Race
- teaching about racism/inequities
- teaching absent narratives
- Teaching children
- Teaching digital media literacy
- teaching high expectations for behavior and academics
- Teaching in a context that is safe and supportive of students.
- Teaching kindness and peace
- Teaching life skills in SOME classes
- Teaching multiple sides to a story
- Teaching students from important (but sometimes controversial) books. Teaching real history, including its ugly parts in age appropriate ways.
- Teaching subjects well
- Teaching the students respect
- teaching them to be critical thinkers
- Teaching us
- Teaching us a lot
- Teaching us important things
- Teaching without bias
- Teaching world history through a de-colonized lense that amplifies the historic experiences of people of color
- Teaching!
- Team building
- Teamwork and community building
- Tech ed curriculum
- Technical / non-traditional college bound options

- Technology
- Technology improvements
- Telling Our Stories
- Thank them for setting up websites that do not automatically paste your last comment into the next blank space!
- That gathering at the end of the year with all the young people of different cultures, the policemen, and the teachers and a park environment and tasty food was great, the first time I see something like it.
- That is should focus on the work that is almost due
- That you should not be scared to ask for help
- The band and orchestra programs, as well as jazz band. It gives people opportunities to find what they love
- The [adult education] teachers are very friendly, very helpful and they have many programs and they are very flexible to match with your schedule.
- The art curriculum
- The Arts
- The attention
- The belief that all students are brilliant & can find success
- The BI's involvement in the hallways is effective in maintaining the traffic flow of students, having BI's positioned to maintain the behavior of students in certain cross points of the school is critical because of the concerning high rates of in-school violence
- the bible group
- The bilingual program
- The building of community.
- The career pathways options at RAHS are important for students preparing for relevant careers
- the career pathways options at RAHS are important for students preparing for relevant careers
- The classes we have are good
- The clubs
- The different programs and offerings we have are incredible.
- The district has a FOCUS group where staff of color have a safe space. It's important to keep and build this program so that RAS could be seen as a district where BIPOC educators are welcomed and encouraged to amplify their voices.
- The district seems to hold high expectations for all students.

- The district's commitment to equitable education for all students
- The diversity
- The diversity of teachers, administrators, and those in positions of power in the district
- The DLI program is a very important part of the Roseville School Experience.
- The drills
- The Eagle Squad is very supportive of the students when they are struggling.
- The ECFE classes are educational and informative for the parents and engaging, fun and age appropriate for the children
- The Equity mission and dedication
- The Equity Vision
- The equity work that Roseville has been working on over the last decade is solid.
- The extra planning days for teachers this year had a positive impact in the classroom
- The FOCUS group
- The focus on equity is crucial. However, we need to shift from responding to incidents to working on dismantling systems that are inequitable.
- The focus on our equity vision
- The free meals help some people that I know
- the fun field trips and activities. Also the events like family fun night and kids create.
- The help to Latino students
- the importance of reading books, I feel like we should have a little more reading time in school so we can find new books in the library and enjoy old ones
- The little activities we do that give us a break from work.
- The lunch needs to get better
- The math
- The MRC and other groups like peb haiv
- The music department is wonderful. But they need help. Send them help.
- The music programs at the high school. Kudos on this, please make sure the funding is going to continue to perform at these high levels.
- The new pick up and drop off areas and the new bus area
- the NEYF services
- The outside of school Ed programs are many
- The program we have to help support our kids academic
- The programs
- The reading
- The recent referendum bringing in more funding.

- The rooms are cool
- the Roseville school doing education to build people
- The school is big and has lots of space.
- The school itself is inclusive of everyone. (x3)
- The Science of Reading/Secret Stories for reading and writing
- The Spanish programs
- The staff
- The staff (teachers, etc.) is amazing!!
- The stated belief in equity and respect is a good place to start. It's good to say that we are committed to those things.
- the student teachers
- the teacher contract still compensates educators pretty well
- The teachers are nice and fun.
- The teachers good for el class
- The teachers have enthusiasm for their subject
- The toy library has been a valuable resource for us
- The unisex bathrooms I think should be at every school in the district
- the wifi please
- The work around being antiracist
- Theater
- Ther care about student education
- There are better resources for us for our mental health. I also like the late starts on Wednesdays and raider time, though some students don't use it to be productive. It helps to be socially productive with friends.
- There are clubs and communities for multiple cultures and ethnic groups but I feel as though the promoting of these clubs and communities is lacking. There isn't enough talk about these groups so I feel like they are under represented and need more promotion
- There are not that many fights
- There is an important focus on CRCT and making sure that we are aware of our blind spots while also helping to highlight our student's and family's strengths
- There is nothing you are doing that is building or helping students
- They are doing good at helping the students understand their mental health and how to recharge/cool down after an incident
- they are doing very good .clean building and great [adult education] teachers.i love to come every day
- They are helping to build a safer environment

- They are teaching [adult education] and offering free programs to the students whoever they are or where they come from.
- They can have more teachers and administrators of color in every school.
- They care about mental health
- They have clear community
- they have good staff
- They hold their students to high expectations
- They keep on helping kids
- they make me feel comfortable
- They should continue to help support and find cultural clubs, groups, and activities. And try to put more effort and attention like they do with other athletic activities.
- They should have more after school clubs for kids in, like, friendship. That way they can stay at school if they need to, and have fun.
- They should provide meals for adult students in the future. And one we want more [adult education] teachers in the future to teach more programs.
- Things like the literary society and wonderful athletic coaches in girls swimming and track
- think have good teachers and help the students learning and improve the english
- This feels like a very inclusive school district-with many options for anyone who wants to be involved
- This is a safe school and not much bullying
- Throughout my time at school my liaison had helped me a lot with mental health support. They are very important to us.
- tiered interventions to pro-actively support students and their needs
- time given build classroom community/support social and emotional learning
- Time to clean house
- Time to work on class work
- Timely, weekly e-newsletters and related communications
- To be alert of the student's complaints
- To be more kind
- To be nice
- To develop leadership skills in students
- To further our equity journey we need to build equity coaching into our work
- To get chrome laptops instead of iPads
- To have advanced math for kids who need it
- to have fun with different grades
- to me, they do an excellent job!

- Top leadership engaged with staff and families.
- Toy library
- Track and field day
- Track and Field/Field Day - Bring people together
- Training for staff around culturally responsive teaching/anti-racism
- Training for staff to create an equity lens
- Training staff in equity
- training teachers in literacy and professional development-LETRS- following up to date practices
- Transparency
- Transparency in regular communication to parents - whether it's good news or bad news
- Transportation is pretty good. (Bus drivers should wait until all the kids are seated before driving off)
- Transportation to and from school
- Treating all students and staff with an equity lens.
- treating all students equally
- Treating everybody equally
- Treating everyone as equal
- trusting students
- trying to get the younger kids ready for high school sports
- Trying to help everyone
- Trying to improve on diversity in all schools
- trying to keep each other together
- Tutoring for kids
- Understanding
- Understanding other peoples' cultures and history.
- Unity
- Unity Center
- Unity Center
- Unity Center
- university classes
- Update facilities
- updating curriculum
- Updating facilities
- Updating facilities (sports, theater, etc...)
- Updating of physical spaces/school buildings
- Upgrading physical and digital facilities and equipment and relevant curriculum
- Upgrading the school to make it better
- Use data to inform our instruction. Offer WIN time so that students can be offered support at the level that they need it (remediation or enrichment)
- Use of literature in the classroom to teach every aspect of the Roseville Equity Vision
- Using a first name basis for teachers, mutual respect between students and teachers
- Using a variety of resources for the different

- cultures represented in this school district.
- Using competency-based education for summer school and ABE
- Using interpreters and cultural liaisons to connect with families.
- value in racial, cultural and social-economic diversity
- Value on safety- physical and mental
- Value our ideas
- Valuing diversity, including neuro-diversity
- Valuing diversity. Teaching truths and learning from the lessons of our history.
- Valuing each family's/student's story
- Valuing each student
- variety of accessible programing
- Variety of books in the library
- variety of class offerings
- Variety of classes in different subjects
- variety of clubs/extracurricular activities
- Variety of CTE programs students can try while in high school
- Variety of opportunities for all learners
- Variety of programs
- Variety of programs offered
- Variety of school options for elementary
- Very diverse people and classes
- Visible staff in the halls that communicate with students
- Vision of Equity
- We appreciate that there is diversity in the current staff.
- We appreciate the opportunities for acceleration for advanced students. Please support gifted students by identifying them early and providing them with the supports they need to thrive at school.
- We are a district committed to living its equity vision. We need more teachers of color and the district has to go *well* beyond words to make that happen.
- We are committed to reducing class size. I wonder about administrative staffing and the trade off that this has with class size.
- We are doing good on pushing students to attend there classes and talking to them about their grades
- We are one of the MOST diverse student bodies in the state. Keep building inclusivity.
- We are teaching anti-racism proactively.
- We can build on having more people who families can relate too

- We give thanks to all our [adult education] teachers for teaching. Please keep teaching us more to achieve our goal and provide free meals for us.
- We have a beautiful new <community education> building and amazing teachers and a good time for us.
- We have a beautiful new building and amazing teachers
- We have actual lockers
- We have an Equity department which is great (but as an employee in the district, I don't know what they do....)
- We have awesome [adult education] teachers and work as a team.
- We have been so thankful for the ecse staff! They are great!
- We have so many choices within our schools, activities, clubs, courses. However sometimes it feels as if we have too many choices.
- We have some amazing teachers
- We have the freedom to teach fluidly, building the next day's lesson on what is happening today.
- We love the ECFE program and toy lending library!
- We need to have more people of color and people that look like us to help us in the buildings
- We need to maintain a focus on professional development at a deep level so staff can begin to understand how racism works at a systemic level. This also holds all stakeholders accountable, not just having the onus for change being on the teachers.
- We should follow the rule of school or have to sharing ideas which one is good, do it.
- We should keep making it a priority to have students see themselves in our curriculum.
- We want more liaisons! And male liaisons
- We want to create pathways for our students so they feel connected to the school. Finding and expanding our pathways.
- We want to keep some of the work with Equity in regards to absent narratives, ethnic studies, and elevating diversity voices and perspectives.
- We'd love to introduce 7&8th graders to the world of trade industries; job fair for the Jr & Sr?
- We're no strangers to love You know the rules and so do I
- We've had a stellar experience with the music program-- both of our kids are in band and have had a great experience
- Wednesday late start

- Wednesday late start
- Weight room and exercise programs
- Welcoming all students, challenging all students to the best of their abilities, making sure mental health and socio-emotional learning is maintained.
- Welcoming all students, families and staff.
- Welcoming classroom environment for all students
- Welcoming everyone
- Welcoming staff
- Well-resourced arts: theater, music, visual arts, literature
- what is important is having more liaisons or staff that speaks our language in each building to help us
- What is the school doing to prevent fighting or a safe environment for students and staff.
- When I see students who are upset or disruptive, there are support staff who arrive to comfort the student
- When students are fighting, they should call both parents and let them know and explain what is going on
- When there are issues/concerns there is good communication and follow through
- When we were short on subs at the beginning of the year, I thought it was great that the district admin came into buildings to sub. I think this should become a regular practice. I think that sometimes district staff in the upper positions forget what teaching is really like or how it has changed, since they have been out for a while. They often seem out of touch with the classroom in terms of the policies they make. I think each upper district admin (anyone above principals) should be required to sub in EACH building at least 2 days a year. If they get a feel for all schools and all grade levels, hopefully that will help them make more informed decisions and stay in touch with what teaching is actually like and how things are different/or the same as they remember.
- Whole family support - such as community outreach events and family dinners
- Whole school activities that build community and empathy.
- Wide array of after school activities at RAMS/RAHS
- wide range of classes, activities, etc.
- Wide selection of books at the library
- Wide variety of class choices
- Wide variety of classes
- Wide variety of extracurricular choices
- Willingness to be vulnerable, love for diversity,

equality and inclusion. Still need more work, but it's a start

- Willingness to talk about current events and support each other
- WIN time
- WIN time
- Windows and Mirrors books
- Work around Equity
- Work around our equity vision.
- work related to prioritizing SEL for students and staff
- Working as staff teams at each grade level to assure an equitable experience for all students in each grade
- Working hard and staying independent
- working on absented narratives
- working on ensuring that all kids show up in the curriculum
- Working on equitable grading practices for students.
- Working on equity, we need to continue to be equitable for each and every student
- working on improving equity
- Working on including as many community voices as possible

- Working on Student Support
- Working on the mental health and problem behaviors of children, especially those brought on by the pandemic and school shootings
- Working to create equitable and welcoming environments (though there's so much more we could do)
- working to offer ways to repair/restore trust with peers/staff after rupture/disconnection
- Working to reduce class sizes.
- Working toward closing all opportunity gaps
- Working with the students
- yes and i'm doing school
- Yes, that is excellent
- You are making sure everyone is getting a chance to learn
- You do an extraordinary job!
- You have no strategic plan and the middle school is totally chaos. No one is in charge.
- You're giving chances for everyone, like dissection
- your education Professional Learning Communities

Question 2. What are your hopes and dreams for students in Roseville Area Schools?

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There were approximately 3,036 responses to this question. Below is a summary word cloud of the results for this question (www.wordart.com), followed by all responses organized alphabetically.



- 100% graduation
- 100% graduation from high school
- 100% graduation rate for LatinX students
- 100% graduation rate from the High School with a path created for success in life.
- 100% success on academics
- 1:1 iPads for all elementary students.
- 1:1 support for students in need, even if they do not have an IEP
- 95%+ of students read at grade level by third grade
- A culture of personal accountability and responsibility
- A debate team for math
- A district-wide PTA budget-so when families donate to PTA, they are helping the entire school district. Some schools have a lot more sweat equity, others have more financial backing-make that strengths to a collective good
- A drug and violence free environment that is safe for everyone in the school. A second home for comfort.
- A facility to be proud of...the gym is not that for our sport teams
- A great future
- A great learning and social experience
- A lot of money to buy things for their parents
- A love of learning
- A more calm space to study
- a path of success for all students
- a phonemic awareness & phonics program for lower elementary, more book sets for guided reading
- A quality education
- A recess time, or you can go outside after lunch
- a safe and positive learning environment
- A safe place for all people to learn/grow and work towards the best version of themselves (socially, emotionally, and academically)
- A safe place to learn - no swearing
- A safe place to learn and make mistakes
- A safe place where my children don't have to worry about being shot or injured during school
- A safe school
- A school system where students are judged not by the color of their skin but by the content of their character.
- a sense of belonging and community
- A sense of community the last beyond their years of attendance
- a shorter school week

- a standard of solutions for ongoing behavior issues
- a strong focus on being happy vs good grades
- a strong understanding of one's self to build confidence
- A successful future
- A teacher
- A variety of enrichment activities both in and out of school to help students explore their interests
- A well rounded, truthful and life skills education
- a world-class education
- A year-long PD where teachers work in small teams to create or implement multicultural lesson plans that speak to our black and brown students.
- Ability and desire to pursue interests and passions
- ability to advocate for themselves and each other in society
- Ability to meet the needs of the "average" student.
- Ability to think critically; write and argue
- Able to accomplish whatever they set out to do for a profession/work experience
- Able to buy a second lunch if desired
- Able to eat in class
- Able to explore their own personal interests
- Able to learn and enjoy school and learning
- Able to see licensed staff that more closely reflect the diversity of our community
- Able to self manage their own behavior, emotions, reactions
- Able to think outside the box, be problem solvers and creative thinkers
- Absent narratives, lessons, expectations to teach lessons about all cultures and races.
- Academic achievement
- academic achievement
- academic challenge in a supportive environment
- Academic preparation (Preparación académica)
- Academic rigor
- academic rigor is prioritized and supported & students feel supported in ways that allow them to meet that rigor
- Academic skills
- Academically prepared to succeed
- Academically rigorous coursework for all students at their level, special education to advanced learners
- Academically successful
- academically superior
- Accept one another
- Acceptance and Inclusion for all
- Acceptance and understanding of all forms of

diversity

- Access
- Access to a school library media center staffed by a full time library media specialist
- Access to a variety of learning methodologies
- Access to and training in communication skills (all aspects: career, professional, creative, and others. Right now, as we see it, students in lower grades are introduced to complex concepts (e.g., figures of speech) and advanced genres of writing, with ineffective guidance. Feedback is limited or even rather useless
- Access to special ed classes for kids who need it
- Access to substantive lessons and training in coding, fundamental subjects like math and the sciences
- Access to the resources they need to achieve their goals while in ISD 623
- Accessible opportunities to pursue special interests such as music, art, sports for ALL (even low income or disabled) students
- achieve their dreams
- Achieve their full potential
- Achieve their goals
- Achieve their goals
- Achievement gaps in students of color
- acknowledge the trauma of the pandemic/current events and let go of the expectations from the past, focus on the present
- Active participant democratic society (Alfie Kohn)
- Actually enjoying school
- Additional education on colleges
- address teacher burnout and teacher workload
- Adequate counselors and social workers to address mental health
- Adequate support staff
- Adult life preparedness for students headed to college, trades, or other activities
- Adults with strong Emotional Intelligence
- Advanced reading and literacy, not just math
- After school learning opportunities for students who are behind grade level
- Agreed re: lifelong learning
- air conditioned schools
- Algunos quieren trabajar en construcción o mecánicos y muchos más
- All kids learn
- All able to be successful
- All are happy
- All are successful
- All belong and welcomed
- all experience success at whatever level they are at
- All families feel they are welcomed in our buildings and information is communicated in a language they can understand.
- All feel love at school and home
- All feel they belong
- all feel valued, included and belong
- all graduate with a clear understanding of their strengths and interests
- all graduate with several career options that recognize their strengths and interests
- All kids can get good grades
- All kids learn
- All kids to graduate and get jobs
- All my 7 kids went through Roseville. Roseville is a great school district and my kids graduated from there.
- All needs are met (more than just educational - social, emotional, hunger, safety, etc)
- All parents feel they have a place at their child/ren's school
- All special needs students have fully staffed and supported IEPs
- All staff will get the support they need to be successful in supporting students
- All student's strengths developed
- All students are able to achieve the best of their abilities
- All students are accepted and honored for who they are, where they come from and cultural wealth.
- All students are enabled and empowered to achieve high educational outcomes
- All students are prepared to actively contribute to their own education, families, and communities.
- All students are proud of who they are and respect their neighbors
- All students are valued for their talents and interests, and those are incorporated into their learning at all levels
- All students are valued for their talents and interests, and those are incorporated into their learning at all levels
- all students can feel successful
- all students can feel supported
- all students can learn in a classroom where teachers can support their needs - smaller class sizes!
- All students feel cared about and are nourished both emotionally and academically

- All students feel like they have someone at school they can talk to.
- All students feel safe and belong
- All students feel safe and celebrated for who they are.
- All students feel safe and valued
- All students feel safe and welcome
- All students feel safe and welcome. They all receive the education they need to reach their future goals
- All students feel safe and welcomed in our buildings.
- All students feel safe to be themselves.
- All students feel safe, supported, and valued
- All students feel safe, valued and respected.
- ALL students feel SEEN and HEARD
- All students feel supported in their learning and their social-emotional well-being (more focus on mental health)
- All students feel supported in their learning and their social-emotional well-being (more focus on mental health)
- all students feel supported, connected and welcome in our school community
- All students feel they are loved and belong to 623
- All students feel they belong
- All students get the opportunities for creative, collaborative, 21st century learning and the kind of projects and learning experiences that have traditionally been for kids labeled as gifted and for kids in middle class socioeconomic situations
- All students getting what they need (social/academic)
- All students graduate
- All students graduate college and career ready
- All students graduate college or career ready
- All students have access to a variety of opportunities so they can find their way to something that inspires them and that they can be successful at.
- All students have access to top notch teachers who can value, teach, and inspire them.
- All students have equal access to every program.
- All students have mentors to guide their decision-making
- All students have opportunities to connect to/investigate interests and develop in those areas (especially "non-traditional" areas)
- All students have the ability & opportunity to develop strong relationships with their peers & school community. They feel seen, heard, and

supported. Students have a strong understanding of who they are as a learner & know how to create a path of success for themselves in RAS.

- all students in the classroom and learning together
- All students read well by the end of third grade
- All students read well by third grade
- All students reading by 3rd grade
- All students realizing their strength and potential
- all students receive high quality instruction
- All students receive quality education that leads to student's next-step educational and/or career advancement
- all students regardless of age, ethnicity, gender, identity or ability feel loved and supported and successful
- All students represented
- All students see themselves in the curriculum
- All students should see themselves reflected and feel valued. All students have affirming relationships with adults and peers.
- All students succeed
- All students to access opportunities, gain skills, and success
- All students to be respected and kind
- all students to feel safe and welcome
- All students to get jobs
- All students to graduate high school WITH skills they need to pursue a career
- All students to keep safe.
- All students to succeed
- All students voices would be heard and valued
- All students will be able to mathematically reason at grade level
- All students will be able to read and write on grade level
- All students will be, and feel, seen and accepted as the individuals they are
- All students will experience and build skills that will help them live, work and succeed in diverse communities
- All students will feel safe at school
- all students will feel safe in school and comfortable enough to learn
- All students will feel supported
- All students will get the support they need to be successful
- All students will graduate
- all students will have mastery of basic reading and math skills by third grade
- All students will thrive
- All students will use critical thinking skills in

- discourse and writing
- All students will want to be successful in their careers
- All students would be challenged academically and grow to be confident and responsible adults.
- All students would show respect for others at all times.
- All teachers are culturally competent
- All who need scholarships get them
- Allow students to celebrate and recognize holidays that are important within our communities
- alternate ways of learning so children who learn in different ways aren't forced to conform to a version of learning that is less impactful to them
- always help students realize their goals
- An artist
- An education that broadens minds
- An education that will give them the tools to think on their own... unlike now where the teachers tell them what to think.
- An emphasis (and collective understanding) on equity as opposed to equality, in the opportunities available to students within the school.
- an equal representation of staff to students in terms of diversity
- An extra-curricular orchestra for 6-8 grades
- An inclusive educational community that enables accountability
- And all students feel welcomed
- And get good grades
- And less bullying
- And responsible
- And that no student be denied the opportunity to have regular learning
- And they learn how to learn and thrive in our society
- And those are the only 2
- Anti-racist education experiences
- any student can pursue any topic/avenue they desire
- Appropriate expectations
- appropriate funding for elementary libraries to purchase materials. There is inequity between schools. RAHS has a far larger budget-- and our books are checked out at a much higher rate. Our libraries are funded in some schools by Book Fairs.
- around and desert you Never gonna make you cry Never gonna say goodbye
- Arts and music as well as gym and recess continue in elementary school
- arts programs continue to be top notch

- As a community member, I hear that RAHS is a joke.
- Asking and honoring the voice of what BIPOC families want for their children.
- ASL class as a language option.
- Aspire to the highest standards of academic excellence
- At least one adult in school that each child connects to and trusts.
- At least one security in the halls and other places in the school
- Attention to learning differences
- Availability of programs for many, vs those who know how to sign up immediately.
- Avoid drama
- Avoid gossiping in schools.
- Be a doctor
- Be a good student
- Be a leader & model for LGBTQIA+ Students
- Be a pro dancer
- be a safe place
- Be able to achieve their goals
- Be able to all get along
- Be able to get a decent job
- Be able to have everyone advanced in whatever they wanted
- Be able to learn with minimal disruptors
- Be able to make friends and have a lot of them and liking school
- Be able to thrive in community
- Be appropriate and responsible
- Be challenged
- Be challenged academically as well as socially and physically
- Be healthy mentally and physically safe
- Be healthy. Not doing bad things.
- Be in a safe environment, feeling loved, and free from bullying, guns, harassment, racism, etc.
- be independent
- Be inspired
- Be kind
- Be kind
- Be more inclusive of LGBTQ+ community
- Be more known for being a wonderful school
- Be More respectful
- Be more stern with the bullies
- Be prepared for life after school
- Be proud
- Be respectful
- Be respectful
- Be Respectful and Care for one another

- be respectful to teachers because you never know what they're going through
- Be responsible
- be responsible for their learning
- Be safe
- Be safe
- Be safe and have no gun violence.
- be safe at school
- be smart
- Be studious
- Be successful
- Be supported
- Be supportive and not bias against each other.
- Be supportive of one another
- Be the best person you can be
- Be very intellectual and wise
- become a responsible citizen
- Become advocates for human and social rights
- Become an active member of their community
- become contributing members of society
- Become critical thinkers and act compassionately to make a difference for themselves and others.
- Become responsible citizens in the community and country that lead positive.
- Beginnings of foundation of a great career
- Being a good person
- Being able to find something they are passionate about
- Being able to graduate
- Being an above average student
- being aware of bad words and ware we say them and who we say them in front of
- being aware of what your actions are showing
- being celebrated for all levels of success
- Being comfortable to tell things to teachers
- being held accountable for actions
- being held at high academic expectations
- Being in a positive environment where everyone feels loved and accepted.
- Being more intentional about teaching white students and staff about equity and inclusion
- Being nice to each other.
- Being ok at high school
- Being proud to be a part of this district and schools.
- Being steady in life
- Being successful
- Being successful and finding their hobbies
- Being totally inclusive and welcoming
- Believe in themselves and their community
- Belonging
- Belonging

- Better academics for all
- Better citizens - understanding and respectful of multiple points of view
- Better communication
- Better communication and partnership with special education teams
- better communication/partnership with special ed-- screening for dyslexic students and a plan for how to help
- Better education
- Better facilities, updated building
- Better field trips
- Better follow through on disciplinary issues so students can focus on learning first!
- Better food
- Better food
- Better food
- Better food
- Better food
- Better food
- Better food
- Better food
- Better grades
- Better integrate SEL into all grades
- Better language education
- Better life skills when leaving
- Better lunch
- Better lunches
- better math and reading scores
- Better quality lunch
- Better quality of education, which will better them for college-
- Better resources and support especially for navigating the school system and going to college.
- Better safety
- Better school moral
- Better staff (only two teachers at my school that should be removed)
- Better substitute teachers
- Better support for students with diagnosed reading and writing disabilities
- Better teachers student relationship
- Better teaching of trimester subjects
- Better team training programs
- beyond high school - have a passion for something that they can achieve
- Big Name athletic school in the future
- Bigger/improved and updated playgrounds
- Both academic and experiential success
- Bright futures
- Bring back celebrations of holidays/culture celebrations

- Bring back marching band ~ specifically football field designs
- Bring more respect
- Build community and friendships
- Build skills to overcome obstacles
- Build systems thinkers able to see links between things
- Building a field house that the kids can go to and keep them out of trouble
- Building inclusive values by default
- Building upgrades security plan for each building
- Buildings are beautiful but need to ensure content is strong.
- BUT...
- C better in every class
- Can be themselves
- Can stop vaping at RAMS
- Career pathway and planning - medical fields are lacking at Roseville
- Career pathways
- Career success (options other than 4 year college also encouraged)
- Caring
- Caring staff environment
- Celebrating strengths and using weaknesses as opportunities
- Celebrating student successes
- Celebrating students' cultures and different backgrounds
- Challenge
- Change the grading system. Especially when the ratio of the grading is very unfair to students. The grading system is indeed a big problem to all students that attend RAHs.
- Chemical dependency counselors for
- Choose wisely on who you're friends with
- Choosing to not be in class with certain people
- Class size max 15
- Class sizes much smaller
- Class sizes that are reasonable to allow teachers to customize lessons that appropriately challenge all students in class
- Class to help students discover their strengths for a career path. A class to help students discover their strengths for a career path.
- classes remain smaller and don't increase in size
- Clear behavior and discipline policies
- Clear learning competencies with many different pathways to learn them & document learning
- close the achievement gap between white and non-white students

- Closing the achievement gap
- Closing the gaps in reading and math.
- College & career ready
- College AND career readiness. Not all students will choose college as their path after high school and that is okay.
- College grads
- College or some sort of career path after they leave high school
- Comfortable in a respectful, equitable learning community
- Coming back when we graduate
- Commit to a college
- Common curriculum, increase reading and math skills (LETRS training for all teachers)
- communication skills including self advocacy
- Communication with external staff - knowing students
- Community
- Community
- community
- Community connection and anti bullying
- Community minded students who have critical thinking skills and who feel that they belong and matter to the school community and broader community
- Community supports in our schools for more accessibility and remove barriers to access
- Community with each other is culture
- Community-focused schools that meet the wraparound needs of families.
- Compassion and empathy for students, families, staff
- Complete goals
- Complete their education with positive memories & skills they need for their next adventure
- Computer lab
- Confidence
- Confident in their skills/abilities learned in RAS
- Connect students to resources to help their success and make sure every student feels safe in school
- Connected
- Connecting with teachers and peers
- Connection and Belonging
- consider all learning styles and interests of the students creating a culture of inclusivity
- Consistently enforced & high expectations of student conduct.
- Continue and build staff affinity groups and spaces.

- Continue and expand access to the excellent music, theater, and arts programs
- Continue learning
- Continue programs that have been on the schedule for several years
- Continue to be in a district where kids of all socioeconomic, religious, and racial backgrounds can flourish
- Continue to be kept to high academic standards
- continue to build an inclusive, anti-racist culture and positive school climate
- continue to fund and support resources and staff supporting students with behavioral challenges
- Continue to have things like free lunch or other assistance for students that can't afford it
- Continue to include a lot of activities and afterschool programming (from music to sports to a variety of programs that students can become connected with)
- Continue to include courses that challenge students to be ready for college
- continue to keep our kids safe
- Continue to learn and grow academically and socially
- Continue to support a diverse student population.
- Continued academic support
- Continued learning about all forms of oppression, and continued anti racism education
- Continuing introductions to post-secondary opportunities
- continuing to get a great education
- contributing member of community - behavior
- Counselor meetings with parents to share transcripts
- Create a positive student image of the schools athletics programs by achieving success at the state level
- Create more opportunities for those who do not see college in their future plans
- create scholarships for students and families who cannot afford things like field trips and school admission
- creative outlets
- Critical thinkers and questioning
- Critical thinkers with the skills to investigate important questions and draw conclusions
- Critical thinking and problem solving
- Critical thinking skills
- Critical thinking skills with a social justice lens
- Critical Thinking!!
- Cultural competency

- Culturally competent
- Culture of celebrating success
- Curiosity & Critical Thinking - Inspired to seek multiple perspectives and investigate/solve problems with resilience and analytical intention
- curriculum and PD will start to focus on de-centering whiteness and white supremacy traits
- Curriculum based in science, logic, and fact.
- D1 athletes
- D1 scholarship
- Debate needs support. Debate was wonderful but it's falling apart. They need guidance and adults to help.
- Decrease class sizes further for high-needs schools
- Develop strong relationships with mentors who look like them
- Developmentally appropriate curriculum for early childhood education
- Developmentally/Culturally appropriate assessments
- Didn't ask
- Dignity
- Displaying empathy
- District level support and backing of special Ed staff (and all staff) for what is best for the whole student, and what is legal
- Diverse schools with culturally responsive instruction
- Diverse teachers & staff members
- Diversity
- diversity
- diversity, inclusion and opening opportunities for student success
- do good
- Do well
- Do well in school. Be successful.
- Do your best to get to our best is my desire and dream for students in Roseville Area schools.
- Don't die
- Don't make fun of students with disabilities
- Don't put others down
- Don't talk to people it makes you more dumb
- Dreams- that flourish into reality - providing classroom opportunities in middle/high school to expand knowledge
- Dress codes, Ban cell phones, Have students do their class work.
- dyslexia screening by the end of 1st grade

- Each child as they leave school has a positive plan for their life. A plan for college, career, or job. Also, the ability to adjust their plan
- each feels a sense of belonging and caring during their tenure at the district
- Each student gets into a good college
- Each student has a strong peer friend.
- Each Student is able to make a choice of what they want to do after high school
- Each student is connected to at least two trusted adults in the building
- Each student regardless of capabilities has various options for how they learn and how they are supported.
- Earlier identification and action for gifted and special needs students
- Easier for strong teachers to get into the ISD623 system.
- Educación emocional
- Educación para la vida cotidiana
- Educating students for future success as contributing members of our society.
- Education
- Education
- Education equity - giving everyone no matter their economic or racial background equal opportunities
- Education should include life skills. Why is the information being taught important and how can it be applied to life.
- Education to begin adult life
- Educational support as necessary
- Elementary teachers who love math
- Eliminate predictability in student achievement & office referral
- Embracing diversity
- Empathy - Demonstrating a desire and ability to listen to and understand the stories of others
- Emphasis on grammar in English and Spanish (verb conjugation)
- Emphasize STEM
- Empowered to share their voice and be heard
- Enable them to live and work in a stable, safe environment.
- Enable them to live and work in a stable, safe environment.
- encourage asking for help
- Encourage more native language use in classes and also educate white students about immigrants so they see our potential and don't laugh at us.
- encourage students to work hard and persevere

- End to bullying and violence to feel safe at school locations
- Engaged and available nursing support
- Engaged and available Social workers
- Engaged citizens
- Engagement in and enthusiasm for school
- Engineering type courses.
- Enjoy school
- enjoy school
- Enjoy school and not dread or no longer like school due to the way some teachers teach
- Enjoyed their experience
- Enjoyment
- Enjoyment
- Enrichment for students scoring above 95 percentile.
- Ensure the safety of Roseville students, faculty and staff via gun-free zones and related policies
- Ensuring a safe learning environment for all
- Entrepreneurs
- Environmental education
- Equal opportunities
- equal opportunities for all students
- Equality
- Equitable education's opportunities
- Equitable experiences for all students
- Equitable grading
- equitable opportunities between and amongst different elementary schools
- equitable outcomes for students of all racial backgrounds
- Equity
- Equity
- equity
- equity
- equity
- Equity
- Equity
- Equity and inclusion.
- Equity and making the school feel safe for everyone
- Equity for all
- equity for all races and social statuses
- Equity for students.
- Equity is maintained
- equity minded
- Establish platforms to encourage greater presence of student voices in PTA's and school boards
- even more after school, non-athletic, activities for all grades

- Every child sees themselves in buildings, curriculum, and the climate/practices of their cultures. This should feel like home for all.
- every child will be challenged and supported to grow in a variety of ways - intellectually, socially, etc.
- Every student feels accepted and feels like they are heard and belong.
- every student feels loved, safe, supported at school
- every student finds school safe, enjoyable, is connected with at least one adult, and wants to be there
- Every student gets the support they need
- every student has started practicing critical thinking and learned how to question what they don't understand by the time they leave high school
- Every student is noticed and cared about by adults and other classmates.
- Every student knows that they will be safe in their time in the school building
- Every student knows that they will be safe in their time in the school building.
- every student learns history that is truthful, complete, and represents more than just the white colonial version
- Every student to excel
- Every student voice is heard
- every student will come away with "common sense" and a strong work ethic
- every student will come away with a strong work ethic
- Every student will gain knowledge within a broad academic experience, skills that give learners self-assuredness from discovering their unique abilities, confidence in and hope for their future, and understanding of how to work together in a human system of subjective differences and universal objective truths
- Everyone be kind
- Everyone can feel like they belong
- Everyone feels safe & in a space where they can learn. (x3)
- Everyone feels safe no matter their race, religion, sexuality, orientation, etc.
- Everyone feels welcomed
- Everyone feels welcomed & included.
- Everyone gets a big healthy lunch that they can have (e.g. vegans can have vegan cookies or meat eaters can have meat-based lunch)

- Everyone gets a say in things
- Everyone gets good grades
- Everyone gets treated fairly
- everyone getting along nicely and maturely
- Everyone graduates prepared for their next step
- Everyone has a peaceful and healthy learning environment
- Everyone has friends
- Everyone helping out each other
- Everyone is nice to one another and never be mean. :)
- Everyone passes
- Everyone should feel involved, I hope that people become or stay kind and welcoming
- Everyone to be happy
- Everyone to be happy with who they are
- Everyone to be super happy!
- Everyone to have a friend
- everyone will make up learning loss from pandemic
- Everyone would feel supported and would take care of each other, regardless of whether they agree with each other on every single point.
- Everyone's basic needs are being met - free food and clothing and resources are offered when needed
- Evidence based
- Excellent education
- Excellent in Behavior, Character and Personality
- Excellent programming
- Expand what we are learning to include chemistry, languages
- Expecting kids to be responsible for themselves and their behaviors. They need direct consequences for their actions.
- Exploration of careers through a variety of experiences so students have idea of what to do after graduation
- Explore more cultures in the classrooms
- Exposure to a large number of subjects
- extra help if needed
- extracurricular activity opportunities
- Fail your classes, you'll have a higher chance of passing them later - the letter J
- families are confident that their voices are heard and communication of their concerns valued
- Families can show up as their full selves as well. Come as they are.
- Family and community involvement.
- feel a sense of community
- Feel as though they can be themselves

- Feel comfortable and accepted in the schools
- Feel connected and part of the community
- Feel connected to their Community.
- Feel empowered & sense of community
- Feel good about themselves
- Feel like they can ask for help for anything without being criticized/judged.
- Feel respected and cared for emotionally, physically, and intellectually.
- Feel safe
- Feel Safe & have confidence - from Bullies, from school violence, and within the learning environment
- Feel safe and wanted
- Feel safe at school
- feel safe, heard and seen in our building
- Feel safe.
- Feel secure in themselves to learn and grow
- Feel seen, valued, and loved for who they are
- Feel supported and celebrated by staff and students
- Feel wanted, heard, and respected within the system
- Feel welcomed & belonging in our schools
- Feeling a sense of pride and support in their community
- Feeling accepted
- Feeling more comfortable around their peers at school
- Feeling safe at school in a world that's continually having mass shootings in schools
- Feeling valued and celebrated
- Feeling welcome
- Fewer students from out of district to keep class size smaller
- FFEJ - have more input around celebrating other cultures and telling their stories, make connections
- Field trip scholarships
- Field trips come back!
- Find a collage
- Find a partnership with an agency (BIPOC preferred) that will secure spots for our BIPOC students
- find a path unique to each.
- Find and keep great friends who are grounded.
- Find community and feel supported by peers and adults
- Find inspiration from and connection to course areas or activities in their schools.
- find more educational jobs for high school

students or summer programs to advance student knowledge

- Find purpose for future endeavors
- Find something they are interested in
- Find success in and out of school
- Find that passion then focus and get it
- Finding good friends
- Finding support for the kids that are not behind but are not really at grade level with their peers beyond the 3rd grade. I feel like my daughter is in a group that is not behind, is not accelerated but also isn't really at grade level so she just struggles and continues to slowly fall behind which makes her frustrated by school, self conscious in her classroom learning.
- Finding themselves and their likings.
- First to be able to graduate!
- flexible schooling options
- focus on mental health
- focus on social skills, support, mental health, less focus on curriculum which increases anxiety for students
- Focus on STEM and curriculum. Less on cultural du jour issue of the day.
- Focus on the important subjects to teach math, history, civics, English, foreign languages, financial planning, and ethics.
- Folks with less money or family involvement in schools need the same opportunities as the students who have more.
- follow rules
- follow through on plans for gender-neutral bathrooms for students
- Follow through with behaviors
- For
- For all new kids to be nice and hope they can be nice to others and don't be a bully
- for all students and staff to feel like they belong and are supported
- For all students to achieve to their fullest potential.
- For all students to be safe
- For all students to do well in school. Students need to have access to college/choices
- for all students to feel included
- For all students to feel welcomed, SAFE, and challenged to meet their potential.
- for all students to get the support they deserve and need based on their individuality
- for all students to have at least 1 trusting adult/teacher in the district that they can always

remember

- For communication to be clear from all areas within the district, starting from the top and going all the way down to building leadership.
- for every student to experience many opportunities to develop
- for every student to feel like they can go to college and have the support to get there.
- for every student to feel protected from the dangers children face
- For every student to graduate
- for every student to have access to support when challenges become overwhelming
- For everyone to be happy, to have fun, and to feel connected and loved, and for them to achieve any goals/dreams that they have.
- For everyone to feel like they are treated as equals and there aren't superiors, especially when it comes to student and teacher relationships
- For everyone to feel safe and included
- For everyone to find and achieve happiness
- For everyone to follow the rules
- For everyone to graduate
- For everyone to have a certain goal in life
- For everyone to have input (not just those with privilege)
- for everyone to receive the same opportunities
- For everyone to respect boundaries and spaces
- For everyone to try their best
- For high success
- For incoming and now enrolled students to graduate and have good grades
- For just everyone to be just be nice and respect everyone and their abilities to learn
- For kids to have access to all the knowledge they want
- For latinx students to learn english and get the support sometimes they don't get
- For many families, not just cost but transport. Like for single parent families.
- For me to graduate
- for no racism
- For not judging other people
- For parkview to start at least half an hour later
- For people to work hard for their grades
- For Roseville Area Schools to be safe, inclusive places for all students
- For Roseville to ensure all students know they are valued and respected
- For students to achieve their goals
- For students to be able to read when they reach

middle school

- For students to be empathetic, compassionate, and knowledgeable about the world around them
- For students to be the best at the best they can be
- For students to feel okay again. Too many of us are struggling
- For students to feel safe in their school
- For students to find a purpose to work towards their graduation
- For students to graduate
- For students to graduate with the skills and knowledge they need to be successful in higher education and the workforce
- For students to have a nice future and life. A nice family
- For students to have a well rounded education that supports them holistically- the person they are becoming and also the skills they need to find success in their futures
- For students to have the resources they need to thrive educationally and socially
- For students to have the space to find and explore their passions and feel prepared to pursue those passions after graduating
- For students to know their strengths and skills. To have them feel confident in themselves and dream big!
- For students to learn to be critical thinkers
- For students who need specific interventions (reading and math) to be able to have the resources and staff to be able to serve/work in these areas
- For the schools to have NO political basis
- For the students to excel in their studies so they can create a better future
- for the students to not be stressed
- for the younger kids we can teach them how to read a clock if we don't.
- For them being able to express their culture and feel like they are a part of the school.
- For them just to get more and more mature over the years
- For them not having to deal with teachers who's mindset not open
- For them to be happy
- For them to be successful
- for them to do their best
- For them to make good friends
- for them to succeed
- For there to be chicken nuggets for lunch

- For there to be more diversity in the staff and teachers that allows representation for students. It would allow them to feel less anxious and more welcomed because there would be someone who can understand them.
- For there to be no more vapes
- For younger students to be able to do create activities and for them to be creative in the areas of arts and like creative activities
- Foundation for strong citizenry
- free child care
- Free Field Trips
- free of expression always
- Free time
- Freedom to be themselves
- Friendships/belonging
- fun
- Fun
- Fun activities
- FUN field trips like the zoo or Valleyfair
- Fun opportunities and fun places to learn
- FUNDING in all schools not just those that are more economically stable
- Furthering education after high school
- Future options
- Gain the knowledge to allow them to be competitive in the career path they choose.
- Gain the skills to productively engage and interact in the real world.
- Gather parent input on curriculum changes, ability to know the details concerning what children are being taught.
- Geography
- Get a good job
- Get a job
- Get a job
- Get a solid foundational education that includes critical thinking and social engagement
- Get a top-quality education, incorporating the latest best practices in teaching and including diverse perspectives
- Get along with teachers
- Get an education
- Get away from tech learning when possible - students are tired!!
- Get back to before COVID times with the assemblies field trips and projects we were able to do
- Get better food bruh
- Get better friends
- Get Better grades

- Get bs and above or try too
- Get done with school
- Get experience
- get friends
- Get friends
- Get good education
- Get good grades
- Get good grades
- Get good grades
- Get good grades
- Get good grades
- Get good grades
- Get good grades
- Get good grades
- Get good grades so they can go to a good college and pursue careers
- Get good jobs
- Get into a better college?
- Get into a good collage
- Get into a good college
- Get into college
- Get into good college
- get more meatiels
- Get ready for college or after highschool
- Get rid of anti-racism curriculum
- Get rid of bad teachers
- Get rid of politics
- Get scholarship
- Get scholarships to college
- Get straight A's
- Get the kids the tools they need to keep learning in life. Basically, instill a curiosity so they aren't moribund in their own experiences
- Get the teaching they deserve
- Get to school on time/Attendance
- Get to their goals or complete what they're trying to accomplish
- Getting a good career
- Getting better at learning
- Getting better grades
- Getting good grades
- Getting good grades
- Getting good grades and having a good GPA when I go to high school
- Getting into some of the best colleges
- Getting rid of the 50% of the class and setting students up for success
- Getting scholarship for sports
- Getting the best education
- Getting to class on time

- getting to collage
- Getting to know my teachers
- Give them opportunities to grow independently
- Go crazy
- Go to 2 year college
- Go to college
- Go to college and be successful in any field
- Going D1
- Good
- Good classes and opportunities to be successful later in life(in whatever path they choose).
- Good connections to teachers
- Good credits
- Good education
- Good education
- Good education
- Good educational outcomes
- Good food
- Good food at lunch
- Good futures for our students
- Good grade
- good grades
- Good grades
- Good grades
- Good grades
- Good grades
- Good grades
- Good learning environment
- Good learning environment
- Good Scholarship
- Good sports
- Grades are EARNED not for just showing up
- Grades should be earned, not just given. College reality: you are not going to pass if you don't do the work.
- Graduate
- Graduate
- Graduate
- Graduate
- Graduate & be prepared for college or career
- Graduate for a good college degree
- graduate from high school
- Graduate high school, learning emotional regulations skills and important LIFE skills
- Graduate prepared for college and other a clear path to college
- Graduate school on time
- Graduate with necessary skills to succeed & contribute positively to society
- Graduating
- Graduating

- Graduating
- Graduating on time
- Graduating out of the school going to a arena or venue
- Graduation
- Graduation and a successful financial life
- Graduation and equity
- Graduation as it leaves an impact on the future student.
- Graduation or performances for kindergarteners to make it a special transition
- Great display of diversity continuing to work toward success of all students
- Great education for my child
- Great experiences in the classroom; teacher satisfaction
- Great teachers
- Great that we have cultural liaisons, it is important to include an LGBTQ+ Liaison
- Greater inclusion where all students are valued regardless of culture or color
- Greater interaction (activities and events) for exposure between all people segments in our community to new and different experiences.
- Greater participation in caring for our community
- Greater participation in caring for our environment
- Grow ECFE, not just Pre-k
- Grow the community
- Grow up healthy
- happier teachers
- Happiness
- Happiness
- Happiness
- Hardworking
- Have a connection to everyone
- Have a good education
- Have a good education
- Have a good future
- Have a good life (I guess)
- Have a good time
- Have a longer recess
- Have a place where my non-Christian minority children don't have to feel out of place due to religious based distinctions in the classroom such as holiday parties based around christian holidays
- Have a positive experience in RAS
- Have a teacher change my student's life for the better.
- Have a well balanced life
- Have A's and B's / be included in the honor rolls

- have abby and sarah come to classes to talk about our differences and say why it's okay if someone is a little shy and doesn't want to talk about somethings
- Have all people teachers, students, subs feel accepted
- Have at least 6/12 Bipoc teachers during their school experience.
- Have better food
- Have better food, make B lunch more like "lunch"
- Have consistent staff throughout district - low turnover among staff
- Have doors open for post-secondary- they will be able to meet the requirements of whatever they choose to do
- have enough staff to help students achieve their individual goals
- Have enrichment opportunities
- Have fun
- Have fun
- Have fun
- Have fun
- Have fun and make friends
- Have fun and stay on task
- Have fun with fun activities
- Have goals
- Have good friendships with one another
- Have good life
- Have good relationships with teachers and friends
- Have good teachers to help me with my career
- Have high hopes, like us
- Have more fun in classrooms
- Have more Karen staff
- have more opportunities for kids to meet others from diff grades, it would make more friends and learning opportunities
- have more sports teams for all genders, have more clubs for learning about your community and yourself
- Have more teachers to help kids with problems. There are sometimes not enough adults to help.
- Have multiple opportunities for growth during their school years
- Have open doors at the high school so trust is built and students can leave the building and choose to go off campus for lunch, take a walk etc
- Have opportunity to learn outside of the classroom
- Have strong bonds
- have student learning according to their individual needs

- Have students be able to explore more about what they want to be in the future
- Have students get some say in what happens
- Have teachers that are engaged in teaching students.
- Have teachers/staff that look like them
- Have your special education and mental health programming actually adhere to IEPs and spend hours educating staff on current best practices. basically- Invest in special Ed
- Having a good career
- Having a good post High School life and that help can be found
- Having a safe environment at school to learn
- Having a say in school decisions that involve you
- Having friends
- Having fun
- Having fun while learning
- Having good grades
- Having good memories before I graduate brimhall
- Having more academic choices (more languages)
- Having more class options that can help students to explore certain careers before they enter college or the workforce (like the Marketing or Education classes that have been added)
- Having more fun
- Having students get national recognition for their academic accomplishments (National Merit Scholars, teams that compete in national tournaments (e.g., speech and debate), acceptance to elite colleges and universities)
- Having students in our elementary schools for K-6 is important to keep.
- healthier food choices, removing repeat offenders of fighting from school. zero tolerance policy for dangerous behavior
- Healthy life
- healthy self esteems
- Help for special Ed
- Help for students with special needs
- Help others
- Help others and not discourage others.
- Help others in the community as teams
- Help people
- Help people
- Help students EI by promoting working together and getting different points of view.
- Helping all kids no matter what situation they are going through and just supporting them and their decisions.
- Helping each other out

- Helping people who have high expectations.
Expect everyone to be awesome, not just get by
- Helping student feel safe
- helping the little and big kids
- High academic rigor
- High achievement
- high achieving
- High achieving students
- High College acceptance rate
- High expectations
- high expectations
- High expectations and rigor for all; don't stereotype marginalized groups in a demeaning way
- High expectations for ALL
- high expectations for all students
- High expectations for behavior and learning.
- high expectations for student behavior and support to meet those expectations
- high expectations in all schools
- High graduation rate
- High level of success - no predictability in outcomes by race
- High levels of participation within and outside the school
- High quality Arts based learning (arts integration and instruction)
- High quality education
- High standards for all
- high standards for all students
- high support
- High value/outcome courses for those not interested on college path, make them feel worthy
- Higher academic achievement for all
- Higher academic rigor
- Higher academic standards for ALL students
- higher expectations in regard to classroom behavior
- Higher graduation and post secondary paths for BIPOC students
- Higher Graduation Rate
- Higher graduation rates
- Higher level classes
- Higher level education
- Higher level math
- Hire a lot more teaching staff
- Hire more staff of color district wide
- Hold all students, including students of color, to high standards for attendance, behavior, etc.
Students of color should not be given a pass because of what they look like.
- Hold students accountable for all work and deadlines
- Holding kids accountable for acceptable behavior in and outside the classroom, if we have high expectations they will thrive
- Home school choice
- Hope all my friends can pass their class
- Hope the school goes well for them and they build up more communication with other students
- Hopefully most of their resolutions for things will come true
- How to collaborate with a variety of individuals
- How to cook
- How to live and work in a multicultural society.
- How to work with people who think differently respectfully.
- I agree -- recognize their own value, but also value of others
- I also hope for many more new opportunities
- I also hope for my kids to find a good job that is stable for them
- I also hope they are on a good path
- I am not a student test subject
- I dream about air conditioning for all rooms at RAHS. It's hard to do anything when it is stuffy and 85 degrees.
- I dream that our special education programs get more resources/curriculum/training to improve instruction and student outcomes
- I dream that students and families are all cared for and educated with the tools they need to be prepared in their next phase of life.
- I dream that this is the district where everyone can succeed.
- I dunno, probably not going to jail
- I feel that many teachers don't have the desire to teach and are not preparing our children for college.
- I have given up on Roseville area school
- i have no other dreams
- I have none
- I hope all cultures and religions are accepted, including the dominant.
- I hope all students can learn about working skills
- I hope and dream that my kids will do well in school
- I hope and dream that they leave school as critical thinkers.
- I hope and dream to get my [adult education] high school diploma and get a good job after all.

- I hope and dream to get my [adult education] high school diploma and speak English fluently when I communicate with others.
- I hope every student passes all their classes
- I hope everyone graduates
- I hope everyone is able to do what they want in the future.
- I hope everyone is happy
- I hope everyone is successful
- I hope for every student's graduation and the dream to get a better job.
- I hope for good memories in Roseville
- I hope for more support and finances for the cultural shows.
- I hope for my kids to go to college and get a degree. I know how hard it is for us as parents to not have a high education
- I hope for students to feel welcome, safe and important.
- I hope for the students to be happy. Education is important but their mental health trumps everything else.
- I hope in the future my English gets better and someday I can reach my goals.
- I hope kids start taking school seriously
- I hope mathematics never becomes a stumbling block for our students. I've seen high school students expressing frustration, which sometimes evolves to distaste and apathy toward not only the subject of math, but also school in general.
- I hope my kids can do good in school and in life.
- I hope my kids can get good jobs and good college
- I hope my kids do very good in school
- I hope my kids will be happy. They are still very young and have a lot to do.
- I hope my kids will do good in school
- I hope my kids will do good in school.
- I hope my kids will do good in school. I hope they will do good academically
- I hope my kids will do well in school and in their academic
- I hope my kids will go to college and take care of themselves
- I hope my kids will go to college and take care of themselves
- I hope my younger kids can graduate from Roseville too and go to college.
- I hope Roseville can continue to be a place that welcomes and embraces our diversity. I know that my kids are proud of it. One thing I cannot change

- is who our family is made of, but with Roseville Schools, I can give my kids a slice of the world.
- I hope staff feel supported and appreciated
- I hope students (especially high school and middle school) can become engaged citizens with required courses in citizen activism, media awareness, and life-skills learning before they graduate.
- I hope students are well taken care of physically and emotionally.
- I hope students can learn from here
- I hope students can see school as a positive place where they feel like they belong and they can enjoy learning, no matter their race, religion, gender, LGBTQ++, physical/mental challenges, etc.
- I hope students have the freedom and opportunity to pursue THEIR dreams, and that those without dreams find them.
- I hope students learn academic subjects and skills needed to obtain well paying jobs so they can be self supporting and independent adults.
- I hope students learn to follow rules and respect teachers and other students.
- I hope students will ask what they can do to improve the USA rather than whine about what the government should do for them. Learn and take responsibility for their own actions and decisions.
- I hope students will feel they will live successfully into old age in a secure world.
- I hope that all students at RAHS can find a community of people that connects with them. And for students to feel accepted and confident to express themselves freely.
- I hope that all students feel like they belong in Roseville and that school is a place for them.
- I hope that all students leave prepared and confident for their next step, whatever that may be.
- I hope that diversity and inclusion is always apart of the curriculum
- I hope that every student is successful and feels like they are welcome here at Roseville.
- I hope that every student that attends Roseville Area Schools can be accepted into college and work in the career they love.
- I hope that everyone can find something like a friend group or an activity that they like and can be in before they graduate
- I hope that everyone feels welcome and valued.

- I hope that everyone realizes that a lot of the school curriculum is important and helps us in life so don't take it for granted
- I hope that kids will be able to be respected and not judge and not bullied for like being the new kid or what they like
- I hope that language learners and students identified as not reading at grade level can get the appropriate, continued, sustained support that they deserve and are entitled to. I would hope that the practice of relying on district EL teachers and Interventionists to cancel their planned classes in order to act as substitutes for classroom teachers ceases immediately. Building a non-sustainable system of subbing on the backs of our neediest students is not equitable. Our motto of "Equity in all We Do" does not hold true for our neediest students.
- I hope that my child will do good in school and she can continue to do good and go to college
- I hope that my kids can do well in school and their academic
- I hope that our community continues to give access to kids from all backgrounds
- I hope that our community continues to value science, recreation, arts, and kindness
- I hope that our students leave our Schools with the tools they need to be successful in all aspects of their lives.
- I hope that Roseville Area Schools will always be willing to consider demographic shifts as new policies are implemented
- I hope that Roseville Area Schools would be the preferred destination for families of children who have mental illness and a desire to have a quality education
- I hope that Roseville Area Schools would continue to diversify its teachers and school leadership to reflect the community
- i hope that students can learn and be educated on being respectful to everyone
- I hope that students in Roseville Area schools will be able to respect other people and understand the opinions of other people.
- I hope that students will be able to feel safe in their identity and personality as their genuine selves
- I hope that students will feel that they can rely on administration to make them feel safe in the future.
- I hope that students will have lots of fun putting together events in the future.
- I hope that students will work hard after coming from here
- I hope that they can achieve their dreams
- I hope that they can all grow up and be successful from being here.
- I hope that they get good teachers that actually care about them and are not very mean/rude for no reason.
- I hope that they will take notes and turn in their homework on time.
- I hope that they would establish a good 'Base' from which to continue lifelong learning.
- i hope that tre starts running the school
- I hope that with the changes in reading instruction coming that we can get to 95-100% literate students
- I hope the adults in their lives act as aggressively as they can to solve this problem and not look to younger people to do it by themselves.
- I hope the district keeps a focus on rigorous academic standards while developing the whole child.
- I hope the electric school buses come to our schools
- I hope the lunch gets better
- I hope the school can adjust more on languages so everyone can feel welcome.
- I hope the school demonstrates commitment to dealing with the huge challenge of climate change and that students can participate in the solutions.
- i hope the school is shut down
- I hope the students contribute to the environment
- I hope the students will improve reading, writing, speaking, and get a better job and a good pay.
- I hope there will be less fights at the high school.
- I hope they can be big one day.
- I hope they make good choices
- I hope they reach success
- I hope they realize the teachers are secretly fun and enjoy the students :)
- I hope they thrive to make good choices
- I hope things can be back to normal with our school
- I hope to learn more and more each year
- I hope very young ones will be exposed to some analytical thinking before they enter Kindergarten.
- I hope we all can academically succeed
- I hope we can have more staff of color to support our diverse students

- I know this is about students, but I also hope for staff to have a workload that allows them to have a work-life balance, and to know how much they are appreciated. There are a lot of people working so hard each day to make the school community work... Teachers, paras, administration, and also I need to give a shout out to those awesome Friendship Connection staff who work year round and are there for working parents. Thanks!
- I only hope my child do good in school and academic
- I see students seeing that there are major differences between Elementary, Middle and High School with being connected...it seems like there are division of groups? Something I've heard from past students coming back to visit. I've always wondered why?
- I think it is extremely important to provide a sustainable district -- green energy, composting, reducing waste -- to show the students we are invested in a better future for them.
- I think more opportunities for cross-grade mentoring would be great
- I think students should receive more editing of their writing at upper primary and middle school ages
- I think the science curriculum at primary and middle schools should be made more rigorous
- I want achievement gaps to be eliminated. They are a product of disinvestment in communities of color and lack of adequate resources to children with different abilities. Since they were created through structural inequities, they can be changed.
- I want all my kids to do good in school and have good jobs.
- I want all my kids to go to college
- I want all my kids to go to college and get a degree
- I want all our students to be growing intellectually, emotionally, socially, academically, . . .
- I want all students to Excel.
- I want all students to feel seen and respected. No student should feel less than or that they have to hide who they are in order to not only fit in but just exist.
- I want all students to have access to a school counselor. There are way too few in the district.
- I want every student graduating from Roseville Area Schools to fully grasp information literacy--it is essential to building a better workforce and a better society.
- I want every student in the district to graduate with a high-quality, high-expectations diploma that demonstrates the knowledge of rigor.
- I want every student to feel safe and championed by our staff.
- I want more language options, not just Spanish and French.
- I want my child to be successful and do a good job in school
- I want my kids to all go to college
- I want my kids to be happy and do good in life
- I want my kids to do good in school
- I want my kids to do good in school and in life
- I want my kids to get a good job and not like me and their dad because he have no degree
- I want my kids to get good grades and succeed in their classes
- I want my kids to go to college
- I want my kids to go to college and be able to take care of themselves
- I want my kids to go to college and get a degree
- I want my kids to graduate
- I want my kids to graduate
- I want my kids to have better paying jobs than we did.
- I want my kids to have good jobs and be able to take care of themselves.
- I want my oldest to feel challenged and for his teachers to have the resources they need to help him
- I want my youngest to get targeted services to meet his unique needs.
- I want students to be able to take classes that interest them without compromising their core classes.
- I want students to come to school and be inspired. We need to move beyond rote memorization and help create critically thinking, creative and eager to learn students.
- I want students to feel more love at school
- I want success for all and hope that Roseville can help us get there
- I want teachers to maximize our students' potential for learning, that is the way for them to make it in college.
- I want to be challenged. I am a little challenged but not that much.
- I want to be safe
- I want to learn and improve my English [adult education] to be better and confident in society .
- I want to see my kids go to college and have good jobs

- I wish kids would feel welcome at their school (especially kids of color)
- I would like classes to be smaller, my daughter's 4th grade class was 34 students
- I would like to see a balance of learning about the atrocities of injustices, as well as celebrating and lifting up our underrepresented identities.
- I would like to see a focus (especially at the secondary level) on creating a kind and accepting student culture. There is a pervasiveness of negativity from students - and a lack of human connection - among students. I want the kids coming out of Roseville to be academically prepared, but also socially prepared to be kind and caring citizens.
- I would like to see more support for teachers who choose to bring their kids to Roseville Schools - perhaps free or reduced Friendship care, especially the schools where care is only utilized for an hour or so before or after school. Many corporate businesses have in-building childcare or reduced rates at certain care locations. Why isn't it something our district can provide? Helping the teachers with their own children will ultimately help support all of the students in Roseville.
- I would like to see stronger options for the 60% in the middle. For some RAHS classes, if you don't take the AP version of the class, the nonAP option can sometimes be too easy - little in terms of challenges, not much learning.
- I would like to see students who are struggling get the support that will motivate them to improve their academic results.
- I would like to see the values and cultures represented more holistically across academics and communal spaces. I want students and their families to feel safe and welcome in all buildings throughout the district.
- I would love to see leveled middle school courses (not just in math), so teachers can more easily support the lowest students where they are at and push/challenge the highest students. As it is now, many teachers just aim for the middle with a little remediation and/or acceleration.
- I would love to see more BIPOC teachers in the schools. That might look like intentionally recruiting BIPOC educators.
- I would love to see more effort in sharing the positive that comes out of RAMS, as a community member I hear voices only sharing the negative. How can the district counteract this?
- I would really like to see us embrace holidays, cultures, etc. It feels as if instead of embracing the many diverse cultures/traditions, we ignore them.
- I'd like to see students involved in the school
- I'd like to see the money you wasted on Equity Alliance somehow be replaced and future equity funds be allocated to programs to support and enhance academics for all.
- I'd love to see some athletics or sports or more after school clubs offered at Little Canada. So many extra curriculars in the area involve driving to other locations on weekday evenings, or the club is only a 4 week thing. I wish there were sports opportunities for youth at the elementary levels after school on campus. Something they could stick with and really progress in year after year as opposed to a four-six week intro course to cooking or crafts or something.
- I'm hoping that academic standards/expectations will improve for all students. Setting the "bar" high was and is important to me.
- Ideally, all students should be viewed as honors students--capable of highest achievement. All students will graduate from HS and attend some kind of post-graduation education.
- Identify more community resources
- Identify their own strengths, resources and purpose/passion and see that developed and learn.
- idk to graduate
- If they could learn about real life situations rather than old ways of teaching.
- If you don't get sleep at home do it in class
- Impacts of teacher burnout on kiddos. Kids are connection seeking not attention seeking
- Important for kids to explore a lot of different activities, experiences, and electives. You don't know until you try and should be free to try
- Improve general ed teacher understanding and use of de escalation strategies
- Improve life skills while playing sports (x2)
- Improve morale of special education staff, which directly impacts student progress
- Improve my English first [adult education].
- Improve my own education and meeting new people
- Improve quality (test score gains) for high schools
- Improve special education. Make a goal that every child should be able to read by 3rd grade.
- Improved mental health support for older

students

- Improved transportation for after school activities
- Improvement in cultural and racial respect - honor all people
- In my personal opinion some students feel uncomfortable using school bathrooms so I want the teacher to let them use the teacher bathroom.
- in the 12 years of their schooling, students have had at least 50 % Bipoc educators that they can connect to - representation matters
- In-building mental health support - full-time psychologists and social workers in every school
- Include anyone who is left out into your activity
- Inclusion
- Inclusion - the true definition of belonging
- Inclusion in all buildings
- Inclusion in extracurricular activities
- Inclusion with all staff
- Inclusive
- Inclusive and inspiring environment that leads to the best personal student outcomes
- Inclusive curriculum
- Inclusive playgrounds with community partnerships
- Inclusivity
- Increase intervention teachers that work directly with students
- Increase staffing in schools to provide more SEL, SPED, and behavior support
- Increased academic rigor
- Increased feelings of safety at school
- Increased focus on reading, writing and arithmetic
- Increased mental health and intervention support at all levels
- Independent, critical thinkers
- Informing students fully of pathways to College
- Innovation and creativity
- integrity is valued; students identify personal integrity as an important value
- Intensive reading intervention for primary students
- Intentional and meaningful inclusion (meaningful for gen Ed as well as sped students)
- Interactive events to highlight students, art shows, demonstrations, presentations
- Introduce foreign languages in elementary school
- Introduce them to new classes and ideas
- Invest in reading, writing and STEM classes, less on "equity" which has proven to be inequitable.
- It is a safe place to teach and learn
- It is always said that one of the best things that

could happen for kids is to have that high school class that focuses on the real world! How to get a job, open a check card, pay bills, show what to expect when living on their own, the cost of "life items" transportation, medical etc. the "living on your own" class at the high school is a joke. It doesn't prepare kids for anything-that class could use major modifications.

- It needs a Park
- It's my hope that we could spend more on things which have a bearing on post school life.
- IXL for math, reading, and science for all students.
- Job based training/mentoring
- Job shadows with local businesses they may be interested in.
- joyful schools
- Just teach equally without race bias
- Just teach everyone the same way
- Karen Class / Karen language speaking classes
- Keep being you!
- Keep doing what I am doing
- Keep grades up
- Keep kids safe—should be a non-issue, but I worry about it. Police in the middle school, and how they can traumatize children is a huge fear of ours
- Keep lifting the Roseville area schools flag high even after Roseville.
- Keep our facilities in tact.
- Keep politics out of the school. They are there to learn not be indoctrinated.
- Keep providing a good education in manageable class sizes.
- keep up the great work
- Kid to kid be more inclusive
- Kids at all ages feel a sense of belonging
- Kids become educated and don't do drugs
- Kids can come as their full selves. Don't have to come and be someone else. Be proud of who they are.
- Kids from different cultures getting opportunities
- Kids of hard work in their life
- Kind
- Kind
- Kind and good people
- Kind citizens
- Kind citizens
- Kindness toward all - via learning about and appreciating differences in cultures, beliefs, appearances, etc.
- Know more about what opportunities are available to them after graduating

- Know their worth and work to their potential
- Knowing it's OK to take chances, fail and learn from them.
- Knowing they can speak their mind without backlash
- Knowledge
- Knowledge of entire community (exposure to diversity)
- Language equity for languages in addition to English and Spanish
- Later learning time
- Learn
- Learn and be inspired to use their skills/gifts to make the world better
- learn applicable life skills
- learn critical thinking skills
- Learn fine art like (music and art)
- Learn fundamental skills for their own growth
- learn good communication skills
- Learn how to use technology, not write with a finger on an ipad
- Learn new skills in different classes
- Learn to be engaged members of their community and world.
- Learn to be personally responsible for their growth
- Learn to love other people through actions, not echoing viewpoints
- Learn to take joy in working hard and putting effort into the process of learning
- Learn to take responsibility for their learning and engage in the difficult work of school and preparing for the world beyond.
- Learning and discipline
- learning and practicing appropriate social skills
- Learning how to communicate despite differences and build community
- Learning how to drive
- learning language
- learning life skills
- Learning progressions or a similar model where students are met where they're at and growing
- Learning skills
- Learning something new
- Learning to get along with people not like each other
- less bullying
- Less bullying
- Less classes with more time
- Less discrimination towards other races than white
- Less drama

- Less fight
- Less focus on assessment, more focus on experiential learning.
- less focus on curriculum, so teachers are less burdened and students feel less pressure
- Less focus on MCA more on fast and portfolio
- Less homework
- Less homophobia
- Less kids per classroom
- Less liberal agenda
- Less racism and divided groups
- Less racist administration.
- Less social justice curricula
- Less standardized testing in the lower grades.
- less standardized/ required assessments
- Less stress and allowed to be kids (playing in the streets, play hide and seek)
- Less technology
- Less technology use and more hands-on
- Less testing!!!
- Less tests, more projects
- Less violence within school
- Less violence. I would like for more students to just get along and put fists away.
- Let them know that they can achieve great things with hard work
- letting out positive people
- letting the sixth graders have the same privileges as 7th and 8th grade and same competitions and teams
- licensed full time library media specialists in ALL buildings that support students and teachers. Some buildings do not have licensed media specialists. Some are not full time.
- Life skills focus (taxes, credit cards, basic home repair, cooking, etc)
- Life-long learners
- Lifelong learners
- Lifelong readers
- Liking school and not getting bullied - not wanting to go to school because you don't like people or getting bullied
- Limit distractions in classrooms for better focus
- Listen to their teachers
- Live
- Live with empathy and compassion
- Longer lunch/recess
- Longer passing times
- Lots of friends
- lots of unique learning opportunities
- Loves making friends

- Low class sizes for better student-teacher ratio
- lower class size
- Lower class size
- Lower class sizes
- Lower class sizes
- Lower class sizes
- Lower class sizes -- not just lowering the cap - lower actual class sizes
- Lower class sizes!
- Lower suspension rate
- Make band/orchestra more available to students who cannot afford instrument rental
- Make everyone, including yourself feel safe
- Make friends
- Make friends
- Make friends
- Make friends
- Make friends and enjoy life
- Make friends to build a strong friendship
- Make good choices
- Make good connections
- Make good friends
- Make high school boys volleyball a sanctioned sport
- Make lots of good friends
- make mistakes and learn from them
- Make new friends.
- Make people be Happy
- Make students comfortable and encourage them to do their best in areas they are interested in.
- Make sure students have academic programs and classes that are more geared towards student success.
- Make sure they know everyone stumbles. Everyone is bad when they start something new.
- Make their future bright or they are able to do any
- make wise choices and don't waste your time on certain things
- Making good choices
- Making real friends
- Making school more enjoyable
- Making sure all students have an opportunity to learn and have fun, including having field trips and friends.
- Making tons of friends
- Many opportunities—can become whatever they want
- Math
- Math units applicable to adult life
- Math/Writing skills
- Maximize their potential & effort
- Media literacy and project based skills are also important moving forward
- Meet new people.
- meeting kids where they are at, possibly using nontraditional methods
- Mejorar el nivel académico a nivel escolar
- Mental health days
- mental health for the ones that need it
- mental health support
- Mental Health support and learning self regulation strategies for children and adults
- Mental health support for students and staff
- mental health support including social workers, psych full time in every school- involved with all students not just those in need- proactively teaching about mental health and social skills
- Mental health support, culturally appropriate
- Mental health supports - needed before the pandemic and perhaps even more now
- mental health supports for all
- Mental health therapists (not just school counselors) for children, families provided to ALL schools
- Metal Detectors at each Building Entrance
- Mi hope, that all graduate high school
- Middle school is only two years. Learn now to build a good future.
- Middle school students get opportunity to have free time
- modeling of kindness and compassion towards all
- more academic para support
- More accountability for bottom line behaviors
- more activities that are not based on meeting standards
- More after school activities
- More air conditioning
- More and more things get piled onto classroom teacher plates and we are burning out!
- More art, theater, nature and play-based learning. Less memorizing
- More awareness for adhd/add
- More behavior supports available for students
- more behavioral/psych support
- More better food
- More Bipoc Board Members.
- More black teachers
- More CDE Opportunities during the school year
- More Challenge Opportunities at RAMS
- more club opportunities. would help with making out-of-grade friends.

- More clubs and activities such as Destination Imagination, Robotics at the younger grade levels
- More communication
- more communication between home and school
- more community engagement in student activities - signage to invite city to football games, etc.
- More community focused
- More community involvement
- More connecting
- More connection between schools and the cities.
- more connection between students and teachers
- More Connection with students in grades 7-12
- More consequences for bad behavior
- More consistency in leadership skills of principals in the district.
- More consistency with student expectations
- More counselors
- More counselors in high school
- More different language choices
- More diversity
- More diversity of classes, and job shadowing opportunities
- More engaging curriculum for students
- More engaging topics
- more equitable access to advanced classes
- More equitable and streamlined system to identify students needs and get then the support they need
- More equity PD- Perhaps incorporating Culturally Responsive Teaching
- More ethnic/racial, gender and other identifiers represented in the curriculum and content so students can feel represented
- More experiential learning
- More family community events for pre- k classes
- More field trips for 7-8 graders
- More field trips in 7-8 grade
- more flavors of cheese
- More focus on academics
- More food choices, not just A and B
- more free food
- More free time
- More funding for non-tech materials
- More GATE opportunities directly in the classroom, not extra stuff in summer or out of school hours
- More good lunches
- More hand on learning at the elementary and middle school level
- More hands on work within the community (volunteer efforts)

- More inclusive environment
- More individualized learning for nontraditional learners
- more interactive learning at all levels.
- More internship opportunities and national opportunities
- More intervention for students that demonstrate reading, math and behavioral need
- More involve the for parents into pre- k class
- More language options
- More leadership opportunities for kids even in elementary years.
- more licensed teachers to lower class size
- More life skills training on time management would be great
- More managed sports
- more mental health services for students and families in need
- More mental health supports for staff including options to work from home on Od days
- More money spent on classes
- More movement and fun during the day - recess and recreation and good nutrition
- More multiracial teachers
- More nice classes and not dark stuff
- more opportunities for students to meet with teachers 1-1. 1 hour raider time Wednesdays and no teachers available
- More opportunities to learn from people of different abilities
- More opportunities, classes wise
- More options for personalized learning at elementary for kids who are bored
- More options for summer enrichment
- More outside time
- MORE PLAY!!! KIDS NEED TO PLAY!!! LESS HOMEWORK!! LESS PUSH PUSH PUSH!
- More privacy in bathrooms
- More programs for high achievers
- More raider time
- More recess
- More resources and support for special ed children - experiences vary from elementary to middle school.
- More respect from students to teachers
- More restorative practices over punitive actions
- More rigorous standards and college prep
- more social and climate justice focus in all areas
- More social opportunities
- More SPED paras for SPED students, and consistently. Don't keep changing para during the

day

- More SPED support
- More staff hired to work directly with students. We do not feel the benefit of hiring staff that do not work with children.
- more staff to help give more differentiated instruction and opportunities for a wide range of students so it is not just the classroom teachers job
- more staff to support
- More student accountability. Students seem to feel that they can do what they want and get away with it. This'll slowly lead to worse actions and make it hard to implement change in the future.
- more student support and social work/therapists at schools
- More student support services to help students who struggle socially
- More student voice in changes
- more students attempting AP and rigor classes
- more students of color in leadership roles
- More students should qualify for AVID
- More students taking higher level math, physics, science classes.
- More support at sporting events form students
- more support for extreme behaviors
- More support for gifted students with programs that are fully supported not just on paper. Need teacher engagement and commitment as well as board support and engagements. So often gifted students are forgotten because the thought is they don't need help.
- More support for GIFTED STUDENTS. Trina does an amazing job as the district coordinator but she is just one person. A gifted teacher in each school would be greatly beneficial.
- More support for sports
- More support for students who are behind due to COVID
- More support on identifying interests, passions, motivations in ways that support entrepreneurial spirit is more necessary in the future
- More support staff (licensed and non-licensed)
- More TA so students that have questions in class on the material and need more in-depth explanation can ask them instead of stopping the teachers' progress
- More teachers per student with disabilities who can't communicate (currently the teachers don't have the bandwidth to communicate with families)

- More teaching on the subjects-math, writing, reading, health,S.S, etc. Less emphasis on political agendas and critical race theory
- More teaching on the subjects-math, writing, reading, health,S.S, etc. Less emphasis on political agendas and critical race theory
- More technology, Less waste on athletics
- more things about how the reel world will function without your parents [also in like 7th or 8th grade teach about banks and taxes]
- More time for teachers to collaborate and apply what they have learned
- More time outside
- More time outside/in nature
- More time to work on projects
- more translated materials for families
- More trips outside of the classroom
- More vegetarian lunch options
- More work/ opportunity for the gifted and talented students
- Much better test scores indicating college readiness
- Much improved test scores
- Much like having culturally responsiveness, use SEL in all of our work,
- much needed upgrades to physical buildings/grounds
- Much smaller class size. 1st-6th grade-class size of 25 or less
- Much smaller class size. 1st-6th grade-class size of 25 or less
- Multilingual students and families support
- Music department grows rather than shrinks
- My child has said that kids know that if they complain to an administrator, then it is easy to get a teacher in trouble and away from a teacher into another class.
- My child is in kindergarten, but the amount of stuff that the state is requiring be crammed into these kids' heads is staggering. Some kids - not all - are exhausted and stressed when they should be excited to learn. Let's change this!!
- My dream for my kids are to get good grades and go to college
- My dream for the Students at Roseville Area School is that we remain an inclusive district.
- My dream is for all my kids to do good in life.
- My dream is for all my kids to get a degree
- My dream is for my child to graduate
- My dream is for my kids to all go to college

- My dream is to speak and understand better English [adult education]; to learn computer technology; to get a better job.
- My dreams are for my kids to do good in school
- my dreams are for my kids to go to college and get a good degree and good job
- My dreams are for my kids to go to school and college, do get a better job then us
- My hope for RAHS is for all students to feel welcome
- My hope is also to have more students be involved in learning and leading in our community outside of the school
- My hope is for all my kids to graduate and go to college
- My hope is for every student to have the support needed
- My hope is for my kids to do well in school
- my hope is improve to language
- MY hope is that all students feel safe, comfortable, seen and valued in our school system
- My hope is that all students will have at least one teacher they can go to if they need help in school or at home in other words I hope all students feel safe at school
- My hope is that BIPOC students in the RAS district see themselves represented in their teachers. When they don't see anyone who looks like them in roles that hold authority and respect, it sends a strong message. Also benefits white students to see that people of color belong in education +
- My hope is that my dreams come true
- My hope is that the majority of students are able to attend college
- My hope is that they enjoy learning Spanish and by the end of it be able to speak/understand it
- My hope is that this school can continue to embrace the idea of community and hold people in our building accountable for actions that go against our community guidelines
- My hope is that we can all learn study skills and come back from the pandemic in the last years
- My hope is that we continue to recognize the different ways students learn and accommodate them.
- My hope is that we continue to work as a team in supporting our students academically and emotionally.
- My hope is that we help students see their importance and value and dedicate themselves to making a difference in their futures

- My hope is to complete all my credits and get my diploma to move forward.
- My hope is to improve my English [adult education], get my diploma and go to university.
- my hopes and dreams for students at RAS are that I hope teachers and students make them feel accepted in any way
- My hopes and dreams for students in Roseville Area Schools is to complete our goal that have been wanted for a long time and have a thought about what to do next.
- My hopes and dreams for students in To finish Roseville school
- My hopes are that my kids will live and be happy
- My hopes are that we can have the permit test when your 15
- My wish is for my kids to all go to college and get a great job, be sufficient to take care of themselves
- Need both equitable and accessible services and opportunities.
- Never give up
- Never gonna give you up Never gonna let you down Never gonna run
- Never gonna tell a lie and hurt you We've known each other for so long
- nicer to each other
- No achievement gap
- No bullies
- No bullism, racism, and hate
- No bullying
- No bullying
- No bullying
- No bullying
- No bullying
- No bullying and saying bad things about their colors
- No child enters our doors without their basic needs being met.
- No drugs
- No drugs or guns
- No fighting
- No fighting in Roseville MS
- No fighting or any drama about something so little or for no reason
- No fights
- No homework
- No homework
- No homophobes
- No identity marker predicts achievement

- No matter ability, be able to see themselves as successful
- No more bullying
- No more center based special education programs
- No more fights
- No racial discrimination
- No racism
- No smoking/vaping
- No splits in buildings
- no student fatalities as a result of mass shootings in the district
- no student feels like they have to check their identity at the door—they are welcome and valued fully for who they are by ALL adults
- No Students left behind in understanding class material. Especially math.
- No swearing
- not chatting to a friend when a teachers talking
- Not drop out
- Not get bothered in the bathroom
- Not have to worry that my children are being fed unnecessary information or forced to participate in any LGBTQ agenda
- not leaving the classroom
- Not sure
- Not to be annoying
- Nothing
- Obtain a great education
- Offer 7 or 8 classes in the high school ~ students should not have to choose between band and choir ~ this is not college ~ it's high school - offer more options and opportunities ~ keep the same schedule as middle school ~ at least add 1 more class period so kids don't have to choose
- Offer other classes that help you prepare for college
- Offering more community education classes
- One big group of kids of all colors, rather than disparate groups who stay with their own ethnic group.
- One Dream: Each student feels that they will be a success in their chosen profession
- One Hope: Each student has fun learning those skills in an accepting environment
- one hour of PE/art/specialists
- One thing I would like to see is for our Middle School to expand to include three grade levels so that it is more of a community, so students have a beginning, middle and end and can some time to establish themselves in their school.
- ongoing resources for students and families

- ongoing/more flexible learning options
- Open mind
- Open more classrooms
- openness/tolerance to different ideas/worldviews, opportunities
- Opportunities for all students to connect, feel safe and find their path to success - in their way
- Opportunities for diversity in abilities
- Opportunities for great education & extra curricular activity
- Opportunities for involvement in all areas of the curriculum
- Opportunities for our leaders and high scholars
- Opportunities for students after school in gyms, recreation, learning
- Opportunities in sports, theater, and music that keep pace with our neighboring districts
- Opportunities to accelerate learning outcomes
- Opportunities to excite all types of learners
- opportunities to explore interests(arts, science, music)/more outdoor education
- Opportunities to learn a bunch of things
- Opportunity
- Opportunity for age-appropriate immersive learning experiences
- Opportunity Gaps close
- Options for sick students
- Orientations
- Our students excel! every student is prepared to begin a career or continue their education after high school
- Parent Education for families from Birth through 12 grade
- Parents are proud to say their kids go here
- Parents to be involved in budgeting process
- Parking lots to be redone
- Participation in sports and activities based on aptitude and attitude not favoritism
- Pass all classes
- Pass all their classes
- Passing school and walking the stage
- Peace
- People going to high school
- People have an open mind
- People know how to work in a team.
- People to be more kind and less bullying
- Personally, I want Roseville Area High School to be a safe space for all students to feel welcome in. Additionally, I feel it is important to provide more funding and resources for the underprivileged population at RAHS,

- Physical development programming for all lower elementary students developed by OT's, PT's and other professionals in physical development
- Physical education
- Play time/SEL for all grade PK-12
- Please establish Middle School Programs that are not a part of HUGE RAMS where so many kids get lost or Parkview, which is impossible to get into. RAMS is an environment where my type of kid (who is not unusual) cannot thrive. This leaves us with NO MS options in Roseville district. :(
- Positive and welcoming school climate with strong community involvement
- Positive behavioral outcomes
- Positive discipline with goal of inclusiveness
- Positive news stories about our school performance
- Post graduation success
- Preparation for a potentially large influx of new families as housing stock turns over.
- Preparation for a world we can't imagine and discovery of their interests and motivation as learners
- Prepare global citizens. Equip everyone with a grasp of world geography and world events, not just state and country.
- Prepared for real life with an understanding of logical consequences
- Prepared to realities of the world
- Prepared with self-confidence in their own voice
- Pride in community
- Pride in education (quality)
- Problems are taken seriously
- Proficient Reading
- Program inclusivity
- programs/concerts/parties for students and families to attend
- Project Lead The Way type training.
- Promote healthy kids with critical thinking skills
- Provide a systematic, realistic, and focused plan for achieving equitable outcomes
- Provide expected teaching strategy workshops during the school year rather than expecting staff to attend in summer
- Provide opportunities for students to explore their interests and abilities
- Publish e-newsletters and related communications in more than one language (e.g., Spanish, Hmong, etc.)
- Push kids to turn in work on time (Westland is very good at this)
- Quality education
- Quality education that is safe for all people - not certain segments of the population
- Quality education, no matter the starting point
- Quality education.
- Quality opportunities for each and every student at each age level
- Quality safe education for all students
- Que alcancen todo lo que se propongan (May they achieve everything they set out to do)
- Que alcanzan today sus metas (May they reach their goals today)
- Que les den mucho más apoyo para que puedan lograr sus metas (Give them much more support so they can achieve their goals)
- Que los latinos pueden tener más apoyo y que no solo sean Cecilia y Ms Ayala (That Latinos can have more support and that it's not just Cecilia and Ms Ayala)
- Que realicen todas sus metas y sean mejores cada dia (May they achieve all their goals and be better every day)
- Que se mantenga el club latino
- Quickly recognizing when our students need support
- Racial disparity eliminated in achievement, behavior referrals, high level coursework, and programs
- Racial equity
- RAMS science in general was non-inspirational for my three children. Being turned off to science at that crucial age due to weak teachers can set a poor tone for subsequent science classes. I think science at RAMS and STEM in general could be beefed up a bit as that is where many future jobs are.
- RAS will continue its anti-racism work
- Reach their potential
- Read by third grade
- Read well by third grade
- Reading BEFORE college/Tech School
- Real History
- realize those goals vary and we must offer what is necessary to meet those goals. Help them
- Recess at RAMS
- Recess or free time
- Recognition as graduating from an academically challenging school
- Recognize students non-academic needs and prioritize those
- recurrence on mental health issues

- reduce anti-american, anti-white rhetoric
- Reformed teaching curriculum, individualized programs
- Regardless of grade level, meet kids where they are at, both those struggling and those excelling
- Reinstitute accountability and responsibility for all students - implement grading based on 90-100% = A, 80-89% = B, etc. so that children learn about hard work, accomplishment and self made success.
- relaxed with the knowledge that they can work nearby and develop hobbies to enjoy for life
- Removal of gender binary bathroom signs
- Renovations
- Renovations
- Representation is seen and felt each day
- Representation matters at multiple levels
- Represented staff to match student population
- Respect and love for everyone
- Respect from kids to kids
- Respect from students towards adults.
- Respect one another
- Restorative Justice practices
- revamp "grade levels" and focus on needs and learning
- Reviewing/changing the purpose of OSS/ISS
- rigorous academics
- Robotics courses available to all 9th - 12th grade students
- Roseville schools have more programs or classrooms dedicated to alternate learning styles.
- Rules and real expectations and consequences for their actions
- Safe
- Safe (physically and emotionally)
- safe and successful educational experience
- Safe and supportive classroom environment
- Safe environment for learning
- SAFE ENVIRONMENT FOR STUDENTS - MENTALLY AND PHYSICALLY
- Safe environment that makes additional efforts to ensure kids feel safe particularly at RAMS and RAHS
- Safe for all students
- Safe learning environments
- Safe school
- Safe schools and world
- Safe space to learn
- Safe, respectful learning environment
- safe. there are fights almost daily in our high schools, that is completely unacceptable. My

children are afraid to use the bathrooms. This is completely unacceptable.

- Safer
- Safer environment than it is today
- Safer learning environment
- Safer learning environment
- Safer less shooting threats
- Safety
- Safety
- Safety
- Safety
- Safety
- Safety
- Safety
- SAFETY - more safety measures, security measures for students (gun violence)
- Safety - safe home, safe schools, safe city - ensure students have safe spaces to go to outside of school hours
- Safety - secure bldgs, emergency situations have plans in place
- Safety first for students and staff
- Safety for students, strict adherence to safety rules
- Safety success and happiness
- Safety- first and foremost- School should be a safe haven for kids
- Safety-Lower class sizes
- Scholars feel like they have grown not only academically but socially.
- Scholarships
- School as a community hub...not just a place of learning from 9-4
- School pride
- Schools build community that is reflective of the student body
- Schools that are safe for all!
- Schools will represent all cultures and will feel more like a welcoming place for all.
- Schools with Air conditioning and air quality
- seconds on lunch/more food at lunch, longer time for lunch, vending machines
- Security doors
- see education as a meaningful and impactful part of their lives
- See themselves being successful in a variety of

- areas
- See themselves reflected in the curriculum
- Seguridad
- SEL is just as important as academic- valuing both components
- SEL that healthily supports their adult interactions
- Self actualization
- Self awareness
- Self-Awareness - Developing a sense of empowerment, identity and purpose
- Semesters instead of trimesters to go more in depth
- Sense of community
- sense of community and belonging
- Services to meet the needs of students and families
- Sets students up for a positive successful meaningful future
- share more stuff
- Shifting the culture of schools in the district to actively combat white supremacy
- Should always
- Show career readiness out of high school
- show respect to themselves and others
- Show up as their authentic selves
- Skills for life
- Skills for life. Please don't allow teachers to express their personal opinions or personal lives in the classroom.
- Small class sizes
- Small class sizes allow teachers time to work in small groups and for more thorough evaluations of students' needs.
- Small class sizes for more individualized attention to keep them engaged
- Small class sizes for students so that they can get the attention they deserve from teachers for a quality education.
- smaller class size
- smaller class size
- smaller class size, especially in the primary grades. 29 students in a class is too many.
- smaller class size, no standardized testing or testing that incorporates the arts. 4 day school week
- smaller class sizes
- Smaller class sizes
- smaller class sizes
- smaller class sizes
- Smaller Class sizes
- Smaller class sizes

- Smaller class sizes
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- Smaller class sizes
- Smaller class sizes
- smaller class sizes
- Smaller class sizes
- smaller class sizes
- smaller class sizes at all levels
- smaller class sizes or more staff so kids can get more individual attention if needed
- SMALLER CLASS SIZES THAT STAY SMALL
- smaller class sizes where students can focus more on building and maintaining healthy relationships rather than test prep
- Smaller class sizes, more mentoring, giving the students other caring adults to connect with and build a relationship
- Smaller classes
- smaller classes (22), especially in the beginning reading years
- Smaller classes for older students
- Smaller classes so students can receive the individual support they need
- Smaller classroom sizes
- Smooth transitions between Elementary, Middle, and High School
- So that they can achieve their goals and realize their dreams and longings that are in their hearts
- Soccer fields that need to be built on schools
- Social and emotional balance with academic learning
- Social Emotional Learning
- Social skills
- Social skills for a full life. Academic skills for an open mind.
- Social studies/history is given more time
- social/emotional development - be kind people
- Solid reading instruction
- Solidly trained students that can feel good about going into the trades after graduation. Not everyone is a fit for the college track.
- Some kids are not interested in learning.
- Some older people take authority over the grades 1-3 years below them, and while that could be 'reasonable' for 1-2nd graders, I feel like we should be equal in that way.

- Some people learn more from interactive/different experiences over just worksheets.
- Some students feel less independent when it comes to getting help, so I would be really helpful if staff or teachers check on them sometimes.
- Some students will want to go to college
- Some teachers, particularly newer ones and more at RAMS, could use more support with classroom management. There is no reason my student should spend 20 minutes practicing walking into and out of a classroom (RAMS science class) because students are misbehaving.
- something for everyone. a chance to "find their people"
- Specialized classes
- Sports
- Sports
- Staff can be cared for, provided adequate resources, and have a respectful workplace
- Staff follow the same rules/guidelines and enforce them
- Staff members have more support to deal with big behaviors
- staffing for special needs support
- standing up for people and telling what and what not to do to prevent bullying
- Standing up for people when they are getting picked on
- Start kicking out and sustain the real work on LEARNING about families culture and race identity
- Start to a career
- Starting to gather feedback on recognizing significant months throughout the year including June - PRIDE!
- Stay focused
- Stay out of trouble
- stay positive
- Stay strong in STEM
- Staying motivated
- Staying together as a community
- STEM leaders upon graduation
- Stop assuming students with certain racial or cultural attributes should behave certain ways. Certain kids should be afraid of the police; specific races or religions should have certain ideological leanings; etc.
- Stop being so judgmental
- Stop bullying and stand up for yourself and others
- Stop conflicts with fights
- Stop cutting programs and staffing.
- Stop fighting

- Stop fighting
- Stop talking about European history and expand that to be more representative of our students
- Stop watering down education. Prepare students for the real world where they will have to take tests and pass them.
- Streamline assessment so that it is useful/balanced
- Strengthen language immersion programming. The Spanish dual language immersion program needs student enrollment increases to be able to sustain grade level classrooms for each grade. The immersion program needs multiple entry points so that students who develop language interests after K or 1 can join the program. More classes need to be offered in Spanish in MS.
- Stretching their imaginations in terms of learning, what's possible, etc. Explore the unknown - the arts, challenging courses, etc. Feeling free to do so without the pressure of grades, judgment, etc.
- Strong academic background.
- strong academic programs
- Strong bonds of support with staff and other students
- Strong civic education and belief it is important to vote and be civically engaged and active
- Strong community and sense of pride in the schools
- Strong connection for every student with at least 1 adult at school
- Strong friendships
- Strong life skills that will help them be successful in the future.
- Strong mental health services and interventions
- Strong neighborhood schools with as much family support, participation and involvement as possible
- Strong parent support
- Strong readers
- Strong school support
- Strong source of trades graduates
- stronger restorative behavior systems
- Stronger school to student connection to historically marginalized student groups
- Stronger, science based reading curriculum to ensure ALL kids learn to read BEFORE they fall behind
- Student co-creation of curriculum
- Student engagement
- Student seats at the planning table for equitable curriculum

- Student voice - let students return and volunteer to share their experiences/stories
- Student voice is elevated and acted upon
- Student's culture is celebrated intentionally
- Students allowed to bring their identities to school with them
- students always feel safe and have trusted adults to turn to if not
- students and staff are happy and hopeful for the future
- Students and staff feel safe
- Students and their families will have a positive connection to their schools as facilitated by amicable, useful, and responsive/proactive faculty and staff
- Students appreciate diversity and learn to think globally
- Students are able to critically think.
- Students are able to do things they are interested in.
- Students are able to have more time for experiments/scientific related lessons
- Students are able to obtain the necessary skills to be successful in community and academic settings.
- Students are able to understand their importance in society.
- students are challenged academically with resources to meet them where they are
- students are comfortable in their learning environment including building facilities like access to air conditioning and bathrooms
- Students are empowered and see themselves reflected in schools
- Students are engaged in meaningful study
- Students are held accountable for their words and actions
- Students are known and supported as individuals
- students are prepared for what they will experience in the real world during and after their school days
- Students are presented with opportunities to learn about themselves, their people, their culture
- Students being accepted in our schools and feeling a sense of community. Students feel excited to come back to our schools and feel a sense of pride.
- Students being successful. Being the best schools and being known for that.
- Students bringing their best to learning every day.
- Students can be authentic selves
- Students can get support, especially around

mental health

- Students can go to school and feel safe. Students feel comfortable just be able to chill and be themselves, without having to worry about aggression or worries
- students can have instruction at their levels
- Students care about school community
- Students deserve to have buildings and facilities that are comparable to other districts.
- Students develop a love of learning
- Students enjoy coming to school.
- Students experience healthy community
- Students feel confident & ready for work-force/college
- Students feel connected to their elementary schools, how can we make sure this continues? Want ALL students to have this feeling.
- Students feel connected to their school community and have opportunities to build friendships.
- Students feel empowered and want to do well.
- Students feel hope and excitement to learn and grow up
- Students feel like theft belong and are valued
- Students feel prepared for whatever they do after graduation
- Students feel safe
- students feel safe and belonging
- Students feel safe coming to school
- students feel safe physically and emotionally to be who they are
- Students feel safe.
- Students feel valued, included and accepted
- students find success in their future plans
- Students get access to what they need to succeed
- Students get good education
- students graduate
- Students graduate as contributing members of society
- Students graduate with either a vocational or academic skill set
- students graduate with skills and mindsets that allow them to meet the financial as well as social/emotional demands of today's world
- Students grow in skills and feel compelled to complete meaningful work.
- Students have a deeper and critical understanding of politics and social studies; to be able to analyze, understand, and engage in how we as a society, nation, and world operate and work together. Learn to be accepting, respectful, and supportive

of people of all races, genders, socio-economic statuses.

- Students have access to taking college credit classes while in HS
- students have adequate staff to student ratios
- Students have confidence and knowledge to pursue their career interests
- Students have courage to achieve their dreams as their authentic self
- students have the academic support they deserve including appropriate class sizes, TA support,...
- Students have the choice in determining their dreams (well prepared)
- Students have the opportunity to engage in lots of different types of learning
- Students have the opportunity to explore a variety of interests.
- Students have the opportunity to shine in lots of different types of activities or clubs
- Students help each other, give back, and are a team. Not all about 'me'
- Students helping each other
- Students learn how to be curious - not knowing is ok; curiosity is good
- Students leave career ready or attend college
- Students need to be exposed to many different subjects, experiences, and classes.
- Students now and newcomers
- Students of color achieving at the same level as white students
- Students receive a well-rounded education INCLUDING band, choir, art, etc.
- Students respecting teachers
- Students retain the wonder of learning
- students scoring proficient on CFAs at a rate of 80%+ on every standard at every school
- Students see their classmates in the curriculum
- Students see themselves in the curriculum & find it relevant
- Students see themselves in their teachers (more staff of color)
- Students see themselves represented in the curriculum, classroom and administration.
- Students should be able to connect education with their own future.
- Students should be able to see a future as leaders.
- students should be supported and have their basic school needs met
- Students should do a better job working with their teachers
- students should feel safe and supported in RAS

- Students should realize their potential.
- students stay and become teachers, admin, etc in RAS
- Students that know the importance of collaborating with everyone
- Students to be more connected
- Students to feel more comfortable at school
- Students to feel they have the ability to create change in their schools that represent them (today not later for another generation of students)
- Students to graduate and do something successful in life
- Students to stay focused on academics
- Students want to return to work in RAS
- Students well prepared for their desired post-secondary education or career
- Students who are struggling academically would have more specific SEL support
- students who have the tools and motivation to move society to better place
- Students who learn beyond your wildest dreams
- Students who learn differently have experiences that align with their learning style
- Students who need to see the consequences of poor choices are led through those situations with a loving adult who knows them well and can help challenge them to grow
- students will be able to come back years after graduating and still get help
- Students will be able to explore and express knowledge respectfully, without fear of being silenced or shunned, even when that knowledge does not coincide with the platform/narrative of a dominant/given political party
- Students will be able to thrive with another potential online learning
- Students will develop deep empathy and strong critical thinking skills and develop all of their potential
- students will each have a mentor--not just AVID students
- Students will enjoy being at school
- Students will experience as normal having BIPOC teachers during their whole educational journey.
- Students will experience learning in a culturally sustaining educational system.
- students will feel a sense of community (communities) with each other - safe, mutually respectful, caring, etc. - empowered to work and play together
- Students will feel a sense of pride in who they are,

who they can be, and the actions which will take them there.

- Students will feel connected
- Students will feel like they are a part of a community that welcomes and respects who they are beyond data points. Opportunities will continue to be offered for students to find varied paths to success.
- students will feel, and be, safe in their schools
- Students will know how to treat and respect one another
- Students will not experience bullying.
- Students will receive quality instruction every day
- Students will receive quality instruction every day, even if their teacher is absent (continue working to solve the substitute shortage)
- students will walk away with how to manage personal finances and make life decisions
- students will walk away with life skills--conflict resolution
- Students will want to get good jobs
- Students with any type of disability are provided with the resources to succeed
- students with IEPs can participate in general education as much as benefits their learning and social development with supportive adults available as needed
- Students would be taught positive mental health strategies AND how it can positively affect them to employ those strategies, as a part of the shared language in the community
- Students would be taught specifically how their negative behavior (running, walking out, yelling, swearing) is harming the community and their own success
- Students would have at least 2 educators that look like them during their 13 years in the Roseville school system.
- Students “emerge” from RAS ready to pursue any future they dream for themselves
- students' families and languages are seen and heard in schools regularly through events and systems
- Students' growth in writing is focused on more
- Study hard for their dreams
- Stuff
- Succeed
- Succeed in whatever walk of life they take
- Success
- Success
- Success

- Success
- Success
- Success
- Success
- Success
- Success after graduation in college OR careers
- success both in their future careers, and also becoming amazing human beings
- Success in 6th grade track
- Success in all areas social and academic
- success in all aspects of life: health, relationships, career
- Success in work and college after high school
- Success is defined in MANY different ways, not just college, AVID, or AP Classes.
- Success school
- Success with whatever path they choose
- success- graduating
- Successful
- Successful
- Successful
- Successful futures
- Successful in life beyond RAS
- successful placement in college or trade school
- Successful studies
- Sueno que terminan (I dream that they finish) education and achieve their goals to be able to do whatever they want in life and be successful always. The most important thing is that they graduate.
- Support
- Support for all students at all levels.
- support for EL kids and families
- Support for neurodiversity
- support for teachers
- Support for teachers--TA's, intervention support groups
- Support students physical/emotional/psychological health so they can focus on learning
- support students struggling with mental health
- Support students to be well rounded and respectful humans no matter their path in life.
- Support the teachers and staff members first and foremost. They are the adults in the classroom, trust them.
- Supported teachers are better teachers
- Take time to rest and do things they like while achieving their goals in school
- Take time to listen to the teachers
- Tastier lunches
- Teach all students problem solving

- Teach more about LGBTQIA Youth
- teach our students to build a better world that is free from greed
- Teach us how to behave
- Teacher Assistant all day in the classroom or at least part of the day
- Teachers and Principal hold ALL students and their parents accountable. Teach kindness.
- Teachers listen to their students and learn from them
- Teachers off-load some responsibilities so they can build strong relationships with students & serve as coaches
- Teachers to have more activities and help to make friends
- Teachers who accept students for who they are
- Teachers who challenge the kids to be the best they can be
- Teachers will engage with students more and help during Raider time
- Teaching how to interact with people who are different from us to include people with disabilities
- Teaching staff that looks like the students
- teaching them to be critical thinkers
- Technical leaders.
- Technically elite students coming out of our schools.
- testing that represents all knowledge including arts and music
- That a full range of kids have an education that helps them thrive as the unique person they are.
- that academically gifted students of all ages are tended to with the same amount of care and attention as those on the other end of learning spectrum
- that administrators will LISTEN to and respond to the concerns of frontline staff and students
- That all are successful
- that all are welcome and included
- That all buildings have air conditioning, updated water fountains and inclusive bathrooms
- That all can better themselves and achieve their goals
- That all finish with a good education
- That all kids feel included and like they are welcome and belong
- That all Latinx students graduate
- That all students (high achieving, average students to those with learning disabilities) all are treated equally. I feel the kids who are in the

middle/average are often left out. Seems as though if they aren't causing trouble, they are just there and ignored.

- That all students are given the chance to grow and learn- we need more support for kids that are struggling- mentally and academically
- That all students are held personally responsible for their own conduct.
- That all students are kind and independent students.
- That all students can strive to be happy and fulfilled instead of anxiety and self-consciousness.
- that all students feel included and welcome, are seen and respected
- That all students feel like they belong
- That all students feel safe at school
- That all students feel valued and supported
- that all students feel welcome and are given a voice
- that all students have learning opportunities that challenge them
- that all students have the same opportunities
- That all students have the same opportunities. The A students have so many opportunities other students don't have.
- That ALL students in need of reading and math interventions are able to receive them.
- That ALL students learn to read, write, and have math skills.
- That all students like school and want to attend school.
- That ALL students that have a need for additional academic support can receive the help they need.
- That ALL students who want to join AVID are able to join.
- That all students will achieve accomplishment and be supported.
- that all students will feel accepted and find their niche and be able to pursue their dreams
- That all students will feel heard and will have friends and advocates among staff to support them on their journey.
- That all students will feel heard, valued, seen and that each student will be able to access their brilliance and be challenged to continually grow.
- That all students will feel welcomed and celebrated.
- That all students will have the resources they need to reach their maximum potential--to thrive!
- That all students would love each other as they love themselves. That we can recognize

differences, but not make assumptions about one another, rather create a space to get to know other students and their unique personalities, interests, building friendships based on other students' character and building unity within the student body.

- That all teachers are trained and informed about dyslexia so they can appropriately work with parents and SPED teachers (and avoid insensitive and uniformed comments and positions)
- That all the theater kids will be on Broadway one day
- That any minority group feels safe in school
- That better communities evolve from our equity and PBIS efforts
- That class choices are varied and include non-traditional options
- That disciplinary issues are addressed and students are held accountable to be respectful to each other, staff and community at large.
- That DLI can (be given the space and resources to) realize its vision
- that Dyslexia be acknowledged and quality help be provided and kids not treated with ADHD ideas.
- That each student feels seen
- That each teacher feels heard
- That EDW goes back to being a school with no bullying.
- that EL and special education students receive the extra attention and supports they need to succeed
- That enrollment continues to be strong but manageable
- That every child feels supported and encouraged
- That every child gets what they need to meet graduation requirements.
- That every kid that graduates from RAHS has a fulfilling path ahead
- that every single student would be seen as a unique individual, with unique individual needs, and that those needs would be met
- That every student feels free to be their authentic self. That every student feels supported in the way they need support. That every student feels prepared to live their dream.
- That every student feels safe coming to school and feels they can show up as their authentic self
- That every student feels safe when they are in any classroom in this district, both physically but emotionally as well
- That every student gets what they need to succeed.

- that every student has access to the many opportunities offered at RAHS
- That every student is treated equally and kids are frankly tired of hearing “black” issues, because many other non black students have the same. Can we not address them as a group, many who feel the same way.
- that every student leaves with a solid (but flexible) post-secondary plan
- That every student participates in post secondary education in order to be successful in life.
- That every student receives an education at the level they need regardless of barriers.
- That every student will be able to see teachers and staff that look like them
- That every student will feel safe
- That everybody feels welcome and supported.
- That everybody has an equal chance
- That everyone feels comfortable and proud
- That everyone feels good about going to school and not feel like the task is soul sucking.
- That everyone feels like they belong and are accepted in this community
- That everyone feels proud and comfortable about their culture
- That everyone feels safe within the school environment.
- That everyone feels they are successful within the school environment.
- That everyone gets a chance to learn
- That everyone gets quick access to services they need.
- That everyone has a successful future after high school
- That everyone has access to a quality education free from racism, bullying, or harassment.
- That everyone has an amazing life
- That everyone lives a happy and loving life
- that everyone will feel safe
- That expectations of students are not reduced in response to the learning lost during the pandemic. Our students are still capable of great things and should be held to a high standard.
- That families continue to be proud of the district
- That gun violence doesn't impact our schools/district and students feel safe.
- That in its inclusivity work, Roseville considers dyslexic students, including identifying students and actually using the term dyslexia
- That inclusion and relationship building for students with special needs continue to be valued

- and prioritized as it is.
- That instruction is high-quality, differentiated, challenging, engaging and wide-reaching
- That it becomes more inclusive
- That it supports and celebrates all aspects of diversity.
- That kids are supported through mental/emotional challenges and they have a place they can reach out to peers, mentors, people in the community who want to help.
- That kids have way more recess and lunches that tastes way better
- that kids will feel like they have a voice and that they can be whatever they want to be
- That Mental Health is taken more seriously
- That middle school students get free periods
- that more students are engaged in their education and community
- That my kids will grow and learn in a district where they feel safe, supported, and respected.
- That my kids won't be bullied anymore
- That my level 3 special education student will be able to go to his neighborhood school. I'm sending him to a charter because he can't.
- That no hidden agendas will be taught...let's stick to reading, writing, math and history.
- That no kid is left behind
- that no student is left behind. I feel that my children have not been super smart / talented, and they have not been in great need. Because of that my daughter is still struggling to get support in this school district. You are not being successful with this group, and my daughter is struggling with education and I am struggling to get any action from the staff.
- That nobody dies on campus due to gun violence, bullying, hazing, or illness.
- That nobody thinks another person is weird
- That our parents have access to resources in Spanish that can help us succeed
- That our students would be able to leave RAS and succeed in any profession they might desire.
- That people do not bully their peers
- That people would understand different people
- That RAHS will embrace the technology further. Distance learning was great because the students could rewatch the lessons as many times as needed. Now, they get taught the lesson once and that's it. It would be great to see each lesson recorded and posted each day so students can reference it again.

- That religious support, suicide prevention line, meetings as a whole school, including other things occur, over the years
- That Roseville area Schools will show us how to do our job well
- That Roseville Area Schools will teach kids in a successful way
- That Roseville remains a safe place for staff and students. Please prioritize gun violence prevention and response plans at every school
- That Roseville schools become a destination for kids with dyslexia, rather than a district that kids with dyslexia leave for private schools
- that school is a safe place for them to learn and grow and form friendships
- that school is a safe, stable place for them to grow
- That school starts later
- that schools can ACTUALLY start disciplining students for bad behavior, disrupting learning
- that staff would reflect the students in the school
- That students and families will not only feel welcomed here, but feel seen, heard, and valued.
- That students are all challenged- start caring more about students who excel at high levels.
- That students are expected to be kind and considerate to each other, teachers and staff
- That students are treated as individuals rather than as members of a demographic category.
- That students at Roseville are provided with high expectations and high academic/social standards that truly reflect the gifts and talents each student has.
- That students become well-rounded and become positive, contributing members of our community.
- That students come out of school prepared for life.
- That students feel important and not left out
- That students feel included and a priority in the district.
- That students feel like they are being supported
- That students feel like they have a connection to a teacher that they can use as a mentor in the future.
- that students feel safe, supported, and connected to their school community
- That students feel welcome, safe, respected and valued
- That students find joy in learning and have positive interactions with staff members. Most Admin at secondary and district wide have little time for students or parents.
- That students get the help they need

- That students grow up and use their success to give back to our community
- That students have empathy and skills to be successful in a growing world
- That students have learning opportunities to reach their full potential.
- That students have the time in their schedules to take the fine arts they wish to take.
- That students know that they have a voice and what they say matters.
- That students know their hopes and dreams can be realized, regardless of who they are or their background.
- That students learn more
- That students leave isd623 ready to be an adult
- That students realize everyone can have achievable goals. That we as teachers must
- that students see themselves represented in staff and that we pay that staff a wage that is appropriate and equitable
- that students understand the importance of a good education so they can be successful
- that students understand the world beyond Roseville, and respect other cultures
- that students will be able to communicate their wants and needs with staff and admin easier
- That students will be engaged in learning based on where they are at - extra challenge when needed, extra help when needed so that things are not too hard or too easy/boring
- That students will learn skills that will help them have fulfilling lives in the future as adults
- That students will receive a well rounded education that evolves with continued learning of current events.
- that students will stop being advanced to the next grade when they don't fully understand what they should have learned in their current grade
- That students would be leaders in the community for education and equity.
- That students, parents and staff feel safe in school and at school activities
- That teachers are bright, caring, respectful, culturally aware or diverse and love their job.
- that teachers are free to teach their subjects without feeling pressured to get on board with any political ideology or push any certain narrative. that their time can actually be spent teaching the subject they are passionate about.
- That teachers are generously compensated to ensure we keep a strong, happy, productive workforce.
- That teachers make the student's dreams come true
- That technical school is offered in HS (not sure if it is or not); similar for students that take college credit courses
- That the bullies will be taken care of
- That the curriculum will include silenced voices
- That the cuts to Teaching Assistants that occurred over the last 5-6 years would be reversed.
- That the district could be a leader in making schools safe and supportive for neurodiverse kids - this is not the case currently
- That the district prioritizes ensuring ALL kids learn to read - based on science of reading
- that the enabling of bad habits by the adult, be broken and growth happen
- That the schools are not strict but calm
- That their choice for after graduation is worthy whatever it is.
- That their educational rights are not infringed upon by other students or staff members.
- that their experience with educators in RAS is overwhelmingly affirming
- That there are zero barriers to accessing equitable education, services, facilities, or belonging
- that there is no achievement gap
- That they all are supported and given opportunities to figure out what is/are the best paths for them to take for their futures.
- That they all enjoy it and have fun
- That they all feel connected and a part of the community.
- That they all feel included
- That they all feel safe at school because some kids don't get that at home
- That they all find success, no matter what that looks like for each student. Not all students intend on entering college. We have to offer a path for the trades.
- that they all get the education that they need
- that they all make it to the school they want to go to
- That they all succeed
- that they and their families feel welcomed in their full identities and want to stay in the district
- That they are allowed to make stupid mistakes ("sex, drugs, and rock 'n' roll"/within reason) as kids and when faced with the consequences, they

are supported in growth. It's ridiculous to think everyone is an "angel".

- that they are competent in math
- That they are critical thinkers. Check their sources.
- that they are encouraged to develop talents
- that they are encouraged to make the world better
- That they are equipped and feel confident to enter post-high school life with vision and skills
- That they are given opportunities to achieve their goals - AP classes, hands on learning, trades, community engagement
- That they are given opportunities to lead and contribute to how their school is operated; from budget to interviewing new staff to lunch menu to etc....
- That they are given opportunities to learn and think creatively.
- That they are groomed to be good citizens and open to other points of view
- That they are involved in project-based learning and real world experiences
- that they are prepared for college or other post secondary option
- That they are psychologically and physically safe at school and in the community
- That they are ready to be lifelong learners and contributing members of their community
- That they are seen as a whole person and not just a grade or test score.
- that they are surrounded by educators who are serving from a place of fullness—not being overworked, overburdened, and exhausted
- that they be permitted to become their true selves on their own and not be manipulated by teachers or agendas
- that they become lifelong learners
- That they become passionate learners
- That they become proficient in math
- That they become proficient in reading
- That they become quality tax paying citizens
- That they become self-confident, compassionate, globally minded individuals
- that they can achieve success beyond hs due to their education
- That they can arrive academically prepared to be able to study in college
- That they can attend a safe, fun school that prepares them well for social and academic situations
- That they can be in an adequate environment

without racism or superiority from one to another

- That they can be successful
- That they can count on teacher's help
- That they can do the basics: read and write and think creatively and analytically, and that they are kind humans.
- that they can feel safe and supported in school
- that they can look back on their school career, and have at least one positive adult relationship
- That they can thrive throughout potential future pandemic breaks/distance learning
- that they can write well
- That they continue to learn a lot
- That they continue to speak out when they feel things are right
- that they develop a healthy respect for serious thought and debate
- That they don't crush others dreams
- That they don't get addicted to technology and forget how to be humans.
- That they don't lose their love for learning. That they love school for the experience of it (socially) and academically. That they feel safe and part of a community of loving adults and peers.
- That they enter the workforce equipped to fulfill their dreams.
- That they feel a part of a community
- That they feel confident and loved
- That they feel empowered and confident in their own strengths and don't have to prove their worth to be deserving of being respected
- That they feel heard
- that they feel like RAS cared about them personally and their education
- That they feel like they can go out in the world and be successful in whatever they choose
- That they feel prepared to meet the challenges in their lives positively.
- That they feel pride in their school district and what they learned.
- That they feel safe
- That they feel safe
- That they feel safe
- that they feel safe at school
- That they feel safe, cared for, and heard.
- that they feel supported
- That they feel supported to achieve their goals
- That they feel they see themselves in the curriculum
- That they feel valued and are known by name
- That they feel valued.

- That they feel welcome
- That they feel welcomed their first day of school and everyone is treated equally
- That they get a good education
- That they get a well rounded social and educational experience
- That they get an education that will benefit them in the real world
- That they get educated well
- That they go on to be successful adults.
- that they graduate
- That they graduate and become active community members.
- That they graduate knowing the basics of how to be a good contributing citizen
- That they graduate with good character, confidence, and a love and respect of their community
- That they grow up and fix our politics... know how to work together even when they are faced with different opinions rather than polarizing people.
- That they grow up to be helpful and make a wonderful difference in the world
- That they grow up to be successful people
- That they grow up to be well rounded people who make positive impacts in some way
- That they have a free period
- that they have a good education
- That they have a good education for their future
- That they have a good school experience with good teachers
- That they have a place to belong and feel safe so they can learn
- That they have a place to belong when they are at school, or at school-sponsored events
- That they have a strong feeling of self and who they are and that they are accepted for that
- That they have academic support to achieve their goals
- That they have access to scholarships to universities
- That they have many opportunities, equitable to all
- that they have opportunities to explore their interests
- That they have success
- That they have teachers and staff whose needs are met and can fully show up for their students
- That they know going into Trade is an option and as "cool" as going to college. And most times you are paid better.

- That they know how to read - confidently out loud
- That they know how to write - not just type on an iPad
- That they know that they are valued contributors to society
- That they know their basic math facts
- That they know we care about and believe in ALL of them
- That they learn about themselves as well as others - empathy and love for all
- That they learn about U.S. history including slavery and Native Americans
- That they learn and be successful in life but also get to make friends and have a good experience
- that they learn from experiences from this school
- That they learn the skills necessary to become healthy and happy adults
- That they learn the true history of this country
- That they learn to be respectful of others
- that they learn to recognize and address their own biases
- That they learn who they are and take pride in who they are as students of color. They learn to speak, be heard and to plan a future that includes their success and their pride.
- That they learned to listen to people
- That they leave here with a sense of confidence and purpose, and go on to great things.
- That they live and experience diversity as the norm
- That they make friends
- That they make positive decisions
- That they maximize their potential
- that they receive a high-quality, diverse and rounded education experience
- That they remember what they have learned
- That they see themselves in the staff in our buildings (hire more staff of color)
- that they see themselves reflected in the school, curriculum and staff
- That they treat each other the same
- That they will be able to trust in their truth and their power to effect change
- That they will be challenged in a way that sets them up for the expectations of school after high school.
- That they will be fearless and strong in the face of racism and other oppressions.
- That they will be happy with their life choices
- That they will be inspired and feel truly cared for by staff and each other.

- That they will be the leaders we need in this community and beyond.
- That they will become life-long learners who are kind, respectful, and productive people in society
- That they will develop social and emotional skills so that they become kind contributors to society with a mission to make the world a better place.
- That they will feel included, listened to, and valued
- That they will feel like they can be their authentic selves at school, feel safe at school, and want to come to school.
- That they will graduate.
- That they will have access to the courses that they need in academics, arts, athletics, etc.
- That they will have both a truthful view of our past and a hopeful look for our future
- That they will have hobbies and interests outside of school and work that better their mental health.
- That they will have the determination to keep learning.
- That they will have the skills to think for themselves.
- That they will have the tools and the ability to thrive in school and in life!
- That they will know better than we do how to build community and build bridges rather than walls
- That they will learn critical thinking skills and will graduate from Roseville Area Schools with the skills and confidence to pursue their dreams.
- That they will leave our schools informed about their options for college and work and prepared to be successful no matter what they choose.
- That they will reach their goals in life and be happy.
- That they will see a world where they helped to end legal guns being used in mass shootings.
- That they work very hard to achieve their dreams
- That they would be able to make good memories, but at the same time take it seriously
- That they would be thriving members of society.
- That they would each learn to love something they do in school and be proud of many accomplishments
- That they would feel supported, safe, and comfortable
- That they would get an education that is equal to the best in the state.
- that they would have more understanding about current world and national issues that need to be addressed
- that they would leave with a greater appreciation and acceptance of all their classmates, regardless of their race or other factors that bring uniqueness
- That they would leave with self confidence, knowledge and the ability to get a job or continue their education in some way
- That they(students) have belief in themselves that no matter what, they are supported and loved
- That through tough conversations the students will develop into well rounded and knowledgeable citizens
- That we All have the opportunity to get into college if we choose too
- That we are able to support each other with our athletic, because if our teams win we all win
- That we better support staff so that they don't burn out
- That we can actually learn
- That we can feel good
- That we can succeed
- That we do a better job of teaching primary students to read and write
- That we don't feel out of place in classes
- That we increase achievement and graduation rates
- That we provide a solid foundational education and extra-curricular experience that will enable all students to pursue their ideal future
- That we return to a classic standard class of reading, writing, and math! Quit trying to teach equal outcomes!
- That when kids grow up they will know how to live and take care of themselves
- That will be a top school
- That y'all be good
- that you will start to put into practice your slogan "equity in all we do", and stop putting staff before students - consider both equally
- The ability to determine source credibility, especially on the internet
- the connection with the teacher
- The curriculum is reflective of our student body
- The district will integrate thinking about how processes/procedures/resources/education can be accessed by multicultural and multilingual families
- The dli program to have more support by the school itself currently the pta supports the amity

program. And only one one student from another country can come

- the flexibility the school gives to students
- The future is demanding people with strong technical skills. I hope we can foster that from elementary through high school.
- The kids get a good ejection
- The kids like this school
- The kids will make good friends
- The lunch food gets better and everyone gets treated how they should be treated and more field trips or programs like a school softball team and teachers will not keep kids in for recess on nice days or longer recess
- The newcomers and students right now
- the opportunity for students to finish their high school diploma
- The option to be able to go outside for lunch
- The see and experience the humanity and brilliance in themselves & others
- The struggles of a few are impacting the whole.
- the students feel valued as individuals
- the students learn how to navigate social situations appropriately
- The students will be prepared for plans after high school
- The students would really like air conditioning in all of the buildings. It is unfair and difficult for both students and teachers when some of the rooms are cool and comfortable and some are well over 80 degrees. That is not a conducive learning or teaching environment. The last building levy made it seem like the buildings were all getting air conditioning, not just the areas renovated. It was a HUGE disappointment to all when that didn't happen. If central air cannot be installed, then please consider letting teachers/schools get window air conditioners, for the health, safety, and best learning experience for all.
- The teachers are still being nice
- The world doesn't revolve around you. You aren't special. To be mature enough to talk about their issues rather than resort to violence.
- Their teachers to know them individually
- Their voices are heard
- There are ample opportunities for learning at the learner's pace - whether that is advanced classes or classes at a slower pace.
- There is far too much emphasis on math, students need more exposure to other subjects especially history and science

- There needs to be more diverse teachers that will help students become more successful
- There should be more support teachers in class because sometimes having one teacher can be challenging.
- They (students) develop a strong sense of their cultural identity
- They achieve all their personal goals academically and out of school
- They actually have fun (because middle school isn't that fun)
- They all achieve their goals
- They all feel like they were challenged in a good way
- They all get a good education
- They all have a sense of belonging
- They all have memorable experiences
- They are able to exist in the district feeling accepted and comfortable for who they are. To never feel as if they are less than.
- They are actively engaged in learning and remaining curious
- they are awesome
- They are encouraged and supported in all aspects academically, mentally, physically, emotionally
- They are exposed to many futures
- they are fun
- They are having fun while working
- they are kind
- They are never mean to people
- They are not forced to conform to the schools' political agenda
- They are nurtured in all aspects of their well being
- They are open to different perspectives
- They are prepared for all sorts of challenges as young adults and are prepared to use and push forward technology.
- They are proficient in reading, math, and science
- They are safe at school (no tolerance for drugs/guns/fighting)
- They are supported in their learning styles, and their choice of subjects to study.
- They are supported through the mental health epidemic
- They are taught real life skills in the classroom and not taught to tests.
- They are valued for who they are
- They become their own self without coercion from teachers

- They become willing to take chances that may lead to failure. And if they fail, that they are resilient and learn from the failure.
- They believe in their ability to be successful
- They build relationships with staff and faculty.
- They can be happy
- They can count on people to help them
- They can do a lot more different types of subjects
- They can easily get help
- They can feel safe
- they can identify at least 5 adults throughout their student career they made a connection with
- They can learn
- They can learn in culturally sustaining school systems. What about community schools for Harambee and Central Park?
- They can stand up for their beliefs
- They can succeed and take AP/advanced classes no matter their background.
- They can work hard
- They could be free to think for themselves, using critical thinking
- They develop self esteem and feel prepared for challenges
- They do good
- They don't get picked on
- They don't need to have a 'cool' facade.
- They end up happy with their life path
- They explore a wide variety of futures while in K-12
- They feel cared about by staff
- They feel comfortable in their community and engaged.
- They feel heard and valued
- They feel like they belong
- They feel prepared for post-secondary options
- They feel safe and enjoy their education
- They feel safe at school and not bullied
- they feel safe going to school, from bullying to violence from outsiders.
- They feel seen and heard - valued.
- They feel valued
- They feel welcome, included and have a path for future success.
- they feel well educated and ready move forward
- They find at least one adult they trust
- They find it a supportive and safe place
- They find their own appropriate path forward.
- They find their voice in the educational realm as well as reasons to keep pushing themselves to be a life-long learner

- they get a high-quality education
- They get a solid education
- They get good jobs
- They get recess hopefully and more eod selections
- They graduate and become productive members of society
- They graduate and become productive members of society
- They graduate college or career ready
- They graduated
- They grow in their social emotional skills as well as their academic skills
- They have a good experience, develop life long friendships, and develop appropriate social skills that will benefit them in society
- they have a path for their future whether that is college, tech/votech education or other
- They have a safe place to be
- They have access to all the technology, programs and extracurriculars that help them grow
- they have all the opportunities they need to prepare them for life beyond Roseville schools
- they have class size/well supported teacher that allows teacher, student and family to develop strong/positive relationship
- they have curriculum appropriate for the developmental age (stop accelerating academic expectations over social development) and instruction that meets their needs and strengths so they can be the best student they can be
- They have developed a value system (Character Development) that is important to who they are, as well as can support whatever there community is
- They judge people by character not skin color
- They know and feel the community's support
- they learn how to build in person, non social media based healthy, supportive relationships
- They learn how to respect and be kind to others.
- they learn how to work through frustration and to motivate themselves
- They learn in an environment that is inclusive to EVERYONE.
- they learn the SE skills needed to navigate the world around them
- They learn to always learn
- they learn ways to feel optimism and hope in a challenging world
- They learn what they need to learn to become successful adults
- They leave the school district with an enjoyable

- experience and good memories
- They leave this school with higher empathy,
- They never have to experience gun violence
- They receive a meaningful educational experience that isn't driven by politics, personal agendas, or standardized tests.
- They recognize their own value but equally the value of others.
- They remain hopeful and resilient no matter what
- They see possibilities for themselves and their communities (and the world)
- They see Roseville as a place they want to stay and contribute to - at the same time many go off to "other places" and be impactful in helping the rest of the country/world
- They see themselves in the staff
- They should be academically competitive with the very best students from any other school district (or private school) in the country
- They take pride in their grades.
- They want to be in the NFL
- They want to make the world better
- They will all go to a good college and get good jobs
- They will be able to navigate the world they live in.
- They will be able to sign their name by age 16.
(not just a digital signature)
- They will be exposed to DEI
- They will be held accountable to high standards
- They will be prepared for real life after high school
- They will be prepared to enter the workforce prepared
- They will feel safe at school and their opinions and feelings will be heard
- They will get into good colleges/post secondary schools and be employable
- They will grow up to be kind, thoughtful, curious individuals
- They will learn to be nice and to respect others
- They will receive a strong, well balanced education from caring staff
- They'll know how to manage their emotions in healthy ways
- They're better able to see the big picture of things that impact the community/world. (A high school student spoke about recycling at a school board meeting a month or so ago. Sounds like a good idea on the surface, but when it comes to implementing the ideas, it is not practical when digging into the details.)
- Think before they act, unlike us

- Thoughtful and caring of their peers and community
- Thriving teachers that want to teach
- Time to collaborate with the team and other support staff (SPED, TA's, EL, MRC, etc).
- To accept everyone
- To accept everyone
- To achieve graduation and think of career plans
- To achieve noble goals for the less fortunate
- To achieve their dreams and make changes
- To achieve their goals in life .
- To achieve their highest potential
- To achieve they're hopes and dreams
- To actually achieve high student success, not just lower standards
- To actually show the students the opportunity to learn, and not have to be forced to be in out of control classrooms.
- To all be happy at the end
- To all be somewhat happy in the time they were there
- To all enjoy school and learn from it
- To always feel supported and encouraged
- To always have access to music education
- To balance work time with fun
- To be a D1 athlete
- To be a good person v
- To be a good student and work hard
- To be a model district in regard to higher levels of graduations across cultures/race/, to ensure that every Roseville area student knows that they will graduate.
- to be a well rounded human
- to be able compete with the rest of the Minnesota students
- To be able to "launch" well into a future outside of Roseville Area Schools.
- to be able to achieve their dreams, to live up to the high expectations we have for them
- To be able to ask a question when I have one
- To be able to be listened to more
- To be able to do what they want to do when they get older
- To be able to feel a part of the community, be able to get support from everyone, to achieve what they can, achieve as far as they can and are pushed to the best they can be, respect for a space to be and feel welcomed
- To be able to get a good education to get more scholarships
- To be able to go outside to eat lunch

- To be able to have help when needed when we are struggling
- To be able to pick classes for longer
- To be able to pursue my passions within school
- To be able to serve the less fortunate
- To be able to socialize and speak up for what they need
- To be able to speak up
- To be able to speak up and graduate from college
- To be able to succeed and feel confident despite any socioeconomic disadvantages they face.
- To be able to succeed in any subject that they want
- to be able to think for themselves
- to be an advocate for social justice issues
- To be at a level playing field with kids at other schools, or better
- To be better at English
- To be challenged academically in reading, writing, and thinking
- To be challenged to reach new heights academically, building confidence
- to be challenged to reach their potential
- To be change-makers: students who are intelligent, inspired, and informed,
- to be competent adults that are contributing members to the community and think of more than their individual needs
- To be competent, kind, and engaged citizens who make responsible choices.
- to be contributing members of society
- To be cool
- to be creative- authentic learning opportunities
- To be emotionally and intellectually prepared to continue in the next phase of their lives
- To be given all equal opportunities
- To be good at math
- To be good kids
- To be good young adults for a better future
- to be happy
- To be happy and find their purpose in life
- To be happy and successful
- To be happy with their lives
- To be healthy and happy, find their passion and reach their goals
- To be held accountable
- To be in marching band
- To be inspired to achieve noble dreams
- To be kind
- To be kind
- To be kind and thoughtful
- To be kind to all the staff and students

- To be kind to one in other
- To be more comfortable
- To be more of a community than we already are
- To be nice
- To be nice
- To be nice
- To be on an equal or better footing when compared to all other students graduating from school districts across MN.
- To be passionate and persistent with their dreams.
- To be pleased with their achievements
- to be prepared for anything they choose to pursue after high school
- To be prepared for college
- To be prepared for whatever their calling in life will be.
- To be protected in a class with your peers
- To be ready for a world that needs minds that think differently and can problem solve.
- To be respected more, being nicer to other people and adults.
- To be respectful to each other
- to be responsible
- To be responsible in the bathroom
- To be SAFE
- To be safe in schools
- To be seen as a whole child and their experiences here reflecting that
- To be self-motivated learners who are curious about the world.
- To be smart
- To be smart and successful
- To be successful
- to be successful
- To be successful
- To be successful
- To be successful
- To be successful
- To be successful
- To be successful adults
- To be successful and end successful
- To be successful and prepared for college/school to the work force & be a step ahead of the competition.
- To be successful and use the skills that they learned in to the real word
- to be successful authentic individuals
- To be successful in life
- To be successful in life.
- To be successful in their future endeavors
- To be successful in whatever path they choose
- To be successful in whatever they want to pursue

- after high school
- To be successful with life then your family, if you weren't very financially healthy
- To be swag
- To be taught lessons and history without politics interfering so they can form their own opinions
- To be the best district in the state
- To be the best they can be
- to be treated, respected and guided as individuals while emphasizing the importance of community
- To be tremendous US citizens of high moral character
- To be valued and productive members of the community
- To become a doctor
- To become college and career ready
- To become great
- to become well rounded, inclusive world citizens
- To better understand other people's perspective
- To build a program specific to a child's aspirations/interests
- to build academic and vocational skills
- To build confidence in themselves and feel good about who they are
- To build my English skills [adult education], graduate, go to college and get a better job in the future.
- To close the opportunity gap
- To come out of school as productive citizens, ready to cooperate with each other's strengths and contribute to society
- To complete education
- To continue to build the trades offerings in HS
- to continue to feel safe, loved, and successful
- To continue to improve learning and students engagement
- To do as best as they can
- To do well in school and have a successful life after school.
- to do what students like- choice
- to do what they feel like is right
- To engage in age-appropriate assessments (especially in the primary grades).
- To enjoy coming to school.
- To enjoy going to school
- To enjoy themselves
- To expand equity and awareness of various ethnic group activities through the school - everyone feels valued
- To experience/envision a wide variety of possible career paths

- to extend access to extracurriculars for more students with special needs
- to feel accepted
- To feel actually comfortable at school.
- to feel belonging
- To feel comfortable and accepted at school
- to feel comfortable in their school setting
- To feel confident and happy with who they are
- To feel included
- To feel included
- To feel included and like they are able to succeed in school
- to feel like they belong and are not bullied by their classmates
- To feel safe
- To feel safe
- To feel safe and respected
- To feel safe at school
- To feel safe everywhere
- To feel safe in schools.
- To feel safe physically, mentally, and emotionally during their school day and extracurricular activities
- To feel seen
- To feel supported
- To feel valued.
- To feel welcome
- To feel welcome and accepted
- To feel welcome and confident to talk to others, including students, teachers, staff, etc.
- To feel welcomed
- To feel welcomed
- To feel welcomed and see themselves as successful and a part of the school and larger community.
- to find a career that is both fulfilling and supports their base needs
- to find their passion
- To finish middle school proudly
- To finish school
- to finish schools
- To fix our dog baseball field
- To focus on their futures
- To focus on what they want to do after high school
- To get a better mindset.
- To get a better school lunch
- to get a diploma
- To get a four or a five on the AP Japanese test
- To get a good education
- To get a good education
- To get a good education.

- To get a good education.
- To get a good score on my ACT
- To get a wide variety of instruction and opportunities
- To get an actual good education
- To get an African American liaison back
- To get an education and have a well paying job
- to get an idea of what they want to do after hs
- To get good education
- To get good grades
- To get good grades
- To get good jobs
- To get good jobs
- To get smarter
- To get the best education possible from the teachers
- to get their needs met in a way that encourages growth and responsibility
- To get to know more people within my grade
- To get to know other race cultural
- To go into college and the rest of life feeling confident in their knowledge and skills
- To graduate
- To graduate
- To graduate
- To graduate
- To graduate
- To graduate
- to graduate 6th grade
- To graduate and get a higher education
- To graduate and having everyone happy
- To graduate as productive members of society.
- to graduate from high school with a plan for after high school whether it's a college degree, trade school, military, etc
- To graduate high school and find a enjoyable career
- To graduate high school with good grades and get into a good college
- To graduate I guess
- To graduate on time
- To graduate school
- To graduate with essential tools for success (reading, math, critical thinking/logic skills).
- To grow up and do what they want to do
- To have a better school year then me
- To have a decent school lunch
- To have a global perspective and understanding
- To have a good football team
- To have a good learning experience

- To have a good learning experience
- To have a great school experience and take advantage of all the opportunities.
- to have a life filled with joy and love
- To have a multi-cultural-based, comprehensive, and rigorous curriculum.
- To have a prom that's not in the school but in a rental room not outside of school
- To have a safe and inclusive environment to learn in.
- To have a science curriculum and a different math program
- To have a study hall
- To have a truly representative curriculum that does not "other" the BIPOC and LGBTQIA+ by focusing only on their oppression.
- To have access to all the extra curriculums, sports, art, band, etc
- To have access to classes and experiences that challenge as well as teach
- To have advanced math for all grades
- To have all cultures celebrated in school
- To have an enriching educational experience with a variety of learning models (classroom, hands on, field trips, etc.)
- To have an open heart and mind to learning and accepting differences of others.
- To have an overall positive experience in school with engaging learning and social belonging.
- To have any opportunities and resources that they need
- to have as many opportunities as students can
- To have better environments
- To have diverse and inspiring staff supporting them
- to have every student accepted into college
- to have everyone reading by middle school or earlier
- To have evolving curriculum and culture with student input that inspire Roseville students to be leaders and control their own futures
- To have friends
- To have full brain development including foreign language immersion programming
- To have full brain development including strong / required music curriculum
- To have fun
- To have fun
- To have fun
- To have fun
- To have fun
- To have fun

- To have fun
- To have fun and enjoy school
- To have fun and not stress a lot
- to have fun learning
- To have good grades.
- To have good lives
- To have high quality [adult education] learning experience and improve my skills to continue college after graduation. To have a good job for my family.
- To have it be better
- To have more clubs open for Parkview kids
- To have more diverse population
- To have more emotional support
- To have more staff and helpers and therapy people
- To have my children graduate and ready to be successful for higher education. Currently our district standing is 88 in Minnesota which does not give me a lot of confidence.
- To have no kid feel like they are not welcome at school.
- To have opportunities to reach their fullest potential
- to have support mentally and physically
- To have the best programs and be pioneers of modernizing education
- To have the follow their dreams
- To have the Graduation rate go up
- To have the physical resources to succeed, technology and environment
- To have the resources, support and encouragement to gain a strong foundation of knowledge that will help prepare them for college or any secondary education desired.
- To have the same opportunities in arts, academics, and athletics as more affluent districts.
- To help kids feel safe, loved, and feel that they matter
- To include families in communications and perhaps expand this area
- To keep doing stuff for cultures and doing more stuff like charity week was.
- To keep doing what they are doing
- To keep learning new things throughout all their years at school
- To keep my grades as an A
- To keep on being educated, have a better future and life. Graduate, go to college or university
- To keep our iPads
- to know that at least one adult in the district / their schools cares about them
- To know that education is their key to the door they want to unlock.

- to know that the staff care about each individual in their school
- To know that they are valued.
- To know where they will go after high school
- To know who they are
- To know who they are - authentically
- To learn
- To learn
- To learn a love of the outdoors and nature
- To learn and be prepared for college
- To learn and have friends
- to learn avid strategies at the elementary to aid in success
- To learn biology
- To learn from each other - even if someone is not like you
- to learn how to be a better person
- to learn how to think not what to think
- To learn in a safe and welcoming environment
- To learn something
- to learn to be the best that they can be.
- To learn to solve disagreements peacefully and respectfully.
- To learn what they need to, and In the way they need to learn, so they can be what they want to be in the future
- to learn, not be indoctrinated on social subjects
- To leave this school ready to be in the world
- To like school
- To live a good youth
- To live their life
- to love art
- To love learning
- To make friends
- To make friends
- To make friends and feel supported
- To make good decisions
- To make good friendships
- To make it far in their lives
- To make learning fun.
- To make lifelong friends
- To make money
- To make our world better in terms of climate change and social justice
- To make Roseville a leader in intellect and goodness!
- to make sure the teachers are more funny
- To make the Roseville gymnastics team
- to make this school a more equitable environment.
- To mature.

- To meet and form friendships with a wide variety of people, not just people who look like them
- To never be victims of gun-violence in their schools.
- To never give up
- to not argue
- To not be homophobic
- To not be oppressed
- To not be so stressed about school
- To not be stressed out because of school.
- To not be worthless to society.
- to not fight
- To not get bullied
- To not have a crappy life
- To not have any corrupted relationship
- To not have students be bullied
- To not make bad decisions like us
- To not see the world according to race, but to learn to love everyone and to contribute in a positive way to society.
- To not stand in the middle of the hallways
- To pass
- To pass all grades
- To pass classes
- To past school
- To prepare the best and provide tools for the new generation of leaders, whether that means going to a college or straight into the workforce.
- To provide education to all students
- to reach our goal and succeed in our dream.
- To reach their dreams
- To reach their potential and feel prepared for whatever track that leads them on after graduation
- To receive a high-quality education that advances student success in academics and social-emotional skills.
- To receive a well-rounded education that fosters creativity
- To receive quality education in order to be prepared for next stages in life
- To receive reasonable supports needed to learn
- To receive the best education possible.
- To see better behavior from the students
- To see consistency
- To see everyone graduated
- To see growth
- To see maturity
- To see the value in learning, to have a growth mindset
- To share, to care, to listen, to help
- To speak up and talk about issues in school and out of school
- To stay friends
- To stop being mean just to entertain others
- To stop making drama a priority
- To stop the fighting
- To stop the hate
- To succeed
- To succeed
- to succeed in school
- To succeed in track and volleyball
- To support each other
- To support others
- To take time to rest and do things they enjoy while also achieving their goals in school
- To think of their future
- to thrive in academic areas through insight, collaboration, creativity and confidence
- To treat everyone with compassion and respect
- To understand differences and embrace them.
- to understand how to be good people in the world, to understand the role that they have in making the world a better place
- To understand options for post graduation whether college or A job with a living wage
- To work together with parents for a better understanding between teacher and parent
- To work with EL
- To working hard and get all of their credits to graduate
- Transparency regarding weapons/threats at school
- Travel abroad opportunities
- Treated with equity
- Treating others well
- True stories of our Nation's History - that students have a full understanding of the history
- Trust - in the school system
- Trust in teachers, school administrators and other staff
- Trust school
- Trust the adults at school
- Try their best
- tutoring/homework help for kids that might need it.
- Understand enough assignments
- Understand most content
- Understand the curriculum
- Understanding adult role models
- Unity
- Universal Pre-K or Pre-K that is with our district not through Community Education

- Updated school and classes
- Updated, working bathroom facilities in all of our schools. We need kids to be able to wash their hands!
- Use Less dirty words and drugs
- Valedictorians
- Validation and love of their true selves
- Valued, respected, and listened to.
- variety of learning experiences/activities and opportunities
- Various academic and social opportunities
- Vegan school food
- Very high-quality education
- Violence free quality education
- Vocational training
- Want kids to achieve their dreams for their education/future. I would like them to learn about a variety of topics and areas of interest so they are more than just well educated kids.
- Want to be a childcare worker
- We all get to a common place of understanding
- we build on multiculturalism
- We can continue with strong SEL.
- We can update our buildings for security and safety
- we create helpful, kind and creative people for the world
- we encourage trade school/tech school and help students get ahead in this area
- We get treated fairly
- We have breaks on different holidays other than Christmas...
- We have connected experiences pre-K through 12 that provide joyful student centered learning that is culturally responsive and fits with modern understandings of what students' need
- We have had too many encounters where teachers are pushing their political views onto the children. Making them feel bad for thinking differently than them.
- We have had too many encounters where teachers are pushing their political views onto the children. Making them feel bad for thinking differently than them.
- We need leveled literacy libraries for classrooms.
- We need more diverse teachers and for sports too. Sports should cost less and let people join even if you haven't played that sport before.
- We need more inclusion for those in the special Ed program
- We need to better serve & support our EL and

Connections students.

- We need updated technology for classrooms- Promethean Boards
- We think our children are be smart and educated
- We will all accept each other no matter how different we are
- we will focus on reading and math as key elements to success
- we will get back to an administration/leadership of people who are trained in the areas they lead.
- We will make gains in students graduating with critical thinking skills that are life-long
- we would need to encourage friendship in all races, genders, sexual orientation, and religions
- We'll run media centers. Information literacy needs to be part of the curriculum.
- Well adjusted students
- Well positioned for college
- Well rounded education that showcases student strengths and allows students to shine
- Well-adjusted in terms of mental health
- Well-prepared for post high school endeavors
- Well-rounded
- Well-rounded, successful young adults
- Wellness within schools
- When kids get to college, there are many who feel that their education did not prepare them for it.
- When they graduate, students feel prepared for their next steps beyond high school.
- When they have finished high school, they will be able to read at a high school level & know how to apply Math in their daily life.
- When we moved here 20 years ago, Roseville schools were highly recognized as a place for student success. I would say today we are at the bottom, and my college bound student almost didn't have the right credits needed to graduate. I would like to see our schools get back to excellence in learning
- When working with immigrant parents, number one request is to have something for kids to do in summer and after school. Park and Rec scholarships paperwork and availability are inhibitors, and even if get a scholarship it only covers part of the cost. Transport is also a barrier.
- Where students want to be here with us. That they feel supported and themselves. That we can help them find their passion and how to navigate the happiness and messiness of life.
- Will be supported to achieve potential
- Willingness to advocate for themselves and others

- work for what you want to accomplish
- Work hard
- Work towards high achievement for all students
- Work with students to make the right choices.
- Works hard

- Wrapped in endless opportunities to build skills, try new things, and grow
- You don't waste time in class
- You won't have to take pointless classes
- Zero tolerance for misbehavior and disruption; ideally schools should have staff to help and work with students

Question 3. Imagine all students feel like they belong and are supported to be successful... What would need to change in Roseville Area Schools to achieve that?

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There were approximately 2,712 responses to this question. Below is a summary word cloud of the results for this question (www.wordart.com), followed by all responses organized alphabetically.



- 1 more minute of passing time
- 4 day school week with one day to do community service and projects
- 5 min passing time add on
- A balance of recognizing "difference" and acknowledging we are all in this together
- A barrier today is students don't go out for sports because coaches favor the white students.
- A better watch on kids to see what is going on
- A bigger introduction to the teacher (getting to know them better)
- A bully-free environment
- A club for every student regardless of race (i.e. multicultural leaders group) - district leaders could meet with them 3-4 times a year to hear concerns and support change
- A deep appreciation for the different gifts each of us bring
- A feeling of actual community.
- A few bad students should never be allowed to ruin other students' education.
- A full service community school model would be amazing.
- A gun-free environment
- A large sign on the outside of RAHS to tell the students and neighbors what is going on inside!
- A little bit more respect
- A lot
- A lot I can't think of anything
- A lot of focus on what divides students and hate amongst students the last few years. People saying your skin color is more important than your character.
- A more clear narrative on the role of self, education, community... and how we are building the social experience together
- A more diverse teaching staff
- A purposeful focus on instruction through PD, observations, etc.
- A quiet room for students to focus if needed
- A safe space for kids to talk about their problems
- A school system that is more fun and less agonizingly boring to the point of near death
- a senior year program - maybe 1 raider time a week, helping students prepare for their next steps whether it is college, working etc. Each assigned counselor could be responsible for a pathway - 4 year college, 2 year college, work/apprenticeship, undecided
- A shift from defining students as successful because of assessments and more towards talents

- and progress..
- A system/district wide model of Restorative practice used in EVERY classroom,
- A three year middle school
- A/C
- ability to remove disruptive students from class and keep them out; there is NO WAY teachers can teach with some of the problem behaviors they are expected to manage
- Absent narratives, lessons, expectations to teach lessons about ALL cultures and races!
- Academic freedom for students to feel empowered to learn, regardless of college ambition or not
- Accept and help students who may need extra help so they can do their best
- Acceptance of all students
- Acceptance of all students
- Access to basic needs like food, clothing and technology. Kids can't learn when they are in "survival mode".
- Access for all students to a variety of experiences that will allow them to feel success (STEM, music, languages, trade skills, etc)
- Access to information/updates/community events
- Access to more resources and tools to grow
- Access to opportunities for all students.
- Access to resources like libraries and computers
- Access to support from all and a trusting adult or peer
- Accommodate more elective classes in schedules.
- Accommodations for neurodivergency
- accountability for attendance/truancy at RAHS so students don't feel like they can slip through the cracks
- accountability for behavior
- accountability for one's own actions (high expectations for all)
- accountability for student behavior
- Accountability for the racism, homophobia, violence that still pervades the classrooms, hallways, buses
- Accountability of staff on student learning
- Accountability of students
- Acknowledge the importance of political diversity as well as other types of diversity
- Action based on student voice
- Active administration emphasis on personal growth, mentorship, and life skill introduction
- Active steps to break down cliques or to build social bridges between cliques.

- Active teaching of prosocial skills, team building, working against cliques
- Active, engaged learning
- actively resist the fake "parents rights" proponents, and the harmful legislation they promote
- Activities = Opportunities for students
- Actually enforcing attendance policies. We can't help when they aren't here.
- Actually enforcing boundaries. Kids need limits.
- Actually have and enforce consequences for problem behaviors
- Actually having expectations and bottom line behaviors so kids can feel safe at school.
- Actually talk about lgbtq so people know what it means
- Actually work to stop bullying not just by saying show actual actions.
- Add more cultural diversity. Do more activities in the school from different cultures
- Add more staff and increase hours for Sped dept. Teachers are overwhelmed with the rising number of students that are disruptive in class.
- Add opportunities
- Add programs that will teach them about things that are not about school only.
- Additional 1:1 support for those in need, specialized to the child's specific needs
- Additional 1:1 support throughout all age categories, vs. requiring IEPs just to get started
- Additional mental health services for students, families, and staff
- Additional mental health support
- Additional mental health support that's part of everyday life vs. seen as an outlier
- Additional staff to assist teachers early on with behavioral issues.
- Additional staffing support for teachers
- Additional time with EL teachers
- Administrators (principals and asst. principals) in the school should be more present, more supportive, and more responsive to student and family concerns - especially at RAHS
- Administrators in the school should be more present and more responsive to student and family concerns - especially at RAHS
- Adopt climate smart practices
- Adopt culturally relevant teaching frameworks
- Adopt Riane Eisler's work - partnership and the center for partnership systems to help move towards a system that focuses on caring for each

- other, the collective good and the environment.
- advisory/homeroom at the high school to give students a go-to adult
- Advocacy from teachers for students
- Affinity groups based on interests.
- After school safe places for students to assemble and interact
- Air conditioning. Seriously!
- Aligned communication with district committees and groups
- All adults need to feel like they belong and are supported to be successful
- All district staff would need to acknowledge and change their bias in building relationships with BIPOC teachers, students and family
- All get along
- All kids have a voice, are heard and encouraged but needs to be done in a respectful way and are held accountable.
- All learning styles validated/celebrated.
- All our [adult education] teachers try hard and everything is perfect for us. Only we need to try our best and keep going.
- All SPED teachers learning Orton-Gillingham, Wilson, or some other researched-based reading program to teach SPED students
- All staff & teachers adept at culturally responsive, anti-racist, SEL skills
- All staff believe in equity in all we do, all the time
- All staff need to engage in antiracism professional development (mindset)
- all staff trained in science of reading
- All staff understand how their role effects a students success
- All students are able to write legibly in cursive
- All students can read at or above grade level
- All students feel liked and appreciated by teachers
- All students feeling safe in their learning spaces
- All students have success working with classmates that are different (in a variety of ways) from them
- All students having access to a counselor even in elementary and middle school
- All students know basic math facts
- All students should be nice
- All students should be supported. Students who choose not to take part in a school-supported protest should not be shamed.
- All students will be nice and kind
- All teachers and staff work well together and have good communication
- All teachers committed to building relationships

(and lower class sizes support this)

- ALL teachers need to spend at least a week at the beginning of the school year (trimester) building an authentic community within the classroom. So many teachers go right into content and students never get comfortable in the space first.
- All teachers should be open minded
- All teachers work to connect with the students as an individual. Listening more than speaking at times. Oftentimes my daughter, who identifies as black, will only connect with teachers that are black or that understand the culture and get to know who they are. I think teachers can do a better job at this, especially connecting with urban diverse youth. If they don't feel the teacher cares about who they really are, they shut down.
- All the students have a "team" to belong to - examples: ethnic support team, certain club, internship at a business, music group, just a place to hang out together, certain sport, dance group . Almost everyone wants to be part of a "Team" - very BROAD definition of team
- Allow age appropriate conversations around sensitive subjects
- Allow better support systems
- allow for all traditions to be celebrated
- Allow for multiple courses in high school so students can take language and band and art as well as core classes each term.
- Allow more student freedom
- Allow students to have teachers based on learning/teaching style
- Allow students to show their culture in school and bring their whole selves to school
- Allow students to speak home language in class
- allowing appropriate discipline by setting behavioral expectations and consequences
- Allowing people to celebrate their holidays
- Allowing student input in decision making
- Allowing students to have a greater input and impact on what they feel they need to know and how they learn
- Allowing students to have a mentor
- Allowing the school/work to adapt to the student instead of the student having to adapt to the school/work
- Also-more kids are using drugs and alcohol because they leave school early. They are also more promiscuous.
- Alternative grading models that focus on growth and training for teachers to implement

- Always be patient with them
- Always care for them when they need it
- amplify voice of non-athletic clubs
- An all inclusive playground for our setting 3 DCD program at pcs
- an equitable society (I wish!)
- An evolved Professional Development plan for school counselors OUTSIDE of just post-secondary planning and schedule changes, for example, trauma response, mental health.
- An overhaul of the mental health support system with a much larger budget
- And don't say slay girl
- And students get more responsibility
- Anti bullying things
- Anti bullying, racism and sexism learning opportunities
- anti-bully
- anti-racist and cultural competency training for all staff
- Antiracism integrated into all content.
- Any racism happening to a student should be talked to
- Apparent and not apparent disabilities: Staff awareness in all areas
- Appreciate the nuanced nature of challenges in this area by not using terms like "systemic racism" and "white supremacy" without critically discussing their meaning
- Appreciate them in school that they are their own best.
- Appropriate staffing to meet needs of students in Roseville Schools.
- Appropriately licensed staff for SPED students, especially for ASD
- Aprender más sobre lo que sabe
- Arts residencies with Somali, Hmong, Karen, and African American artists.
- As a teacher, I can say confidently that for students to be known and successful, class sizes need to be smaller. So imperative.
- As an institution, we need to connect with them more often.
- Aside from traditional colleges visiting, more trade schools should be invited to represent other options.
- Ask questions and don't be ashamed
- Ask students
- Ask the students
- Ask the students and listen to their commentary - take action

- Ask the students.
- Assess how kids learn before placement
- Assistant principal in each elementary building
- Assistant teacher is helpful
- At the elementary level, students that need additional social, emotional support don't seem to always get it.
- Athletic coaches have been great for building 1:1 relationships where my daughter feels like an adult cares about her - I wish there was more of that with teachers
- Attract and retain district substitutes so licensed non-classroom teachers can do their own job
- Authentic relationships between teachers and families of color
- Authentic relationships with every student
- Availability of gender neutral restrooms
- AVID concepts + tools everywhere
- AVID elective for all students that want to take it
- AVID. Make it for everybody.
- Awareness
- Ayudando en todas sus ideas porque cada uno tiene un don y creatividad
- Bad teachers
- bathrooms in the hs need to be a place where kids feel they can go without intimidation or exposure to drug use
- Be comfortable with uncomfortable conversations
- Be hard on students
- Be inclusive and open minded to new things
- Be kind
- Be kind to one another with everything you do
- Be like in elementary where if staff sees you in the hallway, they assume positive intent. In RAMS, assume negative intent
- be more inclusive and not
- Be more strict
- Be nice
- Be nice I guess
- Be nicer, teachers being supportive and not yelling as much.
- Be open to others' perspectives, heritage, culture, and background. Instead of shunning these students away and treating them as a number part of the system.
- Be respectful of EVERYONE s values and quit pushing an agenda
- Be sure good kids get panther paws also (PBIS)
- Be the best person you can be
- Be unafraid to intervene where students are disrupting class, and remove them if necessary
- Be willing to listen to students about possible problems relating to teachers
- Because if there is too many they do not learn
- Become academically challenging so the students know they can meet life's challenges
- Behave
- Behavior
- Behavior and safety continue to be a concern both for the student who is exhibiting the behavior (needs are not being met or not appropriate systems in place for the child) as well as the students affected by the behavior.
- Behavior expectations enforced across the school
- Behavior intervention and supports for students most struggling
- Behavior issues at the high school need to be controlled so that students who want to learn are not ignored because teachers are dealing with behavior issues.
- Behavior plans that work and can be executed quickly -- not rewarding negative behaviors
- Behaviors need to be gotten under control
- Being able to accept everyone as how they are.
- Being able to be heard
- Being able to change your name in the district
- Being able to exit a room if something makes you very uncomfortable
- being aware of bad words and ware we say them and who we say them in front of
- being aware of what your actions are showing
- Being fair
- Being in safe environment
- Being more direct
- Being more supportive to others
- Being supportive to kids
- Being treated like an adult
- Being upbeat when you communicate with students, and being a positive influence
- Believe in our students and their abilities/potential
- Better access to information and opportunities w/ support to actually engage in the opportunities (smaller class sizes can also help with this). We have to find better ways to disseminate info to students than Schoology updates.
- Better access to technology for young kids with learning challenges / disabilities
- Better attendance of staff - the district needs to explore what is leading to burnout and implement solutions so staff can feel at their best and be there for students (this is a nationwide issue but wouldn't it be great if we were leaders in figuring

out the best ways to retain quality staff?)

- Better awareness of our biases
- Better balance of Desk work/homework compared to hands on critical thinking
- Better chairs
- Better classes
- Better communication
- Better communication
- Better communication at HS level between teachers and families
- Better communication with families in multiple languages. Once a week newsletters that are jam-packed with critical info some weeks and very little info others is not the best method of engagement
- Better community building ideas for spirit weeks that perhaps are culturally associated
- Better connections between schools to allow students a wider range of participation where possible.
- Better discipline. The middle school and high school have fights daily. Staff needs to take charge and should be allowed to teach the kids that want to learn.
- Better diversity representation in faculty and staff.
- Better events
- Better food
- Better grades
- Better handling of bullying
- Better intervention plans for troubled kids - for the sake of the kids, their classmates, and the teachers
- Better lunch
- better lunch
- Better lunch
- Better lunches
- better lunchroom supervision
- Better mental health help
- Better or more communication on what is available and actively invite students in
- Better programs for gifted and talented kids in the early grades
- better reading instruction
- Better recruitment and retention of staff of color.
- Better rewards and incentives.
- Better school
- Better songs for passing time
- Better special education program especially at the elementary level.
- Better special education supports
- better student support (counselors with smaller caseloads)

- Better support for children with learning disabilities and ADHD (even those with less obvious types like inattentive type)
- Better support of kids in special education programs. A lot of times, kids that want to succeed are grouped with other kids that have behavioral issues impeding those that want to learn
- Better transportation
- Better ways of dealing with COVID absences
- Bias in classrooms and allow students voices to be heard in the classroom and outside of it
- bigger bathrooms- more stalls and regulate the water temperature
- bigger library- more books- open library
- bilingual supports
- BIPOC Educators
- BIPOC students reflected in their studies/curriculum
- BIPOC teachers and leaders
- BIPOC teachers minimally reflect the % of BIPOC students in the district throughout the schools.
- BIPOC teachers that reflect the population of BIPOC students and stay beyond 15 years.
- BIs at the high school need to be fired way over paid for doing very little
- Blanket enforcement of rules without explanation to families and students as to why. This is improving at the building level, but is lacking at the district level
- Both students and teachers being more respectful and understanding
- breaking down language barriers--communication needs to be in MANY languages and in MANY forms-this needs to become standard
- Bring back celebrations: we can learn more about cultures and people groups by the way they celebrate. It is honoring to everyone.
- Bring back preK - we used to have them and it was nice to have preK and 6th grade together. They are role models for the prek.
- Bringing programs to the students, not students having to come to schools. Bring summer programming to students. Out in community.
- Build a better "brand" to get new parents excited about ISDD schools.
- Build a common goal like you see with Boys Soccer. That is the most integrated team in the district.
- Build community within schools to prevent bullying
- build more compassion within our students

- build strong academic programming with high expectations for all students
- Build understanding of different belief systems
- Bullying needs to be addressed and not covered up or accepted. There should be a zero tolerance for bullying from anyone students or adults
- Bullying should stop
- But..focus on social skills, mental health, counselors, social workers available
- By being able to show they can improve by doing things like being able to retake
- by everyone and that offering subjects better suited to individuals needs may result
- By true diversity I mean welcome everyone in the community, freely.
- Calling each child by name, staff just aren't able to make lasting connections with 28+ kids in each of their classes. Smaller class sizes, more opportunity to connect with caring adults
- career mentoring for kids who find school hard and don't want to go to 4 year college
- Carefully helping each
- Caring
- Caring about student's mental health
- Caring more about a student's mental health
- caring upper management
- Celebrating cultures on a regular basis
- Celebrating diversity including neurodiversity
- Celebrating students' cultures and different backgrounds
- Celebrations! Holidays! Birthdays!
- CGI – Student shares what they know
- Challenge students, don't downgrade them to the lowest level.
- Challenges academically for all students
- change 5x3 RAHS schedule (to semesters) so that staff can build stronger relationships with students
- Change from small group to small group rather than so many people in class
- Change the grading system to a weighted GPA.
- Change the grading system. Especially when the ratio of the grading is very unfair to students. The grading system is indeed a big problem to all students that attend RAHS.
- Change the rules a bit
- Change the school schedule. There should be no late start on Wednesdays.
- Change the support teachers get to a more stable thing then the teachers can better support the students
- changes in how students are disciplined, focusing

more on why something was done vs. losing recess and that's the end of it.

- Character based learning
- check-in's with teachers
- Checking up
- choices in instruction
- Civics education. Need to have a whole extended unit in a social studies class.
- Class size and teacher quality
- Class sizes - ideal is around 24 or 25
- Class sizes for subjects where there are 25+ kids need to be smaller.
- class sizes reduced to 20 something for all elementary grade levels so that relationships can be formed
- Class sizes stay at a reasonable size
- class sizes would be smaller
- classes need to be productive and not distracted by behavior issues
- Classes need to be smaller, my daughter's class was so noisy she could not concentrate at all
- Classes offered in more languages
- Classes should make fun
- Classroom size
- Classrooms need TA support (especially in kindergarten and possible 1st)
- Clear advocacy with county CPS regarding attendance policies and students with special needs
- Clear and consistent discipline no matter one's color.
- Clear, consistent, accessible communication in multiple ways and languages
- Clearer expectations about school work and grading.
- Clearer expectations and communication around existing in different building areas.
- Clubs
- Clubs are a great gateway for students to be introduced into new social circles and feel more inclusive
- Clubs mostly run by students and more student ideas
- cohort/group of staff/students who k-12 support one another
- Committed faculty, staff, administrators
- communication
- Communication
- Communication between athletes & coaches
- Communication: Follow up and follow through
- Community building

- Community building to create better understanding across cultures and socioeconomic statuses
- Community connection
- community events supported around SEL building - not just sports, competitions
- Community events that bring everyone together
- Community involvement and voice
- community services based at schools
- Community support - another funding referendum
- Comprehensive and science based sex and reproductive education
- Conflict
- Connecting more with students
- connection
- connections to others needs to be a focus and mandate so everyone feels connected
- Consequences
- Consequences and learning opportunities for students who are not successful in regular classroom
- consistency in staffing- it is ridiculous the number of staff that are absent this. Staff should be offered to be compensated a sub pay rate for the personal days they do not use at the end of the year that can't be carried over. I think this would help improve staff attendance in the spring so students can continue to be well supported and successful to the very last day of school.
- Consistent behavior policies that focus on restorative practices with natural consequences. We cannot reward students for harming staff, students, or property. This is harming them long term.
- Consistent communication
- Consistent discipline policies across the school and district
- consistent staffing to allow opportunity for students and staff to build a trusting relationship; make a connection
- consistent support during WIN time to truly give students who need it an extra scoop every day
- consistent support staff
- Consistent, long-term staff
- Constant reflection & action
- Continue and increase ECSE programming at different apartment buildings and housing developments that have young children who will go to RAS
- Continue to accept all kids for who they are and where they are coming from in their families,

cultures

- Continue to build systems that ensure student identities are accurate (example, yearbook accuracy)
- Continue to build the connection between home and school
- Continue to create small classes so teachers can connect with their students
- Continue to educate all staff members on various cultures and their belief systems/customs
- Continue to fund areas outside of traditional academics, including music, art, computer coding, project based learning
- Continue to have career pathways opportunities for students who are not college bound
- continue to hire BIPOC educators and retain our BIPOC educators
- continue to provide training, support and clear direction for teachers/staff to prioritize relationship, quality instruction and reasonable expectations (ex. students should have more opportunities for movement and hands on learning to improve outcomes)
- Continue to reflect on current teaching practices and how to make it accessible for all
- Continue to support high achievers.
- Continue to support the dual language immersion program.
- Continue training for all staff to keep the conversations around equity and inclusion going to protect/support students of color in these hard conversations
- Continue with family advocacy groups for all BIPOC families- add LatinX family advocacy group
- Continue with Raider Time so kids can get extra help. Most kids can't stay late due to transportation
- continued and increased support for extracurricular activities at the high school level to involve more kids and families
- Continued commitment to supporting children who do not fit a neuro-typical mold
- Continued efforts towards best practices in the area of literacy and math instruction.
- Continued focus on SEL and community building
- continued free lunches and meals
- Continued growth of activities, clubs, etc that connect with student interests and offered when and where students can be involved.
- Continued training for staff and families around disabilities and differences.

- Continued work on making curriculum equitable for diverse learning styles and cultures.
- Continuing the equity and PBIS efforts. Identify students at risk (depression, bullying, etc) and provide them extra support.
- Continuing to hire and retain BIPOC staff
- continuing to work at a district leadership level to get curriculum that is inclusive instead of making it the teachers job to find and write a district curriculum and find resources
- Controlling anger
- Cooler people (like me)
- Correct misbehavior with regularity
- Could you/we support conservatives and Christians as much as you are "inclusive" of every other religion?
- Counselors who do not just encourage Bipoc students to apply for community colleges or workplace post secondary options
- Courses that align with those options once kids reach middle and secondary levels
- create a culture of non-bullying and fairness like we are citizens of the world and humankind, our world is larger than what young people can envision, create worldly aspects which will allow them to see issues/problems in a proper perspective!
- Create an environment of support, where nothing is pushed upon students or withheld from students.
- Create more accelerated classes
- create scholarships for students and families who cannot afford things like field trips and school admission
- Create systems that could help minorities
- creating a larger variety of learning styles that caters to the child
- creating a robust partnership between home and school, really holding parents accountable to being partners.
- Creating community within the student body.
- Creating initiatives leading by counselors
- Culturally responsive teaching
- Culturally responsive teaching and listening to students when there are multiple similar complaints about a staff member
- Culture groups within each of the schools
- Curriculum (Best Practice)
- curriculum and PD will start to focus on de-centering whiteness and white supremacy traits
- Curriculum and resources
- curriculum for our earliest learners, ensuring a beginning learning experience that is successful and supported. Especially in both the PreK programming as well as ECSE.
- Curriculum reflects their background, culture, and allows them to feel seen
- Curriculum that allows students to see themselves in.
- curriculum that is designed for all learning styles
- curriculum that reflects our students
- Daily check in with teacher(s) when grades are low
- Deal with bad students better
- decrease class size and increase well trained adult supports available throughout the day for variety of support structures
- Decreased caseloads and class sizes so staff members can build stronger relationships, dedicate more time to meet the needs of students, and more time to build family relationships
- Decreased standardized testing
- Dedicated time for each student to meet their counselors.
- Define what it means to be educated instead of pursuing credentials.
- Demonstrate true love and care for each student!
- Desegregate advanced classes
- develop a way for students to anonymously report teachers and staff who say or do something racist in the classroom so it can be addressed -- many students confide in teachers of color about these things but there are no action steps for those teachers so student feel unheard
- Develop resilience to overcome barriers
- Develop that culture "perhaps more accurately reinforce it"
- Developmentally Appropriate early childhood curriculum in classrooms including play-based curriculum
- Developmentally/Culturally/Linguistically appropriate assessments
- Different studies
- Different teaching structure - all kids learn differently - one style doesn't work (this is a theme I can't noticed over the last several years with my kids)
- Different units in classes
- different ways of teaching rather than in the class only. Places that will help stimulate our mind besides study all day

- Differentiated learning opportunities for higher achieving students
- Differentiated PD depending on topic as well as skill level. (Different stages of CGI, Equity PD with the involvement of BIPOC staff input)
- Discipline
- Discipline expectations could be tighter. The environment is intimidating at times and it's unfortunate when there are certain parts of schools that students aren't welcome or are afraid to go near, like the restroom.
- Discipline methods... the current ones don't work too well
- Discipline students correctly
- Discipline them when needed
- discipline. no seems to have any consequences. Can kids that fight everyday continue to attend school? Why is that happening? My own student continues to skip class, and all that is done is a phone call home? Why is there not more consequences or outreach from the school?
- Disciplining students equally
- Discourage bullying
- District employees and board members should not use language that stereotypes or promotes perceptions of stereotypes of certain groups of people
- District safety plan
- District wide-PTA (see above)
- Districtwide Inclusion and accessibility standards
- Diverse classes
- diverse staff
- diversified curriculum materials
- Diversity in staff
- Diversity in teachers
- Diversity in teachers / staff
- Do away with Parkview being a choice school. It doesn't reflect who the community is and feels like it excludes people.
- Do not cut high level classes just because they have small enrollment
- Do not force any belief systems on students, other than the belief that we must treat everyone with kindness and respect. They don't have to agree with one another or accept things that are against their personal beliefs, but they do have to be kind to others who believe different things. If any student is told they MUST be okay with something that they don't believe in, then that student is not being treated like they belong.
- Do not have clubs based on race,gender, or sexual orientation. Offer inclusive clubs such as robotics, ceramics, weightlifting, cooking, etc
- Do not use end-of-class cell phone use as an incentive for good behavior
- Do not use racist ideologies to solve racism (presenting whiteness as a "problem," etc.)
- Does a pretty good job
- Don't
- Don't be homophobic, transphobic, racist, ableist, etc
- Don't be mean or yell at them
- Don't be racist
- Don't be so hard on students
- Don't bring up liberal or conservative topics. Just teach math, reading and writing. Science and geography.
- Don't bully
- Don't constantly bring up race in order to prevent black students from feeling isolated
- Don't leave anyone behind
- Don't let bullying go under the radar
- Don't lower standards to pass kids to the next grade. They will only suffer later. Reflect on your own successes. Are you proud because someone gave you an easy way out? Or are you proud because you worked hard to achieve a high standard?
- Don't make students bored
- Don't make the students that are considered mainstream feel guilty for who they are and prioritize the others. All children should be equal.
- Don't suspend for self defense
- Don't suspend for self defense
- Don't teach by race. Teach all equally.
- Don't throw people against the walls
- Door for the bathrooms
- Dramas
- Dress code
- Dress code
- Earlier identification of gifted and special needs with engagement and action
- Easier/faster process to remove teachers who make students feel like they don't belong
- EBD Setting III behavior expectations: Clearly communicated, understood, and enforced.
- Educate students and teacher on gender/pronouns
- educate students for college and trades. College is not the only way to go and not for all students
- Education has the funding and support that it deserves

- Educational equity needs to be the center of all staff and program evaluation
- EL services. More supports for both EL educators and general ed teachers to have more teaching strategies to support EL students in the general class environment.
- EL teachers not being pulled to sub—major equity issue
- Elementary- would be good for shy or slow social dev kids to be in a class with at least one friend.
- Elevation of student voice
- eliminate homework, it only causes stress and confusion
- Eliminate racist teachers
- Eliminate the practice of holding an entire classroom responsible for individual misconduct.
- Eliminate the violence and threatening behavior
- Emotional intelligence
- Emphasis on adult behavior, not student behavior
- Emphasis on the history and contributions of all cultural groups represented in our community
- Emphasize social emotional on individual level so kids can develop responsibility as well as empathy
- emphasize the impact of bullying amongst students and how to prevent them
- Emphasize the importance of high moral character
- Employees looking more like the students they serve. Or at least awareness that people see things from their own lens and need to be cognizant of that fact.
- encourage unity, provide resources and coping techniques, outlets to understand their community and the good and bad of what's around them at a city, state, country and world level
- Encourage volunteering. Allow lettering in volunteering.
- Encouraging all students to join an extracurricular activity
- Energetic, eager, positive teachers, not those who are jaded and seem to dislike their students
- Engagement by teachers, principals, superintendent, parents, and community all on the same page.
- Engagement from the non-school community to demonstrate interest and support in their successes, especially in non-traditional areas of endeavor
- Enough staff to make a true connection with kids
- Enrichment classes
- Ensure the safety of Roseville students, faculty and

- staff via gun-free zones and related policies
- Ensuring all classrooms are able to focus on learning rather than behaviors through teacher training, office staff engagement and high standards for the learners.
- ensuring school staff have all the resources and funding that they need
- Ensuring that all teachers are up to date on social issues, and are mindful of the words and phrases that they use and the content that they are teaching
- Environment
- Environmental education in all grades
- Equal commitment to every elementary school
- Equal funding for all programs rather than diverting so much just to AVID
- Equal funding for sports, music and activities.
- Equal opportunities
- Equal opportunities
- Equal treatment of all
- Equitable access to supports
- equitable grading
- Equitable opportunity and differentiated supports for students
- Equitable sports bussing. Cross Country, Nordic & track required parents to provide transportation and that is not equitable or reasonable for many students.
- Equity
- Equity among all students
- equity has to do with seeing everyone on the same level and not just some under a magnifying glass
- Equity is so infused, that the word is needed (Just is through walking the talk)
- Equity must be beyond black & white
- equity needs action not just committees
- Equity TOSA for working only with BIPOC educators/Pathways
- Especially in the K-6 grade levels, having smaller class sizes or room TA support, so teachers can meet the very critical need of meeting each child's needs. It's very difficult to have teachers spread so thin. In what other profession does one have to manage 25-30 people without having other support? In K-2, if a teacher has 27 students, that is 54 shoes to tie after recess.
- Establish platforms to encourage greater presence of student voices in PTA's and school boards
- Ethnic Studies
- ethnic studies requirement for graduation

- Even more focus on DEI - teaching an inclusive and historically accurate curriculum
- Even more SEL and instrumental music offerings throughout K-12
- Every ethnic background is fully supported
- Every staff member and student educated about ongoing issues in the building
- Every staff member believes that all students can learn at high levels
- Every staff member has to be culturally responsive, anti-racist every minute of every day.
- every student should know an adult who knows them by name and is interested in their wellbeing
- Everyone feels like they have a voice that can be heard
- Everyone gets treated
- everyone getting along nicely and maturely
- Everyone is nice to one another and never be mean. :)
- Everyone to be positive
- Everyone won't feel that they are left out because their skin color
- Everyone would need to feel valued, regardless of their color. Bring people up, not support disruptive behavior and call it equity. call it equity.
- Everything
- Everything
- Everything we need a new model for the district
- Example of focus on what divides. Discussed pollution in class. Question on test about connection between race and pollution. Doesn't make sense. More based on job, where they live, etc. Teacher saying black people are poor, less educated, etc.
- Examples of success
- existing biases - they are widespread and exist even in those who are learning and expanding
- Expand group work
- Expand learning in different backgrounds/cultures that encompass our wonderful diverse students
- Expand student serves options for students with disabilities
- Expectations followed across the school
- Expectations of behavior consistently responded to and enforced.
- Expel students who keep hitting kids
- Experiences and interactions with the community
- Explain stuff better
- Explicit boundary training for children (not sure if this is being done)
- Explicit instruction for supporting social and emotional learning. Space given for teaching it regularly.
- Explicitly allowing participation in sport without traditional gender barriers - allowing transgender athletes to participate how they identify
- Extra funding
- extra help if needed
- Extra para support for older grades
- Extra recess
- Extra support to schools/principals that need it
- Extracurricular activities in middle and high school are a good way to enhance belonging. Find ways for all students to be able to participate in extracurriculars, despite obligations they may have a home that could interfere.
- Extracurricular activities that are available for everyone regardless of skill or cost. This may mean off season community training camps available to all regardless of cost.
- fair and equitable treatment following minor and major behaviors.
- Fair treatment/punishment of all students (no student gets away with more than another)
- falcon families for equity and justice should have the same voice as kofi montzka
- Families and community need to be included and honored at all levels
- Family support. Idk exactly how, but meal and medical support?
- Favoritism
- Feed us better food for lunch and Afterschool - The Letter J
- Feel connected to community
- feel safe at school
- Feel safe in school.
- Feel their voice is important
- Feeling a part of the team: hey use to have Falcon Families at FHE, but that disappeared, they use to have the Falcon 4 for behavior but are no longer
- Feeling like you can ask your teacher for help
- Feeling of community in all school buildings, better climate
- Fewer class periods for disaffected middle school students to help them build their personal capacity to feel connected
- Fights
- Figure out how to create small communities so everyone feels like they belong
- Figure out how to teach to the "middle". High has AP, low has spec ed - where do Middle students go

if not in sports or the arts? They get lost.

- Find funding that teachers can use to find training OR classes that they want to take that would help them become better/more effective teachers. (Example: content related PD, pedagogical courses, learning additional languages (I would love to learn arabic or spanish).
- Finding good teachers
- Flexibility with curriculum, more cross over between the subjects- not isolated
- Flood schools with support (physical health, mental health, behavioral support, social worker, psychologist, etc.
- Focus more on educating all of the parts of a student's growth, not just academic skills.
- Focus on academics and not social justice activism
- Focus on class
- Focus on educating and not on feeling
- Focus on our youngest learners by providing assistants in classrooms so that every student can have the chance to leave kindergarten with school readiness skills.
- Focus on students and their struggle
- Focus on students who are struggling rather than letting them fall behind just because they say they don't care, they do
- Focus on teaching our students. Don't be everything to everyone in the community. Did we really need gyms at RAMS just for community education?
- Focus on the basic teachings
- focus on the students
- focus on the value of ALL skills that students bring to the table
- Focus on their education
- focus on true family engagement
- Focusing more on important subjects like math or science.
- Follow the rules
- Follow through
- follow through on plans for gender-neutral bathrooms for students
- Follow up on teachers who aren't actually making sure students actually learn.
- For all students to be included and have a friend in school
- For all students to feel like they belong and are supported
- For everyone to respect boundaries and spaces
- For HS students taking a multi trimester class expectations varied greatly by teacher (some

allowed test retake, others didn't all within the same subject). Set standards for the school level to remove confusion.

- For just everyone to be just be nice and respect everyone and their abilities to learn
- For my child to feel like they belong, I think my kids would like more support staff like them.
- For my kids to be successful they have to understand what the teacher is teaching them
- For my kids to be successful, I would like Roseville school to add programs that are more culturally relevant for your kids of color
- For policy makers to look at thorough and fundamental research that would support whether not some of their curricular and program choices that reflect politicized social issues and view of it has made impact on making all students feel supported and welcome
- For school environments be physically safe--to continue to focus on that and build on that
- For schools to stop being political and encouraging you to be gay
- For teachers to be supported to manage classrooms and focus on their instruction first and foremost
- For teachers to stop being judgmental
- for the younger kids we can teach them how to read a clock if we don't.
- for them to do good in school, they need to have more help for our kids
- For them to feel successful I want them to learn about things that they will need besides academics. Job trades and other things that will help them after they are done with school
- For there to be more adults to help
- foster a sense of strong sense community
- Free Access to fees, transportation, sports, clubs, events, etc.
- Free school meals
- free time
- Frequent connection points for parents (varied timing and mix of I'm person, phone, zoom, etc to accommodate working parent(s))
- Friend groups that cross ethnic and racial lines
- From my experience this year I believe that behavior guidelines need to be strengthened and enforced.
- From my position of privilege, I don't feel I can speak to this question.
- From our one-year experience I think you are doing fine.

- From student feedback I hear that though there is a lot of attention paid to being bully-free... too many students continue to experience bullying and teachers and other staff don't seem able to have effective ways to combat it.
- full funding of unfunded state and federal educational mandates
- Full/increased Special Ed/EL Funding
- Fully funded programming
- Fully staffed and supported IEPs for special needs learners
- Fully staffed social workers and school psychologists
- Fun
- Funding and support of multicultural clubs
- Funding that supports the needs of students and teachers
- Further EDI initiatives
- GATE for all
- Gen Ed classrooms are remodeled as much as offices and other Sp Ed programs.
- Genuinely LOVE each student and punish bad behavior
- Get a better dance line
- Get a lie detector to see kids who are lying
- get back to the basics...reading, writing, science and math
- Get better
- Get good friends
- Get help for students that are talking about things that kids shouldn't know about or talk about. Especially sexual comments even in kindergarten
- get more meaties
- Get more social workers
- Get nicer teachers
- Get parents to see and understand the role of education in life.
- Get ratios
- Get rid of all the woke propaganda - Celebrating Juneteenth at the beginning of June??
- Get rid of all the woke propaganda - Celebrating Juneteenth at the beginning of June??
- Get rid of CRT. That curriculum teaches racism. It puts emphasis on and divides people based on the color of their skin.
- Get rid of phones and have a dress code. The girls here are making people uncomfortable..including male teachers
- get rid of private companies' demands and establish a district wide standardization
- Get rid of standardization

- Get rid of swearing and inappropriate language on the bus and school
- Get rid of the equity approach and replace it with excellence
- Get rid of the Multicultural Center at RAHS or else change it so it celebrates ALL cultures
- Get to know there students
- Getting good at grades
- Getting into cultural clubs
- Getting students out of the classroom
- Getting to know other students
- Gifted kids program
- Gifted students are identified by their 3rd grade MCAs. Students should be identified as gifted through different methods too, since only using MCA scores often fails to identify kids with special needs.
- Give clear expectations for the next grade level during the school year.
- Give more time for the [adult education] tests
- Give students choices on classes in middle school
- give students more one on one time with teachers for questions
- Give the best ideas.
- Give the students respect
- give those students who need it additional instruction, and those who can progress on their own, let them move ahead on their own.
- Give us more volunteering options
- Giving children in elementary school (K-6) 15 minutes of free choice time in the morning and in the afternoon. Teachers get prep time and time to refocus. It would be beneficial for our kids too. They are expected to be constantly learning with only lunch/recess as a break. They get frustrated and exhausted. Give them time to decompress and then dig into lessons. Teachers would also have time to problem solve with them during this and make even more meaningful connections.
- Giving energy back to the teachers to keep teaching by increasing support services
- Giving kids more options to find their niche beyond field day
- Giving less homework
- Giving life lessons
- Giving students a class but it's like in a different way like social studies except it's African American history or Asian American history
- Giving students more support
- Giving teachers time to work during the school day so there is less work at home.

- Go back to paper
- Go slow to go fast (focus on social learning in K rather than so heavy on reading!!!!)
- Good advisors
- Good learning environment
- Good lunch
- Good teachers
- good, healthy meals; later start time; good social and emotional learning (SEL)
- Grade level classes do not seem to be challenging.
- grade level district meetings to help generate ideas from colleagues
- Grades are earned
- Grades. I don't like them but I see the need for them.
- Grading more quickly for certain teachers
- Grading needs to change. There is no incentive to do homework in many classes because homework is not graded, so what's the point? Students need incentive to achieve. If someone takes the time to do work for a class, that student needs to be rewarded with extra points. Students who do nothing, but pass classes after turning in nothing, should be discouraged, and taught that homework is important. It is worth it.
- Greater availability of in-school therapists
- greater behavioral support for teachers, so they can teach
- Greater emphasis on enforcing current inclusivity and safety rules (I have heard students who are subject to bullying/abuse and report to the administration do not see administrative action taken)
- Greater family involvement
- Greater level of investment and responsibility in creating this environment in the parents
- Greater mental health and special education resources - where student needs can be met with individualized support when they present as beyond what is manageable within a classroom setting
- Greater participation of families and the community in our schools.
- Greater racial/cultural/ethnic diversity among staff
- Greater supports for teachers outside the classroom so they can teach and other experts can handle other issues, e.g. mental health, socioeconomic needs etc.
- Greater teacher support
- Greater tech access for all and engaging activities to use it
- Greater understanding of community cultural wealth. Better ways to connect with families. Continue to teach SEL to students and families.
- Group stuff
- Groups so people can get to know people, a teacher that plays with lonely kids
- Groups/Clubs to join with people that have similar interests
- Guidance counselors who have time to care
- Hammer the messages of inclusion daily
- Handle bully's better
- Hands down, smaller class sizes - it's the only way for kids to be known
- Hands on activities
- Harsher consequences for students who disrupt classes
- Have a better way for people that are being bullied to get help
- Have a community center or open the schools up for gym and recreational after school programs with transportation
- Have a day where students wear their cultural clothes
- Have a good relationship
- Have a lot of career exploration opportunities and these are communicated well to students
- Have a pull out gifted program at the elementary level.
- Have a small group for those who need extra support especially for Karen student
- Have a space where they can talk to others
- Have a variety of programs for students to attend
- have abby and sarah come to classes to talk about our differences and say why it's okay if someone is a little shy and doesn't want to talk about some things
- Have an affinity group for BIPOC support staff
- Have better lunches to help our brains work better
- Have better safe spaces for students of color and LGBTQ+
- Have breaks time-to-time.
- have CFA's that are consistent across the district (made by the district not teachers)
- Have core values and curricula that reflect this acceptance and actively promotes this message and recruits and supports Teachers who do the same.
- Have cultural shows and learn about each culture
- Have curriculum that is connected to real world experiences
- have enough teachers to support my kids when

they need help

- Have events or days for identities/race
- Have fun with the students, let them celebrate their silliness and curiosity
- Have good sports teams
- Have groups for all students to participate in to talk about things not just for the students that decide to join but make it mandatory for all
- Have groups to help people with school work
- Have groups where you can make friends
- Have higher standards of conduct and performance for employees and students
- Have ideal of student leadership in RAHS, but many of the opportunities are only for upperclassmen. Need opportunity for younger students especially those starting freshman year. Would enhance leadership since often seniors are in PSEO or have mentally checked out.
- have many class options (like you do)
- Have more action, less talking, when things need problem solving
- Have more adults so they can help
- Have more adults so they can respond to things because they are too busy
- Have more community time where you can just talk to people and not worry about homework.
- Have more hangouts or chances to get to know each other as classmates
- Have more help with work
- have more opportunities for kids to meet others from diff grades, it would make more friends and learning opportunities
- Have more opportunities to focus on mental health
- Have more opportunities to learn Spanish and have more events about this program
- Have more options for learning/iPad's are irritating and become a distraction for all students
- Have more resources for spaces that uplift and honor our students. More cultural liaisons, support staff, mental health, and curriculum that reflects their needs and uplifts their voices.
- Have more special Ed paras for the students who need them
- have more sports teams for all genders, have more clubs for learning about your community and yourself
- Have more staff of color
- Have more time to do work or homework
- Have more time to socialize with other students
- Have multilingual resources and communication

ALWAYS.

- Have opportunities to have free periods
- Have outdoor learning spaces.....make it a regular place to learn not a special day
- Have people be more involved
- Have sessions where we can discuss and have open communication
- Have smaller class sizes. 28 students in first grade with some students having never been to Kindergarten with the pandemic is too many students in 1 class with only 1 teacher. Young children need more individual attention.
- Have some "free time"
- Have staff of color in all levels of roles; including a visible and active presence of multicultural family liaisons.
- Have staff that look like them, especially in more prominent roles (lead teachers, admin, etc)
- Have strong gifted programming on the elementary and Middle school level - like a dedicated program within a school. This is not a current trend in education, but because so many programs have been gutted, it's a need and can be done equitably. Minnetonka and Blomington have strong programs that people in the north metro do not have access to due to distance. It is a huge unmet need and parents of the gifted kids really struggle to find appropriate school environments for their not so unusual kids.
- Have students get more say in what happens
- Have support for my kids for mental health.
- Have teachers collaborate to give reasonable amount of work and know how much is on students - we go to school all day and have 2 hours homework minimum. It's so much stress.
- Have teaching staff go through anti-racism training or implicit bias intensive trainings, have affinity spaces
- Have the staff listen to kids all the way through
- have this same discussion with small groups of students to learn from them as well
- Have unselfish teachers and administrators - merit pay, not just pay for showing up
- Have/create a fun place in raider time on Friday where the students can relax after a hard week in school
- Having a staff that reflects the races of the student body, ESPECIALLY in elementary
- Having a wide amount of diverse students present at school
- Having better food

- Having caring teachers
- Having caring teachers
- Having different paraprofessional
- Having easy access to counseling and help with AP classes or hard classes in general. Or being able to drop a class and change it for another if they find it too hard.
- Having gender neutral bathrooms
- Having good teachers
- Having iPads and technology for students
- Having more electives
- Having more groups in classrooms so students can bond - so students can get to know others
- Having more language options
- Having more opportunities for kids like Destination Imagination.
- Having more people talking to kids and asking them how they are doing.
- Having more places where students can go to and trust people there
- Having more staff
- having more staff to lead a wide range of affinity groups and/or offer more ideas for breakout sessions based on interest during the school day
- Having more teachers that are native Spanish speaking, more Latino history
- Having someone to talk to (an adult OR a student)
- Having staff sub for other staff - CP missed 48 days of instruction due to us subbing for other staff. We subbed a total of 2.5 months- our students got less service.
- Having students talk to each other little by little
- Having that academic help when needed
- Having them compete in sports in the community.
- Having trusting teachers
- Having trusting teachers
- Health classes in all middle schools
- Hear out there students and staff
- Heightening academic and SEL supports in K-3 so that they can learn how to be a learner.
- Help
- Help high achievers regarding elite college admittance
- Help more students with their assignments that they need help with.
- Help others and not discourage others.
- Help people as much as possible
- Help people more
- Help people with mental illnesses
- Help students better identify their strengths and opportunities for them inside/outside the classroom. More engagement on a personal level, groups for peers to support one another.

- Help students focus more
- Help students that might need it
- Help students to see our school as part of the extended family.
- Help teachers with “old school” mentality to be more accepting of different ways of doing things
- Help them
- Help them
- Help them find hobbies or something to encourage them into what they want
- Help with bully behavior!
- help with stopping racism
- Helpful teachers
- Helping all kids no matter what situation they are going through and just supporting them and their decisions.
- Helping kids when they need help
- Helping students who need extra help
- helping the little and big kids
- Helping them when they are sad
- High academic expectations for all especially students of color
- High academic standards expected of ALL students. This would include going to standards based grading (not this crazy standards based/equal interval/old system thing that is happening with NM that hasn't been communicated to parents.)
- High academic standards for all students. This does not mean pushing kids into AP classes when they are not ready. When kids don't perform academically, there need to be systems in place to catch them. This is currently missing from the middle school.
- High achieving students should have advanced options in middle school, this didn't happen in the past year for our student. There was frustration from our student when their work was done as expected but additional time was given to finish something. Our student was bored and disappointed. We support wanting to provide options for all types of students to feel successful.
- High expectations for all regardless of their background.
- High expectations for students
- High expectations for success. Expect what MVHs, WBL, Blaine etc expect from their students, don't compare or have similar values as at Paul. It is okay if you don't hustle to class as long as you get there.. again hold high expectation
- High moral and ethical standards expected of ALL

students. Swearing and all forms of derogatory words and actions and harassment should have actual consequences. I am told to ____ off daily, by multiple kids, every day. There are no consequences. I would never send my own children to this district after witnessing the behavior that is accepted here.

- High quality and consistent special education support
- High quality curriculum in all learning areas that reflects the students.
- High school is all about 'you', not helping each other like in elementary
- High school needs like literally four times as many guidance counselors.
- High standards, allow for failure
- Higher expectations
- higher expectations; they were lowered during covid and kids lowered their standards to match
- Highly qualified and invested teachers
- Hire a full time always available mental health provider on site at schools, make it part of their normal schooling
- Hire administration and staff (I am not talking about teachers-we have very dedicated teachers) who are mature and treat students and staff with respect, including acting professionally and appropriately when in the building and around students
- Hire and *retain* teachers of color
- hire and retain educators of color
- Hire and retain more qualified staff of color.
- hire and retain staff of color
- Hire and RETAIN staff that reflect the demographic of the student body
- Hire diverse staff so students can see themselves in their teachers and staff
- Hire more BIPOC Administrators
- Hire more minorities teachers
- Hire more staff colors of not because they are black but the dint of their qualifications
- Hire more staff with diverse backgrounds at all levels
- Hire qualified and professional administration and staff who support/nurture a united community rather than a divisive community
- Hire teachers of color
- Hire teachers of color
- hiring high quality administration
- Hiring the best teacher candidates to support our students who are qualified and work well with

others.

- Hold all students and their parents accountable for student behavior.
- Hold all students to a high standard rather than teaching that some "cannot" meet standards.
- Hold staff accountable
- Hold students accountable for behavior so they know we care who they really are becoming.
- Hold students accountable, especially when their choices and actions have negative effects on the overall learning environment.
- hold students responsible for their behavior. they are not prepared for the real world
- Hold the behavior bar high (or the same) for ALL students. Many students do not feel safe because behaviors feel very out of control for a handful.
- holding staff members accountable to improve staff morale in the buildings
- holding students accountable for behavior - we can still be equitable and hold students to high expectations, that is a part of equity - lowered expectations for some students send the wrong message
- Homework
- Honoring all students and families- some need more challenge, some need more scaffolding or support-meeting students where they are at
- How can we get back to the basics of providing boundaries with logical and natural consequences. We need to return to more thoughtful grading. Giving away grades in the name of grace is not grace itself.
- How can we get back to the basics of teaching respect, providing strong expectations, providing boundaries that they can bounce off so that they foster healthy and productive ways of dealing with "others", tolerance of differences, stress, etc
- How is school different than it has been in the past, different from the white model
- How long star/ home rooms be
- How long we have WIN time
- How the world receives news - the decline of newspapers & the ever-surging increase in social media that "informs" unchecked/edited isn't helpful
- I am hesitant to reply as I realize that I am not as aware as I could/should be as to what Roseville is actually doing - to know what they should change....I agree with most of the things that are being said - but I do not know if Roseville is already doing that!

- I am not sure
- I am not sure anything needs to be changed, it is more about adding and improving over time to bring up possible areas of interest for students
- I believe that at least some of the schools have been and are doing this. However, ALL schools (elementary) need to be doing this. Also, the community needs to have a greater understanding of the district demographics.
- I believe the school does this—my daughters say there is equity
- I don't have any change to see now everything is good
- I don't have anything to say that they will need to change. They are doing what is best for the students and the programs already
- I don't know
- I don't know
- I don't know how to do it, but fewer subs! my kids reported having subs over and over and over and let's face it, kids never learn anything from subs -- it's just babysitting
- I don't know what is being done, we see teachers not providing needed support to students and each other, not providing information, and neglecting communication, so we just don't know!
- I don't know what needs to change, but I think whatever that the school see that can help our children succeed is good for us as parents
- I don't know. What I see at Edgerton is the support you ask about.
- I don't think anything needs to change
- I don't think that's possible
- I don't think there is anything we can really do
- I don't understand this question... too broad.
- I feel for my kids to be supported, I would like more tutor or program to help my children if they ever need help.
- I feel like more class community activities should be in place
- I feel like once a month there should be a day dedicated to each and every race in the school. For example- a day to celebrate, acknowledge, eat and wear all cultures. For one day- Somalian, hmong, Karen, Hispanic, those that classify as American however have a tradition of their own that others don't., etc all races.
- I feel my child school is doing good at helping supporting my kid already
- I feel success comes from their teachers because we don't know how to teach them at home, so the

- teacher is the one who will make them successful if the teacher has good strategies to teach them.
- I feel that iPads have become quite often the only materials students are using. My high school students have lost manuscript skills. My son who is an interpersonal and visual learner has greatly struggled with all his learning being done on one flat surface. I wish there were options to have a printed piece of paper or a book. Something tangible in the hands of kids and not just a file.
- I feel the building has lost some basics. Students need expectations and boundaries - it's how they learn.
- I feel very supported by the [adult education] teacher and belong to the school, and nothing needs to be changed here.
- I have felt that my students and their friends have been very well supported and would like to see that continue.
- I have not heard my kids complain about the school, so I don't know what is needed.
- I have nothing else to say
- I hope that this is happening at many levels. People need to become aware of what the problems are. I think that standardized testing is a constant source of negative feelings. It highlights the “have” and the “have nots.”
- I hope this question is being asked of current students & alum - I'm guessing they would provide some very instructive responses.
- I see DEI events and my mixed race family members attend
- I see that we have support for our kids in the school, but the school doesn't have programs that are for kids to learn about their culture. They are losing the value of their culture and language.
- I think everyone should feel included and that could happen by having more classes of different languages
- I think everything is good
- I think for my child to feel supportive is to have good communications from my teacher school to us as parents.
- I think for my kids to be successful their teachers and staff will be patient to teach them.
- I think for my kids to do good in school they need the teacher to be patient with them
- I think great effort is made to achieve this. I'm not sure what more you can do. Keep up the good work.
- I think having more teachers and staff that look like them will help them connect and feel more

comfortable in their schools. My kids are shy, so I think they connect better with people that look like them.

- I think having some time for a free period could be very productive, speaking from personal experience, I get a lot of work done preparing and studying to be successful during my free hour.
- I think I like everything and would not change much, but just would like programs to help the adults learn how we can help our kids at home too.
- I think kids can easily get lost/fall through the cracks because class sizes are large - I know they are normal sizes, but some are falling through the cracks
- I think not change, but maybe add, like more programs that will help our kids learn about their language. They lost their language because they only go to school to learn English.
- I think our kids of color are losing their identity and culture. Teaching them or continue to have support for them to keep that culture.
- I think people want to help, but don't always know how. Something more than eating at a restaurant so the PTA gets a few dollars.
- I think RAS is already on that track and is supportive
- I think Roseville needs to focus on improving mental health help for students, both by increasing awareness of resources and improving the helpfulness of those resources.
- I think teachers are a little bit more lenient on homework and due dates, because there are students who may be involved in many other things, and as much as they care about their schoolwork, they have other priorities too.
- I think teachers should be more understanding of kids' situations
- I think that it can be very easy for quiet students to disappear in classes that change teachers every trimester
- I think that there needs to be true diversity, not just that as defined by those "at the top"
- I think the school does a pretty good job, maybe addressing stuff that happens online between students.
- I think the school is doing good already to help our kids become successful, but I would like more classes to teach them about their culture.
- I think the school should have more staff to support our student if they are struggling on their

school subjects

- I think the school support we have is fine
- I think they should keep teaching [adult education] both zoom/in person because we don't want to lose credit score.
- I think we already have this
- I think we need more Liaison support too. People that look like us so we can talk to them that will make me feel belonging to my school
- I think we need to add on classes or courses to teach our kids about being good to each other.
- I think we need to change how kids are being taught. Some teachers just teach, but they don't know how to slow down for other kids who don't learn that fast
- I think we need to more teaching of our kids how to use the school resources.
- I think welcoming students more than they are now, maybe allow them to have a chance to find clubs or maybe create more clubs that people can enjoy.
- I think with our kids that have special needs for them to be successful I would like it to not be so hard to find bussing for them that is closer.
- I want the school to find a better way to connect with us as parents that don't speak English
- I was disappointed during the school year of distance learning (March 2020 to June 2021) that not one counselor reached out to my 2 sons, one a Freshman and one a Senior. I was told by Principal _____ that they only checked in on kids who were struggling academically. I was incredibly disappointed with that statement, just because a kid is doing ok academically doesn't mean they are doing ok mentally.
- I wish my student did not know the political leanings of most/all teachers at RAHS and RAMS. There is no reason for teachers to roll their eyes about certain ideologies or political figures, while glowingly representing others. This is happening all the time, and it's unprofessional and unhelpful.
- I wish parents' desires were more respected. Roseville is feeling like teachers think they know absolutely what's best for every kid, sometimes against the wishes of the parents.
- I wish the grade schools had the groups the high school has ie Hmong groups, Karen groups, Nepali groups, young black groups, etc . I think our young black boys would especially thrive if they had a mentor and others to talk to.

- I wish there was a level of understanding about students not being able to handle school the entire year. More breaks from learning to focus on ourselves too
- I would feel a lot more safe with more police officers inside the school
- I would like a change in adding a class into class to teach kids about bullying and teaching kids about respecting teacher and kids
- I would like programs to be added on or have to help teach our kids about transition after graduation.
- I would like Roseville to add programs that will teach them things they will learn outside of school
- I would like school to teach more classes or for our kids coming from another country to have the opportunity to keep their culture and language.
- I would like schools to teach our kids more about other cultures and their culture.
- I would like to have more support for my children after school or outside of school
- I would like to see more support for my child in class and outside of class
- I would love to see more black teachers
- I would love to see teachers focusing more on making sure we understand the curriculum before continuing on. I feel like too much responsibility is put on the student to get there themselves
- I'm not integrated into any school right now to know the answer
- I'm not really sure. Thus is our first year with a child in the district and it's been a weird/transitional year due to the pandemic.
- I'm not sure of the training now for teachers/staff, but unconscious bias training and anti-racism training each year is important.
- I'm not sure what could change to make that better
- I'm not sure. My kids come from privilege. They had everything they needed.
- I've never seen or heard anyone feel this way
- Identify and address barriers to seeking help
- I dk people learning how to not be mean
- I dk probably nothing I think that the teachers are doing a pretty good job
- If a student is a high achieving student, the teachers should continue to give them challenging work, they should not just give the "grade standard work" so the other kids in their grade can "catch up"
- If a student is acting up instead of yelling at them or punching them take them aside and ask if something is

- wrong, I think most of them have something bothering them
- If New York City Schools are closed for Eid al-Fitr, why not do the same in Roseville. This seems like equity to me.
- If school started at 9 everyday, it would be more beneficial
- If someone is bullying, somebody does something about it
- If Star teachers could meet privately with students near the beginning and end of each Tri and upon a student's return from an absence, maybe that would help students. This could involve shortening Star period and the whole school day to allow teachers time for Google meets outside of school hours.
- If students feel that way they are most likely frustrated with themselves and want to blame someone other than their self
- If you're late to class, Teachers refuse to let you leave to use the bathroom!!! This needs to be removed by all teachers
- Implementing non-judgemental, evidence based education surrounding drug use and access to resources for students struggling with drug use and dependence
- Implementing ways to make it easier for families to be involved, like free parenting classes, transportation to school events,...
- Improve discipline and reduce disruptions and unnecessary political conflicts.
- improve family/school partnerships to bring family/student voice into our schools to interrupt and change systems
- Improve gym in High School
- Improve opportunities for families to access the school community, or go directly to the community itself to show investment in relationships
- Improve reputation of some schools with bad reputations - including Harambee
- Improve special education supports and school connectedness,
- improve student behavior expectations and keep these high
- Improved accountability for students to get their work done in a more timely fashion in middle school and high school
- Improved athletic facilities at the HS level - new gyms, weight room equipment & sports clothing.

- Improved EL program that maintains culture and native language
- improvement in school climate
- In class behavior issues (disturbances/ outbursts/ violence) addressed immediately and as transparently as possible for students.
- in higher success
- In my opinion, [adult education] transportation and connection is very important. I heard some of the older students say they want to come to school but they don't have transportation.
- In some cases, it would be exposure to literature and thinking that is not necessarily "mainstream."
- In sports, work with, instead of against people.
- Include all people regardless of race, looks or disability
- Include and support students with disabilities
- Include everyone
- Include everyone
- Include everyone! The more we have group things or other stuff to interact with, our community would be better.
- Including everyone
- Inclusion
- Inclusion of all students in their neighborhood schools or school of choice
- Inclusion...those with disabilities are minorities too
- Inclusive activities
- Inclusive learning for students with a range of disabilities
- Inclusive playgrounds
- Inclusive, out-of-the-box curriculum shifts
- Increase academic options for most marginalized students
- Increase and improve family/school relationships, increase accountability for unsafe behaviors and also increase SEL support for our students. **For STAFF: Also figure out how to get more subs. Our students that receive support services are the most negatively impacted by lack of subs for all staff.
- Increase BIPOC staff
- Increase collaboration between special needs and mainstream classrooms.
- increase diversity in teachers and staff to be more representative of the student body
- Increase enrollment so there is a larger student body
- Increase in EL and SpEd teachers. SpEd FTE and TA support based on needs of students, not numbers. EL co-teaching.
- Increase in levels of educational options in schools. Sometimes there is a missing layer of coursework option between AP and "regular" classes that allows for rigor and balance.
- Increase in paraprofessionals for student support
- Increase individualized attention for students
- Increase paraprofessional staffing
- Increase paraprofessional staffing
- Increase staff training on students with disabilities
- Increased adult presence - Additional adults who can assist with proactive support, reactive problem solving, small group instruction, windows and mirrors and student connection
- Increased behavior specialist/mental health support to work with students and try new or creative ways in improving difficult behaviors with kids as needed to increase productivity in the classroom.
- Increased connectedness between older and younger students.
- Increased funding, support, and staffing in special needs programs to allow for the support needed for kids to spend more time in mainstream settings.
- Increased highlighting of, and exposure to, the lives and work of the LGBTQ+ community
- increased mental health staff/supports
- Increased mental health support
- Increased mental health supports; staff, programs, integrated SEL coursework, and normalization of mental health struggles in daily learning
- Increased recognition of student athletes & teams that aren't in a dominant sport (cc, tennis, wrestling, golf, trap, boys volleyball, etc)
- Increased SEL supports at all grade levels
- increased staff presence / supports for students across the district
- Increased staff to help support students to be successful.
- Increased student mental health support
- increased Student Services staff/lower caseloads
- increased support staff
- Increased teachers of color
- Individual/positive interaction and attention to those students not seeking it
- Individualized learning plan
- Information on service opportunities only go to AVID and Honor Society. Hard for others to know

about opportunities

- Initiatives given time to be implemented, tweaked, and analyzed for success over 3-5 years before moving on
- Inside, we both know what's been going on
- integrate a more diverse teaching faculty and support staff
- intentional balance in nurturing both commonality (e.g. we are all Roseville students - Yay!) and difference (e.g. we have some things different about us - Yay!)
- Inter Student friendships
- interdisciplinary units of study at the elementary level
- Interrupt negative behaviors and have a plan to support all students with follow through and expectations
- Interventionist
- Interventionists and EL teachers need to be able to teach every day instead of subbing when teachers are gone. The students who really need support get cheated when the teachers who help them with their specific needs are pulled away for subbing.
- Investigating threats
- Investment in early childhood resources to promote equality of opportunity
- investment in mental health supports
- Invite them over
- Inviting teachers in that are wanting to see each child's potential
- Involve the community in more school events. Why not have the WHOLE city show up for Homecoming?!
- Is there a way to engage in anonymous conversation (again, intranet notes/chart) after that and then promote a campaign like "click and turn" where a teacher/staff person has a racist thought, they can become aware "click" and change their heart "turn" to do the right thing, to learn and grow. All this, while not ignoring white students who have severe needs.
- is there a way to mentor at risk/unsupported students (community member connection)
- It is difficult in this moment in time, but I feel there is a lot of time spent putting out fires and focusing on kids in crisis - which we need to continue. But I have not seen a strong emphasis on the kids in the middle or those who need a little push to go from good to great.
- It would be really nice to see more diversity in

band and orchestra. It is great that the band plays songs by diverse composers, but the music students themselves are not very diverse. Maybe having older diverse students go to the elementary schools to inspire them? Defray costs with scholarships? Allow students to start in middle school?

- It's impossible
- It's okay that's good
- It's probably your fault people ignore you
- It's up to how the students behave with one another.
- Job placement
- Join them to be friends with them
- Keep class sizes small so relationships can be built
- Keep exploring new ways to learn
- Keep kids in same group of classmates
- Keep lunches free.
- Keep raider time and the late start/have late dismissals
- Keep supporting them
- Keep the AP classes and make those kids feel important rather than reducing the numbers of AP classes and making these kids feel like they don't matter
- keep up not tolerating bullying
- Keep working
- Keeping a good pace for learning for everyone, giving time for the, to finish homework in class, giving them help when they need it (though this is mostly done)
- keeping staff accountable for their own attendance and fostering connections with their students AND AND families-staff they need to connect with families!!!
- Kids acting up may not get the attention at home. Helping that
- Kids allowed to celebrate and recognize holidays that are important to them, bringing their whole self to school and learning about what is important to others
- Kids are bullied
- Kids are depressed
- Kids can't really follow along cus it's too hard for them
- Kids feeling safe with other students
- Kids getting along
- Kids giving each other chances
- Kids having the ability to get help
- Kids making racist, homophobic, etc jokes
- Kids need to stop acting up in class for attention

- Kids need to stop being a holes
- kids who are disrespectful
- Kindergarten going back to being all social, emotional, and physical learning instead of book learning. Kids cannot succeed without social and physical skills and forcing academics is not age appropriate or helpful for future academic development.
- Know
- Language barriers
- Large area with no bus service to RAHS---almost all of Roseville. Was a very unpleasant surprise! How do families who can't afford a car manage?
- Later start times for Parkview, RAMS and RAHS to allow growing bodies the critical sleep they need!
- Latin American Studies, hire more Latino staff
- LBGTQ history class on the history
- Leadership
- Leadership from teachers in the class, principals in building, district administration all the way to the superintendent will serve students more effectively if they are humble, not defensive or trying to project an image of success.
- Leadership needs to be more supportive
- Learn more about real situations that impact people
- Learn study skills to help us succeed
- learning - the classes are too big, the students don't feel safe, and no one is keeping these kids accountable.
- learning time outside the school
- learning to accept people how they are
- Leave all the other stuff to the parents please. We don't need inclusion shoved down their throats
- Lectured when needed
- Less "quantity" and more "quality" when it comes to class content and student/teacher relationships
- Less boring stuff
- Less bullying
- Less bullying
- Less bullying, treated how you wanna be treated, and earn respect.
- Less busy work handed out from teachers and use our class time wisely
- less disruption in the classroom
- less drama- teacher more strict
- Less emphasis on assessment
- less emphasis on rewards-based systems and increase internal motivation for good behavior
- Less favoritism
- less fighting and loudness in hallways
- Less Fighting in schools
- Less focus on weekly assessments that provide teachers with little insight on student growth. They are merely completed to collect data; however, this data isn't always accurate.
- Less gun threats
- Less hallways chaos
- Less high standards for specific things
- Less homework
- Less homework
- Less homework for students so they can get more sleep and have a social and active life
- Less is more mentality- go deeper with concepts- More EQUITY! We need consistent equity brought up in our staff meetings where teachers are working together to implement equitable teacher practices, suggestions etc.
- Less money spent on administration district wide, more money spent at schools and in classrooms.
- Less people being mean
- Less people to say harmful things
- Less power/control from teachers, allow students to leave for groups
- less pressure on curriculum, more focus on learning to thrive in the present moment
- Less pressure to get work done
- Less pressure to have an A in every class
- less reliance on resource officers/principal to handle difficult student behavior, increase support staff (i.e.: social workers, school psychs, etc.)
- Less stress
- Less stress and anxiety. Everyone gets along
- Less stress and social anxiety
- Less stressful due dates
- Less stressful work
- Less students in class, provides more connection and time to connect with them as a teacher
- Less students of color referred for special education.
- less suspension and more make-up days for schoolwork (i.e.: restorative vs. punitive)
- Less talk about equity and more action to change systems and practices
- Less talking about people without their knowledge
- less technology- too much game playing
- less testing
- less testing
- less testing
- less testing- too many tests!
- Less time in desks - calm classrooms and teachers
- Less tolerance toward harmful language in

classrooms, particularly cracking down on usage of slurs and derogatory words (particularly r*tard and cr*ppe)

- Less useless mandatory work that doesn't affect anything
- Less work
- Less work
- Less work and stress on tests balance in grades
- Less work more games/outside time
- Less “hoops to jump through” in our practices. A lot of the paperwork we do isn’t helping *us* or anyone - it’s just to check an arbitrary box on someone’s list.
- Lessen the load on elementary classroom teachers. We have A LOT going on that I feel like I have to ask permission to take care of something personal.
- Let everyone be themselves
- Let kids be kids
- Let kids have fun in gym
- Let no parent feel left out
- Let people believe in what they want to believe in
- Let sports like RYBA and RAYB have preference for gym space with a price break and priority over pickle ball and other community ed. This space is meant for kids first. Then prove it.
- Let sports like RYBA and RAYB have preference for gym space with a price break and priority over pickle ball and other community ed. This space is meant for kids first. Then prove it.
- Let students feel accepted and supported whether they are a student of color, a student struggling with grades, or a student suffering mental health issues
- Let students who have advanced skills move on to more complex and challenging topics in their areas of strength. Pinning them down to what the rest of the grade is doing can turn them away from school.
- Let teachers/staff do a truly anonymous poll (especially white teachers) on their feelings/fears surrounding those complaints. Map those complaints in a chart on the intranet with solutions created by culturally aware staff and those parents.
- Let them learn from their mistakes
- Let them take their time
- letting the sixth graders have the same privileges as 7th and 8th grade and same competitions and teams
- Letting us use our phones during school

- LGBTQIA+ support
- Licensed staff that more closely reflect the diversity of our community
 - Like what kind of consequences?
- Miss part of recess. The more you do it the more you miss
- Missing free/choice time and fun projects
- Talk with parents about what is happening
-
- Limit Gender disrespect through educating students and staff
- Limit student access to outside social media influences during the school day. We need creative ways to do that.
- Limit/get rid of social media such as Instagram and TikTok. Many of the stories I hear from my teacher friends start with complications from students using social media.
- Listen to active parents who want to help the district
- Listen to BIPOC families about their experiences to serve them better.
- Listen to everyone
- Listen to kids
- Listen to others and get other people's perspective
- Listen to Staff; staff should be able to be heard about things happening in the schools and issues should be addressed
- Listen to students
- Listen to the kids
- Listen to what the student needs to benefit them
- Listen, encourage, and give the quietest students opportunities to speak up
- Listening and engaging kids in ownership of their school- giving teachers feedback, principals feedback- let kids know their voice matters feedback
- Listening leadership
- Listening sessions
- Listening to multiple perspectives
- Listening to people
- listening to the students if they have a problem with a teacher or staff member
- Listening to the students more
- Little kids would get outside more. K-2 need two scheduled outdoor recesses. Make the day a little longer to accommodate that!
- Little longer advisory
- longer lunch
- longer recess
- Longer times outside

- Look at the learning pods at the University of Minnesota
- Look into The Innocent Classroom as a PD to support our students.
- Looking down on people should be something people need to work on so try to help students individually once in a while
- Lots more field trips out of the community
- Lots of good friends
- Lots of training and resources for teachers and admin, and then support for trying new things
- Lower class size
- lower class size
- Lower class sizes
- Lower class sizes
- lower class sizes
- Lower class sizes - more connection with individual students
- Lower class sizes to meet more individual needs
- Lower class sizes.
- Lower student to teacher ratios
- Lunches from different places from the world that represent the students
- Make classes more comfortable for students to speak up
- make costs of sports affordable to all kids
- make everyone feel welcomed
- Make friends and teach students that everyone matters
- Make it easier to access different methods of learning
- Make it easy for parents to donate & support in new ways
- Make more clubs for students to be part
- Make more interesting clubs
- Make people feel welcome (with posters or little speeches)
- Make PTA not school specific - combine elementaries or at least a couple
- Make school start an hour later. 9-3 instead of 8-2
- Make SEL a true priority
- Make staff feel supported and empowered so they can do the work.
- Make students feel welcome
- make sure ALL students have a vision for their future beyond high school and are prepared with life skills, stop focusing so much on college - it makes students feel like if college is not in their future, then they are failing in some way
- Make sure everyone has equal access to events and materials.
- Make sure everyone has supplies
- Make sure everyone has what they need
- Make sure lunches do not have pork.
- Make sure no one feels overly stressed and give help to students who do
- Make sure students can count on their teachers
- Make sure students have academic programs and classes that are more geared towards student success.
- Make sure that students are comfortable in the community that they are in
- Make sure that students are in class and on the halls skipping class
- Make sure the space is tranquilo (calm) and safe. Take care of the schools so they are comfortable. (Estudiantes necesitan preguntar cuando no entienden - necesitan apoyo y repetían los lesiones.)
- Make sure there are good substitutes in schools.
- Make sure there is enough staff to support students
- Make sure they have help from teachers
- Make sure you students can handle all your giving them (homework wise)
- make the career center more visible and advertise it to students
- Make the school lunches good
- Make the stuff we learn interesting.
- make them try to be alive in themselves and make them understand that we all make mistakes and that making mistakes is a normal thing that happens
- Make up a plan or an idea to get to know classmates better
- Making all kids, especially the ones that are not different (by gender, race, religion, etc) feel included like those other groups that are not even the majority. You are not giving all students a safe place to learn. Fighting in classrooms, making politics a whole class period conversation when it is band class, not focusing on the subject at hand. You are a disservice to the students and the community. What a shame.
- Making gym not a requirement
- Making it a safe environment
- Making students feel like they are appreciated and meaningful
- Making sure all students have an opportunity to learn and have fun, including having field trips and friends.
- Making sure families know about any bullying

- making sure kids are supported (ie food and basic needs) in addition to education
- Making sure special Ed is included in most school events
- Making sure students know where to find support systems
- Making sure teachers are appropriate
- Making sure teachers are supportive and caring
- Making sure that bullying isn't happening
- Making sure that there is enough support and admin for students to feel comfortable and safe.
- Making them feel safe
- Mandatory PD for all staff on neurodiversity
- many more options to explore what they love and are good at
- Many of those cut were people of color who students connected with and learned from.
- Many parents I've talked to, as well as myself, have concerns about the middle school from bullying to getting involved with drugs and violence. I'd love to see two smaller middle schools with elementary schools feeding into one or the other so that the student body is smaller overall at each school.
- Masking
- Math competitions
- Maybe
- Maybe allow for some student feedback in their schedules
- Maybe allow time for students to get help from staff or teacher during some free time that is already set in place. Like for me, advisory
- Maybe change star a bit
- Maybe encouraging more involvement for students that are not involved? (Club, sport, group)
- Maybe hire more social workers and have that outlet students can talk to
- Maybe instead of classes based on smarts, do it based on attentive level and smarts so that some kids don't get held back because 2 kids can't listen
- maybe less focus on what makes us all different and more focus on what makes us the same?
- Maybe like a class where you just play games to get to know each other
- maybe like no judgment and that would make us succeed
- Maybe more discipline so kids aren't mean to others and no point where they feel unsafe
- Maybe more educational stuff on equality? I don't know, I got misgendered a lot by hockey boys (and

- non-hockey kids, teachers, etc) this year, and I feel like better LGBT awareness could have prevented that, so maybe that applies to other people as well?
- Maybe more options to choose between a project and test.
- Maybe more program outside the school for kids besides recess
- Maybe the way the school is based like I mean how the school is based around
- maybe they can change the [adult education] online learning to be more with them after classes
- Maybe they could have access to more mental health support
- Meeting at least once a year with a high school counselor would be nice - my daughter has yet to meet her counselor
- Meeting kids where they are at, regardless of grade level
- Meeting someone new
- Mental health access
- Mental health and specialist interventions
- Mental health check-ins
- mental health days
- Mental health matters
- Mental health professionals
- Mental health professionals in all buildings
- Mental health resources
- Mental health resources for children at school, or any reliable health professional
- mental health resources plentiful
- Mental health services for staff/faculty
- Mental health services within the schools that actually meet with students and don't just do testing
- Mental health support
- mental health support
- Mental health support - integrated into daily life
- mental health support fully present in each building
- Mental health support group for students during the school day where they can bond and express their needs/ issues yet feel protected
- Mental Health Supports for students, staff, and families
- Mental health therapist
- mental health wellness days that don't just turn into work days
- Mentoring. More opportunities for older students to engage with other students.
- Mentors, connections to other peers, staff and community. Get something going between different ages /culture's etc to build connection

- Mentorship between the high school and middle school, especially for marginalized students
- Mentorship from the community with students in the schools. Clearer path to participate for seniors and interested citizens
- Mentorship is an important step. However, students need to feel that they have a sponsor, advocate and champion. How do we match up those students with members of the communities.
- Mentorship with staff who look like them
- Microwave to heat up home lunches or cold school lunch
- Middle school - we need to reimagine what it means to form positive, authentic and strong relationships with students. We can do this through STAR. Staff needs to see this as not just a good idea but vital and necessary.
- Middle school needs a complete physical overhaul. We can't tell students we care about them and then force them to attend school in such a dump. Restrooms nonfunctional, classrooms and furniture falling apart...just terrible.
- Minimize the negative effects social media has on our students, platforms they use, the negativity and bullying that can come with the use of them
- Monitor the facility so that kids feel safe in every space at any time of the day.
- More (math) TA in each classroom so students that have questions in class on the material who need more in-depth explanation can ask them quietly so they can catch up instead of just being left behind
- More 1 on 1 support for Special Ed students
- more 1:1 support available
- More academic help for those in need
- More academic intervention support.
- More academic interventions
- More access to LGBTQ+ absent(ed) narratives
- More access to sports, band, orchestra, and transportation to get to these activities
- More access to the best facilities. Turf time for Ultimate Frisbee over rentals to outside groups.
- More accountability for actions of others
- More accountability for teachers and students that make (other) students feel unsafe/uncomfortable
- More accountability for those who break the rules
- more acknowledgement that racism exists and must be eliminated
- More action with equity and less talk and committees that talk - actual changes in systems and practices and actual action based on staff feedback on inequitable practices.
- more activities
- More activities for students to come together
- More activities that connect students and the greater Roseville community
- More advanced level classes at the middle school level for students who want more challenge - not just advanced assignment options that students can choose in their existing classes - remember that equity means challenging all students
- More advanced options
- More after school activities that aren't just sports
- More after school events that are not 100% academic or program focused
- More and better qualified special ed staff. Pump out whatever resources needed to attract the best people.
- More and better trained support staff
- More and more noticeable that people care more about how they look than in the past. People assume things about me just because my skin is white.
- More attention to each of them
- More attention to the very quiet kids who fall in the cracks because they don't have any major red flags.
- More awareness and education through social media, not just Schoology. Update! School meetings.
- more behavior support/emotional support staff
- more bi-lingual or multi-lingual instruction through cultural liaisons or other educators
- More bilingual programming
- More bipoc administrators
- More BIPOC staff
- More BIPOC staff
- more BIPOC teachers and admin
- More BIPOC Teachers and staff
- More BIPOC teachers, admin and staff
- More bonding as a class
- More breaks
- More budget allocations to music department
- More budget for hands on activities
- More career mentoring from community members
- More celebrations, so many more ways that we can recognize kids.
- more cheese
- More class/grade activities to build community amongst the students ~ have a team building 1/2 day ~ get to know each other day
- More classes for helping students

- More classes for kids who speak different languages
- More classes that are more open in work
- More classes, experiences on all levels of post high school education for careers without 4 year degrees
- More classrooms or bigger rooms
- more club opportunities. would help with making out-of-grade friends.
- More clubs
- More clubs
- More clubs
- More clubs or affinity groups at the elementary school
- More clubs, groups, extracurricular activities
- More clubs: football, soccer, chess club, language, to make new friends
- More collaboration time and less logistical meeting time.
- MORE COLLABORATION TIME! (The day in the fall we were given to do planning made me feel like a good teacher again!)
- more communication and collaboration among educators and families
- More communication with parents or guardians of students
- More communication with students and teachers
- More community building
- More community building activities
- more compassion and empathy for all students, staff, colleagues - less competition between schools
- More connected community partnership
- More connectedness of school activities to the community.
- More consequences
- More consequences for misbehavior
- More consistent expectations, boundaries, and follow-up consequences to help students
- More counselor meeting times
- More counselors and in-school mental health support - when we did our oldest's kindergarten screening there were a few areas to work on, though we were told he would not likely qualify for school supports due to so many others with higher needs. I definitely respect that, and also feel bummed that our kiddo won't get the support he likely needs.
- More counselors available
- More counselors, psychologists, and social workers

- More cultural liaisons
- more cultural liaisons for all students
- More cultural places and maybe even a room for everyone of all culture
- more cultural understanding in the every day
- More culturally appropriate mental health counseling
- More culture events
- More direct attention on helping people understand the value each type of personality has in a community and when solving problems
- More direct support in the classroom - whether that means smaller class sizes, more teacher floats, etc so that each kid can receive the help that they need and no one is left behind.
- More diverse class attendance. I have a ton of people that are in half of my classes while I have some that are in none of my classes
- More diverse educators
- More diverse staff
- More diverse staff
- More diverse staff
- more diverse staff
- More diverse staff and teachers.
- More diverse staff on all levels
- More diverse staff, including LGBTQ, BIPOC and neurodiverse individuals
- More diverse teachers
- More diverse teachers and staff. well-rounded curriculum that teaches everyone's history. (sounds as if we are already doing that.) Early childhood for all who need and want it. After school activities for everyone.
- more donations
- More drink options for lunch
- more education about different cultures and stronger connections with adults and other students
- More educators of color (not just Black and white...but a variety of ethnic/racial backgrounds)
- More efforts to include the LGBTQ+ community at all levels of education. (ex. gender neutral bathrooms)
- More emotional and mental health support.
- More empathetic teachers
- More emphasis on community
- More emphasis on the "fun" part of school. We used to have school dances and big grade level events (field days, talent shows, relationship-building field trips.) We don't have those now because all the teachers are stretched

so thin that we can't add anything to our plate. I don't feel incentivized to do "extra" fun things for the kids because they are so disrespectful and apathetic.

- More encouraging experiences lead by peer groups... to instill self worth and a more stable and solid identity in the community
- More enforcement of attendance policy
- more engagement with vetted outside organizations
- more engaging activities, more opportunities for partner work with friends and peers we don't know yet
- More engaging school
- More equality
- More equity and inclusion
- More equity between schools (eg. Parkview)
- More ESL and para resources
- More events held within the communities of the student body
- More extra curricular activities
- more faculty
- More faculty of color, especially males of color.
- more family and community involvement
- More family engagement nights/events
- More family voices in decision making, especially voices of multilingual, oral culture based, high poverty and families of color
- More flexibility between grade levels to meet differentiated needs better
- More focus on building community in the classrooms. Take the time to get to know each student, even if this means taking less time to jump into the curriculum right away. Students who feel they are seen and valued for who they are will get more out of the curriculum, and be more successful academically.
- More focus on engaging parents and young children (parenting skills, setting boundaries)
- More focus on MTSS
- More focus on SEI
- More focus on what's going on
- More free time
- More freedom to guide PLC work instead of needing to be married to the schedule. Sometimes we need to change and adjust based on student/class need.
- More funding for enrichment opportunities in the summer
- More funding for field trips
- More funding for the Arts & Humanities

- More funding to support small group learning, special education, staffing for special Ed and gifted programming, and more tools (iPads, etc) to allow for that.
- More funding/support for staff/coaches to provide better support for students. We are burning out rapidly.
- More grades like 7th and 8th grade
- More group activities and community building
- More group projects
- More groups to support kids with SEL (There isn't enough)
- More hands on assignment
- More hands-on learning in areas of daily life (finance, mental health etc.)
- More help
- More help after school
- More help after school
- More help with students that need it
- More honors but non AP courses at high school
- more houses in the house system
- More incident reports
- More inclusive activities and classes
- more inclusive curriculum
- more inclusive curriculum where students see themselves in the content
- More inclusive for all students even if they don't have things
- more inclusive programing
- more individual connections to local businesses
- More individual support for everyone like mentors for everyone or helpers.
- More info/support to navigate school/HS for families who didn't go school in US
- More information an other cultures to inform others
- More intense and early literacy interventions, including Orton-Gillingham, Wilson, or some other researched-based reading method taught to all children
- More intervention support
- more interventions (academic, behavior)
- More languages offered
- More Latino representation
- More Latino staff (Más gente - staff - Latino.)
- More learning opportunities for educators to understand what inclusion means.
- More learning opportunities like language classes
- More life skills class - money management, resume writing, career interest
- More math and good science

- More meeting with teacher and talk to them
- More mental health and behavioral support.
- More mental health care for the students
- More mental health professionals
- More mental health resources & specialists
- More mental health resources and access to.
- more mental health services
- More mental health services and support
- more mental health support
- More mental health support
- more mental health support
- More mental health support fo students
- more mental health support that parents know they can reach out to when looking for support for their child.
- MORE MENTAL HEALTH SUPPORT!!
- More mental health support.
- more mental health supports
- more mental health supports within the schools, outsourced therapists working directly in the schools at EVERY age level Pre-K - ABE
- More mental health talks/ check ins - not easy to talk about but so important.
- More money
- More money for supplies in art
- More multicultural groups
- More one on one time
- More one on one time with students.
- More one-on-one support
- More one-to-one or small group supports to talk about stuff (life, family, interests, goals)
- More open minded
- More open minds
- More opportunities for Girl Scouts or Connecting them at schools with programs like this.
- More opportunities for kids to be able to share their ideas
- More opportunities for our students beyond sports, things that are less expensive than the cost of some sports, less time commitment.
- More opportunities for students to pursue their passion during the school day and access to transportation so ALL students have opportunities for out of school activities
- More opportunities for students to pursue their passions (Maybe a choice time options for project based learning)
- More opportunities for study time in school so students can be with their families at home.
- more opportunities for the community to recognize and support their cultures
- More opportunities in class to get to know everyone. More collaboration
- More opportunities to connect with staff in non-academic ways
- More opportunities to go when you need to take a break
- More opportunities to learn about college stuff
- More opportunity for small group support from paraprofessionals.
- More outside time
- More paid staff in Counseling/Behavior Intervention/Social Work
- More para support in classrooms
- More paraprofessional staff to support them
- More paras. K especially should have para access to help with little kids!
- More parent involvement in schools as volunteers and make it easy and fun to do so
- More parent involvement throughout the course of the year
- More PD on behavior management.
- More peace at RAHS
- More people and resources for direct work with students. Maybe less administration.
- More people of color at the administrative and leadership levels
- More places to feel safe, even though a lot of places feel safe.
- More principals like Ms. Hester.
- More proactive and creative reactive solutions to student behavior- time for teaching the needed behaviors- so there is a mix of consequence and dedicated learning.
- More programs and people to talk to
- More programs to support students with dyslexia will need to be added.
- more promotion
- More psychological support
- More qualified staff who can take on special projects (anything from special interest clubs and student groups, planning field trips, sustained year-long or even beyond projects)
- More quality mental health
- More racial diversity in staff.
- More Raider time clubs
- More reading and math intervention support from paraprofessionals.
- More recess and field trips
- More recess time - the 15 minutes of recess that some of us DO get tries it's hardest to drain every single one of us of our happiness

- More resources
- more resources available for families
- More resources for reaching out and working with families of our most in need students.
- More resources for student support staff, health staff, school social workers, psychologists, Sped teacher, interventionists and EL teachers so that classroom teachers can carry on doing their best work even when some students need more one-on-one or small group help than they can provide
- More resources for students that are struggling.
- More resources for teachers in the classroom
- more resources for technology and tools for the classroom
- More resources, better staff to student ratio, more one on one attention
- More resources/support to special ed and all teachers
- More respect for diversity of opinions and ideology. Coordinating "walk out days" at RAHS and then having teachers involved and actively joining the message violates the neutrality that should be maintained, thereby squelching students' and families' abilities to hold and express opposing opinions.
- more responsibility to ensure that students are receiving adequate summer educational opportunities
- More restorative practices/models for behavior support
- More safety
- More same-grade or close-grade community events (6,7,8 together, 4-5 together, ect)
- More school assemblies with speakers
- more school based social workers and mental health professionals to identify at risk kids and families and connect them with resources
- More school counselors
- More school counselors
- More school counselors in elementary and middle schools
- More school events
- more school nurses & counselors
- More school spirit
- more school wide activities- fun
- more school-wide activities/engagement
- More security
- More security (direct reference to Texas)
- More SEL
- More SEL or counseling support. Broad availability

- as well as targeted interventions
- more SEL support in the form of time to teach lessons / activities, staff, programs, pull-out services for students most at risk
- More SEL time in the classroom
- More sensory-friendly environments
- More services and engagement for students who are "average." The academics aren't rigorous enough for the "middle of the road" students. The advanced kids get the gifted program, the really struggling students get TONS of resources, but the barely average students get shuffled along. Those are the students who could really excel and make the biggest gains if they were better supported and engaged.
- More sexual harrassment prevention resources
- More small group environments. Kids can be shy and smaller groups allows them to feel safer to speak up especially if they've developed trust and vulnerability between them
- More small group supports for academic, behavioral, and emotional needs
- More social emotional learning, emphasis on respectful behaviors, and more listening to students when they have concerns/notify teachers of incidents.
- more social emotional support so we can be proactive instead of reactive
- More Social Services staff to provide friendship groups, cultural groups, etc.
- More social time
- More social workers
- More social workers
- more social workers or counselors at school
- More social workers, EBD resources at Falcon Heights Elementary. I felt like 5 kids ran that school. Running down the hallways daily swearing and bullying other kids. There has to be some bottom line behaviors and more qualified people available to help these students with their trauma.
- More social workers, EBD resources at Falcon Heights Elementary. I felt like 5 kids ran that school. Running down the hallways daily swearing and bullying other kids. There has to be some bottom line behaviors and more qualified people available to help these students with their trauma.
- More social workers, psychologists, and mental health/behavioral help workers - it has become very apparent that this is an area that needs more staffing to reach kids beyond the "worst case" but the ones who need some additional help, but

can't get it right now because there are too many kids that need A LOT

- More social workers, school counselors, school psychologists, nursing staff that work with kids and families directly
- More social/ emotional support for kids
- more spanish speaking staff
- More Spanish spoken in schools
- more Spec. Ed. support
- More SPED teachers who can provide services in languages other than English (especially Spanish)
- More sports and clubs that don't always require a certain skill
- More staff
- More staff
- More staff and better pay and benefits for all staff. Treat them with value and enable them to be their best.
- More staff in SEL positions to support work being done in the classrooms.
- More staff of color
- More staff of color
- more staff of color
- more staff of color
- More staff of color district wide
- More staff of color. - Retain and hire more.
- more staff PD
- More staff that know Karen
- More staff to reach out to all students not only the struggling ones
- More staff...again
- More staffing and better pays for teachers and staff
- more staffing so students with disabilities can be with gen ed more often (i.e. field trips, during the day)
- More staffing. You cannot expect children to exceed or have their needs met in classrooms with 30+ kids and the poor teachers are likely overwhelmed
- More streamlined communication to families- what do they really need to know and is it in multiple languages?
- More student accountability. Students seem to feel that they can do what they want and get away with it. This'll slowly lead to worse actions and make it hard to implement change in the future.
- More student groups for our Blpoc students
- More student input on important student handbook rules (dress code, hallway policies, etc.)
- More student involvement

- More student mental health support
- More student resource groups - affinity groups
- More student support services
- more student support staff to meet increasing demands for social/emotional and behavior intervention assistance
- More student teachers or TA's
- More student voice in decisions that affect them
- More stuff
- More supervision at recess/transition times to prevent bullying and other disrespectful behaviors.
- More support
- More support academically and encouragement to join extracurricular
- More support and services for gifted and talented students, such as a full-time gifted classroom, honors classes in middle school, enrichment etc.
- More support for ELL learners. This might look like having more resources/staff. My child only received 30 minutes 1x a week of ELL services this year. I would like to see him receive more support.
- More support for failing children
- More support for gifted students
- More support for invisible disabilities. Across the US there is a huge gap with this support.
- More support for kids that struggle- not put on the classroom teacher-special classes for these kids to receive more help but not in the same room where their peers see them get pulled back by the teacher to do extra work
- More support for LGBT youth, more inclusive forms, gender-neutral bathrooms available
- More support for LGBTQ+, non-binary, transgender for all (use pronouns)
- More support for mental help- groups for kids to go to
- More support for people in schools.
- More support for special education students.
- More support for Special Education- clear leadership that listens and includes special education teachers in the decision making process, staffing, settings...
- more support for student mental health
- More support for students from paraprofessionals.
- More support for students who are behind due to COVID
- More support groups for students where language and/or cultural differences are making it hard for them to succeed.
- More support in classes to help our kids learn

better instead of only teachers only. She has 30 kids, then she can't help them all.

- More support in the classroom for high needs students
- more support professionals (mental health, behavior intervention, hall monitors)
- More support staff
- More support staff (social workers, general and special education paraprofessionals, behavior support staff)
- More support staff - TA's, sped TA's, social workers, behavior specialists, etc.
- more support staff / people to work with students in small groups
- More support staff to help those that need extra help.
- more support staff who are properly trained to support different populations of students
- More support staff--specifically mental health supports. But also just "more adults in the room"
- More support staff: to assist with both behavior and academics
- more supports for students lacking grade-level skills
- more supports for students that need them (mental health, social, behavioral)
- More talk about how people are different and it is okay to be different
- More targeted intervention and extension groups for students
- More teacher in class for class just like I said in (the other question)
- More teacher mental health support
- More teacher smaller classrooms
- More teachers
- More teachers and school staff of color, more staff of differing abilities
- More teachers and staff of color
- more teachers of color
- More teachers of color
- more teachers of color
- More teachers of color
- More teachers of color
- more teachers of color and more diversity with our BIs (majority if not all of them right now are Black)
- More teachers of color!!
- More teachers of color.
- More teachers of color. I think if there were more people we could talk to and relate to a lot of issues with going to class and fighting could be

resolved. I think also more counselors. They're supposed to be people we can go to for any problem we have but I know for me, I feel like my counselor can't really help me with what's on my mind because he's not a person of color.

- More teachers so smaller class sizes
- More teachers students feel comfortable talking too
- more teachers that look like every student
- More teachers that represent our populations of students.
- More teachers that speak different languages
- More teachers, leadership and staff of color! Our students need cultural mirrors in all areas of the school (not clustered in just paras, kitchen staff and janitorial staff).
- More teachers/paraprofessionals to support classes, activities
- More teaching staff and paraprofessionals
- more teaching staff to deliver targeted instruction that is aligned to CFA data
- more things about how the real world will function without your parents [also in like 7th or 8th grade teach about banks and taxes]
- More tiered interventions for none-spced students.
- More time and breathing room for teachers to be able to prioritize community building, and not feel SO focused on constant testing
- More time and SEL resources to build relationships with students
- More time for building relationships with each other and staff members
- more time for community building in the classroom (Responsive Classroom)
- More time for recess and lunch
- More time for students to complete work and get help for work within the school day
- More time for teachers to grade; then we can give feedback to students sooner and make faster adjustments to our instruction.
- more time for teachers to work, grade and respond to student work.
- More time given for teachers and staff to authentically collaborate around instruction and student support.
- more time given to staff for planning and prep with team, rather than meetings
- More time to connect into smaller groups with students. Those students who are struggling would hugely benefit from small groups to process their needs.

- More time to connect with peers
- More time to relax and take breaks
- more training on slurs / homophobic / racist comments (how to stop)
- more urban learning strategies
- More variety in activities offered (especially for the non sports types) and keeping specialists (arts, gym, music, etc.) for those who prefer those subjects.
- More variety of lunches - feels like we have the same 10 things
- More visible support for LGBTQ+ community
- More work for LGBTQI+ equality and inclusion.
- More work on acceptance of differences with students.
- More, high quality mental health support
- Move away from textbooks and workbooks and more projects
- Moving away from test scores only accomplishments and praises. Not all children are going to excel on standardized tests (few will) but those tests alone do not measure success. Children also need to be celebrated for working hard and being a kind person who are blazing positive change. We continue to live in a world where only the "smart" or high test scoring children are rewarded or praised when in reality those kids don't always have to work as hard to have a good work ethic.
- MTSS spanning through all grade levels
- much more robust community / family outreach
- much more robust mental health resources
- Much smaller class sizes!
- Much stronger support academically and behaviorally
- Mutual understanding between teacher and student. Being aware of one another's situation outside and inside of building to best support each other for both students and teachers.
- My child is in kindergarten, but the amount of stuff that the state is requiring be crammed into these kids' heads is staggering. Some kids - not all - are exhausted and stressed when they should be excited to learn. Let's change this!!
- My child's school does a great job of this, but continuing to recognize and support differences in individuals and celebrating them so all children feel included
- My kids are losing their culture while they are learning about another culture. I would like to see the school teach more cultural programs in their

class. I think that will help my kids be successful in both.

- My kids are successful at school, but not at home because they are losing their culture and identity
- My kids enjoy their club. They feel like they can connect with other kids like them and keep the culture going. I like the club because they still do shows to keep their culture alive.
- My kids to feel like they belong I want them to see more people like them and speak like them
- My opinion, [adult education] students need more time for the reading supports.
- My son is a 10th grade now I want him engaged him to do his best all his teacher's
- My spec Ed son was accepted and treated well at school
- My student feels welcome when they go to school
- Nap time
- Need classroom options at all levels that include traditional learning styles and alternative learning styles. Kids with brains that function differently (ADHD, etc) are currently at a disadvantage when required to adapt to traditional learning styles.
- Need good orientation for RAMS and RAHS. Students feel rushed
- need LOTS more bipoc TEACHERS (we've got enough non-teacher bipoc staff)
- Need to assume each person has opportunity to succeed beyond their circumstances
- Need to be tougher on students who discriminate (Example: when students say "Gay" or other words in a derogatory way)
- Need to listen to Students voices
- needs based support for extracurriculars
- neighborhood connections
- Neither side politically is pushed or taught
- neurodivergent learning environments
- New principal
- New principals and superintendent.
- new students need more support when they start our school
- Nice teacher
- Nice teacher
- Nice teachers and students
- No activism
- No bully's
- No bullying
- No bullying
- No bullying
- No bullying
- No bullying
- No bullying

- No bullying
- No fights
- No fights
- No fights
- No great
- No gym so early in the morning
- No hate for each other
- No homework
- No homophobia
- no house system
- no IXL
- No more bullies
- No more center based special education programs
- No more ow man
- No more standardized testing, it doesn't work for most kids
- No more use in plastic
- no more virtual learning ((except at the virtual school i guess), END ALL COVID RESTRICTIONS. BRING BACK THE SCHOOL PLAY
- No more "aw man"
- No political agenda
- No politics
- No running in the hall.
- No scary drills
- No schoolwide group chats
- NO standardized testing
- No student is taken for granted and all of them know they belong because of their shared humanity
- No ulterior motives or agendas pushed upon students from sources outside Roseville Area Schools.
- Non racist staff.
- Non-college based options (vocational?)
- None
- Not a 'school' age student. So NA
- Not be judgmental
- Not being criticized
- Not bowing down to the wishes of a loud, minority of parents
- Not bullying each other
- Not calling out students in front of the whole class
- Not calling parents when work not done and solve out the problem
- Not denying the entry to programs to anyone even if they do not qualify
- Not enough experiences yet to critique
- Not every student is cut out for college or even a trade school, something should be presented as other options.

- Not forcing people into friendships
- Not forcing us to do group projects
- Not judge or make assumptions about a student or family
- Not judging
- Not just focusing on the black students as far as making strides to bring them up in learning
- Not just have classes talking about history in a non white washed way as optional in upperclassman high school classes. Give a more realistic history at all classes even in elementary
- Not just one way of learning
- Not making fun of people for what the look & wear
- Not much
- Not put special classes to someone who does not need them
- Not really a change, but continue efforts to train staff and educate students on accepting and celebrating students of all backgrounds and abilities
- not really anything
- Not sure
- Not sure
- not too much homework
- Not up to date enough on the particulars in the schools right now to offer specific suggestions. Please do a LOT of listening to students to determine this and some listening to parents/families too.
- Nothing
- nothing
- Nothing
- Nothing
- Nothing
- Nothing
- nothing
- Nothing
- Nothing
- Nothing
- Nothing at the moment
- Nothing needs to be changed here [adult education],but the students need more time.
- Nothing really
- nothing should have to change
- Nothing. I don't think. If you ignore people you probably don't want to
- Nothing. There's nothing you can do.
- Notice little things that happen and try to make a change about it instead of doing nothing

- Notice when someone is getting picked on or experiencing meanness
- Numerous ways to show knowledge in all content areas
- Offer a Hispanic history class
- offer electives that allow them to explore and learn a variety of new/different interests
- offer free summer activity
- Offer homework help
- Offer more class time for the different levels and learning styles of each kid.
- Offer more classes on mental health and how to manage emotions/anxieties
- Offer more opportunities to find strengths for all students
- Offer more school psychologists
- Offer more ways to provide feedback on teachers
- Offer reading instruction to all at risk learners. Not language arts- READING!
- Offering classes for all students to learn about cultures
- ongoing professional development with equity in the center
- Online bullying/harassment needs to be taken and treated seriously.
- Only have teachers that actually want to teach. I feel like some are just here to get paid and they should have another job because I want my teachers to care about me and all students at all times
- Open season on conservative students needs to stop. They are made fun of and bullied by teachers and students. Here is an example: Working on multiple day assignment on climate project. Each day the teacher says things about how it should be done. One day said: "how are you going to force people to do what you want who do not want to?" A kid says under their breath, "Republicans." Teacher says, "I'm not supposed to say this, but I agree." When I talked to the teacher about concerns about people making jokes about my political position, the teacher said "I don't have time for this." I turned in an assignment stating what I thought the teacher wanted to hear and then my position. Got zero score. Not ok for students to have to advocate for a position they don't believe in and then say how to force people like themselves to adopt it.
- open-minded solutions and less top-down initiative. ie: why can't a student use video games that prove strong strategizing skills to pass out of

particular math concepts/tests?

- Opening more opportunities or options for others
- Opening up the facilities to after school activities, structured and unstructured.
- Openness that students can come forward with different viewpoints
- Opportunities
- Opportunities for engagement after school - Unity group is full and perhaps more resources to expand would allow for more students to engage and feel as though they belong
- Opportunities for families to connect more fully with the schools
- Opportunities for families to feel "All" families are included and a part of the district
- Opportunities for non-athletic or not the top grades in class, a place to shine.
- Opportunities for students at all levels... both high achievers and those with more direct social and educational needs, that allow all students to thrive without taking away from each other's experience.
- Opportunities in school to participate in learning, projects and groups that highlight the talents and passions of students
- Opportunities to connect to other staff in the building for different experiences and relationships
- Opportunity to meet pre-k, k teachers for ECCE kids so that they will be familiar with faces
- Option for tutors
- Or get them in trouble based if there sex, race, or just thier personality
- Or try to get them to become flat earthers
- Order
- Our language is divisive when it comes to trying to make us inclusive. I agree with our mission, but the way we communicate the issues of belonging we alienate groups and individuals across the community and district.
- Our students are amazing advocates for themselves, but how can we work harder as adults so they DON'T have to work so hard to advocate!!!
- Our transitioning students in and particularly OUT of Level 3 EBD (BEAM) has set some of our kids up for failure. They are not transitioned slowly, and academics are so discrepant that they are experiencing so much failure instead of success.
- Our work connects with each other's work (cohesive)
- Out of school community building
- Outside pressure and influence from political

groups to censor and oppress minority groups (LGBTQ, POCl, etc)

- Oversight
- Para support for staff
- paras in every class
- Parent education - let them know their attitudes toward school matter so much to student success.
- Parent volunteer leaders who create inclusive tone/climate
- Parenting support for all families
- parents need to be respected and involved at the level their child needs, all children develop at different rates
- Participation in sports and activities based on aptitude and attitude not favoritism
- Participation in sports and activities based on aptitude and attitude not favoritism
- Partnership between government and the school district
- Partnerships with community resources (dental, medical, haircuts/hair braiding) to help meet some basic needs of the community
- Partnerships with community-based cultural programs
- Partnerships with PTA's and making sure everyone is aware of things they can volunteer for
- Patrolling the hallways to keep students in the classes, allowing students to use bathrooms when needed
- Pay teachers competitive wages to retain talented and passionate staff
- Pay them well
- Peer learning
- People being nicer to each other
- People can be more supportive and helpful
- People not bringing guns
- People not gossiping
- People who are handsome (like me)
- People who are humble (like me)
- People's mental health needs to be taken care of
- Perception that the high school is not safe
- Perhaps more clubs or programs offered in the lower grade levels would help kids with social skills they likely lost during the pandemic
- Perhaps smaller class sizes
- Perhaps some scheduling & structure options. I'm not sure how that would look but might be worth a discussion
- Perhaps some scheduling & structure options. I'm not sure how that would look but might be worth a discussion

- Periodic consultation with the students by a neutral body could help too. And ensure their views are kept confidential. Because a student may fail to connect with a certain teacher and because they have no way of expressing it they just keep silent with it which will in the end affect their performances. And in any case students should be moved around to another class where they feel comfortable.
- persistently seek out the input of families we're trying to better serve (minority, immigrant, housing-insecure, dealing with poverty, etc.)
- Personally it would be having more Latino representation like staff and classes like
- Please help teach me time management I don't know how to do it and I think a lot of people feel the same
- Please stop compartmentalizing people by race or gender. Just teach kids to love one another no matter what.
- Plenty of emotional/mental health support, and education on mental health (even outside health class)
- Poll BIPOC parents and ask them their #1 complaint of education in RAS by grade.
- Positive and safe study environment
- Positive promotion of cultural activities. Stories, food, music.
- Positive reinforcement of children who meet behavioral expectations
- Post more groups/community activity opportunities
- Power shift in the classroom!
- PreK needs to feel like more of a school than a program
- preparation academica en general
- Prepare students for actual real life. They need to be able to be contributors to society, not dependent on any entity.
- Preventing fights
- Principals respond to emails or have an out of office indicator
- Prioritizing diversity in staff
- Profesores más integrados a los alumnos
- Professional development for all staff - SPED -- intersectionality, representation matters at multiple levels
- Programing tailored to each student
- Programs at all levels of the district where older students (eg HS) mentor/guide/tutor/help students at lower levels.

- Promote individualized education- meet each child at their level
- Promoting different languages and having those people represented in the bldg through dance, music, sports, etc. Teaching our kids their culture and values. Representing their language in our signs/pictures (more than just Welcome or Hello).
- Pronouns are changing and important, why do we still use Ms./Mrs. and Mr.? How do we support lgbtqia kids seeing themselves when we have a binary and archaic prefix salutation expectation?
- Proper amount of teachers to student 1:20 ?
- Proper state funding
- Proper treatment
- provide all necessary support to teachers and staff
- Provide curriculum that is what a teacher needs in order to teach to the standards.
- Provide daily take home tablets to use when absent
- Provide more access to mental health professionals. Make sure students who are bullying others are seen by mental health professional
- Provide more anti-racism training for staff
- Provide more info when offering opportunities
- Provide range of support needed so students can focus on learning
- Provide support for physical/mental health as needed and required, meet the demand!
- Provide tools to support students on both sides of the achievement bell-curve.
- Providing a space and support to students, maybe like allowing students to have a teacher they can go to
- Providing better teaching staff in language and health subjects
- Providing equal opportunity
- Providing learning to support kids who are being left out.
- Providing the support teachers need in the classroom to be able to teach to all students.
- Providing the time needed during school hours where teachers can leave their work at work and not give of their own time to complete the work.
- Providing this MUCH NEEDED support at all levels from Early Childhood through Adult Programming
- psychological safety is nurtured so that students can feel they can use curiosity about the human diversity around them
- Publish e-newsletters and related communications in more than one language (e.g. Spanish, Hmong,

- etc.)
- push for more variety in teaching to include all learning styles
- Push improved ventilations. Not just for Covid. Important for cold, flu, and other illnesses. Do as quickly as possible for general health!
- Put energy into those who are excelling. Understandably, there is always going to be a gap in performance for a variety of reasons. However, putting the most energy into the students who are behind then leaves those who are above grade-level to "fend for themselves" and not have the support they need to continue to excel. We need to have more opportunities in elementary schools for the "upper" end of the spectrum.
- put money towards priorities that are known to help students—smaller class sizes, SEL, curriculum that facilitates discussions of multiple perspectives
- Put more emphasis on cultural clubs and give them the same attention as sports, music, and theater
- Put more money into ancillary staff—social workers, speech therapy, reading and math support, etc
- Put procedures in place so that students who are following expectations don't have to have repercussions in a classroom because of other students who don't follow expectations
- Put Special ed students in classes where they can feel successful .not just dumped there.
- Putting extra time to build relationships with kids.
- qualified intervention teachers helping students each day to succeed (not the teacher)
- Quit dividing students by race and gender and sexual orientation. Work towards the common goals of high academic achievement, high moral standards and the goal of making the USA the best country in the world.
- Quit pushing radical ideals
- Racism
- Raider time is a good idea if kids were somehow made to go to it.
- Raider time needs an update. It can NOT be at the end of the day. Too many kids leave. Woodbury high school changed their "raider time" to meet 2nd hour-they saw grades improve by 60%!! It's got to be during the day so kids don't have the option to leave.
- RAS should be applauded for working to decrease class sizes, but this effort should be enhanced. Smaller class sizes increase feelings of community

in classrooms. Target: 25 students per class.

- Reach out to the ones who are on the sidelines
- Real equity coaches would be in each school to do the coaching needed within the instructional observations.
- Realize that my entire life is not school and so sometimes I need more support in school depending on what I have going on
- Realizing that some students have to deal with things outside of their control and their school work suffers because of it. More support for the students with extra responsibilities
- Really listen, not dismiss concerns raised by students or parents
- Really watch and monitor bullying
- Reassuring students that they can trust teachers
- Recognition and meeting of students where they are instead of them changing to suit us.
- recognize income inequalities, adopt sliding scale fees
- Recognize inequities in discipline.
- Recognize that supporting ALL students should be just that - you are forgetting about those students who want to learn and be challenged. Counselors need to take a more active role in developing plans for students after HS.
- recruiting more BIPOC staff to match student demographics
- Red train staff for high level Spectrum students and their needs for classrooms
- redistribute money from district level administrative positions to supports in the schools
- Reduce class sizes, to create a better learning environment.
- Reduce emphasis on mandated testing which is rife with equity issues
- Reduce standardized tests
- reduce the tuition fees
- Reducing class sizes would help kids get individual help needed to succeed.
- Reexplain if needed
- Regularly scheduled engagement, especially on the tough issues. Where division/conflict exists, work with Braver Angels or other orgs to help facilitate difficult discussions.
- Reimagine and invest in farm to table kid friendly made from scratch food at each school that has offers for all diets
- Reintegration of (volunteer) parents into the classroom.
- Reject CRT other forms of new racism that hide

behind clever language, but divide students

- Reject the Equity lie that is about envy; replace with celebrating one another's strengths
- Relationship building, conflict resolution, etc. is all part of a concerted SEL effort. SEL needs to start at Pre-K and should be emphasized every year. Help with school shootings.
- RELATIONSHIPS between teachers and ALL students
- Remove any focus on standardized testing
- Remove disruptive students from the classroom
- Remove distractive behavior
- Remove fear of the black body
- remove monetary barriers (sports, band, AP fees)
- Remove stigma from blackness
- Remove unqualified teachers
- remove/reduce activity fees so all students can access
- Repercussion for children who consistently interrupt learning
- Repercussions or removal of children who can't physically control themselves
- Resources and opportunities are available for all students at the level they need support. No one feels bullied, threatened or marginalized. Teachers and staff are supported however they need support, so they are at their best to be able to help change students' lives.
- Resources in multiple languages
- Resources to meet students where they're at - academically and emotionally
- Resources to support kids where they are, especially in math, reading, English language, and speech
- Resources, meetings or classes to be able to understand the study system to be able to reach the university prepared
- Respect and consideration from both students and teachers
- Respect and empathy for everyone you never know what people are going through.
- Respect each other
- Respect each other
- Respect from both teachers and students
- Respect one another
- Respectful of religious beliefs
- restorative circles
- restorative justice
- retain existing staff
- Retain Teachers of Color - white administrators are the ones in power who decide on whether we stay

or go if they don't like you as a teacher of color you are gone. There should be another process to evaluate teachers of color rather than a white admin.

- Retain teachers of color and if they leave, why?
- Retaining staff of color
- Retention of BIPOC educators
- retention of communities of color across the district.
- Return schools to a politically neutral learning environment so no student is ostracized.
- return to teaming at RAMS
- Reward students better
- Rewarding students for good behavior, holding students accountable for bad behavior
- Rewards
- Robust mental health services with focus on DEI
- Roseville needs to diversify their faculty. Many students do not feel comfortable enough with staff because they want to interact with people that share their background.
- Rule enforcement
- Rules
- Rules
- run a school where kids aren't scared of using certain hallways, or afraid to go to the bathroom because of the criminal behaviors happening there
- safe - again the schools are not managing or discipling students. the number of fights, the activities in the bathrooms. their ability to walk the halls during class time is unacceptable
- Safe environment for all learners across all grade levels
- safer place for staff and students
- safety
- Safety
- Safety First (from bullying & gun violence)
- safety in schools not only for students but teachers and staff.
- Safety in schools. Fewer gun incidents in the middle school.
- Safety is big concern
- safety when around any student or staff
- Same thing everyday
- saving money to purchase teaching materials to increase success
- Schedule high school classes better so that students who want college preparatory classes don't have to choose between math and language.
- Scholarship resources, to know them too, because I know they are there but it is hard to find out, like

it is not all easy to find

- scholarships to be able to access universities
- School and family partner for student success
- School is boring
- School needs to support athletes more. The amount of money given to teams, the poor equipment and weight room are terrible! Our sports teams cannot compete at the level we need to. Embarrassing!!
- School starts not at 8:05 Am please start later I'm begging
- school to feel safe for all kids - other kids and teacher held accountable for that
- School wide volunteering opportunities
- School-day adaptations with student needs in mind (would have to talk to students about what that looks like)
- Schools that have higher diversity are celebrated and recognized for the incredible work they are doing
- Schoolwide SEL that is not just lessons at particular times of day or week (integrated into practices of all individual staff members).
- Science competitions
- Screen for dyslexia early and initiate appropriate evidence-based intervention.
- See above - we need to create a world they can actually live in. That comes with equity - let's not tell them that some people have to suffer more than others in solving this problem.
- see above. realizing maybe there are requirements in the curriculum that aren't needed
- See more people/adults who look like them
- See my suggestion above.
- See parents & community interacting/participating
- See themselves in the curriculum
- See themselves in the staff
- seeing all types of people in the schools not only in leadership but in all areas including students.
- SEL (Tier I, Tier II, Tier III)
- SEL for everyone!
- SEL should be woven within the curriculum. It is part of the academic curriculum.
- Selecting good teachers for the kids personality
- Seniors should have a class or open time to search for and apply for college scholarships. With assistance would be best.
- Sensitive training to white teachers
- Set and maintain high expectations for our kids academically, staff often make excuses for why

- Set appropriate consequences
- set higher behavior expectations and hold all kids accountable
- share more stuff
- Sharing of resources so that there are no "lagging" schools
- Sharing of topics/units that are being talked about in classes as a way to continue the conversations as a family too (FFEJ would be interested in partnering with sharing out resources as they connect)
- Sharing the same goals as your friends who want to be successful
- shift from assessments to talent and abilities portfolio work
- Show more love and respect to all students
- Show respect
- Show students how to participate in city planning and investment (how to own a home in Roseville one day if they want, etc.)
- Showcase how to think for themselves
- Showing that it's ok to celebrate your values
- Showing that you care about their feelings
- Side classes for work time/talking to teachers or friends
- Similar to above but on the topic of students who are disruptive. I don't know that I have any solutions, but I hear from "my" student that there are students in nearly every classroom who are continually disruptive. My student feels teachers run out of ways to keep saying stop or no or punish and that it can be hard to learn and to focus when several students disrupt classroom instruction all the time.
- Skipping
- Sleep schedule needs to change we need 9 hrs of sleep
- small class size
- Small class sizes
- Small class sizes with a high staff ratio including teachers and support staff
- Small class sizes with adequate academic and behavioral support
- Small class sizes with more ability for individualized attention
- Small class sizes, highly trained staff
- small group learning opportunities
- Small group learning? Just during math class, a TA/volunteer sits in a circle of 4-5 students to teach math and make sure no one is left not

- Small groups for learning
- Smaller break-out classes focused on skills needed to be successful in areas that are weak
- Smaller class size
- smaller class size
- Smaller class size
- smaller class size
- Smaller class size with more supported time on task for all students
- smaller class size--for primary 20-23 students
- Smaller class sizes
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- smaller class sizes
- Smaller class sizes - in order to feel seen and heard

heard, students need to be in communities that allow personal connection and attention

- Smaller class sizes - none larger than 25 students
- smaller class sizes allow for teachers to work more closely with all students
- Smaller class sizes and increased SEL supports
- Smaller class sizes and more teacher time
- smaller class sizes at high school level
- smaller class sizes in the very near future (20 or less)
- smaller class sizes more paras in the classroom, bipoc admin and educators
- Smaller class sizes so each student has the attention they need and desire
- Smaller class sizes so kids get the help they need
- Smaller class sizes so students get to know teachers, it has a huge impact on students.
- smaller class sizes so teachers & students can more meaningfully connect (very difficult to do with classes of 34-36)
- smaller class sizes so that staff are able to get to know students and build relationships
- smaller class sizes to be able to build stronger relationships and allow for splitting up students that should not be together
- Smaller class sizes would help me feel more supported
- Smaller class sizes!!!
- Smaller class sizes!!!!!! Imagine what I could do if I could actually get to everybody!
- Smaller class sizes, equitable/representative hiring and retention practices, equity review/audit of all curriculum and policies, time for staff to collaborate in meaningful ways
- Smaller class sizes, especially in lower elementary (K-3). Students are not getting the attention they need with 28 kids in a first grade classroom.
- Smaller class sizes, particularly for the youngest kiddos learning about school coming out of the pandemic
- smaller class sizes- 28+ in one class is too many to do this
- smaller class sizes- a cap on amount of students in each classroom
- Smaller class sizes.
- SMALLER CLASS SIZES. Retaining teachers of color. Mental health wellness days. Maybe one day every trimester that teachers can do whatever they need to take care of responsibilities or needs.
- Smaller classes
- Smaller classes

- smaller classes
- Smaller classes
- Smaller classes so teachers have relationships
- Smaller classes so that teachers know their students - students are seen
- smaller classes!!!! more teachers in the classes!
- Smaller classes, more SEL support, Teacher diversity, more teacher assistants.
- Smaller classroom sizes
- Smaller classroom sizes to allow for more connections with teachers
- Smaller classroom sizes.
- smaller groups to make children belong
- So until this moment I feel that they are doing a good job
- Socializing more
- Some aspects of the dress codes
- Some more game or book clubs for 7-8 grade
- Some older people take authority over the grades 1-3 years below them, and while that could be 'reasonable' for 1-2nd graders, I feel like we should be equal in that way.
- Some people learn more from interactive/different experiences over just worksheets.
- some sort of identification- to keep other students out that do not belong in the classroom
- Some students need a TA who is in the classroom with them part or most of the day.
- Some teachers need to stop forcing their religious ideas on others
- somehow have non-sporting events as important as sports-which involve only a few students compared to total school population
- Someone that can coordinate a technical focus from elementary through high school.
- Someone to talk too
- something needs to be done about behaviors post pandemic. Students are meaner to each other and don't have any concept of personal boundaries
- Sometimes the good students/well behaved kids get no attention. Just because they are successful in the classroom doesn't mean they don't need support.
- Space at all ages for students to feel safe, able to ask questions, able to get to know their own identities - training for staff to be able to facilitate this - support at all levels to ensure this is a non-negotiable.
- Speaking our opinions and supporting each other's opinions

- Special attention
- Special attention to neurodiverse students
- Special Ed & EL students would need to give back their classroom teacher, they have the first responsibility
- Special Education students should not be permitted to disrupt the learning of others (often extreme behaviors are left in classrooms)
- Special Education students would have consistency in case managers for their time at each school
- Special Education students would have consistency in case managers for their time at each school - change is hard for them
- Sports
- Sports
- Staff / faculty that challenge students to learn above and beyond their potential
- Staff / faculty that don't accept bullying
- staff available to work with students in small groups consistently
- Staff barriers in some buildings that don't have the Roseville vision or lens that Roseville promotes
- Staff building relationships
- staff CONTINUE to support, mentor and build relationships with students/parents/community
- Staff cultural needs to improve- low morale- we need a boost!
- staff members who feel appreciated will continue to work hard -- others won't
- Staff need to be appreciated for all they do. There are a few who are singled out, but for the most part they are not appreciated.
- Staff need to stop pushing agendas and let kids learn. I think we would be surprised if we stopped pushing ideas down their throats and asked them what they thought and felt.
- Staff needs to be supportive and believe in students. Need to support students with high hopes---those not struggling and want to do more.
- Staff represent our students in all positions
- Staff retention, find a way to keep the staff we have
- Staff that come from similar backgrounds as our students so they are more relatable and shine a light of hope that there is a way out
- Staff that look like our students. Only 49% of our students are white--what % of our educators are people of color?
- Staff that respect every student
- Staff who don't want to teach SEL (STAR) would be

- paired with someone who does.
- Staff, curriculum and community members who look and sound like them
- Staffing to allow for deeper coverage. Staff seems stretched so thin that every bump or hurdle can be a setback for students.
- standing up for people and telling what and what not to do to prevent bullying
- Start making decisions prioritizing the felt impact on people as well as data and money.
- start music earlier than 4th grade
- start stem in ES level
- Start with diagnosing the problem correctly, then set goals to achieve what needs to be done provide that vision
- Stick to the path that has been paved.
- Stop asking students to complete work at home, since we know that doesn't affect students equitably
- Stop bullying and stand up for yourself and others
- Stop bullying!!!!!!!!!!!! much more needs to be done on this topic
- Stop bullying. Encourage people to speak up.
- stop categorizing students by their cultural background/skin color - there are better ways though i don't know why you need to categorize students by anything beyond their learning capacity
- Stop cutting programs and staffing.
- Stop dividing our students by pitting them against each other with all the CRT crap
- Stop dividing students by groups, they are all people
- stop focusing on belonging and support, this is an impossible goal. focus on knowledge
- Stop focusing on differences in students
- Stop giving ODR for the smallest things
- Stop having finals for every class on the last week
- Stop having suspended every week
- Stop having teachers pick favorites based on race, this isn't just for teachers liking white kids, just as many or more are biased toward minorities
- Stop judging people
- Stop kids from threatening each other, even if joking
- stop making kids identify as a race or gender... let them be who they are, stop pushing it down their throats at school. School should not be teaching about politics, gender identity, policing, etc... unless it is a class specific to those topics
- Stop making people do art when we're not in art

class.

- Stop moving teachers and admin for no reason. If a teacher is teaching at one school, they should be able to stay there, even if they are untenured. It's not in the best interest of a school or program to have a teacher split between multiple schools if they could teach their whole FTE load at one school. Admin should be asked if they want to move schools or positions and not forced to move. A school community is built on trust and respect and when admin is continually moved around, the school has to continue to rebuild that trust and respect.
- Stop people bullying someone else
- Stop projecting social science assumptions on students based on race, gender, background. See each individual student's needs and meet them.
- Stop putting people in buckets
- Stop racial discrimination of any kind.
- Stop singling people out by LISTING inclusivity
- Stop taking away outlets for students to socialize in person. In school learning. Keep recess. Arts and gym are a Must all through K-12. Provide more opportunities where students can explore other options than college - shop class, trade school opportunities.
- Stop teaching early elementary kids that they are different. You don't need to point out that their 2nd grade friend is a different skin color. They don't notice or care about that. My now older children never noticed or voiced that they were different until the school pointed those things out.
- Stop the fights
- Stop the fights at RAHS. There needs to be more consequences for injuring peers and putting others at risk
- Stop the fights at RAHS. There needs to be more consequences for injuring peers and putting others at risk
- Stop the left-wing brainwashing - my kids know more about Juneteenth than they do about George Washington or Abe Lincoln
- Stop the left-wing brainwashing - my kids know more about Juneteenth than they do about George Washington, Abe Lincoln, July 4th, WWII, or 9/11
- Stop the unspoken practice of not holding students accountable because of their race. So much is talked about equity, which is VERY IMPORTANT, but in order to make the "numbers look good" certain behaviors are not being

addressed causing loss of learning and stress for other students - example: students who need to evacuated the classroom when a peer begins throwing things or hurling verbal harassments instead of removing that student.

- Stop using PBIS
- Stopping with teacher assumptions "that's racist"
- Stricter consequences for bullying
- Strong music and arts programs involving technological equipment
- Strong music, arts, media and sports offerings
- Strong relationships with students
- strong support and mentorship opportunities for those who struggle for whatever reason
- Strong teachers
- Strong, consistent communication with parents and nonparents in the district.
- Stronger career pathways and certifications, bring down barriers to higher level classes and provide supports to assist students who are taking AP or concurrent courses for the first time
- Stronger classroom management
- stronger community building
- Stronger connections to the community including service learning opportunities, internships, and other connections to community business, nonprofits and government offices
- Stronger extracurricular activities, arts and athletics, to engage students in groups outside of the classroom
- Stronger family connections and partnerships
- Stronger relationships with guidance counselors
- stronger sense of community (mentorships, school spirit, academic recognition)
- stronger sense of community at RAHS (among both students and staff)
- Student and staff encouragement
- Student resource groups that meet their needs and interests
- student voice in creating and retaining elective at the middle and high school levels
- Student voices should be listened to more, some things we say aren't serious but some kids have some really great ideas but they aren't listened to
- Students and families with special needs often share they feel there is not a place for them in ISD623.
- Students are able to find a teacher they're able to make a personal connection to & can talk about problems , reactions to school and home life.
- students are reflected in the curriculum

- Students are supported in a systemic way and in whatever manner needed
- Students are trying their best in all their work
- Students at my school (Two Rivers) talk about teachers who are using slang words like retard and nigger in classes. We've got to be inclusive of kids with disabilities and kids who are also on the margins. There is so much trauma kids live in. Some type of reset to help them at the beginning and end of each class would be a great way to help kids with regulating their emotions.
- Students being more inclusive with one another
- students can "see" themselves in their school experience; make personal connections to content learned
- students can easily report things like harassment
- Students can focus more - more supports for students who are off task
- Students can help out more
- Students feeling comfortable with the teacher
- Students feeling that their culture and heritage is important and appreciated
- Students friendship's
- Students get the help they need
- Students have the opportunity/time in their schedule to take the electives they desire to take.
- Students held accountable
- Students held accountable for bad behavior
- Students helping & being supportive of others
- Students in Kindergarten need additional intervention to support them in their skills so the academic gap is reduced as they enter older grades. Students shouldn't need to wait until 1st or 2nd grade to get extra support. It is often too late by then for them to catch up with their peers.
- Students keep rude comments to themselves.
- Students like me [adult education] I need to communicate in class because I want to speak English fluently.
- Students listening
- Students need teachers and staff who are healthy and feel they belong and are supported.
- Students need to attend school every day possible
- Students need to be able to read in order to be supported and successful.
- Students need to be given consequences for their actions while ensuring that they know they are loved and that we know they can succeed and do better next time.
- Students need to buy into that ideal. (x2)
- Students need to feel more confident

- Students need to know their words/actions have an impact.
- Students need to see themselves at their school (culturally responsive teaching, BIPOC staff)
- Students need to see themselves reflected in the teaching staff. Recruitment of a diverse teaching staff is going to be essential.
- students need to see themselves reflected in their TEACHERS, not just admin and other staff
- Students need to take pride in their school and community. A positive culture of mutual respect between staff and students, students and students, and staff and staff is important.
- Students realize what they need to improve in school
- Students say really extreme things sometimes and it can be scary. I wish there was more monitoring on that
- Students see and experience learning that connect with who they are, how they learn, what they want to become
- Students should be able to vote on some school policies
- Students should have more options on class subjects so students don't feel less motivated in being in class.
- Students should not be bullied and called racist because their parent is a police officer.
- Students sitting down with a counselor/advisor at least annually to plan and prepare students to achieve their goals.
- Students who are not invited to summer academy feel as though they are left out.
- Students will be nice to each other
- Students will want to respect their teachers
- Students would be respectful of each other
- Students would be taught and given practice at asking questions to teachers. Rewarded for asking for help
- Students would take the classes they like with their peers.
- Students' behavior, and attitude towards people different than them.
- Study
- Study sessions
- Success defined & students empowered
- Successful is if they do it themselves, but to help them they need to do better at having teachers be available when they are home
- Support current teachers (living wages)
- Support families with language/ cultural liaisons

- present in schools
- Support for all
- Support for all students regardless of their ability or standing in the district
- support for behaviors
- Support for LGBTQ community
- Support for Mental Health
- Support for teachers.
- Support from surrounding community as well
- Support from teachers and staff to create welcoming environment
- Support staff who can seek and set up connections with experts and institutions that will end up supporting students with diverse interests, all year round and across the years. Anything that is simply a flash in the pan will not succeed or support in any realistic way
- Support staff with their own mental and emotional health.
- Support teachers in reading, math, and behavior at all schools
- Support teachers with professional development in many areas
- Support the whole child, and connect families to necessary resources.
- Support them in STEM
- Support them more and more
- Support to students
- Supporting all activities equally, rather than prioritizing sports and the "traditionally" popular activities
- Supporting different methods of learning, allowing students to use their strengths to show mastery
- Supporting each other
- supporting one another and listening to each other to make changes, talking to the students with respect
- Supporting students by focusing on their needs
- Supportive teachers
- supports for positive social interactions for all students at lunch
- Surrounding community with the same aspiration
- take a more active role in gun laws - make it easy for parents to support
- Take breaks
- Take care of your staff, so they can better care for and educate our students. Appreciate the expertise that our highly educated staff bring. Allow staff to use their training to the best of their ability instead of relying on them to plug holes, ie, fill in for classroom teachers for a combined total

- of 48 days, rather than do the necessary jobs they were hired to do to meet the needs of our students. .
- Take care of your staff. If they are stressed and fatigued, the students suffer too.
- Take mental health more seriously
- Take risks
- Take student opinions seriously
- taking me out of EI I was put into it a messed up way the first year I came to Roseville i don't want to be part of it
- Taking students aside to tell them they're behind doesn't help, it can be an email
- Taking students' claims of bullying and other unacceptable behaviors seriously
- Taking time to learn about different cultures
- Talk about the support system at schools more
- Talk to people
- Talk to students and help them one on one.
- talk to students make programs after school to talk to them
- Talk to the kids that don't accept other people
- Talking to kids about why diversity and inclusion are integral
- Talking to new people
- Teach
- Teach cultural competence in the community, not just schools.
- Teach discipline. Each child needs to be held responsible for respecting each other & the teacher, so there is not chaos. In my day, we needed to be quiet in the halls & follow the teacher in single file. Expect respect to get respect.
- Teach essential social skills
- Teach him digital language. He is very interested computer learn
- Teach kids how to organize their time and homework at a younger age (teach different methods)
- Teach like all students are in Alternative Learning Classes - talk to them about taxes, real time politics and news (even the scary stuff), nature walks, movement/not sitting the whole time in class, listening to the students and their individual needs
- Teach more about different cultures and bring that into class, like science is doing.
- Teach people/students how to be respectful about people decisions
- Teach students what they want to learn
- teach them about job trade in school and teach

them about finances.

- teach them how to think rather than how to feel
- Teach to accept people for who they are BOTH ways and not just tolerate
- Teacher -student connection(relationship) has been good but it should even improve further for students not to feel left out.
- Teacher and student relationships. That teachers and students can talk to each other comfortably about the student's current grade for improvement.
- Teacher Care, Love and Support
- teacher collaboration across the building
- teacher support
- Teacher support at events
- Teachers and staff need to be supported in order to make the changes we need to make -
- Teachers and staff not just barely getting by, having more support
- Teachers and Staff should not be biased or differences kids with colors or tribes.
- Teachers and staff would need to believe that ALL students deserve to feel like they belong and are supported to be successful.
- Teachers and students being mindful of each other's time and life outside of school
- Teachers are more understanding that students have other things going on in their life and school isn't the main priority.
- Teachers are well qualified
- Teachers being more mindful about students mental health and lives at home
- Teachers being more mindful of life outside of school
- Teachers being more optimistic, so the student doesn't have to like the class but they enjoy it because of the teacher
- Teachers being more supportive
- Teachers being more supportive to students
- Teachers being more understanding and believing the students
- Teachers being more understanding and students understanding teachers
- Teachers being open to extending dates for kids who are in lots of activities/sports to help relieve some pressure off student-athletes. (x2)
- Teachers build strong relationships with all students
- Teachers can not be babysitters. Provide staff to aid in disruptive student situations. When a child tears apart a room, the teacher needs immediate

help with holding that child responsible, so teaching can resume quickly.

- Teachers check in regularly on how the students are doing. ;'
- Teachers engaging more with students
- teachers expertise needs to be honored
- Teachers get along with students
- Teachers give second chances
- Teachers given enough time to care
- Teachers having a relationship with students.
- Teachers help students more when needed
- Teachers listen to the students' opinions.
- Teachers need to get to know students better and show they care about us. It's not just about the content and grades.
- Teachers need to have opportunities for quality training and collaboration so that they can spend their time making quality lessons and being prepared to meet the diverse needs of kids. Right now I spend a ridiculous amount of time looking at supplemental materials, checking pacing charts, and benchmarks.
- Teachers need to learn about their students cultural and background and work with them where they are at
- Teachers need to reflect that
- Teachers not taking small things so serious and taking big things less serious
- Teachers of color or diversity in education
- Teachers should be more optimistic
- Teachers should communicate more with students about their lives outside of school and work to make a connection with students that are quiet in class
- Teachers should try to give individual support to students
- Teachers teach respect, control students' attitudes and report if something not normal occur or is observed.
- Teachers trying to stop you when you are on a walk break.
- Teachers who feel supported and trusted to do their jobs
- teachers who have time to build relationships and connect with students, less paperwork...
- Teachers who know how to teach reading so all learn
- Teachers will get to know us beyond a student and actually try to understand why some of us may not be turning in work or are not successful
- teachers would be given more support and

- autonomy/respect in their classrooms
- Teachers would be more understanding of students mental health
- Teachers would have their buckets filled, so they weren't running on empty helping students and families.
- Teachers, administrators and other staff look like students they are serving.
- Teachers/staff from the same racial/ethnic groups as the students
- Teachers/Staff reflect our student demographics
- Teaching kids how to respect one another and other cultures
- Teaching kids to respect other kids choices
- Teaching Study habits from an early age
- teaching that is tailored to all students, remember the bell curve, all students are not college bound
- Team training programs
- Teaming at RAMS
- Teams model in middle school - have smaller "houses" where students get to know each other and have common teachers
- Tener más seguridad (have more security)
- tenured Bipoc staff
- term limits on TOSA and instructional coach positions in all schools
- Testing - less of it or realizing that all kids are good test takers
- That kids who are bullied at EDW aren't punished as much as the bully is.
- That RAHS will embrace the technology further. Distance learning was great because the students could rewatch the lessons as many times as needed. Now, they get taught the lesson once and that's it. It would be great to see each lesson recorded and posted each day so students can reference it again.
- That some type of restorative practice program was implemented well at the K-6 level.
- That teachers felt their administrators gave them adequate support with student problems and issues.
- That the teachers don't latch out alot
- That there is no bullying
- That young people with different needs have more professional help
- The ability to learn at all levels within a grade
- the achievement gap would need to not be there
- The average student receives very little support from their teacher / staff because of the Sped dept short staff issue.

- The aw man is not helpful
- The cuts to Teaching Assistants that occurred over the last 5-6 years would be reversed.
- The district should not invest in the Raz Kids reading program that is not phonetically ordered, or at the very least the phonetically ordered version (which is more expensive) must be provided to all SPED kids otherwise it is a tool of little use to them
- The environment would have to be safer for everyone
- The hate
- The kids who are doing their jobs don't get consequences because of kids who aren't
- The level of understanding regarding intersection of mental health and the learning environment
- the mentality towards work, everything is "optional" to students, it feels like high expectations aren't being held for students, and when there are "high expectations" it's over things that don't seem to actually matter (bluetooth headphones)
- The number of teachers and classes
- The oh man thingy
- The percentage of BIPOC educators that have advanced racial literacy skills and can teach freely while meeting standards.
- the power of social media
- The representation of staff. If students see themselves, they will feel like they belong
- The schedules need to be equitable
- The school district should employ the use of data science. The participation diagrams and statistics are simplistic and indicative of the district's undeveloped ability to understand and leverage data.
- The schools need to address bullying which is a big problem at LCE
- The schools themselves should be structurally created and staffed to have any student of any ability come to learn. Children with higher level IEPs should be able to go to their neighborhood school and not require a specialized school. Children in wheelchairs should be able to navigate any building. Children should be able to use whatever bathroom their gender identity identifies with. Children of color from communities that have been violated by the police should not feel uncomfortable in their schools.

- The staff evaluation system needs to include equity for accountability. We have Domain 5, but we don't use it to *evaluate* staff... why not?!
- The staff has been good, problems are mostly coming from students.
- The structure (5 periods) limits the amount of support students can receive. It should change to 6.
- The student body to be more inclusive
- The student vs teacher relationships we have. I feel like there needs to be pull on both ends, there needs to be more diversity in teachers as well because i feel like students have a disconnect with others
- The students like me [adult education] need more communication class and after class to get help for doing homework.
- the teachers and staff play a big role in how students feel, they need to be like Mar Mar
- Theoretically Communication would be the most important for everyone to feel like they belong. So that would be the best goal to strive for.
- There are a lot of inconsistent practices across schools, and across departments within the system (ex. SpEd in each school is different). Some of the practices exacerbate the inequities within schools. While we need to allow for some flexibility for each unique situation, we really need to consider how students and families are affected by our system
- There are a lot of white kids at this school and what they think does matter, but they don't understand how students of color struggle and I think Roseville needs to do a better job of trying to understand as well as stand up for students of color
- There is a disparity in the middle school education between RAMS and Parkview. The lottery system creates an Us and Them dynamic between the student groups and the RAMS students feel as though the Parkview students are privileged.
- There needs to be easy communication between families so that parents and teachers are both well aware of how the student is doing in school.
- There needs to be more discipline most of the time the kids who are doing these things don't get very much discipline and just continue to do it because they think they can get away with everything
- There needs to be more diverse teachers that will help students become more successful

- There seems to be a need to help kids who are being bullied and who bully. Maybe adding mental health resources.
- There should probably be a therapist person, well close to that. Some students want their voices to be heard privately.
- There shouldn't be racial discrimination of any kind in schools.
- There will definitely have to be less violence and school fights at Roseville Area Schools for students to be welcomed and successful.
- there would be greater emphasis on the arts
- There would be privacy issues at play, but some way of communicating when a student needs support (can't afford school supplies, death of family member, needs tutoring, etc.) Maybe it could be anonymous.
- There would need to be more efforts for including diversity into the curriculum.
- There would need to be some bottom line consequences for certain types of behavior.
- They could choose their teachers to feel safe
- They could have mentors if they want one
- They could have more control of where their classes were
- They had more time to work
- They way people talk to others
- Things that are outside of the school that we can relax and not have to think about assignments to help us take a little time out of our learning.
- Things that build community - between kids, but also for parents to get to know one another.
- This is a cultural goal and culture grows organically. People at all levels within ISD623 must live this ideal every single day to achieve the goal
- This is a tough one without understanding everything going on in the school district. I would suggest that there are still many students who do not feel that they belong.
- This is beyond what the schools can do, it is asking the schools to take on our entire culture
- This is tricky, since supporting people so that they are successful can sometimes make people feel uncomfortable, because it may require them to make changes in themselves that they don't think they want to or should make. We need to follow the science, not our feelings on what will truly make people successful.
- This needs to start at the earliest level. Making sure kids are treated equally from the start.
- This will sound harsh, but the district should show

- low-performing teachers the door.
- Tier 1 reading instruction- small group reading instruction for K-2
- time for teams to plan in a chunk of time longer than 40 min - a half day each week so we can feel a step ahead
- Time to collaborate with those who do similar roles within our buildings.
- To be cheering students on along with the parents
- To be honest even if everyone feels like they are supported or belong, there will be some that don't feel like that...
- To be nicer and kind
- To be open to other people and talk to them
- To be successful I think we all have to learn new teaching study skills
- To be successful in classes
- To be successful, we also need to teach them how to study and what they need to do
- To build real friendships with people - help students make friends
- To drop off students at the right time instead of always being late
- To elaborate further the question. schools in general will have to expand further cultural diversity so students feel welcomed and important
- To feel support and to belong I would like teachers to be more patient to teach our kids.
- To feel support I feel my kids need more teachers and programs to help them
- To give more opportunities for us to improve our Spanish
- To give more training to teachers that work with EL students
- To have a certain quantity of students
- To have more teachers of colored
- To have smaller classes so that the kids and the teachers are not overwhelmed
- To have teachers listen to what students are saying and really try to understand students perspectives
- To have teachers to homeschool students
- To help students who are having a hard time
- To include activities where students can thrive - whether through afterschool interests or during the day types of activities
- To incorporate their backgrounds and lives into the curriculum and discussions we have in our classrooms
- To keep supporting the students and encouraging them
- To keep the language programs.

- To listen to students voices more, such as if we have a complaint about something for the district to take it somewhat seriously
- to make sure the teachers are more funny
- To me, classroom size is too large at Roseville -- realize that's NOT an easy fix. But perhaps the disruptive and bullying student behaviors would be easier to address if class sizes were more manageable
- To not give the students too much pressure
- To not have people who bully
- To not have Teacher who dress code for just tank tops
- To pay attention and work harder so pay more attention to our children
- To remove the privilege that is given to our white students and raise the support and expectations for our black and brown students.
- To see themselves in all aspects of school (teachers, materials, books, etc)
- To stop changing curriculum (ex. SEL) and have a couple solid tools/resources for those teachers to use and incorporate within the classroom and KNOW what to do and what to expect.
- To support them, some of the way of teaching needs to be changed. Every kid learns differently. My kids are shy, so it is hard for them to ask the teacher for help.
- To use spanish as much as English
- Training for all staff on SEL, customer care, ensure FOCUS PD supports BIPOC staff with different job responsibilities
- Training for staff about LGBTQIA students
- Training for teachers
- Translations for our parents on every piece of communication
- Transparency and open discussion between paradigms (politically, economically, ethnically, orientation, etc.)
- Transparent talks
- trauma informed classrooms with entry assessment and level of assistance based on need (counselors on site)
- trauma-informed staff (along with other training)
- Trauma-informed teaching
- Treat students as young adults, the High School is a minimum security prison.
- Treating all students equally considering race
- True bullying talks
- true differentiation in elementary classrooms so students are not being left behind

- True partnership between schools & families
- Truly individualized education
- Try and stop the bully
- Try to make all students not discriminate against anyone
- Trying not to have a gloomy atmosphere
- tutoring options after school
- tutoring/homework help for kids that might need it.
- Tutors available to kids who need to catch up/gain confidence in subjects
- U getting some females
- Understand about culture differences.
- understand different schools have different needs
- Understand that teachers don't need to know every last detail about you and what is wrong. Sometimes we just need to be by ourselves.
- Understand the students better
- Understanding differences with students
- Understanding students nice to each other
- understanding students/face to face with students/teachers
- uniform policy
- Unknown
- unschool days once a month, do something different than normal classroom activities (volunteer projects, field trips, hands on projects)
- Until staffing reflects the student body and you figure out a way to keep those last hired first fired staff it won't be successful
- Up to date, *accurate* education about different gender identities and sexualities
- Updated teaching and disciplinary action
- Uphold no bullying policies
- US history but from a Latino perspective
- Us parents need all educators to encourage students to study hard.
- Use fewer computers at the elementary level so that basic skills like handwriting and spelling can be more thoroughly developed for brain maturation.
- Use kind words more teachers more books in classrooms
- Use less technology
- Using more gender inclusive language on forms and in curriculums
- Usually up to the students
- Vaccine outreach and education
- Valuing the multiple paths kids have
- Vape usage/Cartage/Electronic usage
- various elementary options, like STEM, Arts, other

- Dual Language options, for example. Some unique programming in each elementary school so that kids can attend a school that nurtures their interests and gifts to a greater level
- Vastly better communication between school and home, especially with special ed students, to share about progress and achievements in addition to areas of challenge and needed behavioral development
 - Vending machines in the lunchroom
 - Violence free quality education
 - Want each other to be happy for one another. Want each other to do well.
 - Watch and monitor bullying
 - Watching more carefully for bullying
 - Way more mental health. People who can actually help students deal with their trauma
 - Way more mental health. People who can actually help students deal with their trauma
 - Way smaller classes
 - Ways (as in structured interventions run by staff trained to implement them) to intervene quickly and effectively when a student is struggling academically.
 - Ways former students can come back and volunteer
 - Ways to teach our kids about the outside world besides school. They don't learn about the outside world if they don't choose to continue school.
 - We [adult education students] are all friendly and support each other. Also we understand each other very well. I feel comfortable and happy with my friends. They are like my family. We should support each other also in the future.
 - We already have good teachers but good teachers
 - We are skeletal in terms of our staff. Smaller classes, and more staff to support students. We have trimmed so much over the years, it would be important to build support back
 - We believe Roseville schools need to stop bending over backward to be inclusive. It doesn't matter anyone's skin color. Treat everyone through the lens of a creation of God.
 - We can work off of "the same mold fits everybody"
 - we could be quite sure that all students do feel supported. Roseville bends over backwards to make sure of that.
 - We don't speak English as much or know much about academics because we never went to school, so I hope there is something or program

that will help us learn and know about what our kids are studying in their grades.

- We had at least one teacher that was incapable of effectively teaching boys. This seems like a pretty huge issue.
- We have to drop the idea of names and pronouns being “preferred.” These ARE our identities.
- We know the game and we're gonna play it
- We love all RAS children as if they are our own
- We need a more organized and thoughtfully planned and trained SEL component for ALL grades and it should start day 1.
- We need all staff to be on board with helping to make our schools a nurturing environment.
- We need more caring supportive staff who can help with SEL and mental health.
- We need more diverse teachers and for sports too. Sports should cost less and let people join even if you haven't played that sport before.
- We need more paras in the gen ed classroom. We need remedial math and reading classes for some of our lowest students.
- We need smaller classes and a system where students know and connect with a caring adult regularly.
- We need teachers who care about the students, not just their job, and a classroom size which lets them care.
- we need to be able to be flexible and to focus on changing/expanding needs - that comes with costs-not doing it is also costly
- We need to consider our teacher's input! So many decisions are being made and put on teachers. There also needs to be a balance of what is being put on classroom teachers especially. We are burning them out and therefore losing them in our profession.
- We need to do a better job with discipline and making sure that kids are accountable for their actions and that we teach through expectation and example
- We need to identify the teachers with inequitable practices and work with them or remove them
- We need to interrupt the constant LGBTQ+ slurs that are said in our schools and buildings at all grades.
- We need to keep building community ACROSS social and academic groups; I've overheard many students feeling lost or alone in our big building
- We need to maintain high expectations for all students. We need to follow through on logical

consequences and restorative practices

- We need to not allow rigor to trade off with taking care of kids.
- We need to reassess our implementation of ipads in 623. From a teacher's perspective, the ipads are contributing towards students socially isolating themselves and others.
- We should be allowed to suggest students go to another school if the one they are at isn't a good fit. We have some low level ESL students that should really be in the content sheltered classes at RAMS and we have been told we are not able to suggest they move schools. It would honestly be best for some students, if we could suggest a school or program that would fit a student's needs better.
- We should believe that our teachers are supporting our students to be as successful as they can.
- We would have a trustworthy, safe community where students can express their feelings
- We would need to change the way we approach all of the different needs of students and our families. Communication, family needs, language barriers.
- we would need to encourage friendship in all races, genders, sexual orientation, and religions
- We would need to hire more teachers of color and support those teachers so that they stay in the profession.
- We would need to make sure people have places to go when they are having trouble.
- Welcoming others no matter where they come from or who they are
- well everyone obviously
- Well-supported teachers (resources, support staff, training, teacher wellness initiatives)
- What does "to be successful" mean?
- What kind of consequences? Assigned seats, Bus suspensions, Homework, Move away from if a few kids act up then whole class gets punished, Split some kids up into different classes, Take away privileges and technology, Tell their parents but sometimes parents don't really care until it affects them
- What really makes a kid a bad kid is they would have a bad day. Bad days can change an entire day for a kid so like support for a kid would be the best and have people to be there for that kid
- When a student isn't mentally stable enough to be in the class, don't force them to stay and talk it out

- in a room where everyone can eavesdrop
- When asking for input ask a variety of people - 'What can I do to help your' instead of 'What do you think will help them' - And don't ignore the students
 - When kids fall behind teachers need to talk with them earlier in the Tri and help figure out support before contacting parents.
 - When kids make mistakes, hold them accountable. Go back to the basics, start teaching Kindergarten rules.
 - When learning about the Holocaust, we aren't taught about the other genocides that have occurred since the Holocaust (ie Rwandan genocide). Kids need to know about the other genocides that have occurred since then. When I was taught about the Holocaust at RAMS, I was told "never again." But it isn't okay to teach kids that the goal is to never let events like the Holocaust happen again when they already have, and still are today (ie genocide of Uighur Muslims in China).
 - When students are having trouble, teachers or staff members help them.
 - When we implement initiatives, get community support and stick with it for more than a year. continue to train both staff and give us the tools to train families.
 - When you achieve/perform well, you should be rewarded
 - While each school is part of our community each has different needs
 - While I appreciate that the RAS doesn't accept bullying, the reality is that it does continue. My daughter has been called a whore and a pedophile while in the 5th grade by the same kids she has been having bullying issues with since 2nd grade. After 3 years without much change I would like my daughter to be able to go to school without being victimized or feeling unsafe.
 - While this culture builds, students must know that people make mistakes and life is not fair (awareness, teachable moments, forgiveness)
 - White educators using all the equity language but not living it out and actually appropriating our ideas and cultures as their own needs stop. And please quit with all the White Fragility, but listen, believe us, and learn.

- White folx...a focus on the collective vs the individual
- Widespread cultural competency
- Widespread program inclusivity
- WIN time and time to work on homework in school
- Work and then more fun
- Work hard
- work on the race/gender/ability gap
- Work to make the college preparatory classes more representative of the community at large (racial makeup etc.)
- Work with them
- Working independently is a struggle for some subjects in class that need attention from their teacher to help out.
- Working on building relationships with kids when they arrive. Intentionally choosing a pair to help guide through the transition of being in a new school.
- Would hope things have changed, when sons attended schools-focus was on college entry.
- Wrap around supports for families
- Wraparound services in the district
- Yes to clearer path for Seniors to volunteer in the schools
- Yes, that I get very confused which exams or credits they need to have to prepare themselves for the university
- You are already doing great jobs. That is why I do not want to miss the [adult education] classes; I try my best to come even if I came late from work.
- You are really doing a great job with the initiatives in place, please keep them going.
- You should let us listen to music more
- You would have to have good teaching
- Your equity plan and contract with Equity Alliance was a waste of money and a joke. I hope a new board is voted in at the next election - enough with the current mission - it's not working!!!
- Your heart's been aching, but you're too shy to say it
- Your standards.
- Zero bullying policy
- Zero tolerance for bullying and solve with mediation and source problems vs punishment
- zero tolerance for racism
- Zero tolerance with bullies or fights

Question 4. How could Roseville Area Schools and the community work together to support student success?

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There were approximately 2,027 responses to this question. Below is a summary word cloud of the results for this question (www.wordart.com), followed by all responses organized alphabetically.



- 4,000+ reading buddies or interested adults
- 5 min or more means tardy
- A couple more days off, it's hard to balance school and the rest of life when school is in your face all the time with only a couple random days off
- A dynamic sign at the high school inviting the community in for activities.
- a free environment for kids to learn and study
- A life skill class
- A little less stress in the students
- A mentor program - something like having college students help guide HS students, or HS students guiding RAMS students
- A more balanced workload for teachers. Keeping the class sizes under 30 for upper grades.
- A new pool at Parkview would allow a "legal" pool for our swim team and could be shared for swim lessons within our elementary schools
- A space where everyone matters, everyone has voice.
- A study hall
- Access to a safe space or quiet room for kids with anxiety
- Access to transportation
- Accessing outside resources/buildings to partner with schools as volunteers
- Accountability
- ACE and trauma informed education. So many kids are suffering directly or their parents suffered directly and it's hard to learn and function in a community when you're in survival mode
- acknowledge all student success
- Act
- Act
- Actually focus on important topics like mental health and discrimination instead of having one lesson plan about it
- Actually focusing more on their mental health and the actual bad things that they're doing in the school that's not appropriate, especially the fighting, instead of attendance, tardiness, and things like that. The School is focused on the wrong things.
- Actually listening to the students
- Actually supporting students decisions
- Adapt to students
- add mindfulness and physical activity throughout the day even as the kids move into 7-12 grades
- Add more periods at the high school
- add much more robust mental health supports for students
- Add schoolwide academic goals and celebrations for those goals

- Add soccer in the school sports
- add staff supports
- Adding more volunteer programs and more clubs for students to join.
- Additional work programs - this seems to be an area of strength already
- Adjust to the children's learning style
- Admin support of teachers
- Administration and District Presence
- Adopt ideas from community schools
- Adults modeling of authentic relationships
- Adults modeling of authentic relationships
- Adults understanding how stressful school can be
- Advanced classes for gifted students
- Advertise more in the community when volunteers are needed (rather than just to current parents)
- Advertise school events (concerts, sports, etc) and fundraisers to the community.
- Advertise school events to the wider community more? (Drama productions, music concerts, etc)
- Advisory
- After school activities
- After school activities that bring business leaders in to interact with students to help students looking for internships, after school work, and other general support.
- After school clubs and groups at the Elementary level
- After school help
- After school programming that targets math and reading
- Again, more classes for kids who speak different languages
- Agree on the paramount importance of academic excellence and aspiring to this
- agree that students need real consequences for poor behavior, not just adults rambling about them making "better choices"
- Agree to disagree.
- Agreed that a triangle of engagement among Schools, Community Groups, and Cultural/Ethnic Groups makes good and important sense.
- air conditioning
- Air conditioning in Upper A & B
- Air conditioning to help people focus and relax more
- All avid resources should be easily accessible and shared
- All kids have a safe place to go before and after school if needed

- All the schools come together for a community festival. Need a big space for it.
- Allow access to facilities for those that have additional tutoring services to support their success
- Allow all to thrive at their respective levels of learning.
- Allow all voices to be heard and make space at the table for everyone to be part of the discussion
- Allow community input to get perspective from others who have insight of different cultures that these schools might not
- Allow community members more chances to see what is happening in the schools
- Allow for more collaboration between teachers
- Allow licensed/ certified tutors access to facilities to provide tutoring to students that need extra support (privately funded and /or funded by district)
- allow parents and student partners to be more of the process of what is going into the schools
- Allow them to be responsible unless you see no change
- Allowing people to get the resources they need
- Allowing the school/work to adapt to the student instead of the student having to adapt to the school/work
- Along with promoting sports and music and theater, maybe the high school could have an art show.
- Alternate after-school programs run through community centers
- Although it's more work for school staff, after-school events such as bingo night and ice cream social seem to play an important role. School becomes a place where students and families to get together to share fun and joy.
- An 8th grade field trip
- And as parents also to do what we have to do at home with our children!
- And have patience with student
- And hurt you Never gonna make you cry Never gonna say goodbye Never
- And if you ask me how I'm feeling Don't tell me you're too blind to see
- Anonymous feedback form students & staff
- Anytime you can get more people involved in community events, where the students are also involved.
- are there organizations out there that could also use the opinions of young people

- Are we allowed to ask the community for money?
- artists in residence/guests in classrooms from the community
- as it is. Our children have enough pressure as it is. let them swim without floaties
- Ask for donors
- Ask for feedback from students and create safe spaces or designated staff that are supportive and easy to access
- Ask for help when needed
- Ask for input on issues to a broader population not just the same few people (school board), for example the naming of the new Fairview Building. No one in the community can pronounce the name, at least use an alphabet that people are familiar with! I have not met one person that is happy with it.
- Ask for more parent interaction volunteering in class rooms
- Ask for volunteers to help
- ask if needed help
- Ask students what they need and want and actually listen and then implement changes.
- Ask the students, faculty, staff, parents, and other stakeholders
- Ask these same students what they can do to lower their carbon footprint instead of telling everyone else what to do. Such as how about riding their buses to school instead of driving.
- asking for feedback from students, families, and staff consistently
- Asking for help
- Asking if they need any help with work
- Asking students if they need support
- Asking students if they needed help even though they don't ask for it or it's because they are too scared or shy to ask
- Assemblies
- Assist struggling students.
- Assume positive intentions from parents and educate them on what a classroom looks like
- athletics in the school and not an outside organization
- Attend parents/teachers' conferences
- Attendance.
- Attendance.
- Attending school concerts and sports activities
- Attention to the average learners. Not just top students or troublemakers.
- Autism Society - tapping into resources

- AVID does a pretty good job but more opportunities for college help for people not in AVID.
- Back boys high school volleyball
- Back equality for all
- Be a good community
- Be careful on what you say to them
- be clear on what expectations are and what consequences will be, and stick to them
- Be encouraging and positive
- Be good
- Be involved in student's learning and make sure students get in bed at a reasonable time.
- Be kind
- be kind to others
- Be more accepting
- be more direct in asking for help from the community; communicate to the community the tremendous efforts and progress (with pride!) that is being made!
- Be more encouraging
- Be more engaged in students' personal lives ? Perhaps ? Be more understanding both ways. I feel like there are clashes between students who are seen as "troubled"
- Be more open minded and understanding to students needs
- Be more understanding and willing to take action
- Be Nice
- Be nice
- Be ok with adapting new policies and procedures
- Be partners with the parents. When my child isn't doing well and staff meets with the students - a group. CLUES.
- Be respectful of others opinions and beliefs
- Be understanding of students feelings instead of taking advantage of their position
- Become involved in the schools
- Behavior teams should reflect the student body
- Behaviors need to be dealt with
- Being aware of students and their health even if they don't want to talk about it.
- Being nice and if they are not just walk away
- Being supportive and outgoing
- Being supportive to everyone
- Being supportive to kids with home problems
- Believe us when we say something
- Better busses
- Better communication with EL families and equitable opportunities for family engagement.
- Better communications between the cities and schools. E.g The recent Superheroes event at the

- park was not advertised with schools and could have increased participation (already high!)
- Better detailed communication with families about their students
- Better explaining instructions
- Better guidelines for kids that need help
- Better gym stuff
- Better instruments
- Better lunch
- Better Lunches
- Better lunches
- Better lunches
- Better school
- Better school lunches
- better subs
- Better support
- Better teachers who teach and build better communication with students
- Better, more frequent, and more open communication from the community about what skills students need to be successful in the future
- BIPC Business highlighted
- BIPOC elders storytelling (primary resources)
- Bold changes would need to happen. The current system was built to advantage certain populations. We'd need to be willing to do things that will upset other systems and members of our community who are used to getting what they want all of the time.
- Book drives, food drives, etc.
- Both genders for counselors
- Bottom line behavior expectations and consequences for breaking them.
- Bring back volunteers and Reading Coaches to keep the community involved
- Bring city, county and state elected leaders/staff to talk with/work with students in class so they better understand gvt, career opportunities, ways to be involved.
- Bring community into schools. What is Roseville Area Schools like and the good things about it.
- Bring in ALL kinds of professions to talk to the high schoolers, let them know there are options out there and people are happy and successful in their work lives.
- Bring in community to support the programs, guest speakers, financial backing
- Bring in cultures from the community to show how they celebrate their culture and honor their ancestry
- Bring in more mental health support to schools

- Bring in parents as cultural leaders in classrooms to talk about their culture and experiences.
- Bring in the outside programs - like the ACE program that my son was a part of in his freshman year at RAHS. He had mentors from the field in that program and they really worked with the students to learn about architecture. He felt so supported and fulfilled through that experience. He was sure that he knew what career field he was going to go in through that program. The pandemic disrupted that and now the ACE program at RAHS is not what it used to be. The former teacher left RAHS and the new teacher guiding it is not as effective. My son has quit the program and I am highly discouraged because he no longer enjoyed the program like it was in his freshman year. Students need to have these types of experiences and feel connected to something so that they are able to explore career paths and feel like they are doing something/being part of something special.
- Bring itinerant staff together to learn from each other - different perspectives and help align district
- Bring services, like after school tutoring, ECFE, parenting classes,...to apartment buildings and larger housing
- Bring things from the community into the schools
- Bring up mental health
- Bringing in companies around the area to show what they are doing - collaborating with these companies
- Bringing LGBTQ+ identifying people together across the community
- bringing more community into the schools and students into the community. At one time
- Bringing people from Roseville schools to the Parks and recreation programs.
- Buddy Programs and mentoring programs
- build up the bi-lingual or multilingual education program
- build-in more purposeful arts and physical education opportunities for all students -- connected to other core curriculum, not separate from it
- Building relationships between the families and the schools is very important. Students have a higher chance of success if they have home support.
- Business partnership with college & career pathways
- Businesses "Adopt-A-District"
- Businesses "Adopt-A-School"
- Bussing to PSEO options
- By allowing students to constantly be a part of the decision making process. Just because some topics might be very serious doesn't mean that students can't deal with them too.
- By allowing students to take the necessary breaks they need to continue working on their success.
- By being able to communicate and to see what the students need to do better
- By establishing mentors for students who are failing, not attending classes, getting in fights, etc
- By having what students like
- By helping students
- By helping them to know about the programs and community.
- by helping them to know about the programs in Roseville Area Schools and rewarding the students for their skills and their achievements.
- By hiring supporting teachers
- By loving and supporting them
- By making the school look more fun and have different activities and languages
- By realizing that everyone is different and that having everyone do the same thing is not a effective choice
- By supporting learning that happens outside the classroom
- By teaching them
- by thinking about our mental health
- By Volunteering
- Can staff in the district be allowed to take 15 minutes during school for one "reading" month to help a 1st/2nd grader read who is at the same school/site?
- Can we add school appropriate manga for 6th graders
- Can we have Mexican popsicles sometimes for lunch
- Can we watch school appropriate anime movies on movie days
- Career mentorships
- Career readiness and opportunities
- Caregivers consistently check grades/work completion on Schoology
- Caregivers pay attention to email updates from teachers (not just expect phone calls)
- Celebrate
- Celebrate Heritage Months: September is Latinx Heritage Month. October is LGBTQ+ month.

November is Native American Heritage Month.
February is Black History Month. March is
Women's History Month. May is Asian
American/Pacific Islander Heritage Month.

- Celebrate Hispanic Heritage Month
- Celebrate student successes more so the community can see what we are doing
- celebrate students
- Celebrate students who never give up, over those who have it easy
- Celebrating diversity as a strength in both our schools and community
- Change raider time to be during the school day! Having it at the end of the day is NOT working!
- Change school start times. The late start elementary schools are too late and both Middle and High School start too early.
- Change the grading system so students have opportunities to improve their grades. Homework should be worth a lot of points so that students can get their grades up if exams go bad.
- Check in on students (student surveys for each class, individual conversations, etc.)
- Check in on us
- Check in with students once a week. Give them tutorial help with homework
- Check in with them about their mental health and help them with homework.
- Checking in with students
- Checking up on students and pushing the significance of success in school or whatever they do with themselves
- Children should have more volunteer opportunities within the classroom, learning is important but showing the importance of helping others is also a key lesson that is great at a young age.
- City to build more outdoor basketball courts
- Classes size being smaller
- Classes that are like a study session where you go into a classroom and you just ask for help and do your work
- Coach teachers are to use different teaching techniques. Kids learn differently.
- Coding classes even at lower grade levels
- Collaborate and future problems and solutions (create incentives for youth to invest directly in their community)
- Collaborate and listen to students, as well as giving them more time to complete work.
- Collaborate with aquarium at Rosedale mall

- Collaborate with business owners - many of whom have our students working there
- Collaborate with community-based organizations to have student events - multicultural art, shows, contests, job opportunities
- Collaborate with local businesses to build job programs
- Collaboration between social organizations and faith organizations and students on service projects. Sometimes student-conceived and led.
- Collaboration vs communication
- Collect more feedback from parents
- College and career readiness for special education students
- Come in and meet with students about owning their own businesses
- Comfortable learning spaces such as help people might need, like now
- Commit to sports more
- Common goals
- Communicate
- Communicate in areas such as Roseville newspapers etc. to invite the community to specific events (like band concerts etc.)
- Communicate more
- Communication
- communication
- Communication
- Communication
- Communication
- Communication with parents
- Communication with parents/guardians
- Community & business
- Community & business partnerships (money, jobs, pathways)
- Community able to see the positives being done at school
- Community activities
- Community based programs connected to the school (i.e. swim lessons partnered through the YMCA for younger kids)
- Community building across groups that don't typically engage
- community can show up for our students in times of need and to celebrate their successes
- Community connections are so interesting and valuable for the students. Continue to cultivate meaningful partnerships with individuals and organizations.
- Community could volunteer more?
- Community employers coming into the school for

teaching days(chefs,automachnics,business owners etc) sharing real life experience alongside the teacher

- Community engagement through multiple means. Zoom has opened up the ability to have meetings without families feeling the burden of finding childcare. More liaisons to make in person connections.
- Community events
- Community events
- Community events centered around building relationships
- Community events held regularly and with greater visibility
- Community experts to come in for help with projects in school
- Community field trips
- Community funded more
- Community funding
- Community fundraisers for all the schools
- Community fundraisers for teaching supplies
- Community having a say in what the school does
- Community member's skills used in E-12 system
- community members to be mentors
- Community members trust the staff to do the best with their students
- Community Mentors
- Community organizations support family physical/emotional needs
- Community Outreach for students to participate in extracurricular activities
- Community partnerships
- Community partnerships and mentorships around special education
- community partnerships, volunteer opportunities
- Community programs/work experiences for high school
- community projects
- Community projects, more academic support school and community wide like tutoring
- community school store- sell stuff made by students
- Community service for students and staff teaching our students to be good citizens. Rather than teaching consequences
- Community service opportunities
- Community service opportunities- students volunteering in the community and volunteers coming into our schools
- Community service supports (health, housing, etc...)

- Community sharing talents, jobs, projects
- Community support of the arts in schools
- Community tutoring to help learn
- Community use of school facilities during Summer - school as center of community
- Community volunteers that are elevated to the same level as teachers
- Community volunteers/partnerships
- community-wide celebrations of student success
- Congratulate or recognize people for what they've done
- Connect families and community members who live close to one another to facilitate support (e.g. ride sharing to school, homework help, etc)
- Connect kids with community mentors in careers they might be interested in, or with similar backgrounds and interests when they were in school
- connect students to programs already available in the community
- Connect students with after School programs and homework help led by volunteer members of the community.
- connect students with trainings and internships
- connect with community resources if we don't have them in place-like mental health support
- connect with local business for job opportunities
- Connect with them on a regular basis
- Connecting them with community competitions like chess.
- Connecting them with sports teams nearby like the Guidant John Rose Oval.
- Connection between the programs in our system, seniors, preschoolers, adults and K-12.
- Connection with nearby colleges
- Consequences for actions
- consequences for student actions
- Consider how we bring parents and caretakers in to learn more about how to be supportive - we should have a role in interrupting hate.
- Consider making the first day of EID a day off on the calendar. This year, because it fell during the school year, we had A LOT of students missing class and unfortunately these students seem to struggle with making up work when they are absent. If we are going to have Good Friday off (which I think we still should), we should also have EID off, if it falls during the calendar year.
- Consular
- Continue partnerships with community tutors coming into the school

- Continue promoting both college (professional) careers as well as vocational (technical) careers
- Continue providing free lunch and breakfast to assure students are well fed and ready to learn
- Continue providing raider time in the high schools and add it to middle school. Allow students to let information sink, let them rest, socialize, catch up or get ahead if they chose to do so.
- Continue providing time for students to get work done and ask teachers questions
- Continue the amazing support from local businesses :)
- Continue to ask for community feedback
- Continue to develop community partnerships
- Continue to hire teachers that are motivated and are willing to use different teaching techniques
- Continue to improve partnership with Roseville Area Schools Foundation and other non profits that bring much needed funding to schools in a more targeted manner.
- Continue to offer outside community teams (I'm in traveling basketball)
- Continue to partner with them for input
- continue to pass levies
- Continue to press for class size caps.
- Continue to provide before and after school programming.
- Continue to provide meal assistance to families and increase social workers, psychologists, and interventionists and extension opportunities for students.
- Continue to put an end to bullying and other inappropriate behavior
- continue to recognize and promote that the success and excellence of Roseville Area Schools is key to Roseville being considered "a great place to live"
- Continue to support multiple methods of post secondary options.
- Continue to support the schools with tax dollars
- Continue to utilize volunteers
- Continued focus on SEL
- Continued growth business partnerships to have real life experiences
- Continued relationship between staff, school board, and community members
- Cooperate.
- coordinate and ask for specific things from members of the community
- Coordinate with community groups to foster a volunteer/community engagement in middle and

- high school students (help students find volunteer opportunities)
- Coordination with community education and school buildings?
- Could each school have a group in the Rosefest parade to show that they are members of our community?
- Create a program to recruit adults in all careers to be social and academic mentors for the students.
- create accessible safe spaces for students and make it easier for students to get an IEP if needed
- Create affinity groups for our families to connect and gather
- Create an event for the community to engage
- Create community within our schools. invite our families come to our schools, provide learning opportunities for families to navigate school systems
- create easier ways for students to report issues and talk them out with staff
- create fun things and events
- Create job shadow opportunities
- Create many volunteer opportunities, both for community members in the schools, but also for students in the community
- Create mentoring programs with adults/past students in the community
- Create mentorship programs RAS adults and community members
- create more informal ways for school, parents, and students to connect
- create more partnerships with outside businesses to allow for high school students to gain skills, mentorship, ideas for what they want in the future..Look at Shakopee's plan.
- Create more programs for career success
- Create more service projects, leadership opportunities or performance opportunities that the community is involved with. Not just parents.
- Create opportunities at different levels and entry points for collaborative engagement
- create partnerships between businesses and schools
- Create project-based/community-based learning opportunities across all grade levels (yes, even elementary)!
- create safer pedestrian paths around the school grounds at HS
- Create schools within the district tailored to student needs, for example, if students' interest area is science and math, create a school with that

- as a primary focus.
- Create some community service projects
- Create space for healing, restoring, and strengthening
- Create study groups
- Create study groups
- Create support groups in school
- creating a community volunteer connection; inviting community members to volunteer at school events, etc.
- Creative and safe spaces out in the community for students and families to gather or use for events, community resources
- Creative program, spaces, and places where students can speak up and get the help they need
- Cross create and promote activities of high interest from career opportunities to cultural events.
- Cross generational opportunities with schools and senior living facilities
- cross grade level mentorship of older students supporting younger students
- CTE: Internships/ shadowing/ apprenticeships/ tours/etc.
- Cuidando las áreas naturales (caring for natural areas)
- Cultural community events
- Culture celebrations that represent all people in our schools
- De-emphasize testing annually and switch to every other year
- Decent school lunch
- decrease class sizes
- Decrease homework so that students can work and take care of the family
- Demand excellence; provide necessary support for success
- Develop interests for special education students (examples; park and rec, school board, MDOT)
- Devote ample resources to supporting academic excellence at all levels, especially for the strongest students
- Different departments could come from the city and teach us
- Display student successes more (i.e. art fair, 6th grade track meet, etc.)
- Display support for the schools in the communities
- District center people should be regularly visiting schools
- District center staff should reach out to teachers about workplace support
- District leaders meet with families twice a year, so the community knows what we are doing and can give their feedback.
- District removes barriers to family participation
- District wide events - partnering schools for Art Fair, Science Fair, 6th grade track meet, Service Fair, Solidarity Marches, Hosting a speaker
- District wide or school site volunteer coordinators getting community involved
- Diverse group of volunteers/staff present in our buildings
- Do more community work, so people learn skills and can help others
- Do more events like family fun night
- Do more fundraisers like at Parkview we have family fun night
- Do more with Nine North. Put a presentation on Nine North. Reach a different audience. Highlight cooking program and other neat activities as well as challenges.
- Do the best you do to help the community
- Do we have enough social workers?
- do your best teaching
- Doing a great job here
- Doing different activities during raider time
- Doing more activities. The school district hosts events while the community joins in to participate.
- Doing pen pals with the community
- doing school work outside, possibly during the warmer months. (of course teachers could take it away for reasons)
- Don't allow anyone in the school building without necessary information. Give feedback every week on Student attitudes, character, behavior, school work before things get out of hand. So, the parents can work faster on necessary issues.
- Don't ask us for a referendum for capital costs that have no operating budget.
- don't be racist
- Don't be satisfied with a low bar for students, but don't leave it to them to achieve on their own--bring parents and community partners in as mentors, even require it of parents/community members
- Don't exclude
- Don't know
- Don't know
- Don't make everything on the iPad, sometimes it makes it hard to do things on the iPad that are easier to do on paper
- Don't overwork the students

- Don't push them to the point they get frustrated
- Don't push things on each other
- Don't rush them
- Donate
- Donate First Lego League kits and FIRST Tech Challenge kits to the elementary and middle school students.
- Donate to help others
- Donating school supplies
- Donating things that students need
- Donations/fundraisers Student-community collaborations
- Dress up as your culture
- Each school employs a family/community engagement coordinator to work during the school day- coordinates opportunities for community members to work with students and staff, volunteer opportunities, events, etc
- Early childhood access for all
- Easier gym classes for kids with disabilities or illnesses
- Easier job access and teaching on that
- Educate the community about socioeconomic reality of students.
- Educating the general public about our schools and finding creative ways to engage them.
- efforts should be BOTH technical (e.g. meals, start times, volunteering) and learning centered (e.g. what learning will help us be a better community?)
- Efforts to help parents help their kids at home (similar to ECFE but for older kids, might already exist) - efforts to support families in healthy eating, phone use, etc. to help kids be able to learn and get the most out of school
- Employment opportunities
- Encourage able parents and nonparents to donate scholarship funds for field trips, student participation fees, etc.
- encourage and support other parts of the community to volunteer in schools
- Encourage community members to volunteer to serve as community experts for robotic club, newspaper, etc., to develop mentor relationships and to alleviate pressure on teachers.
- encourage more volunteers.
- Encourage parent volunteers in the schools.
- Encourage parents to get involved in city government
- Encourage students to continue on to college
- Encourage them
- Encourage them, talk to them, give support in all categories / ways.
- Encourage there be funds for a sunshine fin for all staff to have resources to celebrate and not have to use their own dollars with the many upcoming retirements, health issues , new births etc that are to arise
- Encourage volunteers
- Encouraging volunteering, both from kids in higher grade levels (to help younger students) and from people in the larger community
- End all COVID restrictions and testing! A return to full normalcy!
- End of the year field trip
- End of the year field trips
- Enforce controlled entry into the building
- Engage in conversations about race
- Engage in more open and transparent communication on budget/planning/performance
- Engage local businesses so that they feel an affinity toward Roseville and its schools
- Engage more community in the schools, including diverse community. Invite to tutor, mentor, speak. Have some evening and weekend events where senior citizens are invited to break bread with school families and staff. or do activities. or work on joint advocacy. Some RAHS students are politically active in conventions I have attended. Adults w/o students in schools could join students in advocating for the environment, trans students, etc.
- Engage more with different demographics.
- Engage parents of struggling students... drive accountability in the home
- Engage students in various projects around the community, such as community gardens, clean up parks, install new playgrounds.
- Engage with organizations that already exist like MGCT (<M Council for the Gifted and Talented) and others in order to put forth the best curriculum and engagement.
- Engagement and student support first - kids need to feel supported, whatever that means to them individually, to be able to learn effectively
- Engagement in consultative meetings when it matters to all
- Engaging kids to help the community to foster roots of concern for their community
- enhanced reading program
- Enough teacher support to keep behavioral expectations in check

- Ensure the safety of Roseville students, faculty and staff via gun-free zones and related policies
- Environmental education forums
- Establish fair and reasonable maternity leave comparable to Europe's maternity leave to instill that you truly value families.
- Establish platforms to encourage greater presence of student voices in PTA's and school boards
- establishing community involvement project at all grade levels
- Evaluating the presence and role of whiteness plays within how we do assessment across the board.
- events for families and staff to build community
- events for families that include daycare, interpreters and transportation
- Events that connect the students and community- art shows, internships or job shadowing with local business, fun events open to community and students - talent show, pet show, food festival
- events to see our students outside of a classroom -- continue with performing arts, 623 Walk Run, etc
- Everyone MUST participate in an action that can change the community for a better chance of student success.
- Everyone needs to co operate and involve themselves, it's a team effort
- Expand
- Expand business partnerships (internships, mentors, etc.)
- Expand concurrent credit opportunities
- Expectations
- Explain better
- Explain extra programming to parents. Summer academy. Why do some kids get to go but not others?
- Expose us to our/and our peers cultures
- Externship opportunities for teachers/educators to connect and experience businesses & CBOs
- Extra activities at all schools
- Extracurricular volunteerism in concert with Roseville (and adjacent community) municipal parks
- Facilitate volunteer service to the community
- Families' night (once a year)
- Family community nights
- Family education night(s)
- Family engagement activities.
- family events
- Family events

- Family first
- Family involvement beyond surveys and "PTA"
- Family nights district wide (not supported by one specific fund)
- Family support programming at all age levels and beyond
- Faster process to get students out of the system. Parents more accountability.
- Feature local BIPOC business leaders in related coursework
- festivals and more community events at school
- Field trip/ picnic with parents/teachers/students
- field trips in community
- Field trips to community-driven areas (such as a ras alumnis store or something) to volunteer and learn about what they might be doing
- Field trips to places of possible employment
- Field trips to trades sites
- Figure out a strategy to get more students and families into the district w/out open enrollment.
- Finance classes
- Financial institutions could provide financial seminars on savings, money management, loans, debt, especially to the juniors and seniors.
- Financial support
- Find a senior each student connects to, an adult who cares
- Find a way to fully fund public education.
- Find a way to make class sizes smaller.
- Find an engaging way to offer education to kids so they want to learn
- Find community groups and form a real partnership that can grow and solidify over time, something that can provide our students face to face time with the community in need
- Find out what other buildings are doing to be successful.
- Find out what parents/families want for family involvement activities so more families can participate and feel welcome.
- find volunteers to help small groups of students work on their homework outside of the schools
- Find ways to assist with special projects that teachers or students are interested in
- Find ways to improve relationships.
- Finding ways for kids to want to be successful in school like maybe relating lessons more to real world and how it will help our success rather than just being told to do the assignment for the grade
- First of all, they could start listening to students and stop hovering over them 24/7.

- fixing the messed up school system
- Focus more on the student individually
- Focus on learning not just attendance
- Food drives for students who don't have much
- For organizations in the community to reach out to students, especially in HS, and work to partner with them on various issues with which the students are interested in
- For our kids to be successful we look up to the community to help us with that because we are limited in English and can't teach our kids to be successful, we can only teach them about life, but the teachers are the one that will make sure they succeed.
- Form student adjunct clubs affiliated with community organizations - rotary jr, optimists jr, business council jr. Make the connection vital and put interactions on a regular cadence.
- Formalized process for training, scheduling and organizing volunteers
- Free time
- Free time after tests/daylong assignments
- Free "shops" for clothing, infant needs, household supplies, etc.
- Frequent quick and simple communication with parents
- Full service community schools
- Full-time media specialists in each building will help to build information literacy skills across the district.
- Fun
- Fun events
- Fun school related activities
- Fun, safe, organized school spirit events
- Fund driver's training for all high schoolers
- funding for arts and music
- Fundraisers for clubs and sports
- Fundraisers for costs to cover sports.
- Fundraising
- Fundraising
- Fundraising Adopt-A-Classroom
- Fundraising for our community members in need
- Further develop school safe spaces for mental health, identity issues etc and help to provide connections to community support resources beyond the school building.
- further to supporting other areas of a child's life: the arts could be better funded,
- Games
- Get area businesses involved in the local schools. Could we create a partnership in which employees could volunteer weekly to meet with students.
- Get better teachers
- Get certain materials for kids who want to succeed in what they want
- Get community members involved in showcasing their careers to broaden their horizon. Not just the typical police officer/firefighter which are important. What about Nurses, cardiologist, vet, garbage collector (very important person!), water quality scientist, astrophysicist, biologist, zookeeper, archeologist, paleontologist, mathematician, cook, etc
- Get community support/sponsor for our cultural clubs.
- Get feedback from students
- Get feedback from students and act on them
- Get free time (no one LOVES a 30 minute lunch)
- Get good
- Get input from community on student's needs
- Get more community members volunteering in schools to help students with academics, adult connections, other interest areas
- Get more mentors from the community (local businesses/careers) to come into the school and meet with students about possibilities
- Get more school or community counselors to help students.
- Get more staff from the community
- get out more (field trips)
- Get parents more involved in what is happening at school
- Get policies and stick with them
- Get politics out of the schools
- Get resources from the community
- Get rid of all of the testing
- Get rid of Pearson's demands and let each district have teacher input on how to facilitate student success.
- get rid of standardized testing or test all subjects fairly.
- Get them more involved in the local government - civics is more important than ever
- Get them ready for the future
- Getting a solid phonics curriculum that is research based.
- Getting ready for highschool parkview kids should meet the middle school students so that they know who they're going to be with in highschool
- Getting students ready for college
- Getting students ready for tests
- Getting students/staff involved in what is going on

- in the surrounding community
- Getting the community involved, “it takes a village”, these are our students
- Give a survey about problems
- Give better lunch food
- Give clear good explanation about subject
- Give credit to kids that do something great whether that’s just some sort of shout out on announcements or just small praise so that kids feel good and want to do it more
- Give everyone equal learning chances, everyone working hard to do what they want to do
- Give everyone opportunities like 916 (free college classes) and ways for students to express themselves
- Give everyone the same opportunities
- Give examples of questions
- Give kids a better scholarship in college
- Give kids the opportunity to give and help others
- Give longer deadlines
- Give middle school sports (soccer) more funding
- Give more flexibility in schools
- Give opportunities to illegal people
- Give people time to work after school
- Give plenty of options for different student personalities
- Give students and their families the proper supports in and out of the classrooms to meet expectations.
- Give students fun
- Give students hands-on experience with work skills in the community
- Give students mental health days
- Give students more time and don’t pressure or push work on students
- give support, and instead of just taking away opportunities for people who misbehave, Try to have them learn something from it.
- Give the community opportunities to financially support specific initiatives
- Give the students more respect
- Give them more safety
- Give them something
- Give us a better explanation on what to do
- Give us better food
- Give us breaks
- Give us less homework
- Give us more food options
- Give us time to get out of the school to explore and not have to be stuck in a school all day.
- Giving extra time to study

- Giving more support
- Giving resources
- Giving some time to do schoolwork
- giving them a choice to work outside the classroom
- Giving us a recess
- Giving us more freedom
- Giving us more time to work on homework
- go outside more and walk around others park
- go outside sometimes
- go to another school and meet each other - have more friends
- going back to paper homework
- good amount of homework
- Good school atmosphere
- Good teacher work
- Good teachers
- Grade check
- Grade level WIN times set each day
- Grantwork--There is a considerable amount of expense being given to district leadership. They need to find ways to bring in financial support in order to offset the expense.
- Great
- Greater community resources for everyone to be able to access
- Greater work with parent groups and the city staff, especially around visioning and engagement.
- Group stuff
- Group the students up appropriately, the weaker students can always improve if they get a chance to study together with the brighter ones.
- Grow Your Own support and partnerships
- guest speakers talking about their journey (especially a hard journey or one similar to students in danger of failing/not graduating))
- Harambee students have now had 4 principles across 5 years.
- Has to be more than on paper, it’s more than giving speeches about how much we care for our families, we need to know our families, what they like, don’t like, what they care about, etc...
- Have a boys club and girls club
- Have a business connection - CTE coordinator - to support student placement and success
- Have a community career fair for schools
- Have a day where the teacher just checks in on all students to see how they’re feeling about class, how they’re doing in other classes/outside of school, and see if they’re struggling with anything.
- Have a district-wide day of service to help some

local organizations (and teach students about service).

- Have a forum for the community to know what resources are needed or how they can contribute.
- Have a free period where kids can work on late work or homework and if they're done they can play games or something else
- Have a harder math level for students who want it
- Have a little party or treat thing for students who are getting good grades.
- Have a lot more therapists in the building for mental health issues
- Have a middle school track team
- Have an open community space like a gym for everyone
- Have a substitute teacher program that is consistent and reliable.
- Have a van/bus and send the van throughout the district during the summers to offer kids lunch for kids who can't get to school
- Have a volunteer coordinator that can reach out to different businesses, professionals, or local groups who are willing to come into schools or who would host student visits
- Have career and college planning
- Have children interacting/involvement/student leadership
- Have community building exercises
- Have community members give presentations on life skills -- how to file a tax return, fill out a job application, change your oil, etc.
- Have community members substitute
- Have competent teachers
- Have consequences for actions
- Have days that highlight students' successes that all community members can attend
- Have discussions with the teachers to identify their needs and see what can be taken off their shoulders
- Have extra learning programs for more advanced kids or who may need help
- Have guest speakers on different issues with differing opinions.. let students ask (anonymous questions) knowledge is power
- Have immigration dialogues, where community members share their family's immigration stories, then students & their families.
- Have International or Cultural Night to showcase the amazing variety in our district
- Have a less stressful environment
- Have LGBTQA curriculum as a requirement
- Have meetings
- Have Mexican food for lunch
- Have more bilingual staff to assist.
- Have more community engagement events!
- Have more community events that are routine
- Have more community events to involve families and have families meet each other
- Have more community spaces for discussion like Do Good Roseville
- Have more fun days if you've done all your work
- Have more mental health counselors
- Have more open houses for the community to meet and greet staff and invite more community organizations to volunteer during school hours.
- Have more options for kids to be more included in programs
- Have more outside of school events
- Have more partnerships with businesses. This is esp. important in high school to have our young people experience different types of jobs. Is there still on the job training? College is not for everyone, & even those who go to college need basic common sense skills. The more professions, careers, etc. they're exposed to, the more they find their talents.
- Have more social gatherings.
- Have more student events in the parks and city buildings. An art show at city hall, etc.
- Have more teachers talking to students to make sure they're ok.
- Have more tie-ins with the community - more volunteering, more mentoring, more apprenticeships?
- Have more transition to RAMS and RAHS so kids are more comfortable coming
- Have more volunteers
- Have one to one teachers
- Have open mindsets and be more understanding to students' stress
- Have open work time for homework
- Have organization to meet their needs. A hungry or depressed or unsheltered or abused unsupportive otherwise child is at a learning disadvantage
- Have people check in on classes
- Have people help with supporting their kids
- Have principals have mentees from schools other than their current staff so that all ideas aren't created only "in-house" and there is a community feel.
- Have professionals come into the classroom and

- co-lead projects, hands on demonstrations, etc.
- have programs that will help our low income families.
- Have programs to help our kids grow.
- Have some free day because they might have a lot of stress from school
- Have some fun days in class
- Have some fun days in class
- have some way to coordinate these types of programs within schools, not add it to someone's job, create a job
- Have specific buckets where parents can clearly place donations so we know where our money is going. 1. area for kids who can't afford field trips, 2. area for school supplies, 3. area to provide snacks to children who don't bring them in etc.
- Have staff and students and their parents work with to help develop a construct of Shared Values (this is a basic piece to our Character Development Initiative)
- Have staff be more aware of the challenges facing immigrant students
- Have student volunteer programs
- Have students learn from successful community members
- Have students participate in the City of Roseville Human Rights Essay contest as part of their curriculum - not something "extra" for a select few.
- Have students pick up trash and other community service activities. The kids would see their effort and be proud . Roseville would be glad their tax money did something
- Have students plant gardens around town they can be proud of
- Have students take responsibility for their actions.
- Have students volunteer more in the community?
- Have the staff work on more better work for the kids
- have the students do some volunteer work in the community to teach them responsibility, teamwork, humility, connection and ownership.
- have time for students to work together in group projects so then everyone will know how to work in a community environment which is important when you go into high school.
- Have time to meet, collaborate, and use what they take away from PD days.
- Have to communicate to share their ideas and post interesting activities online or on Facebook to bring more students to our school.

- have/ organize community functions to build relationships
- Having a student partner that can help with you learning activities
- Having athletic teams associated with the elementary schools
- Having good energy with the students and teachers
- Having more community members of color visible in our schools, connecting with classrooms and individual students.
- Having more district liaisons to help connect with under represented communities on a more consistent basis
- Having more gender neutral bathrooms
- Having more meetings to get ideas with community
- Having more Pre AP or more fast paced classes for people who work ahead or understand things more quickly.
- Having more resources for undocumented students
- Having no homework
- Having open work times
- Having opportunities to actually work together
- Having some breaks to get our mind set back
- Having volunteer activities that do not require a weekly commitment
- hear from the quiet voices - those who get drowned out by the outspoken - those voices matter
- help comfort students
- Help each other
- Help each other
- Help for families
- help kids if they are struggling with anything
- Help kids learn chromebook
- Help one another.
- Help out students with their own health
- Help people
- Help people that need help to pay for drivers Ed
- Help people with mental health issues
- Help show students what jobs they can do outside of school
- help someone
- Help somewhat in funding their colleges
- Help staff stay healthy emotionally so we can teach!!
- Help students
- Help students find a purpose in giving effort for school until graduation
- Help students that need it

- Help students with homework
- Help teachers feel supported and valued. It flows down!
- Help the community understand why diversity is a good thing and want to embrace it. Get community in school buildings so reduce fear.
- Help the staff
- Help them
- Help them
- Help them find a way of learning that works for them
- Help them out
- Help them to learn about different career paths
- Help them turn in missing things
- Help them understand their work better
- Help them with stuff
- Help them with their problems
- Help times outside school
- Help us
- Help when need
- Help when they need it
- Help with studies
- Helping
- Helping each other
- Helping others work
- Helping people for what they need
- Helping students to engage in their classes
- Helping the kids out
- Helping them feel confident about themselves and their learning.
- Helping them in understanding assignments
- Highlight and uplift our amazing positive supportive community members.
- highlight students graduation decisions, not just college paths
- Hire and attract diverse talent
- Hire better teachers
- hire more caregivers as staff and train them well
- hire more paras that are reflective of our student body and increase pay
- Hire more teaching assistants. (and pay them more than \$16/hr)
- Hire Roseville students, this will set them up for future
- Hire staff that are qualified and willing to work with student behaviors
- hire students
- Hire teachers representing all races, genders, etc
- Hold community nights for the Hispanic community in Roseville, not just RAHS students and families

- hold more community events
- Hold students accountable
- Holding more community events maybe? Like job fairs, fundraisers (like the ones at my elementary school), family nights, etc.
- Homework help
- Host events that are a collaborative effort between the district and community leaders
- Host get to know each other events
- How about school officials put school safety and related policies ahead of their own political views when commenting on current events
- How can the Roseville Area Schools make the community want to work together? Other than the health of my teacher friends, how can you get me (a single woman with no plans on having children) wanting to be involved with Roseville Area Schools when I could send my money, time, and support to the school districts where my friends work or their children go to school?
- How can we make resources for schools that come from PTOs more equitable? Some schools are able to raise lots of funding and others are not.
- How different paths have gotten them to where they are today
- How do you define success?
- How to expand Clubs before/after school to be easily accessible for all students—ways to fund and communicate for more involvement (ex. Girls on the Run, chess)
- how to help get kids and parents involve and understand the community
- Hybrid of classroom and independent study a la Montessori to tailor learning to student level and learning style
- I also would like the community to have something once a month to help teach us and connect with resources that can help us.
- I am not aware of any efforts to engage community groups to help better the schools nor the community at large. You have a wealth of knowledge, an educated, vibrant community in your backyard (U of M, business community, community service groups) that are never pulled upon to help out.
- I don't know
- I don't know
- I don't know much about how we all can help them
- I don't know much about what the community can do, but as parents we have to make sure our kids

go to school and the teacher and staff need to help them at school

- I don't know...
- I don't really know I'm not a professional at this stuff
- I don't really know that the community can help my success
- I feel as if most students are capable of achieving success, but are only not very enthusiastic with being stuck in a box full of children going through puberty - maybe find some sort of way to make learning more exciting and not as boring as it already is.
- I feel like you all are really doing great with this.
- I feel that the community supports Roseville Area Schools staff and students socially and academically.
- I have always been baffled by the unwillingness to have parents/community members engaged or encouraged to engage. This happened at the Elementary level and continue to other schools. It is as though you don't want members of the community to engage, support or help.
- I heard that some students are upset because people won't try to learn how to spell/pronounce their names. Let's ask them.
- I honestly have no idea
- I know much how the community can come together and help our families, but I would like more family engagements.
- I know that there is a growing need for food and supplies donations. Publicizing; make more widely known how we can do that.
- I really don't know how to answer this question
- I see really good things happening at the high school - job/volunteer fairs, etc; great collaboration with Grace Church
- I think a lot comes from home and then we need the community and our school to support
- I think as parents we will have to help support them at home too.
- I think if Roseville directly included a diverse variety of students in decision-making choices, it would improve the effectiveness of those decisions.
- I think it's ok?
- I think it's really helpful when students give their feedback and opinions for teachers to work with
- I think Roseville does a pretty good job of trying to stay on top of things.
- I think sessions like this need to be ongoing, beyond the strategic planning stage. People / community will not necessarily understand the makeup of the schools without hearing this over & over. With greater understanding, I think more civic groups will reach out to schools, volunteering, etc.
- I think the schools and the communities work well together already.
- I think the teacher's tone and personality affects students' pov the most. So I feel like it should be important why some students act differently around teacher
- I think they are doing their best already
- I think we all have to work together to help our kids do better in school and in the community
- I work at Two Rivers High school and they implemented "raider time" during 2nd hour-after they saw Woodbury high school have a 60% increase in students' grades! Raider time has got to be during the school day-not at the beginning or end-2nd hour is the best!!
- I would like more support in programs that will help our kids become leaders in the future
- I would like to see artists in residence and community mentors at the middle and high school levels. I think this would not only increase the accountability of the community to its youth, but also show students real life examples of occupations and interest areas.
- I would like to see more parent volunteers in the schools.
- I would like to see the school and community come with programs to help our kids succeed.
- I would love to see more "life skills" classes for all ages kids to adults
- I would really love it if you could listen to music in all classes (if the teacher allows the song) because it helps you stay focused and it's just way better for stimulating the brain
- I'm not sure what community resources are available to us to access? If there's a doc or list or page, that would be helpful!
- Identify stakeholders who can support via funding or volunteers needed programming at schools
- idk i feel like we could all be supportive of each other
- If a student is having trouble have advice hours for kids to just ask for help or work on homework
- If a student needed some help he/her can get help from a neighbor.

- If COVID is truly over, we can encourage more volunteers from the community. One on one help for students helps them be successful.
- If families of color are not really comfortable in their school(s) they are likely not going to communicate concerns. How to build a community of mutual respect and power is critically important.
- If our communication was translated online and on paper in more languages, more parents would have access to school and be involved.
- If students are having trouble to help individually
- If the pandemic continues, don't succumb to a one-size-fits-all approach to an entire student body
- If they need help find someone who can help them
- if you can please, some [adult education] students like me are working second shift. I am looking to learn computer class in the morning
- imagine and create more opportunities for students who are excelling, as well as students who are falling behind
- Implement mandatory volunteer service for each student, working together with the community.
- Implementing community schools within the district
- Impossible
- Improve communication between the district and families AND between the district and staff.
- Improve general curriculum, specifically the Parkview Spanish.
- Improve lunch options
- Improved family and community engagement
- Improving our facilities. I went to Roseville area schools and aside from additions many of the buildings look the same. How can we expect our kids to excel in dingy outdated environments?
- In campaigns so that there is no discrimination of any type
- In our school we have a lot of students being threatened and bullied. When you don't feel safe, you can't succeed.
- In reference to transition out of a Level 3 program: There needs to be clear guidelines, data to support academic skills, and communication which includes general ed. teachers. Currently general ed. teachers are not informed, and decisions are made without consulting if the needs fit the setting.
- incentives and donations from community

businesses

- Incentives for greater parental engagement?
- Incentivize moral character through rewards
- Include all community members, not just those who agree with RAS' mission and vision statement.
- Include each other
- Include others
- Include youth voices when planning, making and implementing changes
- Inclusive PTA meetings
- Increase access for supported work environments and internships for regular ed and special ed students.
- Increase access for supported work environments and internships for regular ed and special ed students.
- Increase awareness among students.
- Increase BIPOC Parent/family/community Involvement
- Increase expectations and stop telling some students that they cannot improve.
- increase mentors/volunteers in schools
- Increase mentorship, have options for job shadowing or community exploration
- Increase number of guidance counselors. Seems an opportunity seniors could help with. They could provide Information sessions. Or recruit folks who are working to bring in.
- increase opportunities for families to get involved at RAMS
- increase out of school time opportunities for students-ex. social/friendship opportunities, homework help, creative arts, job training, service projects for community
- Increase student volunteerism to build community and help students develop skills
- Increase support/access to free quality child care for 1- 4 year olds,
- Increase teacher pay to increase motivation and teacher retention.
- increase transparency about the roles and contributions of administrative leaders, hold them accountable to making a positive impact on equity as measured by student success and inclusion
- increase understanding of mental health and funding for supportive services
- Increase ways for community members to be involved in the schools--with special focus on those who do NOT currently have students in

schools. This group is often overlooked when seeking community participation.

- Increase ways for parents to connect
- Increased business funding to support initiatives maybe through foundations
- Increased business partnerships to capitalize on the strengths and resources of our communities
- Increased help with their future after high school
- Increased opportunities for community members to volunteer at schools
- increased opportunities for parent feedback
- Increased opportunities to learn about the area business community and "life after school"
- Increased post secondary programming, from learning opportunities, to collaboration with people who work in various fields, to integration of MCIS and other tools into secondary coursework.
- Increased support financially - including deficit spending/prioritizing learning and programs and not worrying about levies or other "constraints"
- Increasing PR for our schools that are more diverse, focusing on changing the narrative towards the positive
- Increasing STEM in curriculum and applying it in student projects - collaborating with local biz and universities/colleges
- individual help
- inform students of outside organizations providing positive activities outside of the classroom
- inspire parent/community members participation actually inside the buildings.
- Interactive learning environment
- intergenerational events
- Intermediate work with HANC
- Internship/learning opportunities for students
- Internships
- Internships with local businesses to learn a trade
- Internships/employment
- Internships/employment
- interventions built in that don't overwhelm the students or the staff that is delivering
- introduce more students to the little things we do in avid like planners, note checks, etc.
- Invite a different variety of people to come talk to schools
- Invite adults from the community to be involved in clubs or make in-class presentations
- Invite community into schools. Because of security (a valid concern), the community has no

sense of what the school experience is like if they do not have a current student.

- invite community members of different professions to come to elementary schools, more than just the firefighters
- Invite community members to be a part of class discussions
- Invite community partners into schools to give presentations/ job fair/ training fairs
- Invite different cultures to have a day/evening to celebrate their culture and give others an opportunity to learn more about that culture by attending the event.
- invite the community in to help students learn. there is so much talent in roseville to tap into
- Invite the community in to see spaces, see student success. Have opportunities and communication that don't just happen when we are asking for support for referenda, etc.
- Invite the community in to see the school, meet the students, learn about the challenges first-hand and ask for their ideas and input (Like this survey! :-)
- Invite the community into the schools as volunteers.
- Invite the community to give ideas
- Invite volunteers - hard to plug in if you don't know how
- Inviting community members and organizations into the schools to create authentic, real world experiences that align with curriculum
- Involve myself more!
- Involve parents. Sometimes it feels like things are done/designed specifically to avoid having to contact parents. I know it can be difficult and take time, but parents want the best for their kids too and want to help you.
- Involve the students more
- Is the community even allowed in schools?
- It takes a village - so hopefully involvement by parents and their students no matter what program they are involved with
- It would be amazing if there were a regular ongoing opportunity to special needs kids to connect outside of regular school hours as there aren't many extracurricular activities available for kids with special needs to sign up for. Examples for after school or weekends: open gym once or twice a month, library day, movie night.
- Job fairs for area part-time jobs for high school students

- job opportunities, mentoring, business contributions and support
- Job programs with local employers.
- job shadowing
- Job shadowing
- Jobs for teens
- Jobs for younger students
- Joint improvement projects- building partnerships between students and Roseville city employees
- Just be kind
- keep all citizens informed about what is going on in the schools
- Keep doing what you're doing
- Keep encouraging kids to go to Raider time, ask for help if they need it, and giving plenty of time for tests and projects
- Keep giving out community service options and times
- keep having a bit of homework to do so kids can get help from their parents or guardian. keep on having recess so kids can have a break from work
- Keep it the way it's going maybe better raider time
- Keep on supporting us
- Keep politics out of schools and concentrate on education.
- Keep providing resources for students to succeed
- keep schools open because being shut down did not build community and gave us no support
- Keep students in school where they belong instead of having them March to the city council building and tell the community members what to do.
- Keep the fields open for the community to use during off hours so there is more presence at the campus by the community
- Keep the program going, this opportunity will give other many more opportunities in the future and give them another skill
- Keep the schools and students visible to the community (and vice versa) in a variety of ways - easy accessibility to the various arts and other areas that students are experiencing as well as the athletics. Helping students know more about the people outside of the buildings and community members to know more about all of the students and their families.
- Keep up more with students
- Keeping a eye out
- Keeping raider time
- Keeping schools safe
- kick students out of our schools. I think kids who are not behaving and impacting the school and learning should be made to leave.
- Kids buy in when they are interested. Find out what interests them.
- Kind school office staff
- Kindness
- Know how they are feeling about their classes and grades
- Know our rating and how the community sees us.
- Large percent of students in RAHs are not from the district but are open enrolled. Does this contribute to not caring? Heard a third of students. Jenny stated level of open enrollment is 20%
- Lead use by example
- Learn about Latino history
- Learn each other's backgrounds to where we learned how to conquer situations
- Learning
- Learning experiences (career)
- Learning experiences outside the classroom to promote equality
- Learning in the ways they need to learn
- Learning more about other cultures
- Less homework
- Less homework
- Less homework especially the 8th graders
- Less hour of class
- Less ISS time
- Less ISS time
- Less rumors
- Less spending the money on objectively useless things
- Less students in the hall
- Less work
- Let community members see school in action.
- Let people volunteer in teams. A group agrees to cover the weekly commitment rotating among themselves.
- Let sports like RAYB and RYBA have priority over pickleball. School is for children and not a money generator. That's appalling.
- let teachers talk to students about safe and unsafe touches.
- Let the student pick personal things
- Let those who understand the topic work in a break-out room so those they don't understand can get specific help from the teacher. (x2)
- Let's stop being afraid of each other and start loving again!
- Leverage RASF relationships to include more events/partner with schools

- Leverage the community resources as part of the classroom/education experience... like day trips to the library or parks
- Lifelong learning
- Limiting district initiatives to only the most essential for the moment - prioritizing mental health, character/community education and core literacy/math skills at the elementary level - eliminating or simplifying initiatives that are valuable but less immediately imperative
- Listen to feedback from Bipoc Students
- listen to our kids and family in the community on what their needs are
- Listen to parent feedback or even ask for it. Dr. Loecke says she wants parent input and to ask parents what they see a need for, but never followed through on asking parents for their feedback. Instead they poll the students (small # not representative of entire school). Prime example is Raider Time. Poor communication to begin with to parents (Day of communication) and poor execution
- listen to students, support them in every way
- Listen to the students and parents if the don't agree with the agenda
- Listen to the students!
- Listen to the voice of the parents and keep the student busy
- Listen to their opinions
- Listen to what people have to say
- local businesses visiting the school to promote careers
- Longer advisory's
- Longer passing time
- Longer recess for all grades
- Look at our point of view
- Look into implementation of full service community schools with help and support from the community.
- Looking at the time allotted in the school day and making realistic expectations for time for each subject.
- Lowering ticket prices for students
- Lunch detention should only be for skipping class or depending on grade if your late
- LWV had the experience about 2 weeks ago of actually presenting/teaching one hour sessions of RAHS govt. classes. I believe LWV presentation offered (or so we were told) dimensions of civics/government that simply are not in curriculum.
- mainstream services to our families. People are not okay. We need to acknowledge this, look at it in the face and schools need to become a place to connect families with the community and its many resources.
- Maintain equity focused and dedicated school board
- Maintenance or gardening projects in our parks
- Make a systematic reading/math volunteer system to help students get some extra one-on-one support when we don't have funds for paras and other extra educational supports
- Make activities affordable.
- Make classes available for people who have different learning types(visual, etc.)
- Make community initiatives a focus of the curriculum
- Make competitions, but let everyone get something if they tried their best, at least a small thing
- Make donating a year round easy to access opportunity, it often feels like there are just specific drives to raise money instead of bringing up needs throughout the year
- Make extra curricular activities
- Make greater connections with local businesses to foster learning opportunities e.g. internships
- Make homework and in class work reasonably lengths
- Make it easier for students of color and multilingual families to sign up for extracurricular activities in the community
- Make it easier for teachers to take kids off campus with assistance from the community resource - scheduling field trips is hard!
- Make it easier to build relationships
- Make it easier to get food and clothes
- Make it easy for Parents to help and donate. (we wanted to donate a new backpack at the start of the year and the teacher had no way of accepting or receiving that donation)
- Make it easy for volunteers to volunteer.
- Make it safe for students to challenge biases that they hear at school.
- Make mental health a focus not just in schools but within the community
- Make our cities look better than kind of trashy
- Make parent - teachers conferences more robust. Increase the time together and give teachers extra time to prep.
- Make people enjoy school

- make people feel welcomed
- Make Roseville schools about Roseville and invest in our Roseville students.
- Make school easier
- Make schools a community hub. Families could have access to all different avenues of support--medical, social emotional support, food, etc.
- Make students feel welcomed and not out of place. Offering activities out of schools like sports and different kinds of clubs.
- Make sure EL families receive communication and translation as needed in their language spoken at home
- Make sure everyone's voice is heard
- Make sure extra curricular activities are available to all, not just certain schools
- Make sure parents know how to help their kids with homework
- Make sure students have fun and that the teachers care about them
- Make sure that everyone has access to materials they need
- Make sure that the student is feeling like they are being listened to and understood
- Make sure the students understand what is available and what is real. Don't allow students to have false notions about what is excluding them.
- Make sure there's funding or funds are allocated to hiring staff specifically teacher aids
- Make sure we are not struggling
- Make sure we follow the rules
- Make sure your helping people if they need extra or have unique feelings
- Make the Auto shop available to the students after hours
- Make the district website intuitive.. put a direct link on the site to the actual decision makers for any need a parent or student has on the front page. Clear communication is the key.
- Make the environment safe. When my children attended EDW, ALL adults needed to sign in & out. At my church's school, ALL adults need to sign in & out. I am shocked Harambee does not require this, esp. with school shootings. Make it so every door beeps, or is video monitored constantly. I've seen students let other students in from outside doors! Think of Uvalde.
- Make the schools more modern
- Make the students part of the community. It's not either/or.
- Make them mark their calendar for due assignments
- Making education important
- Making families a part of the school community
- Making homework more flexible
- Making it easier to get help
- Making star a place where it could be a long passing time
- Making sure all kids get to work with each other and have fun and unique projects everyone can do no matter what.
- Making sure everyone respects each other and believe in each other to be a healthy community
- making sure people feel like their area is comfortable
- Making sure Roseville police and the school district are coordinating efforts to ensure our students and staff feel and are safe.
- Making sure students go to school unless they are sick.
- Making sure that each student gets individual attention
- making sure they have what they need to be successful
- Mandate LETRS training for all teachers and offer to key TA's who are working with readers
- Many of the families here, including us, don't have money to support them in activities. More resources for that
- Market student works more to community (performances, producer, venues)
- Maybe a later start time as many peers do not get 8 hours when 9-10 is recommended.
- Maybe help students pay with some things and for transfer students that don't speak English we could help them
- Maybe keep appaws for the 6th and younger / 5th and younger, because it all rides on luck so if someone puts in 7 because they earned it they shouldn't be sad cause they lost and someone else won?
- Maybe like as a school, certain study sessions to help those who need the help.
- Maybe more students could share their opinions with the school board
- Maybe offer more community service opportunities to not just avid students but everyone.
- Maybe parents can offer their insight about celebrations or customs, or take time to read to kids in the classroom in their native language

- maybe set aside time for kids who want to talk to Abby/ Sarah and maybe let them take their friends with them.
- Maybe talk and communicate more
- Maybe the community can help in
- Maybe the police could come teach us about safety
- Maybe the process for signing up for things could get a little easier and less complicated
- Maybe the schools should have a better food system.
- Members for students/families
- Mental health days
- Mental health help (Sessions with counselors if they are concerned about a student or needs to set a plan with them)
- mental health support to kids who need is
- Mental health supports
- Mental health supports/school climate
- Mental support and academic support
- Mentor program
- mentor programs
- Mentoring
- mentoring and partnering with community groups
- Mentoring failing students
- Mentoring of students
- Mentoring programs
- Mentoring programs
- Mentors for kids
- Mentorship opportunities for our students to learn from and connect with others
- Mentorship program with community members of the older generation.
- Mentorship programs
- mentorship programs and getting community members in the schools
- Mentorship programs with community members
- Mentorship with community- Giving students a "aunt/ uncle" or "big sis/bro" to form a caring connection with. Have young people adopt a senior through a pen pal program
- Mentorship/job shadows/internships
- method of communicating what support is needed
- Middle/high school students working local jobs with local recruitment
- Might parents be willing to show up at RAHS to see if there's any way to get wayward/skipping students back into the classroom?
- Monitoring at class level kids with potential difficulty on focusing, support for families. Support for teachers in this regard.

- More academic support service staff to meet the needs of more students. Seems like not enough staff for the number of students.
- More access to mental health help
- More access to school ships
- More access to the community for students (activism, listening sessions, etc.)
- More activities with park & rec, libraries, etc
- More admin/district staff/support showing up to support extra-curriculars when we have events that aren't sports.
- More after school opportunities
- More after school programs
- More after school stuff as options for k-6
- More afterschool programs, drop in programs, funding from the city to support this, for all students E-12.
- more artists and activist
- More arts and music in the grade school
- More assemblies
- More attention to individual student learning progress
- More attention to student specific needs
- More band time
- More breaks during the day to talk to teachers
- More career exploration - maybe out in the community
- more career job
- More check ins
- More clubs
- More clubs before school
- More clubs, camps, programs
- More collaboration between RASF, RAS, and the community.
- More collaboration with local businesses
- More collaborative work across the district (high school students helping middle school, middle school helping elementary...)
- More communication
- more communication
- More community connections for education- both people coming into schools and students working with and going out into the community.
- More community connections with the Career Pathways programs so more students can get internships and discover what they may want in a career
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- More community conversation and outreach events
- More community events that are just FUN for all students, staff, and families. Something where we can utilize more community supports and the burden is not always on staff to sacrifice time with families.
- More community games
- More community inclusion at the secondary level. Also, more advocacy and activism instruction for students. There needs to be a give and take at the secondary level.
- More community involvement (bringing business owners into schools to talk to classes, site-visits to local vendors, etc)
- More community involvement in schools.
- More community involvement in the schools (volunteers -- for example: read with students)
- more community members performing/presenting
- more community mental health supports
- More community outreach
- More community tutoring in the schools.
- More community volunteering in the schools
- more community volunteers
- more community volunteers in the schools
- More counselors
- More counselors
- More counselors at RAMS and RAHS
- More dialogue on the nuclear family and how vital it is
- More direct open communication between community leaders and RAS
- more donations of time and classroom items
- More educational videos
- More effective communication. The number of emails, apps, newsletters, etc. can be overwhelming. Prioritize what parents (if that's the audience) need to know at the top of emails (key dates, forms that are needed etc.). For newsletters/class websites, make sure information isn't too static/outdated to encourage reading them.
- more engagement in the community (fundraisers, events, volunteer opportunities)
- More enrichment opportunities earlier; partner with organizations (boston scientific, land o lakes, thrivent are all within the school district boundaries) to have volunteers come to support STEAM in all schools.
- More events that explore different topics
- more events to build community

- More extracurricular activity
- More extracurricular choices for 7-8 grade
- More extracurricular opportunities
- More facilitated/regular conversations between students and the community about what students need...perhaps add a few student interactive meetings to the regular ones (like this one) that we, as elected officials, have with the school district.
- More faith in what children can achieve
- More family/PIE nights
- More field trips
- more field trips
- More field trips
- more field trips
- more field trips
- More field trips or off campus learning (like Northern Clay Center or other arts orgs)
- More field trips 🤖
- More field trips, get out in the community more
- More focus on building community in the classrooms. Take the time to get to know each student, even if this means taking less time to jump into the curriculum right away. Students who feel they are seen and valued for who they are will get more out of the curriculum, and be more successful academically.
- More focus on careers that don't require a 4 year college degree, but have strong job growth outlooks and good compensation
- More focus on careers that don't require a 4-year college degree, but have strong job growth outlooks and good compensation
- More free periods during advisory
- More free time for students to relax and take a break
- more freedom
- more fun community engagement activities to help families get involved and engaged
- More fun projects
- More fun stuff
- More funding
- more funding for community activities (picnics, bingo, etc...our PTA is not as large, active or financially able as other schools. I have friends who are parents in other schools and I am shocked when I hear the disparity)
- More games
- More gender neutral bathrooms (because the ones in the kindergarten halls are absolutely dirty)
- More group work

- More hands on projects
- More help
- More help if students need
- More hockey players
- More homework help
- More industries presenting & engaging K-12 students
- More interaction between grades to allow older kids to be leaders
- More interactive events. We find out too late or after they've past
- More job opportunities
- More liaison work with communities whose first language isn't English, so parents can better understand expectations and take advantage of opportunities and resources
- More liaisons
- More mental health resources in schools!
- more mental health support
- More mental health/psychological support for students. Even if they are just repeatedly misbehaving at class (mischievous kids)
- More mentoring - maybe older kids with younger kids, or members of the community paired with kids
- More mentoring like AVID
- More ML support
- More money
- More money from taxes should be put into supporting the students.
- More money put towards take home reading books and leveled reading books for classroom teachers
- more multicultural events
- More night activities
- More open forums like this one that directly connect the community with school administration
- More open partnerships with community organizations. I led an organization for years trying to set up donations to families in need in the district and run programming similar to the Ralph Reeder organization in Mounds View. I was met with constant roadblocks and no cooperation.
- More opportunities
- more opportunities for businesses to volunteer their expertise
- More opportunities for civic engagement at all levels (secondary, elementary...)
- More opportunities for community activities, service work

- More opportunities for community volunteers
- More opportunities for families to connect with other families
- More opportunities for families within the school to connect
- More opportunities for including kids earlier in the arts (music and theater) by bringing in local theater troupes and/or allowing kids to perform plays/musicals in elementary school
- More opportunities for internships/ hands-on learning
- More opportunities for kids to learn about different career paths - internships, shadowing, career fairs, etc
- More opportunities for parents and community members to get involved in schools at all ages.
- More opportunities for students in the community
- More opportunities for students to be part of the larger community through event participation & group volunteering
- More opportunities for students to engage with community
- More opportunities for students to interact in the community through volunteer work: delivering lunches, writing cards etc.
- More opportunities for teachers to meet with families and discuss students' progress
- More opportunities for volunteering
- More opportunities to learn from each other around different backgrounds, abilities, etc.
- more options for mental health
- More outreach for volunteers. Teachers and staff are overwhelmed - the administration should organize and solicit volunteers from the community.
- More outreach programs for disadvantaged groups of people
- More outside time
- More parent and community involvement in the schools
- More parent involvement in pre- k classes
- More parent/caretaker nights
- More parent/caretakers nights - get the parents involved more
- More parents could be volunteers during the school day
- More parents involved besides conferences. 3 hours a semester parent facetime on school help
- More partnerships and collaborative activities
- More partnerships between schools and community members.

- More partnerships with families - circles with families at the building level - particularly ones that are not often heard.
- More partnerships with surrounding businesses to display student artwork.
- More PD around academics and interventions.
- More personalized support on students that "fall behind" their class
- More presentations to students by community members
- More programs around STEM and pushing our future leaders
- More progress needed
- More quality time with other staff that help
- more recognition of student contributions to community and achievement
- More resources and opportunities for students with less opportunities.
- more resources available for families
- More resources from people outside of the school to students
- More resources to find work during high school
- More respect towards this country
- more responsive staff meaning quicker response time and honest answers re progress or focus
- More scholarships and rewards from the community for being successful (students)
- More school spirit from business
- More service around the community
- More single bathrooms like in E-wing
- More social workers
- More staffing. You cannot expect children to exceed or have their needs met in classrooms with 30+ kids and the poor teachers are likely overwhelmed
- More student input
- More student input for how the school could be run
- More student involvement in community activities and community resources.
- More study hall
- More study time
- More study time
- more stuff
- more stuff as prizes when you do have success [NOT apaws]
- More supplies for kids that need it
- More support for Islam
- More support for students
- More support for students in need.
- More support systems for single parent homes, English as second language families.
- More targeted communication
- More teachers of color
- More teachers that speak Spanish to keep helping Latino students
- More teachers to help
- More time to connect (especially informally)
- More time with teachers
- More trained volunteers for student support
- More training for MTSS
- more visiting artists and activist visits to the school
- More volunteer opportunities in the schools - by parents, former students, community members
- More volunteering from people in the community to come into schools and target students that need more attention.
- More volunteers at recess
- More volunteers to help support learning, offer one-on-one tutoring, reading or math assistance, field trips, job shadowing, research help and more
- More volunteers to help with learning
- More volunteers.
- More ways for parents to get involved in school day/special activities, etc. throughout the year - especially middle and high school. A big disconnection is noticed from elementary to the other ages.
- More youth sports activities
- More zero-tolerance policies that families and students could create together that could help address behaviors that interfere with learning; Intentionally creating an environment focused on academic achievement -- NOT like everyone is supposed to get all As...but an environment where everyone understands that the focus is on learning and that when disrupting you are not only NOT learning, you are interfering with other student's learning.
- motivate
- Motivating them during failures also
- Multigenerational PTAs
- Mutual support and responsibility on both sides!
- My apartment complex (Rose Pointe) has a shuttle. Why not a shuttle to the football game, or plays, or to volunteer? Do this at many senior housing complexes.
- My kids haven't entered high school yet, but I hope there are connections between curriculum and businesses in the community to support career path development.

- My kids liked having parents/community members with unique experiences come to class to talk/read a story. More of that might be good.
- My kids skip raider time, are using drugs and alcohol and are more promiscuous since raider time happens at the end of the day
- Need committed teachers- not just someone who wants a paycheck to be there.
- Need more service opportunities. I created "Help Crew" in middle school. We would help anyone who needed it in school or outside. Did things like scrubbed graffiti off walls, helped in food shelves and homeless shelter. Need more of this.
- Need to strengthen our partnerships with school and families. We get a lot of voice from particular families but not others. The loudest voices have too much power. Families who don't have the means to make their voice heard get lost.
- needs for students outside of educational - do we have enough visibility to help (food/basic needs)
- Never gonna give you up Never gonna let you down Never gonna run around
- Never let any student forget how LOVED they are!
- New gym
- New ideas for community engagement. Beyond book fairs, concerts, and carnivals
- nice subs
- No homework
- No homework
- No idea
- No more bullying
- No more community groups
- No more technology
- No yelling (unless needed)
- Not being afraid to team with students adults in their lives and have the bar be high for behaviors
- Not feeling like you need to recreate materials (SEL/reading intervention tools) but have materials and resources ready to use and easy to learn.
- Not giving too much work out
- Not having elementary, middle school and high school open houses/conferences on the same days. It is difficult for families with kids in multiple buildings.
- Not judging students and being free to students ideas
- Not just supporting those who need it most on paper, but ALL students- They may have good grades but are still struggling
- Not overloading homework
- Not piling them in homework if they have much going on.
- Not use so much technology
- Not using a lot of the iPad
- offer a program for parent volunteers to mentor students who need support
- Offer classes in Spanish at the High School for parents about community resources
- Offer extracurricular opportunities that focus on social issues, career exploration, and fun
- Offer intensive academic services at a reduced price before or after school
- Offer more community classes to learn about those around us
- Offer more community/career exploration days
- Offer more in school Math training
- Offer more personal academic support
- Offer more support
- Offer multilingual information to the major non English speaking families of school web and other information
- Offer non-traditional meeting spaces and ways for community and district people to connect.
- Offer parents opportunities to work with student groups in smaller circles
- Offer programs for advanced learners and people who may be behind grade level
- Offer summer job opportunities.
- Offer volunteer opportunities.
- Offer what avid offers but like in Schoology reminders
- Offering families/students needed resources (medical, housing, food etc.)
- Offering free community enrichment programs.
- Offering job opportunities and student development
- Offering programs with community members inside the school to make connections between school and community.
- offering respite care, library tutoring programs, and community spaces to foster engagement/social connection
- Older students give advice
- Once Covid precautions can be relaxed, finding ways for community members to come into our buildings and see the great things that are happening
- One day to do activities and experiences in the community like work on picking up trash gardening for the elderly
- One on one time

- One on one with teachers
- One on one work time
- ongoing community area to donate/trade food, clothing, school supplies
- Online schools to help kids
- Open communication between partners.
- Open dialogue is so important.
- Open practice of apologies and modeling of ways to repair after conflicts/ruptures
- Opportunities for all to continue to learn, grow, build skills change career at all times through life
- Opportunities for community to see what is happening in the schools so taxpayers keep approving referendums for funding.
- Opportunities for mutual sharing & listening with groups for “not the usual suspects.”
- opportunities for students to work more together with the community and community organizations
- Opportunities for volunteers.
- Opportunities to explore career choices by offering job shadowing in the community for EVERY students
- Opportunities to intern or shadow member of the community
- Opportunity on website, put a short presentation that community members could watch before completing survey. Squeeze in why it is important for the community to care about schools. Include something about self-interest, housing prices affected by the school district, future of community, etc.
- Options for more help like Videos to watch or teachers to teach the lessons more in depth to help with confusion instead of struggling.
- Organizations donate time to assist our students, provide opportunities to students to support their educational needs
- Our learning spaces continue to be insufficient. It is shocking that many of our buildings still lack heating and cooling infrastructure. In 2022. No learning can occur when it is 40 degrees or 100 degrees in a classroom, and this happens in so many schools.
- Our spaces don't breed respect. They don't say to the kids - we believe and have invested in you. Instead - they say - here are gym bleachers from the 60s that are dangerous and don't work and haven't been replaced. Here are clocks that can't keep the time and can't be fixed. Here are gross bathrooms that have parts rusting out. Here are light fixtures that have decades worth of dead

bugs in them. I could state hundreds of examples. It's hard to learn and teach and feel valued in ugly spaces.

- outreach
- Outreach should be targeted rather than a vague, "we would like parents to help/volunteer." E.g., Seek out a legal professional or a judge for a class on the judicial system.
- Outreach to communities that don't have children in the district
- Parent education classes on school system, college system
- parent education workshops
- Parent education. Some parents feel a sense of shame that they aren't smart enough to tell their kids what to do. We must find a way to get our parents to continually stay educated.
- Parent Group opportunities – transition years EC to K, 6th to MS; Parenting topic ideas with speakers
- Parent involvement
- Parent networks for after school care,
- Parent nights - not conferences where there is dialogue about partnership
- Parent support of school efforts
- parent volunteers to help with small groups
- Parent-school meetings/hearing
- Parenting classes
- Parents and teachers talk about students everyday.
- Parents/teachers engagement group meeting (once or twice a year)
- Park and Rec offers camps for younger aged kids. Do we offer hockey, football, basketball, etc camps for those within middle or high school age groups who want to improve but cannot afford club training?
- Participate in building a welcome community for all dimensions of difference
- Participate in safe routes to school
- Partner with arts and technology programs and organizations.
- Partner with arts organizations
- Partner with community and family members to recognize and build on community strengths
- Partner with community business and gift card rewards for volunteering that create synergies with community school and business
- Partner with cultural organizations
- Partner with Heart of the Beast Puppet Theater
- Partner with KOM to support youth activities and

leadership development.

- Partner with local businesses
- Partner with local farmers to have farmer's markets and/or use land to grow crops that students could tend to and sell or donate
- Partner with local food companies to provide lunch for students
- partner with local mental health organizations to develop curriculum
- partner with local services/businesses, such as Roseville PD/Fire, mental health clinics and professionals
- Partner with MGCT (MN Gift and Talented) for learnings and curriculum
- partner with outside organizations to provide resources or to host informational meetings
- Partner with public library for field trips and do story time for other kids
- Partner with senior living housing, there's lots in the area now. The knowledge of the seniors could be very enlightening to the students.
- Partner with the local library
- Partnering with mental and behavioral health resources.
- partnering with more businesses to bring in more real world experienced and field trips
- Partnering with organizations- volunteers in the schools and kids volunteering in the community
- Partnership between the high school and local business about trades that need a larger workforce
- Partnership with Pre-K and nursing homes/retirement communities
- Partnerships
- partnerships
- partnerships in various aspects of teaching/learning
- Partnerships to leverage outdoor learning, with Park and Rec, Community Ed
- Partnerships with area businesses and nonprofits for mentoring, coaching and internship opportunities
- Partnerships with city councils and PD
- Partnerships with future industries to do handmade on or field trips
- Pay adequate attention to students' mental health
- Pay paras more
- Pay us student - The Letter J
- People donate stuff

- People from the community could come in and volunteer with students or so that school staff can be more available for students
- people from the community sharing their expertise
- People's behavior
- Perhaps more volunteer opportunities for the students to give back or volunteer at local businesses to give back and learn skills in the process
- Personal safety is a growing concern both at school and in the community which could be addressed further jointly
- Pls put education first —if expectations are high, and students are capable, they often rise to meet them.
- policies on gun violence
- Positive feedback
- Positive reinforcement, more awards for students who typically don't get them
- Possibly the community needs to be better stakeholders
- Post signs for events
- Practical ways teachers can meet students who are really struggling.
- Practice cranking 90s
- Prepare students for the adversity of a cold, often heartless world
- Prioritize quality over quantity - too many choices, stop trying to be everything to everyone
- Program like Scouts have in a merit badge: Personal Management: focus on Time management and Money management - I think community leaders could help with instruction on this
- Programs and activities for our kids
- Programs for people that share the same culture, problems, etc.
- Programs that involve community like having elderly residents read to kids after school
- Programs to help give rides for like afternoon activities
- Promote clubs for students
- Promote community activities and integrate cultural artisans - Karen weavers, dancing and more
- Promote heart for community in students and in community for students. If you see students out in the community more, this will support promoting heart for students in the community.
- Promote RAS in business windows

- Promoting after school and sharing about student progress.
- Protect innocent students from thugs and bullies!
- Provide (time, resources, opportunities)
- Provide a forum/method for students to have ongoing input on how they are educated and what is important to them in schools
- Provide a way for parents to communicate with each other so we can work together to support the class. This past year it was exceedingly hard to get in contact with other parents as there was no directory
- Provide activities that support children's learning whether that is through play or study
- provide adult education in elementary schools, so parents & children learn together
- Provide after school activities
- Provide after school and evening access to technology.
- Provide after school opportunities
- Provide better opportunities to donate. We like to just give cash, some schools are good about letting us know how and some (especially the High School) are not.
- Provide citywide wifi that is free for all residents paid for by taxes so everyone doesn't have to buy their own and those with socioeconomic issues have access to technology
- provide clear asks for the business community, not just money
- Provide college information and readiness support earlier on.
- Provide community resources in the schools
- Provide extra/adequate support for classes with high numbers of IEP's.
- Provide job shadowing/mentorship/internship opportunities in the community
- Provide more hands-on field trips that take learning out into the field vs. a classroom (free to students who cannot afford)
- provide more learning opportunities
- Provide more on campus extracurriculars
- Provide more opportunities and to have teachers be more organized
- Provide more opportunities for families to come into the building and follow their child through a normal school day
- Provide more opportunities for volunteering.
- provide more tutorial service
- Provide opportunities other schools don't have

- Provide opportunities to create bridges of understanding between groups. This could be community events that focus on a specific group.
- Provide resources
- Provide support, mental checks for all not individuals, a whole group meeting/talk, making time for students
- Provide teachers with everything they need in the classroom and better pay
- Provide teachers with the resources they need.
- Provide the materials or funds necessary for students who need it.
- Provide their time to the students
- Provide them with what they need
- Provide time to get work done
- Provide transportation to school events.
- Provide tutoring in the community at places like the library.
- Providing after school opportunities for students to access with homework help or community building opportunities
- Providing resources
- Providing resources for safe and meaningful community enrichment experiences
- PTA
- Public events
- Publicize school needs more widely. As a recent retiree I would love to participate more.
- Publish e-newsletters and related communications in more than one language (e.g. Spanish, Hmong, etc.)
- Push them harder to work together. Especially in middle school years.
- Put an emphasis on student voice. Listen to their needs and dreams for the school and find ways to implement them.
- Put him in detention
- Put on community forums with multilingual support to hear what community members want and need. Require district leadership to be present during forums.
- Put out joint communications between cities and schools.
- Put student art around the city
- Queer leaders in our school district and school community (authors!) having events and speaking to our students!
- Quit asking for more money and use the tax dollars more wisely and where it counts. Dollars spent closer to students are well spent.

- Quit teaching CRT ideas. Quit teaching about gender issues such as transgender or homosexual. Quit teaching a left wing ideology. Politics should not be part of your curriculum. Teach history, geography, math, reading, writing, science, economics, music, art. Set high standards for all students, and that includes high behavior standards. As an EBD teacher, I know that even the most difficult students can follow rules.
- Raise money
- raise money for scholarships
- Raise money for things other than changing the building
- raise them up to being them, let them know that they are right as they are and not force them
- RAS could more directly address racism, white nationalism and other national matters to ensure that school boards, PTOs and staff remain unbiased and students unharmed
- RAS could tap into more community volunteers - parents, grandparents, neighbors, businesses, churches/faith communities - who could bring expertise, one-on-one tutoring support, and fill other staffing gaps.
- RAS could work more closely with a wide range of mental health professionals, particularly those who are directly connected to the school system via student engagement
- RAS needs to let the community know when and where it can help.
- Re- emphasize fun during the day
- Reach out to families more.
- Reach out to them and try to make them understand how school and help works
- Reach out to them for help
- Reach out to therapists/life coaches in area to help teach mental health resources for entire semester
- Reach those that don't use email make phone calls
- Reaching out to experts within the community to support and engage in classroom and school projects and initiatives.
- Reading and math buddies to support differentiation and literacy in early grades
- Real Life situations/classes where kids learn about money, finances, cars, safety
- real-world learning experiences - working with community orgs on projects, and interdisciplinary project opportunities to take care of a bunch of credits through a course that's integrated
- Recognize our students through the community, city news, etc.
- Recognizing we are all different and not every strategy works for each student
- Recruit local substitutes to work in the schools with higher pay
- Recruit more volunteers.
- Recruit retired adults to volunteer and serve as role models
- recruit volunteers to provide scouting or other groups in the school buildings after school
- reduce barriers for students to succeed
- Reduce facility fees for youth programs (RYBA, RAYB, RAF, etc). At least for gym space we pay 4 times the amount of other communities for access to school gym space
- Refocus the school on teaching and not the dumping ground for every social/political issue out there. Students leaving school during the school day to go to the Roseville City Hall to advocate for a single waste hauler doesn't help the students or the school.
- regular meetings/updates
- Relate to them and talk it out their homework
- Relationships, relationships, relationships
- Reliable and quality substitutes
- Reliable help
- Reliable, vetted opportunities for summer work for applicable students
- Remove police from schools - triggers students and families
- Remove stigma surrounding disabilities
- Repeating high expectations
- Request additional levy to improve teacher pay and benefits
- Request and additional levy for adequate funding needed to reduce class sizes
- Require community service to graduate
- Require parent volunteerism for participation can be many levels of support
- Require school board members to disclose actual plans of action, not flowery ideas
- Require school board members to disclose conflicting interests, forms of capital
- Research
- Residents can volunteer in the schools.
- resources and materials to share with families
- Resources and spaces to promote collaboration or hold community events
- Resources available to our families in need in terms of basic needs or child care

- Resources from the community that will support our students for success
- Respect authority
- Respect between students and teachers!
- Respect needs to be given to schools and teachers in public education in general. It would be important
- Respect our opinion
- Reuniones frecuentes
- Reward good grades
- Roseville as a whole doesn't realize how community demographics have changed. People in power don't get it or ignore it. Make it more knowable to the community. Need to know the next generation is 60% POC---this are your children's and grandchildren's classmates. If we don't do well by them, we won't do well for your kids/grandkids or have the needed workforce in the future.
- Roseville community could make an entire group to talk about what is going well and what else could be done to make a change
- Roseville could lift the success to by having scholarships
- Roseville Schools are getting known for being more troubled than others in the area. Feeling disappointed administration doesn't demand more/better.
- Roseville should consider partnering with Groves Learning Organization's literacy partnership like MPLS public schools are now doing to improve literacy for all students
- Safe hangout spaces for teens that are easy to walk/bike to
- Safe school environment
- Say positive things
- Scholarship promotion and opportunities
- School and community should work together and report anything which is of concern to each other.
- School board social media posts.
- School events for students and their families?
- School events promoting community togetherness
- School needs to be completely transparent with the parents about the content of learning materials
- School needs to have a volunteer coordinator. Teach kids and build relationships.
- School needs to respect the wide-ranging morality of parents and families represented in our community
- School ought to secure informed consent for explicit materials if they truly care about student well-being
- School schedule
- School spirit
- School supplies for kids who can't afford
- School wide games
- Schools and families should have a contract of expectations of one another in support of students individually and collectively
- Schools could have access and conversations with city agencies like the police department and parks and rec (what is the role of Roseville residents and what are the perks).
- Schools could include more community projects to gain visibility in the community. There could be a 623 and Roseville community publication involving various branches of education throughout the year (fall - elementary focus, winter secondary focus, spring special programs focus. Parents and students on these levels could collaborate with community members to publish. More community events that involve various cultures could be scheduled - craft fairs, literature (student) forums
- Secondly, you could give us more options.
- Security must be essential.
- see above
- See above
- See above comments
- See the value each school brings. Help the schools to become a part of neighborhoods again.
- Seek community input for ideas for schools
- Seek family input earlier in processes. My kids' classes were combined with other grades with no input from families and no reason given.
- Seek more community and parent support/engagement for career path and mentorship opportunities
- Select better, more qualified students and not open enrollment to anyone.
- Senior/ student partnership mentorships
- Seniors need to feel that their monetary input is important. Just because they do not have kids or their kids are through school, they still need to bother. This group will run the world someday. That their tax money goes to an important place.
- Service and volunteer opportunities (reciprocal)
- service projects to strengthen ties between community - school - students
- Set up community service opportunities for our

kids in our community

- Set up more bridge-building activities between different cultural groups
- Setting up more opportunities for families to be able to connect with other families in our district, in which there are less school personnel, and it's more families connecting with families.
- Share community events
- Share portion of funds that are raised equally
- Share PTA funds
- share resources
- Share responsibilities
- Share the difference and difficulty
- Share the information
- Shared accountability
- Shared involvement
- Shared resources (human, facilities, communications, etc.
- Shared vision & Values
- Sharing ideas or experience.
- Sharing of cultural/life experiences
- Sharing outside resources
- Sharing success stories with the community
- Shorter classes at the end of the day
- Show
- show students why the classes they are required to take will help them in real life.
- Show support for students who speak up when something is wrong
- Show that all families are represented and thought of while planning for all student and school support
- Show us how to do the right things in specific situations
- Showcase & lift the students up through community publications/media/events/etc.
- Showcases of work on professional job sites
- showing students the jobs available and what they need to study to qualify for those jobs
- Showing you care
- Shuuuuush (beta squad)
- Small class sizes
- Small class sizes with caps of 20
- Small group teaching
- Small group tutoring sessions for struggling students
- Smaller class sizes would help us cultivate more meaningful relationships with our students
- Smaller classrooms
- Social Media
- Social services. Many students have parents who

are stressed about bills all the time. This affects parent-student relationships and students' stress, mental health, confidence...

- Solicit community volunteers to help with robotics teams at all levels in the district.
- Solve problems with families and teachers
- Solve staffing problems/shortages.
- Solving drama/preventing fights
- Some [adult education] students are quiet because they don't have self confidence. If they have questions, they are afraid to make a mistake. For those people you need to build a relationship with them more than other students.
- Some activities of the schools
- Some students like the fact that teachers are helping more than they ask because now we feel like teachers care about us
- Spam reminders
- Speaking as a community member who had hoped to volunteer in the schools after my kids graduated, I could not find a way to easily connect to the school district. There was a list of volunteer opportunities, but no way (that I could find) on how to actually apply to help out. So making it easier for community members to help out would be awesome.
- special community members teach a lesson
- Special education students: "Your voice matters"
- Specialized partnerships coming into schools for PD for students and families
- Sponsoring school events/programming- funds for equipment, transportation, field trips, internships, jobs
- Sponsorships for athletics, drama, and other clubs
- Sporting or festival events
- Sports
- Sports - showing up to games & mets to support and cheer
- sports like soccer football baseball tennis volleyball and others
- Spotlight what the kids are doing. Give them more opportunities to connect with mentors or businesses. AFSA charter school has this - <https://www.afsahighschool.com/Page/1317>
- Staff go to where our families are
- Staff know who the struggling kids are - the school, district and community need to intervene before the child takes violent action
- Staff opportunity to work from home
- Stand up for yourself and others
- Start school later (I've observed that lots of

- students lose sleep due to waking up early)
- Start the school day for a reasonable time. My partner's student's bus pick up time is just preposterously early in the morning. Our student needs more sleep than this a while, and he goes to bed pretty early.
 - Stay out of the news, why would a parent want to have a student here?
 - Stop accepting students from out of district and providing transportation
 - Stop adopting policies/practices that cause the white people to move out
 - Stop adopting policies/practices that cause the white people to move out
 - Stop being political
 - Stop cutting down on all the fun events I used to love. It's a security issue and I get the importance of that. But a lot of the events I have had at my school since kindergarten have vanished. Some are still there but I feel there is some other way rather than just removing them
 - Stop doing tardys some of us have classes all the way across the school
 - stop having so many meetings on zoom. ieps and parent teacher conference should be allowed in person
 - Stop lying to us if you promise to do something do it
 - Stop open enrollment, people who live in the community care about the community.
 - stop playing the pledge of allegiance on Mondays - we stopped before the pandemic and now it's happening again
 - Stop putting so much pressure and emphasis on grades because it is not a accurate way to see if a child is learning
 - Stop spending money on unnecessary items like CRT
 - Stop, collaborate, and listen!
 - Strategic volunteers
 - Strengthen relationships & partnerships with CBOs
 - Strong communication with key influences with success stories, needs, etc. To keep businesses and leaders involved... more integration would be beneficial
 - Stronger after school programming
 - Stronger collaboration with local colleagues
 - Student accountability for grades and behavior
 - student committee with local government, build pride and see yourself in your community
 - Student events

- Student exhibits, dances, performances.
- Presentation of school projects
- student lead community support teams/advocacy
- Student members of Optimist. Encouraging students and their mentor/sponsor to attend meetings and events. Give greater exposure to the opportunities that are out there for them that show the possibilities.
- Student mentors (older students mentor younger students)
- Student to help each one
- Student voice within curriculum creation and learning strategies. The students and families know how they learn and learn best.
- student/community projects
- Students attending more civic engagement events. I know when the kids speak at our Optimist meetings, we get a better understanding of their achievements and goals.
- Students can pick up litter in the neighborhoods and parks after school. It's really not the community's job to support student success. That falls on the parents of the students themselves, students' personal responsibility, and the teachers.
- Students caring about the school
- Students have opportunities in community to build & show competencies
- Students involved in volunteer opportunities in the community
- students refuse to ask for help because they know they aren't getting the help they need or want. For example, in a disagreement between two parties you should listen to both sides and if one party provides enough evidence about the situation then you should actually listen to them instead of trying to find a balance that can please both because that won't work. By being more strict and setting a more precise set of rules to follow by then you would be able to help more students.
- Students see models of leadership and various roles that have BIPOC educators
- Students volunteer in community
- Students volunteering in the community
- students were volunteering time to connect with the residents. Is this still happening?
- Study group
- subsidizing tuition fees
- Summer programming and opportunities
- Summer volunteering/internship opps
- Support

- support activities - how to market these events to gain community support
- Support all elementary schools don't have preferred school.
- Support and educate students about trade schools
- Support and football team and add to it to make it good
- support and staff teachers accordingly
- Support and work with the Police
- Support and/or initiate community-wide events with participation with and by students
- Support blm
- Support classroom teachers and understand we all want to work together to help students be successful. If there is no team approach, then helping students have a better relationship with staff is very difficult. We are all human and educators at Roseville are here because we love children. Please be kind to our staff that come here every day to be kind and loving to your children.
- Support community volunteers so they feel welcome in our buildings
- Support community volunteers that are helping our students, especially in the STEM areas.
- Support district financial needs like passing leies & bonds
- Support everyone equally
- Support for FAFSA and Dream Act
- Support for jobs
- Support for student success starts from the top. The community and stakeholders play an important role, student success also starts with the community.
- Support for students that are representative of students - gender, sex, race,
- Support for teachers and administrative staff
- support for teachers mental health (teachers are becoming more frustrated and it is obvious in interactions)
- Support kids and their dreams!
- Support other community youth serving organizations such as Girl Scouts and 4H
- Support our students
- Support school programs - promote achievements
- Support service learning and mentorship components for introduction to careers
- support students in the understanding that school develops skills needed for life after school
- support teacher burnout through more personal days off/paid parental leave/mental health days,
- etc.
- Support teacher development in all areas
- Support teachers better
- Support them
- Support them more
- Supporting
- Supporting and encouraging our children to achieve those goals that are proposed and thus lead them to success (Apoyando e impulsando a nuestros hijos a lograr esas metas que se propongan y así llevarlos al éxito)
- Supporting the teachers and staff. They have worked beyond their capacity during covid with reduced staff, increased class sizes and fewer resources. Our staff cannot be expected to provide exceptional teaching to our children when all they have the time and resources for is to babysit them/keep them safe throughout the day. Are there more community volunteers willing to come in to tutor, playground or lunch help.
- Supportive adults
- Survey students/families for interests that might work into community needs or events.
- Surveys like this!
- Take community input
- Take in student advice and ideas, then apply it to standards and rules
- Take mental health more seriously
- Take more action against social issues
- take off pressure of meeting standards and teach basics needed to survive when older
- Take parental input into consideration regarding masking, lockdowns, and distance learning.
- Take parental input seriously
- Take students opinion more
- Taking input from the cultures and applying them accordingly in the schools (i.e. disciplinary, collaborating with families) for student success
- Talk more with students
- Talk more with students
- Talk to kids about advanced math
- Talk to parents
- Talk to parents
- Talk to senior homes about volunteering...being able to share their expertise. Perhaps a volunteer coordinator could present.
- Talk to students about what's going on and if they need extra support
- Talking to students
- Tangible ways students can see they are contributing to the community

- Tap into seniors for support
- tap into the business resources in the community to support learning, internships, etc.
- tap into the resources in this community which are vast, could retired teachers/academics from the various universities in and near the community assist in diversifying teaching materials for students of different skills and abilities
- Tardies don't equal lunch detention
- Teach academics, allowing parents to teach morals and values
- Teach more methods of learning
- Teach them about real life stuff.
- Teach them about taxes and work, and buying a house and such
- Teach them financial skills, such as budgeting
- Teach them math, science, and history; leave the other topics to parents.
- Teach them more about their topic
- Teach them to be loving to themselves and others!
- Teach things that are important
- Teach us
- Teach us
- Teach us life skills that school doesn't teach us
- Teach us what the community can even do because I had know idea this was something that could happen at Roseville
- Teach us with passion
- Teacher and paraprofessional student support
- Teacher assistant in the class
- teacher help
- Teacher retention
- Teacher swap- if a student is struggling, it may be caused by a communication gap- swap teachers if we notice academic decline.
- Teachers and parents could help students learn. They have important jobs to do. Students tell parents or the teachers text them.
- Teachers check up on students daily to see what they need help on
- Teachers don't take too many days off
- Teachers get to know their students well
- teachers not insulting instead giving advice and not putting their problems on to us
- Teachers to understand if a student doesn't understand and didn't get their work in on time.
- Teaching
- Teaching students to speak their mind
- Team teach classes with community experts
- Teaming with community leaders
- Tell parents more about what is going on in school

- Tell parents what they are doing in school
- tell us how you will make up learning loss. lots of info is sent out on diversity but none on academics
- Tell us we matter
- that leaves you with 80% need some form of skill sets to move on into adulthood employment
- That our children collaborate with teachers
- The Anpetu Teca is a great example of the school district looking out for itself and not partnering with the community for a world class community and education center - Overcome these barriers
- The background we got today really helped us. Provide to others!
- The bathrooms could be better by ensuring that it is clean and not vandalized
- The Climate walkout got students to Roseville City Hall and to Roseville council meetings. How do we get more of that?!
- The community can offer fun things for us to do in school
- The community can support funding for improved facilities and more classroom resources
- The community can work together by putting an end to racism and homophobia to support student success.
- The community circles held one summer had a lot of potential, but what happened with all that?
- The community could provide learning opportunities, internships, etc.
- The community has been awesome to pass levies, etc. Keep it up!
- The community has seen their taxes double in the last 5 years. We are doing our part. How about the students, teachers and administrators focus on basic education and make Roseville an excellent school district once again. In other words stop waste I get our tax money on things that don't produce results such as equity officers.
- The community is paying a lot in property taxes. Use the money wisely and make this district one that we can support and be proud of.
- The community needs to fund the changes needed. The board needs to be as proactive as possible since delay creates more expense.
- The community should ensure that students have safe housing and basic needs are met.
- the community supports financially but the community can support by backing inclusiveness
- The first one
- The job fair was a good start. I think the process will improve over time if there is a commitment to continue

- The levy passing—yay!!
- the Minnesota State fair is in our city, use it to help our students
- The most important thing is teacher retention and training. How can the community fund, and how can the school be good stewards of the funding, to entice the best teachers to stay in the field.
- The one-to-one iPads needs to be reevaluated. While they are nice for sub plans, quick grading quizzes, kids that lose papers, etc, they are also way too unlocked. Students should not have access to Netflix (other streaming services), Spotify (other music services), Youtube, Discord, Cool Math Games, etc. These are supposed to be learning tools, not free access toys, which are kind-of how they are being used. These need to be locked down much, much more than they are now.
- The recent tax measure was a great step forward; teachers, staff and administrators need to be appropriately funded, resourced, and enabled to provide the best quality education for students
- The school and community can support students by implementing a zero-tolerance cell phone policy. RAMS no longer enforces the cell phone policy and we have students who send hundreds of messages per class period, and throw a tantrum when the teacher catches them. The consequences are small and worth the risk for the students.
- the school is too far gone
- The staff needs to make sure that every kid needs to go to class after class ends.
- The students need more teacher aids so everyone can get the extra help they need
- The teachers should do more about bullying
- The teachers would come around every once and a while
- The vocational development at RAHS has been enhanced - we are promoting a "Hire for Character, Train for competence" model which is expanding dramatically in the business world - so working together to ensure the students have some of the character development along with skills
- There are not too.much connections between school and parents
- There are so many opportunities but teachers/staff need other things off of their plates to make these partnerships happen or people need deliberate time and the partnerships need to be deliberately created
- There is a high commitment to academics, which is great, but I feel that Roseville Schools could go
- There is great volunteer engagement in the lower grades
- There should be more family meetings
- There's always the money piece, right? But other ways of contributing too - like volunteering.
- These adult leaders could come from business partners and various community groups
- They could help us work together
- They could just encourage students to keep going
- They could make a better lunch
- They could try to get more student teacher trust
- They need to support the students and help them achieve their goal
- They should have more meetings and share their ideas with each other to improve [adult education] student success.
- They should start groups to help the students that need it
- They work to support each other and share ideas.
- They work together because they paid tax or salary with the teachers.
- Think harder about where racial and cultural stereotypes (especially negative ones) are being taught and reinforced. Listen to people like Kofi Montzka, and seek to understand voices of dissent like hers.
- think of creative ways to involve community members in neighborhood schools--not sure what those might be. Make the welcome to be involved clear.
- This country has a gun problem. How do we safely encourage kids who want to speak out about this?
- This is a great question. Somehow we need to get the greater community involved in schools. Somehow work to give the community a better understanding of how volunteering in the schools can be rewarding, and not scary. Start out with a very small task then build.
- Time for people to have a community
- To all cheer each other on
- To build a community that will good for all our kids no matter their status
- To continue to work to engage students in extracurriculars, summer programs, local churches, volunteering, etc.
- To create healthy relationships between police, firemen, etc with students
- To do fair grading and teach things well.

- To get early elementary students to read at grade level, we should determine and communicate ways in which families can support student reading at home
- To help ask the community what they can do to help better programs for our families
- To help connect with one another to find help for our students
- To help create opportunities where students can see jobs and future school opportunities be viable for them
- To help in homework or knowledge
- To help our kids do good in school
- To honestly just keep the school available especially with extra work time like raider time
- to listen to each other and the students
- To make a meal, each bring a favorite food and get to know us parents
- To pay attention to the needs of students
- to pick your "pronouns" deal. Call them by their names and don't add to the confusion of life
- To set up a curriculum that will help our disadvantage students
- To support student success I think there should be more activities and programs to support their learning and knowledge.
- To teach us about work outside the school
- Trabajar en equipo
- Train our paras to be culturally appropriate and how to support students
- Train people in the community (lions, reading buddies,...) in our Reading Buddies program as in the past.
- Transportation. Many students don't have transportation to and from school for sports and clubs so they don't join. They'd never want to put that burden on their parents.
- Trauma informed training for educators (including support staff)
- Treat all students equally. Equal access for all, not advantages for some or equal outcomes.
- Treat all students like they are the most important person in the world.
- treat others with kindness
- Treat us with respect
- Treats everyone the same
- Try and help kids who are in poverty more
- Try and make learning more of a now of day learning and not a industrial/factory work learning
- try talking with some students that are really struggling
- Try to bring amore personal follow up to every

- student
- Try to build a community
- Try to create a bond with your students
- Try to explain exactly if there is something new and try to convince us
- Try to give less homework because it makes many students stressed out and also they might not have the time to do too much homework also if they are ever confused it will only make them lower their self esteem
- Try to help the
- Try to involve more families of color and other religions in events
- Try to take vacations during breaks, not when school is in session.
- Tryout new ideas that students suggest
- Tutoring
- Tutoring programs
- Tutors
- Tutors with parent volunteers that are skilled in specific areas
- Understand that not all families are heteronormative
- Understand that some students need to work a lot and support the students that aren't as financially stable/are tired from having a job
- Understand that some students need to work a lot and support the students that aren't as financially stable/are tired from having a job
- Understand their stress and pressure in any situations at school.
- Understanding from adults about the things teens go through
- understanding one another
- Understanding what teenagers might go through, mentally, socially, etc.
- Unsure
- Update and ask the community what they would want more
- Update the schools
- Updates on hats going on
- Use community "experts" to build interest and connections between students, community and career options
- use community input/resources to increase student engagement-ex. exercise and meditation for self-regulation, choices for hands on learning opportunities, hear/learn from family and community members in the classroom
- Use community resources to give food to students and families

- Use less technology
- Use money to decrease class sizes
- Use the business community and civic organizations to help find volunteers. Similar to tonight.
- Use your cameras more
- using community members to tutor students
- Using our language liaison employees more for community things
- Using surveys to connect schools with residents
- Using the groups now and making sure everyone is aware of them
- using the parks system more for outdoor education as a regular part of school
- utilize community volunteers in school e.g., community members helping in cafeteria
- Vaccine outreach and education
- varied options for testing
- Varieties of times and days for offerings. Also, not always big and or formal gatherings. Some people won't connect if the groups are too big or too formal but might otherwise.
- Videos produced by RAS Communications department for community viewing, what is happening in our schools? Volunteering, financial gifts, how can community members support our schools?
- Visit
- Visits from people who look like our students and are successful in the community would be great.
- Visits/field trips from organizations in the community
- Volunteer bus helpers to help drivers with safe rides
- Volunteer in classrooms
- Volunteer in schools
- Volunteer opportunities
- Volunteer opportunities in schools, and volunteer opportunities for students in the community.
- Volunteer opportunities need to go to all students, not just NHS and AVID. Would help connect students and community
- Volunteer options/support for community members interested in that (I think this already exists)
- volunteer program
- Volunteers
- volunteers and community programs - e.g. gardening and food security
- Volunteers in schools
- Volunteers in schools

- Volunteers in schools - reflective of our students
- volunteers in schools to read/do math facts/ help out
- Volunteers in the schools
- Volunteers to help maintain the buildings - they are falling apart and completely run down.
- Volunteers to help small groups
- Volunteers to help tutor with reading/math.
- volunteers-- reading, prep support for teachers
- Volunteers/ mentors
- Watch Paul Blart mall cop 133 times (estimated 200 hours)
- Ways to build community between families and staff in very informal gatherings
- We can have classes available to help our families, so that they can help teach their kids at home
- We can have programs or tutoring available for kids
- We can work together as a community to help our kids do better by having more programs made for them
- We could add a small amount of time to go outside and recollect ourselves
- We could give them more WIN time to get work done
- We could have small meetings every month to see what needs to be improved
- We could provide more opportunities for families to become engaged with the school and local business.
- We don't want an email every time something bad/evil happens in our city or country.
- We had a mentor family when we started at PCS who helped us integrate to the school and to the community.
- We had an intern in our office and it was a joy to watch her grow into an amazing young woman with a bright future ahead of her.
- We have been doing well with Fridays. If you have your work in you can go outside
- We have goals and high expectations for the school. Communicate with students, families and community very well. Motivate and support each other.
- We have to do our job as parents and the community have to do their job as the leaders to help our kids.
- We need mental health services in our schools. Not just social-emotional learning and curriculum we need mental health services.
- We need more books in our classrooms for our

students. Teachers can not afford to buy all the books for our kids. We need decodable books. We need books that our kids could take home and keep; we need books for our classroom libraries of all levels.

- We need more therapists. Can the school team with an outside agency similar to NYFS to make this happen?
- We need to collaborate with our community to fix the HUGE attendance issues we have with students.
- We need to take more of a community approach to student success. It is not just on the teachers or the family - this is a systemic issue if students are not successful. Would love to see an All Service Community School Model in our district.
- We need to work harder at hiring more staff and admin. who look like our students.
- We tend to focus on more established people to provide mentorship. Students will relate better to 20-somethings. Get the alumni more involved
- We used to have opportunities to come into the schools and teach Junior Achievement classes. I especially enjoyed being Principal for a Day. Gave me super insight into how I can share my knowledge and life experiences with the students. Those programs probably still exist, and we want to be there for our kids!
- What can we do to get more family involvement from our diverse population to help with student success
- What student organizations out in the community...any student groups could hook up with our group of seniors and facilitate interaction.
- When school psychologists tell their parents about concerns and they should not do it.
- When students ask or email for help on assignments and need support right away not waiting for a long period of time b
- When the community comes to things like sporting events make the environment welcoming. Not students fighting and using horrible and vulgar language. Support teams with quality coaches and equipment to make our community proud.
- Win time
- With COVID there has been a big shift away from community engagement, field trips, and project based learning with events to display or bring families in. When the community has opportunities to be involved with our students, they see the value in investing in our schools.

- Work
- Work as a team and share ideas.
- Work experiences
- Work on disciplining their students more. For example, by communicating more with students' families.
- Work on service doors in our buildings. Get security cameras that face service doors esp in the high school
- Work placement programs for high school students
- Work to bring communities of various cultures into our buildings to provide resources and events for students and families
- Work to share a common vision for students and schools
- Work together
- Work together across schools for parents/support staff
- Work together by supported
- Work together to come up with programs that will help our children
- work together to find hands on opportunities in the community for learning more about various disciplines
- Work together with the City of Roseville equity and inclusion efforts
- Work with businesses to give older students summer job opportunities
- Work with community members to do fundraising to help pay fees for field trips, sports, supplies for families who can't afford them
- Work with local businesses so the students know what options for careers are available within the community
- Work with many Roseville community organizations to have students as "free" members
- work with other communities, different languages, invite them to meetings and share <information> about school.
- work with other communities, sharing ideas, introducing languages and cultures.
- Work with outside organizations (Environment, etc.)
- Work with students on what they would like to change
- Work with them
- Working more with the City Equity Director, Police more, etc...
- Working on making community schools
- Working together as a team.

- Working together!
- Wrap around support for students & families
- yall got to do a survey that's how bad the school is
- YES! As mentioned above, TA or volunteers can help during math class. A parent who loves math may be able to help out for an hour or 2 once/day or twice/week. Smaller group settings allow shy individuals to feel less judged and likelier to ask questions on how to do a problem, so less likely to be left behind.

- You could have a leadership meeting with like 1st through 4th graders as well as middle schoolers. I feel like once younger kids learn what a model teammate looks like they'll want to copy that.
- you don't have to change for someone
- You don't want biases, yet teachers bring their own biases into their teaching. Stop this.
- You only need a couple TA/vol for the same grade or span over 2 grades and do 2 classes, if they're willing.
- You should only get lunch detention if we skip
-

Question 5. Other ideas on key priorities for Roseville Area Schools?

See the links below to navigate within this document:

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There were approximately 1,094 responses to this question. Below is a summary word cloud of the results for this question (www.wordart.com), followed by all responses organized alphabetically.



- #88 ranking Minnesota is abysmal. our priorities should be what can we do to increase ranking
- 4 day school week
- 5 minutes would be better
- a better salad bar.
- A culture day so people can accept others' differences!!!
- A dress code needs to be reinstated, the present situation at the high school has no boundaries
- A new facility does not create a strong school culture; but committed staff will.
- A split grade activity time
- Academics!!!! Reading, writing, math, history. . . art. .
- Access and affordability of activities and athletics (transportation to events, fees, communication)
- Accessibility
- Accountability for admin - specifically principals and supervisors to do more than just "talking about equity." They need to "act out equity."
- accountability for all staff
- Accountability for staff and students alike to create an inclusive, welcoming community
- acknowledgement and retention efforts of quality staff - high staff turnover impacts the quality of our programming and deters ability for students and staff to develop a trusting relationship
- Add marching band in high school
- Add more BI's to the school to prevent further fights and intense argument
- Add sambusa to the school meals
- add swings to Harambee playground, more time for exercise throughout the day
- Additional mental health support groups and counseling.
- Additionally, with the trimester model, students may take math Fall and Winter in one year and then not until Winter and Spring the following year - nearly a year between math classes which is far too much.
- Address periodic concerns with student safety through purposeful student-centered action and clear communication.
- Address student behavior issues - this is perceived to be a very big issue.
- Address student safety concerns with the community. They hear about events on Nextdoor and FB - it would be good to get ahead of events and address closer to real time.
- Address the failed Equity Alliance contract with the community.

- Addressing sexual assault in schools
- Adequate funding
- Adequate support for high needs students
- Admin remaining accessible to all staff in the district
- administration should practice radical transparency in their actions as a way to improve faculty/admin relations
- adopt Proaction vs Reaction approach district wide
- Advertising out of state colleges and universities. I understand advertising the ones here but I personally feel like Minnesota is in some ways a trap for minorities. I think it's important to talk about hbcus, schools in Hawaii, artistic schools etc. schools here don't necessarily cater to us diversity wise and when they're the only thing shown in the hallways I think people get stuck in the idea that these are the only choices we have.
- After two intense years, it would be great to see a continued effort to prioritize the mental health of teachers in hopes of retaining the teachers we have!
- again because it is that important, hear and acknowledge staff. Having a "staff week" with ways to dress felt like we were being treated like students instead of adults. Listening in an open forum would be way more effective in staff morale.
- again music in all classes would be a big improvement to the school
- Again, lower class size
- Again, lower class size
- Air condition and air quality in older buildings not yet addressed.
- Air conditioning in all schools
- ALICE training for intruders
- All is good for having parent opinion
- All students should have access to bathroom facilities where they can wash their hands! We attend school events and there is one working sink and no soap even when parents are expected to be in the buildings. That feels unacceptable!
- All students, regardless of gender, could be expected to wear clothing (not just undergarments) inside the school building. There is no structure to guide students on what are appropriate choices in a public building currently.
- ALL the kids belong and feel they can voice their opinions
- Allocate "equity" and covid funds toward academic programs or curriculum.

- Allow flexibility for teachers to do remote work from home as we learned is a viable option. For example, student conferences, prep days etc.
- Allow teachers to go to the bathroom on a regular basis!!! Give them more than one personal day in the school year!!! Support teachers' career goals and growth!!! More focus on teachers so they can provide/give more for the students!!!
- Also the lunch people NEED to be paid so they keep us fed
- Ample time for teachers to plan and reflect for any initiatives implemented
- Amplifying student and family voices - with specific emphasis on our students/families of color
- An 8th grade field trip
- And get better ways to assist students
- and hurt you Never gonna give you up Never gonna let you down
- And there's no reason for lunch to run out by the fourth lunch.
- anti-bullying focus group/team to address physical, verbal and virtual harassment; hardline policies that are clearly communicated to students, staff and families
- Any new programs and initiatives must be backed with realistic roll out--if teachers are expected to implement, there needs to be actual materials and training, not given a binder and told to start using. Let's model the level of professional quality instruction for our staff that we want used with our students.
- Arithmetic
- Arts for Change (Arts that reflect our student's voices)
- As a math tutor, it saddens me that there are 4th and 5th graders that cannot consistently add/subtract, let alone multiply/divide. I ask my students why they think their barriers are in class in understanding the material. Some tell me it's not having enough time to understand before the teacher moves on. For some, it's the technique/method it was presented. (I will keep presenting the problem in different ways until we find one that clicks. But that takes time.) Then the students get further and further left behind if the lessons build on the previous lessons. I advise helping them understand the material BEFORE they need tutoring.
- As a parent-- I would like to see more communication from teachers at the middle and high school level.
- As the community ages, emphasize the importance of a solid education system for the benefit of the WHOLE community. Support school referendums.
- Asynchronous days
- At RAHS, much attention is devoted to helping students who struggle or are behind grade-level performance, but not much effort is put into supporting students that choose to challenge themselves. For example, my counselor told me that I could not take more than one AP class my junior year because it wouldn't work with my schedule. They did not try to work with me to find other options. I later found out that I actually would have been able to take a second AP class; my counselor had failed to present this option to me originally. I have heard from other friends who have the same counselor as me that this counselor has always allowed them to switch into easier classes, but generally does not let students challenge themselves by taking harder classes. Additionally, at class meetings and assemblies, the principle addresses us as though we are all just struggling to graduate, and as if simply graduating is the only goal. At a RAHS informational night my parents attended before I started my freshman year, Ms. Hester talked about all the support there is for RAHS students who are falling behind, but failed to mention our outstanding music program, the wide variety of AP classes RAHS offers, etc. Overall, I do not feel seen or supported as a student who chose to take challenging courses.
- At RAMS, students are constantly encouraged to think about which college they'll attend. They're told to calculate their GPA on a weekly basis. They are given ACT practice exams. I believe this focus (on something they cannot understand at this age) is creating extreme anxiety for students. This leads to the students over-challenging themselves with AP classes in their first two years at RAHS, and feeling like life is over when their GPA sinks from not being able to handle the load.
- Athletic focus on after graduation exercise. Few students go on to be college athletes, yet most public school athletic programs are focused on generating them. Develop lifelong healthy habits.
- Avoid tokenism related to diversity, equity, and inclusion
- Bad PR always goes farther than it should. Stay on top of promoting the good in ISD623.
- Banning cell phones at RAHS would dramatically

- change the environment, providing more opportunities for genuine connection, a calmer environment, and less distraction
- Basic school supplies provided so teachers aren't expected to provide those
- Bathroom is like a dark room, you don't know what happened in there unless you open the light so, staff should check every day.
- Bathrooms
- BE EQUITY FOR ALL - see the potential in every student especially EL kids
- Be friends to everybody, especially the less fortunate
- Be more aware of other cultures.
- Be more harsh on students who skip. I have seen the same people skip every day all year long. It looks really bad on the hall monitors and teachers who do nothing about absent students.
- Be more like a small town and encourage local participation
- Be more positive.
- Be nice
- Be sure to draw in Roseville area communities young people via programming at Anpetu Teca center. We need to draw in to community education all ages and make sure that they know community education is a support for all
- Be willing to examine how our practices, especially around recruiting and retaining teachers of color are affected by the processes that stop good ideas from growing---contract negotiations ought to be problem solving around this rather than fixed position bargaining
- Because there are differences between older residents and families and students in the schools, it's more essential than other districts to get those older folks into the schools, not just to visit but to help. Perhaps one-shot deals would be more apt to happen. Students could interview seniors and write their stories. And share student stories with seniors, as partners.
- Becoming the premier district
- Before spending levy money, survey staff to find out what they need.
- Behavioral expectations-not okay to rip up new furniture, leave food all over or graffiti
- Being in class on time
- Being remotely and in person would help connect with more assignments to understand and pass.
- Better athletic equipment

- Better communication - we need to communicate earlier
- Better communication about harassment and assaults that are happening in the building.
- Better communication between schools/school board/superintendent and the community. Transparent explanations, being more open to feedback and providing information on what that feedback is and what will be done. It has been very frustrating communicating and hearing things like: we just do what the district says to do or there are reasons we are doing this. Choices must be made that not everyone will like, but clearly explaining the process as to how you got there or how the district got there would be helpful. Also more accountability - for example if there is an issue with a principal, it would be nice to know who to bring concerns to. Just more communication!
- Better data for AtnT
- Better distribution of funding
- Better district-wide content area support (ability to connect with other teachers at other schools teaching similar topics. Everything is in a silo.
- Better food
- Better food
- Better food
- Better food
- Better food pls
- Better funding
- Better funding
- Better lunches
- Better school lunches
- Better security
- better signs to help get around the school
- better vegetarian options
- Better wi-fi
- BIGGER GYM
- bouncy castles
- Bring a lot of people together for events
- Bring back salad bar
- Build a bathroom for one student!!!
- Build building morale and work on more community building and healing.
- Build Community in our community
- Build more time for teachers to plan and reflect on their teaching.
- Building better relationships between staff and students - working on the dynamics between the two
- Building community

- Building health and safety--we need to get the older buildings up to standard. It is extremely hot in September and May. Students and staff can not do their best work in stifling conditions.
- building positive relationships with first responders
- Bullying is still an issue that needs focus, again tied to mental health and a 1:1 approach vs. general training or rules.
- Candidly, I need to study up a bit more on Roseville Schools, as they are doing so much right.
- celebrate holidays in school with a little treat or something else engaging
- change music class
- Change PCS school hours from 7:35 Am to 8:30am so that the kids could get more sleeping time
- Check and monitor regularly kids' and staff members' emotional and social well-being.
- Check if students or staff has any concerns or issues
- Class size
- Classes Relevant to real life— like personal finance, keyboarding, etc
- classroom caps
- Clear communication between all stakeholders is the key to maintaining strong relationships
- Climate change
- Climate of schools: for success we need our surroundings to feel comfortable and functional. Our building needs the rusted, broken lockers removed for safety and learning. Paint, tiles, lights, classroom faucets etc need to be updated and not just fixed. Having a welcoming environment sets a tone for learning .
- Closing the achievement gap
- Come talk to teachers at all levels of the district to find out their needs and if administration is meeting the needs of programming and teachers.
- Communal gardens for all schools, involved work as possible elective
- Communication from the school is not timely. The website needs a serious makeover.
- Communication!
- Communication/Visibility of RAS (Media outlets to go only a few supts, for example
- Compost and recycling
- Compost and recycling in all schools
- Comprehensive and scientifically accurate sex education at appropriate levels
- Comprehensive Sex Education
- Comprehensive sex education at appropriate grade levels, including discussion of gender identities/gender diversity and varieties of sexual orientation
- Consequences for distractions, poor grades and attendance.m
- Consequences for poor choices
- consider an easier transition from early childhood to Kindergarten
- consider removing choice/lottery schools - can each school have a speciality? too much competition between schools
- Continue and increase supporting teachers as professionals. Ask those who work in the classroom what will help support students (initiatives are too often coming from those who are not in the classroom- very top down system)
- continue honoring student voice- teaching tolerance and honoring students different beliefs and values and not pushing one- Christian, Muslim (religion), LGBTQ (sexual orientation), ... listen and learn-we are more alike than we are different
- Continue offering specialist opportunities (e.g. esteem, SEL, etc.) for learning
- Continue to address facilities that were not updated in the initial bond. There are still facilities with significant unaddressed degradation both inside and out.
- Continue to be innovative
- Continue to examine pay equity - especially for starting salaries and paraprofessionals. There is a feeling of "top heavy" at our district - including ironically at the office of equity.
- Continue to increase diversity of staff in the building and put more effort into retention (our building is losing a support staff, the only Black adult in our building - students must see themselves represented in our schools
- Continue to let the community know what Roseville Area Schools is doing... find ways to have the students reach out in greater ways to the community as part of their school activities
- Continue to listen to staff on what they need. Staff are not okay. We are getting drained. On PD days, give us tangible things to use in our practice. Also, please consider licensed staff who are not classroom teachers. A lot of PD is for classroom teachers-which is fine-but for other licensed staff, it feels like wasted time
- Continue to lobby for improved policies around special education cross subsidy
- Continue to prioritize the voices of students,

- teachers, and families - particularly members of our BIPOC community within these stakeholders.
- Continue to provide support for the full range of courses and extra-curricular educational experiences. Everything from additional help for students to providing advanced courses is needed to ensure every student feels valued and can reach their full potential. Continued support for music, sports teams, and clubs is a key element to providing the best educational experience for students. Ensuring resourcing and encouraging student participation in sports/clubs is important; one priority may be to find ways to ensure students have the confidence and encouragement to become involved with school activities that can enhance their overall educational journey and outcome.
 - Continued free lunches and meals for students
 - continued use of roaming subs
 - Control the traffic in the hallways
 - could go a very long way in supporting their mental health.
 - courses where students could design their own learning with a teacher to meet standards
 - create a class per grade or split grade with alternative learning options and additional support, between classroom and Special Services
 - Create a pathway for Bipoc Educators to be promoted to Admin and Support positions
 - Create a sense of community-starts from the district down-message is you don't care
 - create quiet areas
 - Create tenure pathways for BIPOC staff
 - Create a pipeline of diverse future educators
 - Creating a better way to handle the sub situation. We often do not have enough subs and then intervention teachers and EL teachers, etc. are pulled from their services to sub. Then the kids that really need those services don't get them consistently.
 - cultural education
 - Cultural projects aligned K-12, so students learn about themselves and where they come from
 - De-emphasize racial/gender/ethnic ideology and focus on academic learning in preparation for participation in the real world.
 - Decent school lunch
 - Deeply explore more cultures, not just a day or something
 - Determine barriers and then work to overcome those barriers.

- Develop plan to recover enrollment lost during pandemic
- District 623 has a huge number of alumni, many of whom have great affection for the district. But there appears to be no organized effort for soliciting donations from them. The district should establish an organized effort in this area (e.g., a staff member who uses social media to solicit alumni donations and/or coordinates an alumni association).
- District staff need to meet with buildings earlier on and provide SAFE ways to share concerns and ideas. Right now it feels like district staff are removed from the 'trenches'. The one meeting where the 3 came to talk about the bond ref. helped although felt rushed and unsafe. (An issue in our building at times.)
- Districtwide communications/guidance on how to talk with our children following big events - listed in age appropriate groupings
- Diversity
- diversity training and support
- DLI - Stand alone school at LC as the program expands
- Do more about bullying
- Do not focus on race
- Do NOT have general policy accepting all late work. This doesn't help kids. They procrastinate and it all piles up until they are overwhelmed. No college or job would allow this so it teaches horrible habits.
- Do NOT implement critical race theory
- Do not spend all \$ and support just on athletics. Show support for all activities by showing winning achievements in weekly newsletters.
- Do NOT teach sex/gender stuff to kids before high school
- Do not tolerate bad, harmful behavior!
- don't be a parent, therapist or activist-- you're a school
- Don't engage in political sloganeering
- Don't focus on making students feel like they HAVE to go to college (support trade careers or military)
- Don't give kids so much homework they have to drop their extra curricular activities. I would have been a better rounded individual if high school teachers didn't feel the need to impress the seriousness of high school on incoming freshmen.
- Don't have any
- Don't teach sex theory, gender replacement or

- anything that hurts their believes in them selves
- Each school should have a parent and family engagement plan
- early identification for students with Dyslexia
- ECFE needs an advisory council to better support the program
- Educate the greater community of the needs of our students and how they can take part in ensuring "Quality Teaching and Learning for All... Equity in All We Do!" We all play a role and need to be an active participant.
- Educating on different issues more
- Education focused on climate change should be geared to individual grade levels and be a key part of their education.
- Elementary conference timing does not allow for timely feedback. The fall one is too soon and the spring conference is too late to address any concerns. There is not enough assessment data shared with parents in between the conferences for the current timeline to work successfully.
- Elementary report cards are not helpful as a parent, need to be revamped
- Emphasize to everyone that all acts and communication can come from a place of respect.
- Emphasizing critical thinking over rote memorization
- Encourage multilingualism
- Encourage socializing and community events
- Encourage students to aim higher-very complacent
- Encourage the communities and businesses to be actively engaged with the students.
- End standardized testing
- enforcement of systems
- Engage parent volunteers and expertise beyond the PTA groups
- Engage parents by offering free childcare
- Engaged, well compensated staff and teachers make learning excellent. Classroom materials and buildings etc are great but the humans are what make it work.
- Ensure educational content is culturally sensitive, diverse, historically accurate and inclusive
- Ensure teachers feel supported and have what they need to succeed
- Equal consequences for misguided decisions regardless of race, religion etc.
- Equality
- Equalize benefits across employee categories. Administrators and teachers are not offered the

- same benefits packages.
- equitable technology in all buildings.
- Equity
- Establish high expectations
- Establish student-faculty-staff environmental action committees at interested schools, alongside at Roseville ISD
- Events to bring together our different cultures
- Events with parents/guardian to volunteer with
- Every Director needs to have a clear vision/mission for their department and they need to be accountable to the employees that work under them as much as (or more than) the employees are accountable to them. They need to communicate the short- and long-term goals, report progress regularly throughout the year, and share what action steps they are taking. There seems to be a lack of accountability at the district admin level. Along those lines, the superintendent should be seeking feedback regularly from staff about administrators. Mediocrity of the people responsible for running the district should not be acceptable.
- Every school needs more cameras
- Everything is good [with adult education]. Thank you so much; all teachers and staff work hard for students.
- Everything is secondary to teaching our students basic education.
- Expand AVID
- Expand OST opportunities
- Expanding AVID to elementary schools
- Expanding Harambee to 7th-8th grade for EMID students so we can promote RAHS
- explore business workshop days
- explore business/school advisory council
- explore internship opportunities
- Explore whether there is a way to create a regulation baseball field on the grounds of the high school or some nearby property.
- Facilitating student developed assets to serve the evolving needs of students, a method for intra-student-body communication that shares positive thoughts between various segments of the student body.
- Facilities Capital Plan - to ensure a good learning environment
- fawgggawagawgawfaw
- Find more and easier ways to teach the people with learning disabilities. So that they won't feel embarrassed or ashamed.

- Finding ways to Utilize coaches in teams to volunteer within the Roseville community With like special education kids
- Fixing the baseball field
- Flexible work spaces for students
- Focus financial resources more on teachers and basic supplies
- focus less on standardized testing
- Focus more on getting all students the support they need to read by the 3rd grade.
- Focus much more on writing. My children had very little writing and it shows.
- Focus on academic skills and where Roseville is meeting or exceeding state levels as well as where it is falling behind and truly address why children may be falling behind
- Focus on DLI growth
- Focus on equality of opportunity, not equality of outcomes
- Focus on mental health
- Focus on quality curriculum-- and give quality PD to teachers to teach it.
- focus on school basics like reading and math not just diversity
- Focus on SEL. Avoiding gossip
- Focus on teaching reading, writing, and math skills
- Focus on the learning process & application, and not just the grade.
- Focus on things which will matter to former students when they are 20 or 25, How to live life
- Focus on what unites us not divides us
- Focusing on how to combat/educate students on climate change is key, otherwise students will (and already are) become apathetic about their futures.
- for a better view [of adult education] make lots of ads and commercials on social networks and television.
- For all races to be accepted and treated fairly
- For all teachers to be understanding of their students' lives
- For standards like PE, I had to go out of district to find an online summer option so we didn't have to use a trimester course spot. I wish there were more options to take care of some of those required classes online and in the summer.
- Foreign language education is awful! Need 3 trimesters or 2 semesters-year long classes. Same for math. Summers already slide but summers plus a trimester off subjects that build on previous courses are so hard with current model
- Forums for hashing out ideas would help the

- system on all levels... something like a collaborative strategic planning experience would support your aims well... this is a good start, but getting more voices involved is what will matter
- Free or reduced options on more things
- fresh and quality meals for kids-fresh fruit and veggies for breakfast and lunch
- Full time psychologist/guidance counselor on staff - in every school. Maybe two.
- full time psychologists and social workers in every building
- Fun Events
- Fund resources beyond tech.
- Funding extension and intervention service
- funding needs to be spent better/on areas that DIRECTLY impact students
- Funding opportunities (grants, partnerships)
- Funding to sports teams that actually win games
- funding to support the expansion of early childhood education
- Get back to age-appropriate education. Young kids and older kids are struggling with mental health because the education system has been putting things on their shoulders that are far too weighty for them to carry. It is not a child's job to save the world. It is not a child's job to carry every social political issue on their shoulders. Allow kids to develop. Allow kids to be kids. Do not flood them with things that their young minds and emotions cannot handle.
- Get better teachers that know how to apply the concepts to students
- Get good grades
- Get plastic reusable trays for all schools/ no styrofoam trays
- Get rid of CRT
- Get rid of Drag Queen reading
- Get staff that actually do something about bullying
- Getting different religions, and setting up celebrations, FUN
- Getting to know parents and teachers is important because some parents don't know the name of their kids' teachers and some teachers don't know the parent 's name
- Getting younger kids excited about RAHS/showing the cool opportunities/[programs they can be a part of. (x2)
- Gifted and talented opportunities
- gifts for students on the last day of school
- Give 7/8 students time to use their phones like during advisory time at Parkview.

- give janitors more pay for what they do to help the school because they are the one of the most important people at the school
- Give homework
- Give janitors and cooking staff more pay for what they do.
- Give teachers a face and name of people they can connect with for concerns that are above their administration in their program. One level of programming in this district is a mess and not one person has come in to talk to teachers even after concerns have been raised.
- Give teachers additional planning and prep time and be cognizant of what additional PD or initiatives add to a teacher's already full plate.
- Give teachers freedom (if they don't already) to stray from curriculum and teach the kids in front of them at the rate they need to master content
- Give us better edible food
- Give us less work and easier work
- giving janitors better pay and respect. ever looked in the boys bathroom? There was a full milk carton stuffed in a urinal. Who has to clean that? THE JANITORS.
- Good community
- Grading updated at least weekly
- Greater opportunities for celebration around community building and student growth in all areas vs. more traditional "testing data" focus
- Gun control
- Ha! Roseville already has so many good priorities they are working on.
- Have
- Have 7 class periods in high school
- have a salad bar as a lunch choice everyday because it goes on and off whether they have it or not and some people like me only eat the salad at lunch.
- Have a sub teacher assigned to each building all year.
- Have badminton in sports!
- Have better sports programs in middle school
- Have fun
- have longer recess times because our grade only has about 15 minutes of recess, and we need to get our energy out!!
- Have lunch
- Have teachers that love what they do again
- Have teachers/staff join our cultural event outside of school

- Have trimester meetings: counselor and parents, share transcript, college info, junio info meeting
- Having a district PTA that the funding goes to the district PTA instead of individual school PTAs. The district PTA would provide events and the money could then be shared amongst buildings.
- Having athletic teams associated with the elementary schools
- Having better manners and stop drawing in the br. You guys are not artistic at all
- Having enough staff is key to success on any level. There are so many instances where there aren't enough paras or subs etc.
- Having more classes for multiple languages. And learning the culture and appreciation of these cultures.
- Having more classroom teachers look like their students would be great, but this is going to take time. Perhaps, the district could be more proactive in recruiting candidates, nurturing this process.
- Health literacy courses on caring for bodies and making healthy decisions
- Healthier lunches
- Help establish Roseville Area "shared Values"
- Help kids learn on the computers
- Help others
- Help students out when they can't speak or have social issues around other students
- Help teachers be aware if they treat certain students differently
- Help the many new administrators succeed in their new roles.
- Helping clubs get more recognition. Sports are dominating this school and clubs are just in the shadows
- Helping the students to learn to respect their peers and staff in spite of differences or beliefs.s.
- Hi
- High schools should have more periods each trimester - there aren't enough options for the kids to really experiment with so few periods.
- Higher bar for behavior expectations from administration
- higher pay for teachers
- Higher pay for teachers and staff
- Higher pay or better benefits for staff!
- Hire and retain staff of color. The adults in our schools do not represent the diverse races and cultures of our students.
- Hire Bipoc Admin from within.

- Hire more BIPOC teachers
- Hire more BIPOC teachers and keep them.
- Hire more career counselors for the High School, and get rid of most of the Asst Principals.
- Hire more respectful staff members
- Hire people that like children and are not weird
- Hire real *qualified* teachers
- Hire the best teachers. Don't base it on race.
- Hiring more teachers of color
- Holding age appropriate, honest discussions on racism and current events
- House system for all!
- how about spelling class?
- How could we be intentional in creating a cabinet team that is more representative?
- How do we evaluate cultural competency? (performance standards)
- I "hear" that students receiving special ed services do not perform well in isd623 and do not have the chance to thrive.
- I already filled this form out once, but I wanted to add a couple of ideas/ suggestions. Consider moving sixth graders to the middle school. They are aged-out of the space and ready for change. Move the bilingual preK to Little Canada. Give Little Canada an additional administrator. The staff overwhelmingly supports and wishes to retain _____. Furthermore, bilingual speech pathologist, ____ should be placed at Little Canada as best practice for Spanish-speaking and bilingual students. Thank you again!!
- I also feel that getting the kids outside more and building their connection to nature
- I am concerned about the cost and implementation of the AVID program without enough communication about the research behind the decision to become an AVID district.
- I am concerned about the number of administrative leaders and the total cost of having so many leaders when some of that money could be funding more teaching and support staff who have direct contact with students and direct impacts on student learning.
- I am concerned about upper grades - it's my understanding that having 5 periods doesn't allow for enough choice for students.
- I am excited to learn more about the AVID roll out.
- I am hearing more stories about parents pulling their kids from attending RAMS, and I am concerned about segregation between RAMS and Parkview

- I am REALLY concerned about the effect of technology on our students - social media, in particular. But not just that - it is the access to unrestricted internet that the kids have that is seriously concerning. As schools, we are complicit in the technology addiction, and we are fueling that addiction by moving all our curriculum online. The iPads have very few restrictions on them. It is a DAILY BATTLE to get kids off of Netflix and Youtube on the iPads. Those things should be restricted. Earlier this week, a kid was playing a first player shooter game at the beginning of my class. I have to constantly ask kids to put away phones and AirPods. We should have a zero tolerance policy for phones and wireless tech - I don't care what the parents say. It makes it near impossible to get the kids to focus when their cell phones are on their bodies. And we are doing damage to kids' brains and development when we have so much screen time - AND we are allowing for bad teaching because iPads have become babysitters in so many classes. We moved hastily to iPads and never examined the effects. I remember Frank Shaw being reticent about the move and lack of reflection and he was 100% spot on.
- I am starving like half the day
- I am very concerned with the news cycle these days in states where books are being banned and even burned. I'm concerned about other states that are making laws that give a minority of parents the say in how all students in a community are taught, as pertains to critical race theory. I do not have any good ideas for keeping those types of things from occurring here, though I would like to voice my concern about it.
- I am very pleased with the work done at Roseville Area Schools.
- I appreciate that input is gathered from all staff members, regardless of position, title, or educational background.
- I appreciate the lessons, slides, and videos to teach the students about Juneteenth, but where are the lessons, videos, and slides to show our absent narratives of all the races/cultures of our students?
- I believe our district should support teachers to prioritize relationship and school community development (especially in the first few weeks of school) with support from families and community members

- I believe our district should take a really close look at research about how many movement breaks within a day (decrease sitting to learn) and amount of screen time that is appropriate for students-this would help students engage in their learning at their best vs. off task and fidgeting behaviors, anxiety
- I called a school board candidate once to find out her position on key issues. The response I got was that because I am not a current parent of a RAS student, my opinion does not matter.
- I cannot stress enough the need for more mental health/behavioral issue support. It has been very disruptive this year and unless your kid has serious problems, there is no support. I believe this is due to a lack of resources, but it is unfair to the kids who need some support but don't rise to the level of "major problem."
- I don't have kids, but most of my friends are teachers so I hear a lot from their point of view. They will never say so, but A Lot More needs to be done to protect the mental (and sometimes physical) health of the teachers. Teachers are leaving the profession in droves and how can you blame them? We as society ask so much and blame them for things that parents or other influences have more control of student minds. I have elementary teacher friends that tell stories of breaking up fist fights between fourth graders on a regular basis. I have a high school Spanish teacher friend who had a student die last Friday and she has three other students in institutions due to self harm with another few that are showing suicidal tendencies and don't have any support.
- I don't know
- I don't know if this is possible or legal, but somehow helping with conversations with legislators (even the anti-public education ones) to share our stories and the NEED for additional funding if we want our democracy to survive.
- I don't know where the funding is, where it went, if there was any, but more needs to be invested in the teachers and paras. There are never enough hands when a child goes off running and hiding because he/she/they are having a really bad day. There should be at least 1 back up float ideally, improbable, but an extra pair of hands is always needed and never there.
- I don't know.
- I don't like the politics that are discussed during school as that should be only spoken about at

home. Black Lives Matter and so does LBQGT- however each and every home has their own thoughts and feelings about it and I feel there are more important things at school to talk about than that.

- I don't think so.
- I feel as though teachers at both the elementary and middle school levels devote very little attention and effort to gifted students. Gifted students need more attention in order to thrive
- I feel like Roseville Area Schools should prioritize their dress code. I have seen many students that are half naked in front of adults, and staff members don't do anything about it.
- I feel there are a lot of positions in the upper management of the district that seem to have no purpose. What do people do all day? It feels like the last 5 or so years the district has been making special admin level jobs for people they like/want, even if that job has never existed before.
- I feel we need more vegan options for school lunch
- I got the impression from the school board candidate that only if my opinions aligned with RAS', then I would be welcome to offer my opinion.
- I hate how 3rd period is interrupted by lunch but I hear that's just how it's always been. Perhaps this is because I came from a high school where everyone had lunch at the same time between classes.
- I have heard from many parents about a lack of discipline in our schools and as a result the environment is chaotic
- I have not felt that learning Via the iPads has been a total success. My children have had ADHD and learning difficulties in reading text often iPad has not always worked. We print things off at home because we can do that.
- I have taken one child out of the district and will take out the other two as soon as I am financially able Roseville area schools pushes an agenda that I do not believe in they do not focus on academics they focus on pushing morals and values that I do not believe in
- I have tried communicating with the superintendent and staff without getting returned calls or emails. Please be more responsive.
- I hope teachers can summarize students' school life once every week. Teachers can give parents some feedback on students' behaviors. I hope teachers can send parents some videos and

pictures of their kids. From last September to now, I did not receive any pictures or videos except a Mother's Day video .

- I know book fairs make money for the school, but having students buy books during school hours has to be the most inequitable experience I have seen this year.
- I know the free lunch for all students last year was a result of special funding, but I would love to see this continue forever. It's one way to even the field for young people and greatly reduce stress on parents/caregivers.
- I like the teachers and staff that work here because they are nice and do things about bad things. fun field trips. having grades for us more open so we can know what we need to work on.
- I liked the discussion peace groups that we did in Feb(?) I was with Tre and he did a great job of pushing ideas and suggesting more ideas
- I love the retirement posts this time of year. You value educators.
- I need a charger
- I personally have been spit on, bitten, hit, kicked and otherwise abused while working with students, and the only consequence they faced was somebody talking to them about their feelings, which is what teachers are instructed to do and had NO impact whatsoever. job. It was ridiculous.
- I respectfully wouldn't take that, just being honest
- I said it all
- I strongly believe that RAS needs to respect the families in the community who hold deep religious Muslim and Christian faith and allow these families to educate their own children in gender roles, gender identity, what constitutes a family, etc. The ethics and values of the LGBTQ community should not be forced on children whose families' faith hold differing beliefs.
- I think it is very important to keep activities and extracurriculars affordable for students, and to continue to offer scholarship opportunities when necessary
- I think Roseville area schools are at a critical tipping point, and I know I am trying to leave the school district and tried to leave before my kids entered middle school, schools are critical to home values, and successful communities, today this is falling apart in Roseville, and had been long before covid.
- I think that spirit week and support teachers week

shouldn't be in the same week. Teachers especially need to have a week that is all theirs with things like flowers, words of encouragement, and personal support. I also think that we should promote cooperation, not competition in a "spirit week". How about promoting each building/staff/students for one month each year? 11 buildings, one per month, except June or July.

- I think that we need to encourage students to get involved in as many activities outside the regular academic day as they can, because it really helps to develop strong well rounded individuals. When I attended first Alexander Ramsey and later the first year of Roseville Area High School, I was in choir, drama productions, 3 sports, and the National Honor Society. I volunteered at a nursing home in the area and still took advanced college level courses. The experiences that I had in high school were some of the greatest character building experiences of my life. I would encourage all students to get involved like that. The experiences that you have really build your abilities socially and equip you as a team player who will do well in the workforce.
- I think the school calendar related to PD days needs to be reevaluated. There is an imbalance in the days off for students in the fall vs spring. Typically students and families start the fresh school year with increased motivation and dedication for attendance yet this time is too interrupted by days off both for holidays and PD days. Then by spring motivation and dedication to school has waned and yet there are the fewest student breaks. This should be flip flopped so students are in school the most when there is the most motivation for school success.
- I think there should be a class on ASL. It would be cool, and it's a good language to know. Also, later start times. I'm least sleep-deprived on Wednesday, so we should start at 9:00 every day and end later to allow for more raider time (like I said in question 1). And don't think I'm BS-ing this, studies have shown that teenagers' brains don't function properly until 10:00 AM, yet you expect us to learn at 8:10. For shame.
- I think too much time is spent on reading and other areas whereas more time should be focused on math and writing as well. I know reading is important however I feel there could be other areas to focus more on as well.
- I think we are on the right track with some amazing leaders right now.
- I think we need a better way to learn

- I think we should have gone over what happened on zooms because we couldn't learn
- I understand the idea behind AVID and the support structures and teaching strategies it espouses. But it is a huge suck on resources and I have not seen real results. What I see is the AVID coordinators justifying their programs by using statistics that make them look good. What I haven't seen are the facts - the actual dollar amount we spend on AVID every year. The kids in middle school who don't keep their grades high enough and are kicked out of the program after being put on "probation" (a problematic term in and of itself) and then being replaced with students who already have As. I have a kid in my class right now who got moved into AVID third trimester. Both of her parents have PhDs and are college professors. She is a straight A student. She does not need AVID. I asked our AVID coordinator about her and was told "she meets the ethnicity category" (She's Indian.) AVID is taking kids who are already strong students and using them to pad their numbers and it's sickening - it is a lot of kids and it happens yearly and no one EVER hears about it because no one is asking the right questions. I have not seen our test scores go up due to AVID. And while the graduating AVID classes all attend some form of college - you have to wonder about the kids who got left along the way. THOSE are the kids we should have doubled down on and helped. We can do this type of teaching and work without paying to have the word "AVID" branded all over everything. Additionally, the strong focus on this high level of academic achievement without a focus on skills/hobbies/happiness is partially to blame for the kids' anxiety levels and feelings of unhappiness. I am seriously concerned that we are bringing AVID to the elementary - I foresee students losing the love of learning earlier while WICOR strategies are shoved upon them. No young elementary kid should even be concerned with college. That is NOT when elementary school is about. It's gross and wrong that we are going to have kids who are thinking about college readiness when they're in first and second grade.
- I want all education to be fact-based, from various perspectives, and complete and truthful. This is how we all learn critical thinking and how to form our own opinions.
- I want low tech changes to schools: better start times aligned with research about kids and sleep

- and more scheduled outdoor recess.
- I want to have a open bathroom instead of always walking down to the music room
- I wish all elementary schools had a full time art instructor
- I wish there was more detail provided at conferences, it can be hard to get a full picture of how a student is doing.
- I wish we had more district events
- I would like to see a best buddies program for our kids who are in special education
- I would like to see a partnership between Central Park Elementary, the Harriet Alexander Nature Center, and Park and Rec to do more outdoor learning at Central Park Elem
- I would like to see inclusive playgrounds at school buildings so all kids can play
- I would like to see recess in all buildings I feel having more movement time would benefit each student and decrease behaviors
- I would suggest a private school to all the parents I know.
- I'm disappointed that I was told my child has some delays but not enough to actually get any help. I have been super disappointed in Roseville schools this year.
- I'm disappointed that my pre-k child doesn't get any kind of party or graduation going into kindergarten. There was no class involvement for the parents.
- I'm gonna put this out there. We have such an intense focus on BIPOC staff that a sense of worthlessness has been created for some of our white colleagues. My colleagues and I were filling out the strategic planning form after work one day. When we got to the end, a white male colleague said - oh, this was a waste of time. I had to enter my gender and ethnicity. They don't care about what white men have to say. The email that BIPOC voices will be elevated seemed to confirm this. As a BIPOC staff, I don't want to feel unfairly advantaged in my thoughts just because of the color of my skin. My white colleagues have good, important, and thoughtful opinions too.
- Ice skating rinks back at the local parks
- Idk
- If I pay taxes that pay for RAS, then why am I told that my opinion does not matter? If this is so, then I as a community member will not be engaging in RAS.
- If kids tell you something don't snitch to the

parents

- If possible, I wish for a CNA program [in adult education] to be provided at school.
- if students are not behaving they need ways to calm down- like walking around
- If you are interested in our kids-don't make it about the money-don't get more kids who bring our district down with their poor grades and behavior issues
- If you cannot control the environment how can you teach?
- if you want to recruit and maintain diverse staff, supports and welcome environments are needed along with appropriate/transparent pay
- Implement Ethnic Studies throughout schools across grade levels
- Improve diversity in AP classes as most classes are majority white students.
- Improve GATE resources.
- Improve grade level schooling so that it is challenging & productive.
- Improve grievance policy and student voice opportunities and staff who commit racist actions be held accountable.
- Improve how students treat spaces that those outside the school can see (lunchroom, commons, bathrooms, gyms)
- improve your scores, Teach your students to read and write
- Improving extracurriculars at the elementary school by having school sports and clubs.
- In an effort to be equitable, each teacher should have the flexibility to look at their class, and assess what additions should be made to teach to this group of students.
- In order for students to interact with more students, at the high school level there should be 6 periods each day.
- Incentives for Teachers of Color to want to stay here rather than go elsewhere
- Incentivize high achievement by rewarding top students more
- Include student voice as much as possible.
- Inclusiveness -- inclusive playgrounds
- Increase education on equity to students
- Increase focus on project-based learning
- Increase fund balance
- Increase presence of special education administrators in buildings.
- Increase teacher pay and benefits - I, as a non-child-having person in the community, would

pay more for improved teacher and student support in hopes that my friends are better taken care of and the students get recognized as still being kids that need support from Family first and foremost. Teachers are mentors... not stand-in Parents.

- Increase the difficulty of in class work
- Increase the difficulty of the homework
- Increase the difficulty of the tests
- Increased test scores- yes these are important!
- Increasing cultural knowledge of students, parents, and staff
- Informing community members of educational practices - through group meetings, etc. Just because things are different from how a resident was taught, doesn't make it bad.
- Innovate around using things learned during pandemic
- Insist that administrators are responsive to parents
- Inspire kids to serve the less fortunate!
- Instead of the teachers telling us we can do better, tell us WHAT we can do better.
- Inter-grade team building and instruction where students can learn from or teach their peers
- Interaction and movement while learning. Balance between kids that can't sit and absorb lectures and students that learn better through experience and movement.
- Interventions for "good" kids not working to potential
- Introduce alternative viewpoints into discussions, and let students explore all of them
- Invest in food recycling at all schools
- Investigate the concerns of the student body, small incidents have been shown to escalate into violent outbursts between students.
- Is there a better way to communicate with the community? How are we supposed to learn about what happens in the school or community after kids graduate?
- ISD 623 staff and leadership need to know that most parents detest woke ideology, specifically teaching a perpetual victim/oppressor race dynamic and the idea of teaching sexuality/gender topics to young children
- It would be great if our schools, both elementary, middle, and high school, taught students how to take timed tests. I have always gone to Roseville area schools, and have always been taught to take my time on tests. I have never had to take a test

that is difficult to finish on time. When taking the ACT, it was really hard to finish on time because I have not developed the skills necessary to take a test with a big time crunch. I ended up having to take the ACT 3 times, mainly due to the fact that I could not finish all the questions in time. It would be great if Roseville Area Schools prepared students to take timed tests like the ACT, starting at a young age.

- It would be great to have more high school options where students can get a head start on college credits - e.g. embedded college, college in the schools
- It would be nice to have more than 2 language classes. Having more language will encourage more students to take language classes.
- Join them when they're lonely or have no friends to talk to or not to feel uncomfortable.
- Just build the community.
- Just had to add that Ms. Nelson is amazing. We will miss her so much as we had her the last two years. She deserves a golden apple award.
- Just have more Spanish speakers in overlooking the program
- Just to reiterate, my top priority is to strengthen already strong special education programs
- Keep going about the good things and try to create something new.
- Keep learning
- keep masks optional my kid is happier and learns better unmasked
- Keep politics out of school. Schools are meant to be a neutral and safe place for students to learn. If things are discussed, it needs to be a safe place for all perspectives to be shared.
- Keep raider time, it's definitely helpful and good for the new students entering high school
- Keep students moving (not just in PE class). They need to move not only for a "brain break" but also for their physical health.
- Key Priorities - this definite noticed during COVID is using multiple teaching techniques. My children learn differently than each other. School lectures worked for him/her but didn't work for my other one. This is a challenge as most teachers have one particular way of teaching. E.g, my child was called out because the teacher was frustrated because my child wasn't understanding. She is a good student with most A's. That was devastating for my child to be called out in the front of the class because she couldn't grasp the concept. I

appreciate that after school, the teacher did apologize and realized she should try a different teaching technique. A teacher should notice if their students are understanding the materials being taught. If some students are not understanding, then try a different method, don't leave them out to struggle.

- Key priority is nutrition and enough food.
- Kids need more opportunities ~ not forced to choose
- Kids shouldn't be allowed to bully or act in unsafe ways for a whole school year. This is NOT the teacher's job! There has to be more accountability and support coming from principal, mental health providers, social workers
- Know what is going on in your own district to see what needs are actually happening at all levels.
- Language biases are abundant in our district. We need to do better to get pertinent information (COVID clinics) to all families, regardless of home language. Translating written information or interpreting oral information to families must be more inclusive.
- Late work guidelines are too lax in many cases. Students could be held more accountable on assignments particularly as they get into high school..
- Later start time. Studies show that there is a 22% increase of school performance with more sleep.
- Later start times for Parkview, RAMs and RAHs
- Lean out administrative ranks and dedicate those freed resources to neighborhood schools.
- Learn more about LGBTQ+ community
- Less (new) initiatives. Take more time on one or two things in order to do them well.
- Less assignments
- Less building-level admin turnover; this is really hurting our students (and staff morale)
- Less CT's- teachers need their time to plan for daily lessons. I have spent more and more time using my personal time (evenings, morning before school)and weekends to get my work done. This is hard to sustain. Teachers are getting tired.
- Less gun threats
- Less homework, kids still need sleep, time outside and time to do other personal things if homework is taking up all that time kids feel more stressed and pressured
- Less kid contact days - change them to planning days!
- Less pizza and more variety/healthier food

- Let kids go at their own pace, if it's faster or slower
- Let kids have more work time
- let older (7-8) kids on the upper playground :(
- Let's be a school where truth, no matter how uncomfortable or unpopular, is our heart's desire. Then our students, staff and teachers will truly thrive.
- Let's do one initiative at a time really well, not 4 initiatives at 25% effort
- Like I stated on the previous slides, schools will need to expand further cultural diversity so students feel comfortable and welcomed.
- Limit what students can do on school iPads at home, rather have students do more at school & more project work at home
- Listen to Delon Smith, he knows what's up
- Listen to parent concerns/ideas
- Listen to student voices.
- Listen to teachers who ask for support from administration for student discipline. Many teachers are discouraged at how much learning time is usurped by a few disrespectful students.
- Listening sessions for k-12 students
- listening to the feedback they receive and acting on it
- Literacy
- Literacy and math curriculum at the elementary are not meeting needs of my kids
- Living civics by participating in community events.
- Longer lunch and recess time so people can unwind and feel relaxed
- Longer Raider times
- longer recess
- Look at the RACE question below. Is race real? Are we different species? Stop asking already!
- Look into a path for students to earn an associate's degree in high school
- Looking at how large our workloads are
- Looking at what school specific needs are and addressing them. The needs will not be all the same and we have to be okay with supporting the needs of the buildings.
- Lots of help on school work
- Lower class sizes
- Lower Class Sizes
- lower class sizes or if that is not possible provide more support for students
- Make a parent/community center for multicultural families and meetings.
- Make boys volleyball an official school sport
- Make buses better, it's kind of miserable.
- Make classes less political and more about the actual subject
- Make our school environment less fearful.
- Make public curriculum prior to start of year
- Make school lunches good
- Make sure ALL our students are prepared for life after high school, whatever path they pursue (college, trades, military, etc.)
- Make sure students' English is well and ready to move on.
- Make sure teachers are saying words in Spanish properly, sometimes my kids get home mispronouncing words
- Make sure that civic education is given time and attention
- make sure the English for the [adult education] student
- Make sure the teachers are not overwhelmed by the pressure the district might be putting on them.
- Make sure to provide rigorous & enrichment learning opportunities for ALL students.
- make sure we still don't have to wear uniforms
- Make the Athletic Leadership Council worthwhile - many times it is unrelated or not useful information.
- Make the bathroom more sanitary and stricter supervision on what students are doing in the bathroom.
- Making schools more inclusive
- Making sure all students feel safe while at school and trusting the workers and staff
- Making sure everyone gets a comprehensive perspective on history, not just certain students who choose those classes in high school.
- Making sure everyone is having a good time and to give all students the same equal opportunity to learn with friends and most of all just have fun!
- making sure students are feeling safe at school
- Making sure students have their basic needs so kids can do their job in school
- Making sure that all students feel valued
- making teachers learn more about mental health
- Making the students get better at or practice being independent
- Mas communication in espanol - (more communications in Spanish); phone call is best - robocall or text is good.
- Match building sizes to the expected Roseville population growth. Don't build excess capacity just for open enrollment students. Property taxes

are crushing.

- Measuring the effectiveness of everything we do (by more than just MCA test results!)
- Memorize basic facts or give students a calculator
- Mental health
- Mental health advisors and sexual harassment hotline
- Mental health breaks (not just learning about it but actually having time to relax in the day)
- Mental health days
- Mental health is important to be incorporated in the curriculum.
- Mental health issues are at a high. A major contributor to mental health for kids and teens are screens - social media, time isolated, content, etc. I believe that even though we have so much technology available we need to reduce screen usage at schools. Get back to books, pencils, paper, chalkboards, hands-on tactile learning. Parents are working so hard to limit screen time for their kids' health, and then they spend 6 hours at school where much of the learning includes screens. do not allow phones. limit iPad, smart board, video use. I think this would bring so much more connection between teachers and students and better interaction for students with one another.
- Mental health needs to be a priority
- Mental health support
- Mental health support is finally getting the proper attention it deserves, but it took a pandemic to get there. Please do not lose sight of it once the pandemic wanes.
- Mental health supports for students
- Mental health supports for students
- Metal detectors used for all students daily especially at RAMS
- More access to mental health help and not ignoring certain side programs in favor of other side programs
- More activities where there are interests - like painting or more extra recess (when it is warm)
- More Admin who reflect our student body
- More adults available to support students and make sure all adults are holding high standards for students
- More after school club opportunities - even cross school opportunities would be good - provide transportation for those things
- More after school clubs
- More AP opportunities
- More awareness of homophobia and address it
- More behavior therapist
- More breaks and recess for middle school
- More classroom support - so much is falling on parents to catch the kids up to where they should be due to learning loss/learning disruptions (due to the pandemic and behaviors in the classroom) and this is hard for parents who are also working and trying to balance that with the needs of their kids. Maybe more small group learning in the classroom would help alleviate this and level the playing field for the kids who aren't receiving much at home support.
- more clear expectations and consequences for tardies and unexcused absences -- there is little clarification and no follow through on any policies and students know it
- More college focus Junior/Senior year
- MORE CULTURAL LIAISONS, our workload is large and includes weekends.
- more dietary special needs to the schools I'm dairy free and pork free and sometimes don't have time to pack lunch so i eat a bagel and get lucky when there is dairy free milk, most of the time just water, so i don't get my daily calories and I'm usually hungry the last couple classes of the day
- More disability accommodations
- More diversity in gender/racial/identities in leadership and on behavior teams, to reflect the student population
- more engaging work that makes learning fun
- More equity coaches for all adults working with kids and families
- more experiential learning
- more family fun nights and things like that if possible
- More field trips
- More field trips
- More field trips
- More field trips with schools
- More field trips.
- More free time for brain breaks
- More funding for EL to lower teacher:student ratios and provide more services
- More funding for school lunches - better meals and healthier options. There is too much processed food. Need more fruit options, fresh fruit is preferred. More snacks, more Johnny Pops.
- more funding to rans gym equipment
- More games (whole school)
- More games and fun things.

- More guidance
- More home outreach for struggling kids
- More interactive activities at all ages not just Paperwork
- more interactive studies over just worksheets (I said this before but I feel like it is important)
- More interesting class
- More interesting classes
- More key focus and learning on life outside of high school and college
- more kids get to give their input just like this
- More Latino representation
- More Latino staff
- More learning opportunities for maybe learning another language
- More lessons on not damaging school property
- More mental health support and mentors
- More mental help support for high schoolers, culturally specific, like C.L.U.E.S.
- More money in our budgets for us to
- More money spent going towards sports and academics
- More options for food
- More options for students with allergies at breakfast and lunch
- more outdoor time
- More outside time
- More people doing clubs and sports
- More physical activity
- More physical activity options. Gym and sports aren't for everyone and movement is so important
- more planning time for teachers
- more playground stuff
- More Pre-K options
- More programs for sports or clubs
- More recess time :)
- More resources for 2E (Twice Exceptional) students and their families
- More resources that support the diversity of our learners. Often the curriculum doesn't have enough or appropriate options and we are finding things on our own to supplement.
- More rigorous. Return to preCovid levels. Kids are not being prepared for college.
- More school fun activities that you can do with all grades and be with your friends.
- more singular bathrooms
- More sleep
- More socializing
- More socializing
- More space in parking lots and more organized paths
- More staff at lunch and recess to avoid mayhem and kids being bullied
- More staff who represent the students
- More staffing. You cannot expect children to exceed or have their needs met in classrooms with 30+ kids and the poor teachers are likely overwhelmed
- More staffing/teachers
- More students of color in AP classes. Like have teachers really promote those classes to students and let them know they're not as scary as they may think
- More support for 2e students
- More support for children that need it (IEP or 504)
- More support in the high school, starting in 8th grade, with class planning and post-high school planning. Parents are left to do this for their kids and I can't imagine how difficult this must be for those with less experience in these areas.
- more teachers of color -- spaces at each school for teachers of colors (but just FOCUS that requires teachers and staff of color to leave the classroom)
- more therapists
- More time for teachers to plan
- More time outside. Good star teachers
- More transparency from the district is needed. Many years ago the community voted to approve capital funding for the district. This was passed based on what Aldo presented as the plan. Unfortunately, after the money was secure the plan changed and I saw the money being spent in different areas.
- More transportation
- More work needs to be spent making sure ALL families are aware of financial supports that are available. This will benefit our students.
- More work on fighting that's going on in schools
- Much more mental health support
- Multicultural groups and programs
- Multilingual family communication plan
- Music
- music in the elevator
- Music programs that are not focused on a marching band. None of my band friends get together and march in a field. They all formed rock bands and such. What about half time during the game? No one likes marching bands. Put some high school rock bands on the stage instead.
- Music, theater & arts!

- my exact point... the next question asks what my race is.... why is that important on this survey. I am a parent with multiple students in the district, but not for long if things don't change. Already looking at private/charter schools
- My impression of many students I met was that college was what they needed to do, but could tell that they were too committed to it and were probably not going to make it through and get a college diploma. This is also how I felt when I graduated High School. Right now with the cost of school this mistake could turn into such a burden for these students. I think it would be important to expose them to success stories of people who did not go to college. Not to discourage anyone from going to college, but to help some who need other opportunities to feel better about their decision. I would be happy to help with additional input if needed.
- My son will graduate in 2024 and still has had no one take the time to sit down with him personally and talk about college options and making sure his schedule is on task. That is a failure of our school leadership. We can do better. The kids that have problems get all the attention when we can still help the successful students be more so!
- Need more diversity teachers and staff here.
- Need to filter out toxicity in our district (including systems, ideologies, and people) in order for everyone to thrive.
- NEVER do distance learning again - the district is responsible for mental, emotional and academic damage done to each student within its walls.
- Never ever go on strike during a public health crisis or after students have been forced to be out of school for days, weeks, months at a time
- Never gonna run around and desert you Never gonna make you cry
- Never gonna say goodbye Never gonna tell a lie and hurt you
- New curriculum
- Nicer
- no
- no
- No
- No
- No
- No
- No
- No
- No cell phones in class

- no cheating
- No homework
- no mean teachers- consequences for students behavior so teachers feel supported
- no more closures please just stay open for the whole year
- No more school bonds
- No not really
- no spreading rumors/gossip
- No student should be made to feel responsible for policing the conduct of fellow students.
- No students should be skipping
- No students should be skipping class.
- Not a huge priority, but it's kind of hard to find out about activities at the middle school level. My son wanted to do track, so I kept checking the website, Feb -March... No info.. Then one day he was like, "track starts tomorrow and you need to sign me up" it all worked out, but it was frustrating to not at least have an overview and general time frame.
- Not all parents use email
- Not fair about pork
- Not really
- Occasional days to just be outside
- Offer and accept foreign language alternate that are offered outside of school
- Offer more bilingual and multilingual resources for all of Roseville area schools communities. Let's welcome and support the newest Americans.
- Offering more cultural clubs would be nice and more liaisons to support students of color
- Once in a while, include staff in meetings who will be directly impacted by admin policies.
- Online tools for tracking students' grades in assignments are relatively difficult to use, because each teacher uses them differently. I don't know if it was a solution to this, but hopefully it's clear to everyone that this is the case.
- Open acceptance of all identities & sexualities to assure our children feel safe with who they are at school
- Open snack shack
- Open the snack shack
- Operational excellence and consistent policies in all facets of the district.
- or their religion. stick to math, reading, and writing
- Other key priorities for Roseville Area Schools is to give more eye opening for the students to see things outside of school like the social life.
- Our buildings need to be flexible in response to

- needs of students but also staff
- Our district should consider an Equity Coaching model to support all staff on this journey for our students/families
 - Our facilities are continuing to be outdated - interactive learning screens instead of tvs for our students, updated reading and science materials for all
 - Our focus should be on student success, but teachers alone cannot make that happen. All staff members play a role and need to be recognized.
 - Our kindergarten classrooms need full-time assistants. We want our children to be successful and research shows that this starts early. Pre-K and kindergarten are pivotal times.
 - our son had to be transferred from Roseville school district because the district was unable to teach him to read
 - Overall, I feel RAHS is doing well to support students' education and personal growth. Identification and active support for strategic education goals and key priorities is a productive step.
 - Paras might stay longer if we include them in communications, check in with them sometimes, ask for their opinions, etc.
 - Paras need to be paid more.
 - Parents should be treated more respectfully as partners. We had both good and bad experiences around this. And we are not unreasonable people.
 - Parkview Center School's playground needs significant attention! There are safety concerns with 'border ties'/edging that need replacing. Some equipment hasn't been replaced. Pea gravel hasn't been removed so it is preventing grass to grow. There is way too much care needed to expect teachers/kids/parents to maintain. In the fall students are crying due to quack grass that has gone to prickly seed which sticks to their skin and causes bleeding. When the mower comes, they are mowing dirt and sand!
 - Partner with local nature center to offer nature classes for each grade. Have free skate days for Roseville Students at the Oval.. build partnerships with the firefighters and police to play basketball or softball with the students .. get creative with how to build community
 - Passing time needs to be increasd (Many teachers encourage students to use the bathroom between classes then they are late
 - Pay BIPOC staff for the work they do outside their roles. Helping people work through equity in their curriculum, behavior support and other things.
 - Pay increase for paraprofessionals to retain more quality individuals.
 - Pay non-licensed support staff (EA's, TA's, etc.) more
 - Pay some parents and community organizers. Many do not participate because they cannot afford not to work
 - Physical safety
 - Pick teachers better
 - Picking up the trash around the school
 - pienso que deberían de mejorar la seguridad con respecto a los niños
 - plant day
 - Please add armed policemen (yes men, as women are not physically able to restrain a male) to all school main entrances.
 - Please be conscious of the bilingual program within the district at all levels of planning and decision-making. Thank you for all you do for our students and communities!!
 - Please bring back the doughnut with frosting but make some gluten free.
 - Please ensure there are enough teachers for 3-6 at EDW.
 - Please review availability of access to school facilities by community groups
 - Please stop emphasizing race and gender. It is actually causing tribalism, causing divide, making students compartmentalize everyone based on skin color and attaching negative connotations to skin color based on behaviors of generations before us.
 - Please stop the policy of blabbing to kids about poor behavior and implement consequences!!! If the kids' parents raise heck too bad. I have worked in too many classes where a couple poorly behaved students made learning truly impossible for the rest of the class, and all the administration did was tell teachers to try harder when the job was simply impossible.
 - Please take a deeper look at kids who have been expelled from other schools who you are allowing into our district. My kids report there is a fight almost every day at RAHS.
 - Please ~ offer more class periods in the high school and bring back marching band with designs {even without uniforms}
 - Positive school spirit

- Possibly add a few minutes of outside time for RAMS students.
- Prep for life after high school (finance and career learnings)
- Prep for life after high school (finance Dr. Ruth Hayden and Career learnings - what exists out there). Strength training tests and advice by a trained person.
- Preparing head kids for the future, and jobs that don't even exist yet
- Pride spirit week
- Principals are the keys to keeping BIPOC teachers. How are they accountable retaining?
- Prioritize needs of struggling learners, whether it means mental health supports, partnering with community supports (social worker) etc...
- Prioritizing dedicated employees
- Programs
- Progressive Environmental actions
- Prom should NOT have been held outside. That was a terrible decision.
- Promote specific Volunteer opportunities. There is pent up energy to help, but some need to know how to get involved
- Promoting family qualities
- Promotion of parent and community involvement
- Pronoun Synergy field - Official Name (if not necessarily the "legal" name) field.
- properly support staff so they can properly support students
- Provide more education and training for teachers to notice when students are not understanding and to try different teaching methods to capture all students.
- Provide more information accessibility not just in print/email format (e.g. videos explaining in different languages a new change, etc. so families who are not literate can also engage/understand)
- Providing more classes for younger students Birth-5 yrs old - classes fill extremely early and Roseville's population is transient.
- Put a cap on classroom size-please create smaller classes for our students
- Put a cap on number of out of district students and be more stringent on students who are allowed to come from other districts
- Que apoyen mucho a las comunidades latinas
- Questions 9 and 10 are racist, and encourage racism.
- Quick listening to cancel culture and return to common sense values in public education

- RAHS is too big.
- RAHS weekly newsletter is terrible; does not provide acknowledgement for-non sport successes. Does not provide an upcoming schedule for activities and sports. Not a great representation for the school.
- RAHS- Raider time should be during the middle of school or will not succeed
- Raider time
- Raider Time at RAHS needs to be eliminated - it is not productive for students and wastes valuable learning time; put the time back into each class
- Raider Time at RAHS needs to be eliminated - it is not productive for students and wastes valuable learning time; put the time back into each class
- Raider time is definitely helpful.
- Raider Time- encourage more students to take advantage of this opportunity for academic support and activities
- Raise the bar
- RAMS is too big.
- Rarely do we see articles in the St. Paul paper about what is happening at Roseville area schools.
- Reach out to other communities and build up relationships with students' families
- Reading
- REAL MTSS
- Really support students who need more help with transitions to the next stage.
- Rebuild your music and arts programs, starting in elementary education. Orchestra program has really suffered due to staff reductions and those who remain are not pushing the kids to do their best. It is so sad to see how far and how fast it has fallen in 3 short years.
- Recess in middle school and high school because kids in middle school need it the most because they need to get energy out
- Recognising & funding sports that are successful - football didn't win a game and the CC team went to state but had to fundraise all their own money. Also no recognition was given for this achievement.
- Recruit and retain teachers of color. Offer more classes that reflects Roseville student population
- Recruit and retain the best teachers. They are really the key to success, it takes all kinds so each kid can find the ones that inspire them.
- Recruiting & retention of faculty & staff. Meaningful involvement in discussions like this

one are important.

- Recruiting and retaining BIPOC educators
- Recruitment and retention of teachers of color. Support for our teachers and staff of color.
- reduce the stigma around neurological disorders (such as autism, ADHD, depression, etc)
- Reduce workload for teachers - the expectations have gotten out of control
- Reduce/eliminate Principals/teachers on special assignments. We can't afford these with class room sizes increasing.
- Reflect on and support current initiatives to insure their success. Manageable workloads to avoid teacher and staff burnout.
- Regular facilitated student-led community discussions about their topics of choice
- Remembering students of ALL races need support.
- Remove poor administrators.
- Remove the 10 min rule for passes (first and last 10 min)
- Report Cards and conferences: set aside a full prep day for each so teachers are prepared and have time to reflect
- Representative curriculum-- books by and about BIPOC at the secondary level that do not feature racial trauma
- Resources need to be put into hiring staff to support the SEL needs, and education and support of positive behavior in schools. Post COVID, students need more support, and more education on how to behave, and why school is important
- Respect authority
- Respect for all staff by students and to fellow students at RAHS needs to be addressed
- Respectful and supported each other. Create more activity for [adult education] students and be more active in class.
- Respond to parent concerns
- Restorative justice and getting to the heart of behavioral problems. Not taking away recess or after-school activities as punishment.
- Retain BIPOC educators that are probationary. We need someone to fight for this language within our contract.
- Retain Student Support educators
- Retain teachers of color
- Retain teachers of color
- Reward high achieving students better/more freedom
- Rewarding good teachers so that they stay

- Roles and responsibilities of staff: "Whose job is it anyway?" "Who do I go to for what?" and timeframe for communication
- Roseville could also look to developments in New York City to identify dyslexic students and get them appropriate instruction within their home schools or the option to attend a specialty school
- Roseville has a great music program, don't let that slip away.
- Roseville has amazing teachers!! Please keep teachers with open engagement.
- Roseville has had a HUGE influx of cash and has made some great changes but there are still several serious needs to be met!
- Roseville hires but does a poor job for retaining Bipoc staff
- Roseville is an equitable school district. I know they want to focus on change for the better but when we say we need to change something the assumption is what 'was' is bad or is not working. Continue to focus on what has worked and what is great as well.
- Safe, secure, education-focused schools
- Safer
- safety
- safety
- safety
- Safety
- Safety
- Safety - especially at middle school
- Safety and addressing events that could take a toll on students' mental health.
- Safety and security for special needs students
- Safety and that no one can come in or get out without permission
- Safety for all students and schools
- safety for all: emotional and physical safety
- Safety for students and staff
- safety in schools continues to be a priority-building security improvements-classroom door locks, high school bathrooms spaces,...
- School boards need term limits.
- School has become hyper focused on enabling/encouraging activism, but lost sight of academics. (See declining test scores and pay attention to them. Don't sweep them under the rug.) Students and the community suffer as a result.
- School safety
- Second priority is to prepare students for the changing world with relevant curriculum in

technology, nursing, city planning as it pertains to climate change, etc.

- Security and parking lot Safety
- See above
- seeing diversity as a strength is increasingly important
- SEL
- SEL
- SEL training for staff, clear and consistent expectations for staff and students, accountability for building and district-level leadership
- SEL/recovering from pandemic for adults and students
- Set up a rewards system for parents, so they need to be involved in their child's education. Maybe it's just that they daily initial their child's homework to be sure it's done. Perhaps partner with McDonalds, or Starbucks or a business where the parent(s) get a free coffee or something each month they did it every day.
- Set up better ways for parents that don't speak English to communicate with teachers. Teachers can use interpreters, but parents want to initiate contact.
- Shift focus from Bad behavior to "why is this happening" taking away recess for an outburst doesn't really address the problem (eliminate shaming - Brene Brown). The Yes Brain or anything Daniel Siegel writes.
- show parents they are a necessary part of the students, show real examples-parents expected to help with school not just it's not my problem its the schools problem
- Show support that they are there to help anytime.
- Sign language classes
- Significant R/R of BIPOC staff
- Smaller class sizes
- smaller class sizes
- Smaller class sizes
- Smaller class sizes
- Smaller class sizes
- smaller class sizes lead to better learning environments
- Smaller class sizes.
- Smaller classroom sizes and more teachers. There should be more computer labs so that students can go there and study if the media center is closed. Teacher assistants should be limited as well so that each teacher doesn't have more than 2 because that prevents students in the classroom from learning.

- So much divisiveness from those in higher administration positions
- Social Emotional Learning (for students and staff-- and not just lip service; we say we do this, but have little to no formal training)
- Social/emotional learning needs are higher since the pandemic. We need to address this as an essential part of learning and expect increased needs over the next few years. We need more support staff to help address this by allowing more small group instruction and time to check in with students and families who need more empathy and resources.
- Some students are clueless or feel nervous to reach out for help which cause them to fail class
- Spend 1:1 time with a mental health provider instead of removing recess or expelling students for poor behavior
- Spend more time driving high level academic outcomes for those who care
- Sports
- Sports and clubs
- Spread more awareness about the real world
- Staff are burned out. Quit adding new initiatives each year. Students suffer because teachers are stretched too thin.
- Staff needs to feel heard and supported. Low morale needs to be addressed with the staff by principals and administration. We feel like we only get lip service and nothing changes. Staff feel blamed for behavior that is out of their control.
- Staff needs to monitor the bathroom.
- Staff should relearn how to treat students and how they deal with situations
- Staff's mental health
- Start looking into Language Bias and Language discrimination in our district. Putting out MAJOR announcements regarding health or other news, in a few languages, doesn't cut it. We need to communicate to all families equally. They need to have access to ALL information regardless of their language. This is not new, but seems to be forgotten each year.
- STEM
- STEM is important but so are a LOT of other areas in life. Stop pushing STEM so much.
- Stop adding so many out of district students. I am not happy to hear Saint Paul is closing schools because their enrollment is down and then seeing my taxes go sky high for school expansions in Roseville because there is not enough room for all

the students.

- Stop asking questions like #9, why does this matter?
- stop automatically moving students up a grade when they haven't learned the current grade. get rid of grade levels and let students progress in each topic at their own pace, which may be faster or slower than normal.
- Stop being political
- Stop catering to the minority, help them fit into what is already working
- stop charging students to park at the high school! it isn't fair that they pay but staff and visitors do not pay to park! It is a gross injustice for students to pay and they get the worst parking spaces and those who have free parking get the best parking spots. This is not how the real world works!
- Stop encouraging and promoting people to be gay
- Stop making everything about race
- stop making fun of people
- Stop paying so many administrators to sit in meetings where nothing gets done.
- Stop teaching "birthing person" in Health, which is hateful to women, confusing, and foments mental illness
- Stop the bullying
- stop trying to be all things to all people.
- Stop wasting my time
- stop with some of the dumb rules im not saying all rules are bad but there are some dumb ones
- Strengthen all students' use of phonics, as early as possible in their education
- stricter with students
- Strong relationships 360 degrees
- Strong relationships with local businesses/employers, including engagement, student internships, etc.
- Strong school creates a strong community and vice versa.
- stronger focus on mental health support for STAFF
- Student behaviors are off the charts. We can't fix it without consequences.
- Student involvement (x2)
- Student mental health
- Student mental health
- Student workshop days where they can choose sessions that apply to their own needs
- Students can help with other stuff like handing out lunches, breakfasts, etc.
- Students get to voice their opinions about things schools will change, start, or keep

- Students mentoring students
- Students need a break/Recess
- Students need more academic support. Providing more staff such as paras will help support the classroom needs. This will allow teachers to share the work and get more students individualized support which will go a long way. Losing a para for the day has really affected the classroom dynamics. Hands- on activities are basically nonexistent and students need these to support their growing imagination. Testing and worksheets are not going to help with student SEL and growth.
- Students need more preparation for the real world. Classes like Managing Your Money and Living on Your Own at RAHS are awesome, but should be required learning for all students
- Students of all ages should get time to recollect themselves outside, it's very hard to work all day with no break
- Students report the lunches are lacking in substance and quality and that the boys are getting more food than the girls and the growing/active 7/8th grade girls are hungry after lunch.
- Students Safety - this one has really dropped off. We allow bullying to happen constantly from certain students and are creating many students to feel scared to be at school. This has to stop.
- Students should have more civic education to know more about their roles and responsibilities as citizens of the US
- Students who are a discipline problem need to have their parents/guardians more involved in school - possibly even require a family related adult to stay with the student for a day or several days to insure they behave.
- Students who want to learn should not face obstacles to learning caused by administration's failure to control disruptive behavior.
- Students with behavior challenges and their families need better services and supports in schools to make the classroom safe for all learners
- studying room
- Sub teachers out for a day in order to test students. This would help in reducing the amount of time taken from instruction (especially in kindergarten where assessments are completed one to one).
- Success stories (special needs)
- Support for families new to the country. A way for these families to both assimilate and share their

culture with the community in an open and positive way.

- Support for students who aren't interested in college and helping them plan what they want to do
- support for teachers (more para etc)
- support students socializing in classes.
- Support teachers and staff. Pay them adequately and appreciate the work they are doing.
- Support teachers by lowering class sizes, providing adequate funding for supplies and curriculum, and fully staff buildings.
- Support the teachers as much as possible.
- Supports for staff—they are working so hard!
- Sustainable resources
- Take a stand on making schools safer and preventing gun violence.
- Talk about Latinx students as much as other non-white groups
- Targeted professional development or all staff
- Teach about LGBTQ+
- Teach kids to dream big!
- Teacher Burnout prevention Health program for teachers to workout and get healthy, maybe in the gym in the morning.
- teacher diversity should continue to be a key focus
- teacher retention
- Teacher retention
- Teachers & Administrators reaching out to local service organizations for assistance
- Teachers are feeling defeated with the lack of training, discussion and preparation for curriculum. Even if there isn't a new rollout, there needs to be collaborative conversations at the start of the year for grade levels to connect, discuss, and learn new/better ways to implement curriculum or content.
- Teachers get paid more
- teachers need more options for behavior support
- Teachers need to give students more direction when they are missing assignments (Schoology is hard to navigate)
- Teachers need to understand
- Teachers should be a priority, with Covid and all there was a lot of burnout and when masks came off there were a lot of teachers getting sick and coming to work while sick. This should not happen and if they really need to be in the classroom they should wear a mask
- Teachers to understand kids needs and help them learn better by finding a way to learn that helps

them the most

- Teaching history from an honest and comprehensive perspective
- Teaching kids how to manage their emotions without buffering with drugs and alcohol
- Teaching more emotional/affective themes.
- Teaching non-violence ways of resolving problems and struggles.
- Teaching social-emotional skills, self-regulation and conflict resolution skills
- Teaching students more about different cultures
- Technology
- Terminate the current Brimhall elementary principal for unethical behavior
- Thank you for offering the community to provide input!
- Thank you to the countless teachers and staff who are making a difference every day in Roseville Schools.
- Thank you.
- Thanks for this and all you do!!
- That the safety of school is broader and that the student cannot leave the building easily!
- That's just how kids work. No way around it.
- The AD needs to evaluate coaches in various sports at Roseville. Many parents have been disappointed with the choice in hiring of some recent coaches at the High School. They choose not to engage with the parents who are supportive (raising funds, supporting team pasta feeds, give feedback and the parents who do show up.
- the block schedule system at RAHS is not set up well for many students - there is not consistency in learning for students when you only take a core class for 2 trimesters; it is sometimes difficult to schedule the electives that are really desired; students in language and/or music programs are very limited in what else they can take
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- The communication needs to be improved when incidents happen. There needs to be reports anytime my kid gets bullied or physically attacked
- The district fell short on SEL for staff this year!
- the district needs another pool (would be great to

have one in the high school)

- The district needs to include restorative practices that are consistent across the district.
- The football team and better appeal
- The future of our community needs more creative and innovative thinking and more insightful practices... shaping the organization and teaching students will be essential to help with that
- The goal is Net zero energy use including clean energy buses and fleet vehicles as quickly as possible but no later than 2030
- The high school needs to reexamine its schedule and seriously consider moving to a 7 period day. If RAHS is going to push AP classes w/a third trimester, a 3rd trimester of math, insist that DLI is a 3 trimester per year class, force AVID students to do a language in 9 and 10 ... then the schedule should change to accommodate these program changes. Yes, it costs money. But the way you spend your money shows your priorities. If your priority is creating the best experience and opportunity for all kids (including EL and SPED kids), you need to look at moving to this system.
- the house system is good
- The importance of counselors
- The leadership is incompetent and if they need to gather input through this format they have utterly no idea how ineffective they are, and the problems students face.
- The lunch is not good or big enough
- The lunch is terrible I know that Roseville Area Schools are committed to health and nutrition but it's a little hard to focus in school when at lunch you know you are going to get something gross
- The lunches need to get better. Come on, I am told by my kids it's pretty bad.
- The number of actual and threatened weapon-related incidents at RAMS was intolerable in 2021-2022. Please address how ISD 623 will lead the metro area school systems in preventing a repeat or worse.
- The office of Educational Equity is a considerable expense. How much value does it provide for the students and staff and is it a wise use of so many talented administrators and staff?
- The playground matches the condition of the building (except for the office space and possibly the Level 3 space). My classroom is the only new classroom (primary) but there were no cupboards installed nor a sink. Now they are only putting in a wall mounted sink like the bathrooms. What

primary classroom has no cupboard or counter space? That certainly doesn't fit the needs of kids!

- The Roseville Area Schools food - some of it could be better (upset had to have pork)
- The teachers need assistants. Burn Out is a serious issue and one that can be prevented.
- There are children who need individual help. What is being done for them? Rethink the IEP system.
- There are unequal teaching times between RAMS and Parkview 7/8. This really needs to be looked at. Parkview 7/8 teaches 5.5 classes and RAMS only teaches 5. Also, the overage pay is not calculated well. It's not just more time with students, it's more grading, more conferences, more parent communication, etc.
- There is no energy, higher standards, or enforcement of rules/respect from the administration (especially at the High School).
- There is talk out in the community that Roseville High School is going down the tubes. It is in desperate need of change - accountability, higher expectations for student/staff behavior, maybe cut some of the overhead at District admin level so there is more money to attract more qualified professionals to work directly with students
- There should be clubs during school or students don't need to stay after school.
- These questions are worded awfully. I really hope you didn't pay an outside firm for this.
- They are doing amazing and wonderful job .Thanks
- They are doing excellent.
- They need to focus on teaching the students and the teacher need to stop being nice
- They should be called to keep in touch
- Think deeply and creatively about Ethnic Studies implementation in the district or this will be a lost opportunity.
- Third priority is to incentivize investment in all areas of city government and understand the importance of youth participation and value.
- This is a big wish but I would love for staff PD days to be a zoom option. allow us to work from home. Many of us have children in the district who have the day off, it would be amazing if we could zoom in still get the learning and our work done but not have to be on campus. It would be beneficial for our mental health to sleep in, not use gas, eat a real breakfast etc.
- This may not be possible next year but free meals were great

- This school is too rundown, fix it up before building new parts... - The Letter J
- Time and opportunities for professional development for all disciplines (not just teachers)
- Time for teachers to plan!!
- Time for teachers, students & parents to meet to discuss student progress & needs.
- To be serious and act calm and respectful to everybody at school
- To close the achievement gap, we need staff that can spend one on one and small group time with students to help them achieve academic benchmarks.
- To have alarms in case of emergency so to be checking in case of seeing something weird
- To have the availability of a professional if the student needs to complete hard work for the one on one!
- To make drivers Ed cheaper for those that can't afford it
- To make people stop standing in the hallway by the commons or to fix the flow in the hallways in general
- To provide more [adult education] programs.
- to support student success, staff need to be supported, especially during challenging times in the school year
- Too big of classes!!!
- Too much money is spent on programs that could be going to classrooms. Teachers are still paying out of pocket for classroom materials while taxpayer dollars are funneled to unsuccessful programs
- Too much time is spent on kids that don't care about rather than those that do
- Top priority is to have my child see men of color (like him) in leadership roles and in teaching positions.
- topic of split classrooms
- Transparency and consistency in hiring practices (how are we recruiting? What positions get posted internally vs externally? how do we make interview teams feel like it isn't "rigged" from the start and they have a voice?)
- Truly partner with students of color and other cultures
- Truly value students and their families. Think outside of one's own gains or profits.
- Try to balance the desire to have great test scores with the desire to teach and inspire kids.
- Try to prevent fighting
- Turn every student into a problem solver by introducing and training in a structured, mentored solving problem methodology.
- understanding how our government works so our children can navigate the confusing waters of politics as they get older. Focus on financial understanding as well, so students are well versed in their options for savings and financial growth as they get older.
- Understanding the variety of needs of individual buildings
- Unstructured time for students will be more productive when they are equipped with skills like how to cooperate and collaborate and how to set goals, etc. so they can self organize... students seem to need more support on those items as the are given unstructured time
- Updating student behavior protocols
- Upgrade the bathrooms
- Upgraded facilities - ask for donations and volunteers if the budget isn't there
- Upgrading our school kitchens and parking lots
- uphold high expectations for behavior and deliver consequences that make sense to those who contribute to others feeling unsafe, hurt, or unable to do school
- Use increased public funds wisely
- Use relaxation techniques in every class to center each student to prepare them to learn after transitions. Jr. & Sr. High the first minute in the classroom. Elementary, in the morning, after lunch, & anytime they move back to the classroom from gym or music. This could just be calming music over the loudspeaker with a time to close their eyes for a minute.
- Utilizing the community: Parents and non parents alike. Some are willing to take an hour to come help out the kids of our future. Some are willing to make it more consistent volunteer work. Don't know until you ask.
- vacations should not be excused. It is an example of privilege. Families aren't excused for car trouble. That seems to favor the well off.
- Valuing relationships over tasks
- Visibility in general (Pride flags!)
- Water day
- We absolutely love the current staff in the CID program at EDW, but it seems that there is a definite need for increased support staff volume with the amount of kids currently part of that program.

- We all care about our students, but we need to learn to truly LISTEN to each other across the district and across different roles and then go from there.
- We are all spiritual beings, that is why LOVE needs to guide everything done in our schools!
- We are not using the strengths within our staff: paraprofessionals whose language, culture and racial backgrounds better match our students and families being given schedules less than 4 hours don't want to stay and they are a resource we need to value. Teachers are exhausted and demoralized from dealing with class sizes in primary grades that are impossible to teach foundation skills in reading and to deal with challenging behaviors. There seems to be so many people in positions that I don't even understand or know what they do, there are lead teachers for SPED and in other administrative type roles who do not work with students and we do not have explanations of their jobs while I am in a classroom with over 25 young children and 20 minutes a day of para support time. We need to prioritize student contact time over other roles and start valuing teachers. As we move into adding yet another program (AVID elementary) and rolling out a literacy program that will include some in depth training (LETRS), the district needs to prioritize making this manageable and supporting teachers so that they can prioritize students.
- We are now grandparents to our children who went to Roseville schools
- We are woefully inadequate when it comes to valuing, training, and supporting our Paras. I am not surprised at the turn over! By only hiring 4 or less hours-who do we expect to get to apply? They are critical to safety, supervision, and supporting our WIN.
- We are working harder than ever at "leveling the playing field" and yet people of color are falling farther behind. The problem is not your intentions, it's your tactics!!
- We continue to need more staff that represents the diversity of our community.
- We desperately need to change the culture of RAS. While we are trying to make our students feel like they are loved and belong, we have done so with an outcome of achievement falling. We need to change the culture so that we are supporting students to achieve and not make

excuses.

- We have amazing community resources, given our proximity to the U, etc. We need to figure out how to create better connections to and from them to the schools.
- we have come so far and I feel proud of where we're going
- We have no true leadership. RAHS is a Mess. New principal!
- We love our teachers and those who loved my kids should be honored. Involve student in teacher reviews and hiring
- We love the RAHS Principal Hester! Strong, skilled administrators are so important. Invest in good school staff.
- We need a free period please
- We need a larger pool of substitutes for both teaching positions and para positions.
- We need better lunches
- We need dependable building subs for our schools. Someone assigned to our school to ensure we have at least one guest teacher we can count on. I have had 4 different subs take positions that I put in the system a month before and cancel the night before, which then makes it so I either give up my personal day OR one of our intervention specialists takes time away from their learners, and they are doing that way too often. That's not okay. Please, please give our buildings a sub.
- we need more diversity in classes with students and teachers
- We need more paraprofessionals. They are key to the success in the classrooms.
- We need more PD on how to use all the great tools we have in regards to equity in a practical way in the classroom.
- We need more student support coaches in the school.
- We need more Windows and Mirrors books and lessons for our students at all levels. I feel like I am repeating the same books and lessons that students had in previous years.
- We need staff to help students succeed.
- we need the donut with chocolate frosting and sprinkle
- we need the good donuts back the ones with frosting
- we need the lunch to have treats
- We need to build up, we need to offer these students the best for all

- We need to do some major repairs after COVID.
- We need to focus on the recruitment and retention of teachers of color and MEAN it.
- We need to have a smoother system for translating communication into Spanish
- We need to revamp the district discipline policy
- We need to see TEACHERS on special assignment to head our Math and Reading Curriculum. These should be people that are experts in these areas and are not far removed from teaching students-- so they know and understand what happens in our classrooms.
- We need to test our students to understand where we are in relation to other schools in Minnesota, US and other countries.
- We need to update our buildings. We were promised AC about 8 years ago and that hasn't happened. That is always the first question at open house.
- We need to use less technology many students spend too much time on screens and are addicted
- We need to work together for the benefit of students. We can't say, "this is not my job" and leave it.
- We should aspire to one of the very best school districts in Minnesota, and in the country, especially when it comes to academics
- We should talk about our personal cultures more, especially with the younger kids. When I got to about sixth-seventh grade and started looking online I was shocked by how many cultures I didn't know very much about and they were interesting to me (maybe a end-of-unit culture show day where people's parents can come in and show us their foods and stuff)their foods
- We want to be able to sell our merch - can we partner with the senior store at ATECH to sell cultural items?
- We would like to have an athletic trainer available to student athletes who don't practice and compete at the high school (swimming takes place at Parkview)
- We would like to see the return of in person conferences, our students wanted us to meet their teachers and it was difficult.
- We're happy with RAMS ~ let's get Roseville high school up to par with the 7 classes and lots of options that Roseville Middle has
- What can we do to help staff from being overwhelmed from taking on other responsibilities without being incentivized
- What can you do? How can you let us know more about our options or what is available?
- When applying for classes ask the parents what they want their student to take-keep us involved we are important too.
- When conflicts occur between students try to stop them before they get outta hand and judge based on self defense
- When I went to RAHS I was on the Fencing team, played in Orchestra, worked on costumes for Theater and also enjoyed the Math team. Please continue to offer a variety of extracurricular activities and field trips. The social component of school is so important.
- When inequity in our systems is pointed out, it should be a challenge to be solved, and not something to be defensive about or to simply brush aside as impossible to address.
- Where possible, there should be more opportunities to engage in environmental projects or participate in the work of community gardens or park projects.
- Work harder on the needs of Multilingual families and their needs (communication, etc...)
- Work on the students mental health. Kids should be happy coming to school.
- Work with other districts to provide more language courses
- Workshop week: District grade level meetings to set the tone for the year. Meet to discuss outcomes, curriculum and any new information. Paras trained during this week to support students in classrooms. Limit the time to absolutely needed information so teachers can get ready for the beginning of the school year.
- Would like to see more active administration support for student concerns, mentoring, and the school enforcing, teaching to, and living expressed values.
- Writing
- Yes to age appropriate critical race theory
- You are a school. Focus on educating our students, especially in the STEM and Trades areas and we will do well.
- You can have high behavior expectations AND a diverse group of students from all backgrounds
- You could provide better school food, the stuff right now is barely edible.
- You need to make me feel full
- Zero tolerance for any weapons or threats at all schools - especially RAM

