



Roseville Area Schools

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

2022 Strategic Planning Round 1 Engagement Analysis – Final

August 16, 2022

TABLE OF CONTENTS

1	Introduction and Round 1 Engagement Overview	1
1.1	Background	1
1.2	Engagement Process, Content.....	2
1.2.1	Schedule	2
1.2.2	Tools and Techniques	2
1.2.3	Demographic Questions	2
1.2.4	Narrative Questions.....	3
1.3	Participation.....	3
2	Analysis.....	5
2.1	What to keep and build on	6
2.1.1	Equity and inclusion.....	6
2.1.2	Excellence, choice, and supports.....	7
2.1.3	Welcoming, positive, and safe school communities	9
2.2	Hopes and dreams.....	10
2.2.1	Academic success, opportunities, enrichment, and choices.....	10
2.2.2	Students who are confident, healthy, and active learners.....	12
2.2.3	Graduates who are prepared for college, careers, and successful lives	13
2.3	Belonging and success	14
2.3.1	Welcoming, respectful learning environments	14
2.3.2	Inclusive, rigorous, and flexible content, methods, and systems	16
2.3.3	Comprehensive, effective supports.....	17
2.4	Community	18
2.4.1	Understanding, awareness, support	18
2.4.2	Learning and enrichment	19
2.4.3	Common priorities.....	20
2.5	Other ideas, priorities.....	21

1 Introduction and Round 1 Engagement Overview

1.1 Background

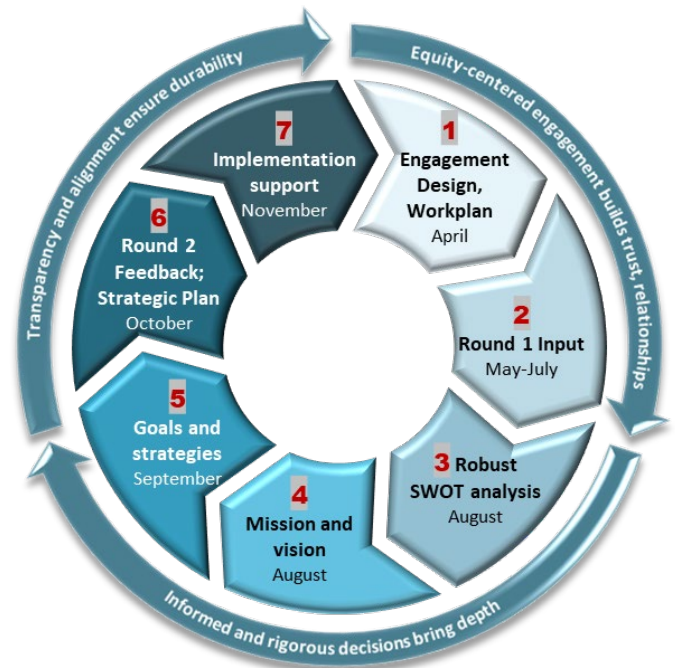
The Roseville Area Schools 2022 strategic planning process is anchored in our long-standing commitment to quality teaching and learning, and equity in all we do. Using an inclusive and participatory process, we are inviting input from key stakeholders and will use those contributions to shape analyses, 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 Engagement Process, Content

1.2.1 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

1.2.2 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.

1.2.3 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	▪ Brimhall Elementary	▪ Early Childhood Education
▪ District Center	▪ Central Park Elementary	▪ Early Childhood Special Education
▪ Roseville Area High School	▪ Edgerton Elementary	▪ Roseville Adult Learning Center
▪ Fairview Alternative High School	▪ E.D. Williams Elementary	▪ Roseville Community Education
▪ Roseville Area Middle School	▪ Falcon Heights Elementary	▪ Other (please describe)
▪ Parkview Center 7-8	▪ Harambee Elementary	
	▪ Little Canada Elementary	
	▪ Parkview Center Elementary	
- **How do you describe your race?**

▪ American Indian or Alaska Native	▪ Black or African American	▪ White or Caucasian
▪ Asian or Asian American	▪ Native Hawaiian or other Pacific Islander	▪ Two or more races
- **Are you Hispanic / Latino / Latinx? (Y/N)**

1.2.4 Narrative Questions

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?
2. What are your hopes and dreams for students in Roseville Area Schools?
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?
4. How could Roseville Area Schools and the community work together to support student success?
5. Feel free to use the space below to add other ideas on key priorities for Roseville Area Schools.

1.3 Participation

This analysis includes narrative results from the online, in-person, and virtual sessions listed on the next page. Over 3,100 people participated in Round 1. Of those, over 2,000 responded to one or more of the narrative questions, contributing nearly 12,000 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 analysis covers the narrative responses 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 analysis covers the narrative responses 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 separately here. As shown on the next page, over 1,000 people participated, and this analysis covers their narrative responses.

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)
- Board members and administrators (~20)
- 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)
- Principals and supervisors (~40)
- 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)

See complete responses from all participants, along with participant demographics in the separate Compilation available on the RAS strategic planning web page [here](#).

2 Analysis

The analysis beginning on the next page summarizes and highlights qualitative results for the five narrative questions:

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?
2. What are your hopes and dreams for students in Roseville Area Schools?
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?
4. How could Roseville Area Schools and the community work together to support student success?
5. Feel free to use the space below to add other ideas on key priorities for Roseville Area Schools.

Each analysis includes a brief introduction and content broken into subsets to facilitate understanding. Quotes included are directly from participant contributions and attributed by group (e.g., middle school student, staff member, family member, etc.).

Complete results are provided in the **Compilation** available on the RAS strategic planning web page [here](#). The Compilation includes background information and engagement process, participant demographics, and all results organized alphabetically by question.

2.1 What to keep and build on

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 2,857 ideas offered in response to this question. Most responses to this questions fell under three broad topic areas:

- Equity, diversity, and inclusion
- Excellence, choice, and supports
- Welcoming, positive, and safe school communities

2.1.1 Equity and inclusion

Ideas around equity, inclusion, and diversity ranged widely, as did the terms participants used. Below are some highlights of priorities that participants want RAS to continue and/or improve.

- An equity lens for all decisions; maintain/strengthen the equity vision
- Diverse range of students and staff to bring a wider variety of perspectives and help create an equitable learning environment
- Educational content and opportunities that reflect the diversity of topics, issues, and needs of the students and the world into which they will graduate
- The varied, evolving, and unique needs of the wide range of RAS students
- Unique needs may be by race, ethnicity, language, ability/disability, sexual orientation, religion, gender identity or expression, and others
- Clear, consistent, and strong support for meeting student needs within schools, across the district, and from top to bottom
- Current/new staff who reflect student diversity and whose jobs are to help ensure all needs are met; more BIPOC staff and more support for them
- Retain the many RAS staff who are good, great, effective, talented, student-centered, kind, and nice
- Intentional and *ongoing* efforts to support equity, anti-racism, inclusion, and cultural responsiveness, including staff professional development, aligned curriculum and instruction, and building understanding and support among students and families
- Voices of BIPOC students, families, and staff shape decisions
- Celebrate diversity, broadly defined, such as: Indigenous and African American history (including “absent narratives”), languages and cultures, LGBTQ+ pride, ethnic studies, affinity groups, events and activities, culturally specific foods, field trips, holidays (including calendar decisions), and others
- Provide respectful, open, safe, and healthy learning and teaching environments

“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”
– High school student



“There are clubs and communities for multiple cultures and ethnic groups, but I feel...like they are under presented and need more promotion.”
– High school student

“Capitalize on multilingual tapestry of district... celebrate it, enjoy it, and have it enrich the lives of others.”
– Community member

“Integrated classrooms and respect for diverse student body and global majority cultures”
-- Family member



“Ongoing discussions in the classroom about equity, justice, and racism. Including conversations about events in the community.”
-- Family member

2.1.2 Excellence, choice, and supports

These responses included a high-quality and challenging curriculum, a variety of and flexibility with academic offerings and choices, and academic and non-academic supports for students, staff, and families. Below are some highlights of priorities that participants want RAS to continue and/or improve.

- High standards and expectations for student academic performance
- High standards and expectations for staff performance
- Strong, inclusive, and varied curriculum
- Prepare students for college and careers, with enough flexibility to meet various needs and developmental stages
- More academic options, choices, and flexibility; better promote options to students and families; allow and support more students to access choices
 - Courses that reflect the diverse histories, cultures, and perspectives of students and the world (history, culture, language music, art, etc.)
 - Language instruction and immersion programs
 - Advanced courses, courses with college credit, and post-secondary education options (PSEO)
 - Career pathways
 - Art, music, theater, dance, and others, delivered by trained specialists
 - Life skills / preparation for life after high school (leadership, time management and timeliness, budgeting, relationships, resources)
 - Learning options that are project- or experience-based, hands-on, career-oriented, technical, etc.
 - Provide extracurricular opportunities such as clubs, programs, athletics; actively promote; ensure equitable access (transportation, costs)
- Collaborate with community programs and individuals to increase the number and variety of student learning options, supports to help them succeed (mentors, volunteers); strengthen community involvement in and support for students and schools
- Academic and non-academic supports that students need to be successful, and increase access to those supports
 - Attract and retain talented, qualified teachers who respect, appreciate, care for, and know how to teach diverse students
 - AVID and Raider time were frequently cited and broadly appreciated; some wanted AVID or equivalent supports to be available to more students as needs arise
 - Mental health and counseling
 - Special education, English-language learning
 - Social-emotional learning; specialists to directly support students and train staff
 - Support for different learning styles

"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)"

– Family member



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."

– Community member

"I like that I'm allowed to see a therapist at school."

– Middle school student



*"Helping us when we need it"
"Fun activities to help with learning"*

-- Elementary school students

- Balance between academic challenge / homework, and student health and well-being
- Access to appropriate, relevant, current technology
- Funded transportation to better support school attendance and participation in extracurricular activities
- Well-trained and culturally responsive staff are available to help students succeed
- Structure the school day, class sizes, start/end times, grade levels and configurations, and similar to best support students and families – with comments varying in their specifics
- Wider range of food, more culturally relevant food, and continued free breakfast and lunch (after COVID-related funds are gone)

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.



“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....”

-- Teacher

2.1.3 Welcoming, positive, and safe school communities

This broad category encompasses a variety of priorities; below are some highlights that participants want RAS to continue and/or improve.

- Welcoming, supportive school environments for students, families, and staff
- Strong, supportive, respectful, and kind school communities
- Combat / eliminate bullying through prevention, training, support, high expectations, consequences
- Support good student behavior, safety, and respectful school communities through high expectations, mental health supports, culturally responsive teaching, timely and tiered interventions, restorative practices, professional development, fair and effective consequences, conflict resolution skills, accountability, and similar
- Communicate clearly with students and families about academic options and opportunities, with special attention to those students and families who speak other languages, are new to the country or district, or have limited experience with college or career preparation
- Center the voices that aren't being heard, so they can help with planning and decision making: all students; students, staff, and families who are BIPOC, LGBTQ+, non-native English speakers, and similar
- Student, family, and community events to build and strengthen relationships, communications, understandings, support

Creating a welcoming environment that accepts diversity in all that the term means."

-- Family member



"Being nice and being kind."

-- Middle school student



"Community building events"

"Giving students the benefit of the doubt, hearing them out."

"People are respectful"

"Teachers and student are nice to each other. They give each other compliments."

"That you should not be scared to ask for help"

-- Elementary school students

2.2 Hopes and dreams

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

There were approximately 3,140 ideas offered in response to this question. They revolved around the following blend of compelling means and aspirational ends:

- Academic achievement, opportunities, enrichment, and choices
 - with the academic and social-emotional supports students need to be successful
 - Equity and inclusion in the curriculum, staffing, and decisions
 - Welcoming, inclusive, respectful, safe, and healthy school cultures, spaces, and facilities
- Students who are confident, happy, emotionally healthy, and love learning
- Graduates who are prepared for college and careers, with strong life and social skills, and to become contributing and responsible community members

2.2.1 Academic success, opportunities, enrichment, and choices

This set of results focused strongly on academics.

- Students receive a world-class education to high academic standards: All students, grade levels, and schools
- Students are supported to meet key academic benchmarks at every grade level; no achievement / opportunity gaps
- Students at all grade levels and abilities learn about and have access to a wide(r) variety of learning opportunities that are appealing, relevant, and rigorous; core courses, electives, extracurricular activities, enrichment; in classrooms, through experiences and interactions, and in collaboration with community
- Students are creative, critical, and innovative thinkers; can safely explore options and find a successful path
- High / 100% graduation rates for all students; on-time graduation
- Students achieve/get good grades in all subject areas, receive national recognition for academic accomplishments, are accepted into rigorous colleges and receive scholarships, and are ready and able to pursue a variety of post-secondary opportunities
- No barriers for students to access an equitable education, services, facilities, or sense of belonging
- Students of all backgrounds, experiences, and learning styles are valued, appreciated, and supported to be

"All students feel supported in their learning and their social-emotional well-being..."

-- Family member



"Be very intellectual and wise"

-- Family member



"For kids to have access to all the knowledge they want"

"for the younger kids we can teach them how to read a clock..."

-- Elementary school students



"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."

-- Family member

"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."

-- High school student



"Expect everyone to be awesome, not just get by"

-- Community member

successful

- Inclusive, rigorous, contemporary curriculum that includes multiple perspectives, absent narratives; not politicized
- Learning environments, physical spaces, facilities, and food that are inclusive, anti/non-racist, welcoming, accessible, accepting, conducive to learning, and environmentally responsible
- Flexible learning spaces, times, options
- Student needs are quickly identified and met thoughtfully and well
- Opportunities to interact with and learn from others (students, families, staff, and community members) with different backgrounds and life experiences
- Support for students and families that extends beyond the traditional school day and school year; community collaborations; responsible, sufficient funding
- Staff able to meet the wide variety of student academic, social-emotional, and health needs
 - Trained, paid, appreciated, and supported
 - Love of learning and teaching, and convey that to students
 - Higher morale; realistic expectations of staff; enough specialists to meet needs
 - More flexibility
 - Stronger voice in shaping decisions
 - Racially, ethnically, and linguistically diverse; reflect the students they teach
 - Class sizes that allow enough time to support strong achievement and success, relationships
- Sense of belonging, community, and acceptance
- All students and families seen, heard, and welcomed; strong, accessible communications in all directions; students and families help shape decisions that affect their lives
- Everyone is respectful and respected; positive, trusting relationships with peers and adults; caring, positive, compassionate, supportive school communities that all help build and maintain
- Personal responsibility, hard work, focus; school-life balance
- Lots of student, family, and community activities and engagement inside and outside of regular school programs, buildings, school day, and school year

"Continue putting kids of different abilities together so that they are able to work as a team and have a variety of personalities [to] learn from each other"

-- Family member



"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."

-- School volunteer



"Learn to take responsibility for their learning and engage in the difficult work of school and preparing for the world beyond."

-- Local elected official



"Wrapped in endless opportunities to build skills, try new things, and grow"

-- Board member or administrator



"families are confident that their voices are heard, and communication of their concerns valued"

-- Staff



Asking for student voices, and continuing to try and take actions. Building community.

-- High school student

2.2.2 Students who are confident, healthy, and active learners

While there is significant overlap between these responses and those for the next question, the highlights below reflect the contributions offered here – and were consistently offered as applying to all students, across race, ethnicity, home language, gender identity and expression, religion, sexual orientation, performance, ability, and so on.

- Work hard and are supported to be successful
- Appreciated and valued for who they are and who they can become; feel accepted, accepting, and confident; feel like they belong; feel loved and cared for as individuals; nourished both academically and emotionally
- Able to be their authentic selves; proud and comfortable about all aspects of their culture; can express themselves freely
- Recognize their own value and value others; feel a sense of pride in themselves and who they can become
- Emotionally and physically healthy and safe in all settings; calm spaces conducive to learning; violence- and drug-free spaces and learning environments
- Trusting and positive relationships with peers and adults; strong friendships
- Self-aware; sense of empowerment, identity, and purpose
- Love learning, have fun; hopeful, motivated; curious, interested; inspired to dream big
- Know how to stay on task, find their path and purpose
- Taught and supported to treat others with respect, listen to and learn from each other, resolve conflict peacefully; ask for help when they need it; manage their own behavior, emotions, and reactions; restorative practices, understand and respect implications, consequences, and accountability

“They find their voice in the educational realm as well as reasons to keep pushing themselves to be a life-long learner”

-- Elementary staff



“All students are valued for their talents and interests, and those are incorporated into their learning at all levels”

-- Family member



“every student feels loved, safe, supported at school”

-- Community partner



“Everyone has friends.”

-- Elementary school student



“that their experience with educators in RAS is overwhelmingly affirming”

-- Staff



“For students to have the space to find and explore their passions and feel prepared to pursue those passions after graduating”

-- High school student



“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.”

-- Staff



Everyone is nice to one another and never be mean :)

-- Elementary school student

2.2.3 Graduates who are prepared for college, careers, and successful lives

There was significant focus on life after graduation, with responses focused on a broad range of hopeful options available to RAS graduates.

- Responsible, active, positive, constructive contributors to community, society; civically engaged
- Common sense, practical life skills, social skills; balanced lives
- Prepared to achieve their goals, dreams, aspirations, own definition of success; reach their full potential
- Skills, drive, and persistence to overcome obstacles; prepared for challenges
- Multiple, meaningful college and career options that recognize their strengths and potential (including some returning to teach in RAS)
- Leaders; active in their communities
- Lifelong, passionate, inspired learners
- Critical, creative, curious, systems thinkers; good judgment; able to ask questions, seek information, analyze, reach thoughtful conclusions, make informed decisions
- Caring, compassionate; able to advocate for themselves and others in community; give back
- Open-minded, kind, respectful, accepting of all people
- Optimistic, happy; good character; strong, healthy, trusting friendships with peers and adults (that began at RAS)

"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."

-- High school student



"for the younger kids we can teach them how to read a clock..."

"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"

-- Elementary school students



"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 want my kids to get a good job and not like me and their dad because he have no degree"

-- Family members



"That all the theater kids will be on Broadway one day"

-- Middle school student

2.3 Belonging and success

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?

There were approximately 2,799 ideas offered in response to this question. As the third question in this engagement round, many of the ideas are similar to those offered previously, revolving around the following:

- Welcoming, respectful, appreciative learning environments that value students, families, staff, and community contributions to student success
- Inclusive, equitable, rigorous, and flexible educational and social-emotional content and methods, along with the systems and structures needed for them to be effective
- Comprehensive, effective, and innovative supports to ensure all students are successful, provided by staff who are ready, able, and willing to provide them

2.3.1 Welcoming, respectful learning environments

These highlight the importance of strong and healthy school communities, barrier-free opportunities and choices, and a fair blend of development / supports and consequences. Deep sense of community in schools; intentional community-building work; rituals, respect, trusting peer and adult relationships; social-emotional guidance and supports

- Community involvement and support as volunteers, participants in school activities and events, mentors, partners, coaches, advocates, sponsors, champions
- Students, staff, and families help shape individual choices and school/district decisions; intentional focus on seeking and listening to underrepresented voices
- Relevant and varied clubs, teams, groups, events, and activities that support interests, authentic sense of self, leadership development, and meaningful relationships; actively promoted, supported, and fully accessible
- Development, coaching, and support for staff, students, and families to eliminate racism, bullying, violence, discrimination, hate – and build understanding, tolerance, respect, appreciation, relationships; restorative practices and early, timely interventions; consistent and fair rules and enforcement; implement consequences for misbehavior by students and staff; accountability
- Frequent, relevant, helpful, and understandable communications with students and families that meet

“Have more community time where you can just talk to people and not worry about homework”

-- High school student



“Continue training for all staff to keep the conversations around equity and inclusion going to protect/support students of color in these hard conversations”

-- Family member



“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 non-negotiable.

-- Staff member



“...I would like my daughter to be able to go to school without being victimized or feeling unsafe.”

-- Family member



“Treat students as young adults, the High School is a minimum-security prison.”

-- High school student



“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”

-- Middle school student

everyone's needs; information to help families support their students; active, substantive family involvement and volunteerism

- Spaces and places that are and feel safe for all students, all the time
- People and spaces that uplift and honor students, and support individualized instruction and trusting relationships
- Barrier-free extracurricular opportunities (transportation, cost, timing, inclusive participation rules)
- Staff, administrators, board members, and volunteers who reflect student demographics, backgrounds, languages, and lived experiences

"Nap time"

"Don't be mean or yell at them."

"Have more opportunities for kids to meet others from diff grades, it would make more friends and learning opportunities"

"Helping all kids no matter what situation they are going through and just supporting them and their decisions."

"Helping them when they are sad"

"To make sure the teachers are more funny"

"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."

-- Elementary school students



"Encourage unity, provide resources and coping techniques, outlets to understand their community..."

-- Family member



"All teachers work to connect with the students as an individual... If they don't feel the teacher cares about who they really are, they shut down."

-- Family member

2.3.2 Inclusive, rigorous, and flexible content, methods, and systems

The ideas illustrate participants' understandings about the integration of rigorous academics and achievement with inclusion, flexibility, and choice.

- Flexibility in instruction and student choices, and a wider variety of substantive course and program options that are relevant and attractive to students -- while maintaining rigor and ensuring all students are prepared for college and careers
- Rigorous, substantive, inclusive, and challenging content and opportunities for all students at all schools, programs, levels (PreK-adult education), and needs
- Learning spaces, facilities, structures, and processes that facilitate deeper learning, stronger relationships, and more opportunities for all students to be successful; group projects and activities
- Low risk, facilitated exposure and access for students to explore other options or content such as immersion, technical / trades, multigrade, career options, timely or special issues or topics, extracurricular activities, traditional content taught from a different perspective, and similar
- Innovative, flexible thinking about what happens, who supports, and who participates in learning in classrooms (indoors and outdoors), within and between schools, in and with the community, in co-curricular and extracurricular activities, and beyond the traditional school day, week, and year; volunteer opportunities in schools and community for students to contribute and learn
- Culturally relevant instruction, teaching frameworks, curriculum; staff who reflect the full range of student and family diversity
- Differentiated, equitable, quality instruction for all students that prepares them for college, careers, and life
- Strong, aligned, inclusive, and supportive administrators / leaders
- Intentional, coherent efforts among classroom teachers, specialists, support staff, paraprofessionals, administrators
- Class sizes, start/end times, school and grade-level configurations, transportation, technology, etc., that best support student success (specific recommendations vary)
- Supports to reduce staff burnout, improve morale; appreciate and value staff
- Processes and supports to recruit and retain quality educators who provide equitable teaching / learning – classroom teachers, specialists, support staff, administrators, paraprofessionals

"Less talk about equity and more action to change systems and practices"

-- Staff member



"When learning about the Holocaust, we aren't taught about the other genocides that have occurred since the Holocaust (i.e., 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 (i.e., genocide of Uighur Muslims in China).

-- High school student



"Students see and experience learning that connects with who they are, how they learn, what they want to become"

-- Board member or administrator



"Help teachers with 'old school' mentality to be more accepting of different ways of doing things"

-- Elementary school student

2.3.3 Comprehensive, effective supports

Needs certainly vary, but these comments recognize that every student – and staff member -- needs help sometimes. Differentiated and nuanced supports are critical, as are timely, tiered interventions.

- Timely, systemic, sustainable identification of and academic assistance for students at all grade levels and abilities who routinely struggle, for other students when they need help for specific content, and for students who need even more challenge; individualized, tiered, innovative, and flexible supports, challenges, and opportunities
- Development for staff, students, and families to learn about cultures, customs, beliefs, and traditions, along with variations, similarities, and differences within and between, so they are better prepared to support students to be successful
- Strong, effective, tailored, and readily accessible social-emotional, mental health, and related supports for students and staff
- Support and affinity groups for students to advance their education and/or social-emotional health; actively promoted to students and families; accessible to all students
- Intentional, informed, and effective support for the academic and social-emotional needs of students with special needs
- Wrap-around services; community school model
- Options for students to learn in ways that work best for them, such as being able to review classroom instruction digitally after hours, access content through more than one platform, and similar
- Sufficient and regularly available time and support for staff to collaborate, plan, and learn; time to assess / grade, then use results to adjust instruction more quickly
- Strong two-way communications between educators and caregivers to increase supports and improve outcomes for students
- Supports available during and outside of the regular school day and year, and both in schools and the community
- Assessments that consider the whole student and range of talents and abilities, rather than just standardized test results
- Sufficient, consistent, and flexible funding for instructional equipment, materials, supplies, all staff, technology, activities, facilities, professional development, food, transportation, etc.

"Please help teach me time management I don't know how to do it and I think a lot of people feel the same."

-- Middle school student



"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"

-- Elementary school student



"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"

-- Staff



"More diverse teachers and staff. well-rounded curriculum that teaches everyone's history....Early childhood for all who need and want it. After school activities for everyone."

-- Community member



"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"

-- Staff member

2.4 Community

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

There were approximately 2,070 ideas offered in response to this question. A significant number repeated ideas or positions related to previous questions, rather than offering ideas about ways for RAS and the broader community to work together. Only the latter responses are included in the analysis below, and fell into following broad purposes:

- Build understanding, awareness, and support
- Extend learning or enrichment opportunities
- Advance common priorities, initiatives, challenges

2.4.1 Understanding, awareness, support

A number of responses spoke generally about kindness, patience, encouragement, acceptance, and help for students, families, and staff.

- Events and activities that bring together (and support) a diverse range of students, families, and community to help community members understand who RAS students are, what they need, their capabilities and accomplishments, and their hopes and dreams; ice cream socials, picnic/food fair, athletic events, cultural events and activities, special assemblies, performances, science fair, art fair, competitions, read-a-thons, and others;
- Celebrations and honoring activities for students and also community, family, staff members
- Joint school/community activities and events that deepen mutual awareness, understanding, appreciation
- Activities in and outside of school / school days / school year that build community across groups that don't typically engage with each other; across grade levels within and between schools, intergenerational, people with varied backgrounds and experiences, abilities/disabilities
- Volunteer opportunities in schools, and volunteers to participate as tutors, mentors, math/reading buddies, academic or athletic coaches, support for clubs and affinity groups, advanced or specialty instruction; supports for volunteer participation such as communications, easy sign-up, choices, transportation
- Community members who reflect the diversity of RAS students contribute in the schools; a diverse range of RAS students contribute out in the community
- Financial and in-kind support, fundraising, donation, scholarship, and sponsorship programs from current and new sources for unique programs, needs, or efforts – subject areas, services (mental and physical health, transportation), before-/after-school and summertime programs, levies, facilities
- Community-wide communications about successes, events and activities, volunteer opportunities, needs, outcomes, challenges
- Student showcases and events in public buildings and spaces

"Make it easy for volunteers to volunteer."

-- Community member



"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."

-- Community member



"How can the Roseville Area Schools make the community want to work together? ...[H]ow can you get me (a single woman with no plans on having children) wanting to be involved with Roseville Area Schools?"

-- Community member



"... [N]ot always big and or formal gatherings. Some people won't connect if the groups are too big or too formal but might otherwise."

-- Community member

2.4.2 Learning and enrichment

Specifics, formats, and structures varied widely, but in all cases the focus was on expanding student options, opportunities, knowledge, and access.

- Community members coming into the school for teaching days and sharing information alongside teachers:
 - Chefs, mechanics, business owners, scientists, tech and health care workers, artists, engineers, paleontologists, electricians, and others
 - Public employees, university faculty
 - Elected and appointed officials and other leaders / decision makers; civics groups
 - People with unique, relevant histories, perspectives, or experiences such as indigenous absent narratives, immigrant histories, cultures and traditions, civil and human rights, government and policy making, and others
 - Farmers, gardeners, food manufacturers; coops, farmers markets
- Joint programming and partnerships that serve students, community members, or both; public and nonprofit organizations including libraries; recreation and sports, environmental/outdoor learning, arts / music, science and math, life skills, and others
- Field trips and community classes, internships, job shadowing, apprenticeships, job / college fairs
- Youth and adult/community leadership development; adjunct clubs affiliated with community organizations (Rotary, Optimists, chambers, etc.)
- Places and spaces for students to build and strengthen relationships and social skills, explore new ideas, try new things
- Experts-in-residence programs
- College-school partnerships

"A triangle of engagement among Schools, Community Groups, and Cultural/Ethnic Groups makes good and important sense."

-- Community member



"Community-based programs connected to the school (i.e., swim lessons partnered through the YMCA for younger kids)"

-- Administrator or Board member



2.4.3 Common priorities

These highlighted the many options available to jointly advance efforts that offer multiple, mutual benefits.

- Opportunities for students, families, staff, and community members to *collaborate* on district/school or community issues, plans, decisions, or challenges; problem-solving, policies and practices, communications, engagement, and others
- Service projects that benefit school, community, or city/county efforts; helping people, places, programs, facilities; community-led, student-led, and jointly led; examples include helping elders; cleanups; food, clothing, book, school supply drives; tutoring, mentoring, coaching, supporting younger children or families
- Methods for families to better communicate with each other within and between schools to advance initiatives, plan events, support transitions, build capacity, develop relationships, communicate with community members, activate support
- Opening school spaces for community use and benefit; opening community spaces for student/family use and benefit
- Joint efforts with other public entities on equity and inclusion, safety,

"Include all community members, not just those who agree with RAS' mission and vision statement."

-- Community member



"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."

-- Community member



"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."

-- Local elected officials



"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."

-- Staff member

2.5 Other ideas, priorities

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

There were approximately 1,095 ideas offered in response to this question. Many of the comments repeated or restated ideas offered in response to the previous questions, clustering around some of the following:

- **Staff needs and expectations, curriculum, meeting student needs:**
 - Administration and staff should work closely to understand and meet staff needs in and out of the classroom; provide more time for educators to prepare, learn, and roll-out new efforts; more time to collaborate; strengthen relationships in all directions; lower class sizes
 - Educators should use different, varied approaches so all students master content; continue/increase supplemental supports; provide more high-quality paraprofessionals; ensure substitute teachers are available and show up for work; be rigorous and transparent about who is selected for various programs and why, what is and isn't working for students, and adjust based on solid evidence
 - Support students to access/schedule the courses that best meet their needs, including those ready for more challenging classes; more opportunities for college credits in high school; more electives, fewer/shorter gaps between when students are taking core courses; classes connected with the community; innovative, rigorous, contemporary, relevant curriculum that prepares students for the next level and life after high school
 - Increase recruitment and retention of BIPOC educators and others who reflect RAS students; pay all staff fairly, competitively
- **School culture**
 - Strengthening relationships and everyone's sense of belonging;

We need to work together for the benefit of students. We can't say, "this is not my job" and leave it. – +++

ALL the kids belong and feel they can voice their opinions – Elementary student