

SCHOOL BOARD NOTICE OF MEETING

Topic(s)

1. Student engagement and student voice in District 196;
2. Achievement and Integration progress report;
3. Fiscal Year 2024-25 annual financial audit preview

5:30 p.m. Tuesday, Oct. 28, 2025

District Office, Dakota Room
3455 153rd St. W, Rosemount, MN 55068

Please call 651-423-7723 if you have questions.

Educating, developing, and inspiring our students for lifelong success.



Tuesday, October 28, 2025
Special School Board - 5:30 p.m. at District Office

A. Call to Order

1. Approval of Agenda

B. Reports

1. **Student Engagement and Student Voice in District 196**

- presented by Michael Bolsoni, Superintendent, and Eric Hansen, Director of Secondary Education

2. **Achievement and Integration Progress Report**

- presented by Virgil Jones, Director of Equity and Inclusion, and Alyssa Bartosh, Coordinator of Equity and Inclusion

3. **Fiscal Year 2024-25 Annual Financial Audit Preview**

- presented by Christopher Onyango-Robshaw, Director of Finance and Operations

C. Adjournment

1. Motion to adjourn the meeting

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Meeting Date: **10/28/2025**

Place on Agenda: **Reports**

Action Requested: **No Action**

Topic: **Student Engagement and Student Voice in District 196**

Presenter(s): **Michael Bolsoni**
Eric Hansen

Title(s): **Superintendent**
Director of Secondary Education

Background

Superintendent Michael Bolsoni and Director of Secondary Education Eric Hansen will lead a discussion on the various levels of student engagement and student voice across District 196. This conversation will explore current practices and identify ways to further elevate student voice and engagement at the district level moving forward.

Recommendation

No action is required.

Student Leadership and Engagement

Elevating Student Voices

October 28, 2025

DISTRICT196

One District. Infinite Possibilities.





AGENDA

Framing the conversation

Why engagement is leadership

1

2

Why engagement matters

The research and real-world impact

Leading for shared ownership

Moving from performative to authentic engagement

3

4

Moving from ideas to action

Resources and tools to lead us into the future

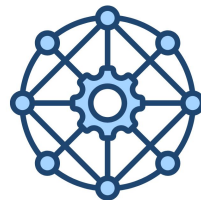
1 FRAMING THE CONVERSATION

Where we've come from and why leadership through engagement matters.





**SHARED
LEADERSHIP**



COMPLEXITY



SCRUTINY



History of Engagement in Education



Early Schools 1800s-early 1900s

Schools as
community-led
institutions

**Engagement was how
schools functioned**

Mid-Century Schools 1950s-early 2000s

Centralized, compliance
driven system
Top down approach

**Engagement was
episodic**

Today's Schools 2010-present

Communities are demanding
shared leadership

**Engagement must be a core
practice, not an add-on**



2

WHY ENGAGEMENT MATTERS

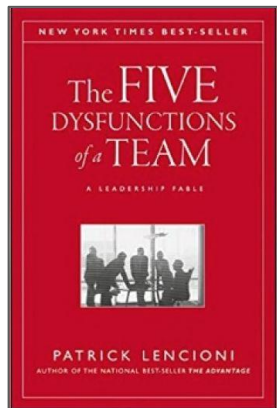
Research and reflection show engagement as the foundation of trust, culture, and results



Engagement is the Foundation of Leadership



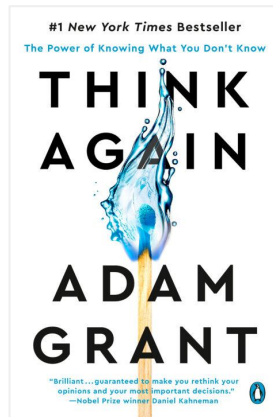
HEALTHY CULTURE > SMART STRATEGY



“Not Finance. Not Strategy. Not technology. It is teamwork that remains the ultimate competitive advantage, both because it is so powerful and so rare.”

(Lencioni)

ENGAGEMENT = INQUIRY, NOT PERSUASION



“The purpose of learning isn’t to affirm our beliefs; it’s to evolve our beliefs”

(Adam Grant)



Community as a Strategic Asset



COMMUNITY

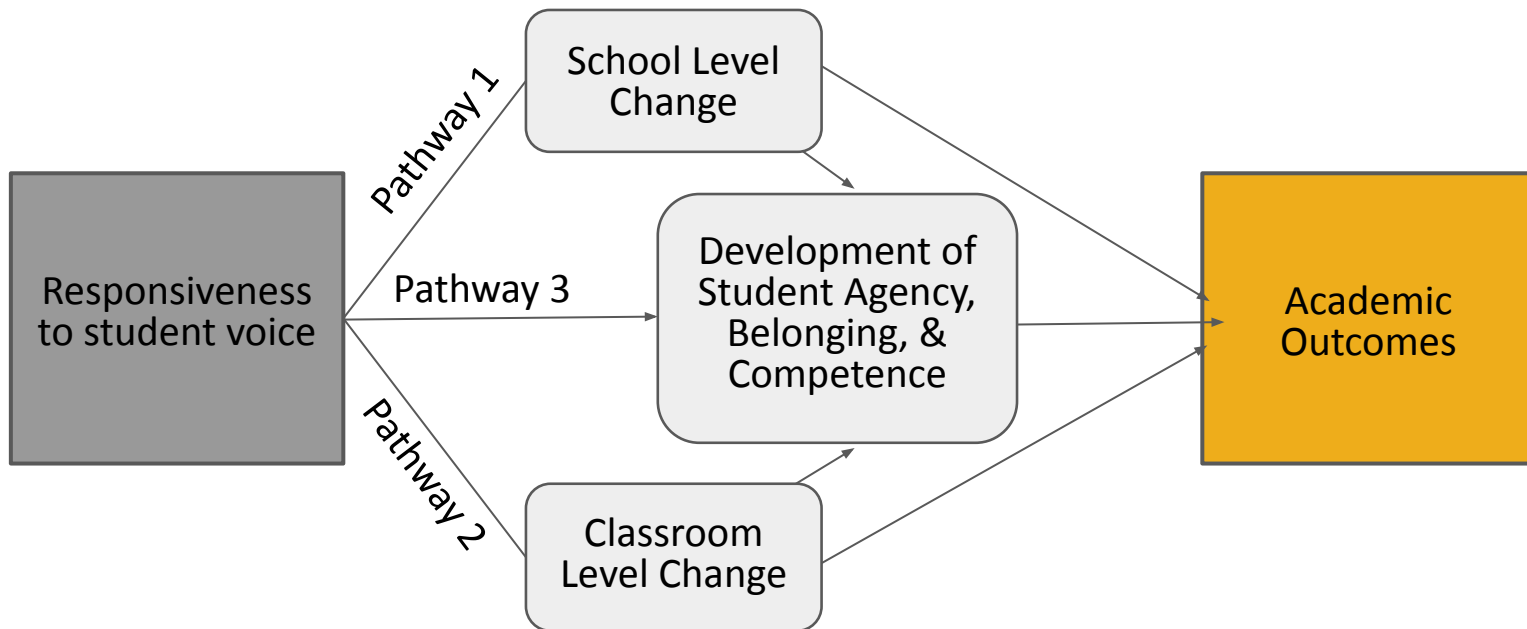
TRUST

RESILIENCE

ALIGNMENT & OUTCOMES

*When Community Becomes Your Competitive Advantage,
Harvard Business Review, Jeffrey Bussgang & Jono Bacon*

Student Voice Drives Outcomes



Strengthening the Rationale for Student Voice in School Reform

Kahne, Bowyer, Marshall, & Hodgins

3 LEADERSHIP ENGAGEMENT OPPORTUNITIES



Authenticity Matters



PERFORMATIVE

Engagement =

- Viewed as a check box
- Use of engagement not defined
- No follow-through with participants

TRUST

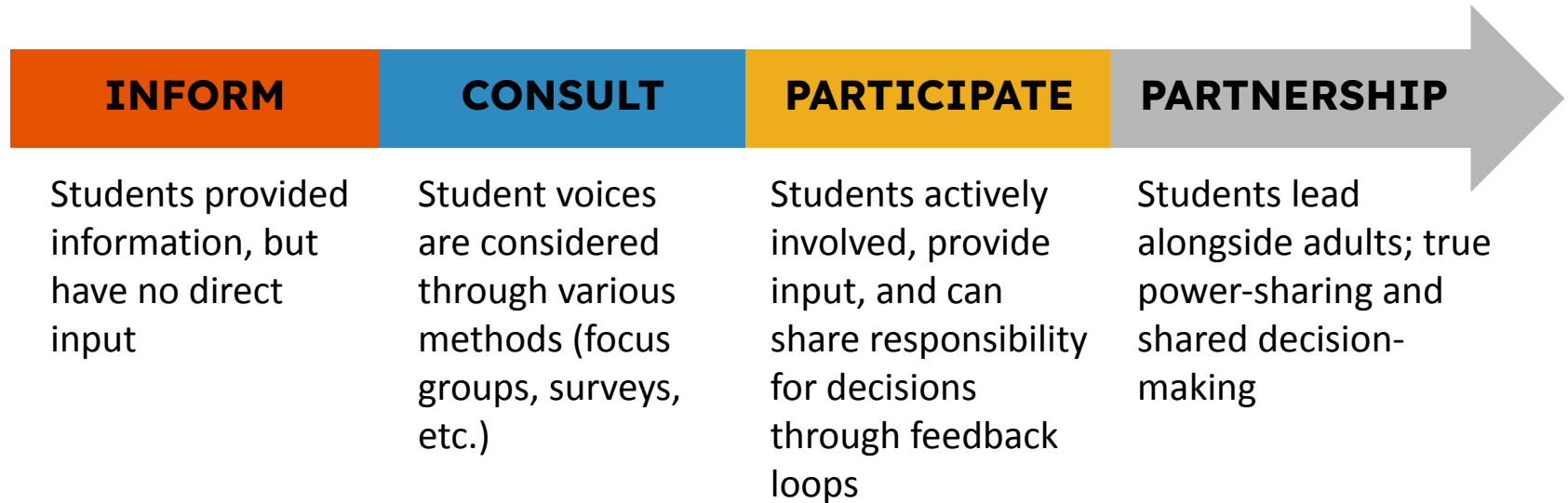
*Trust grows when
leaders show
voices matter*

AUTHENTIC

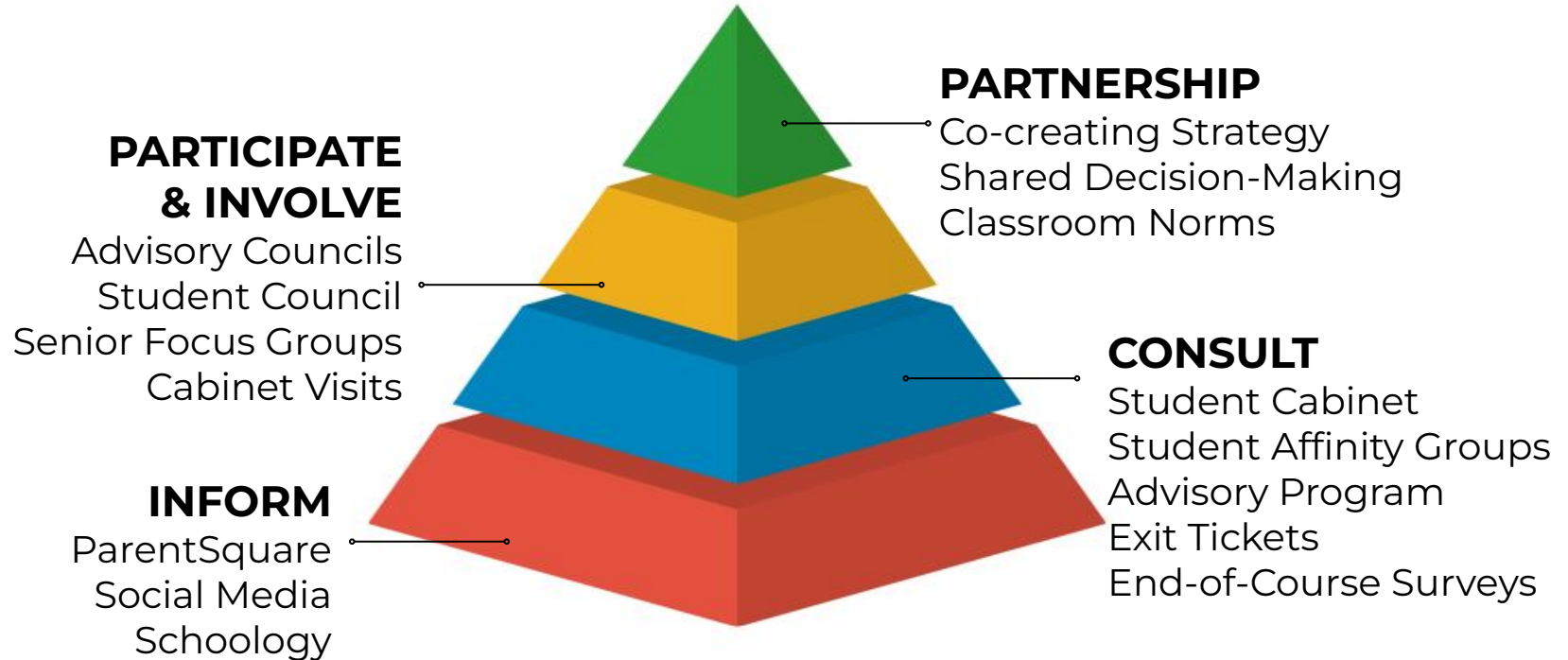
Engagement =

- Clear purpose & process
- Diverse voices
- Closed feedback loops

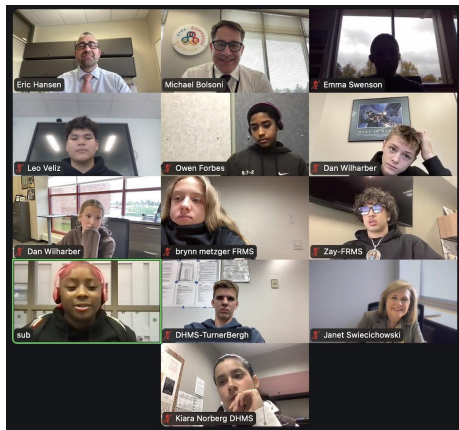
Engagement Continuum



Student Engagement



Student Engagement





4

MOVING FROM IDEAS TO ACTION

Reflection to determine next steps
for student engagement with the Board



Leadership Reflection

- How are we elevating student voice at the Board level?
- How can the board engage in an authentic way?
- What structures for student engagement is the Board interested in exploring?
- How will we balance input with mission?

Student School Board Members

- Models from other districts
- Structure of positions
 - 2 student members
 - 2-year terms
 - Non-Voting
 - Meeting participation
- Selection Process
 - Application
 - Administrative committee with Board representation



Policy and Regulation



INDEPENDENT SCHOOL DISTRICT 196
Rosemount-Apple Valley-Eagan Public Schools
Educating our students to reach their full potential

Series Number **805.2.3AR** Adopted **July 1987** Revised **June 2011**

Title **Student Participation in Decision-Making**

1. **Student Participation in School Operations** - Principals shall establish procedures through which students can readily communicate to the administration their ideas and feelings regarding school operations.
2. **Student Participation at Board Meetings** - Students shall be welcomed at board meetings and shall be granted privileges of speaking in line with privileges extended to the general public.



THANK YOU!



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Meeting Date: **10/28/2025**

Place on Agenda: **Reports**

Action Requested: **None**

Topic: **Achievement and Integration Report on Progress**

Presenter(s): **Virgil Jones**

Title(s): **Director of Equity and Inclusion**

Background

The purpose of the Achievement and Integration (A&I) program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools. School districts that participate in the Achievement and Integration program receive funding to support implementation of a three-year plan.

District 196 is in year three of the three-year plan. Director of Equity and Inclusion Virgil Jones and Coordinator of Equity and Inclusion Alyssa Bartosh will provide a progress report on the District 196 Achievement and Integration plan. The progress report is due to the Minnesota Department of Education in October.

Recommendation

No action required.

Achievement and Integration Progress Report 2024-25

Virgil Jones

Director of Equity and Inclusion

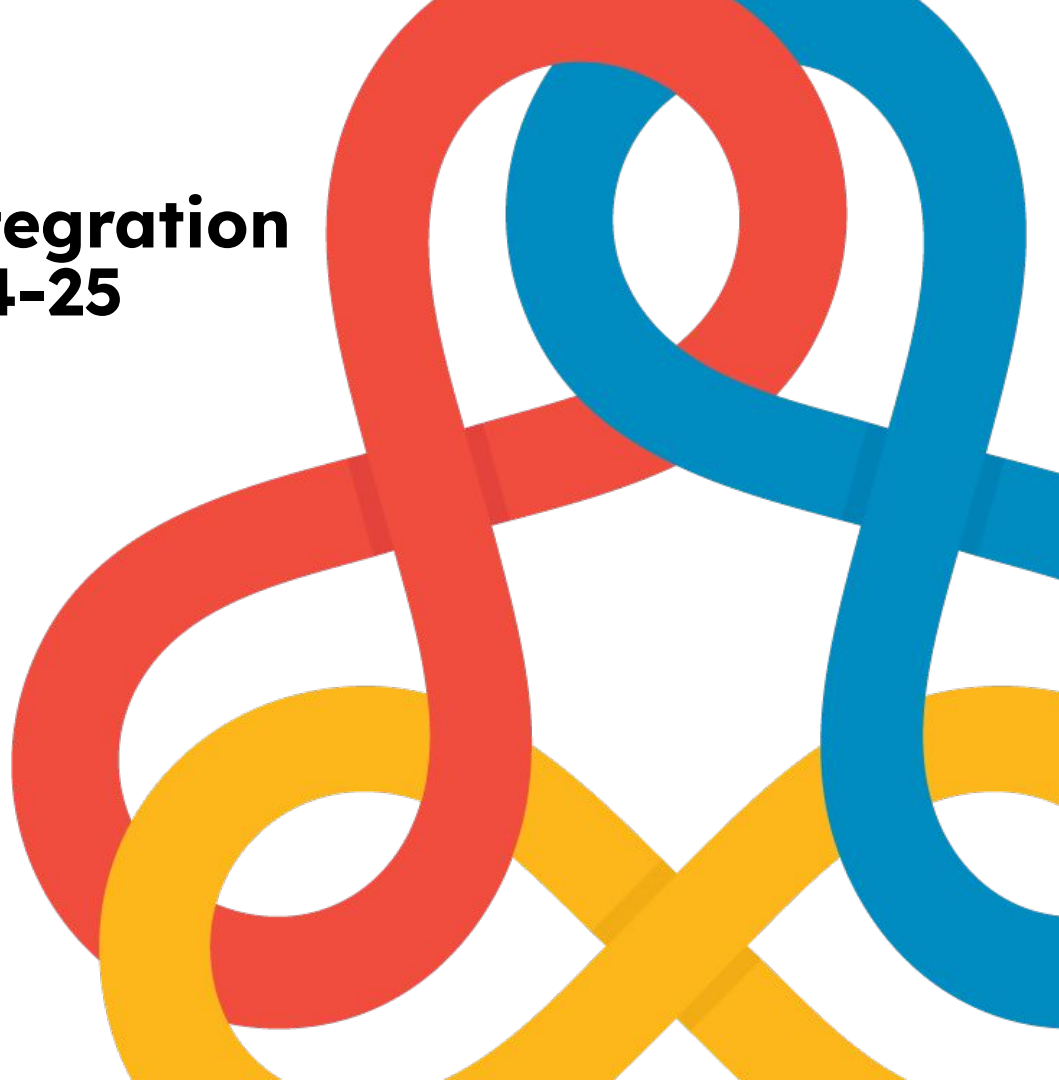
Alyssa Bartosh

Coordinator of Equity and Inclusion

October 28, 2025

DISTRICT196

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STRATEGIC ROADMAP



DISTRICT 196

STRATEGIC ROADMAP

ADOPTED JUNE 26, 2023



MISSION

OUR CORE PURPOSE WITH DISTINCTION

Educating, developing, and inspiring our students for lifelong success.



VISION

WHAT WE INTEND TO CREATE

District 196 provides the experiences that our students, families and employees desire by:

- Developing the whole student and honoring diverse needs and cultures;
- Engaging students with opportunities in academics, arts and athletics, and
- Living our mission and core values to prepare students, families and employees for lifelong success.



CORE VALUES

DRIVERS OF OUR WORDS AND ACTIONS

- Student-Centered** • All decisions are centered on what is best for students.
- Empathy** • Seeking awareness and understanding of the perspectives and experiences of others.
- Wellness** • Support the emotional, social and physical well-being of the whole person.
- Integrity** • Act with respect, honesty and responsibility.
- Achievement** • Provide learning with high expectations, rigor and resiliency for all.
- Collaboration** • Learn and engage together for a shared purpose.
- Community** • Foster an environment of inclusivity, engagement and belonging.
- Lifelong Learning** • Inspire a love of learning for all ages.



STRATEGIC PRIORITIES

FOCUS OF OUR CONTINUOUS IMPROVEMENT

- Wellbeing** • Increasing capacities, skills, structures, and experiences in social-emotional wellbeing.
- Achievement** • Strengthening and aligning curriculum and instructional practices across all classrooms to improve student outcomes and staff efficacy.
- Equity** • Supporting equity as a core competency through practices, structures, beliefs, resources and staffing.
- Resources** • Providing staffing, facilities, technology and equipment needed to support a safe, sustainable and dynamic learning environment for all students.

MISSION

Educating, developing, and inspiring our students for lifelong success.

VISION

- Developing the whole student and honoring diverse needs and cultures.
- Engaging students with opportunities in academics, arts and athletics.

CORE VALUES

Student-Centered • Empathy • Wellness • Integrity • Achievement
Collaboration • Community • Lifelong Learning

STRATEGIC PRIORITIES

Wellbeing • Achievement • Equity • Resources



The Purpose of the A & I Plan is to...



- Pursue racial and economic integration,
- Increase student achievement,
- Create equitable educational opportunities, and
- Reduce academic disparities based on students' diverse racial, ethnic and economic backgrounds

in Minnesota public schools.

Required Goals

MN Rule 3535.0110



ADDRESS
**ACHIEVEMENT
DISPARITY**

TEACHER EQUITY:
ACCESS TO
EFFECTIVE AND
DIVERSE TEACHERS

ADDRESS
INTEGRATION
(OPPOSITE OF
SEGREGATION)

IMPLEMENT
**INTEGRATION
STRATEGIES**
WITH PARTNER
DISTRICTS

**** Integration Strategy Required as RI District**

Racially Isolated School District (RID)

MN Rule 3535.0110



- **Racially Isolated School District:** "...a district where the districtwide enrollment of protected students exceeds the enrollment of protected students of any adjoining district by more than 20 percentage points."

RID Goal #2- Achievement



The percentage of federally designated racial students who are ___/qualify for Educational Benefits in the graduating class earning a composite score of 21 or higher on the **ACT** will increase by 3% each year.

Baseline Data	Actual Result (2024-25 SY)	On Track?
Black/African American 26%	Black/African American 29.2%	On Track
Hispanic/Latino 23.6%	Hispanic/Latino 27%	On Track
Native American 72.2%	Native American 38.9%	Not On Track
Educational Benefits 21.5%	Educational Benefits 28.1%	Goal Met

RID Goal #3- Achievement



The percentage of federally designated racial students who are ___/qualify for Educational Benefits will increase in **reading** proficiency on the Grades 3-8 and 10 MCA/MTAS assessments reading benchmark by 3% each school year starting 2023.

Baseline Data	Actual Result (2024-25 SY)	On Track?
Black/African American 38.8%	Black/African American 39.8%	On Track
Hispanic/Latino 34.7%	Hispanic/Latino 34.4%	Not On Track
Native American 37.5%%	Native American 42.6%	On Track
Educational Benefits 34.1%	Educational Benefits 36.6%	On Track

RID Goal #4- Teacher Equity



The percentage of **teachers of color** will increase from 5% in 2023-24 to 8% in 2025-26.

Baseline Data	Actual Result (2024-25 SY)	On Track?
5.14%	6.22%	On Track

RID Goal #1- Integration



Talent Development (formerly known as Gifted and Talented): The disproportionality of racially diverse students identified for talent development services will be reduced to zero to their racially identified groups by spring 2026.

What is the data?

- Black/African American students went from a 7.8% gap in 2022 to a 7.35% gap in 2024
- Hispanic/Latino students went from a 6.6% gap in 2022 to a 5.94% gap in 2024
- Native American students went from a .4% gap in 2022 to a 1.3% gap in 2024
- we do not have actual results for 2025 due to our new model

What did we learn?

- The CogAT test resulted in under-representation of disadvantaged students

Where do we go from here?

- Our program model has shifted to a strengths-based approach
- Identification for talent development is ongoing using screening and diagnostic tests to ensure responsiveness to individual development
- Our multiple tiers of instruction and support provide all students opportunities for growth
- We continue to provide dynamic services driven by data and have removed labels, unless identified as twice exceptional or need full-grade advancement in accordance with state statute

RID Goal #4- Integration



Related to Achievement: Students will respond to a Business Innovation Academy experience survey.

What was the program? Our district collaborated with an adjoining district to offer the opportunity to attend Business Innovation Academy, a summer camp at the University of Minnesota designed to help middle schools students build leadership skills, explore career pathways, and strengthen college-readiness.

Who were the participants?

- 10 FRMS, 10 VMSS, 10 BHMS, 10 DHMS, 12 SHMS, 8 RMS

What is the data from the students self-reported survey?

- Exposure to higher education and career opportunities increased from 33% (pre) to 87% (post)
- Development of leadership skills increased from 77% (pre) to 89% (post)
- Development of teamwork skills increased from 55% (pre) to 87% (post)
- Development of communication skills increased from 54% (pre) to 91% (post)

What did we learn?

- Overall, students reported enhanced skills in critical thinking, communication, problem solving, leadership and teamwork

Racially Identifiable School (RIS)

MN Rule 3535.0110



- **Racially Identifiable School:** "...a school where the enrollment of protected students at the school within a district is more than 20 percentage points above the enrollment of protected students in the entire district for the grade levels served by that school."

RIS-OR Goal #1- Achievement



MCA - **Math**: The percentage of federally designated racial students who are ____ will increase in math proficiency on the MCA/MTAS assessments math benchmark by 5% each school year starting 2023-24.

Baseline Data	Actual Result (2024-25 SY)	On Track?
Black/African American 16.9%	Black/African American 20.3%	On Track
Hispanic/Latino 25.8%	Hispanic/Latino 21.2%	Not On Track

RIS-CP Goal #2- Achievement



MCA - **Reading**: The percentage of federally designated racial students who are ____/qualify for Educational Benefits will increase in reading proficiency on the MCA/MTAS assessments reading benchmark by 4% each school year starting 2023-24.

Baseline Data	Actual Result (2024-25 SY)	On Track?
Black/African American 46.9%	Black/African American 54.3%	On Track
Hispanic/Latino, not ELD 68.8%	Hispanic/Latino not ELD 56.8%	Not On Track
Educational Benefits 41.5%	Educational Benefits 43.3%	On Track

RIS-OR Goal #4- Teacher Equity



The percentage of **teachers of color** will increase from 16% in 2023-24 to 18% in 2025-26.

Baseline Data	Actual Result (2024-25 SY)	On Track?
15.63%	20.7%	Goal Met

RIS Goal #1- CP, EP, OR Integration



To provide one summer opportunity each for interdistrict and **intradistrict** integration among racially, ethnically and economically diverse students to support the whole child, including social emotional learning needs, inquiry and academics in order to narrow the achievement and opportunity gaps in our district.

Baseline Data	Actual Result (2024-25 SY)	On Track?
Summer 2024 was used to gather baseline data. 13 students of color from Racially Identifiable Schools attended.	23 students of color attended from Racially Identifiable Schools.	Goal Met



THANK YOU!

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Meeting Date: **10/28/2025**

Place on Agenda: **Reports**

Action Requested: **None**

Topic: **Fiscal Year 2024-25 Annual Financial Audit Preview**

Presenter(s): **Christopher Onyango-Robshaw**

Title(s): **Director of Finance & Operations**

Background

Each year, the school district is required to conduct a financial audit and report the findings to the School Board and the Minnesota Department of Education. The audit work for fiscal year 2024-25 is nearing completion, with the results planned for presentation at the November 10 School Board meeting.

This report provides the School Board with an opportunity to preview the preliminary audit results before presenting them at the public meeting in November.

Recommendation

No action required.