

Agenda
School Board Work Study Session
May 10, 2022
7:00 PM

- | | |
|---|----|
| 1. Credit Proposal for EL and Adult Diplomas | 2 |
| 2. Curriculum and Program Review System Annual Report | 13 |
| 3. Format for Community Input | 36 |
| 4. Strategic Planning Update | 37 |



Roseville Area Schools

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

Agenda Item: SS-1

Agenda Topic: Credit Proposal for EL and Adult Diplomas

Meeting Date: May 10, 2022

Contact Person: Tad Hagen and Cyndi Arneson

Background:

Tad Hagen, Roseville Adult Learning Center supervisor, and Cyndi Arneson, director of community education, will present a proposal to revise credit requirements for adult learners working toward an English Learner or Adult Diploma.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested

Roseville Adult Learning Center



Roseville Area Schools

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

ABE and English Learner Graduation Credit Change Proposal

A Transformational Mindset for Adult Learners

Context- Where have we been?

- **Prior to 2018-2019, Roseville Adult Learning Center had a 36 credit English Learner Diploma.**
- **Prior to 2018-2019, Roseville Adult Learning Center had a 45 credit Adult Diploma (U.S. born learners).**
- **In 2018-2019, the Roseville Adult Learning Center shifted to a 45 credit for both English Learners and U.S. born learners.**

Context- Where are we now?

- Any new English Learning students are placed on a 45 credit diploma, and current students would finish out their diploma under the 36 credit.
- Created some buzz among students...
- Conversations began to adjust our (RALC) structure, schedule to meet the needs of the 45.
- Then Covid happened...

Context-What is the Need...transformation

1. Current structure/schedule and the 6th grade reading dilemma...
2. The current economy and being responsive...
3. Student stories...
4. A transformational spirit...

2021-2022 Age Group	# of Students	%
16-18	1	.4%
19-24	51	19%
25-44	159	59.1%
45-54	38	14.1%
55-59	8	3.0%
60+	12	4.5%
Total	269	

What do we want to do?

45 Credit	
Language Arts	8 credits
Science/ Health	7 credits
Math	6 credits
Social Studies	8 credits
Electives	16 credits

40 Credit	
Language Arts	10 credits
Science/ Health	7 credits
Math	6 credits
Social Sciences	6 credits
Electives	11 credits <ul style="list-style-type: none">• Portfolio• Competency

Elective Portfolio- 11 credits

Competencies

1. Writing
 2. Career Exploration
 3. Digital Literacy
 4. Civics
 5. Personal Finance
- A. Build skills throughout a student's whole journey with us.
 - B. Even if a student is struggling to pass the 6th grade reading level, they would build skills in other ways. (multiple measures)
 - C. Build student skills in reflective practices as to better explain prior learning and metacognition.
 - D. Career and College Readiness standards embedded in instruction at all levels- collaborative teams
 - E. Opportunities for advisory prior to graduation.

Elective Portfolio- 11 credits

Competencies

1. Writing
2. Career Exploration
3. Digital Literacy
4. Civics
5. Personal Finance

Digital Literacy

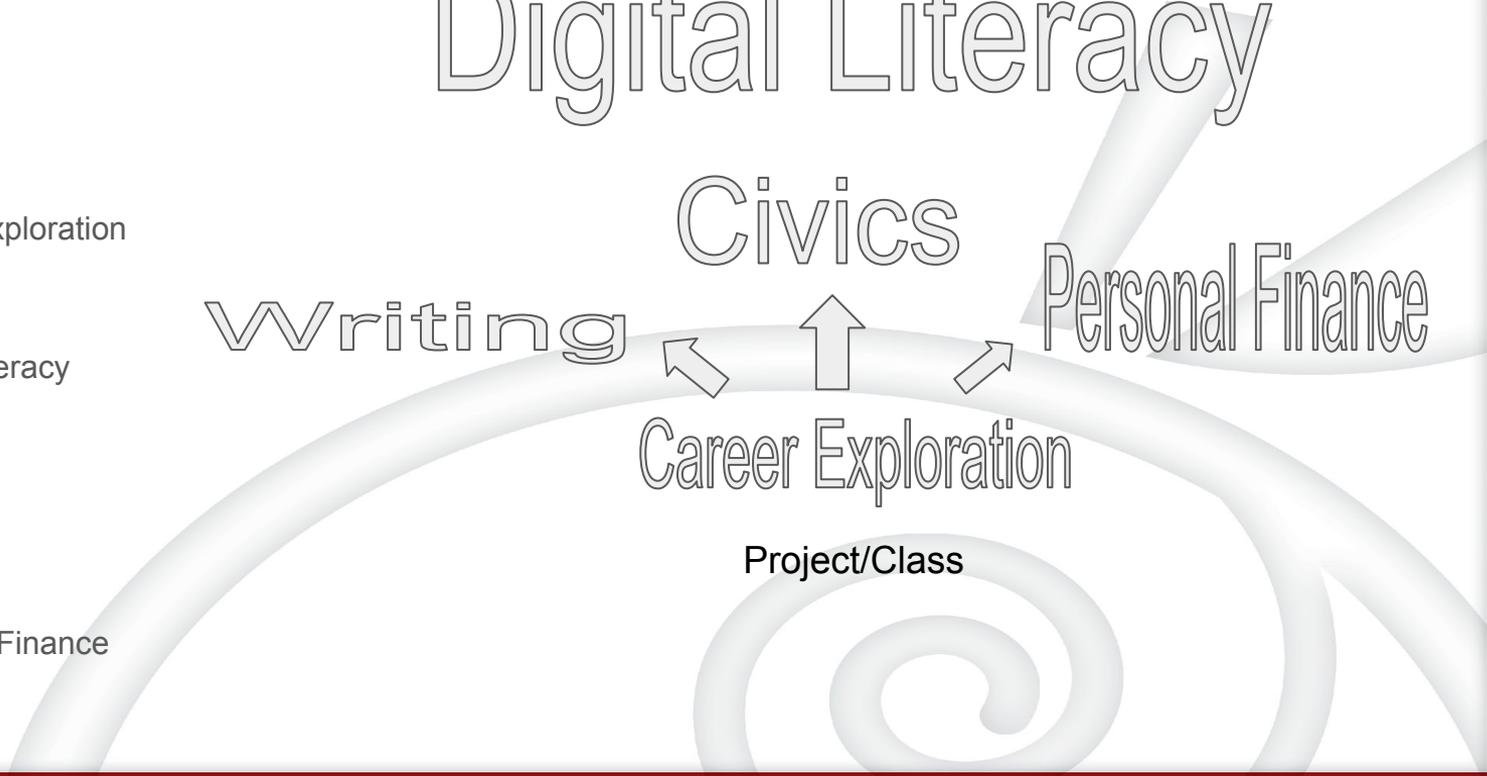
Civics

Writing

Personal Finance

Career Exploration

Project/Class



Implementation

As of approval- any new students entering the program would fall under the 40 credit diploma.

Any current students would be advised on what the best route would be, and anyone choosing to stay with the 45 credit diploma would be allowed to.

Adult Diploma (U.S. Born)- advised depending upon their transcript.

What is happening right now?

- Collaborative teams by level
- Implementation of Career and College Readiness Standards
- What do our students need to know, and how do we know if they learned it?

What needs to happen?

- Time built in for student/teacher conference.
- System to catalog student portfolios

Questions





Roseville Area Schools

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

Agenda Item: SS-2

Agenda Topic: Curriculum and Program Review System Annual Report
Meeting Date: May 10, 2022
Contact Person: Jake Von De Linde

Background:

Jake Von De Linde, director of teaching and learning; Mary Bussman, K-6 equity advancement principal on special assignment; Angie Woods, 7-12 equity advancement principal on special assignment; and Maureen Foreman, curriculum and assessment coordinator, will present the Curriculum and Program Review System Annual Report. The annual report was developed to provide an update to the school board on current work in the K-12 curriculum areas and provides guidance for the placement of curriculum areas in the system for the 2022-23 school year.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested

Curriculum and Program Review System Annual Report

2021-2022

Level	Curricular Area	Phase of the Curriculum and Program Review System	Summary of Curricular Work
K-12	Art	Program Evaluation and Program Design	<p>Program Evaluation re-started in January 2022 after suspending their work during the pandemic. The Minnesota Legislature adapted the implementation timeline for the arts standards, with full implementation required in the 2023-2024 school year. As part of program evaluation, the team consisting of all K-12 visual arts teachers reviewed the current curricular framework, elective enrollment data 7-12, grading data K-12, and surveyed secondary students, and elementary and secondary parents. The team reviewed current literature in best practices of K-12 Visual Arts programming, compared current practices with the new standards to identify gaps, and completed an Equity Analysis to determine gaps and/or strengths in opportunities and achievement.</p> <p>In the initial Program Design meeting, the team wrote its vision statement and program goals. The team's next steps are to develop rubrics to analyze the program to be designed, and determine curriculum needs.</p>
9-12	Business and Computer Technology	Full Implementation	<p>The Business and Computer Technology department is excited to offer its new course, DECA and Entrepreneurship this year. The new school store, The Raider Den, is successfully up and running, being heavily created and supported by the DECA and Entrepreneurship class. The department was also accepted into the Amazon Future Engineer sponsorship program in partnership with Project STEM which provides access to computer science resources and curriculum for our computer science classes.</p>
7-12	Family and Consumer Science (FACS)	Program Evaluation	<p>After a year of uncertainties due to the sub shortage we are pleased to announce that the Family and Consumer Science program has begun Program Evaluation this spring. This year the K12 Health team has:</p> <ul style="list-style-type: none"> ● Summarized the current program design, including: <ul style="list-style-type: none"> ○ Instructional time ○ Instructional framework ○ Review of previous cycle (2011) ● Developed a plan to get our team back on schedule to complete Phase II: Program Design by the end of the 22-23 school year.
K-12	Health	Implementation Plan and Purchase	<p>Due to the time constraints, the K-12 Health team has separated from the K-12 Physical Education team to expedite our work. We are currently continuing the third phase of the formal program review process. This year the K-12 Health team has:</p> <ul style="list-style-type: none"> ● Reviewed instructional materials from three vendors. ● Piloted curriculum from selected elementary, middle level and high school vendors.

			<ul style="list-style-type: none"> • Begun to summarize findings and align curriculum commitments to a selected piloted curriculum <p>Our next steps are to purchase initial materials and develop an implementation plan. This will likely take place during the 22-23 school year.</p>
7-12	Industrial Tech (IT)	Full Implementation	<p>This is the first full year that students have been able to fully access the redesigned Industrial Tech spaces at RAMS and RAHS. These spaces allow students to explore and learn skills that will prepare them for careers and life after high school. At RAHS, the department has seen an increase in student enrollment, especially in the woods and automotive programs which is partially due to the new spaces and enhanced curriculum. RAMS offered newly redesigned and renamed courses this year that align to their new spaces and provide preparation for IT courses at Roseville Area High School. The department has also increased the number of students who get industry certifications through their Drones, Photography, and Graphic Design programs.</p>
K-6	Language Arts	Program Evaluation and Program Design	<p>Because the MN ELA standards place equal weight on reading and writing, the ELA curriculum review team wanted to ensure an equal emphasis was placed on reading and writing in the curriculum review process. Program evaluation was completed for writing during the 2018-2019 school year, and program evaluation for reading began in the spring of 2021.</p> <p>A diverse committee was assembled including classroom teachers from each school, reading intervention teachers, parents, Dual Language Immersion teachers, FOCUS members, and administrators. Initial work included:</p> <ul style="list-style-type: none"> • Summarizing the current program design, describing what we were doing and its effectiveness • Reviewing current student performance disaggregated by race • Completing the Educational Equity Analysis Framework • Consulting subject area experts and reviewing current literature to focus on what we need to unlearn, rethink and learn more about <p>Curriculum review restarted in January 2022. The curriculum review team described key findings from the literature review, describing the science of reading as the most effective process for retraining teachers to teach reading and writing. The team completed a thorough review of key stakeholders, surveying teachers, students, parents, and administrators. Finally, the team reviewed the new ELA standards and identified gaps between current practice and the new standards. With this information, the team moved into Program Design, writing its Purpose Statement and Program Goals. The purpose statement is: <i>Literacy is a social justice and equity issue. The Roseville Area Schools Pre-K through 6 Elementary staff will systematically, responsively, and consistently develop readers and writers at every grade level. This will ensure that every student will decode the written word and comprehend the language of text in order to participate fully in the world around them.</i> The team adopted a rubric for assessing any new curriculum based upon the program evaluation, purpose statement, goals, and new standards. The team will review several potential curricula during the summer of 2022, with piloting to occur in the 2022-2023 school year.</p>
7-12	Language Arts	Early Implementation	<p>The English Language Art department is continuing to build curriculum around the new texts added to represent absented voices. At RAHS, they are also continuing efforts to make their PreAP and AP classes racially representative. They are working with Mastery Tab, power standards, and student goal setting in order to investigate and address their own role in the grades students earn. Finally, Collaborative Study Groups (an AVID strategy) are being more widely and effectively used in the revision and drafting process of student writing.</p> <p>New Minnesota K-12 English Language Arts Standards were written in 2019-20 and approved by the commissioner, however because of the pandemic the implementation of the new standards has been delayed to the 2025-26 school year.</p>

K-6	Mathematics	Full Implementation	<p>Teachers continued to fully implement the K-6 math curriculum at the collaborative teams level, teaching the identified power standards with common pacing guides at the team level, and common formative assessments. Teams are using a race based data analysis protocol that allows educators to reflect on how they can take responsibility, individually and collectively, if black, indigenous and students of color are not learning. The result is a systemic approach to math intervention and extension that is committed to interrupting opportunity gaps. District-wide training to provide teams time to review this process occurred in October 2022 and was implemented throughout the year at weekly collaborative team meetings.</p> <p>During the 2021-2022 school year, many teachers developed their knowledge and skill in teaching through Cognitively Guided Instruction (CGI). Two sessions of CGI Summer Institute were offered with 33 K-8 classroom teachers attending. These teachers were joined by an additional 23 K-8 teachers to deepen their practice in quarterly trainings and collegial conversations. This student-centered approach to teaching math starts with what students know and builds on their natural number sense and intuitive approaches to problem solving. Rather than a math program or curriculum, CGI is a way of listening to students, asking informed questions, and engaging with their thinking—all with the goal of uncovering and expanding every student’s mathematical understanding.</p> <p>During the summer of 2022, teacher teams will work together to create a shared pacing template using identified power standards. They will develop slide decks that use CGI strategies to 1) <i>attend</i> to children’s strategies & thinking, 2) <i>interpret</i> children’s understandings of the mathematics, and 3) <i>decide</i> how to respond instructionally on the basis of those understandings. These slide decks will be available to teachers to use in their collaborative teams and classrooms during the 2022-2023 school year and beyond. Additionally, two additional summer institutes will develop an additional cohort of teachers to learn CGI strategies.</p>
7-12	Mathematics	Sustainable	<p>Collaborative teams continue to refine their power standards and assessments of those standards. Math teams continue to pilot data systems for tracking student performance on standards, which will support the focus at the secondary level on grading. All secondary teams will explore foundational principles laid out in the text Grading for Equity by Joe Feldman. Math curriculums have made some wild swings due to the continuing effects of the pandemic: Precalculus was in the middle of a redesign when the pandemic hit. This year was the first year in which they were able to implement the redesign, and are now in the process of fine-tuning it. The AP Statistics team reports that the new textbooks are working well. The book's format aligns with the 2019 updated AP Statistics Course and Exam requirements and the additional curriculum support provided by AP Central (ex. instructional videos and practice problems). Also the new textbook’s resources have provided them with technology support like the online textbook and the electronic assessments that they needed.</p> <p>A new 7th grade math course (Math 7) was offered this year at Roseville Area Middle School. This course offers most students the chance to access grade level content with Advanced Options. Teachers worked in the summer and throughout the year to plan the scope and sequence of the course and integrate many differentiated options for students. The Math 7 team is reporting success with incorporating WIN (What I Need) time into the course to address the learning needs of all students.</p>
K-12	Media Tech	Full Implementation	<p>The Media Tech team continues to support technology needs of our students and staff including our rapid switch to distance learning this winter. They also continue to facilitate student learning in the areas of digital citizenship, keyboarding, and research, as well as teach essential information literacy skills needed for citizens in 2022.</p> <p>Media Specialists at the elementary level supported the 6th grade iPad 1:1 program at all of our elementary schools this</p>

			year. The secondary team continues to be instrumental in modeling and providing resources for the effective uses of instructional technology.
K-12	Music	Full Implementation	<p>K-12 Music completed their Implementation Plan and Purchase tasks during the 2018-2019 school year. That said, the 2008 Minnesota K-12 Academic Standards in the Arts were revised during the 2017-18 school year and were to be fully implemented in all Minnesota school districts next year. However, recent legislation delayed the implementation to the 2023-2024 school year.</p> <p>The K-12 Music Department had one day at the start of the school year to review the current standards in professional learning led by the Perpich Center for Arts Education. Music teachers will spend professional learning days during the 2022-2023 school year aligning their current curriculum to the new standards.</p>
K-12	Physical Ed	Implementation Plan and Purchase	<p>The Minnesota Department of Education released the official 2018 Minnesota K-12 Academic Standards in Physical Education document in February 2018. The standards are to be fully implemented K in all Minnesota school districts by the 2023-24 school year.</p> <p>The K-12 Phy Ed team is on pace to complete the third phase of the formal program review process. This year the K12 Phy Ed team has:</p> <ul style="list-style-type: none"> • Developed an implementation plan and materials list • Developed a professional development plan to begin in the Fall of 2022 <p>The findings of the K-12 Phy Ed Implementation Plan and Purchase report will be presented to the District Curriculum Advisory Committee in May.</p>
K-6	Science	Installation/Implementation Plan and Purchase (due to new standards)	<p>Because of the limited time available for teachers to meet, the focus for K-6 Science work was the upcoming change for 6th grade. In order to meet the 2024-25 deadline for fully implementing the 2019 K-12 Science Education standards, 6th grade needs to transition to teaching Earth Science for the 2022-2023 school year. A team of teachers piloted a new curriculum and met throughout the year to discuss the pilot and recommend a plan for implementation next year. Those detailed plans will be communicated to the District Curriculum Advisory Committee in May and the School Board in June. Ongoing work during the 2022-23 school year will be to support the implementation in 6th grade and planning for changes in K-5.</p>
7-12	Science	Early Implementation/Implementation Plan and Purchase (due to new standards)	<p>The 7-12 Science team continued to work on incorporating the new 2019 Minnesota Academic Standards in Science.</p> <p>The 7th grade team has started piloting several instructional units aligned to the new standards and will be continuing to learn and plan in May and over the summer of 2022. The 8th grade team has met for two days this spring to plan for their new Physical Science course and evaluate curriculum options. A full report of their work will be given to the District Curriculum Advisory Committee in May and the School Board in June.</p> <p>The 9-12th grade teams have continued refining their curriculum to meet the new 2019 Minnesota Academic Standards in Science and meet the needs of all students. The teams are also working on revising their grading practices and communication.</p>
K-6	Social Studies	Sustainable	<p>In K-6 social studies teachers continue to include absented narratives in their lessons. Training for all teachers included a tabletop exercise, where teachers reviewed a lesson regarding the early colonizers that, without adaptation, could be problematic to Roseville Area Schools students. Teachers used this exercise to review each of their lessons before they present them to students.</p>

7-12	Social Studies	Sustainable	The Minnesota K-12 Academic Social Studies Standards went through the third draft in November 2021 and is moving forward in the statutory rulemaking phase. Once it goes through rulemaking and if adopted, the proposed K-12 academic standards in social studies will be implemented in the 2026-27 school year. We will monitor that process and determine when to begin reviewing the district social studies curriculum.
7-12	World Languages	Continuing in Program Evaluation	<p>The team reconvened in the spring of 2022 for the first time since the fall of 2019, continuing our work on the Program Evaluation Phase. We plan to complete Program Evaluation by the fall of 2022 and focus our work next year on Program Design. We will be reviewing stakeholder feedback and looking at both comparable and competitive districts for innovations to our current program design.</p> <p>The Spanish Dual Language Immersion (DLI) program continues to progress and is now completing its initial year at RAHS (9th grade). The DLI program is currently working on a program evaluation and plans to bring recommended 11th and 12th grade courses for approval in the fall of 2022.</p>
K-12	MTSS		<p>Roseville Area Schools continues to be a recipient of the MDE's Alternative Delivery of Specialized Services (ADSIS) grant, which enables us to fund positions across our elementary sites to support our Multi-Tiered System of Support (MTSS) in the areas of reading, math, and behavior.</p> <p>The state of Minnesota is bringing a new focus to MTSS and providing training for districts to develop their delivery of a MTSS model districtwide. The Office of Educational Equity and the Department of Student Services will be partnering in training and establishing a districtwide MTSS committee for the 2022-2023 school year. The two departments will bring a districtwide MTSS team to be a part of MDE's free MTSS training this summer.</p>
K-12	Inclusive Curriculum, Absent Narratives		<p>We continue to implement Absent Narratives/Inclusive Curriculum. The work continues to be guided by the Roseville Educational Equity Curriculum and Instruction Compass which include these 4 focus areas:</p> <ul style="list-style-type: none"> ● Equity Pedagogy ● Social Justice Orientation ● Collective Knowledge Creation ● Culturally Relevant Content (Absent Narratives) <p>Three teams of teachers created district-wide professional learning as they created lessons available to K-12 teachers regarding Juneteenth, Constitution Day, and Veterans Day. Slide decks were available to all teachers, with an expectation that all K-6 teachers would use the materials, and all secondary students would hear messaging annually and lessons in their time at the secondary schools.</p>
10-12	Interdisciplinary		Fairview Alternative High School (FAHS) staff have implemented project based learning instructional models during the 2021-2022 school year. Through professional development, they have identified components of the models to focus on this year to prepare students for success moving forward. Development will continue through the summer of 2022 and the following school year.



Roseville Area Schools

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

Curriculum Review System Annual Report, 2021-2022

**School Board Meeting, May 10, 2022
DCAC May 23, 2022**

Curriculum and Program Review System 2021 - 2022

Spring 2020:

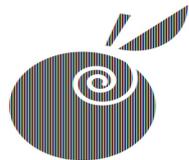
- Curriculum work frozen in spring 2020

School Year 2020-21:

- Limited virtual groups October-May
- Limited In-person, beginning March 2021

School Year 2021-22:

- Office of Educational Equity is established
- MDE: PE, Arts, Science, English Language Arts, Social Studies, delayed implementation timelines
- Curriculum meetings happening throughout this year both virtual and in-person
 - Timelines for completing Curriculum and Program Review work have been impacted by another pandemic interrupted year, especially with lack of subs

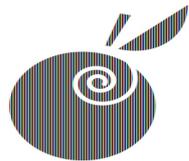


Roseville Area Schools

Quality Teaching & Learning for All...Equ.

2021-2022 Curriculum Review Cycle

Curriculum Review Cycle Graphic



Roseville Area Schools

Quality Teaching & Learning for All...Equ.

K-12 Health/K-12 Phy. Ed

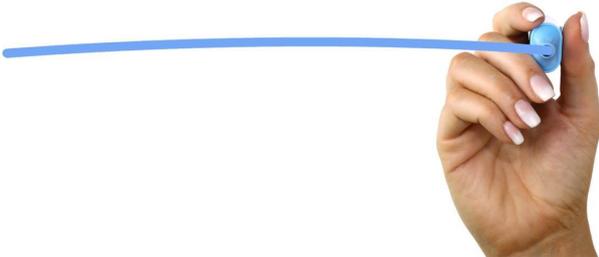
PE (Plan & Purchase)

- PD plan
- Materials selected
- Implementation plan

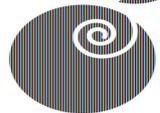
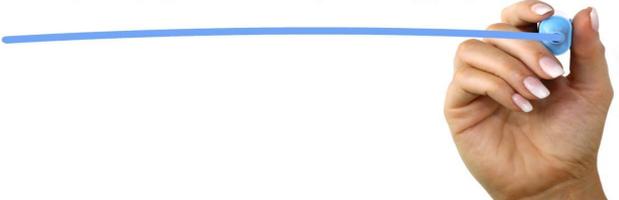
Health (Plan & Purchase)

- Piloting materials

CURRICULUM



PROFESSIONAL
DEVELOPMENT



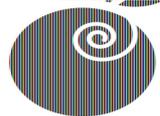
Roseville Area Schools

Quality Teaching & Learning for All...Equ.

7-12 Family and Consumer Science

Program Evaluation

- Previous cycle (2011)
- Summarized current design
 - Instructional time
 - Course offerings
 - Instructional framework



7-12 Language Arts, 7-12 Math, and Interdisciplinary

7-12 Language Arts (Early Implementation Phase/New Standards 25-26)

- Absented narratives
- AVID Strategies (Collaborative Study Groups & Critical Reading Strategies)

7-12 Math (Sustainable Phase)

- Fine-tuning of redesign in Precalculus
- AP Stats reports new textbooks are working well
- RAMS offered a new 7th grade math course (grade level content with Advanced Options)

Interdisciplinary-Fairview Alternative High School

- Implementing project based instructional model



Advanced Options



K-6 English Language Arts

Finished Program Evaluation

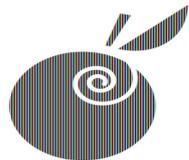
- Surveyed key stakeholders including teachers, paraprofessionals, administration, students, and parents
- Comprehensive literature review for writing and for reading
- Reviewed new standards and identified gaps between current practice and the new standards
- Planning for both English speaking and Dual Language Immersion programs

Began Program Design

- Purpose statement
- Program goals
- Rubric to evaluate potential new curricula to pilot
- Planning to pilot next school year, moving into Phase III Plan and Purchase

Proposed purpose statement:

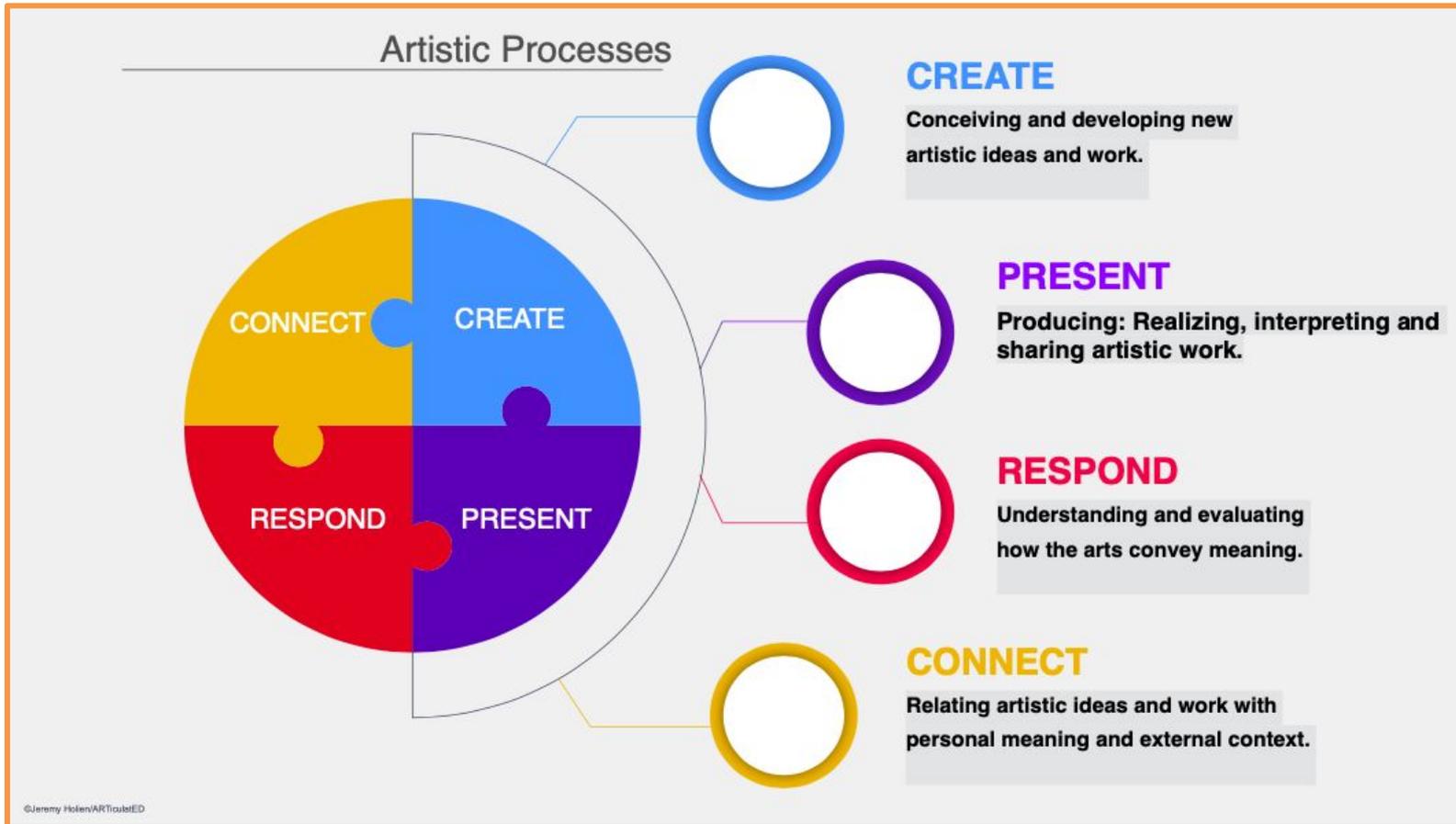
Literacy is a social justice and equity issue. The Roseville Area Schools Pre-K through 6 staff will systematically, responsively, and consistently develop readers and writers at every grade level. This will ensure that every student will decode the written word and comprehend the language of text in order to participate fully in the world around them.



Roseville Area Schools

Quality Teaching & Learning for All...Equ.

K-12 Music



Foundational Knowledge is Embedded in each of these 4 Processes

K-12 Visual Arts

Arts Standards Develop Artistic Literacy Through Foundational Skills + 4 Strands

CREATE

Generating original art -
*imagining, planning,
exploring, developing,
reflecting, refining*

PERFORM/PRESENT

Sharing existing work *using
interpretive or re-creative
skills*

RESPOND

*Observing, describing,
analyzing, interpreting, and
evaluating based on criteria*

CONNECT

Relating artistic ideas/work
with *personal meaning and
external contexts*

K-6 Social Studies

Sustainable Phase of Curriculum Review

- Continue to use the Absent Narratives Critical Analysis Tool from Minnesota Humanities Center
- Continue to review and revise curriculum to be culturally responsive

Absented Narratives

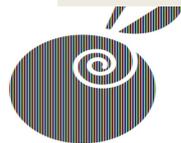
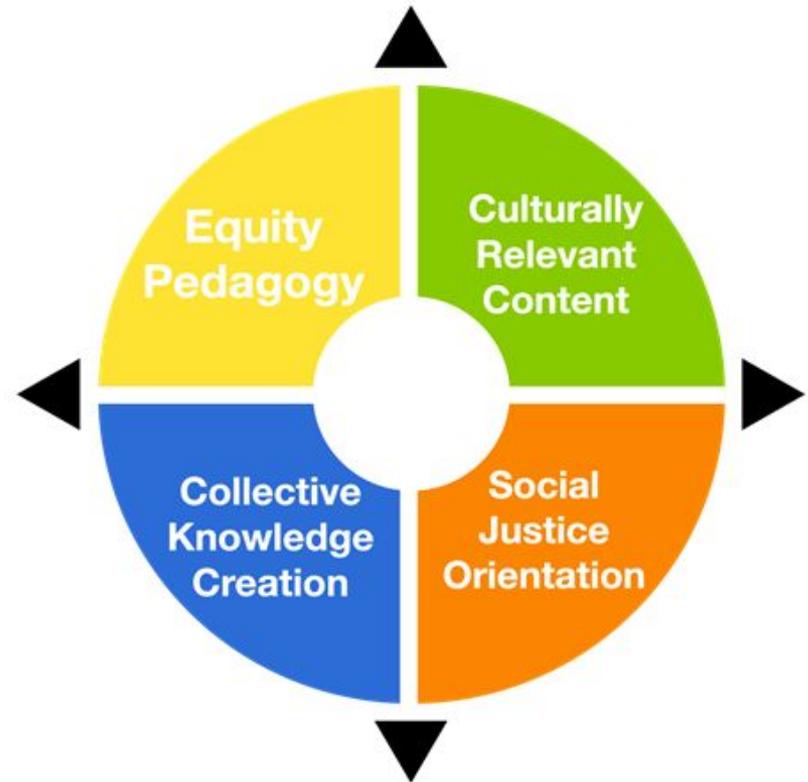
- Introduced Juneteenth slides for curricular use June 2021
- Developed, trained, and utilized absented narratives on Constitution Day, highlighting the contributions of the Haudenosaunee (Iroquois) Confederacy
- Developed, trained, and utilized absented narratives on Veteran's Day



K-6 Math

Full Implementation Phase

- Three curricula used across the elementary schools
- Cognitively Guided Instruction Summer Institute and quarterly professional learning
- Collaborative Teams trained in the use of Common Formative Assessments and the Data Analysis protocol
- Common data collection tool and analysis tool
- Updated curriculum materials being ordered for 2022-2023 due to expirations of current editions.



Roseville Area Schools

Quality Teaching & Learning for All...Equ.

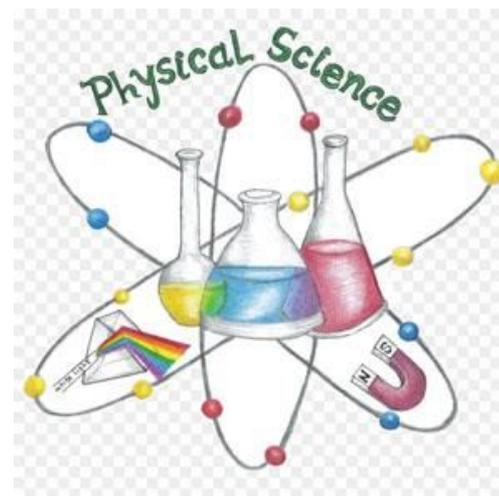
K-12 Science

K-6 Science Implementation Plan and Purchase (also Installation)

- Piloting 6th grade Earth Science curriculum
- Planning Professional Development for 2022-23 school year for 6th grade

7-12 Science Implementation Plan and Purchase (also Early Implementation)

- Planning 8th grade Physical Science curriculum
- Phasing in new standards in other grades/content areas



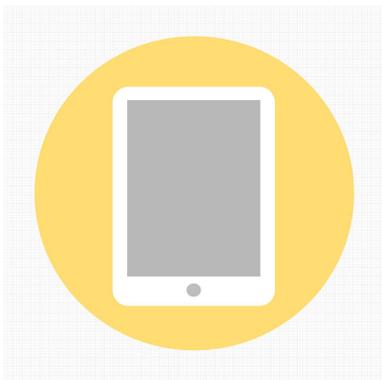
Roseville Area Schools

Quality Teaching & Learning for All...Equ.

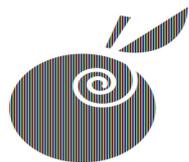
K-12 Media Technology



- 1:1 iPads at Grade 6
- Supporting Distance Learning!

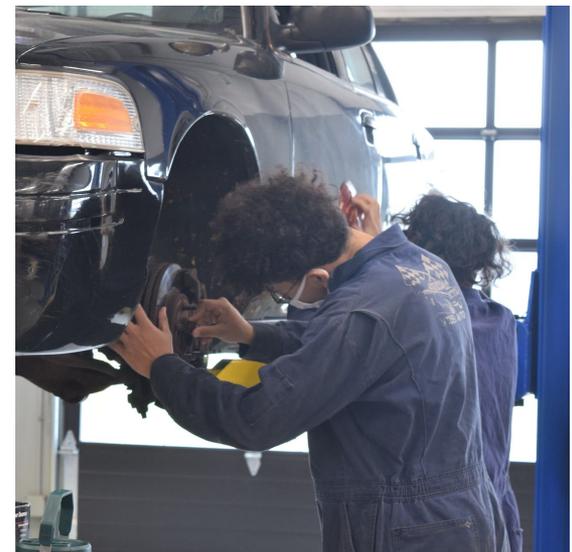


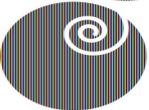
digital footprint
media balance
cyberbullying
online privacy communication
news & media literacy



7-12 Industrial Tech and 9-12 Business and Computer Technology

"The Raider Den"



 Roseville Area Schools
Quality Teaching & Learning for All...Equ.

7-12 Social Studies and 7-12 World Language

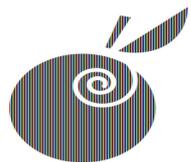
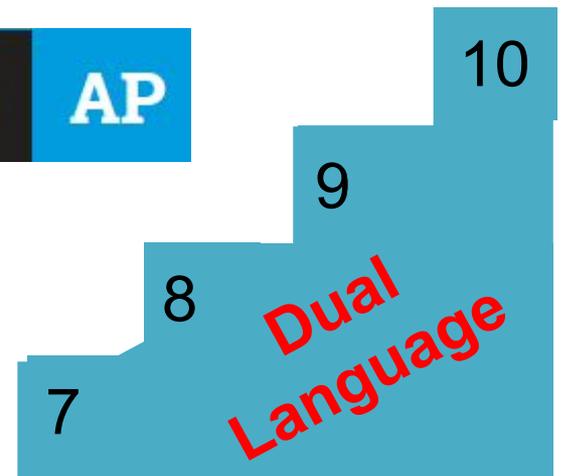
- K-12
Academic
Social Studies
Standards-

DRAFT



CollegeBoard

AP

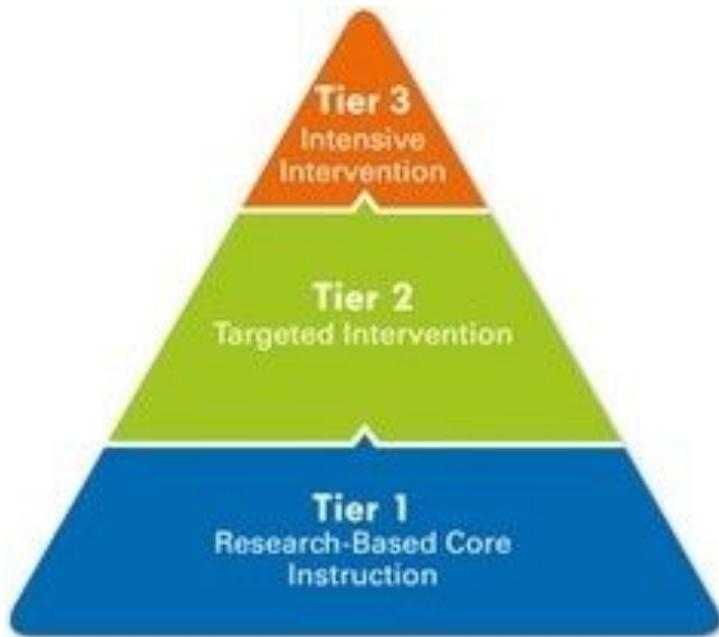


Roseville Area Schools

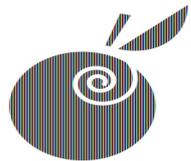
Quality Teaching & Learning for All...Equ.

Multi-Tiered Systems of Support

Multi-Tiered Systems of Support



- *ADSIS Funds*
- *MnMTSS*
- *Professional Development*



Thank you!

The image features a white background with a red border. In the center, the text "Thank you!" is written in a bold, red, sans-serif font. To the right of the text, there is a white, stylized graphic element consisting of a thick, curved line that forms a semi-circle at the bottom, with a spiral pattern extending upwards from its center. A white, conical shape, resembling a pencil tip or a stylized arrow, points downwards towards the text from the upper right.



Roseville Area Schools

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

Agenda Item: SS-3

Agenda Topic: Format for Community Input
Meeting Date: May 10, 2022
Contact Person: Chair Curtis Johnson

Background:

The board will discuss potential changes to the format of community input.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested



Roseville Area Schools

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

Agenda Item: SS-4

Agenda Topic: Strategic Planning Update

Meeting Date: May 10, 2022

Contact Person: Superintendent Jenny Loeck, Treasurer Rose Chu and Director Kitty Gogins

Background:

Superintendent Jenny Loeck and board members Rose Chu and Kitty Gogins will provide an update on the strategic planning process.

Recommendation:

_____ Action Required XX Informational – No Board Action Requested