

AIPAC Resolution 2025

Focus Area	Measurable Goal	Progress towards Goal	Is Progress sufficient for concurrence?
Support postsecondary preparation for pupils			
Support the academic achievement of American Indian students			
Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils			
Provide positive reinforcement of the self-image of American Indian pupils			
Develop intercultural awareness among pupils, parents, and staff			
Supplement (not supplant) state and federal educational and co-curricular programs			

Area 1—By spring of 2025, 78% of Native American students at Roseville Area High School will have successfully completed at least one advanced course (ie. AP, PSEO, CIS,CTE).

Winter Progress

[Data spreadsheet](#)

54 students
34 attempted
30 succeed

53.6%

Is progress sufficient for concurrence?

No

Monitoring and Staffing

- Expose Native American students to test-taking sessions.
- Work with teachers to ensure they are encouraging their Native American students to take advanced options.
- Invite a counselor to speak to Native American students about the process for registering and taking the AP test.
- Invite an AP teacher for a Q&A with Native American students and families.
- Invite Native American students in an AP course, CIS, PSEO, or CTE classes to discuss their experience with other Native American considering an AP course, CIS, PSEO, or CTE class
- Free tutoring with Hamline STEM start

Area 2—By the end of the 2024-2025 school year, 85% of middle school students (7th and 8th grade) will earn a 2.0 grade point average or higher.

Winter Progress

After Trimester 1 86.21% of 7-8 RAMS students had a 2.0+ GPA.
Not Native=94.6% at 2.0+

Is progress sufficient for concurrence?
Yes

E. Monitoring and Staffing

- Check grades of Native American students mid-trimester and the end of the trimester.
- Work closely with secondary counselors to monitor Native American students' grades, attendance, and provide any additional support necessary for retention.
- Implement Counselor Checks at the secondary level.
- Host bi-weekly (cultural/academic) sessions for students who identify as American Indian.
- Monitor 7th and 8th graders' individual needs with bi-monthly check-ins and academic goal-setting.
- Survey students about their experience with counselors.
- Work with families on how to check Schoology for grade updates.
- Staff will review grade point average with their students in advisory
 - (STAR and Homeroom teachers

Area 3—By Spring of 2025, there will be a 6% decrease (from 17.2% to 11.2%) in the flat growth of Native American students in grades K-6, on FAST Reading assessments compared to Spring 2024 results.

Winter Progress

[Data spreadsheet](#)

Is progress sufficient for concurrence?

E. Monitoring and Staffing

- Utilize information from FAST assessment to provide target interventions (i.e. PRESS) to Native American students.
- Absent Narratives taught in all classrooms.
- Reach out to American Indian authors to record a video of them reading their books and share with classrooms and families.
- Indigenous Peoples day lesson that highlighted an American Indian author.
- Provide American Indian-authored books and audios to American Indian students and families.
- Partner with teachers to encourage reading American Indian authored books in classes to promote literacy, achievement, and cultural connections for American Indian students.
- Make recommendations of resources, such as The Essential Understandings, that would pair well with Wit and Wisdom curriculum and pacing at various grade levels.

Area 4–By June of 2025, 47 % of Native American families will have participated in a Native American program event (AIPAC meetings, honoring ceremony, family outreach events, etc.).

C. District Strategies to Achieve Goals

-37.2% (54/145) families participated in an AIEP/AIPAC event (including ECFC families).

Last year, during the concurrence vote, we were at 20% (25/122)

Is progress sufficient for concurrence?
Yes

E. Monitoring and Staffing

- Host events for American Indian students and families that educate and connect them on American Indian cultures, languages, and academic success.
- Provide opportunities for students to learn from American Indian artists to provide grade-based cultural activities (such as beading, sewing, and dancing) during the school day.
- Coordinate a Senior Recognition graduation ceremony.
- Increase AIPAC/AIEP district-wide recognition by tabling at Roseville Area Schools Community Events: Kindergarten Night, Conferences, and Back-to-School events.
- Create an AIPAC/AIEP brochure that will be given to central enrollment and distributed to newly enrolled Native American students and families. (NOT YET)
- Purchase AIPAC/AIEP marketing materials, such as magnet calendars and mugs, and distribute them to program students to promote AIPAC/AIEP awareness and share Native American culture within the district.(NOT YET)
- Ensure Native American students have opportunities to meet with Native American programming staff for lessons/groups around cultures, languages, and academic success.

Area 5—For the 24-25 school year American Indian Program staff will participate in 100% of IEP, behavior intervention, and attendance intervention meetings involving Native American students

C. District Strategies to Achieve Goals

Data—

Is progress sufficient for concurrence?

No

E. Monitoring and Staffing

- Work with Case Managers and building principals to establish expectations for communication with Native American program staff when an IEP, behavior intervention (if facing suspension, expulsion, reentry, SAT Team, etc), or attendance intervention meeting is required.
- Share expectations for Native American staff attendance in IEP, behavior intervention, and attendance intervention meetings with principals and supervisors quarterly.
- Encourage families to contact Native American program staff when their child has an IEP, behavior intervention, or attendance intervention meeting scheduled with their child's school.

AIPAC Requests

- Follow through with AIEA strategies (from OEE)
- Policy change regarding inviting Native American programming staff to (IEP, DRB, and attendance) meetings
- AIEA Funding for Programming
- Staff retention
 - Increase staff by .5 FTE



Questions?