

AIPAC



Roseville Area Schools

AIPAC-2026

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			

AIPAC Requests vs Actions

AIPAC requests prior to 2025:

- Increase AIEP Staff by 1 FTE
- PD on educational trauma experienced by Native Americans and around AI perspectives.
- Broaden the land acknowledgement
- Recruit (and support) Native American students for rigorous courses like AP, CIS, PSEO, etc.
- Find other sources of revenue to support AI programming.
- In June, provide a yearly data report on Native American students.
- Approve online Indigenous language courses.
- Improve programming access to students during the school day.
- Include informational displays in Anpétu Téča Education Center.
- Collaborate with other agencies to provide mental health and well-being support to American Indian students and families.
- Dress Code Policy Change
- Smudging Practices
- Common high school counselor for AI students.

Requests in 2025

- 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

What action has been taken:

- Hired 2 American Indian Education staff
- Some PD around American Indian Education
- Broadened land acknowledgement
- Data report this fall.
- Policy 510 – Student Dress
- Improved student access to programming.
- Smudging practices in schools
- Naming Anpétu Téča Education Center (aw-bet-doo teh-cha).
- Common counselor temporarily implemented. Now there is one coordinating counselor.

Area 1 – In January of 2026, 95% of Native American students at Roseville Area High School will have successfully registered at least one advanced course (ie. AP, PSEO, CIS,CTE). This is a 10% increase from the 2024-25 school year.

Winter Progress

64 Students

85% registered for SY 24-25

Data for # of registered students for SY 25-26 has not yet been provided (tech request was put in).

Is this sufficient for concurrence?

Yes

Monitoring and Staffing

High school counselor will speak to Native American students in an affinity group about the process for registering for an AP class and registering and taking an AP test.

Middle school counselor will speak to Native American students in the affinity group about taking advanced options at the middle school level.

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 students considering an AP course, CIS, PSEO, or CTE class.

Area 2 – By the end of the 2025-2026 school year, the middle level GPA achievement gap will be less than 5% between Native American and non-Native students earning at least a 2.0 GPA

Winter Progress

37 Students

Tri 1 - 11.78 % of GPA of achievement gap in students earning at least 2.0 GPA

Tri 2 data not yet available

Is this sufficient for concurrence?

NO

Monitoring and Staffing

Focus on Native American students academic progress at Behavior, Attendance, Grades (BAG) meetings, at the secondary level. (Sorting Native American students - consider lowering the threshold the triggers intervention.

Research offering elective credit for students who attend affinity groups. Research offering elective language credit for Ojibwe language courses in 8th grade.

Work with families on how to check Schoology for grade updates.

Gather Street Data from students who score less than 2.0 at the end of the Trimester 1 & 2.

Area 3 – By the Spring of 2026, there will be a 6% decrease (from 17.2% to 11.2%) in flat growth of Native American students in grades K-6, on FAST Reading assessments compared to Spring 2025 results.

Winter Progress

148 students

Spring Data is not yet available.

24-25 Fall to Spring

- 24.8% flat growth (an increase in flat growth of 7.6%)

Is there sufficient progress in strategies for concurrence?

NO

Monitoring and Staffing

Use pre-recorded videos of American Indian-authored books read by American Indian authors and share these videos with families.

Provide American Indian-authored books and audiobooks to American Indian students and families.

Meet with Native American families to discuss reading strategies used at school and strategies they can use at home.

Gather Street Data from students who score at High Risk on the Fall FAST reading assessments.

Create a team with defined stakeholders to develop a framework of intervention support for Native American students.

Area 4 – By June of 2026, at least 80% of K-12 students and 50% of Native American families will have participated in a Native American program event (student affinity groups, field trips, AIPAC meetings, honoring ceremony, family outreach events, etc.)

**Winter
Progress**

96.2 % Participation of students

45% Participation of families

Is there sufficient progress in strategies for concurrence?

YES

Monitoring and

Host events for American Indian students and families that educate and connect them on American Indian cultures, languages, and academic success. Events include: Drum and dance, Ribbon Skirt Workshops, Beading Circle, Round Dance, Archery League,

Invite Native American artists to attend after school events to provide grade-based cultural activities such as beading, sewing and dancing.

Coordinate a Senior Recognition graduation ceremony.

Increase AIPAC/AIEP district-wide recognition by tabling at Roseville Area School Community Events: Kindergarten Night, Conferences, and Back-to-School events.

Ensure AIEP paperwork (AIPAC/AIEP brochure, Native American participation form, 506, JOM forms) are distributed by central enrollment to newly enrolled Native American students and families.

Ensure Native American students have opportunities to meet with Native American programming staff for Native American Affinity Group around cultures, languages, and academic success.

Area 5 – For the 2025-2026 school year American Indian Education Program staff will be invited to have input on 100% of IEP, behavior intervention, and attendance intervention meetings involving Native American students

Winter Progress

79% of invites received

Is there sufficient progress in strategies for concurrence?

YES

Monitoring and

Work with Case Managers and building principals to establish expectations for communication with Native American program staff with an IEP, behavior intervention, or attendance intervention meeting is required (school board resolution response #1).

Share expectations of Native American staff attendance in IEP, behavior intervention, and attendance intervention meetings with principals and supervisors quarterly.

Encourage families to contact American Indian Education Program staff when their child has an IEP, behavior intervention or attendance intervention meeting scheduled with their child's schedule.

AIPAC Requests – Staffing Request Breakdown

1 Student Advocate Support Staff

- Focus on mental health & family support aligned to educational trauma/needs
- Participate in programming and provide field trip support
- Attend IEP / behavioral / attendance meetings as support staff

1-2 Elementary AIEP Support Staff

Traveling positions across elementary buildings to:

- Attend IEP, behavioral, attendance meetings
- Enable more robust programming for the 118 elementary students
- Provide field trip support

1 AIEP Support Staff – RAHS & FAHS

Rotating presence between RAHS and FAHS to:

- Assist students with questions/needs & emotional support
- Attend IEP, behavioral, attendance meetings
- Provide backup for RAMS-focused AIEP staff for programming

1 AIEP Support Staff – RAMS

Daily presence at RAMS to:

- Assist students with questions/needs & emotional support
- Attend IEP, behavioral, attendance meetings
- Provide backup for RAHS/FAHS-focused AIEP staff for programming

AIPAC Requests

- Maintain and strengthen AIEP staff support & retention through additional 5 FTE
- AIEP funding to be used for programming.
- Ongoing and expanded PD on educational trauma and American Indian perspectives.
- Clear building-level guidelines and expectations for various stakeholders with a responsibility matrix created by district.
- Documented follow through regarding American Indian student achievement and program goals.

The American Indian Parent Advisory Committee issues a vote and resolution of concurrence with the educational offerings that have been extended by ISD 623 to Indigenous students based on the progress made in 2025-2026 school year.

Annual Compliance