



Agenda  
School Board Work Study  
Session  
Tuesday, April 9, 2024  
7:00 PM

1. Curriculum and Program Review System Annual Report  
**Speaker(s):** Jake Von De Linde, Mary Bussman and Chris Hester
2. Process for Superintendent's Evaluation  
**Speaker(s):** Chair Todd Anderson

Agenda Topic: Curriculum and Program Review System Annual Report  
Meeting Date: April 9, 2024  
Contact Person: Jake Von De Linde, Mary Bussman and Chris Hester

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Background:

Jake Von De Linde, director of student achievement; Mary Bussman, elementary program administrator; and Chris Hester, secondary program administrator, 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 2024-25 school year.

*This agenda item will be presented in a flipped format, meaning all presentation materials should be reviewed prior to the meeting. Please review the [screencast](#) and attached report and slides. Staff will be present at the meeting for discussion and questions.*

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Recommendation:

Action Required

Informational – No Board Action Requested

# Curriculum and Program Review System Annual Report

2023-2024

Level	Curricular Area	Phase of the Curriculum and Program Review System	Summary of Curricular Work
K-12	Art	Installation	<p>The K-12 Visual Arts team completed their program review cycle, and has begun installation of the new program design. The Visual Arts Curriculum Review team, consisting of all K-12 visual arts teachers, presented their program design along with their implementation and purchase report to the District Curriculum Advisory Council in May 2023 and to the School Board in June 2023.</p> <p>The new program design begins with this purpose statement: <i>The Roseville visual arts program will amplify student voice, connect students with the broader community, and promote social emotional well-being. In diverse and inclusive learning environments, our artists will become visually literate and be equipped to problem solve, collaborate, think critically, and make art with creativity, compassion, connection, and confidence.</i> The program will add one new ceramics course at RAMS and a new course at RAHS to be offered in the 2024-25 school year entitled <i>Arts and Advocacy</i>. The team reviewed current and recommended additional opportunities for students to showcase their work with added display cases at the elementary schools and digital portfolios for all secondary sites. As part of the installation phase, licenses for ongoing professional learning and access to current and diverse visual arts curriculum through the Art of Education University was purchased and is utilized on professional learning days and in lessons across the district. Additionally, visual art teachers will attend the National Art Educators Association convention in Minneapolis in April 2024. Finally, the elementary building principals are reviewing their budget allocations for visual art to create more parity across schools in funding per student in the 2024-2025 school year at the request of the team.</p> <p>Regarding assessment, the elementary teachers created common formative assessments to assess student learning based upon the new standards. These CFA's will be used as teachers provide standards-based grading marks on the updated elementary report cards. Secondary teachers continue to align the new standards and grading through ongoing Grading for Equity professional learning sessions.</p>
9-12	Business and Computer Technology	Sustainable	<p>The business department will be offering the new course, Cybersecurity next year. They are also set to meet the changes required by the state legislature requiring all students beginning 9th grade in school year 2024-25 and later to take a Personal Finance course in 10th, 11th, or 12th grade. The business department already offers 2 courses, Investments and Managing Your Money, that meet the personal finance requirement.</p>
7-12	Family and	Program Evaluation	<p>Our FACS department began their program evaluation work this year and plan to present their findings to the District Curriculum Advisory Committee and School Board next fall. They have found that their enrollment has increased over</p>

	Consumer Science (FACS)		the past few years and courses have been well represented by BIPOC students.
K-12	Health	Installation	<p>The K-6 Health Curriculum Review has been paused until further notice because of difficulties pulling a team together due to the pandemic and lack of subs. We also feel the need to pause as a significant focus at the elementary level next year will be on our English Language Arts implementation.</p> <p>The 7-12 team selected a curriculum (Goodheart-Willcox) and spent the year articulating curriculum and updating resources such as guest speakers and classroom videos. Through purposeful selection of guest speakers, the health team incorporated another way to include absent narratives and multiple perspectives into the curriculum.</p>
7-12	CTE Career and Technical Education	Program Evaluation	<p>Career and Technical Education programs offer a way to prepare students for future high demand, high skill, and high wage career pathways. The classes teach skills beyond home maintenance and personal hobbies. With the aid of an industry professional advisory council, the CTE team identifies what industry and employable skills employers are looking for in our communities. These skills are then taught in hands-on classes to set students up for post-secondary success. This department includes courses from a wide range of areas including: engineering, woods and construction, automotive and small engines, drones, manufacturing, and communication arts (graphic arts, photography, and print design).</p> <p>The team was scheduled to begin their program evaluation work this year, but was put on hold because of district staffing capacity. However, the department went through their CTE certification last year with the Minnesota Department of Education (MDE) this includes a comprehensive review of their courses and alignment to CTE state standards. MDE approved all programs for the next 5 years.</p> <p>There have been a few changes impacting the team this year including moving the Yearbook Publications class from the English Language Arts department to Communication Arts in CTE. Also Raider Graphics has successfully transitioned to new leadership under a former RAHS graduate, Shamus Barrett, who will continue to oversee the business.</p>

K-6	Language Arts	Installation	<p>The K-6 English Language Arts Curriculum Review Team consisted of a diverse array of staff and community members, including classroom teachers from each school, reading intervention teachers, parents, Dual Language Spanish Immersion (DLSI) teachers, FOCUS members, and administrators. The team presented the first two phases of Program Evaluation and Program Design to the District Curriculum Advisory Council in November 2022. The team presented their recommendations for adoption to the District Curriculum Advisory Council in May of 2023 and received approval for purchase by the school board in June of 2023. This included the following curriculum components:</p> <ul style="list-style-type: none"> <li>● Heggerty for grades PK-2 in Spanish and English for phonological awareness as well as for grades 3-6 intervention</li> <li>● Foundations for grades K-3 and grades 3-4 DLSI for Phonics, Letter Formation, Spelling, and Morphology</li> <li>● Geodes for grades K-2 for engaging readables that extend the phonics learning of Foundations and that are aligned with the module topics of Wit and Wisdom</li> <li>● Just Words for grades 4-6 intervention in decoding and phonics skills</li> <li>● Wit and Wisdom for grades K-6 and the DLSI grade 6 for Language Comprehension</li> <li>● Amplify Caminos for the Dual Language Spanish Immersion’s grades K-5 for foundational skills, language comprehension, and biliteracy</li> </ul> <p>During the 2023-2024 school year, teachers are engaged in the installation phase of the curriculum and program review system. The new K-6 ELA curriculum is a structured literacy program based upon the science of reading in both Spanish and English. To develop students who are biliterate in the DLSI program, students in grades 3-6 will split their learning of language arts in English 50% and in Spanish 50%.</p> <p>To support the installation, professional learning and planning time were provided throughout the school year. K-6 teachers received Module and Lesson Study training from Wit and Wisdom during Workshop Week. Teachers then worked in district-wide grade level teams in November, January, and March to plan their lessons together. K-3 teachers received online training via Wilson Academy to learn how to teach Foundations. Heggerty is a very scripted curriculum with tutorials and examples online for teacher support. K-5 teachers in the DLSI program received training from Amplify during Workshop Week and during the professional learning days in October, November and January.</p> <p>The K-6 ELA Curriculum Design Team has met to monitor the program installation and recommend adjustments in the following year. Topics include: revision of Language Arts section of report cards; inclusion of Dakota and Anishinaabe texts; spelling/morphology in grades 4-6; review of standards alignment for grades skipping one of the first three modules, pacing guides and district expectations, and an interventions flow chart. Lastly, members of the team will meet with the K-6 MTSS coordinator and assessments coordinator to align assessments and interventions district-wide.</p> <p>In conjunction with the installation of the new K-6 ELA curriculum, almost all pre-K, elementary classroom, special education, multilingual learner, and reading intervention teachers will complete their two-year professional learning program <i>Language Essentials for Teachers of Reading and Spelling (LETRS)</i>. This professional learning has been the bedrock to curriculum adoption and the understanding of why the structured literacy program is the pathway to literacy.</p> <p>Guiding this curriculum adoption and installation is the new legislation that took effect in the State of Minnesota July 1, 2023 entitled the Read Act. The Read Act puts forth requirements for schools across the state in three key areas: 1) professional development in structured literacy, 2) curriculum requirements and recommendations, and 3) assessment of student learning. Reporting will no longer be within the Read Well by Third Grade report, but in the Local Literacy Report. Roseville Area Schools’ installation meets the requirements of the Read Act in several ways:</p>
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			<ul style="list-style-type: none"> <li>• LETRS training, one of the three approved professional learning options, will be completed for most elementary teachers (as described above)</li> <li>• The curricula selected are evidence-based and form a structured literacy program with interventions for students in grades K-6. Wit and Wisdom was approved by the Center for Applied Research and Educational Improvement working in tandem with the MN Department of Education. While Heggerty, Foundations, and Geodes were not approved, Roseville Area Schools will demonstrate their alignment as evidence-based structured literacy curricula in our Local Literacy Report to MDE in June 2024. CAREI and MDE will not provide curriculum recommendations for the DLSI programs until next year.</li> <li>• The K-6 assessments, interventions, and progress-monitoring of student growth meet the requirements of the legislation</li> </ul>
7-12	Language Arts	Full Implementation	<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. With this shift in the implementation timeline we will continue to monitor our 7-12 curriculum to ensure we are in compliance.</p> <p>In many ways the 7-12 Language Arts team has been a leader in implementing our Grading for Equity work with the use of rubrics and their knowledge and use of Schoology Mastery Tab.</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. Many teams continued to review student learning in their collaborative teams to plan for re-teaching and extensions of learning.</p> <p>During August of 2023, an additional thirteen Roseville Area Schools teachers attended Cognitively Guided Instruction (CGI) Summer Institute with four follow-up evening sessions of extended learning. This course is offered for board credit annually. Currently, there are 81 teachers in grades K-8 who have attended training in CGI. 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>Next steps for the K-6 math curriculum are to offer another K-8 CGI Summer Institute with extended learning sessions for all K-8 teachers. K-12 math will enter into the program evaluation phase in the fall of 2024.</p>
7-12	Mathematics	Sustainable	<p>The math team continues in the sustainable phase and we will align their curriculum review phases to match the implementation of new standards from the Minnesota Department of Education in an anticipated timeline of school year 2027-2028.</p> <p>The RAHS math team is currently proposing a new course, AP Pre-Calculus, to replace the current course Accelerated Pre-Calculus, in the 2024-2025 school year.</p>
K-12	Media Tech	Sustainable	<p>The Media Tech team continues to support the technology needs of our students and staff. The secondary team continues to be instrumental in modeling and providing resources for the effective uses of instructional technology. The elementary media specialist team continues to support elementary technology and our K-6 English Language Arts implementation by reviewing books and supporting classroom teachers in their implementation of the curriculum this year.</p> <p>The team also engaged in professional development on Artificial Intelligence (AI) and the impact and future in education.</p>

			We hope to bring the Media Tech team into Program Evaluation during the 2024-2025 school year.
K-12	Music	Early Implementation	<p>K-12 Music is fully implementing their program. Secondary teachers continue to utilize professional learning in Grading for Equity to identify their standards-based goals, write rubrics that demonstrate learning of the standards, and revise their grading to reflect this shift.</p> <p>Elementary music teachers used their professional learning days during the 2023-2024 school year to align their current curriculum to the new standards, share programming and lesson ideas as a collaborative team, and reestablish in-person performances across the district. An area of focus for the team during the 2023-24 school year is to guide newly hired teachers in using the current curriculum and to bring recordings from the current curriculum into current technology.</p>
K-12	Physical Ed	Installation	<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 in all Minnesota school districts by the 2023-24 school year. This year the K-12 Physical Education team purchased equipment to support their program and focused their work on installation of their program. Because of their work in curriculum review over the past few years they will be able to meet their timeline for implementation of the new standards for Physical Education.</p> <p>The K-6 team met as a department throughout the year to update report card indicators and align curriculum across our district. The 7-12 team focused their work on standards alignment and grading for equity.</p>
K-6	Science	Early Implementation (due to new standards)	<p>With the 2019 standards, K-6 teachers continue to teach the core models of scientific thinking across the grade levels. K-5 teachers had few shifts to their standards, but 6th grade teachers continue to implement the new content introduced in 2022-2023 (Earth Science) and instructional strategies of the 2019 Minnesota Academic Standards in Science. Teachers utilize four curricular components to teach the standards. These are FOSS/Delta kits, Engineering is Elementary, Computer Science, and Technology Exploration and Makerspace.</p>
7-12	Science	Early Implementation/ Implementation Plan and Purchase (due to new standards)	<p>The 7-12 science teams continue to work towards implementing the new content and instructional strategies of the 2019 Minnesota Academic Standards in Science. Full implementation of those standards is required by the 2024-25 school year. 7th grade continued piloting new instructional units aligned to the new standards and will continue their learning and development this spring and summer. 8th grade implemented a new curriculum this year to address the new content (Physical Science) and instructional strategies of the new standards. They have met throughout the year to refine the curriculum and plan additional units. A focus for the high school level teams continues to be learning objectives and rubrics to provide students quality feedback. The entire 7-12 team gathered in February for some vertical articulation work, and they are planning to continue that work in the spring/summer.</p>
K-6	Social Studies	Program Evaluation	<p>The K-6 Social Studies program began the program evaluation phase during the 2023-2024 school year. The team of ten K-6 teachers from seven of the eight elementary schools have completed several phases of the program evaluation. This includes surveying teachers, families, and students in grades 2, 4, and 6. Teachers were asked about their current social studies lessons, curriculum usage, amount of time spent in social studies lessons, and what they believe is missing from the current curriculum. Families were asked about their own lessons in social studies, how their children discuss social studies lessons at home, and what they wanted to see in the next social studies curriculum. Students were asked about what they remembered in their social studies lessons as well as how they liked to learn in social studies. The team also reviewed student grades disaggregated by race, multilingual learner, special education, and lower socio-economic status.</p> <p>The team is completing their evaluative work during the spring of 2024 by reviewing the new 2021 standards that utilize the College, Career, and Civic Life (C3) Framework in their design. This inquiry design framework represents a shift away</p>

			<p>from learning historical facts and episodes in time to students engaging in interdisciplinary study as they learn how history, geography, civics, economics, and ethnic studies interconnect and influence one another and also influence literacy. The team met with social studies specialist Brittany Rawson-Haeg from MN Department of Education to learn about this new approach and how to bundle the standards into topical learning.</p> <p>The team's next step will be to complete an equity analysis and present their findings to the District Curriculum Advisory Council in the fall of 2024.</p>
7-12	Social Studies	Program Evaluation	<p>The Minnesota K-12 Academic Social Studies Standards have been adopted, the K-12 academic standards in social studies will be implemented in the 2026-27 school year. We began the Program Evaluation phase in the fall of 2022 and have been working this fall in the program design phase that will focus on making sure our work aligns with the new state standards. Our work aligns with the Minnesota Department of Education's timeline for Social Studies standards implementation for 2026-27 school year</p>
7-12	World Languages	Implement Plan and Purchase	<p>The 7-12 World Language team will complete the Implementation Plan and Purchase phase of curriculum review this spring. They will continue to offer Spanish and French as world languages as we continue to work to implement the Dual Language Spanish Immersion program from K-12.</p> <p>Our focus this year has been to work on alignment of our Level 1 world language courses which are offered at three buildings for Spanish (Parkview, RAMS, and RAHS) and two for French (RAMS and RAHS). We are also focused on aligning all of our courses to the ACTFL World Language national standards. We have identified power standards for each course level and are working to incorporate more comprehensible input (CI), as a language learning strategy at the earlier levels. CI incorporates language acquisition strategies that scaffold a language learner's growth with content that is just beyond a student's level of proficiency.</p>
K-12	Dual Language Spanish Immersion Program		<p>Our K-12 DLSI program continues to grow! Students at Little Canada participate in the DLSI program in grades K-6. Students in the DLSI program at Roseville Area Middle School participate in 3 classes ~ Spanish Language Arts, Social Studies and Science. Students in the DLSI program at Roseville Area High School this year participate in the Spanish Language Arts and the AP Spanish Language and Culture courses. School year 24-25 will provide more opportunities for students in the DLSI program at RAHS. Students will take their 9th and 10th grade Social Studies courses in Spanish and Seniors will take a DLSI Capstone course. Students in 9th and 10th grade can also take the DLSI Language and Culture course for 2 trimesters each year. 9th and 10th graders will now have their own separate sections. Students are encouraged to take both courses in 9th, 10th and 11 th grade. However, students are required to take at least one course each year. We are excited about these expanded opportunities for our RAHS DLSI program!</p> <p>This year our 7th/8th students at RAMS piloted the STAMP 4 Spanish Proficiency test to provide a more accurate proficiency score for all of our students. Moving forward we plan to use this test with all 7-12 grade students. The purpose of the Spanish language assessment is to gather data to guide decision making, inform students and families and support instruction in our DLSI program.</p>
K-12	MTSS/ADSIS		<p>Roseville Area Schools received an MnMTSS grant from the Minnesota Department of Education. That grant will provide funds to support an elementary and secondary MnMTSS coordinator for school years 2024-25 and 2025-26. We completed our district MnMTSS training through MDE this year and continue to work towards developing a districtwide handbook for MTSS. The focus areas of development continue to be on data literacy and multi-layered practices and supports. Based on changes from the READ Act we will be reviewing our reading interventions and supports for students beyond grade 6, and will be providing specific reading training for reading teachers in grades 7-12.</p>

			<p>We continue to receive funding for our Alternative Delivery of Specialized Services program which provides reading, math, and behavior support at the elementary level which will continue to be funded through the end of the 2024-25 school year.</p>
K-12	Inclusive Curriculum, Absent Narratives		<p>Teachers in Roseville Area Schools have experienced training to develop inclusive, culturally responsive curriculum and to include absented narratives over the past decade. This work is guided by the Roseville <a href="#">Educational Equity Curriculum and Instruction Compass</a> which include these 4 focus areas:</p> <ul style="list-style-type: none"> <li>● Equity Pedagogy</li> <li>● Social Justice Orientation</li> <li>● Collective Knowledge Creation</li> <li>● Culturally Relevant Content (Absent Narratives)</li> </ul> <p>A major responsibility of each curriculum review team is the design of culturally responsive curricular programs that lead to the adoption of culturally responsive, inclusive curriculum. Teams utilize multiple evaluation tools to determine the best option for new curriculum, but no one curriculum has met the needs for all our students, teachers, and families. When new curriculum is selected, it can be expected that additional lessons will be created or supplemented by Roseville Area School teachers. An example of this is the adoption of Wit and Wisdom as the K-6 ELA curriculum—with revisions to the modules, lessons, and core texts made by RAS teachers with guidance from the publisher. In this way, each curriculum review cycle ensures that new curriculum will be culturally responsive and inclusive of absented curricula.</p> <p>In addition, teachers continue to utilize RAS developed lessons and resources about heritage months and culturally significant days including:</p> <ul style="list-style-type: none"> <li>● National Constitution Day</li> <li>● Indigenous People’s Day</li> <li>● Native American Heritage Month</li> <li>● Veteran’s Day</li> <li>● Hispanic Heritage Month</li> <li>● Black History Month</li> <li>● Women’s History Month</li> <li>● Asian American, Native Hawaiian, Pacific Islander Heritage Month</li> <li>● GLBTQ+ Pride Month</li> <li>● Juneteenth</li> </ul> <p>Slide decks were available to all teachers, with an expectation that all K-6 teachers would use the materials, and all secondary students would experience the lessons and messaging at times that work best based on the site schedule.</p>
9-12	Interdisciplinary - Online Learning		<p>The Online Learning team began their work in the 2021-22 school year to get our online learning accreditation from MDE and they continued to meet and discuss the implementation/logistics of online course offerings at RAHS throughout the 22-23 school year.</p> <p>In the 2022-23 school year, we offered 18 courses from 8 departments and three courses had enough enrollment to run: Health (2 sections), and Government and Economics. (1 section each).</p>

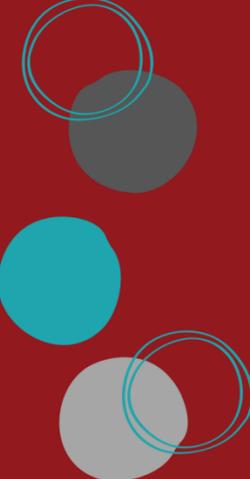
			<p>During the 2023-24 school year, we offered 22 courses from 10 departments and ran 4 sections of online courses including Health, Economics, Government, and Living on Your Own.</p> <p>We continue to offer online learning options for students and are pleased that a few of the courses that meet the personal finance requirement (Living on Your Own and Managing Your Money) are being offered as online options for students.</p>
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ROSEVILLE AREA SCHOOLS

**CURRICULUM  
& PROGRAM REVIEW**

*2023-2024 Annual Report*



# District Goals & Key Strategies

1

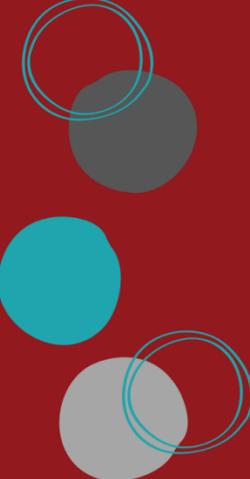
**Our graduates are prepared to achieve their goals and aspirations.**

- Ensure students are college- and career-ready
- Deliver a challenging, joyful, and safe learning environment
- Deliver innovative, effective practices and systems

2

**Our learners contribute to an equitable, caring society.**

- Cultivate student engagement and joy in learning
- Prepare learners to be racially and socially responsive



# District Goals & Key Strategies

3

**We are a culturally responsive, inclusive, anti-racist district.**

- Build a culture of belonging where all feel welcome, included, and safe

4

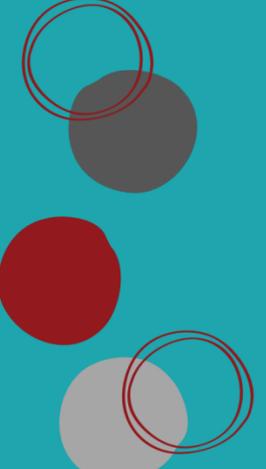
**The community is united behind meeting student needs.**

- Partner with families and the community to support student success

5

**We are financially secure.**

- Secure and allocate resources to support the district's mission and vision success



# Curriculum & Program Review

*2020-2024*

**Spring 2020:** Curriculum review frozen

**2020-2021 School Year:** Limited to virtual October-May

## **2021-2022 School Year**

- Office of Educational Equity established
- MDE delayed implementation: PE, Arts, Science, English Language Arts, Social Studies
- Curriculum meetings both virtual and in-person, significantly limited due to sub shortage

## **2022-2023 School Year**

- More opportunities to meet in-person; however sub shortage still a challenge

## **2023-2024 School Year**

- Similar experiences to pre-pandemic

**2023–2024**  
**Curriculum Review Cycle**

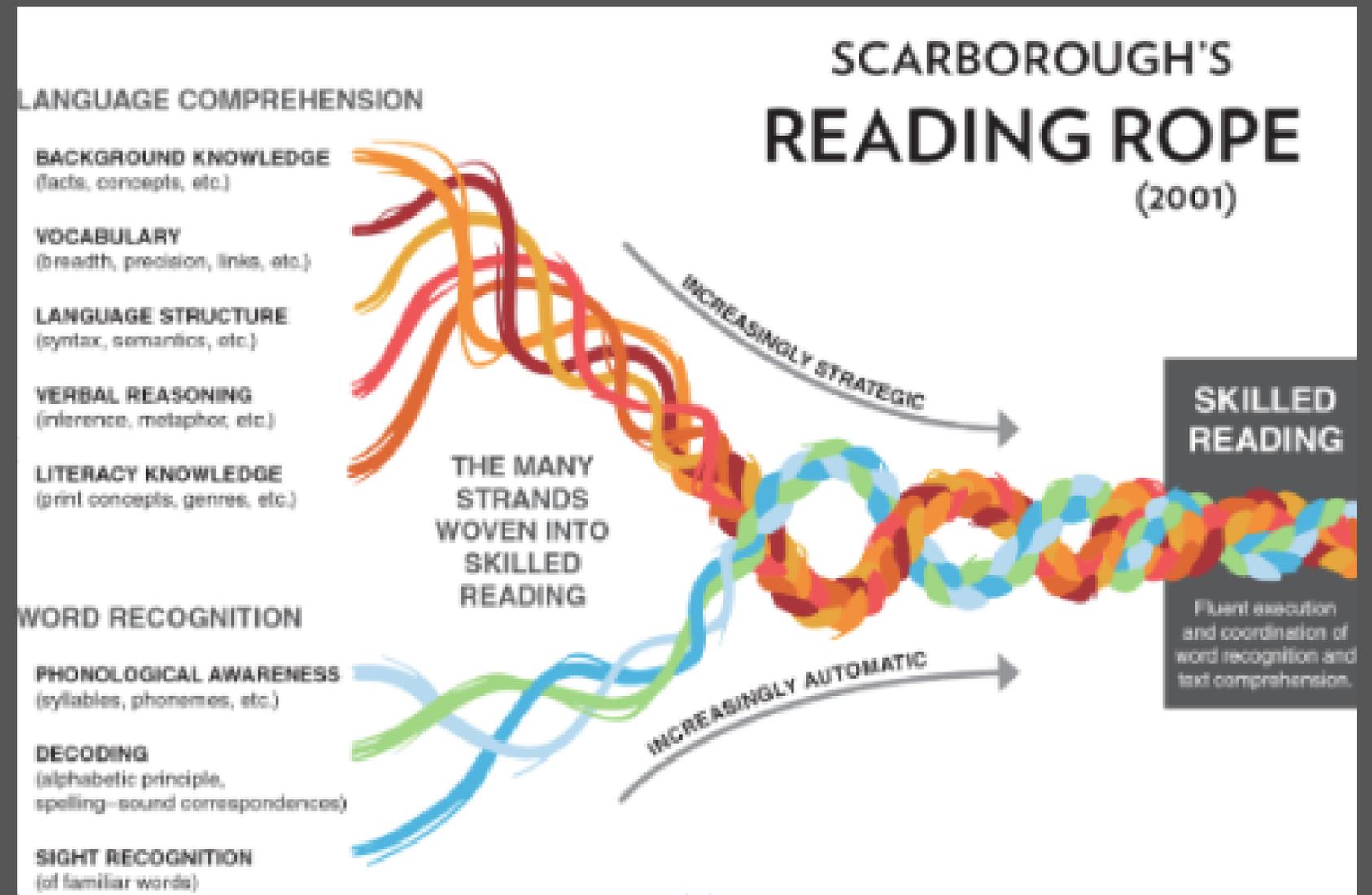


# K-6 English Language Arts

## Installation Phase

**Curriculum:** Wit and Wisdom (LC), Heggerty (WR), Foundations (WR), Hyde Decodables and Geodes (WR and LC), Caminos (LC and WR)

**Aligns with elements of The Read Act:** Structured Literacy, Professional Development, Assessment



COLLEGE, CAREER & CIVIC LIFE  
**C3 FRAMEWORK**  
FOR SOCIAL STUDIES STATE STANDARDS



*Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*

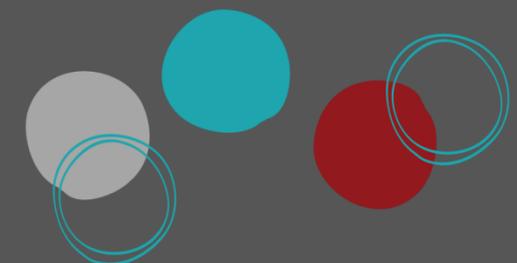
National Council for Social Studies, Silver Spring, MD (2013)

# K-6 Social Studies

## Program Evaluation

### 10 K-6 teachers

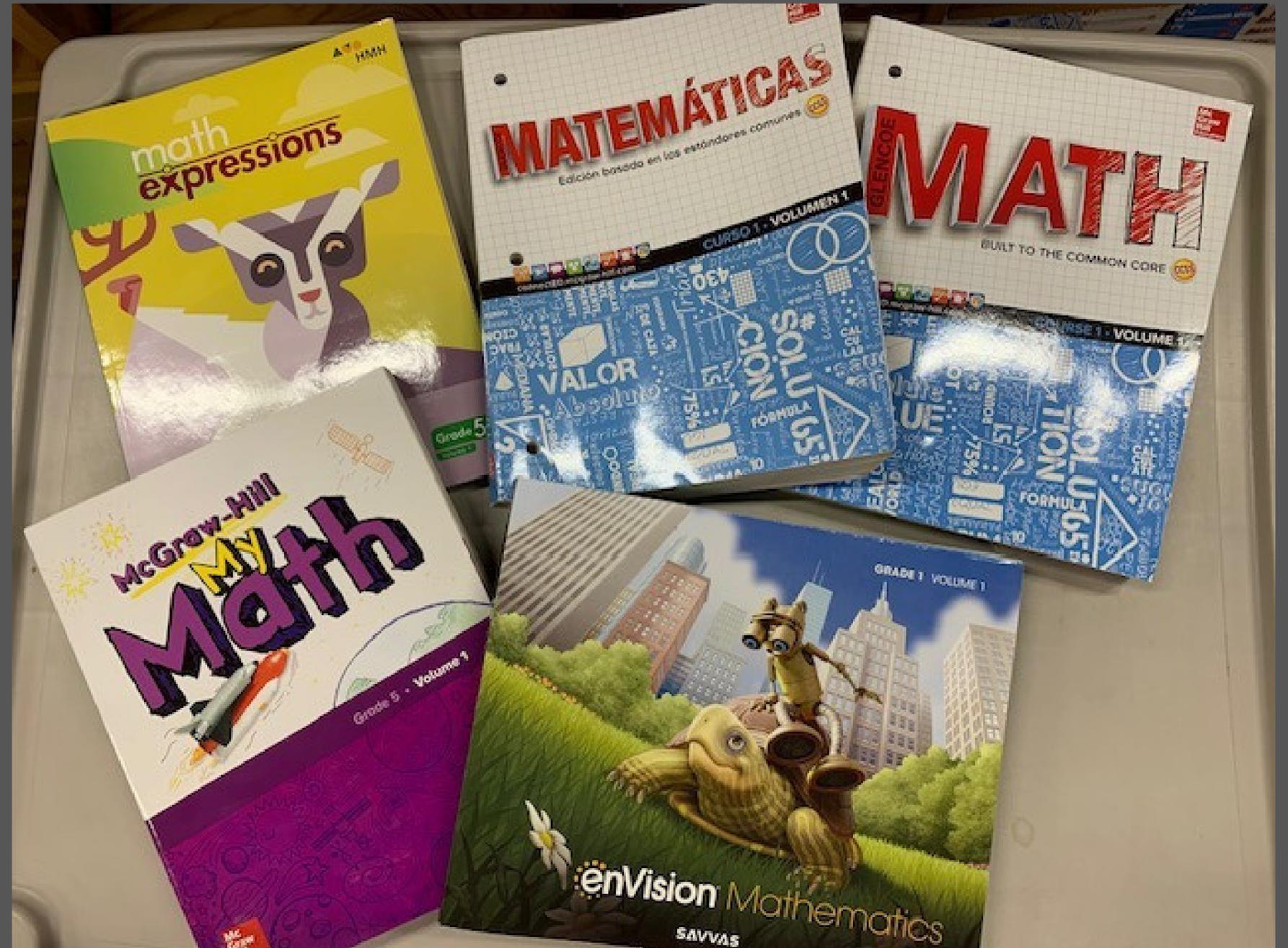
- Reviewed data: student grades, teacher surveys, family surveys, student surveys
- Studied and compared new 2021 standards with previous standards
- Will present findings fall 2024



# K-6 Math

## Full Implementation

- Three curriculum across eight schools
- Common Formative Assessments
- CGI Summer Institute (additional 13 teachers trained)



# K-6 Science

## Early Implementation

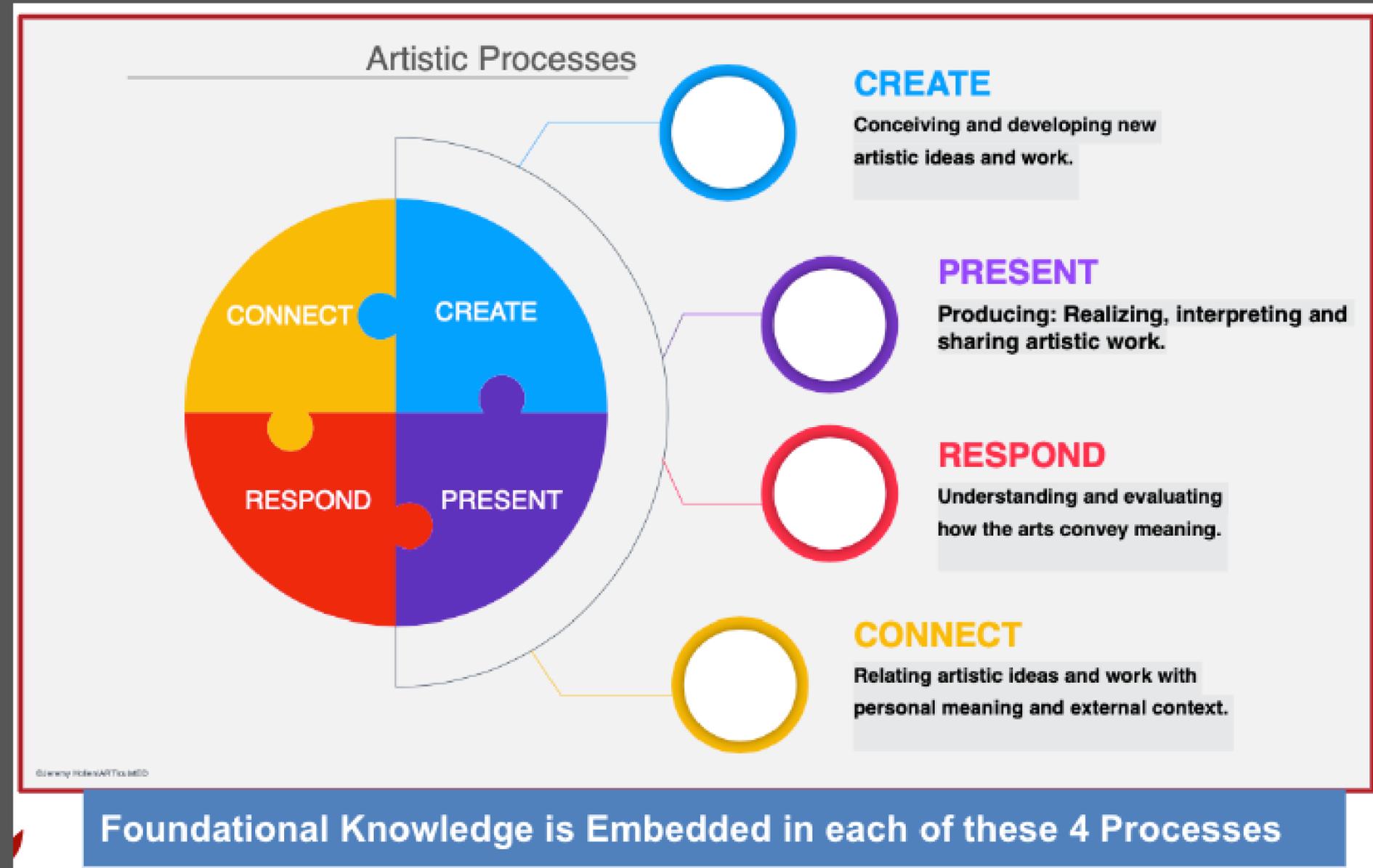
- **2019 Standards:** Shifts impacted grade 6 teaching Earth Science
- **Core models of scientific thinking**
- **Curricular tools:** FOSS/Delta kits, Engineering is Elementary, Computer Science, Technology Exploration and Makerspace



# K-12 Music

## Early Implementation

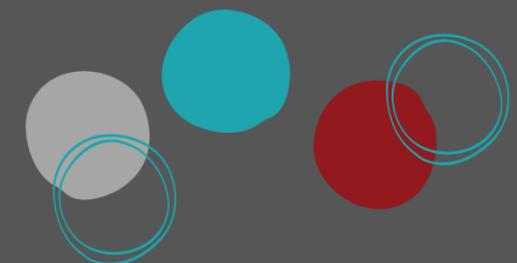
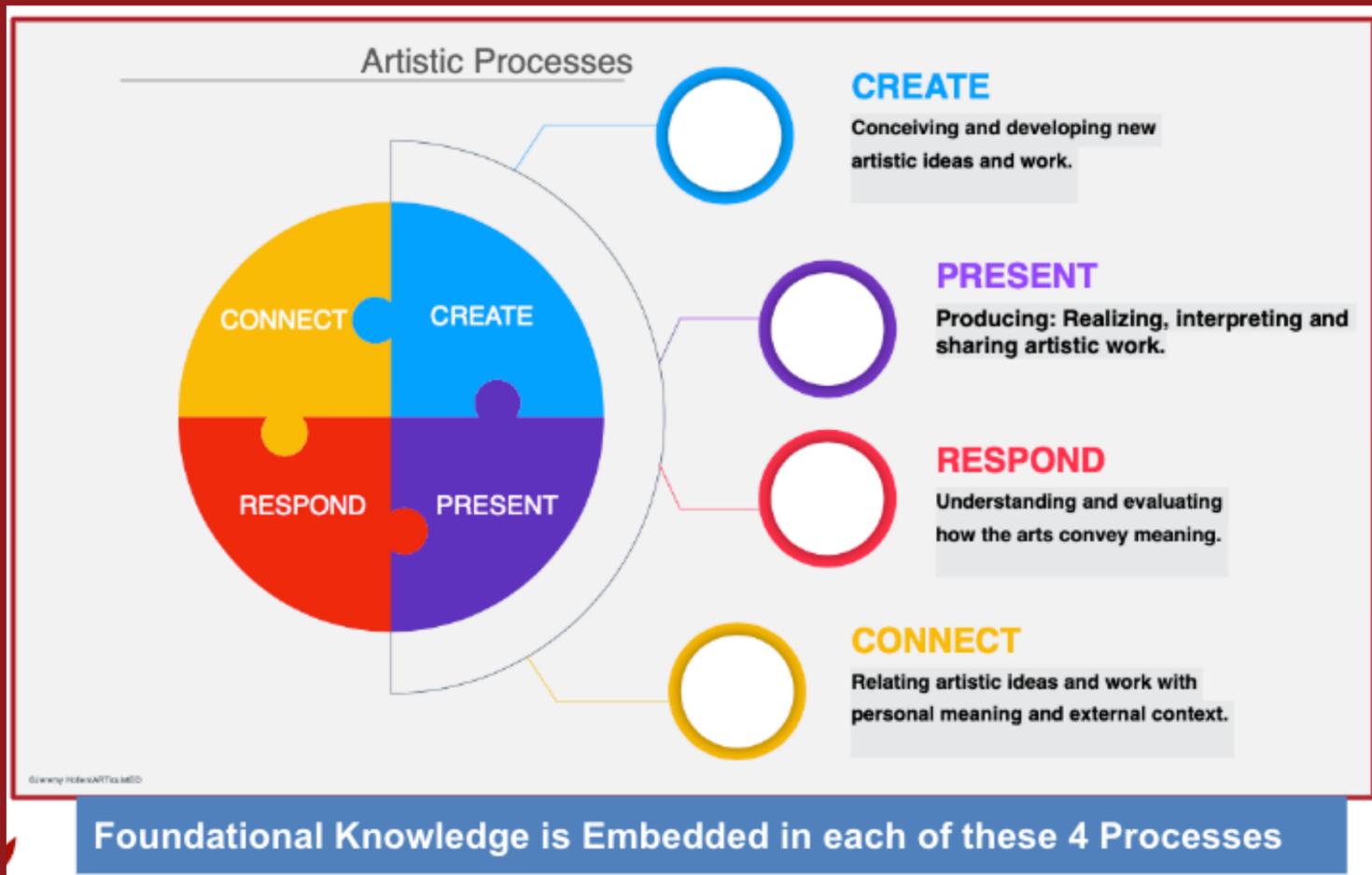
- Grading for Equity
- Aligning to new standards
- Elementary technology alignment



# K-12 Visual Arts

## Installation Phase

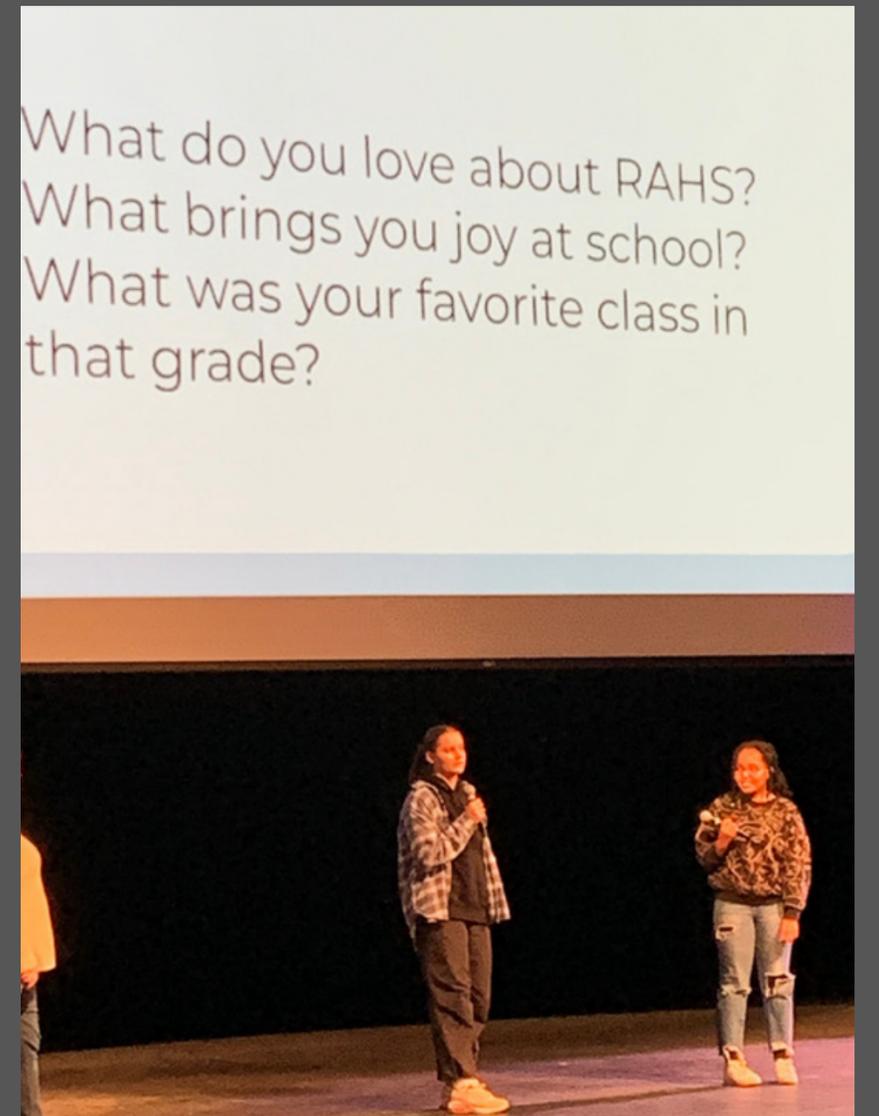
- New courses
- Ceramics at RAMS
- Arts and Advocacy in 2024-2025 at RAHS
- Display and digital showcases
- Professional development
- Elementary Common Formative Assessments

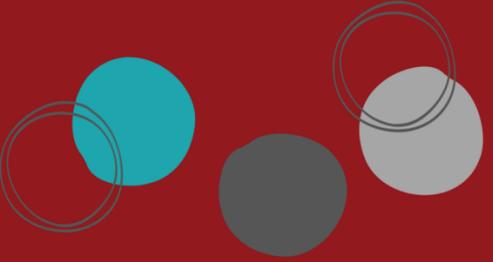


# Pre-K-Grade 12 Social Emotional Learning



What do you love about RAHS?  
What brings you joy at school?  
What was your favorite class in that grade?



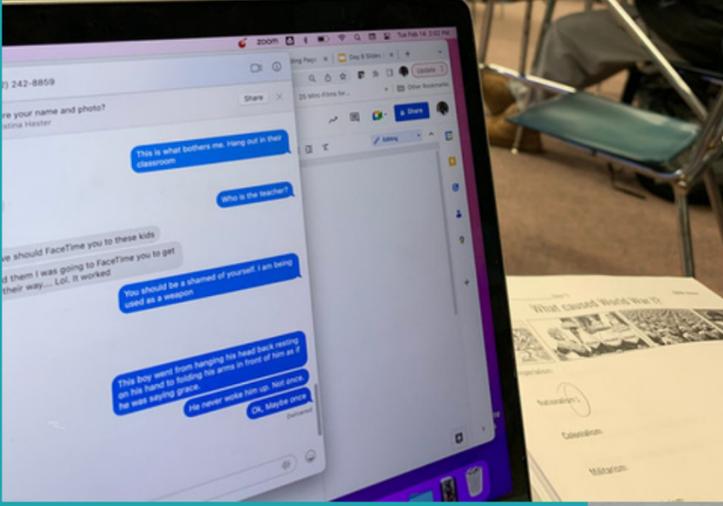
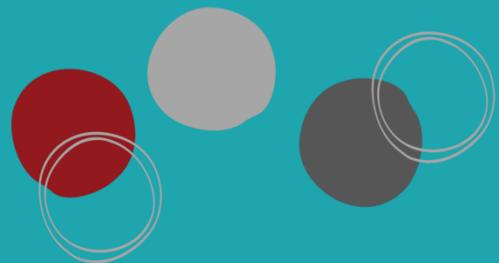


# Grades 7-12

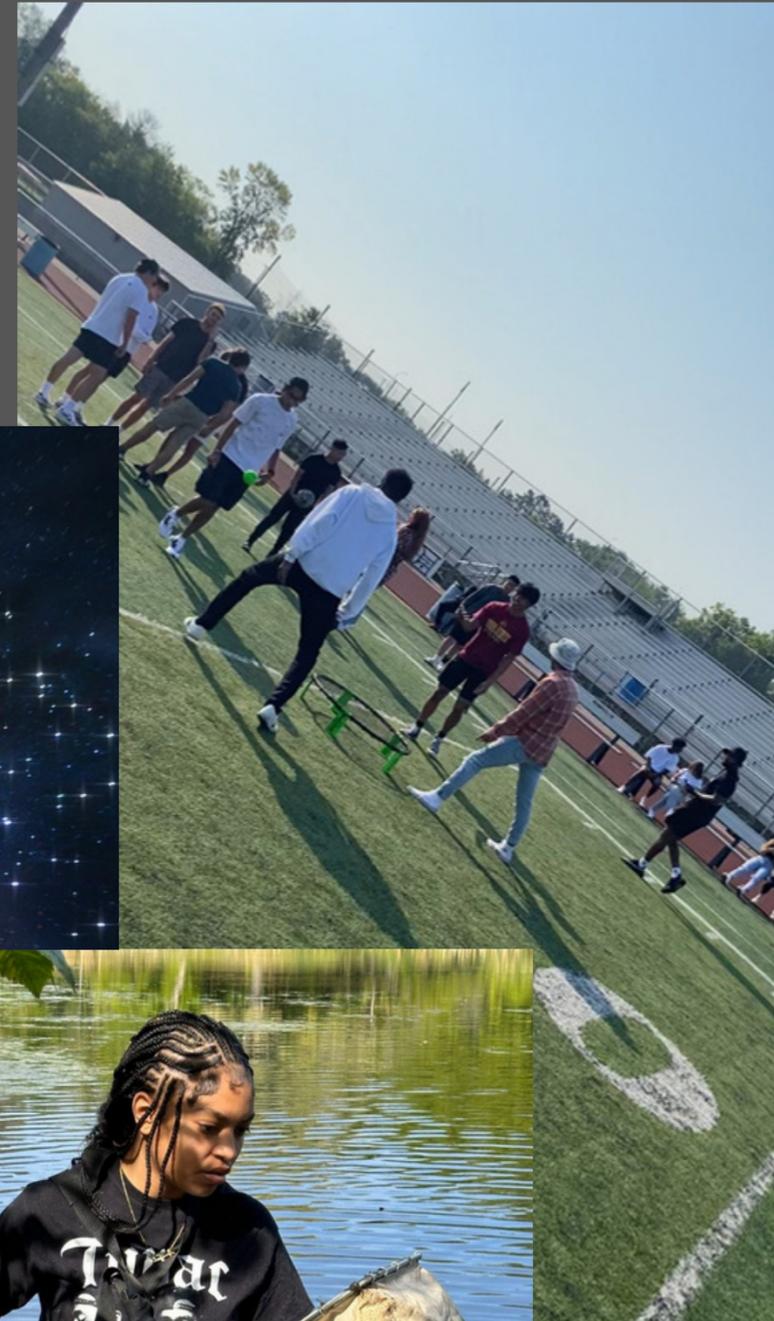
# Family and Consumer Science

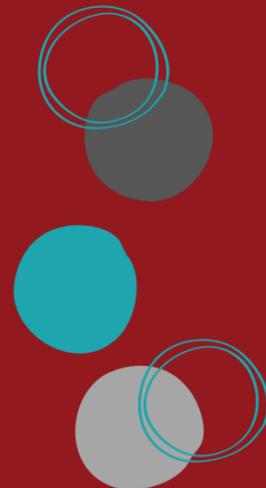


# Grades 7-12 Social Studies



# 7-12 English, K-12 PE, K-12 Health, 7-12 Science, 7-12 Math





# Grades 7-12 Career and Technical Education Grades 9-12 Business and Computer Technology



# K-12 Media Technology



Destiny Search the Library	Google Drive	Clever	epic! ZBR-5855	Capstone Ebooks	Mackin User ID: PCS Password: read	Ebooks MN	ARLO	K	
Pebble Name: PCS PW: read	Britannica Fundamentals	Explora Kids		Author & Illustrator Visits	NEW BOOKS	Maud Hart Lovelace VOTING	Star of the North VOTING	1-2	
elm eLibraryMN	Britannica Elementary		Parkview center SCHOOL LIBRARY Media center				Weather	Summer Reading	3-4
Gale Middle School	Britannica Middle School						CODE		
			Formatically Creation Tool	ZoteroBib Citation Tool	BigMe ClassSet Tool			7-8	
			Print Form	Print Folder			typing.com	Staff	



AHMED AZIZ'S EPIC YEAR	THE GREAT PET HEIST	J.D. AND THE GREAT BARBECUE BATTLE	Maisy Chen's LAST CHANCE	A PLACE TO HANG THE MOON	THE SMARTEST KID IN THE UNIVERSE	TWINS	THE GREAT PEACH EXPERIMENT
ERNESTO GONZALEZ	ALLY CARTER WARRIORBONE THOSE						
 <b>CLICK ON A BOOK</b>							
JACQUELINE WOODSON Before the Ever After	THE BLACKBIRD GIRLS	GLITCH	GORDON KORMAN LINKED	LISA FIPPS SWIM TEAM			



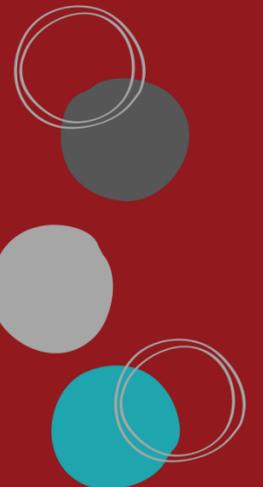
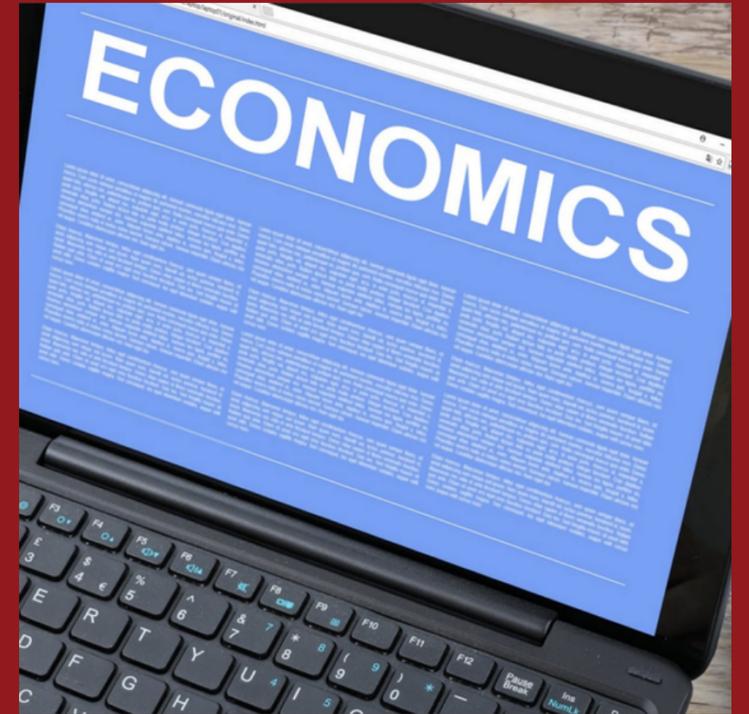
## RAMS Library Media Center

DISCOVER. CREATE. SHARE. INSPIRE.

# DLSI and 7-12 World Language



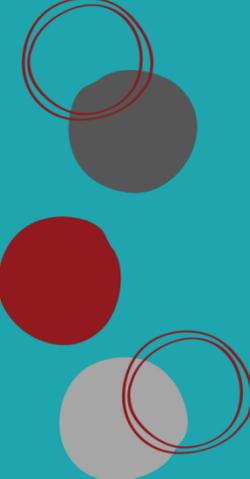
# Grades 9-12 Online Learning



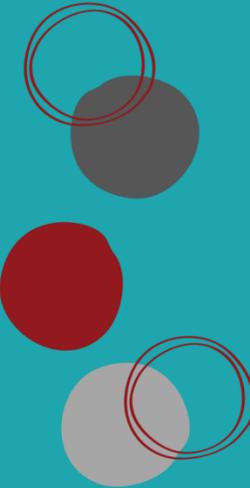
# Multi-Tiered Systems of Support

## Five Fundamental Components of MnMTSS





# Discussion & Questions



Agenda Topic: Process for Superintendent Evaluation  
Meeting Date: April 9, 2024  
Contact Person: Chair Todd Anderson

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Background:

The board will discuss the process for the superintendent's annual performance evaluation.

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Recommendation:

Action Required

Informational – No Board Action Requested