



Agenda
School Board Work Study
Session
Tuesday, April 14, 2026
4:30 PM

1. Curriculum Review System Annual Report
Speaker(s): Jake Von De Linde, Lourdes Flores-Hanson, Dr. Clarissa Jackson and Ellis Richardson
2. Process for Superintendent Evaluation
Speaker(s): Chair Rose Chu

Agenda Topic: Curriculum and Program Review System Annual Report
Meeting Date: April 14, 2026
Contact Person: Jake Von De Linde

Background:

Jake Von De Linde, executive director of teaching and learning; Dr. Clarissa Jackson, equity advancement literacy coordinator; Luli Flores-Hanson, multilingual program administrator; and Ellis Richardson, elementary equity advancement 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 2026-27 school year.

Recommendation:

Action Required Informational – No Board Action Requested

Curriculum and Program Review System Annual Report

2025-2026

Level	Curricular Area	Phase of the Curriculum and Program Review System	Summary of Curricular and Program Review 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 added one new ceramics course at RAMS and a new course at RAHS to 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 attended the National Art Educators Association convention in Minneapolis in April 2024. Finally, the elementary building principals reviewed 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	Sustainability	<p>The business department offered the new course, Cybersecurity this 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 will offer the course, <i>Managing Your Money</i>, to meet the personal finance requirement.</p>

7-12	Family and Consumer Science (FACS)	Sustainability	The FACS department finished up their program evaluation work last year with the purchase and implementation phase. RAMS kitchen spaces have been updated along with RAHS purchasing books and curriculum materials for personal finance, which is a new state requirement for students for graduation. They will be fulfilling these requirements in Living On Your Own. They have found that their enrollment has increased over the past few years and courses have been well represented by BIPOC students.
K-12	Health	Sustainability	<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 for the next few years 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. WE are still awaiting the new state standards for adding mental health as a part of their curriculum.</p>
7-12	Trade and Industry	Program Evaluation/Program Design	The team decided on a new name (Trade and Industry) that more accurately reflects their department and connects to the Minnesota Department of Education recommendations. The team completed their Program Evaluation this year and has begun their work on Program Design. In the design phase we are working on writing our purpose statement and learning goals, reviewing our course articulation from 7-12, considering programming at Parkview and FAHS, and following up on the recommendations and findings from our Program Evaluation phase.
K-6	Language Arts	Early Implementation	<p>Curriculum Implementation and Professional Development</p> <p>Roseville's curriculum implementation of Foundations and Wit & Wisdom continued to be a focus during professional development sessions. While K-2nd educators focused their learning on Foundations implementation last year, this year's focus was on creating systematic, explicit literacy instruction that integrated Foundations and Wit & Wisdom. In addition, educators engaged in collaborative, grade-level planning to align literacy instruction with newly implemented state ELA standards.</p> <p>In grades 3-6, professional development sessions focused on teaching Wit & Wisdom with fidelity. Educators engaged in collaborative, grade-level planning to exchange ideas on how to support students' comprehension of complex text and overarching thematic questions. To address a districtwide need to provide explicit instruction for 3rd-6th grade students, educators teaching these grades attended professional development on integrating morphology and vocabulary into Wit & Wisdom lessons.</p> <p>READ Act Professional Development</p> <p>This year, approximately 60 elementary educators participated in mandated Minnesota READ Act training. Educators enrolled included classroom educators, multilingual learner educators, reading interventionists, and special educators. Newly hired educators, or those not enrolled in LETRS or CAREIALL this year, will be enrolled in MN READ Act courses next year.</p> <p>To ensure that all K-12th educators understand the critical components of explicit literacy instruction, 120 school-based paraeducators engaged in 8 hours of READ Act professional development. Topics for these sessions included the theoretical frameworks of literacy instruction, phonemic awareness, phonics instruction, vocabulary, and comprehension. These sessions will be offered during the 2026-2027 school year as needed for newly hired</p>

			paraeducators and paraeducators that were unable to complete sessions this year.
7-12	Language Arts	Sustainable	<p>READ Act Professional Development</p> <p>Next year, approximately 40 secondary educators that support literacy instruction will participate in Phase 2 of Minnesota READ Act professional development. These sessions will focus less on the foundational skills of reading and be more applicable to teaching at the secondary level. In addition, secondary educators will engage in districtwide professional development to deepen their understanding of how to incorporate explicit morphology and vocabulary instruction into all content areas.</p>
K-6	Mathematics	Program Review	<p>The Roseville Area Schools math team has begun the second phase of the K-6 math program review for the 2025-2026 school year. The second phase involves developing a purpose statement and goals to ground the work of creating a new program design including instructional framework, practices and materials. Special attention is being given to integrating the eight new Mathematical Practices into our instructional approach with the newly adopted Minnesota Department of Education math standards in mind, set to take effect in the 2027-2028 school year.</p> <p>As part of our commitment to high-quality math instruction, Roseville Area Schools teachers had the opportunity to participate in the Cognitively Guided Instruction (CGI) Summer Institute in 2025. This professional learning experience included four evening follow-up sessions to deepen understanding and application. This student-centered approach to math instruction builds on students' natural number sense and intuitive problem-solving strategies. Rather than serving as a specific curriculum, CGI equips educators with strategies to listen to students, ask insightful questions, and engage meaningfully with their mathematical thinking—ultimately fostering deeper understanding and growth.</p> <p>Looking ahead, the K-12 math program will enter the program implementation plan & purchase phase in the fall of 2026, where insights from the two previous phases of the review will help shape the future of math instruction in our schools.</p>
7-12	Mathematics	Program Review/Program Design	<p>The math team is now in the second phase of the program review process. They will examine their current practices, new state standards and the newly recommended Stats and Probability as a year long course for grades 9-12. Their work will be to align their curriculum to match the implementation of new standards from the Minnesota Department of Education in an anticipated timeline of the school year 2027-2028. The focus will be around the new 8 Mathematical Practices and possible re-alignment of course vertical articulation.</p>
K-12	Media Specialists	Program Evaluation/Program Design	<p>The K-12 Media Specialists continued their Program Evaluation work in curriculum review this school year. As a part of this work the team is working on creating more equitable budgeting at elementary level per student. The team also has spent time reviewing stakeholder feedback. During their professional development sessions this year Media specialists are working to enhance their Asian American and Pacific Islander resources available in their Library Media Centers. They are collectively weeding their libraries and adding new resources enhanced through a grant they received. They are also working on adapting the new Teacher Development and Evaluation rubric to match with their library media center administrative management and teaching responsibilities.</p>

K-12	Music	Sustainability	<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 2025-2026 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. A continued area of focus for the team during the 2025-26 school year is to continue to use the current curriculum and to bring recordings from the current curriculum into current technology.</p>
K-12	Physical Ed	Sustainability	<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 being fully implemented in all Minnesota school districts. Because of their work in curriculum review over the past few years they were 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 last year to update report card indicators and align curriculum across our district. They are now using these indicators in the report cards. The team has spent time visiting other schools to observe other programs and their practices in grades k-6. 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	Sustainability	<p>The 7-12 science teams continue to implement the new content and instructional strategies of the 2019 Minnesota Academic Standards in Science. Full implementation of those standards was required by the 24-25 school year.</p> <p>7th grade new instructional units aligned to the new standards have fully implemented the new standards and units into their curriculum. 8th grade implemented a new curriculum last year and continues 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.</p> <p>Grade 9 Science - Earth and Space is now being taught at RAHS as a new graduation requirement for grade 9. AP Environmental Science has a required third trimester course to make sure the students who take AP meet the Earth and Space requirements as well. All teachers who teach this course are licensed in Earth and Space.</p>

K-6	Social Studies	Program Design	<p>During the 2025-2026 school year, the K-6 Social Studies program entered the program implementation plan & purchase phase, building on extensive work completed in previous stages. A dedicated team of K-6 teachers has made significant progress, including exploring and reviewing multiple curriculums in search of a set of materials that will support our goals as a K-6 social studies program. The updated 2021 Minnesota Social Studies standards, which are built on the College, Career, and Civic Life (C3) Framework, represents a shift from memorizing historical facts and timelines to an inquiry-based model where students explore the interconnectedness of history, geography, civics, economics, and ethnic studies—and how these disciplines influence literacy. With centering student inquiry and the addition of ethnic studies as part of the four key shifts in Minnesota state standards, we are looking for a curriculum that will support our teachers as they navigate this work.</p> <p>The team’s next step will be to present their phase 3 findings to the District Curriculum Advisory Council in the spring of 2026.</p>
7-12	Social Studies	Early Implementation	<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 finished the final phase of purchasing new textbooks and resources for FAHS, PCS, RAHS and RAMS. We have been intentional in our work to include materials for DLSI that align with the curriculum delivered in English. 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	Early Implementation	<p>The 7-12 World Language team completed their formal curriculum review phase in 2025 and adopted the program Lingco for Spanish and French. This adoption has not met their expectations over the 2 years of their implementation. We are reviewing our options this spring to make decisions about a change in our overall curricular program or to find a supplemental program. The team has continued to find success in the alignment of their Level 1 Spanish courses and have continued to work on the alignment of their Spanish 2 courses. We have learned that the College Board is changing the content for the AP Spanish Language and Culture course which will create some potential curriculum changes for this course next year.</p>
K-12	Dual Language Spanish Immersion Program		<p>Dual Language Spanish Immersion at Little Canada</p> <p>Students in the DLSI Program at Little Canada continue their learning through the implementation of the new literacy curriculum in both English and Spanish. STAMP4 assessment continues to be the tool we use to review Spanish Proficiency skills of our 6th, 7th, 8th and 9th grade students.</p> <p>Dual Language Spanish Immersion at RAMS and RAHS</p> <p>Students in the DLSI program at Roseville Area Middle School participate in 3 classes taught with an emphasis with content taught using Spanish as the language of instruction. Our 9th and 10th grade DLSI students continue to have the opportunity to take Language and Culture and/or World Studies at Roseville Area High School. Juniors have the option to participate in AP Spanish.</p> <p>One of the highlights for this school year is celebrating the graduation of our second group of DLSI Seniors! The Proyecto Cumbre/Capstone Project course was offered for a second year to Juniors and Seniors. All students in the course focused their community work in service to Little Canada Elementary students in the DLSI program. Students participated in a variety of classroom based activities. Capstone Project results were shared by the students during our Capstone Project celebration April 10.</p>

PK-12	Multilingual Learning/ English Language Development Program	Program Evaluation and Professional Development	<p>Program Review and Evaluation</p> <p>Two teams continued working in the Program Review and Evaluation for our MLL/ELD program: MLL/ELD Elementary Program Review and MLL/ELD Secondary Program Review. We are currently completing Phase 1.</p> <p>Professional Development</p> <p>Educators in PreK and ECSE teams are participating in 3 sessions focused on Culturally Responsive MLL/ELD strategies. At the elementary level, MLL/ELD teachers continue to review, reflect and share ways in which they can provide evidence-based scaffolds for MLL students to access the district adopted ELA/SLA curriculum. A team of MLL/ELD teachers leads and plans our PD sessions.</p> <p>At the secondary level, MLL/ELD teachers review and assess how the different instructional models ~ self-contained, sheltered content and co-teaching ~ provide MLL students access to content area curriculum and other opportunities for learning.</p> <p>By the end of the school year, our secondary educators will have completed a 3 session series on MLL/AVID Culturally Responsive Pedagogy to align with our new TDE rubric. These sessions are led by a collaborative team of AVID and MLL secondary educators.</p> <p><i>Our report would not be complete without recognizing the extraordinary dedication demonstrated this year by our MLL/ELD/DLSI educators, staff, families, and community partners. Their commitment to supporting multilingual learners and fostering inclusive, affirming learning environments has been evident throughout the year.</i></p> <p><i>Our community has also been deeply affected by the policies and actions associated with Metro Surge. Our students and families have endured many painful and difficult days and nights. During this time, the compassion, advocacy, and care shown across our schools and community who have stood up for us have given us strength and resilience to continue on. This shared commitment has renewed our sense of purpose and resilience as we continue striving to do our best work in service of our students. On behalf of our community, “de todo corazón, muchas gracias”.</i></p> <p><i>Our commitment to quality teaching and learning for all and equity in all we do remains steadfast. We will continue working to ensure every student feels valued, supported, and empowered to thrive. This commitment extends into the summer, where expanded programming will provide opportunities for students to stay connected with their teachers, with one another, and with meaningful learning experiences.</i></p>
K-12	MTSS/ADSI		<p>We continue to make progress in our three priority areas: Infrastructure for Continuous Improvement, Multi-Layered Practices and Supports, and Data-Based Decision Making. These focus areas, which carried over from last year's Self Evaluation of MnMTSS Implementation- District Level Team (SEMI-DLT), continue to guide our efforts to strengthen MTSS implementation districtwide, ensuring equitable access to academic, behavioral, and social-emotional supports for every student.</p> <p>Infrastructure for Continuous Improvement</p> <p>Now in its second year, the MDE-funded MnMTSS Coordinator role continues to support coordination and alignment across the district. The district is actively pursuing an additional two-year grant cycle through MDE to sustain this work beyond June. The MTSS District Leadership Team was further expanded this year to represent a broader range of district</p>

roles and perspectives, enabling the team to take on a wider scope of work and strengthening our capacity for collaborative, districtwide decision-making.

Multi-Layered Practices and Supports

This year, the district shifted its focus toward strengthening Tier 1 instruction, recognizing that a strong universal foundation is essential before expanding tiered intervention systems. Much of this work has centered on literacy in response to the Minnesota READ Act, including Phase 2 professional development for paraprofessionals (detailed further in the ELA section of this report). Following MDE's release of its approved intervention list this spring, a team has begun reviewing and selecting evidence-based interventions with the goal of implementing K–6 reading interventions in the fall of 2026.

Data-Based Decision Making

A significant focus this year has been on building a more connected and accessible data infrastructure. eduCLIMBER, our new districtwide data warehouse, was introduced to bring academic, behavioral, social-emotional, and attendance data together in one place. Principals, district leaders, instructional leads, lead teachers, and eduCLIMBER champions received initial training, with continued professional development planned for all K–6 teachers in May. FastBridge data and progress monitoring have been integrated into eduCLIMBER, allowing educators to access screening and intervention data in one spot. At the district level, the MTSS Leadership Team has adopted the ORID reflective framework to structure data conversations following each universal screening window, deepening the team's capacity for data-informed decision making.

We continue to receive funding for our Alternative Delivery of Specialized Services program, which provides reading, math, and behavior support at the elementary level.



ROSEVILLE AREA SCHOOLS

**CURRICULUM
& PROGRAM REVIEW**

2025-2026 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

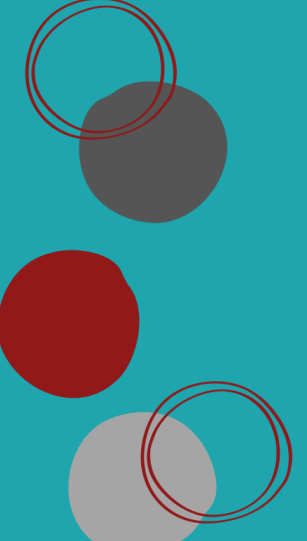
The community is united behind meeting student needs.

- 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

2020-2026

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

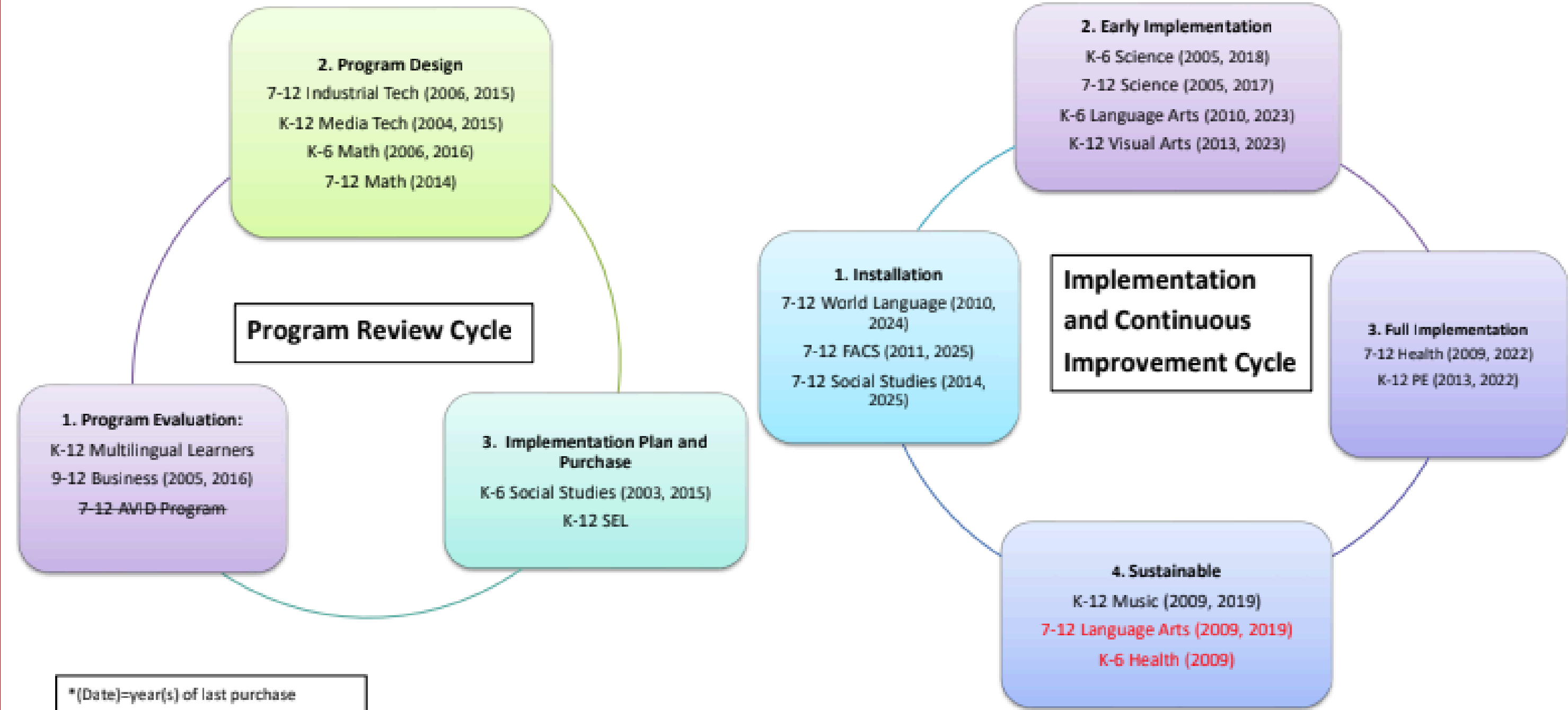
- More opportunities to meet in-person; however sub shortage still a challenge

2023-2026 School Years

- Similar experiences to pre-pandemic
- MDE continuation of standards implementation: PE (23-24), Arts (23-24), Science (24-25), ELA (25-26), Social Studies (26-27) and Math (27-28)

Curriculum and Program Review System

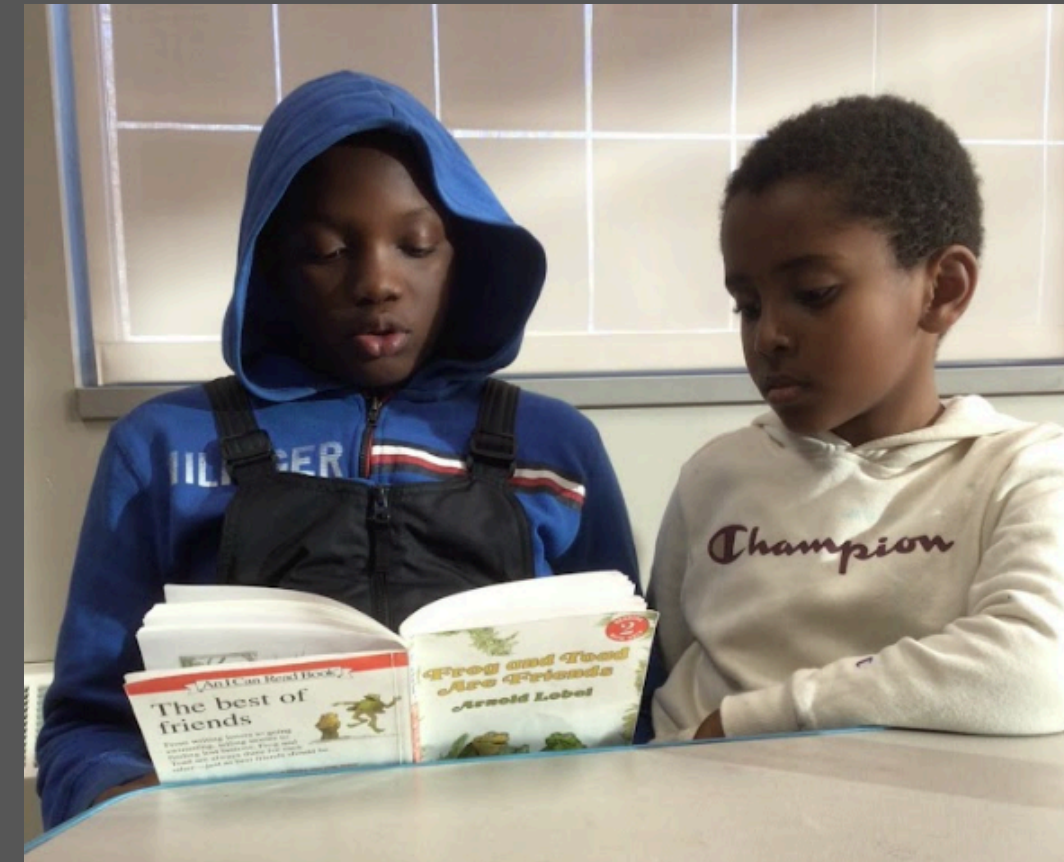
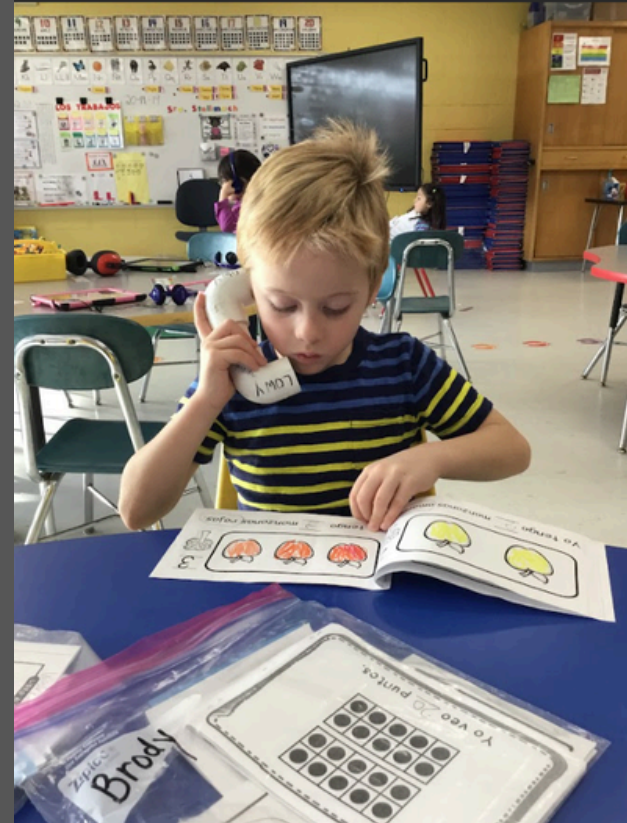
2025-2026



K-6 English Language Arts

Early Implementation Phase

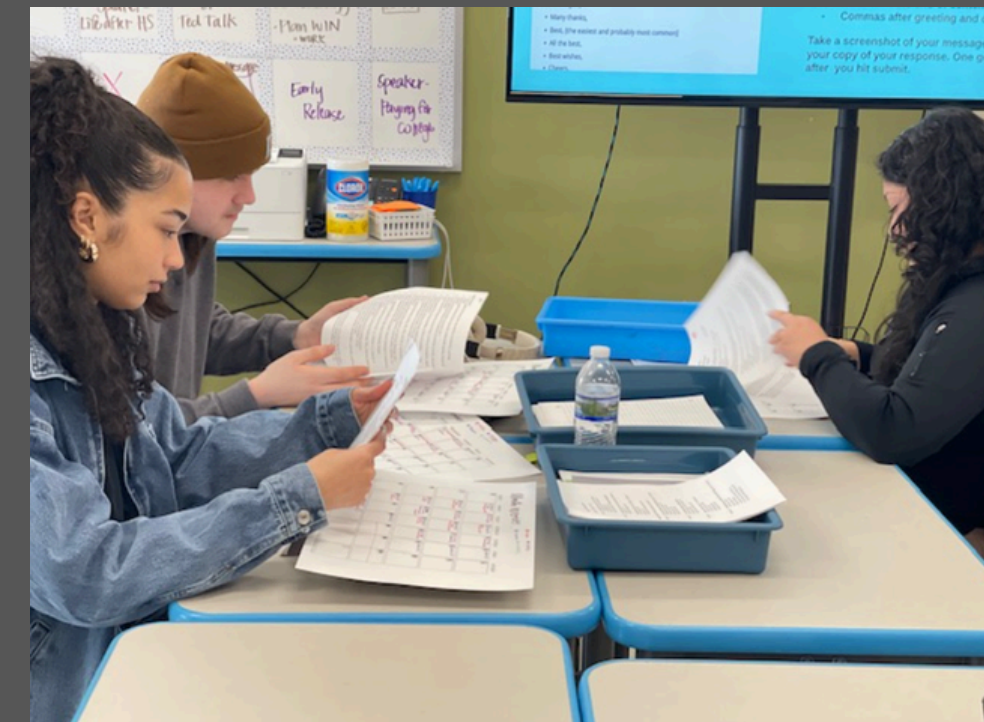
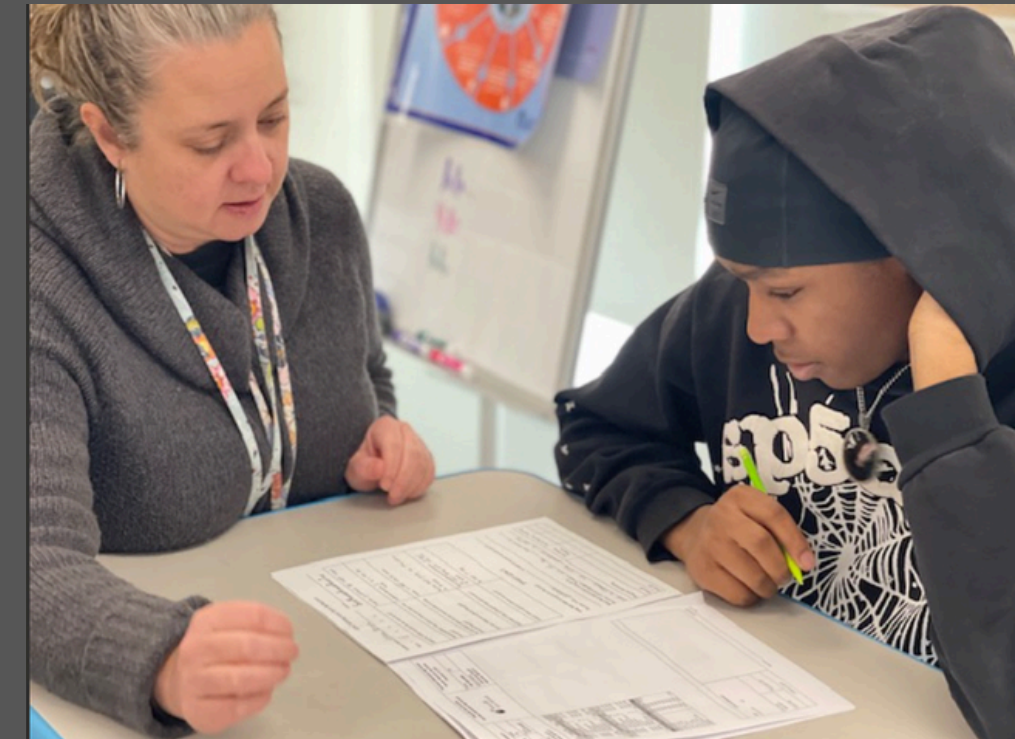
- Collaborative Grade-Level Planning
 - Wit & Wisdom
 - Foundations
- Implementation and Alignment of revised ELA standards
- Morphology & Vocabulary early implementation in grades 3-6
- READ Act Paraeducator Literacy Training



7-12 English Language Arts

Sustainable Phase

- Identified Morphology and Vocab instruction as a districtwide focus for 26-27 professional development
- Implementation of revised ELA standards
- READ Act Phase 2 enrollment for secondary ELA educators
- READ Act Paraeducator Literacy Training



K-6 Math

Program Design

- Grounded work by writing a purpose statement and goals aligned with the district strategic plan.
- Developed a program design including instructional framework, practices and materials.
- Continued exploration of eight new Mathematical Practices to be integrated into our instructional approach with the newly adopted Minnesota Department of Education math standards.



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



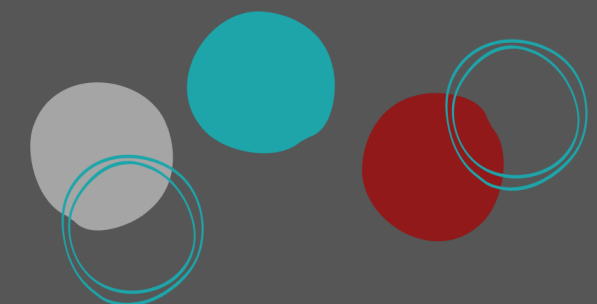
Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

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

K-6 Social Studies

Program Implementation Plan & Purchase

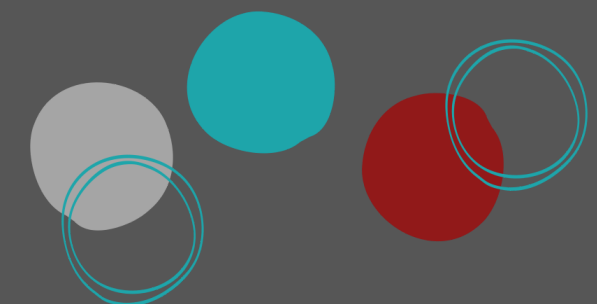
- Explored curricular materials to support our K-6 social studies program goals.
- Currently piloting materials across the district.
- Will present findings and recommendations in May of 2026.

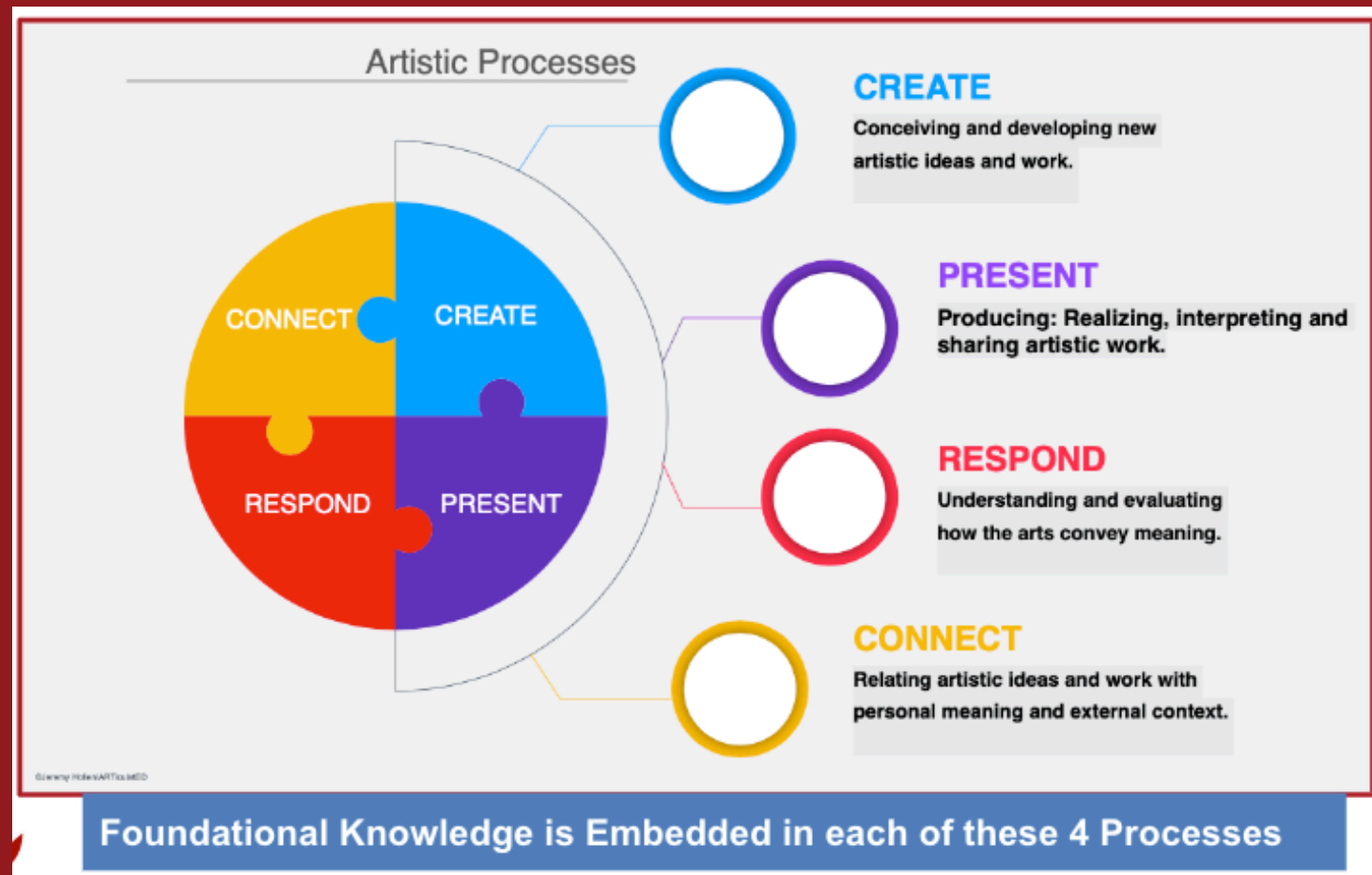


K-6 Science

Early Implementation

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

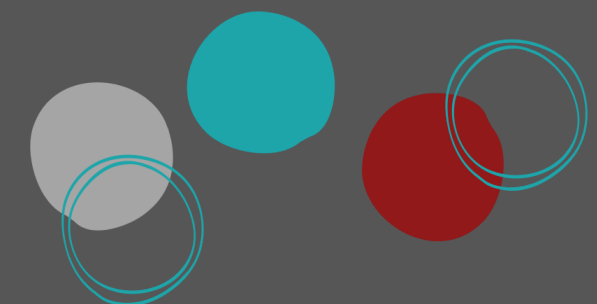




K-12 Visual Arts

Early Implementation

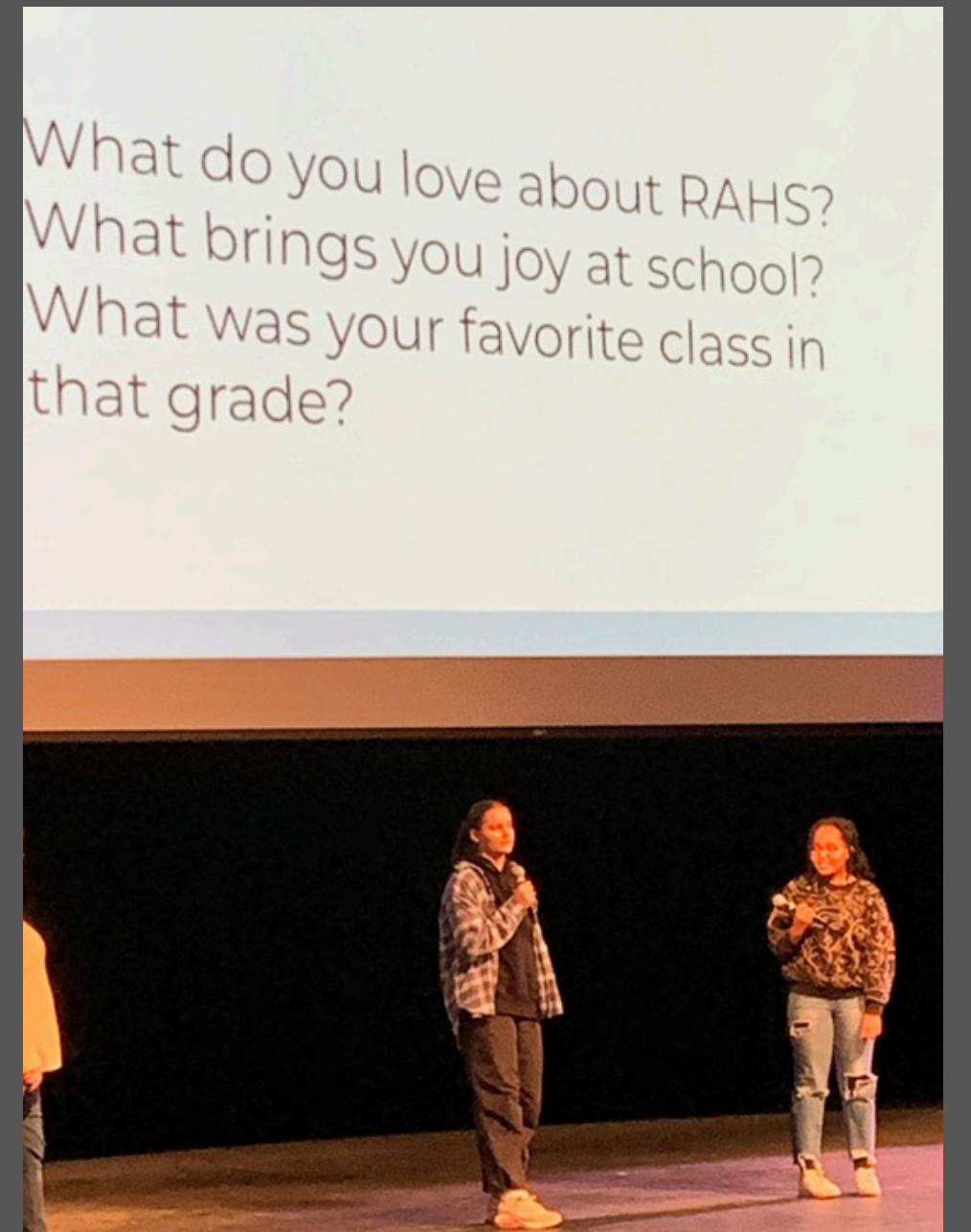
- New courses
- Ceramics at RAMS
- Arts and Advocacy in 2024-2025 at RAHS
- Display and digital showcases
- Professional development
- Elementary Common Formative Assessments

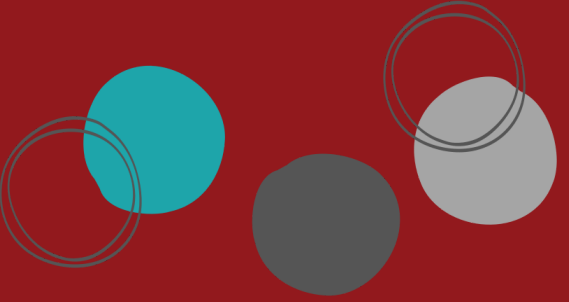


Pre-K-Grade 12 Social Emotional Learning



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



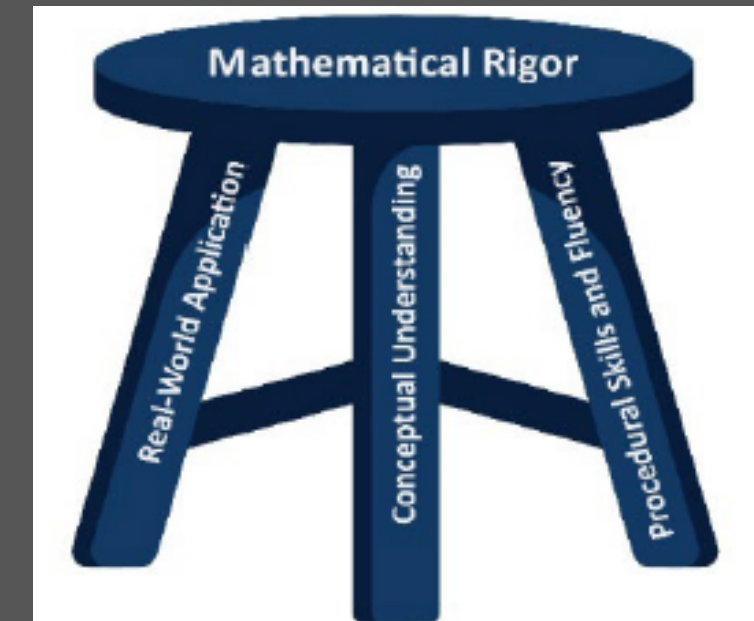


Grades 7-12

Family and Consumer Science



7-12 Mathematics



Overall Highlights

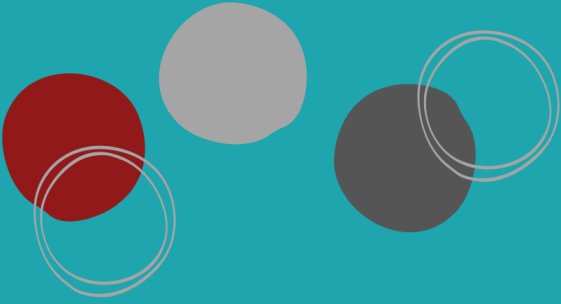
Structural Shifts

- The number of strands was reduced from four to three in the 2022 Standards. The strands represent the reporting categories for the MCAs.
- The seven anchor standards represent K-HS math progressions with a collection of benchmarks at each grade.
- The symbols at the end of each benchmark represent the 2 dimensions, math practices and benchmark contexts, that overlay the teaching and learning of mathematics.

Content Shifts

- The Career, College and Community Readiness Vision Statement defines what the mathematics student will need for effective participation in society, including in their career(s), post-secondary education, and daily decision-making.
- The standards emphasize mathematical rigor through equal focus on procedures & skills, concepts, and application.
- There is a greater proportion of data and probability in the 2022 Standards.

Grades 7-12 Social Studies



K-12 PE, 7-12 Health, 7-12 Science, K-12 Music



Dual Language Spanish Immersion K-12



Little Canada Dual Language Spanish Immersion

- Continuous implementation of literacy curriculum in both Spanish and English
- Implementing translanguaging and bridging work using updated language allocation model
- Stamp4 Spanish language proficiency assessment (6th grade)

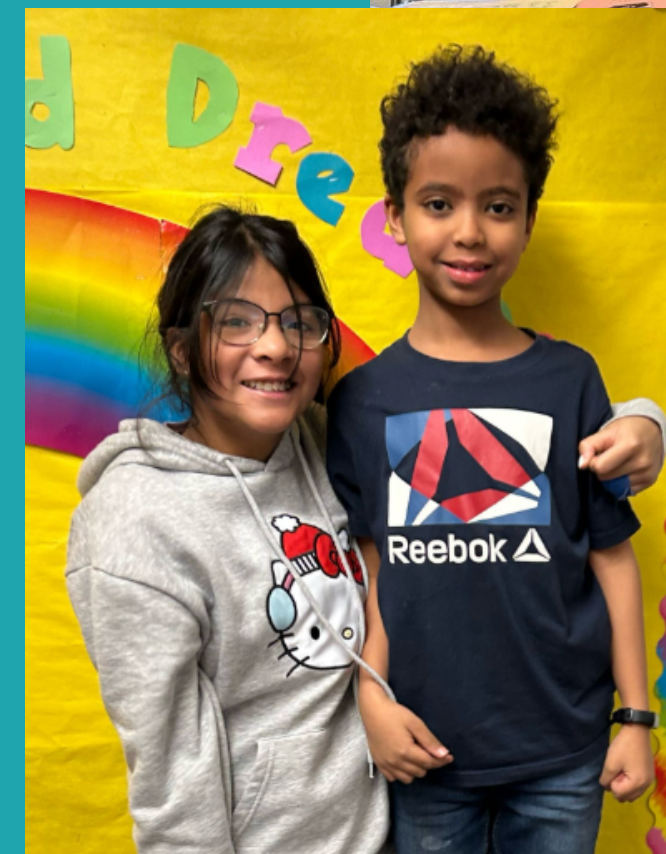
DLSI at RAMS and RAHS

- Stamp 4S Spanish language proficiency assessments
- Middle School courses: Science, Social Studies and Language and Culture
- High School courses: Language and Culture, Human Geograph and Captsone Project
- Second of DLSI students graduating this year



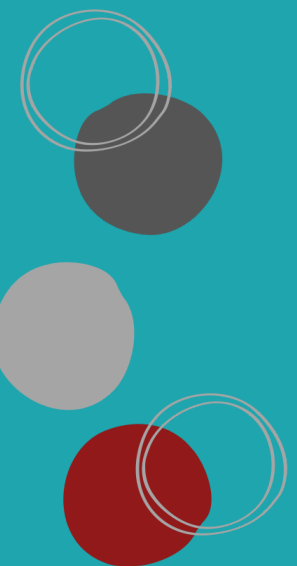
English Language Development Program

- MLL strategies PD for ECFE and ECSE educators
- Focus on reading, sheltered content and co-teaching strategies
- MLL strategies PD for instructional leaders and principals
- Program Review and Evaluation at the Elementary and Secondary levels ~ Phase 1



7-12 World Languages

AP Spanish Language and Culture



Trade and Industry and Business



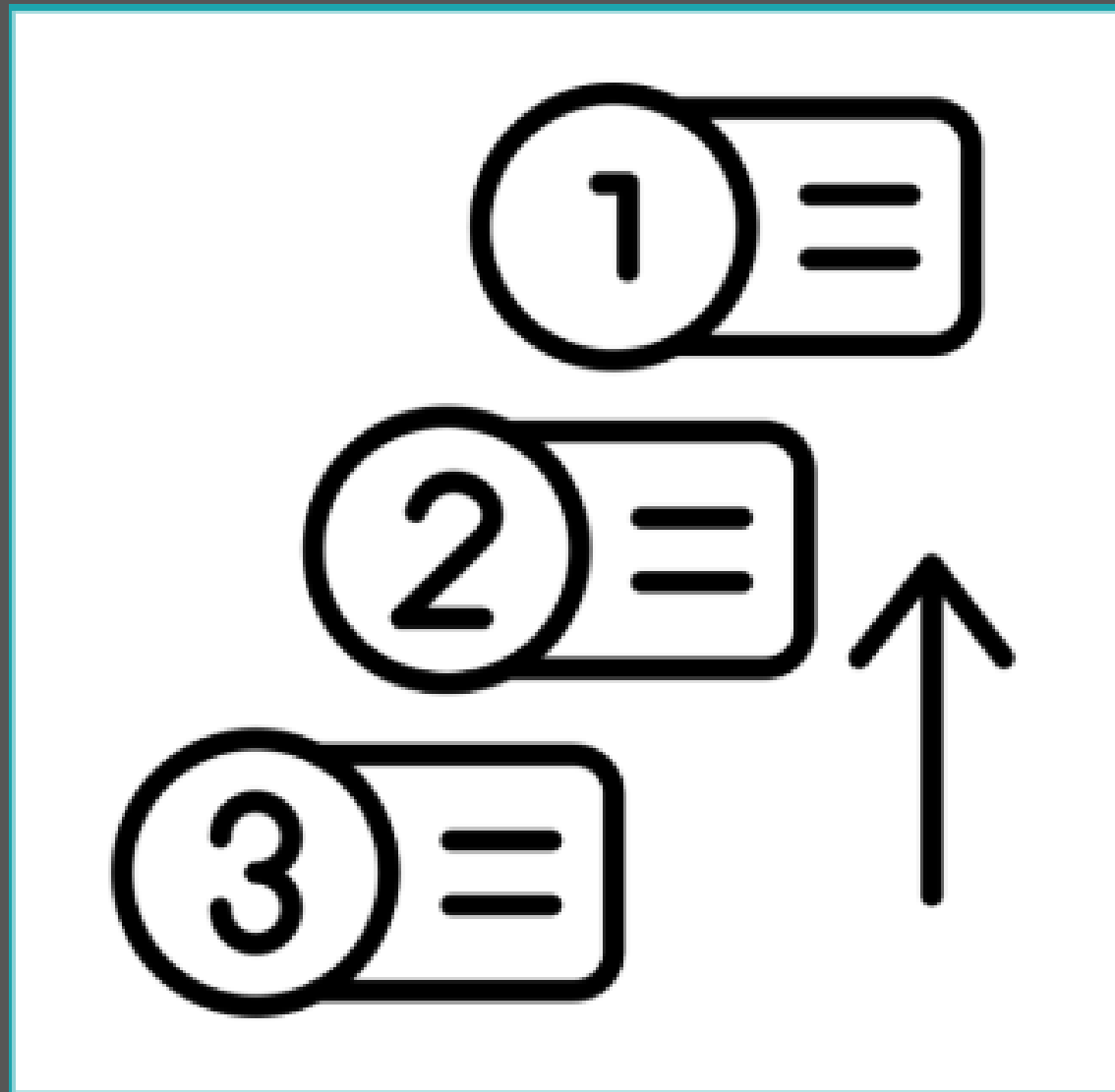
All Business & Computer Tech Courses

- | | | |
|---------------------------------------|---|---------------------------------------|
| Intro to Computer Science 9-12 | Managing Your Money *fulfills graduation requirement 10-12 | Marketing & Management 9-12 |
| Website Design 9-12 | Managing Your Money Online *fulfills graduation requirement 10-12 | Sports & Entertainment Marketing 9-12 |
| AP Computer Science Principles 10-12 | Investments 9-12 | DECA & Entrepreneurship 10-12 |
| AP Computer Science A (Java) 10-12 | Cybersecurity 10-12 | Accounting 10-12 |
| Keyboarding and Microsoft Office 9-12 | | Computer Fundamentals 9-12 |

Click on the classes to go a more detailed description



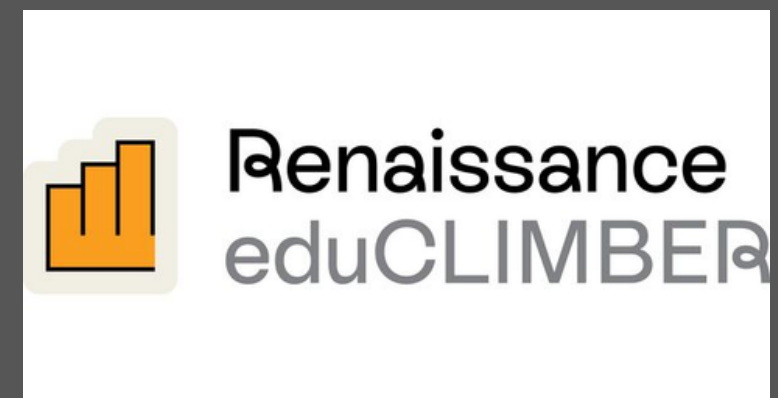
Multi-Tiered Systems of Support



Infrastructure to Support Continuous Improvement

Multi-Layered Practices and Supports

Data-Based Decision Making





Discussion & Questions



Agenda Topic: Process for Superintendent's Evaluation
Meeting Date: April 14, 2026
Contact Person: Chair Rose Chu

Background:

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

Recommendation:

Action Required

Informational – No Board Action Requested