INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE MEETING OF THE BOARD OF EDUCATION
Administration Building
360 Colborne Street
Saint Paul, Minnesota 55102

March 3, 2026
4:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **AGENDA**
   A. Motion to Schedule a Special Meeting on March 10, 2026 for the Purpose of Board Vacancy Interviews and Action on Resolution
   B. Resolution Regarding Facilities Portfolio Review and Plan
      1. Introduction
      2. Presentation 2
      3. Discussion
   C. SPPS 2033 Strategic Plan
      1. Introduction
      2. Presentation 4
      3. Discussion
   D. Policy Update
      1. Introduction
      2. Presentation
         a. FIRST READING: Rescission of Policy 601.01: Achievement 7
         b. FIRST READING: Policy 601.00: Educational Programming and Achievement
         c. FIRST READING: Policy 508 - Students with IEPs 34
      3. Discussion
      4. Action
   E. Superintendent Evaluation Timeline and Update 53
      1. Introduction
      2. Presentation 59
      3. Discussion
3. **ADJOURNMENT**

#BoldSubject#

RESOLUTION REGARDING FACILITIES PORTFOLIO REVIEW AND PLAN

WHEREAS, Independent School District No. 625 (the "District") must engage in a facilities portfolio review ("FPR") to lead to a transformation of the District's facilities portfolio;

WHEREAS, a June 2025 study of declining enrollment and declining birthrates in the District presented to the Board of Education lead to a ten-year projection that enrollment in the District for the 2034-35 school year could be as low as 25,929 students;

WHEREAS, the FPR is necessary to determine how to plan for declining enrollment projections and prevent further detrimental cuts that compromise equitable outcomes for all students;

WHEREAS, the District must gather information as part of the FPR to ensure there is equitable distribution of fiscally sound and sustainable facilities across the District;

WHEREAS, any facilities transformation must be fiscally and operationally sustainable, with resources invested for the greatest direct benefit of students;

WHEREAS, any facilities transformation must include analysis and planning of physical spaces, finances, programming and community engagement; and

WHEREAS, the FPR may conclude that some identified existing schools must be repurposed, consolidated and/or closed.

Whereas, the following considerations may be used to develop the criteria on which decisions may be used:

a. Facilities

b. Equity

c. Accessibility

d. Population

e. Enrollment

f. Transportation

g. Market demands

h. Pathway programming

i. Financial funding

j. Sustainability

k. Legal requirements

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education for the District hereby directs the Superintendent to begin the FPR and draft a plan for school and facilities transformation.

1. Directing the Administration to gather comprehensive data on the District's school facilities relating to enrollment, class sizes, excess student spaces, school growth capacity, percentage use of building space for educational space, and building programming.

2. Engaging the community to provide input and feedback on the FPR process.

FURTHER, BE IT RESOLVED, that the Board directs the Superintendent to provide the regular updates on the FPR and ask for School Board action as necessary.

SPPS 2033 Strategic Plan

Dr. Stacey Gray Akyea, Executive Chief, Equity, Strategy & Innovation

March 3, 2026

About the Process

Engagement

Accordion engagement model to collect a variety of perspectives along the way

Virtual Meeting
Thought Exchange
Leadership-Facilitated

Structure

Designed to leverage expertise and encourage innovation and accountability

Project Team
Advisory Taskforce
Strategy Formation
Action Team

Equity

Intentional use of tools, protocols and group structures to center dignity and humanity

SPPS Equity Standards
Dignity Index
Tools of Cultural Proficiency

Student Voice

SPPS students engaged to provide leadership through guidance and feedback

Advisory Taskforce
Student Convening

Highlights

- Convened the Advisory Taskforce
  - 37 members (13 students, 8 parents, 4 partners, 8 staff, 3 BOE Directors, 1 SPFE leader)
  - Reflective of SPPS community
  - 3 meetings
- Launched website
- Conducted 6 virtual engagements
- Completed S.O.A.R analysis of 9 key topics

POLICY UPDATE

First Reading:
Rescission of Policy 601.01: Achievement

Committee of the Board Meeting

March 3, 2026

Craig Anderson, Executive Director of Teaching and Learning

Policy 601.01 - Achievement

Current Policy: 601.01 ACHIEVEMENT
Adopted: 1974 Saint Paul Public Schools Policy 601.01 Revised: 9/7/1982, 6/17/2008

1. Academic achievement is based on the premise that "all children can learn" and that children have diverse capabilities and interests and individual patterns of growth and learning.
2. Therefore, it important that teachers have as much and as accurate knowledge of each student as is possible through tests and other classroom-based ways of assessing student learning and growth, including observations of students' intelligence, achievement, work habits, skills, health, and home environment.
3. It is recognized that many factors which cannot be clinically tested (attitude toward others and work habits, for example) may influence a student's success as much as knowledge of subject areas.
4. In fairness to all students, achievement shall be judged • In relation to a student's learning capacity • In reference to any special education modifications or accommodations mandated by the student's Individual Education Plan (IEP), and • In terms of the degree of the student's mastery of the course work, as judged by the teacher with reference to District Standards in the specific content area.

Policy Changes

Language from Policy 601.01 Achievement will be combined with the proposed revisions to Policy 601.00 - Educational Programming and Achievement

Current Policy 601.01 - Achievement would be rescinded.

~~601.01 ACHIEVEMENT~~ 8
~~Adopted: 1974 Saint Paul Public Schools Policy 601.01 Revised: 9/7/1982, 6/17/2008~~
~~1. Academic achievement is based on the premise that "all children can learn" and that children have diverse capabilities and interests and individual patterns of growth and learning.~~
~~2. Therefore, it important that teachers have as much and as accurate knowledge of each student as is possible through tests and other classroom-based ways of assessing student learning and growth, including observations of students' intelligence, achievement, work habits, skills, health, and home environment.~~
~~3. It is recognized that many factors which cannot be clinically tested (attitude toward others and work habits, for example) may influence a student's success as much as knowledge of subject areas.~~
~~4. In fairness to all students, achievement shall be judged • In relation to a student's learning capacity • In reference to any special education modifications or accommodations mandated by the student's Individual Education Plan (IEP), and • In terms of the degree of the student's mastery of the course work, as judged by the teacher with reference to District Standards in the specific content area.~~

Questions?

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Recommendation:
Move to 3 reading process consider this the first reading

POLICY UPDATE

FIRST READING:
Policy 601.00: Educational Programming and Achievement

Saint Paul Public Schools

Committee of the Board Meeting

March 3, 2026

Craig Anderson, Executive Director of Teaching and Learning

Policy 601.00 - Educational Programming and Achievement

Highlights

1. Policy last revised in 2011
2. Combine current 601 and 601.01
3. Transitioned to new policy format, which includes Policy Purpose

See all updates to Policy 601

Policy Changes

Policy Purpose:
The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and federal law and are aligned with creating comprehensive achievement and civic readiness for all students.

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1) General Statement of Policy

The policy of the school district is to strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated Definitions

Policy Changes

2) Definitions

a) "Academic standard" means a summary description of student learning in a required content area or elective content area.

b) "Anti Racist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.

c) "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated Definitions

Policy Changes

d) "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.

e) "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, People of Color and LGBTQ+ communities who have been and continue to be harmed and erased through the education system.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated Definitions

Policy Changes

f) “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

g) “Ethnic studies” as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

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h) “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated Definitions

Policy Changes

i) “Institutional racism” means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

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j) “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated Definitions

Policy Changes

k) “Performance measures” are measures to determine school district and school site progress in striving to create comprehensive achievement and civic readiness for all students and must include at least the following:

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other rigorous courses of study or industry certification courses or programs and enrichment experiences by student groups;

2. student performance on the Minnesota Comprehensive Assessments;

3. high school graduation rates; and

4. career and college readiness under Minnesota Statutes section 120B.30, subdivision 1.

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Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language

Policy Changes

~~EDUCATIONAL PROGRAMMING DEFINITIONS~~

~~1. "Academic standards" means content-based outcomes at each grade level, some of which are mandated within state standards.~~

~~2. "Graduation requirements" mean those courses and tests required to earn a diploma.~~

ACADEMIC STANDARDS (1)

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1. The district will ~~adopt academic standards, which shall be the basis for the educational program.~~ follow the Minnesota Academic Standards.

2. The district will implement high school and post-secondary preparatory content standards in all learning areas in accordance with the Minnesota Department of Education rules.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language

Policy Changes

3. The academic standards implementation process and educational program decision-making process will include students, parents or guardians, staff, and community representatives. The processes will include individuals who can represent the needs of special education, English language learners, and other unique student populations.
4. The academic standards implementation committees will determine performance measures as well as, where, when, and in what instructional program all student achievement of standards will be assessed.

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language

Policy Changes

THE ~~PRE K-12~~ EDUCATIONAL PROGRAM (2)

1. The school district will provide an educational program appropriate for all students reflecting varied interests and needs.

2. The distinct will use education effectiveness practices that

A. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, anti racist,[19] and culturally sustaining;

B. end institutional racism by ensuring that learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;

C. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness;

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language

Policy Changes

3. The educational program will be coordinated systematically through the district.

4. The school district will establish learner results toward which all learning in the school district should be directed and for which all school district learners will be held accountable.

5. Instruction must be provided, sometime during the district PreK-12 program, in at least the following subject areas:

- English Language arts
- Mathematics ~~and~~
- Science
- Social studies, including history, geography, ~~and~~ government, and Ethnic Studies
- Health ~~and~~
- Physical education
- ~~The~~ Arts education
- ~~Vocational~~ Career and technical education; and
- World languages

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Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language

Policy Changes

6. The basic instructional program shall minimally include all courses required for each grade level by the State of Minnesota ~~Department of Education~~.
7. The district will provide learning opportunities for all students sufficient to meet state and local graduation requirements.
8. The district will identify and evaluate learners who need special services, accommodations, or programs to meet standards. 21
9. Innovative and adaptive education programs, including online learning options, Alternative Learning Centers (ALCs), Post Secondary Enrollment Options (PSEO), service-learning, experiential learning, or work-based learning, may be developed and offered to meet the unique and changing needs of student

Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language

Policy Changes

GRADUATION REQUIREMENTS (3)

1. District graduation requirements will minimally include:
   - The state-required graduation tests in accordance with the rules established by the Minnesota Department of Education.
   - The state requirements for graduation as established by Minnesota law. 22
   - Successful completion of:
     - 86 total quarter credits at a regularly-scheduled (eight classes per quarter) high school
       ~~o 86 total quarter credits at a regularly-scheduled (non-block) high school, or~~
       ~~o 56 total quarter credits at a four-period block-scheduled high school.~~

Policy 601.00 - Educational Programming and Achievement

Highlights

No changes to this section

Policy Changes

2. High School credits toward graduation can be obtained prior to ninth grade by taking qualifying courses in junior high or middle school.
3. The school district will establish procedures for determining credit for learning obtained outside of the district which would qualify for graduation including courses taken at institutions of higher education.

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Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language adding the Achievement language from 601.01

Policy Changes

ACHIEVEMENT (4)

1. Academic achievement is based on the ~~premise~~ **belief** that all children can learn and that children have ~~diverse capabilities and~~ **individual strengths,** interests, and ~~individual~~ patterns of growth and learning.
2. Therefore, it is important that teachers have as much and as accurate knowledge of each student as is possible through ~~tests~~ **summative and formative assessments** and other classroom-based ways of assessing student learning and growth, including observations of students' ~~intelligence,~~ achievement, ~~work habits~~ **social emotional skills**, health**-related needs**, and ~~home environment~~ **life outside of school**.
3. It is recognized that many factors which cannot be ~~clinically tested (attitude toward others and work habits, for example)~~ **formally assessed** may influence a student's ~~success~~ **progress and achievement** as much as **content-area** knowledge ~~of subject areas~~.

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Policy 601.00 - Educational Programming and Achievement

Highlights

Updated language adding the Achievement language from 601.01

Policy Changes

4. I~~n fairness to all students,~~**To ensure equity and promote success for all students**, **grading, assessment, and achievement** shall be ~~judged~~ **determined based** upon:

   ~~a. In relation to a student's learning capacity~~

   b. ~~In reference to any special education modifications or accommodations mandated by the student's Individual Education Plan (IEP),~~ **Alignment with the accommodations, modifications, and goals outlined in a student's Individualized Education Program (IEP) or Section 504 Plan, ensuring grades reflect the student's progress toward rigorous standards with appropriate supports in place**.and

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~~In terms of the degree of the student's mastery of the course work, as judged by the teacher with reference to District Standards in the specific content area.~~ **The degree to which the student has demonstrated understanding of essential course content and District Standards, separate from behavioral factors such as attendance or compliance, and recognizing that learners progress at different rates and may require multiple opportunities to demonstrate proficiency**.

Questions?

26

Recommendation:
Move to the 3 reading process considering this the first reading

Current Policy 601.01 - Achievement would be rescinded.

~~601.01 ACHIEVEMENT~~
~~Adopted: 1974 Saint Paul Public Schools Policy 601.01 Revised: 9/7/1982, 6/17/2008~~
~~1. Academic achievement is based on the premise that "all children can learn" and that children have diverse capabilities and interests and individual patterns of growth and learning.~~
~~2. Therefore, it important that teachers have as much and as accurate knowledge of each student as is possible through tests and other classroom-based ways of assessing student learning and growth, including observations of students' intelligence, achievement, work habits, skills, health, and home environment.~~
~~3. It is recognized that many factors which cannot be clinically tested (attitude toward others and work habits, for example) may influence a student's success as much as knowledge of subject areas.~~
~~4. In fairness to all students, achievement shall be judged • In relation to a student's learning capacity • In reference to any special education modifications or accommodations mandated by the student's Individual Education Plan (IEP), and • In terms of the degree of the student's mastery of the course work, as judged by the teacher with reference to District Standards in the specific content area.~~

Repeal Policy 601.01 Achievement
Revise / combine with Policy 601.00 Educational Programming to include Achievement

New Policy 601.00 Educational Programming and Achievement

Adopted: 1/18/2011 Saint Paul Public Schools Policy 601.00
Revised: 2026

Policy Purpose:
The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and federal law and are aligned with creating comprehensive achievement and civic readiness for all students.

1) General Statement of Policy

The policy of the school district is to strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable.

2) Definitions

a) "Academic standard" means a summary description of student learning in a required content area or elective content area.

b) "Anti Racist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.

c) "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

d) "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.

e) "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, People of Color and LGBTQ+

communities who have been and continue to be harmed and erased through the education system.

f) “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

g) “Ethnic studies” as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.

h) “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

i) “Institutional racism” means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.

j) “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.

k) “Performance measures” are measures to determine school district and school site progress in striving to create comprehensive achievement and civic readiness for all students and must include at least the following:

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options including concurrent enrollment, other rigorous courses of study or industry certification courses or programs and enrichment experiences by student groups;

2. student performance on the Minnesota Comprehensive Assessments;

3. high school graduation rates; and

4. career and college readiness under Minnesota Statutes section 120B.30, subdivision 1.

~~EDUCATIONAL PROGRAMMING DEFINITIONS~~

~~1. "Academic standards" means content-based outcomes at each grade level, some of which are mandated within state standards.~~

~~2. "Graduation requirements" mean those courses and tests required to earn a diploma.~~

ACADEMIC STANDARDS (1)

1. The district will ~~adopt academic standards, which shall be the basis for the educational program.~~ follow the Minnesota Academic Standards.

2. The district will implement high school and post-secondary preparatory content standards in all learning areas in accordance with the Minnesota Department of Education rules.

3. The academic standards implementation process and educational program decision-making process will include students, parents or guardians, staff, and community representatives. The processes will include individuals who can represent the needs of special education, English language learners, and other unique student populations.

4. The academic standards implementation committees will determine performance measures as well as, where, when, and in what instructional program all student achievement of standards will be assessed.

THE ~~PRE K-12~~ EDUCATIONAL PROGRAM (2)

1. The school district will provide an educational program appropriate for all students reflecting varied interests and needs.

2. The distinct will use education effectiveness practices that

A. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, anti racist, and culturally sustaining;

B. end institutional racism by ensuring that learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;

C. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness;

3. The educational program will be coordinated systematically through the district.
4. The school district will establish learner results toward which all learning in the school district should be directed and for which all school district learners will be held accountable.
5. Instruction must be provided, sometime during the district PreK-12 program, in at least the following subject areas:

- English Language arts
- Mathematics ~~and~~
- Science
- Social studies, including history, geography, ~~and~~ government, and Ethnic Studies
- Health ~~and~~
- Physical education
- ~~The~~ Arts education
- ~~Vocational~~ Career and technical education; and
- World languages

6. The basic instructional program shall minimally include all courses required for each grade level by the State of Minnesota ~~Department of Education~~.
7. The district will provide learning opportunities for all students sufficient to meet state and local graduation requirements.
8. The district will identify and evaluate learners who need special services, accommodations, or programs to meet standards.
9. Innovative and adaptive education programs, including online learning options, Alternative Learning Centers (ALCs), Post Secondary Enrollment Options (PSEO), service-learning, experiential learning, or work-based learning, may be developed and offered to meet the unique and changing needs of students.

GRADUATION REQUIREMENTS (3)

1. District graduation requirements will minimally include:
   - The state-required graduation tests in accordance with the rules established by the Minnesota Department of Education.
   - The state requirements for graduation as established by Minnesota law.
   - Successful completion of:
     - 86 total quarter credits at a regularly-scheduled (eight classes per quarter) high school
       ~~o 86 total quarter credits at a regularly-scheduled (non-block) high school, or~~
       ~~o 56 total quarter credits at a four-period block-scheduled high school.~~
2. High School credits toward graduation can be obtained prior to ninth grade by taking qualifying courses in junior high or middle school.
3. The school district will establish procedures for determining credit for learning obtained outside of the district which would qualify for graduation including courses taken at institutions of higher education.

ACHIEVEMENT (4)

1. Academic achievement is based on the ~~premise~~ **belief** that all children can learn and that children have ~~diverse capabilities and~~ **individual strengths,** interests, and ~~individual~~ patterns of growth and learning.
2. Therefore, it is important that teachers have as much and as accurate knowledge of each student as is possible through ~~tests~~ **summative and formative assessments** and other classroom-based ways of assessing student learning and growth, including observations of students' ~~intelligence,~~ achievement, ~~work habits~~ **social emotional skills**, health**-related needs**, and ~~home environment~~ **life outside of school**.
3. It is recognized that many factors which cannot be ~~clinically tested (attitude toward others and work habits, for example)~~ **formally assessed** may influence a student's ~~success~~ **progress and achievement** as much as **content-area** knowledge~~ of subject areas~~.
4. ~~In fairness to all students,~~**To ensure equity and promote success for all students**, **grading, assessment, and achievement** shall be ~~judged~~ **determined based** upon:
   ~~a. In relation to a student's learning capacity~~
   b. ~~In reference to any special education modifications or accommodations mandated by the student's Individual Education Plan (IEP),~~ **Alignment with the accommodations, modifications, and goals outlined in a student's Individualized Education Program (IEP) or Section 504 Plan, ensuring grades reflect the student's progress toward rigorous standards with appropriate supports in place**.and

   ~~In terms of the degree of the student's mastery of the course work, as judged by the teacher with reference to District Standards in the specific content area.~~ **The degree to which the student has demonstrated understanding of essential course content and District Standards, separate from behavioral factors such as attendance or compliance, and recognizing that learners progress at different rates and may require multiple opportunities to demonstrate proficiency**.

LEGAL REFERENCES:

(1) Minn. Stat. § 120B.02b Educational Expectations for Minnesota's Students
Minn. Stat. § 120B.021 Subd 1 and 1a Required Academic Standards
Minn. Stat. § 120B.11 Subd. 2 Adopting Policies
Minn. Stat. § 120B.22 Elective Standards
Minn. Stat. § 120B.023 Benchmarks
Minn. Rules § 3501.0010-3501.0180 Reading and Mathematics
Minn. Rules § 3501.0200-3501.0290 Written Composition
Minn. Rules § 3501.0505-3501.0550 Academic Standards for Language Arts
Minn. Rules § 3501.0700-3501.0745 Academic Standards for Mathematics
Minn. Rules § 3501.0800-3501.0815 Academic Standards for the Arts Minn. Rules § 3501.0900-3501.0955 Academic Standards in Science

(2) Minn. Stat. § 120A.22 Subd 9 Curriculum
Minn. Stat. § 123A.06 State-Approved Alternative Programs and Services

Minn. Stat. § 124D.09 Post Secondary Enrollment Options
Minn. Stat. § 124D.095 Online Learning Options
Minn. Stat. § 124D.50 Service-Learning and Work-Based Curriculum and Programs
Minn. Rule §3525 Children with a Disability Section 504 of the Rehabilitation Act of 1973, as amended 29 U.S.C. § 794 Title I of the Elementary and Secondary Education Act
(3) Minn. Stat. § 120B.024 Graduation Requirements; Course Credits
Minn. Stat. § 120B.14 Advanced Academic Credit Minn. Stat. § 120B.16 Secondary Credit for Students
Minn. Stat. § 122A.60 Staff Development Program
Minn. Stat. § 120B.024 Personal finance, civics, and ethnic studies

20 U.S.C. § 5801 – Purpose
20 U.S.C. § 6301 – ESSA CROSS

REFERENCES:
Policy 421.00 Staff Development
Policy 510.00 Graduation
Policy 510.01 Students: Promotion and Retention

FIRST READING
Policy 508 - Students with IEPs

Committee of the Board
March 3, 2026

Heidi Nistler, Assistant Superintendent of Specialized Services

Policy 508.00 Students with IEPs

Link to draft updated policy

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Policy 508.00 Students with IEPs

Current Policy:

1. Last reviewed in 2017
2. By successfully meeting the needs of students with special education needs, SPPS will improve the learning environments for all students

Policy Changes

1. **Policy Purpose:** Changed to use student-first language
   - By successfully meeting the needs of students ~~with~~ who receive special education services ~~needs~~, SPPS will improve the learning environments for all students

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Policy 508.00 Students with IEPs

Current Policy:

1. General statement of policy was not included (new policy format)

Policy Changes

1. **General Statement of Policy:** SPPS recognizes that some students require and benefit from special education and related services. Consistent with federal and state law, SPPS will provide a free and appropriate public education for every student with a disability who is the responsibility of SPPS. 37

   SPPS will carry out the requirements of the child's Individual Education Program (IEP)/Individual Family Service Plan (IFSP). Necessary services to meet the needs of the student will be included in the student's IEP/IFSP. The IEP/ISFP should be structured to encourage the student to make progress in light of the student's circumstances.

Policy 508.00 Students with IEPs

Current Policy:

1. Definition not provided for student with disability for ages 3-22,

Policy Changes

1. **Definition:** "Child with a disability" means a child identified under federal and state special education law as deaf or hard-of-hearing, blind or visually impaired, deaf blind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who [38] needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children. A licensed physician, an advanced practice registered nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability.

Policy 508.00 Students with IEPs

Current Policy:

1. Definition not provided for student with disability for ages birth-3 or 3-6

Policy Changes

1. **Definition:** In addition to Paragraph A, every child under age three and, at local district discretion, every child from age three through age six, who needs special instruction and services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children under age three and by the rules of the Commissioner of the Minnesota Department of Education for children ages three through six, because the child has a substantial delay or has a diagnosed physical or mental condition or disorder with a high probability of resulting in developmental delay is a child with a disability.

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Policy 508.00 Students with IEPs

Current Policy:

1. Definition not provided for student without disability;

Policy Changes

1. **Definition:** A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children, is not a child with a disability.

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Policy 508.00 Students with IEPs

Current Policy:

1. **Definition:** IEP is the acronym for Individualized Education Program. It is a legal document that is collaboratively developed for each student who needs special education services.

Policy Changes

1. **Definition:** IEP is the acronym for Individualized Education Program. It is a legal document that is collaboratively developed for each student who needs special education services from the age of 3 to age 22.

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Policy 508.00 Students with IEPs

Current Policy:

1. **Definition:** IFSP is an acronym for Individual Family Service Plan. It is a legal document that is collaboratively developed for a child who needs special education services prior to entering Kindergarten.

Policy Changes

1. **Definition:** IFSP is an acronym for Individual Family Service Plan. It is a legal document that is collaboratively developed for a child who needs special education services ~~prior to entering Kindergarten~~ from birth to age 3.

Policy 508.00 Students with IEPs

Current Policy:

1. **District Responsibilities:** SPPS has the responsibility to identify, evaluate, and provide special education and related services for students with disabilities who are the responsibility of SPPS and who are eligible for services as established by state and federal law; this includes eligible individuals from birth through through age 21.

Policy Changes

1. **District Responsibilities:** SPPS has the responsibility to identify, evaluate, and provide special education and related services for students with disabilities who are the responsibility of SPPS and who are eligible for services as established by state and federal law; this includes eligible individuals from birth ~~through~~ to age ~~21~~ 22.

Policy 508.00 Students with IEPs

Current Policy:

1. **District Responsibilities:** When restrictive procedures are used, SPPS will follow federal and state laws. SPPS guidelines and Minnesota law ensure that such procedures are used only in times of emergency for the student's safety or for the safety of others. Restrictive procedures shall be implemented in a manner that is most respectful to the student's dignity, are the least restrictive procedures possible, and consistent with law.

Policy Changes

1. **District Responsibilities:** When restrictive procedures are used, SPPS will follow federal and state laws. SPPS guidelines and Minnesota law ensure that such procedures are used only in times of emergency for the student's safety or for the safety of others. SPPS does not use seclusion as a restrictive procedure. Restrictive procedures shall be implemented in a manner that is most respectful to the student's dignity, are the least restrictive procedures possible, and consistent with law.

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Policy 508.00 Students with IEPs

Current Policy:

1. **District Responsibilities:** No statements about stand-alone developmental adaptive physical education.

Policy Changes

1. **District Responsibilities:** The school district may conduct an assessment for developmental adapted physical education, as defined in Minnesota Rules, part 3525.1352, as a stand-alone evaluation without conducting a comprehensive evaluation of the student in accordance with prior written notice provisions in Minnesota Statutes, section 125A.091, subdivision 3a. A parent or guardian may request that the school district conduct a comprehensive evaluation of the parent's or guardian's student.

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Policy 508.00 Students with IEPs

Current Policy:

1. **CROSS REFERENCES TO DISTRICT POLICIES:**
   - Policy 101.00 - Racial Equity
   - Policy 102.00 – Equal Employment/Non-discrimination Policy
   - 602.01 – Multicultural, Intercultural, Non-racist, Non-sex-biased, Gender and Disability Fair Education
   - Policy 707.00 – Transportation Eligibility

Policy Changes

1. **CROSS REFERENCES TO DISTRICT POLICIES:**
   - Policy 101.00 - Racial Equity
   - Policy 102.00 – Equal Employment/Non-discrimination Policy
   - Policy 509.00 - Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds
   - 602.01 – Multicultural, Intercultural, Non-racist, Non-sex-biased, Gender and Disability Fair Education
   - Policy 707.00 – Transportation Eligibility

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Action Requested

- Request the review of Policies 508.00 at the March 3, 2026 Committee of the Board meeting be considered the First Reading of the three reading process

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- That the review of the policy at the March 17, 2026 Board of Education meeting will be considered the Second Reading

Questions?

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508.00 - STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

I. POLICY PURPOSE

The purpose of this policy is to state the position of Saint Paul Public Schools (SPPS) regarding the need to provide special educational services to eligible students with disabilities in the school district with the goal of equity for all.

As part of its commitment to provide the best possible education to all district students, SPPS strives to ensure students have the opportunity to reach their full potential and are held to high expectations. By successfully meeting the needs of students ~~with~~ who receive special education services ~~needs~~, SPPS will improve the learning environments for all students.

II. GENERAL STATEMENT OF POLICY

SPPS recognizes that some students require and benefit from special education and related services. Consistent with federal and state law, SPPS will provide a free and appropriate public education for every student with a disability who is the responsibility of SPPS.

SPPS will carry out the requirements of the child's Individual Education Program (IEP)/Individual Family Service Plan (IFSP). Necessary services to meet the needs of the student will be included in the student's IEP/IFSP. The IEP/ISFP should be structured to encourage the student to make progress in light of the student's circumstances.

III. DEFINITIONS

A. "Child with a disability" means a child identified under federal and state special education law as deaf or hard-of-hearing, blind or visually impaired, deaf blind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children. A licensed physician, an advanced practice registered nurse, a physician

assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability.

B. In addition to Paragraph A, every child under age three and, at local district discretion, every child from age three through age six, who needs special instruction and services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children under age three and by the rules of the Commissioner of the Minnesota Department of Education for children ages three through six, because the child has a substantial delay or has a diagnosed physical or mental condition or disorder with a high probability of resulting in developmental delay is a child with a disability.

C. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children, is not a child with a disability.

D. IEP is the acronym for Individualized Education Program. It is a legal document that is collaboratively developed for each student who needs special education services from the age of 3 to age 22.

E. IFSP is an acronym for Individual Family Service Plan. It is a legal document that is collaboratively developed for a child who needs special education services ~~prior to entering Kindergarten~~ from birth to age 3.

F. LRE is the acronym for Least Restrictive Environment. It means that a student with a disability should have the opportunity to be educated with non-disabled peers to the greatest extent possible.

G. Natural settings are places where a child or young adult would normally live and learn. Examples of natural settings for birth through preschool aged children are in the home and in preschool classrooms. Examples of natural settings for young adults age 18 ~~through 21~~ to age 22 are workplaces ~~programs~~ and post-secondary classrooms.

H. Standards based curriculum refers to systems of instruction and assessment that are based on the student showing understanding of specific skills.

IV. DISTRICT RESPONSIBILITIES

A. SPPS has the responsibility to identify, evaluate, and provide special education and related services for students with disabilities who are the responsibility of SPPS and who are eligible for services as established by state and federal law; this includes eligible individuals

from birth ~~through~~ to age ~~21~~ 22.

B. When eligible for special education, SPPS shall ensure that these students are provided special education and related services that meet their educational needs. Some services require or result from interagency cooperation. When the provision of such services requires or results from interagency cooperation, SPPS shall participate in these interagency activities in compliance with federal and state law.
C. Special education services shall be provided in the Least Restrictive Environment, including natural settings.
D. SPPS shall provide professional development opportunities for all staff, who work with students who have IEPs/IFSPs, including special education teachers, support personnel, and general education staff.
E. SPPS shall ensure special education services are provided in tandem with other education services to which the student is entitled, such as English Learner services and gifted and talented services, when appropriate.
F. SPPS will follow due process procedures that guarantee the rights of all students with disabilities, as well as parental or guardian rights of participation in the due process decision-making procedures, including identification, evaluation, program planning, and determination of appropriate level of service.
G. When restrictive procedures are used, SPPS will follow federal and state laws. SPPS guidelines and Minnesota law ensure that such procedures are used only in times of emergency for the student's safety or for the safety of others. SPPS does not use seclusion as a restrictive procedure. Restrictive procedures shall be implemented in a manner that is most respectful to the student's dignity, are the least restrictive procedures possible, and consistent with law.
H. The school district may conduct an assessment for developmental adapted physical education, as defined in Minnesota Rules, part 3525.1352, as a stand-alone evaluation without conducting a comprehensive evaluation of the student in accordance with prior written notice provisions in Minnesota Statutes, section 125A.091, subdivision 3a. A parent or guardian may request that the school district conduct a comprehensive evaluation of the parent's or guardian's student.

V. SCHOOL RESPONSIBILITIES

A. Schools will ensure students have access to Minnesota standards based curriculum and continual progress monitoring so that they have the opportunity to learn and reach their full potential.
B. Schools will ensure timely communication between the school and the student's parents or guardians regarding issues concerning their student. Schools will also ensure that parents receive special education progress reports whenever general education students

receive grade reports as required by law.

C. Schools will ensure that all required IEP team members are invited to participate in IEP meetings and will follow state procedures for when a required member is not able to attend.
D. Schools will work to develop positive relationships with all students to foster a positive and inclusive school environment.
E. Schools will encourage parents and guardians of students with disabilities to participate in school and District committees, and make those committees accessible, to ensure a diverse parent perspective is included in school and District decisions.

VI. PARENT/GUARDIAN RIGHTS AND EXPECTATIONS

A. As valued and respected partners, parents, guardians, and students have the right, and are encouraged and supported, to fully participate in planning to meet the needs of students.
B. SPPS is committed to being responsive to parents and guardians. If parents or guardians object to a proposed action, such as identification, evaluation, placement or program planning of their student with a disability, SPPS will follow federal and state guidelines for conciliation, facilitated IEP, mediation, or due process hearing to resolve concerns.
C. SPPS is committed to ongoing communications with parents and guardians. Parents and guardians of students with disabilities will be informed at least annually of the Special Education Advisory Council (SEAC) that advocates for students with disabilities. Additionally, the District shall employ a variety of methods to communicate opportunities for family involvement and support.

LEGAL REFERENCES:
20 USC 1440, et seq. (Individuals with Disabilities Education Act)
34 CFR Title 34 et seq. (Code of Federal Regulations, Office of Special Education and Rehabilitative Services, Department of Education)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Rules Ch. 3525 (Department of Education: Children with a Disability)

CROSS REFERENCES TO DISTRICT POLICIES:
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Superintendent Evaluation Timeline & Update

Saint Paul Public Schools

Director Carrillo, Director Franco, and Vice Chair Valliant

March 3, 2026

Phase I - Development of Tool

October 2025 - November 2025
2025 Evaluation Workgroup convened to develop preliminary 2026 Evaluation Rubric and Process. The tool was adapted from the MSBA template rubric with modifications to embed BIGG Goals.

December 2025:
SY25 Evaluation Met with Dr. Stanley to present preliminary 2026 Evaluation Rubric and process. Discussion regarding the rubric, integrated with BIGG was had.

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January 2026:
2026 Evaluation Committee Convenes, transitions knowledge from previous year and reviews documents. Set up another meeting with Dr. Stanley to ensure that understandings are aligned.

February 2026:
2026 Evaluation Committee Convenes with Dr. Stanley to discuss updated process for the 2026 review, setting finalized timeline for evaluation rubric adoption and mid-year goals setting.

Phase II - Goals and Rubric

March 2026:

- Dr. Stanley sends 3-4 2026 Goals to Evaluation Work Group

March COB

- Evaluation Committee Shares 2026 Evaluation Rubric.
- Dr. Stanley Presents 2026 Goals to Board related to the evaluation framework.

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March BOE

- Adopt Evaluation Goals and Evaluation Rubric

Phase III - Evaluation

June 2026:

- Closed Session and Summative evaluation will be completed.
  - Dr. Stanley presents her goals, including a narrative and artifacts. Using MSBA/MASA Format (worksheet).
- BOE discusses and provides final rating in closed session. 56
- Evaluation Workgroup writes a summary of the evaluation

July 2026:

- Approve summary of the evaluation at the July BOE Meeting.

Ongoing Evaluation Timeline

August 2026:

- Goal Creation

December 2026 / January 2027:

- Mid-year check-in / review of progress towards goals
- Rubric Adoption; discuss mid-year performance

June 2027:

- Summary Presentation

July 2027:

- Goal Creation

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August 2027:

- Bring drafted goals and summative evaluation to Executive Committee
- Present at COB
- Approve at BOE

Questions?

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Superintendent Evaluation Timeline & Update

Director Carrillo, Director Franco, and Vice Chair Valliant

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2025-2026 Superintendent Goals	
Goals: Governance Team	**Evidence of Performance**
Goal 1: Lead efforts to support the effectiveness of board decision making.	**Evidence of Performance 1**: Superintendent works with the SELT team to ensure they are trained on a decision making model that is designed to provide the school board with the ample information needed to make informed decisions within her first 100 days..
	Evidence of Performance 2: SELT team members will set individual goals to actively use the IROD model for decision making purposes at the department and school board level.
Goal 2: During the 2026-2027 school year, lead efforts to monitor and implement administrative efforts toward meeting the Board Initiated Governance Goals (BIGG).	**Evidence of Performance 1:** Superintendent ensures that no later than August 2025, the board receives a proposed schedule of BIGG monitoring presentations and that the presentations are executed on schedule.
	Evidence of Performance 2: The superintendent will launch the Superintendent Academic Advisory Team in the fall of 2025
	Evidence of Performance 3: During the 2025-2026 school year the superintendent will initiate and advance a reorganization of the superintendent leadership team to ensure there is an intentional focus on student academic performance. A key intent will lead to strong school improvement monitoring the coherent FAST administration, consistent review of data, use of UFLI and FIRE lessons to ensure strong literacy performance.
Goal 3: Oversee efforts to develop a new strategic plan	**Evidence of Performance 1:** By December 2025, the superintendent will bring a proposed community engagement plan for the development of a strategic plan, including a timeline for its recommendation to the school board.

Information for Decision Making	**Mastery (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**	**NA**
	Collaborates with school board to review and improve value of information and guidance provided to the board for effective decision-making ; ensures meeting materials are delivered on time, comprehensive, with adequate background	Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background and historical perspectives; includes recommendation s	Shares information with a few school board members for decision-making in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective	Does not provide timely information needed for effective school board decision-making ; meeting materials are not readily available; members do not receive enough information regarding agenda or background information	

	information and possible action; offers thorough, timely, and prudent recommendations				
BIGG Goals	**Mastery (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**	**NA**
	Shows progress toward meeting BIGG Goals, and aligns available resources with school district's budget to accomplish goals	Provides updates on BIGG Goals, develops necessary financial strategies to meet goals	No overall plan or alignment of resources to BIGG Goals exists; progress monitoring is irregular	Does not provide updates on BIGG Goal progress; does not align operations with BIGG Goals	
Strategic Plan	**Mastery (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**	**NA**
	Facilitates development of the school district's strategic plan, and aligns available resources with school district's budget to accomplish strategic plan	Facilitates development of the school district's plan, develops necessary financial strategies to meet goals	Strategic plan is developed/developing but no overall plan or alignment of resources exists	Strategic Plan is not developed/developing	

2025-2026 Superintendent Goals	
Goals: Goal Area: School District Finances	**Evidence of Performance**
Goal 4: Lead administrative efforts to successfully pass a bond referendum, submit district audit by state required deadline, finalize an FY 27 budget, and establish a process for analyzing the SPPS facilities portfolio for	**Evidence of Performance 1** Provide direction on efforts to establish and implement a multi-prong information plan to ensure St. Paul voters are well informed about the impact of the board referendum.
	Evidence of Performance 2: Direct efforts to ensure that FY 2025

redundancies.	financial audit is completed and submitted to the Minnesota Department of Education on or before the state deadline.
	Evidence of Performance 3: Oversee efforts to ensure FY 2027 budget is developed and approved by the school board in June 2026.
	Evidence of Performance 4: By December 2025, the superintendent will bring a proposed community engagement plan to analyze the SPPS facilities portfolio needs, including a timeline for its recommendation to the school board.

Budget Development and Maintenance	Mastery (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
	Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives, abides by the school board's budget policy	Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives, partially abides by the school board's budget policy	Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district	Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs	
Bond and Levy Campaigns	**Mastery (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**	**NA**
	Helps school board assure that levy and bond campaigns meet immediate fiscal needs and	Helps school board develop community engagement strategies that build support for	Helps school board assure that levy and bond campaigns are conducted in legally correct	Does not provide school board with timely and helpful guidance on conducting	

	advance long-term school district goals and/or priorities	levies and bonds	and fiscally responsible manner	levy and bond campaigns	
Financial Controls and Statements	**Mastery (4)**	**Effective (3)**	**Developing (2)**	**Ineffective (1)**	**NA**
	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts; implements preventive measures to protect school district finances; Provides constant flow of budgetary and/or financial information	Is current with general and state accounting procedures; maintains internal controls; Regularly reports to the school board concerning budget and financial status	Uses annual audit to reveal discrepancies; internal controls are inconsistent; Reports status of financial accounts as requested by school board	Annual audit reveals areas in need of improvement; financial accounts are not in order; Does not report financial information to school board other than annual audit	