

Tuesday, October 18, 2022

7:00 pm Work Session

SAVHS/SAMS Media Center
3303 33rd Ave NE – St. Anthony, MN 55418

Please [click here](#) to join the 7:00 pm Work Session

WORK SESSION

Call to Order

Board Chair Laura Oksnevad

Approval of Agenda

Board Chair Laura Oksnevad

Superintendent Report

Superintendent Dr. Renee Corneille

Each school board meeting, the superintendent will take time to reflect on the school district's achievements, events and stories of students and staff.

Approval of Minutes

The recommended motion is to approve the minutes from the October 4, 2022 Regular Meeting and the October 11, 2022 School Board Professional Development Meeting, as presented.

Consent Agenda

Board Chair Laura Oksnevad

The recommended motion is to approve the October 18, 2022 Consent Agenda, as presented

Community Schools

Hope Fagerland, Lucy Rosario and Lori Watzl King

Community Schools are public schools that partner with families and community organizations to provide well-rounded educational opportunities and supports for students' school success.

Operational Plan Update - Teaching & Learning and Multi-Tiered System of Support

Andrew Hodges, Hope Fagerland and Jaimie Stanley

Student services and teaching and learning are combining efforts to create systems to ensure alignment to ISD282's success metrics. Staff will share how they are building a Multi-Tiered System of Support (MTSS) for both Social/Emotional Learning along with Literacy. These systems are part of ISD282's operational plan.

Budget Update

Executive Director of Finance and Operations - Phan Tu

Administration will present the July 2022 through September 2022 budget update for review.

Policies 404, 416 and 418

School Board Member - Director Mageen Caines

This is the second reading of Policies 404 - Employment Background Checks; 416 - Drug and Alcohol Testing; and 418 - Drug Free Workplace/ Drug-Free School.

Legislative Platform

School Board Chair - Laura Oksnevad

One of the Minnesota Standards of School Board Leadership is Advocacy and Accountability. Included in this standard is the need to engage and build relationships with both public and private stakeholders as well as advocate on local, state and national levels.

Reports

School Board Members

Adjourn

Board Chair Laura Oksnevad

Upcoming Meeting Dates

Tuesday, November 1 - City Council Chambers - 6:30 Listening Session and 7:00 pm Regular Meeting

Tuesday, November 15 - SAVHS/SAMS Media Center - 7:00 pm Work Session

St. Anthony – New Brighton
Independent School District 282
3303 33. Ave NE
St. Anthony, MN 55418

Regular Meeting –Tuesday, October 4, 2022

MINUTES

Members Present: Board Chair Laura Oksnevad; Vice Chair Ben Phillip; Treasurer Mike Overman; Director Mageen Caines; Director Leah Slye; and Clerk Cassandra Palmer

Staff Present: Superintendent Dr. Renee Corneille; SAVHS Principal Norman Bell; SAMS Science Kristine Schwintek; Assessment Coordinator Kari Bodurtha; Director of Student Services Hope Fagerland; Director of Community Services and Communications Wendy Webster; Communications Specialist Liz Anderson; and Executive Director of Finance and Operations Phan Tu

The Regular Meeting was called to order at 7:01 p.m. by Board Chair, Laura Oksnevad.

APPROVAL OF THE AGENDA

A motion was made by Mageen Caines and seconded by Ben Phillip to approve the October 4, 2022 Regular Meeting agenda, as presented. The motion carries 6 - 0.

STUDENT RECOGNITION

A motion was made by Ben Phillip and seconded by Mike Overman to recognize and congratulate St. Anthony Village High School's National Merit Semifinalists: Oliver Hall, Jacob Singer, Jadon Skinner, Janina Temple and Commended Students: Miranda Chance, Katherine Frigstad and Violet Urdahl, as presented. The motion carries 6 - 0.

COMMUNICATION BREAK

APPROVAL OF MINUTES

A motion was made by Cassandra Palmer and seconded by Mageen Caines to approve the Minutes from the September 20, 2022 Regular Meeting, as presented. The motion carries 6 - 0.

APPROVAL OF CONSENT AGENDA

A motion was made by Leah Slye and seconded by Mike Overman to approve the October 4, 2022 Consent Agenda, as presented. The motion carries 6 - 0.

ACTION

1. Assurance of Compliance

By submitting the Assurance of Compliance, the district recognizes and agrees that such federal and state financial assistance will be extended in reliance on the representations, supporting information required by Minnesota Statutes, section 127A.42, subdivision 3, and agreements made in this assurance. This assurance is binding on the district and the persons who are authorized to submit information on behalf of the district.

A motion was made by Ben Phillip and seconded by Mageen Caines to approve the annual MDE Assurance of Compliance and Mandated Reporting , as presented. The motion carries 6 – 0.

2. MSHSL Grant Approval

The Minnesota State High School League Foundation awards grants that assist, recognize, promote, and fund extra-curricular participation by high school students in athletic and fine arts programs. The application for ISD282 has been submitted (due date of October 1 each school year). To complete the application process, the School Board must approve 'FORM A'.

A motion was made by Leah Slye and seconded by Cassandra Palmer to approve ISD282's application to the Minnesota State High School League Foundation for FORM A grant to offset student activity fees , as presented. The motion carries 6 – 0.

3. Policies

This was the final reading of Policies 410 - Family and Medical Leave; 413- Harassment and Violence; 414- Mandated Reporting of Child Neglect or Physical or Sexual Abuse; 415 - Mandate Reporting of Maltreatment of Vulnerable Adults; 506 - Student Discipline; 514 - Bullying Prohibition; 524 - Technology Responsible Use and Safety; and 806 - Crisis Management.

A motion was made by Mageen Caines and seconded by Cassandra Palmer to approve the aforementioned policies, as presented. The motion carries 6 – 0.

DISCUSSION

1. St. Anthony Middle School - Eagle Bluff Trip

SAMS is planning an 8th grade outdoor retreat at Eagle Bluff. Eagle Bluff is an environmental learning center focused on educational programs and outdoor adventures for children, adults, and families. The mission at Eagle Bluff is to provide transformative experiences that empower people to care for the earth and each other.

98 **2. Data Dive - The Work We Do**

99
100 This presentation was the annual report on Achievement and Integration, ADSIS, Title I, Title III
101 and the World's Best Workforce goals.
102
103
104

105 **3. Operational Plan Update - Communications**

106
107 The St. Anthony-New Brighton School District is committed to providing strong communication
108 and building long-lasting relationships with students, staff and the community. The Brighter
109 Bulletin will be a consistent and accurate communication for students, parents/guardians and
110 the community.
111

112
113 **4. Community Services Update**

114
115 This presentation provided an overview of the Community Services Programs. The goal of the
116 community services programming is to support families and meet the community's needs.
117
118

119 **5. 2021- 2022 Budget Update**

120
121 The 2021-2022 budget update as of June 30, 2022 was be presented for review.
122
123

124 **6. October 1 Enrollment**

125
126 District administration presented the current enrollment data as of September 30, 2022.
127
128

129 **7. Legislative Priorities**

130
131 One of the Minnesota Standards of School Board Leadership is Advocacy and
132 Accountability. Included in this standard is the need to engage and build relationships with both
133 public and private stakeholders as well as advocate on local, state and national levels. The
134 School Board discussed how they will continue to share the positive work that is happening in
135 the district with legislators and the community.
136
137

138 **8. Policies**

139
140 This was the first reading of Policies 404 - Employment Background Checks; 416 - Drug and
141 Alcohol Testing and 418 - Drug Free Workplace / Drug Free School.
142
143
144

145 **REPORTS**

146
147 **Superintendent Report from Dr. Renee Corneille:** Lori Watzl-King named School Nurse of
148 the Year; Dr. Troy Urdahl, Director of Athletics, Activities, Facilities and Transportation inducted
149 into the Minnesota State High School Baseball Coaches Association Hall of Fame and SAMS
150 English teacher Alison Cris named the 2022 Outstanding Middle Level Educator Award.

151
152 **School Board Members** attending the following events and meetings: SAMS curriculum night;
153 MSHSL Fall meeting; Hall of Fame; NE Metro 916 retreat; homecoming game; policy
154 committee; Sister City; wellness committee; AMSD Board of Directors; MSBA coffee and
155 conversations and the vaccine clinic.

156
157 **Adjourn**

158
159 The Regular Meeting of October 4, 2022 was adjourned at 10:37 p.m.
160 Signed: Cassandra Palmer - School Board Clerk
161 Attest: Kim Lannier
162
163
164

165 St. Anthony – New Brighton
166 Independent School District 282
167 3303 33. Ave NE
168 St. Anthony, MN 55418
169

170 **School Board Professional Development –Tuesday, October 11, 2022**

171
172 **MINUTES**

173
174 The School Board Professional Development meeting was called to order at 6:03 pm and was
175 adjourned at 8:54 pm.
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177
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SCHOOL BOARD CONSENT AGENDA
October 18, 2022

PRESENTER(S): School Board Chair

SCHOOL BOARD CHAIR'S RECOMMENDATION (in the form of a motion): "...to approve the *Consent Agenda*."

1. Personnel

a. Leave(s)

Last Name	First Name	Position	School	Date Effective
Adams	Traci	Principal Secretary	SAMS	October 4, 2022 - January 27, 2023
Remer	Aurora	Grade 4	Wilshire Park	On or around March 10, 20223 - August 2023

b. Hire(s)

Last Name	First Name	Position	School	Date Effective
Nerayo	Senniya	Village Kids	Wilshire Park	September 26, 2022
Alkhalwaldeh	Ahlam	Playground	Wilshire Park	September 28, 2022
Welch	Sophia	Village Kids	Wilshire Park	September 26, 2022

2. Payment of Bills Checks Paid – October 7, 2022

General Fund	\$132,309.48
Food Service Fund	\$24,859.47
Community Service Fund	\$15,168.48
Capital Expenditure Fund	\$84,014.41
Transportation Fund	\$ 1,744.36
Construction Fund	\$3,422.75
Trust Fund	\$4,049.92
Student Activities	\$4,868.57

TOTAL: **\$270,437.44**

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled

Community Schools

September 20, 2022

Hope Fagerland, Director of Student Services

Lori Watzl King, District Wellness Coordinator

Lucy Rosario, District Mental Health Coordinator



Community Schools

- Community schools are public schools that partner with families and community organizations to provide well-rounded educational opportunities and supports for students' school success.
- The most comprehensive community schools are academic and social centers where educators, families, and neighbors come together to support innovative learning and to address the impact of out-of-school factors, such as poverty, racism, and violence, which can undermine the effectiveness of in-school opportunities.

Community Schools

- Community schools are effective when they are comprehensive, research-based, locally owned, and designed in response to local needs and assets.
- Because each community school is a reflection of local needs, assets, and priorities, no two look exactly alike. What they do share, however, is a commitment to partnership and to rethinking—and at times rebuilding—relationships based on a strong foundation of trust and respect.

Pillar 1: Integrated Student Supports



A dedicated staff member coordinates support programs to address out-of-school learning barriers for students and families.

Mental and physical health services support student success.

**Integrated
Student Supports**

Pillar 2: Expanded and Enriched Learning Time



Enrichment activities emphasize real-world learning and community problem solving.

After-school, weekend, and summer programs provide academic instruction and individualized support.

Expanded Learning Time and Opportunities

Pillar 3: Active Family and Community Engagement



Promoting interaction among families, administration, and teachers helps families to be more involved in the decisions about their children's education.

Schools function as neighborhood hubs. There are educational opportunities for adults, and family members can share their stories and serve as equal partners in promoting student success.

Active Family and Community Engagement

Pillar 4: Collaborative Leadership



Parents, students, teachers, principals, and community partners build a culture of professional learning, collective trust, and shared responsibility using strategies such as site-based leadership teams and teacher learning communities

Collaborative Leadership and Practice

Tour Brooklyn Center High School

Met With the Community School Director and two coordinators

- Policy changes
- Funding
 - MDE grants 5 years (includes 1 year of planning)
 - 21st Century (Federal)
 - ESSR
 - Title 1
 - Family Services Collaborative
 - Hennepin County

Tour

How community resources are utilized:

- Community Partnerships
 - YMCA
 - MN Traders
 - Many other organizations
 - Park Nicollet
 - Annex Teen Clinic
 - Mental Health partnerships
 - Dental and Vision partnerships

Tour

- Clinic
- Collaboration with before and after school programming
- YPAR program
 - Purple Room
- Family Resource Center

Next Steps

- Needs assessment
 - Stakeholders
 - Facilities
- Determination if we are moving forward

Questions?

Thank you!

isd282.org

St. Anthony-New Brighton Schools

New Teacher Mentor Program

Handbook



Welcome!

We are so happy you are here!

Our New Teacher Mentor Program began in the fall of 2017. While the elements of the program have evolved since then, two things remain constant: provide high support and hold high expectations for all staff. We hope you find this program helpful as you transition to being a valued member of our schools.

Our Why

In order to eliminate DDP (disproportionality, disparity, and predictability) and achieve student success as defined by SANB, students will engage in high levels of transferable learning. This will be possible through effective instruction grounded in rigor, relevance, and relationships.



Student Success

A successful student is one who has acquired both the academic skills and life skills to positively contribute to society. They have a love for learning and are able to meet the social-emotional needs of themselves and others. A successful student becomes a thriving citizen.

Program Contacts

Andrew Hodges,
Director of Teaching
and Learning
ahodges@isd282.org

Jaimee Stanley,
Literacy Coordinator
jstanley@isd282.org

Kari Bodurtha,
Instructional Coach
kbodurtha@isd282.org

Heidi Haagenson,
Instructional Coach
hhaagenson@isd282.org





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Our Program Goals

Capacity Increase staff capacity to eliminate the disparities, disproportionalities, and predictability of student success based on identities

Retention Increase staff retention
(especially for our teachers of color)

Support Provide individualized support founded in care, challenge, and community-building opportunities



Strategies to Achieve our Goals

Capacity

- **New Teachers:**
 - Cohort Meetings focused on effective instruction (RRR)
 - Coaching conversations and informal observations with Content Mentors and Instructional Coaches
 - Opportunities to co-plan and co-teach with Content Mentor as well as visit other classrooms to observe peers
- **All Staff:**
 - Professional goal setting and reflection for all teachers around instructional practices and student achievement

Retention

- **New Teachers:**
 - Partnerships between new teachers and Content Mentors or Instructional Coaches of color or who are Indigenous
- **All Staff:**
 - Creation and implementation of Black, Indigenous, and People of Color (BIPOC) affinity group (with possible collaboration with student affinity groups)
 - Opportunities for leadership, including paid Content Mentor positions with additional stipends to teachers of color or who are Indigenous who serve in this role
- **Instructional Coaches and Content Mentors:**
 - Engagement in and completion of an online cultural competency training

Support

- **New Teachers:**
 - Connections to a variety of staff members to build a support network
 - Variety of resources to help navigate the classroom, school, and district systems and procedures
- **All Staff:**
 - Goal-oriented and personalized coaching that supports and encourages teachers to continue improving their practices
 - Participation and engagement in team-level or department learning groups

New Teacher Mentor Program Overview

New Teacher Mentor Program Participants

Mentees include any SANB teachers who are new to the district, new to the profession, or who are not on a continuing contract.

Note: "Teachers" refers to all staff who are new to the SANB district and are on the teacher contract.

Participating in the SANB New Teacher Mentor Program is a condition of the MDE Teacher Development Evaluation (TDE) Program in conjunction with our district's Q-Comp Program for all new teachers - regardless of experience.

Supports & Areas of Focus



*Year 1
Participants
only

Content Mentor (Your Teammate)

Feedback on and support with:

- Goal setting and reflection
- Building-specific info
 - Student and family communication
 - Classroom management
- Content-specific info and curriculum
 - Curriculum assessments, pacing, planning, and resources
 - Instructional strategies
 - Department support and information



Instructional Coach (Your Trainer)

Feedback on and support with:

- Goal setting and reflection
- District-specific info
 - Instructional strategies
 - Professional learning and resources
- General teaching practices
 - Effective instruction
 - Department/curriculum organization and planning
 - Classroom management
 - Communication



Building Principal or Supervisor (Your Coach)

Feedback on and support with:

- Goal setting and reflection
- Minimum of 3 classroom observation cycles
 - Effective Instruction
- Building-specific info
 - Instructional strategies
 - Policies and practices

New Teacher Mentor Program: year 1 Participants

Position Expectations	Descriptions
New Teacher Orientation	<ul style="list-style-type: none"> Attend and engage in all sessions.
Professional Goal Setting and Reflection	<ul style="list-style-type: none"> Set and make progress on professional growth and student-achievement goals Attend a goal conference meeting to discuss progress on goals at the end of the school year
Check-In Meetings with Content Mentor	<ul style="list-style-type: none"> Keep an open line of communication with your Content Mentor throughout the year Complete the monthly Discussion Checklists with your Content Mentor Observe and/or co-teach with your Content Mentor throughout the year. (A sub will be provided.)
Partnership with Instructional Coach	<ul style="list-style-type: none"> Engage in classroom visits and reflective conversations with your instructional coach. Some classroom visits will be unannounced. Communicate openly, receive feedback, and ask for help in relation to areas of growth.
Building Principal or Supervisor Observations	<ul style="list-style-type: none"> Participate in at least 3 observation cycles (including pre and/or post-observation conferences) with your building principal or supervisor.
Quarterly Cohort Meetings	<ul style="list-style-type: none"> Attend and engage in all meetings. Topics may include: <ul style="list-style-type: none"> SANB's RRR Framework - rigor, relevance, and relationships Equitable instructional practices Lesson planning and pacing Student engagement Formative and summative assessment Effective grading practices Working collaboratively with peers, families, and administrators
Self Advocacy	<ul style="list-style-type: none"> Need more support? Please ask for help whenever it is needed.

New Teacher Mentor Program: year 1 tasks by Month

Note: Items with an asterisk (*) do not necessarily need to take place in this particular month. Use this document as a pacing guide so you can see if you are completing your work in a timely manner.

Month	Tasks
August	<ul style="list-style-type: none"> Attend New Teacher Orientation Meet with Content Mentor during Workshop Week
September	<ul style="list-style-type: none"> Meet with Content Mentor Goal meeting with Instructional Coach Attend New Teacher Cohort meeting
October	<ul style="list-style-type: none"> Meet with Content Mentor Engage in Classroom Visit with Instructional Coach* Attend New Teacher Cohort meeting
November	<ul style="list-style-type: none"> Meet with Content Mentor Observe/co-teach with Content Mentor* Complete Observation Cycle 1 with Principal/Supervisor*
December	<ul style="list-style-type: none"> Meet with Content Mentor Engage in Classroom Visit with Instructional Coach*

Month	Tasks
January	<ul style="list-style-type: none"> Meet with Content Mentor Attend New Teacher Cohort meeting Complete Observation Cycle 2 with Principal/Supervisor*
February	<ul style="list-style-type: none"> Meet with Content Mentor Engage in Classroom Visit with Instructional Coach*
March	<ul style="list-style-type: none"> Meet with Content Mentor Attend New Teacher Cohort meeting Complete Observation Cycle 3 with Principal/Supervisor*
April	<ul style="list-style-type: none"> Meet with Content Mentor Observe/co-teach with Content Mentor*
May	<ul style="list-style-type: none"> Meet with Content Mentor Goal meeting with Instructional Coach Attend New Teacher Cohort meeting/celebration
June	<ul style="list-style-type: none"> Meet with Content Mentor

New Teacher Mentor Program: *Year 2 and 3 Participants*

Position Expectations	Descriptions
Professional Goal Setting and Reflection	<ul style="list-style-type: none"> Set and make progress on professional growth and student-achievement goals (See evaluation areas on Non-Continuing Contract McREL rubric.) Attend a goal conference meeting to discuss progress on goals at the end of the school year
Partnership with Instructional Coach	<ul style="list-style-type: none"> Engage in classroom visits and reflective conversations with your instructional coach. Some classroom visits will be unannounced. Communicate openly, receive feedback, and ask for help in relation to areas of growth.
Building Principal or Supervisor Observations	<ul style="list-style-type: none"> Participate in at least 3 observation cycles (including pre and/or post-observation conferences) with your building principal or supervisor.
Peer Observations	<ul style="list-style-type: none"> At least once a month, go and observe other teachers during the school day. At least 3 times during the year, go and observe other teachers during the school day with your Instructional Coach and participate in a debrief conversation.
Lesson Planning Sessions	<ul style="list-style-type: none"> Engage in at least two lesson planning sessions with your Instructional Coach.
Student Survey	<ul style="list-style-type: none"> At least once during the school year, write and conduct a survey of your students around your professional learning goal(s) and RRR. Review trends and feedback from the survey with your Instructional Coach.
Quarterly Cohort Meetings	<ul style="list-style-type: none"> This expectation is not required but you are welcome to attend.
Self Advocacy	<ul style="list-style-type: none"> Need more support? Please ask for help whenever it is needed.

New Teacher Mentor Program: *Year 2 and 3 tasks by Month*

Note: Items with an asterisk (*) do not necessarily need to take place in this particular month. Use this document as a pacing guide so you can see if you are completing your work in a timely manner.

Month	Tasks
September	<ul style="list-style-type: none"> • Goal meeting with Instructional Coach • Attend New Teacher Cohort meeting (optional)
October	<ul style="list-style-type: none"> • Attend New Teacher Cohort meeting (optional) • Engage in a Lesson Planning Session with Instructional Coach*
November	<ul style="list-style-type: none"> • Complete Observation Cycle 1 with Principal/Supervisor* • Spend a half-day observing peers with Instructional Coach*
December	<ul style="list-style-type: none"> • Engage in Classroom Visit with Instructional Coach*
January	<ul style="list-style-type: none"> • Attend New Teacher Cohort meeting (optional) • Complete Observation Cycle 2 with Principal/Supervisor*

Month	Tasks
February	<ul style="list-style-type: none"> • Engage in a Lesson Planning Session with Instructional Coach* • Write and conduct a survey of students*
March	<ul style="list-style-type: none"> • Review survey trends and feedback with Instructional Coach* • Attend New Teacher Cohort meeting (optional) • Complete Observation Cycle 3 with Principal/Supervisor*
April	<ul style="list-style-type: none"> • Spend a half-day observing peers with Instructional Coach*
May	<ul style="list-style-type: none"> • Goal meeting with Instructional Coach • Attend New Teacher Cohort meeting/celebration (optional)

New Teacher Mentor Program

Support Position Descriptions



Content Mentor

Goal of Position

To assist the professional growth and development of new staff through proven best practices in curriculum, instruction, and assessment and by providing feedback and encouragement to teachers new to SANB schools

Compensation

- \$1,500 per mentee

Qualifications

- A strong mindset for equitable instruction
- A working knowledge of a broad base of instructional and classroom management skills and methods that support effective and equitable instruction
- Continued learning in the areas of curriculum development and current research, teaching methodology, assessment, and educational technology
- A working knowledge of and support for the systems (including policies, structures, and procedures) of the building
- A willingness to guide and support a teacher with their professional needs and goals
- Effective interpersonal and communication skills
- The ability to build trusting relationships with new teachers and maintain confidentiality
- Willingness to meet with new teachers during prep hours or outside of contracted time
- A continuing contract; not on an improvement plan

Preferences

- Advanced degree
- Leadership training
- Training in mentorship/coaching
- Cultural-competency training



Instructional Coach

Goals of Position

To bring evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing teaching practices, student learning, and meeting our success metrics through our Rigor, Relevance, and Relationships Framework

To focus on individual and group professional development that will expand and refine the understanding of researched-based effective instruction

To provide personalized support that is based on the goals and identified needs of individual teachers and cohorts of teachers

Compensation

- 1.0 FTE
 - This role in the New Teacher Mentor Program is only part of the overall Instructional Coach position.

Qualifications

- Successful implementation of aligned curriculum, instruction, assessment, and equity.
- Successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
- Knowledge and skill in culturally responsive teaching and learning
- Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice
- Effective interpersonal and communication skills
- Experience and training in research-based best instructional practices
- Knowledge of curriculum design and best practices for PreK-12 education

Preferences

- Previous mentoring experience, curriculum design experience, and training in equity
- Minnesota Administrative licensure

New Teacher Mentor Program: Content Mentors

Goal: To assist the professional growth and development of new staff through proven best practices in curriculum, instruction, and assessment and by providing feedback and encouragement to teachers new to SANB schools.



\$1500/new teacher
1-year commitment

Position Expectations	Descriptions
Summer Communication	<ul style="list-style-type: none"> • Reach out via email to Mentee to introduce yourself and share summer communication availability • Extend invitation to Mentee for any department meetings, work, or conversations happening the over summer
New Teacher Orientation	<ul style="list-style-type: none"> • Meet with the Teaching & Learning Department for onboarding • Complete the New Staff Orientation Discussion Checklist with your Mentee
Professional Goal Support	<ul style="list-style-type: none"> • Connect with your Mentee to work and reflect on their progress on their goals throughout the year
Check-In Meetings with New Teacher Mentee	<ul style="list-style-type: none"> • Keep an open line of communication with your Mentee throughout the year • Complete the monthly Discussion Checklists with your Mentee
Demonstration and Resource Teacher	<ul style="list-style-type: none"> • Provide opportunities for all Mentees to observe you and other teachers • Share expertise in planning and instruction within your content and building • Co-teach, co-plan, or allow your Mentee to observe your classes during the year. (A sub will be provided for you and/or your Mentee for this time.)
Quarterly Cohort Meetings	<ul style="list-style-type: none"> • Attend these meetings with your Mentee.

New Teacher Mentor Program: Instructional Coaches

Goal: To assist the professional growth and development of new staff through proven best practices in curriculum, instruction, and assessment and by providing feedback and encouragement to teachers new to SANB schools.



1.0 FTE

2-year commitment

Position Expectations	Descriptions
New Teacher Orientation	<ul style="list-style-type: none"> • Create the New Teacher Orientation schedule and share it with the district and building leadership. • Facilitate onboarding and training for Content Mentors. • Organize, facilitate, and attend all necessary sessions. • Ensure all new teachers have materials and access to all essential tools.
Professional Goal Setting and Reflection	<ul style="list-style-type: none"> • At the beginning of the school year, schedule and meet with each Mentee to review McREL self-evaluations and Goal Sheets. (See evaluation areas on Non-Continuing Contract McREL rubric.) • At the end of the school year, schedule and meet with each Mentee to review progress on McREL self-evaluation and professional goals.
Observation Cycles	<ul style="list-style-type: none"> • Schedule and complete classroom visits and reflection discussions with all teachers in the program. • Conduct frequent informal pop-in observations and provide feedback.
Partner with Mentees in Years 2 and 3	<ul style="list-style-type: none"> • Meet with and collaborate with Mentees regarding their peer observations, lesson planning sessions, and student surveys.
Quarterly Cohort Meetings	<ul style="list-style-type: none"> • Schedule and facilitate the meetings for Mentees and the Content Mentors. • Create learning experiences and discussions around a variety of topics which may include <ul style="list-style-type: none"> ◦ SANB's RRR Framework - rigor, relevance, and relationships ◦ Equitable instructional practices ◦ Lesson planning and pacing ◦ Student engagement ◦ Formative and summative assessment ◦ Effective grading practices ◦ Working collaboratively with peers, families, and administrators

New Teacher Mentor Program: Elementary Content Mentors

Discussion Checklist

- On the second day of New Teacher Orientation, New Teachers/Mentees will be in their buildings for a day with their Content Mentor.
- Content Mentors should focus on the following items and any other information they feel is necessary for a successful beginning to the school year.
- After completing the activities, both the Mentee and the Content Mentor should initial the last column.
- The Content Mentors should plan on meeting with the Mentee at least once per month to cover the items listed for the following months.
- Both the Mentee and the Content Mentor should initial once the entire list is completed.



Timeframe	Discussion Points/Activities	Mentor & Mentee Initials
During New Teacher Orientation	<p>Please review the following information with your Mentee as they pertain to your grade level and department:</p> <ul style="list-style-type: none"> • Technology and Classroom Tools <ul style="list-style-type: none"> ◦ Laptops/Desktops logins and usage ◦ Class lists (with special attention to student flags) ◦ Student contact information ◦ Attendance ◦ Gradebook ◦ Printer/Copier/Scanner use ◦ Phone usage and voicemail set-up ◦ Staff directories - phone and room numbers • Schedules/Calendars <ul style="list-style-type: none"> ◦ Master schedule (including lunch and specialists) and para schedule ◦ Daily bell/class schedule ◦ Staff meetings ◦ Team and/or department meetings ◦ District calendar ◦ School testing schedule (if applicable) • Curriculum overview <ul style="list-style-type: none"> ◦ Access to standards <ul style="list-style-type: none"> ▪ State/National standards ▪ Essential standards ◦ Curricular materials (textbooks, scope and sequence, book sets, etc.) • Back-to-School Open House (time and expectations) 	

Timeframe	Discussion Points/Activities	Mentor & Mentee Initials
During New Teacher Orientation	<ul style="list-style-type: none"> • Tour of the building(s) - with particular attention to: <ul style="list-style-type: none"> ◦ Bathrooms nearest to their classroom(s) (staff versus students) ◦ Other nearby teachers who will be helpful to go to for help ◦ Nurse's office ◦ Staff lounge ◦ Main office, Conference Room, Mailboxes ◦ Multipurpose Room/Lunchroom ◦ Playground ◦ Media center ◦ Staff parking lot ◦ Special attention to which doors are used for which students/times 	
Workshop Week/ Before School Starts	<ul style="list-style-type: none"> • Sub requests and sub-plans <ul style="list-style-type: none"> ◦ Half-day and full-day absences ◦ Casual sub absences ◦ Leaving the building during the school day ◦ Example sub plans and how to post sub plans on the shared drive ◦ Possibility of subbing for other teachers during your prep ◦ Personal versus sick days (number and contract language) • Emergency procedures <ul style="list-style-type: none"> ◦ Red binders and class lists ◦ Fire drill ◦ Lockdown drills ◦ Tornado drills ◦ Evacuation plans • School, grade-level, and/or department procedures <ul style="list-style-type: none"> ◦ Taking attendance and lunch order ◦ Discipline procedures and behavior expectations as well as predictable responses and appropriate consequences ◦ Student supplies for class ◦ Bus and family drop off/pick up ◦ Classroom visitors and volunteers • Classroom purchase budgets and how to order • Staff committees and contacts • Suggestions for setting up a classroom including: <ul style="list-style-type: none"> ◦ Classroom set-up and routines ◦ Paperwork management ◦ Time management ◦ Planning tools (lesson plan book/planner) 	



Timeframe	Discussion Points/Activities	Mentor & Mentee Initials
Workshop Week/ Before School Starts	<ul style="list-style-type: none"> Find and review accommodations and modifications paperwork in Skyward <ul style="list-style-type: none"> IEPs 504s Multilingual/English Learners Health concerns 	
By the end of September	<ul style="list-style-type: none"> Teacher-Student-Family communication expectations <ul style="list-style-type: none"> Phone calls versus email situations Email responses Language Line instructions and tutorial Skyward grades and scores Academic feedback Referring students to SST (Wilshire Park) or SAT (MS/HS) Curriculum-focused discussion covering teacher resources and scope and sequence (i.e. content, skills, pacing, long-term planning). Follow up on all discussion items covered before school Parent-Teacher Conferences <ul style="list-style-type: none"> Ways to prepare Things to keep in mind when talking with families How to facilitate difficult conversations when needed Field Trip procedures and policies 	
By the end of October	<ul style="list-style-type: none"> Staff development calendar <ul style="list-style-type: none"> Flex days/individual learning hours Curriculum-focused discussion covering assessments and grading <ul style="list-style-type: none"> Communicating scores to families and students What contributes to a grade and what is included in the grade book Supportive technology tools or tips for assessment and grading Preview and review of assessments 	
By the end of November	<ul style="list-style-type: none"> Clock Hours/CEUs <ul style="list-style-type: none"> Relicensure areas Clock hour form Revisit how to refer students to SST (Wilshire Park) and intervention strategies and data collection 	
By the end of December	<ul style="list-style-type: none"> Curriculum-focused discussion covering classroom differentiation in your content area or grade level, specifically EL, sped, and behavior. 	



Timeframe	Discussion Points/Activities	Mentor & Mentee Initials
By the end of January	<ul style="list-style-type: none"> Semester 1 wrap up and grades/progress reports <ul style="list-style-type: none"> How to post grades Wrap up semester plans How to start semester 2 	
By the end of February	<ul style="list-style-type: none"> Standardized testing (ACCESS, ACT, MCA, MAP) procedures and impact on class schedule Discuss and develop long and short-term goals for your content area or grade level. 	
By the end of March	<ul style="list-style-type: none"> Mentee observes Content Mentor teacher and post-conference. <ul style="list-style-type: none"> Request a 1/2 day sub, cost covered by Staff Development. 	
By the end of April	<ul style="list-style-type: none"> Reflect on first year at SANB: <ul style="list-style-type: none"> Share strengths/weaknesses Biggest successes involving your content area or grade level 	
By the end of May	<ul style="list-style-type: none"> Semester 2 wrap up and grades/progress reports <ul style="list-style-type: none"> How to post grades End-of-year procedures Classroom clean-up and storage Advice on how to approach summer planning, professional learning, and work 	

By signing/initialing below, you state that you have met and covered the required topics as stated in the Discussion Checklist.

Mentee Name: _____ Content Mentor Name: _____

Mentee Initial: _____ Content Mentor Initial: _____

Date: _____

Once completed and signed, please return the signed Discussion Checklists to an Instructional Coach. Thank you.



New Teacher Mentor Program: Secondary Content Mentors

Discussion Checklist

- On the second day of New Teacher Orientation, New Teachers/Mentees will be in their buildings for a day with their Content Mentor.
- Content Mentors should focus on the following items and any other information they feel is necessary for a successful beginning to the school year.
- After completing the activities, both the Mentee and the Content Mentor should initial the last column.
- The Content Mentors should plan on meeting with the Mentee at least once per month to cover the items listed for the following months.
- Both the Mentee and the Content Mentor should initial once the entire list is completed.



Timeframe	Discussion Points/Activities	Mentor & Mentee Initials
During New Teacher Orientation	<p>Please review the following information with your Mentee as they pertain to your grade level and department:</p> <ul style="list-style-type: none"> • Technology and Classroom Tools <ul style="list-style-type: none"> ◦ Laptops/Desktops logins and usage ◦ Class lists (with special attention to student flags) ◦ Student contact information ◦ Attendance ◦ Gradebook ◦ Printer/Copier/Scanner use ◦ Phone usage and voicemail set-up ◦ Staff directories - phone and room numbers ◦ Student Support Time App for WIN/PAWS • Schedules/Calendars <ul style="list-style-type: none"> ◦ Master schedule and para schedule ◦ Daily bell/class schedule ◦ Staff meetings ◦ Team and/or department meetings ◦ District calendar ◦ School testing schedule (if applicable) • Curriculum overview <ul style="list-style-type: none"> ◦ Access to standards <ul style="list-style-type: none"> ▪ State/National standards ▪ Essential standards ◦ Curricular materials (textbooks, scope and sequence, book sets, etc.) 	

Timeframe	Discussion Points/Activities	Mentor & Mentee Initials
During New Teacher Orientation	<ul style="list-style-type: none"> • Back-to-School Open House (time and expectations) • Tour of the building(s) - with particular attention to: <ul style="list-style-type: none"> ◦ Bathrooms nearest to their classroom(s) ◦ Other nearby teachers who will be helpful to go to for help ◦ Nurse's office ◦ Staff lounge ◦ Main office/Mailboxes ◦ Commons/Lunchroom ◦ Media center ◦ Auditorium ◦ Staff parking lot ◦ District office 	
Workshop Week/ Before School Starts	<ul style="list-style-type: none"> • Sub requests and sub-plans <ul style="list-style-type: none"> ◦ Half-day and full-day absences ◦ Casual sub absences ◦ Leaving the building during the school day ◦ Example sub plans ◦ Possibility of subbing for other teachers during your prep ◦ Personal versus sick days (number and contract language) • Emergency procedures <ul style="list-style-type: none"> ◦ Red binders and class lists ◦ Fire drill ◦ Lockdown drills ◦ Tornado drills ◦ Evacuation plans • School, grade-level, and/or department procedures <ul style="list-style-type: none"> ◦ Hall passes from teachers (for bathroom, water, locker, nurse, office, etc.) ◦ Passes from the office (for when students need to leave early) ◦ Taking attendance and recording tardies ◦ Discipline procedures and behavior expectations as well as predictable responses and appropriate consequences ◦ Student supplies for class ◦ Bus and family drop off/pick up ◦ Classroom visitors • Classroom purchase budgets and how to order • Staff committees and contacts • Suggestions for setting up a classroom including: <ul style="list-style-type: none"> ◦ Classroom set-up and routines ◦ Paperwork management ◦ Time management ◦ Planning tools (lesson plan book/planner) 	

Timeframe	Discussion Points/Activities	Mentor & Mentee Initials
Workshop Week/ Before School Starts	<ul style="list-style-type: none"> Find and review accommodations and modifications paperwork in Skyward <ul style="list-style-type: none"> IEPs 504s Multilingual/English Learners Health concerns 	
By the end of September	<ul style="list-style-type: none"> Teacher-Student-Family communication expectations <ul style="list-style-type: none"> Phone calls versus email situations Email responses Language Line instructions and tutorial Skyward grades and scores Academic feedback Referring students to SST (Wilshire Park) or SAT (MS/HS) Curriculum-focused discussion covering teacher resources and scope and sequence (i.e. content, skills, pacing, long-term planning). Follow up on all discussion items covered before school 	
By the end of October	<ul style="list-style-type: none"> Staff development calendar <ul style="list-style-type: none"> Flex days/individual learning hours Parent-Teacher Conferences <ul style="list-style-type: none"> Ways to prepare Things to keep in mind when talking with families How to facilitate difficult conversations when needed Curriculum-focused discussion covering assessments and grading <ul style="list-style-type: none"> Communicating scores to families and students What contributes to a grade and what is included in the grade book Supportive technology tools or tips for assessment and grading Assessment guidelines (eg. when to give, when to return, length, format) 	
By the end of November	<ul style="list-style-type: none"> Clock Hours/CEUs <ul style="list-style-type: none"> Relicensure areas Clock hour form Field Trip procedures and policies 	
By the end of December	<ul style="list-style-type: none"> Curriculum-focused discussion covering classroom differentiation in your content area or grade level. 	



Timeframe	Discussion Points/Activities	Mentor & Mentee Initials
By the end of January	<ul style="list-style-type: none"> Semester 1 wrap up and grades <ul style="list-style-type: none"> How to post grades Wrap up semester plans How to start semester 2 Course registration for next school year 	
By the end of February	<ul style="list-style-type: none"> Standardized testing (ACCESS, ACT, MCA, MAP) procedures and impact on class schedule Discuss and develop long and short-term goals for your content area or grade level. 	
By the end of March	<ul style="list-style-type: none"> Mentee observes Content Mentor teacher and post-conference. <ul style="list-style-type: none"> Request a 1/2 day sub, cost covered by Staff Development. 	
By the end of April	<ul style="list-style-type: none"> Reflect on first year at SANB: <ul style="list-style-type: none"> Share strengths/weaknesses Biggest successes involving your content area or grade level 	
By the end of May	<ul style="list-style-type: none"> Semester 2 wrap up and grades <ul style="list-style-type: none"> How to post grades End-of-year procedures Classroom clean-up and storage Advice on how to approach summer planning, professional learning, and work 	

By signing/initialing below, you state that you have met and covered the required topics as stated in the Discussion Checklist.

Mentee Name: _____ Content Mentor Name: _____

Mentee Initial: _____ Content Mentor Initial: _____

Date: _____

Once completed and signed, please return the signed Discussion Checklists to an Instructional Coach. Thank you.



New Teacher Mentor Program: Special Ed Content Mentors

Discussion Checklist

- On the second day of New Teacher Orientation, New Teachers/Mentees will be in their buildings for a day with their Content Mentor.
- Content Mentors should focus on the following items and any other information they feel is necessary for a successful beginning to the school year.
- After completing the activities, both the Mentee and the Content Mentor should initial the last column.
- The Content Mentors should plan on meeting with the Mentee at least once per month to cover the items listed for the following months.
- Both the Mentee and the Content Mentor should initial once the entire list is completed.



Timeframe	Discussion Points/Activities	Mentor & Mentee Initials
During New Teacher Orientation	<p>Please review the following information with your Mentee as they pertain to your grade level and department:</p> <ul style="list-style-type: none"> • Technology and Classroom Tools <ul style="list-style-type: none"> ◦ Laptops/Desktops logins and usage ◦ Class lists (with special attention to student flags) ◦ Student contact information ◦ Attendance ◦ Gradebook ◦ Printer/Copier/Scanner use ◦ Phone usage and voicemail set-up ◦ Staff directories - phone and room numbers • Schedules/Calendars <ul style="list-style-type: none"> ◦ Master schedule, para schedule, sped teacher schedule ◦ Daily bell/class schedule ◦ Staff meetings ◦ Team and/or department meetings ◦ Para meetings ◦ District calendar ◦ School testing schedule (if applicable) • Back-to-School Open House (time and expectations) • Curriculum overview <ul style="list-style-type: none"> ◦ Essential standards ◦ Curricular materials (textbooks, scope and sequence, book sets, etc.) ◦ Alignment to general education 	

Timeframe	Discussion Points/Activities	Mentor & Mentee Initials
During New Teacher Orientation	<ul style="list-style-type: none"> • Caseload List • Due Process Calendar (IEP, ER, Progress Reports) • Accessing information on Sped Forms • Communicating with families and general education teachers • Tour of the building(s) - with particular attention to: <ul style="list-style-type: none"> ◦ Bathrooms nearest to their classroom(s) ◦ Other nearby teachers who will be helpful to go to for help ◦ Nurse's office ◦ Staff lounge ◦ Main office/Mailboxes ◦ Commons/Lunchroom ◦ Media center ◦ Auditorium ◦ Staff parking lot ◦ District office 	
Workshop Week/ Before School Starts	<ul style="list-style-type: none"> • Sped Procedures: <ul style="list-style-type: none"> ◦ Position expectations: roles and responsibilities ◦ Information about due process ◦ Special transportation procedures ◦ Lunchroom and recess procedures ◦ Sped role with teams and departments ◦ Behavior management procedures ◦ IEP scheduling (who and how) ◦ IEP agendas ◦ Due process shared drive ◦ Evaluation checklist ◦ Working with 916 • Sub requests and sub-plans <ul style="list-style-type: none"> ◦ Half-day and full-day absences ◦ Casual sub absences ◦ Leaving the building during the school day ◦ Example sub plans ◦ Possibility of subbing for other teachers during your prep ◦ Personal versus sick days (number and contract language) • Emergency procedures <ul style="list-style-type: none"> ◦ Red binders and class lists ◦ Fire drill ◦ Lockdown drills ◦ Tornado drills ◦ Evacuation plans 	

Timeframe	Discussion Points/Activities	Mentor & Mentee Initials
Workshop Week/ Before School Starts	<ul style="list-style-type: none"> • School, grade-level, and/or department procedures <ul style="list-style-type: none"> ◦ Hall passes from teachers (for bathroom, water, locker, nurse, office, etc.) ◦ Passes from the office (for when students need to leave early) ◦ Taking attendance and recording tardies ◦ Discipline procedures and behavior expectations as well as predictable responses and appropriate consequences ◦ Student supplies for class ◦ Bus and family drop off/pick up ◦ Classroom visitors • Classroom purchase budgets and how to order • Staff committees and contacts • Suggestions for setting up a classroom including: <ul style="list-style-type: none"> ◦ Classroom set-up and routines ◦ Paperwork management ◦ Time management ◦ Planning tools (lesson plan book/planner) • Find and review accommodations and modifications paperwork in Skyward <ul style="list-style-type: none"> ◦ IEPs ◦ 504s ◦ Multilingual/English Learners ◦ Health concerns 	
By the end of September	<ul style="list-style-type: none"> • Teacher-Student-Family communication expectations <ul style="list-style-type: none"> ◦ Phone calls versus email situations ◦ Email responses ◦ Language Line instructions and tutorial ◦ Personal versus sick days (number and contract language) ◦ Skyward grades and scores ◦ Academic feedback • Referring students to SST (Wilshire Park) or SAT (MS/HS) • Consulting with general education about interventions • Curriculum-focused discussion covering teacher resources and scope and sequence (i.e. content, skills, pacing, long-term planning) <ul style="list-style-type: none"> ◦ Progress monitoring ◦ Data collection • Follow up on all discussion items covered before school • Check in on scheduling and managing caseload • Review of evaluation checklist and expectations 	



Timeframe	Discussion Points/Activities	Mentor & Mentee Initials
By the end of October	<ul style="list-style-type: none"> • Staff development calendar <ul style="list-style-type: none"> ◦ Flex days/individual learning hours • Parent-Teacher Conferences <ul style="list-style-type: none"> ◦ What do conferences look like in your building ◦ Ways to prepare ◦ Things to keep in mind when talking with families ◦ How to facilitate difficult conversations when needed • Curriculum-focused discussion covering assessments and grading <ul style="list-style-type: none"> ◦ Communicating scores to families and students ◦ What contributes to a grade and what is included in the grade book ◦ Supportive technology tools or tips for assessment and grading ◦ Assessment guidelines (eg. when to give, when to return, length, format) • Check in on IEP/ER scheduling and spacing out work 	
By the end of November	<ul style="list-style-type: none"> • Clock Hours/CEUs <ul style="list-style-type: none"> ◦ Relicensure areas ◦ Clock hour form • Field Trip procedures and policies • AP Accommodations (HS) • Using progress monitoring data to change instruction as needed • Become familiar with SAVHS graduation requirements and courses needed for students on your caseload (HS) 	
By the end of December	<ul style="list-style-type: none"> • Curriculum-focused discussion covering classroom differentiation in your content area or grade level. • Testing accommodations for MCAs (all buildings) and ACT (HS) • Semester 2 sped schedules (teacher and para - MS/HS) 	
By the end of January	<ul style="list-style-type: none"> • End-of-Semester progress reporting • Semester 1 wrap up and grades <ul style="list-style-type: none"> ◦ How to post grades ◦ Wrap up semester plans ◦ How to start semester 2 • Course registration for next school year (MS/HS only) • Classes that will be offered next school year based on student needs (HS) • Check in on IEP/ER scheduling and spacing out work 	



Timeframe	Discussion Points/Activities	Mentor & Mentee Initials
By the end of February	<ul style="list-style-type: none"> Standardized testing (ACCESS, ACT, MCA, MAP) procedures and impact on class schedule Discuss and develop long and short-term goals for your content area or grade level. Using progress monitoring data to change instruction as needed (revisit) Registration for following year (helping students) 	
By the end of March	<ul style="list-style-type: none"> Testing schedules for MAP, MCA, ACT ESY referrals and paperwork Mentee observes Content Mentor teacher and post-conference. <ul style="list-style-type: none"> Request a 1/2 day sub, cost covered by Staff Development. 	
By the end of April	<ul style="list-style-type: none"> Reflect on first year at SANB: <ul style="list-style-type: none"> Share strengths/weaknesses Biggest successes involving your content area or grade level 	
By the end of May	<ul style="list-style-type: none"> End-of-Year progress reporting Summary of Performance (HS) Complete benchmark assessments Semester 2 wrap up and grades <ul style="list-style-type: none"> How to post grades End-of-year procedures Classroom clean-up and storage Advice on how to approach summer planning, professional learning, and work 	

By signing/initialing below, you state that you have met and covered the required topics as stated in the Discussion Checklist.

Mentee Name: _____ Content Mentor Name: _____

Mentee Initial: _____ Content Mentor Initial: _____

Date: _____

Once completed and signed, please return the signed Discussion Checklists to an Instructional Coach. Thank you.



Pre-Classroom Visit Reflection Questions

Prior to a planned classroom visit from an Instructional Coach, you will be emailed a set of questions. Please do your best to respond to them to give your coach a better understanding of what to expect and how to best support you.

Possible questions to expect:

- What are your learning objectives for this lesson?
- What essential standards will you and your class be working on?
- How do you plan to monitor student learning during the lesson?
- What is your general plan for your lesson (activities and timing)?
- Where are you in your unit and what has led up to this lesson?
- In what ways does your lesson provide opportunities for all students to grow and engage in learning?
- What would you like specific feedback on?
- What data would you like to be collected during the visit?
- Anything you think would be important for your coach to know about this particular group of students, class, or lesson?

Post-Classroom Visit Reflection Questions

Following a planned or unannounced classroom visit, you will be asked some questions to help you reflect on your lesson and instruction. Please respond to the questions via email at your earliest convenience. Let your coach know if you have any follow-up questions.

Possible questions to expect:

- How do you think the lesson went? What did you notice or learn?
- Did your students learn and grow as you expected? What evidence can you share?
- What does the data tell you? Does it confirm or contradict your thinking?
- In what ways does this lesson highlight your growth on your McREL goal?
- Would you change anything and if so, what?
- What might be helpful next steps for your instruction?
- Do you have any additional thoughts on your lesson that you would like to share?

SANB District and School-Wide Teacher Evaluation Substandards - Non-Continuing Contract Staff
Initial Self-Assessment (to be completed in the fall)

2A: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

Developing	Proficient	Accomplished	Distinguished
Appreciates and understands the need to establish nurturing relationships.	...and Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	...and Maintains a positive and nurturing learning environment.	...and Encourages and advises others to provide a nurturing and positive learning environment for all students.

2B: Teachers embrace diversity in the school community and world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

Developing	Proficient	Accomplished	Distinguished
Acknowledges that diverse cultures impact the world.	...and Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	...and Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	...and Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum. Capitalizes on diversity as an asset in the classroom.
Demonstrates awareness of the diversity of students in the classroom.	Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.	Consistently incorporates different points of view in instruction.	

3B: Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have a broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

Developing	Proficient	Accomplished	Distinguished
Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.	...and Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	...and Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	...and Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.

4B: Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

Developing	Proficient	Accomplished	Distinguished
Recognizes data sources important to planning instruction.	...and Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	...and Monitors student performance and responds to individual learning needs in order to engage students in learning.	...and Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.

4C: Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

Developing	Proficient	Accomplished	Distinguished
Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	...and Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.	...and Ensures the success of all students through the selection and utilization of appropriate methods and materials.	...and Says abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.

4H: Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

Developing	Proficient	Accomplished	Distinguished
Uses indicators to monitor and evaluate student progress. Assesses students in the attainment of 21st century knowledge, skills, and dispositions.	...and Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction. Provides evidence that students attain 21st century knowledge, skills, and dispositions.	...and Uses the information gained from the assessment activities to improve teaching practice and student learning. Provides opportunities for students to assess themselves and others.	...and Teaches and encourages students to use peer and self-assessment feedback to assess their own learning. Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.

Teacher Signature/Initials: _____ Date: _____

Instructional Coach Signature/Initials: _____ Date: _____

SANB District and School-Wide Teacher Evaluation Substandards - Non-Continuing Contract Staff
Mid-Year Self-Assessment (to be completed in the winter)

2A: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

Developing	Proficient	Accomplished	Distinguished
Appreciates and understands the need to establish nurturing relationships.	...and Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	...and Maintains a positive and nurturing learning environment.	...and Encourages and advises others to provide a nurturing and positive learning environment for all students.

2B: Teachers embrace diversity in the school community and world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

Developing	Proficient	Accomplished	Distinguished
Acknowledges that diverse cultures impact the world.	...and Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	...and Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	...and Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.
Demonstrates awareness of the diversity of students in the classroom.	Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.	Consistently incorporates different points of view in instruction.	Capitalizes on diversity as an asset in the classroom.

3B: Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have a broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

Developing	Proficient	Accomplished	Distinguished
Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.	...and Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	...and Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	...and Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.

4B: Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

Developing	Proficient	Accomplished	Distinguished
Recognizes data sources important to planning instruction.	...and Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	...and Monitors student performance and responds to individual learning needs in order to engage students in learning.	...and Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.

4C: Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

Developing	Proficient	Accomplished	Distinguished
Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	...and Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.	...and Ensures the success of all students through the selection and utilization of appropriate methods and materials.	...and Says abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.

4H: Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

Developing	Proficient	Accomplished	Distinguished
Uses indicators to monitor and evaluate student progress. Assesses students in the attainment of 21st century knowledge, skills, and dispositions.	...and Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction. Provides evidence that students attain 21st century knowledge, skills, and dispositions.	...and Uses the information gained from the assessment activities to improve teaching practice and student learning. Provides opportunities for students to assess themselves and others.	...and Teaches and encourages students to use peer and self-assessment feedback to assess their own learning. Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.

Teacher Signature/Initials: _____ Date: _____

Instructional Coach Signature/Initials: _____ Date: _____

SANB District and School-Wide Teacher Evaluation Substandards - Non-Continuing Contract Staff
End-Of-Year Self-Assessment (to be completed in the spring)

2A: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

Developing	Proficient	Accomplished	Distinguished
Appreciates and understands the need to establish nurturing relationships.	...and Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	...and Maintains a positive and nurturing learning environment.	...and Encourages and advises others to provide a nurturing and positive learning environment for all students.

2B: Teachers embrace diversity in the school community and world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

Developing	Proficient	Accomplished	Distinguished
Acknowledges that diverse cultures impact the world.	...and Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	...and Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	...and Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum. Capitalizes on diversity as an asset in the classroom.
Demonstrates awareness of the diversity of students in the classroom.	Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.	Consistently incorporates different points of view in instruction.	

3B: Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have a broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

Developing	Proficient	Accomplished	Distinguished
Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.	...and Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	...and Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	...and Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.

4B: Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

Developing	Proficient	Accomplished	Distinguished
Recognizes data sources important to planning instruction.	...and Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	...and Monitors student performance and responds to individual learning needs in order to engage students in learning.	...and Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.

4C: Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

Developing	Proficient	Accomplished	Distinguished
Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	...and Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.	...and Ensures the success of all students through the selection and utilization of appropriate methods and materials.	...and Says abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.

4H: Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

Developing	Proficient	Accomplished	Distinguished
Uses indicators to monitor and evaluate student progress. Assesses students in the attainment of 21st century knowledge, skills, and dispositions.	...and Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction. Provides evidence that students attain 21st century knowledge, skills, and dispositions.	...and Uses the information gained from the assessment activities to improve teaching practice and student learning. Provides opportunities for students to assess themselves and others.	...and Teaches and encourages students to use peer and self-assessment feedback to assess their own learning. Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.

Teacher Signature/Initials: _____ Date: _____

Instructional Coach Signature/Initials: _____ Date: _____

Meeting Notes

Date: _____

[illegible]

Meeting Notes

Date: _____

[illegible]

Meeting Notes

Date: _____

[illegible]

Meeting Notes

Date: _____

[illegible]

Meeting Notes

Date: _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Meeting Notes

Date: _____

[illegible]

Meeting Notes

Date: _____

[illegible]

Meeting Notes

Date: _____

[illegible]

FROM SURVIVING TO THRIVING: THE PHASES OF FIRST-YEAR TEACHING



A teacher's first year is difficult, there's no denying it. With new students, new schools, and new districts come entirely new classroom dynamics—some of which teachers might never have encountered before. New students bring new challenges, new opportunities, and new teaching methods that must be implemented or even developed in the moment. This, then, leaves new teachers the task of not only understanding their own social and emotional competencies, but also their students' and how it all impacts instruction.

So, what do teachers actually need? Strong supports from teacher, school, and district leaders to feel confident in the classroom and better help students succeed. We need to build teacher and school leaders, instructional coaches, and teacher mentors who can provide evidence-based, consistent feedback on classroom instruction and a system that allows for such support.

Understanding what new teachers face in the classroom, the potential struggles they will encounter in their first year, and the different ways they react is the first, critical step for district leaders as they design and integrate support programs that make the first year of teaching a more positive—and successful—experience.

While not every new teacher goes through this exact sequence, these phases are very useful to support new teachers.

PHASES OF FIRST-YEAR TEACHERS' ATTITUDE TOWARD TEACHING



1 ANTICIPATION PHASE

From preservice preparation through first few weeks of school

The closer student teachers get to completing their assignment, the more excited and anxious they become about their first teaching position. New teachers enter with a tremendous commitment to making a difference and a somewhat idealistic view of how to accomplish their goals.

"I was elated to get the job but terrified about going from the simulated experience of student teaching to being the person completely in charge."

This feeling of excitement carries new teachers through the first few weeks of school.

2 SURVIVAL PHASE

The first month or two of school

This time is very overwhelming for new teachers. They are learning a lot and at a very rapid pace. Despite teacher preparation programs, new teachers are caught off guard by the realities of teaching.

"I thought I'd be busy, something like student teaching, but this is crazy. I'm feeling like I'm constantly running. It's hard to focus on other aspects of my life."

During the survival phase, most new teachers struggle to keep their heads above water. They become very focused and consumed with the day-to-day routine of teaching. There is little time to stop and reflect on their experiences.

It is not uncommon for new teachers to spend up to seventy hours a week on schoolwork.

Particularly overwhelming is the constant need to develop curriculum. Experienced teachers routinely reuse excellent lessons and units from the past. New teachers, still uncertain of what will really work, must develop their lessons for the first time.

"I thought there would be more time to get everything done. It's like working three jobs: 7:30–2:30, 2:30–6:00, with more time spent in the evening and on weekends."

Although tired and surprised by the amount of work, first-year teachers usually maintain a tremendous amount of energy and commitment during the survival phase, harboring hope that soon the turmoil will subside.

3 DISILLUSIONMENT PHASE

Six to eight weeks into the school year

The intensity and length of the disillusionment phase varies. The extensive time commitment, the realization that things are probably not going as smoothly as they want, and low morale contribute to this period of disenchantment. New teachers begin questioning both their commitment and their competence.

Compounding an already difficult situation is the fact that new teachers are confronted with several new events during this time frame. They are faced with back-to-school night, parent conferences, and their first formal evaluation by the site administrator. Each of these milestones places additional stress on new teachers.

During the disillusionment phase, classroom management is also a major source of distress.

"I thought I'd be focusing more on curriculum and less on classroom management and discipline. I'm stressed because I have some very problematic students who are low academically, and I think about them every second my eyes are open."

At this point, the accumulated stress of the first-year teacher, coupled with months of excessive time allotted to teaching, often brings complaints from family members and friends. This is a very difficult and challenging phase for new entries into the profession. They express self-doubt, have lower self-esteem, and question their professional commitment. Getting through this phase may be the toughest challenge they face as a new teacher.

4 REJUVENATION

Post-winter break through spring

Having a winter break makes a tremendous difference for new teachers. This breath of fresh air gives novice teachers a broader perspective with renewed hope.

A better understanding of the system, an acceptance of the realities of teaching, and a sense of accomplishment help to rejuvenate new teachers.

Through their experiences in the first half of the year, beginning teachers gain new coping strategies and skills to prevent, reduce, or manage many problems they are likely to encounter in the second half of the year.

During this phase, new teachers focus on curriculum development, long-term planning, and teaching strategies.

"I'm really excited about my story writing center, although the organization of it has, at times, been haphazard. Story writing has definitely revived my journals."

The rejuvenation phase tends to last into spring with many ups and downs along the way. Toward the end of this phase, new teachers begin to raise concerns about whether they can get everything done prior to the end of school. They also wonder how their students will do on tests, questioning once again their own effectiveness as teachers.

"I'm fearful of these big tests. Can you be fired if your kids do poorly? I don't know enough about them to know what I haven't taught, and I'm sure it's a lot."

5 REFLECTION

May and June

Reflecting back over the year, they highlight events that were successful and those that were not. They think about the various changes that they plan to make the following year in management, curriculum, and teaching strategies.

The end is in sight, and they have almost made it; but more importantly, a vision emerges as to what their second year will look like, which brings them to a new phase of anticipation.

"I think that for next year I'd like to start the letter puppets earlier in the year to introduce the kids to more letters."



READY TO SEE WHAT NEW TEACHER CENTER CAN DO FOR YOUR STUDENTS? GET IN TOUCH.
CONTACT US AT 831.600.2200 OR PARTNERSHIPS@NEWTEACHERCENTER.ORG

Multi-Tiered Systems of Support (MTSS)

September 20, 2022

Hope Fagerland, Director of Student Services

Lucy Rosario, District Mental Health Coordinator

Andrew Hodges, Director of Teaching and Learning

Jaimee Stanley, Literacy Coordinator

Overview

- Continuing as part of MDE's 15 month cohort
- Through the Theory of Action exercise we prioritized three areas of focus:
 - Social Emotional Learning (K-8)
 - School Culture and Climate
 - Literacy (K-3)
- We have broke into three workgroups to specialize on each area

Social Emotional Learning

IF we provide differentiated professional development around social-emotional learning for teachers and staff ,

THEN the wellbeing of teachers and staff will improve,

THEN teachers and staff will prioritize and embed social-emotional learning strategies for students in their classrooms

THEN students will be better able to learn and achieve academic success. (success metrics)

Culture and Climate

IF we create a healing (trauma-informed, culturally responsive, and anti-racist) school climate

THEN the wellbeing of staff and students will improve,

THEN families will feel more comfortable to advocate for their child's success and wellbeing,

THEN collaboration between staff, students, and families will increase,

THEN students will be better able to learn and achieve academic success. (success metrics)

Literacy

IF we have a common understanding of what effective literacy is, what it can look like in all classrooms, and the importance of embedding it in all learning,

THEN student academic skills and abilities will improve

THEN students will be better able to be highly-functioning adults and positive contributors to our communities. (success metrics)

Teaching & Learning

Update on Operational Plan Goals

- Increase teacher capacity to implement the RRR Learning Progressions through the Lead Learner Program
- **Increase teacher preparation in SANB and teacher retention, especially teachers of color through our New Teacher Program**
- **Personalize teacher professional learning through voice, choice, and joy**
- *Align elementary literacy instructional resources and teaching strategies*

New Teacher Orientation

Our new teachers participated in New Teacher Orientation this year with a new component – Content Mentors!

Content Mentors work 1:1 with our new teachers to:

- Help acclimate them to SANB
- Create warm and welcoming relationships
- Provide support in their first year

This is a great addition to our New Teacher Mentoring program to elevate teacher leadership and relationship building in our schools and district.

Lead Learners and PD

Lead Learners, Instructional Coaches, and Coordinators spent time this summer working on how we can ensure our professional development throughout the school year is focused on personalizing the learning through teacher voice, choice, and joy.

Through this work we have:

- Launched Community Learning Groups at SAMS and SAVHS, (WP has PD Groups already begun)
- Utilize a conference style for our PD days, including opportunities to accumulate CEUs
- Coordinating our Ops Plan work with Pre-K, WP, SAMS, and SAVHS

We can't wait to see how this impacts our PD days in the future!

Next Steps

- All three workgroups are meeting and developing a timeline and benchmarks for this school year by September 22 (submit to MDE)
- Hope, Lucy, Jaimee, and Andrew will continue to participate in the MDE sessions and bring back the information to the workgroups

Thank you!

isd282.org

St. Anthony-New Brighton Schools
July 2022 to September 2022

FUND 01 GENERAL FUND
PROGRAM: ADMINISTRATION

OBJECT	DESCRIPTION	EXPENDITURES			EXPENDITURES		
		2022-23 BUDGET	AS OF 9/30/2022	% SPENT	2021-22 BUDGET	AS OF 9/30/2021	% SPENT
100'S	SALARIES AND WAGES	\$ 920,698	\$ 196,722		\$ 885,287	\$ 189,345	
200'S	EMPLOYEE BENEFITS	\$ 373,443	\$ 63,804		\$ 363,143	\$ 60,889	
300'S	PURCHASED SERVICES	\$ 48,900	\$ 6,074		\$ 31,900	\$ 11,493	
400'S	SUPPLIES AND MATERIALS	\$ 15,798	\$ 11,878		\$ 15,190	\$ 2,743	
500'S	CAPITAL EXPENDITURES	\$ -	\$ -		\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ 23,465	\$ 16,157		\$ 23,465	\$ 19,026	
TOTAL ADMINISTRATION BUDGET		\$ 1,382,304	\$ 294,634	21%	\$ 1,318,985	\$ 283,496	21%

PROGRAM: DISTRICT SUPPORT SERVICES

OBJECT	DESCRIPTION	EXPENDITURES			EXPENDITURES		
		2022-23 BUDGET	AS OF 9/30/2022	% SPENT	2021-22 BUDGET	AS OF 9/30/2021	% SPENT
100'S	SALARIES AND WAGES	\$ 378,732	\$ 70,784		\$ 364,165	\$ 81,064	
200'S	EMPLOYEE BENEFITS	\$ 109,769	\$ 13,571		\$ 108,067	\$ 20,043	
300'S	PURCHASED SERVICES	\$ 238,900	\$ 61,494		\$ 238,900	\$ 69,235	
400'S	SUPPLIES AND MATERIALS	\$ 77,823	\$ 21,903		\$ 74,830	\$ 21,965	
500'S	CAPITAL EXPENDITURES	\$ -	\$ -		\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ 613	\$ 110		\$ 613	\$ 110	
TOTAL DISTRICT SUPPORT SERVICES		\$ 805,836	\$ 167,862	21%	\$ 786,575	\$ 192,417	24%

PROGRAM: REGULAR INSTRUCTION

OBJECT	DESCRIPTION	EXPENDITURES			EXPENDITURES		
		2022-23 BUDGET	AS OF 9/30/2022	% SPENT	2021-22 BUDGET	AS OF 9/30/2021	% SPENT
100'S	SALARIES AND WAGES	\$ 8,343,507	\$ 687,685		\$ 7,978,642	\$ 626,077	
200'S	EMPLOYEE BENEFITS	\$ 2,903,191	\$ 263,162		\$ 2,801,061	\$ 216,943	
300'S	PURCHASED SERVICES	\$ 284,271	\$ 30,288		\$ 284,742	\$ 11,833	
400'S	SUPPLIES AND MATERIALS	\$ 141,977	\$ 42,212		\$ 136,036	\$ 26,133	
500'S	CAPITAL EXPENDITURES	\$ -	\$ 1,382		\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ 16,720	\$ 12,857		\$ 16,720	\$ 16,666	
TOTAL REGULAR INSTRUCT BUDGET		\$ 11,689,667	\$ 1,037,586	9%	\$ 11,217,201	\$ 897,651	8%

PROGRAM: SPECIAL ED INSTRUCTION

OBJECT	DESCRIPTION	EXPENDITURES			EXPENDITURES		
		2022-23 BUDGET	AS OF 9/30/2022	% SPENT	2021-22 BUDGET	AS OF 9/30/2021	% SPENT
100'S	SALARIES AND WAGES	\$ 2,202,605	\$ 234,042		\$ 2,108,351	\$ 190,097	
200'S	EMPLOYEE BENEFITS	\$ 972,402	\$ 96,941		\$ 961,472	\$ 72,452	
300'S	PURCHASED SERVICES	\$ 89,966	\$ 7,936		\$ 89,966	\$ 1,450	
400'S	SUPPLIES AND MATERIALS	\$ 38,857	\$ 42,092		\$ 37,363	\$ 5,548	
500'S	CAPITAL EXPENDITURES	\$ 1,534	\$ -		\$ 1,534	\$ -	
800'S	OTHER EXPENDITURES	\$ 41,702	\$ 11,433		\$ 41,702	\$ 465	
TOTAL SPECIAL ED BUDGET		\$ 3,347,067	\$ 392,443	12%	\$ 3,240,387	\$ 270,012	8%

St. Anthony-New Brighton Schools
July 2022 to September 2022

FUND 01 GENERAL FUND

PROGRAM: INSTRUCTIONAL SUPPORT SERVICES

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>EXPENDITURES</u>		<u>% SPENT</u>	<u>EXPENDITURES</u>		<u>% SPENT</u>
		<u>2022-23 BUDGET</u>	<u>AS OF 9/30/2022</u>		<u>2021-22 BUDGET</u>	<u>AS OF 9/30/2021</u>	
100'S	SALARIES AND WAGES	\$ 837,333	\$ 127,068		\$ 670,039	\$ 53,490	
200'S	EMPLOYEE BENEFITS	\$ 291,906	\$ 46,728		\$ 238,420	\$ 20,983	
300'S	PURCHASED SERVICES	\$ 128,650	\$ 6,195		\$ 128,650	\$ 26,600	
400'S	SUPPLIES AND MATERIALS	\$ 16,052	\$ 7,154		\$ 15,435	\$ 1,426	
500'S	CAPITAL EXPENDITURES	\$ -	\$ -		\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ -	\$ -		\$ -	\$ -	
TOTAL INSTRUCTIONAL SUPPORT		\$ 1,273,942	\$ 187,145	15%	\$ 1,052,544	\$ 102,499	10%

PROGRAM: PUPIL SUPPORT SERVICES

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>EXPENDITURES</u>		<u>% SPENT</u>	<u>EXPENDITURES</u>		<u>% SPENT</u>
		<u>2022-23 BUDGET</u>	<u>AS OF 9/30/2022</u>		<u>2021-22 BUDGET</u>	<u>AS OF 9/30/2021</u>	
100'S	SALARIES AND WAGES	\$ 356,674	\$ 51,962		\$ 343,311	\$ 53,468	
200'S	EMPLOYEE BENEFITS	\$ 175,810	\$ 20,182		\$ 169,906	\$ 17,297	
300'S	PURCHASED SERVICES	\$ 11,964	\$ 783		\$ 26,464	\$ 79	
400'S	SUPPLIES AND MATERIALS	\$ 62,526	\$ 12,623		\$ 36,083	\$ 16,085	
TOTAL PUPIL SUPPORT SUPPORT		\$ 606,975	\$ 85,550	14%	\$ 575,764	\$ 86,929	15%

PROGRAM: SITES AND BUILDINGS

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>EXPENDITURES</u>		<u>% SPENT</u>	<u>EXPENDITURES</u>		<u>% SPENT</u>
		<u>2022-23 BUDGET</u>	<u>AS OF 9/30/2022</u>		<u>2021-22 BUDGET</u>	<u>AS OF 9/30/2021</u>	
100'S	SALARIES AND WAGES	\$ 834,640	\$ 236,147		\$ 791,000	\$ 185,319	
200'S	EMPLOYEE BENEFITS	\$ 271,279	\$ 71,206		\$ 263,809	\$ 59,170	
300'S	PURCHASED SERVICES	\$ 485,948	\$ 18,418		\$ 485,948	\$ 62,268	
400'S	SUPPLIES AND MATERIALS	\$ 234,104	\$ 21,872		\$ 225,100	\$ 22,670	
500'S	CAPITAL EXPENDITURES	\$ -	\$ -		\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ 4,062	\$ 479		\$ 4,062	\$ 269	
TOTAL SITES AND BUILDINGS		\$ 1,830,033	\$ 348,121	19%	\$ 1,769,919	\$ 329,696	19%

PROGRAM: FISCAL AND OTHER FIXED COSTS

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>EXPENDITURES</u>		<u>% SPENT</u>	<u>EXPENDITURES</u>		<u>% SPENT</u>
		<u>2022-23 BUDGET</u>	<u>AS OF 9/30/2022</u>		<u>2021-22 BUDGET</u>	<u>AS OF 9/30/2021</u>	
200'S	WORK COMP AND PROP INSURANCE	\$ 315,000	\$ 50,573	16%	\$ 260,000	\$ 7,040	3%
TOTAL GENERAL FUND BUDGET		\$ 21,250,822	\$ 2,563,914	12%	\$ 20,221,375	\$ 2,169,741	11%

St. Anthony-New Brighton Schools
July 2022 to September 2022

FUND 02 FOOD SERVICE		<u>EXPENDITURES</u>			<u>EXPENDITURES</u>		
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2022-23 BUDGET</u>	<u>AS OF 9/30/2022</u>	<u>% SPENT</u>	<u>2021-22 BUDGET</u>	<u>AS OF 9/30/2021</u>	<u>% SPENT</u>
100'S	SALARIES AND WAGES	\$ 369,574	\$ 34,642		\$ 355,360	\$ 33,684	
200'S	EMPLOYEE BENEFITS	\$ 153,286	\$ 11,559		\$ 152,338	\$ 8,773	
300'S	PURCHASED SERVICES	\$ 62,884	\$ 4,410		\$ 62,884	\$ 3,998	
400'S	SUPPLIES AND MATERIALS	\$ 343,267	\$ 44,402		\$ 330,064	\$ 39,370	
500'S	CAPITAL EXPENDITURES	\$ 5,624	\$ -		\$ 5,624	\$ 1,444	
800'S	OTHER EXPENDITURES	\$ 2,548	\$ 530		\$ 2,548	\$ 530	
TOTAL FOOD SERVICE BUDGET		\$ 937,183	\$ 95,543	10%	\$ 908,818	\$ 87,799	10%
FUND 03 TRANSPORTATION		<u>EXPENDITURES</u>			<u>EXPENDITURES</u>		
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2022-23 BUDGET</u>	<u>AS OF 9/30/2022</u>		<u>2021-22 BUDGET</u>	<u>AS OF 9/30/2021</u>	
100'S	SALARIES AND WAGES	\$ 74,452	\$ 12,828		\$ 71,610	\$ 7,002	
200'S	EMPLOYEE BENEFITS	\$ 27,334	\$ 3,924		\$ 27,382	\$ 5,303	
300'S	PURCHASED SERVICES	\$ 1,266,176	\$ 38,905		\$ 1,233,385	\$ 39,473	
400'S	SUPPLIES AND MATERIALS	\$ 5,318	\$ 218		\$ 5,113	\$ 140	
500'S	CAPITAL EXPENDITURES	\$ -	\$ 1,035		\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ 102	\$ -		\$ 102	\$ -	
TOTAL TRANSPORTATION		\$ 1,373,382	\$ 56,909	4%	\$ 1,337,592	\$ 51,918	4%
FUND 04 COMMUNITY SERVICES		<u>EXPENDITURES</u>			<u>EXPENDITURES</u>		
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2022-23 BUDGET</u>	<u>AS OF 9/30/2022</u>		<u>2021-22 BUDGET</u>	<u>AS OF 9/30/2021</u>	
100'S	SALARIES AND WAGES	\$ 921,958	\$ 249,177		\$ 783,103	\$ 202,931	
200'S	EMPLOYEE BENEFITS	\$ 260,462	\$ 61,272		\$ 347,318	\$ 52,149	
300'S	PURCHASED SERVICES	\$ 256,292	\$ 34,319		\$ 123,100	\$ 44,845	
400'S	SUPPLIES AND MATERIALS	\$ 68,951	\$ 7,404		\$ 30,464	\$ 7,533	
500'S	CAPITAL EXPENDITURES	\$ 2,000	\$ -		\$ 4,300	\$ -	
800'S	OTHER EXPENDITURES	\$ 2,500	\$ 135		\$ 400	\$ 573	
TOTAL COMMUNITY SERVICES BUDGET		\$ 1,512,163	\$ 352,307	23%	\$ 1,288,685	\$ 308,031	24%
FUND 05 CAPITAL		<u>EXPENDITURES</u>			<u>EXPENDITURES</u>		
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2022-23 BUDGET</u>	<u>AS OF 9/30/2022</u>		<u>2021-22 BUDGET</u>	<u>AS OF 9/30/2021</u>	
100'S	SALARIES AND WAGES	\$ 138,210	\$ 2,806		\$ 132,894	\$ 10,132	
200'S	EMPLOYEE BENEFITS	\$ 71,514	\$ 1,189		\$ 71,284	\$ 2,611	
300'S	PURCHASED SERVICES	\$ 359,332	\$ 208,157		\$ 457,877	\$ 51,988	
400'S	SUPPLIES AND MATERIALS	\$ 113,330	\$ 91,855		\$ 108,971	\$ 55,182	
500'S	CAPITAL EXPENDITURES	\$ 1,819,425	\$ 267,900		\$ 2,064,631	\$ 170,865	
800'S	OTHER EXPENDITURES	\$ 1,500	\$ -		\$ 1,500	\$ -	
TOTAL CAPITAL BUDGET		\$ 2,503,311	\$ 571,906	23%	\$ 2,837,157	\$ 290,777	10%
FUND 06 CONSTRUCTION		<u>EXPENDITURES</u>			<u>EXPENDITURES</u>		
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2022-23 BUDGET</u>	<u>AS OF 9/30/2022</u>		<u>2021-22 BUDGET</u>	<u>AS OF 9/30/2021</u>	
100'S	SALARIES AND WAGES	\$ -	\$ -		\$ -	\$ -	
200'S	EMPLOYEE BENEFITS	\$ -	\$ -		\$ -	\$ -	
300'S	PURCHASED SERVICES	\$ -	\$ -		\$ -	\$ 1,730	
400'S	SUPPLIES AND MATERIALS	\$ -	\$ -		\$ -	\$ -	
500'S	CAPITAL EXPENDITURES	\$ -	\$ -		\$ -	\$ 176,067	
800'S	OTHER EXPENDITURES	\$ -	\$ -		\$ -	\$ -	
TOTAL CAPITAL BUDGET		\$ -	\$ -		\$ -	\$ 177,797	

St. Anthony-New Brighton Schools
July 2022 to September 2022

Activities Account	Account Balance @ 6/30/2022	Receipts as of 9/30/2022	Expenditures as of 9/30/2022	Ending Balance as of 9/30/2022
BASEBALL	\$ 1,017		\$ -	\$ 1,017
BASKETBALL BOYS	4,353		160	4,193
BASKETBALL GIRLS	222		-	222
BOYS GOLF	1,567		-	1,567
BOYS SOCCER	534		-	534
BOYS SWIMMING	210		-	210
BOYS TENNIS	272		-	272
CHEERLEADING	1,134		-	1,134
CHOIR	-		-	-
Class of 2019	50		-	50
CLASS OF 2020	2,536		3,040	(503)
CLASS OF 2021	194		-	194
CLASS OF 2022	786		-	786
CONNECTION CREW	507		-	507
CROSS COUNTRY	3,780		936	2,844
DANCE TEAM	264		-	264
DARE 2 B REAL	590		-	590
FOOTBALL CLUB	11,358		8,700	2,658
FRENCH CLUB	98		-	98
GIRL'S GOLF	3,253		2,515	738
GIRLS SOCCER	2,103		-	2,103
GIRL'S TENNIS	2,512		3,077	(565)
GSA	154		-	154
GYMNASTICS	845		-	845
HS DRAMA	12,509		100	12,409
HS GREEN TEAM	332		-	332
HS MARCHING BAND	48,938		5,320	43,618
HS STUDENT COUNCIL	7,464	500	2,707	5,257

St. Anthony-New Brighton Schools
July 2022 to September 2022

Activities Account	Account Balance @ 6/30/2022	Receipts as of 9/30/2022	Expenditures as of 9/30/2022	Ending Balance as of 9/30/2022
HS STUDENT FUNDRAISING	5,151		-	5,151
KEY CLUB	2,243		-	2,243
LEGO LEAGUE	1,005		-	1,005
LETTERWINNERS CLUB	6,696		-	6,696
LITERARY ARTS	395		-	395
MATHLETES	6		-	6
MS CAMPUS CLUB MAGAZINE	2,231		139	2,092
MS DANCELIN (HUSKETTES)	278		-	278
MS DRAMA	2,233		-	2,233
MS KNOWLEDGE BOWL	2,289		-	2,289
MS STUDENT COUNCIL	8,255		-	8,255
MS TRACK	3,811		53	3,758
NATIONAL HONOR SOCIETY	2,881		404	2,477
ROBO HUSKIE	4,216		-	4,216
SADD	377		-	377
SCHOOL STORE	2,711		-	2,711
SCIENCE BOWL	932		-	932
SCIENCE OLYMPIAD	357		-	357
SOFTBALL CLUB	917		1,235	(318)
SPANISH CLUB	122		-	122
SPANISH TRIP MS	3		-	3
SPEECH	11,474		490	10,984
SUPER HIGH MILEAGE	79		-	79
SWIMMING	2,882		942	1,940
YEARBOOK	5,589		-	5,589
Total	\$ 174,717	\$ 500	\$ 29,818	\$ 145,398

MSBA/MASA Model Policy 404 Orig. 1995 Rev. 2009, 2017 Adopted XXXXX, X,

2022 March 21, 2017

404 EMPLOYMENT BACKGROUND CHECKS

I. PURPOSE

The purpose of this policy is to maintain a safe and healthy environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.
- B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.
- C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

- A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check, but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the McDowell Agency or the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minn. Stat. § 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.
- B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the school district, at the election of the school district, in an amount equal to the actual cost to the BCA and the school district of conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual fails to provide the school district with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.
- C. The school district, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the state board of teaching or the commissioner of education within the 12 months preceding an offer of employment or permission to provide services.
- D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:
1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;
 2. the other school hiring authority conducted a criminal background check within the previous 12 months;
 3. the individual executes a written consent form giving the school district access to the results of the check; and
 4. there is no reason to believe that the individual has committed an act
- 404-2
- subsequent to the check that would disqualify the individual for employment or provision of services.
- E. For all nonstate residents who are offered employment with or the opportunity to provide

athletic coaching services or other extracurricular academic coaching services to the school district, the school district shall request a criminal history background check on such individuals from the superintendent of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district. Such individuals must provide an executed criminal history consent form.

- F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.
- G. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.
- H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.
- I. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.
- J. The school district may apply these procedures to other volunteers, independent contractors, or student employees.
- K. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is included with this policy.

404-3

Legal References: Minn. Stat. § 13.04, Subd. 4 (Inaccurate or Incomplete Data)

Minn. Stat. § 13.87, Subd. 1 (Criminal History Data)

Minn. Stat. § 123B.03 (Background Check)

Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child Protection Background Check Act)

Minn. Stat. § 364.09(b) (Exception for School Districts)

Cross References:

Adopted: _____

MSBA/MASA Model Policy 416

Orig. 1995

Revised: _____

Rev. ~~2015~~2022

416 DRUG AND ALCOHOL TESTING

[Note: Drug and ~~a~~Alcohol ~~t~~Testing of school bus drivers and applicants is mandatory under federal law. The mandatory testing is described under Part III. of the policy. Testing of other employees or testing of school bus drivers beyond that mandated by federal law is optional ~~but~~and can be done under state law only if a policy containing provisions, such as the provisions of Part IV. of this policy, are adopted. To preserve the right to request or require school district employees who are not bus drivers and applicants to undergo drug and/or alcohol testing or to require bus drivers to submit to testing that is not federally mandated, a school district should adopt Part IV. as part of its drug and alcohol testing policy.]

I. PURPOSE

- A. The school board recognizes the significant problems created by drug and alcohol use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.
- B. The school board believes that a work environment free of drug and alcohol use will be not only safer, healthier, and more productive but also more conducive to effective learning. ~~Therefore, t~~To provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in federal law and ~~Minn. Stat. §§Minnesota Statutes, sections~~ 181.950-181.957.

II. GENERAL STATEMENT OF POLICY

- A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in ~~Minn. Stat. §§Minnesota Statutes, sections~~ 181.950-181.957.
- B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing in accordance with the provisions of this policy and as provided in ~~Minn. Stat. §§Minnesota Statutes, sections~~ 181.950-181.957.
- C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, ~~regardless of whether~~ or not it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs ~~which that~~ which are not medically prescribed, including medical cannabis, ~~regardless of whether~~ or not it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs ~~which that~~ which are not medically prescribed are prohibited from entering or remaining on school district property.
- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol is prohibited on school district property (which includes school district vehicles), while operating school

district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol are prohibited from entering or remaining on school district property.

- E. Any employee who violates this section shall be subject to discipline ~~which~~that includes, but is not limited to, immediate suspension without pay and immediate discharge.

III. **FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS**

A. General Statement of Policy

All persons subject to commercial driver's license requirements shall be tested for alcohol, marijuana (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

B. Definitions

1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.
2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.
4. "Commercial Motor Vehicle" (CMV) includes a vehicle ~~which~~that is designed to transport 16 or more passengers, including the driver.
5. "Designated Employer Representative" (DER) means an employee authorized by the school district ~~a designated school district representative authorized to take immediate action to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation process, and to~~ The DER receives test results and other communications for the school district.
6. "Department of Transportation" (DOT) means United States Department of Transportation.
7. "Direct Observation" means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.
8. "Driver" is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent, or occasional drivers, leased drivers, and independent owner-operator contractors.
9. "Evidential Breath Testing Device" (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for

such devices.

10. "Licensed Medical Practitioner" means a person who is licensed, certified, and/or registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.
11. "Medical Review Officer" (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district's drug testing program and for evaluating medical explanations for certain drug tests.
12. "Refusal to Submit" (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver's provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed by the school district or the collector; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.
13. "Safety-Sensitive Functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work and all responsibility for performing work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.
14. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
15. "Stand Down" means the practice of temporarily removing an employee from performing safety-sensitive functions after based only upon a laboratory report to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test result but before the MRO completes the verification process.
16. "Substance Abuse Professional" (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

[Note: ~~The~~ Federal regulations require that school districts provide materials to bus drivers explaining the school district's policies and procedures and the federal requirements with respect to the mandatory drug and alcohol testing of bus drivers. 49 Code of Federal Regulations section ~~C.F.R.~~ § 382.601. ~~Almost all~~ Most of the required information is contained within this model policy. Additional materials to be provided to employees are described in Paragraph 2. of ~~this~~ Section C.]

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.
2. The school district shall provide to each driver information required under Title 49 of the Code of Federal Regulations, including information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or ~~drug-controlled substance~~ problem (the driver's or a coworker's); and available methods of intervening when an alcohol or ~~drug-controlled substance~~ problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.
3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that the driver~~he or she~~ has received a copy of the policy and materials. This statement should be in the form of Attachment A to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

[Note: The federal regulations require a school district to obtain a signed statement from each driver certifying that he or she ~~has~~ received a copy of these materials. 49 Code of Federal Regulations section ~~C.F.R.~~ § 382.601(d). The original signed certificate must be maintained by the school district and a copy may be provided to the driver.]

D. Alcohol and Controlled Substances Testing Program Manager

[Note: School districts are required by ~~the~~ federal regulations to designate a person to answer driver questions about the policy and the education materials described in Section C. above and to notify the drivers of the designation. 49 Code of Federal Regulations section ~~C.F.R.~~ § 382.601(b)(1).]

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.
2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

[Note: The specific prohibitions for drivers are contained, in large part, in 49

[Code of Federal Regulations sections ~~C.F.R. §§~~ 382.201-382.215.\]](#)

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until ~~the driver~~he or she undergoes a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed ~~physician~~medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.
8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.
9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district ~~which that~~ prohibit ~~the~~ possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

[Note: Consequences for drivers engaging in alcohol-related conduct are described in the federal regulations. 49 [Code of Federal Regulations section ~~C.F.R. §~~ 382.505.\]](#)

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and the policy~~ies~~ of the school district.

G. Prescription Drugs/~~Cannabinoid Products~~

A driver shall inform ~~the driver's~~^{his or her} supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for marijuana. MROs will verify a drug test confirmed as positive, even if a driver claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

H. Testing Requirements

[Note: School districts must utilize the U.S. DOT Drug & Alcohol Clearinghouse ("Clearinghouse") to conduct pre-employment queries, annual queries, and reports regarding CDL holders who operate CMVs on public roads (including school bus drivers) and who are covered by the Federal Motor Carrier Safety Administration (FMCSA) Drug and Alcohol Testing Program. In addition to utilizing the Clearinghouse, school districts must continue to comply with the alcohol and controlled substance testing required under Title 49 of the Federal Regulations.]

1. Pre-Employment Testing

[Note: 49 Code of Federal Regulations section C.F.R. § 382.301 details the requirements for pre-employment testing.]

- a. A driver applicant shall undergo testing for [alcohol and] controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.

[Note: A school district is permitted, but not required, to conduct pre-employment testing for the use of alcohol. If a school district elects to require pre-employment testing for alcohol, it should include the bracketed text in Subparagraph a., above, and test all applicants uniformly.]

- b. Tests shall be conducted only after the applicant has received a conditional offer of employment.
- c. ~~In order to~~ To be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.

[Note: ~~The~~ Federal regulations require school districts to inquire about, obtain, and review alcohol and controlled substances information from prior employers pursuant to a driver's written authorization, prior to the time a driver performs safety-sensitive functions, if feasible. 49 Code of Federal Regulations section C.F.R. § 382.413 and 49 Code of Federal Regulations section C.F.R. § 40.25. If not feasible, school districts must not permit the employee to perform

safety-sensitive functions for more than thirty (30) days from the date a safety-sensitive function was performed unless the school districts make good faith efforts to obtain the information and to make a record of those efforts to be retained in the driver's qualification file.]

- d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.
- e. [Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License \(CDL\) Drug and Alcohol Clearinghouse \("Clearinghouse"\) to obtain information about whether the driver \(1\) has a verified positive, adulterated, or substituted controlled substances test result; \(2\) has an alcohol confirmation test with a concentration of 0.04 or higher; \(3\) has refused to submit to a test in violation of federal law; or \(4\) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law. The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query. The school district shall retain the consent for three \(3\) years from the date of the query.](#)

32. Post-Accident Testing

[Note: 49 [Code of Federal Regulations section](#)~~C.F.R. §~~ **382.303** governs post-accident testing of drivers.]

- a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.
- b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.
- c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.
- d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
- e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.
- f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.

- g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

43. Random Testing

[Note: 49 Code of Federal Regulations section~~C.F.R. §~~ 382.305 governs random testing of drivers.]

- a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.

[Note: The Federal Highway Administration (FHWA) ~~lowered~~ has set the random alcohol selection and testing rate ~~from~~ at ~~1025%~~ 10% of the average number of driver positions ~~to 10% in 1998~~ and evaluates this minimum percentage each year. School districts can elect to stay at the 1998 level of 25% (or a higher percentage) if they do not want to monitor the minimum annual percentage rate set by the FHWA. The random controlled substances selection and testing rate has remained at 50% each year and has not been lowered to 25% as is possible under the regulations.]

- b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.
- c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made. Each driver selected for testing shall be tested during the selection period.
- d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.
- e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

54. Reasonable Suspicion Testing

[Note: 49 Code of Federal Regulations section~~C.F.R. §~~ 382.307 governs reasonable suspicion testing of drivers.]

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty ~~or~~ within four (4) hours before coming on duty, or just after the period of the work day. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's

appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.

- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.
- d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

[Note: ~~49 Code of Federal Regulations sections C.F.R. §§ 382.309, 40.23(d), and 40.305 govern return-to-duty testing.~~]

- 65. Return-To-Duty Testing. A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances. The school district is not required to return a driver to safety-sensitive duties because the driver has met these conditions; this is a personnel decision subject to collective bargaining agreements or other legal requirements.

[Note: ~~49 Code of Federal Regulations sections C.F.R. §§ 382.311, 40.307, and 40.309 govern follow-up testing.~~]

- 76. Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

- 87. Refusal to Submit and Attendant Consequences

[Note: ~~Consequences for refusals to submit to required drug and alcohol tests are addressed generally in 49 Code of Federal Regulations sections C.F.R. §§ 40.191, 40.261, and 382.211. They are more specifically addressed in 49 Code of Federal Regulations sections C.F.R. §§ 382.501-382.507 and in 49 United States Code section U.S.C. § 521(b).~~]

- a. A driver or driver applicant may refuse to submit to drug and alcohol testing.
- b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 United States Code section U.S.C. § 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.

- c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.
- d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.
- e. Drivers or driver applicants who refuse to submit to required testing will be required to sign Attachment C to this policy.

I. Testing Procedures

1. Drug Testing

[Note: The Federal Drug Testing Custody and Control Form (CCF) must be used to document every urine collection required by the DOT drug testing program. 49 [Code of Federal Regulations section](#) ~~C.F.R.~~ § 40.45.]

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.
- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.
- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.
- d. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO

within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.

- e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.
- f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
 - (1) The donor expressly declines the opportunity to discuss the test results;
 - (2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
 - (3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. Alcohol Testing

[Note: The DOT Alcohol Testing Form (ATF) must be used for every DOT alcohol test. 49 Code of Federal Regulations section ~~C.F.R. §~~ 40.225.]

- a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.
- b. Any test result less than 0.02 alcohol concentration is considered a "negative" test.
- c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor's inability to provide a breath sample is genuine or constitutes a refusal to test.
- d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.

- e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights^{[1][2][3]}

1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.

[Note: The limitation on discharge in Paragraph 2., below, is contained solely in Minnesota law. State law is preempted by federal laws and regulations as it relates to drivers of commercial motor vehicles (such as bus drivers). See [Minnesota Statutes section Minn.-Stat.-§ 221.031, Subd. 10.](#) Nevertheless, school districts may decide to comply with the state law requirements for various reasons (such as to treat all school district employees equally since employees subject to testing only under state law are accorded these additional rights). Consultation with the school district's legal counsel is recommended.]

2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and
 - b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.
 - c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

The testing laboratory for controlled substances will be [***name, address, telephone number***], which is a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in ~~Minn-esota Statutes-, Chapter-~~ 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

[Note: The federal recordkeeping requirements for school districts are detailed in the federal regulations, 49 Code of Federal Regulations sections 382.401 et seq. and 40.331. The DOT publishes a guide to the recordkeeping requirements of mandatory drug and alcohol testing for persons with a commercial driver's license as part of its Alcohol & Drugs: DOT Compliance Manual.]

2. The required records shall be retained for the following minimum periods:

Basic records 5 years

"Basic records" includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers 3 years

~~Collection records~~ Alcohol and controlled substance collection procedures 2 years

Negative and cancelled drug controlled substance tests 1 year

Alcohol tests with less than 0.02 concentration 1 year

Education and training records indefinite

"Education and training records" must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

3. Personal Information

Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse ("Clearinghouse") as required under federal law, including:

a. The name of the person tested;

b. Any verified positive, adulterated, or substituted drug test result;

c. Any alcohol confirmation test with a BAC concentration of 0.04 or higher;

d. Any refusal to submit to any test required hereunder;

e. Any report by a supervisor of actual knowledge of use as follows

i. Any on-duty alcohol use;

ii. Any pre-duty alcohol use;

iii. Any alcohol use following an accident; and

iv. Any controlled substance use.

f. Any report from a substance abuse professional certifying successful completion of the return-to-work process;

g. Any negative return-to-duty test; and

h. Any employer's report of completion of follow-up testing.

N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to-duty requirements of federal DOT regulations have been completed.

2. Referral, Evaluation, and Treatment

a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.

[Note: Subparagraphs b. and c., below, are based on the provisions of 49 Code of Federal Regulations section 40.289.]

b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.

[Note: School districts are not required to comply with state law governing drug and alcohol testing when the individuals are subject to the federal laws and regulations (i.e., bus drivers). If a school district, after consultation with legal counsel, chooses to comply voluntarily with these requirements, Subparagraph b., above, can be modified as follows:

b. The school district will offer a driver an opportunity to return to a DOT safety-sensitive duty following an employee's first positive test result on a confirmatory test if no reasons independent of the first test result for discharge exist. Otherwise, the school district may choose, but is not required, to provide an SAP evaluation or any subsequent recommended education or treatment.]

c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.

d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

- a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing

The school district may request or require that drivers submit to drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minn~~esota~~ Stat~~utes~~, ~~§§sections~~ 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

[Note: When the testing of drivers complies with federal testing requirements and procedures, school districts clearly are exempt from the state drug and alcohol testing requirements in Minn~~esota~~ Stat~~utes~~, §§sections 181.950-181.957. See Minnesota Statutes section Minn. Stat. § 221.031, subdivision Subd. 10. When testing beyond the federally mandated requirements, however, school districts still must comply with state law.]

Q. Report to Clearinghouse

The school district shall promptly submit to the Clearinghouse any record generated of an individual who refuses to take an alcohol or controlled substance test required under Title 49, Code of Federal Regulations, tests positive for alcohol or a controlled substance in violation of federal regulations, or violates subpart B of Part 382 of Title 49, Code of Federal Regulations (or any subsequent corresponding regulations).

R. Annual Clearinghouse Query

1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or substitute controlled substance test, no alcohol confirmation test with a concentration of 0.04 or higher, refuses to submit to a test, or was reported to

have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where the driver completed the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations § 382.701.

2. The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.
3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.
4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

IV. DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

The school district may request or require drug and alcohol testing for other school district personnel, i.e., employees who are not school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing as authorized in this policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing. (See Section III. of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. of this policy will be applicable to such testing.

A. Circumstances Under Which Drug or Alcohol Testing May Be Requested or Required:

1. General Limitations

- a. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, unless the testing is done pursuant to this drug and alcohol testing policy; and is conducted by a testing laboratory ~~which participates in one of the programs that meets one of the criteria~~ listed in Minn-~~esota~~ Statutes, ~~§section~~ 181.953, ~~Ssubd-ivision~~ 1.
- b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing on an arbitrary and capricious basis.

2. Job Applicant Testing

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer ~~which that~~ is contingent on the applicant's passing drug and alcohol testing, the school district may not

withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.

3. Random Testing

The school district may request or require employees to undergo drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

4. Reasonable Suspicion Testing

The school district may request or require any employee to undergo drug and alcohol testing if the school district has a reasonable suspicion that the employee:

- a. is under the influence of drugs or alcohol;
- b. has violated the school district's written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol while the employee is working or while the employee is on the school district's premises or operating the school district's vehicles, machinery, or equipment;
- c. has sustained a personal injury, as that term is defined in Minnesota Statutes, section- § 176.011, ~~Subdivision~~ 16, or has caused another employee to sustain a personal injury; or
- d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

5. Treatment Program Testing

The school district may request or require any employee to undergo drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

6. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks' written notice that a drug or alcohol test may be requested or required as part of the physical examination.

B. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

C. Definitions

1. "Drug" means a controlled substance as defined in Minnesota Statutes, including

medical cannabis, regardless of enrollment in the state registry program.

2. "Drug and ~~A~~alcohol ~~T~~esting," "~~D~~drug or ~~A~~alcohol ~~T~~esting," and "~~D~~drug or ~~A~~alcohol ~~T~~est" mean analysis of a body component sample ~~according to the standards established under one of the programs by a testing laboratory that meets one of the criteria~~ listed in Minn-~~esota~~- Statutes-, § section 181.953, ~~S~~ubd-~~i~~vision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested.
3. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."
4. "Job ~~A~~applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III.).
5. "Positive ~~T~~est ~~R~~esult" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minn-~~esota~~- Statutes-, §section 181.953, ~~S~~ubd-~~i~~vision- 1.
6. "Random ~~S~~election ~~B~~basis" means a mechanism for selection of employees that:
 - a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and
 - b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.
7. "Reasonable ~~S~~suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.
8. "Safety-~~S~~sensitive ~~P~~position" means a job, including any supervisory or management position, in which an impairment caused by drug or alcohol usage would threaten the health or safety of any person.

D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2. and 3. of ~~this~~ Section IV.D.

2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment D to this policy on which to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test.

4. Notice of and Right to Explain Positive Test Result

a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide ~~him or her~~ the individual with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information.

b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.

c. The employee may present verification of enrollment in the medical cannabis patient registry as part of the employee's explanation.

d. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for marijuana. MROs will verify a drug test confirmed as positive, even

if an employee claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

- ~~de.~~ Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide ~~him or her~~ the individual with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.
- b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn-~~esota~~ Stat-utes, §section 181.953, ~~S~~subd-ivision 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug or alcohol threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.
6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform ~~him or her~~ the individual of other rights provided under Sections F. or G., below, whichever is applicable.

Attachments E and F to this policy provide the Notices described in Paragraphs 2. through 6. of this Section E.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.
2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.
3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:

- a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
 - b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.
6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.
7. An employee must be given access to information in ~~his or her~~ the individual's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the

sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;

2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;
3. A sample must be accompanied by a written chain-of-custody record; and
4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minn-~~esota~~ Stat-~~utes~~ Ch-~~apter~~ 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding Paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minn-~~esota~~ Stat-~~utes~~, Ch-~~apter~~ 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug and alcohol testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant's passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment G to this policy.

V. POSTING

The school district shall post notice in an appropriate and conspicuous location on its premises

that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

- Legal References:**
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 - Minn. Stat. Ch. 43A (State Personnel Management)
 - [Minn. Stat. § 151.72 \(Sale of Certain Cannabinoid Products\)](#)
 - [Minn. Stat. § 152.01 \(Definitions\)](#)
 - Minn. Stat. § 152.22 (~~Definitions~~; Medical Cannabis; ~~Definitions~~)
 - Minn. Stat. § 152.23 (~~Limitations~~; Medical Cannabis; ~~Limitations~~)
 - Minn. Stat. § 152.32 (Protections for Registry Program Participation)
 - [Minn. Stat. § 176.011, subd. 16 \(Definitions; Personal Injury\)](#)
 - Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
 - Minn. Stat. § 221.031 (Motor Carrier Rules)
 - 49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
 - [49 U.S.C. 31306a \(National Clearinghouse for Controlled Substance and Alcohol Test Results of Commercial Motor Vehicle Operators\)](#)
 - 49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
 - 49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)
- Cross-References:**
- MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 - MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
 - MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
 - MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

Adopted: _____

MSBA/MASA Model Policy 418

Orig. 1995

Revised: _____

Rev. 2015 2022

418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, ~~and nonintoxicating cannabinoids, (including edible cannabinoid products), and~~ controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of alcohol, controlled substances, toxic substances, medical cannabis, nonintoxicating cannabinoids, (including edible cannabinoid products), and controlled substances ~~alcohol~~ before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, ~~controlled substances, or~~ medical cannabis, nonintoxicating cannabinoids, (including edible cannabinoid products), or controlled substances in any school location.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

- A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume, malt beverage, fortified wine, or other intoxicating liquor.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates^[A1], marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section ~~U.S.C. §~~ 812, including analogues and look-alike drugs.
- C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug^[A2].
- D. "Nonintoxicating cannabinoid" means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by any route of administration^[A3].
- ~~E.~~ "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the

form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; ~~or~~ (4) combustion with use of dried raw cannabis; or (5) any other method, excluding smoking, approved by the commissioner.

F. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.

G. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

H.D. "Toxic substances" includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the commissioner of health, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

I.E. "Use" includes to sell, buy, manufacture, distribute, dispense, possess, use, or be under the influence of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids (including, edible cannabinoid products), and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of ~~Minnesota Statutes, section §~~624.701, ~~Subdivision 1a~~ (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).

V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, must comply with the school district's student medication policy.

[Note: School districts are required by ~~Minnesota Statutes, §~~section 121A.22 to develop procedures for the administration of drugs and medicine. If the school district does not have a student medication policy such as MSBA/MASA Model Policy 516, this Paragraph A. can be modified to provide: "Students who have a prescription from a physician for medical treatment

with a controlled substance must provide a copy of the prescription and the medication to the school nurse, principal, or other designated staff member. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer the prescribed medication in accordance with school district procedures."]

- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

[Note: The Drug-Free Workplace Act requires that school district employees be notified by a published statement of the prohibition of the use of controlled substances and actions that will be taken against employees for violations of such prohibition. 41 United States Code section U.S.C. § 8103; 34 C.F.R. Code of Federal Regulations Part 84. An acknowledgment will document satisfaction by the school district of this federal requirement.]

- D. Employees are subject to the school district's drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances in a school location except with the express permission of the superintendent.
- F. No person is permitted to possess or use medical cannabis on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis.
- G. Possession of alcohol on school grounds pursuant to the exceptions of Minn-~~esota~~ Stat-~~utes~~ §section 624.701, ~~S~~subd-ivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. ENFORCEMENT

- A. Students
 - 1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes, and nonintoxicating cannabinoids, (including edible cannabinoid products).
 - 2. Students may be referred to drug or alcohol assistance or rehabilitation

programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service. which may be provide by school based mental health services providers; and/or referral to law enforcement officials when appropriate.

3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

~~2. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or to law enforcement officials when appropriate.~~

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References:

Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.22, subd. 6 (~~Medical Cannabis~~; Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (~~Medical Cannabis~~; Limitations; Medical Cannabis)
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)

Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minn. Stat. § 609.684 (~~Sale of Toxic Substances to Children~~; Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)
20 U.S.C. § 7101-716522 (~~Safe and Drug-Free Schools and Communities Act~~
Student Support and Academic Enrichment Grants)
21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-~~w~~Wide Requirements for Drug-Free Workplace)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 516 (Student Medication)

2022 LEGISLATIVE PLATFORM

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RELIABLE FUNDING

Increase the general education basic formula by 3% and index to inflation.

Allow locally elected school boards the authority to renew an existing levy without holding an election.



ELIMINATE SPECIAL ED & EL CROSS SUBSIDY

Eliminate Special Education and English Learner (EL) cross subsidies by fully funding IDEA and programs that serve our multilingual students.

In the 2020-21 school year, our district's cross subsidy for Special Education was \$1,500,000 and \$140,000 for EL.

INSTRUCTIONAL FLEXIBILITY, TRANSFORMATIONAL LEARNING

Maintain the day and hour requirements of a school calendar and extend flexibility to count the "hours of educational services" as "instructional hours."

Define educational services as "equitable learning opportunities and services that prepare each student with the knowledge and skills to learn, engage civically and lead meaningful lives."



Additional Legislation Considerations

Expand use for Long-Term Facilities Maintenance to equip buildings to meet necessary requirements for health, safety & security through modifications to buildings, including remodeling and additions to existing space. This would save taxpayers money on building maintenance and not require bond referendums.

Close technology infrastructure gaps. Ensure all students have access to reliable internet service and devices to engage in learning.

Allow school boards to publish school board meeting minutes on a district website to reduce expenses. Our school district spends **\$800** each **month** to publish school board meeting information in a newspaper that doesn't reach all of our community members.

Create incentives and alternatives to attract, develop and retain teachers and support staff, particularly teachers of color and teachers in shortage areas.

Fully fund nutritional programs, providing food security and increasing educational outcomes across the state. Eliminate the Educational Benefits application and innovate other ways to assess community need for additional educational funding.

Allow school boards to replace vacant board spots through appointment rather than expensive special elections.

OUR MISSION

To educate, prepare, and inspire a community of lifelong learners in our small, caring environment.

OUR VISION

We are committed to the success of all learners. We will engage, inspire, and support each learner through innovation and collaboration.

WHO WE SERVE

As the smallest geographic school district in Minnesota, we serve more than 1700 students who attend Wilshire Park Elementary School (kindergarten through grade five), St. Anthony Middle School (grades six, seven and eight) and St. Anthony Village High School (grades nine-12).

COMMITMENT TO EQUITY & TRANSFORMATIONAL LEARNING

We believe all students can learn at high levels. We provide high support to meet students where they are at, moving them toward a mastery of comprehension and application of skills.

We define student success as acquiring both the academic skills and life skills to positively contribute to society. We want our kids to have a love for learning, and be able to meet the social-emotional needs of themselves and others to become a thriving citizen.

Through rigorous and relevant curriculum and instruction, students are challenged to use high-level thinking and reasoning skills, make connections and meaning between their past and new learning, and apply their learning in meaningful ways. Through clear learning objectives, students take ownership of their learning and growth.

We meet our diverse community with hearts full and hearts open. We embrace close relationships that enable authentic care for families.



98%

of our students feel their teachers care about them.



95%

of our students feel safe and supported in our buildings.



92.5%

of our seniors graduate from St. Anthony Village High School.

Minnesota Department of Education district report card 2018.



Dr. Renee Corneille
Superintendent



2023 SANB School Board Legislative Action Plan Development

Overview & Purpose

One of the Minnesota Standards of School Board Leadership is Advocacy and Accountability. Included in this standard is the need to engage and build relationships with both public and private stakeholders as well as advocate on local, state, and national levels.

SANB Needs assessment:

- All items from [2022 Legislative Agenda](#) were unfulfilled during the 2022 legislative session
- Other/additional needs to address?

Develop legislative priorities based on needs assessment:

- School Board Work Session, September 20, 2022

Draft and [submit resolution\(s\) to MSBA](#) to be included in the Delegate Assembly:

- Must be submitted by September 28, 2022
- In 2021 we submitted [two resolutions](#). One ended up being combined with Mahtomedi's resolution and ultimately passed by the MSBA Delegate Assembly. The other resolution was similar to another resolution that ultimately was passed by the MSBA Delegate Assembly

Attend [MSBA Advocacy Tour](#):

- September 21st, 6:30pm - Metro
- There are other dates as well, board members should sign up using the link above.

Review legislative agenda draft at October work session with adoption at November regular meeting

Plan community forum about legislative needs:

- Is this something the school board would be interested in? If so, are there one or two other board members and/or administrators/staff and students that would be interested in participating?
- Possible Dates? After the legislative agenda is complete - around late November or early December.
- Share legislative agenda
- Provide legislator contact information and tutorial of how to contact them
 - Invite legislators to join
- Provide timeline of legislative process

Attend [MSBA Delegate Assembly](#): December 2-3rd, 2022

- Laura Oksnevad is a current MSBA Delegate Assembly member, 2nd of 2 year term.
- Other board members are invited and encouraged to serve for 2 year terms if there are openings.

Local Legislators:

Senator: Mary Kunesh

Committee Assignments:

[Education Finance and Policy](#)

Ranking Minority Member [Mining and Forestry Policy](#)

[Redistricting](#)

Representative: Sandra Feist

Committee Assignments:

[Education Finance](#)

[Education Policy](#)

[Judiciary Finance and Civil Law](#)

[Public Safety and Criminal Justice Reform Finance and Policy](#)

Needs Assessment:

Items from 2022 legislative agenda plus others

1. Reliable Funding:
 - a. Increase the general education basic formula by at least 3% and index to inflation

- b. Allow local school boards authority to renew an existing levy without holding an election (same as cities and other municipalities)
- 2. Eliminate Special Education (SpEd) and English Language (EL) cross subsidies
 - a. In the 2020-21 school year, our district's cross subsidy for Special Education was \$1,500,000 and \$140,000 for EL.
- 3. Provide instructional flexibility and transformational learning
 - a. Maintain the day and hour requirements of a school calendar and extend flexibility to count the "hours of educational services" as "instructional hours."
 - b. Define educational services as "equitable learning opportunities and services that prepare each student with the knowledge and skills to learn, engage civically and lead meaningful lives."
- 4. Fully fund nutritional programs, providing food security and increasing educational outcomes across the state. Eliminate the Educational Benefits application and innovate other ways to assess community need for additional educational funding.
- 5. Release SANB district OPEB funds.
- 6. Expand use for Long-Term Facilities Maintenance to equip buildings to meet necessary requirements for health, safety & security through modifications to buildings, including remodeling and additions to existing space. This would save taxpayers money on building maintenance and not require bond referendums.
- 7. Close technology infrastructure gaps. Ensure all students have access to reliable internet service and devices to engage in learning.
- 8. Allow school boards to publish school board meeting minutes on a district website to reduce expenses. Our school district spends \$800 each month to publish school board meeting information in a newspaper that doesn't reach all of our community members.
- 9. Create incentives and alternatives to attract, develop and retain teachers and support staff, particularly teachers of color and teachers in shortage areas.
- 10. New ideas:



Association of Metropolitan School Districts

ELECTION GUIDE

2022





Association of Metropolitan School Districts

A MESSAGE FROM THE AMSD BOARD CHAIR

The last two years have brought extraordinary challenges for our public schools — and for Minnesotans from every walk of life. School board members, administrators, educators, and staff are committed to helping our students and families not just recover from the pandemic and trauma of the last two years but also to grow and thrive. Strong support from state policymakers will be critical. Those elected in the 2022 election will make funding and policy decisions that will shape the future of our public schools and state.

While Minnesota has a reputation as a state that values local control, the reality is that the Legislature is primarily responsible for funding our public schools and they also establish a broad range of requirements that impact teaching and learning ranging from academic standards to the school calendar to student discipline, and much more. Consequently, it is critically important to find out where candidates for governor and the legislature stand on education specific funding and policy issues.

This guide summarizes significant issues facing public education in Minnesota and will help you understand some key issues being experienced by our member school districts. This guide:

- Outlines recent legislative action.
- Provides information and tools to evaluate candidates' positions on education issues.
- Offers sample questions to pose to candidates

to find out where they stand on important issues and policies.

The challenges and opportunities we face in public education are both daunting and powerful. Collectively, we are responsible for creating a high-quality public education system that provides an excellent and equitable education for all of our students. Public education is an obligation of the state deemed so important that it is embedded in the Minnesota State Constitution.

Our public education system must continually adapt to educate a workforce in an economy that requires workers who are flexible lifelong learners and adept communicators. Our future, our kids, our economy and our democracy are all strengthened by a strong public education system.

We encourage you to share this guide with candidates and community members in your district to help them understand the expectations that have been placed on our public schools and the critical role policymakers play to ensure each and every child reaches their full potential.

AMSD Board Chair Crystal Brakke is a school board member from Richfield Public Schools and Intermediate District 287.



AMSD ELECTION RESOURCES

AMSD urges citizens concerned about public education to become familiar with the local issues and challenges in their school district.

AMSD is also available to political candidates to assist with answering questions related to education policy and funding issues. Please contact Scott Croonquist, AMSD executive director, at 612-430-7811 or scroonquist@amsd.org with questions.





Association of Metropolitan School Districts

EXPECTATIONS FOR PUBLIC SCHOOLS

Federal and state policymakers have established ambitious goals and expectations for our public schools including preparing each and every student to be college and/or career ready upon graduation from high school. This is a goal we must strive to reach to ensure Minnesota has the highly-educated workforce we need to compete in the global economy. State policymakers must provide adequate, equitable and sustainable resources so our schools can meet the ambitious goals and expectations established in state law including:

- All students are prepared for Kindergarten.
- All students achieve reading proficiency by the end of third grade.
- Achievement gaps are closed among racial and ethnic groups of students, students living in poverty, and students receiving special education services.
- All students graduate from high school.
- All students graduate prepared for college or career.

2021-22 FACTS ABOUT MINNESOTA EDUCATION

K-12 Enrollment: 870,506

2021 Graduation Rate: 83.3 percent

Percent of Students Eligible for Free or

Reduced-Price Lunch: 31.6 percent

Students Receiving Special Education

Services: 16.9 percent

Percent of English learners: 8.9 percent

Homeless: .8 percent

Achieving these goals requires a sustained commitment by state policymakers including addressing critical issues such as:

- Increasing the basic formula by at least the rate of inflation each year.
- Providing the funding necessary to deliver important and mandated special education and English learner programming.
- Increasing referendum equalization to address property tax and funding disparities.
- Creating incentives and alternatives to attract and retain teachers of color and teachers in shortage areas.



Association of Metropolitan School Districts

RECENT LEGISLATIVE ACTION

The federal government provided significant funding during the pandemic that helped address a variety of challenges — including technology, transportation costs, personal protective equipment, school-age care, school nutrition programs, COVID testing and more. It is important to remember, however, that the federal funding was one-time and does not continue into the future. The following investments and policy changes were approved during the 2021 and 2022 sessions:



funding for the Grow Your Own Program.

2022

The 2022 session was incredibly disappointing and frustrating. The session adjourned without an agreement on an E-12 supplemental budget bill, despite a historic budget surplus — and leaving school districts across the state in a position of trimming programs and reducing staff to balance their increasingly challenged budgets.

A couple of bills of note were adopted in the 2022 session. Gov. Walz signed into law the Student Data Privacy Act, which enhances student data privacy while still allowing schools, students and families to use important technology.

In addition, legislation appropriating \$92.7M to fund mental health programs and initiatives, including \$2 million in FY2023 for school-linked behavioral health grants, was approved.

2021

The Omnibus Education Finance Bill approved in the 2021 session included an increase in the per pupil basic funding formula of 2.45 percent for FY2022 and a 2 percent increase in FY2023. This was the largest formula increase in a decade and at the time, it appeared the increase would come close to matching the rate of inflation. Unfortunately, we now know that inflation has greatly exceeded the increase provided.

The Legislature also extended funding for 4,000 Voluntary Pre-K seats for two additional years and modest increases to the special education and English learner programs. However, these programs continue to be vastly underfunded.

The bill also included funding for a variety of grant programs to increase the number of teachers of color and Indigenous teachers in our schools including \$5 million per year in ongoing



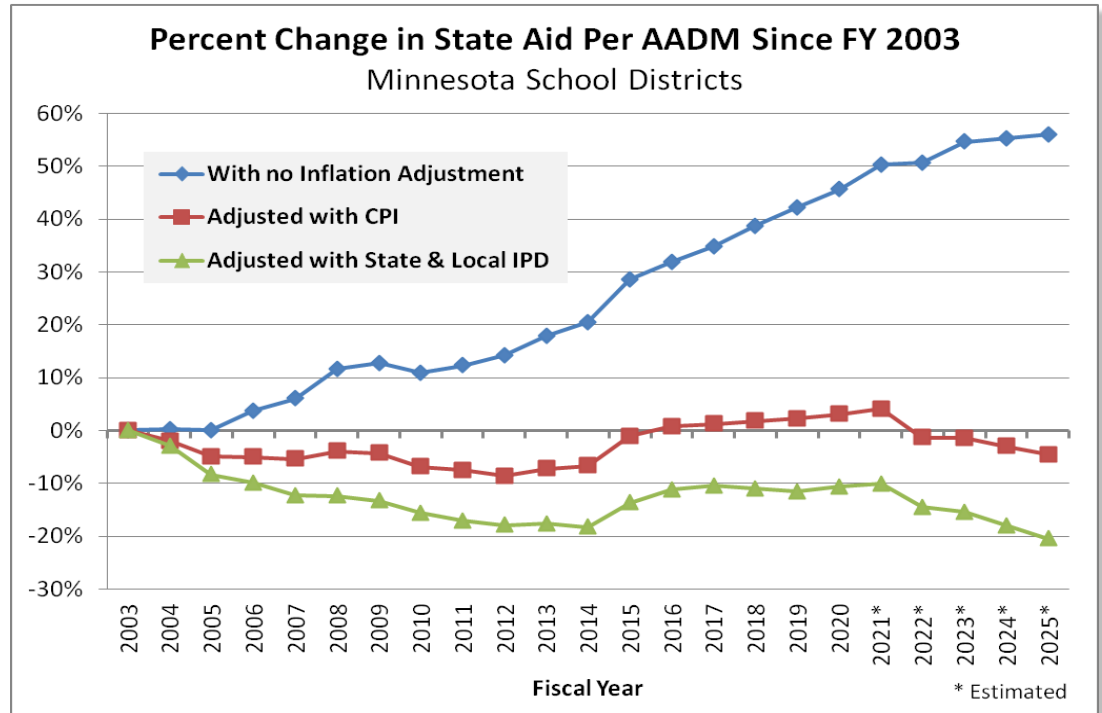
Association of Metropolitan School Districts

EDUCATION FUNDING

The complex nature of Minnesota's education funding system makes it difficult to analyze and evaluate funding trends and sufficiency. Different pictures can be painted depending on the funding stream being measured and the starting and ending point of

the analysis. Two major state policy changes adopted in 2001 and 2002 — repealing the general education levy and removing projected inflation from the state budget forecast — make a compelling case for using 2003 as the baseline year for measuring Minnesota's commitment to funding education. The 2001 Legislature repealed the fully equalized general education levy as a primary source of funding for education and committed to funding education with state income and sales tax revenue. How has the state done since then?

The chart above shows the percent change



in state aid per pupil for school districts — excluding aid to charter schools — since 2003. This is inclusive of all state aid — general operations, special education, transportation, deferred maintenance, etc. — as well as aid for new programs approved since 2003 such as full-day Kindergarten and voluntary pre-Kindergarten. The chart shows the increase unadjusted for inflation, and adjusted for inflation using the Consumer Price Index (CPI) and the Implicit Price Deflator (IPD) for State and Local Governments. The IPD is the index that more accurately measures the inflationary costs impacting school districts. As the



Association of Metropolitan School Districts

EDUCATION FUNDING

chart shows, while total state aid per pupil has increased by more than 50 percent since 2003, **it has decreased by almost 15 percent when adjusted for inflation as measured by the IPD.**

The decline in state support for the general education formula, the most important funding stream for school districts, is even more pronounced. The formula accounts for 55 to 60 percent of a school district's revenue. As the formula chart below shows, the formula would be \$925 per pupil higher today if it had kept pace with inflation since 2003 – and that is using the Consumer Price Index which understates the inflationary pressures school districts face.

Not only has the general education formula failed to keep up with inflation, school districts are having to redirect an increasing share of their general education revenue to cover growing shortfalls in the special education and English learner programs. Statewide, the special education funding shortfall has grown to more than \$800 million and the shortfall in the English learner program has risen to \$170 million.

So, why do Minnesota school districts continue to face budget challenges? The



answer is clear:

The general education formula has lost \$925 per pupil in purchasing power since 2003 and the state has consistently failed to sufficiently fund the special education and English learner programs.



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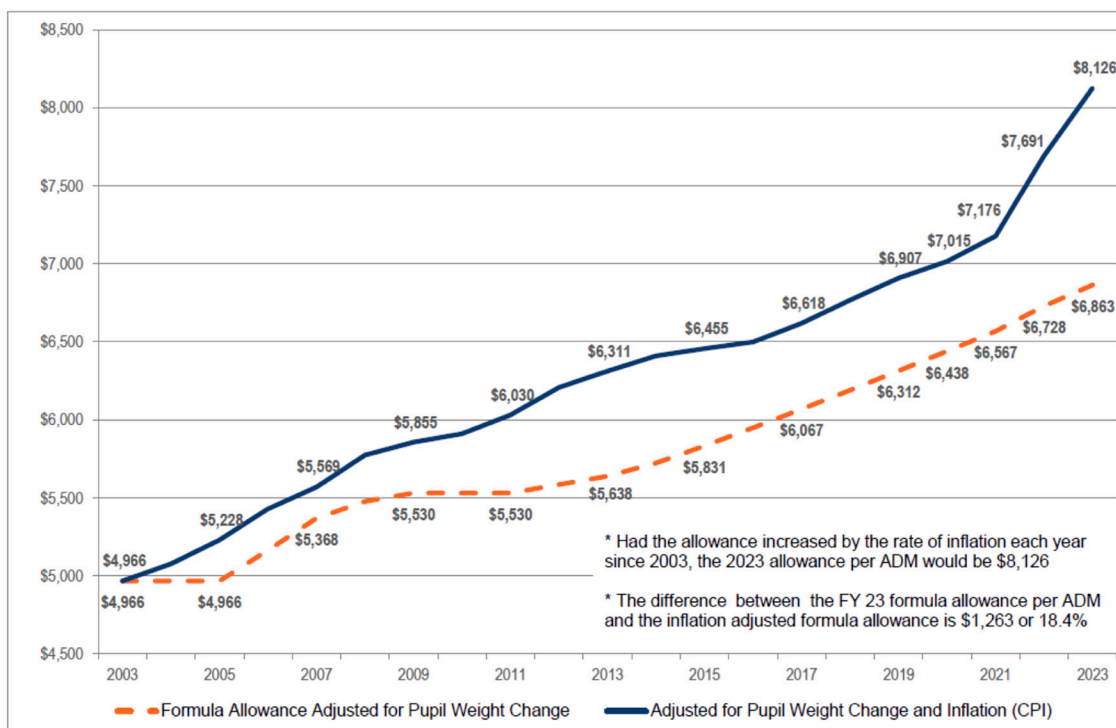
EDUCATION FUNDING

The following six education funding facts provide some context to the school funding climate in Minnesota per the points above. The data highlights the funding trends and helps explain some of the cost drivers challenging school districts' budgets. It also helps explain why school districts have been making budget adjustments in recent years that include layoffs, increased class sizes and higher activity fees.

THE BASIC EDUCATION FORMULA CONTINUES TO LAG BEHIND INFLATION

General Education Formula Allowance, 2003-2023

Adjusted for Pupil Weight Change and Inflation (CPI)



Source: MDE June 2022 Inflation Estimates



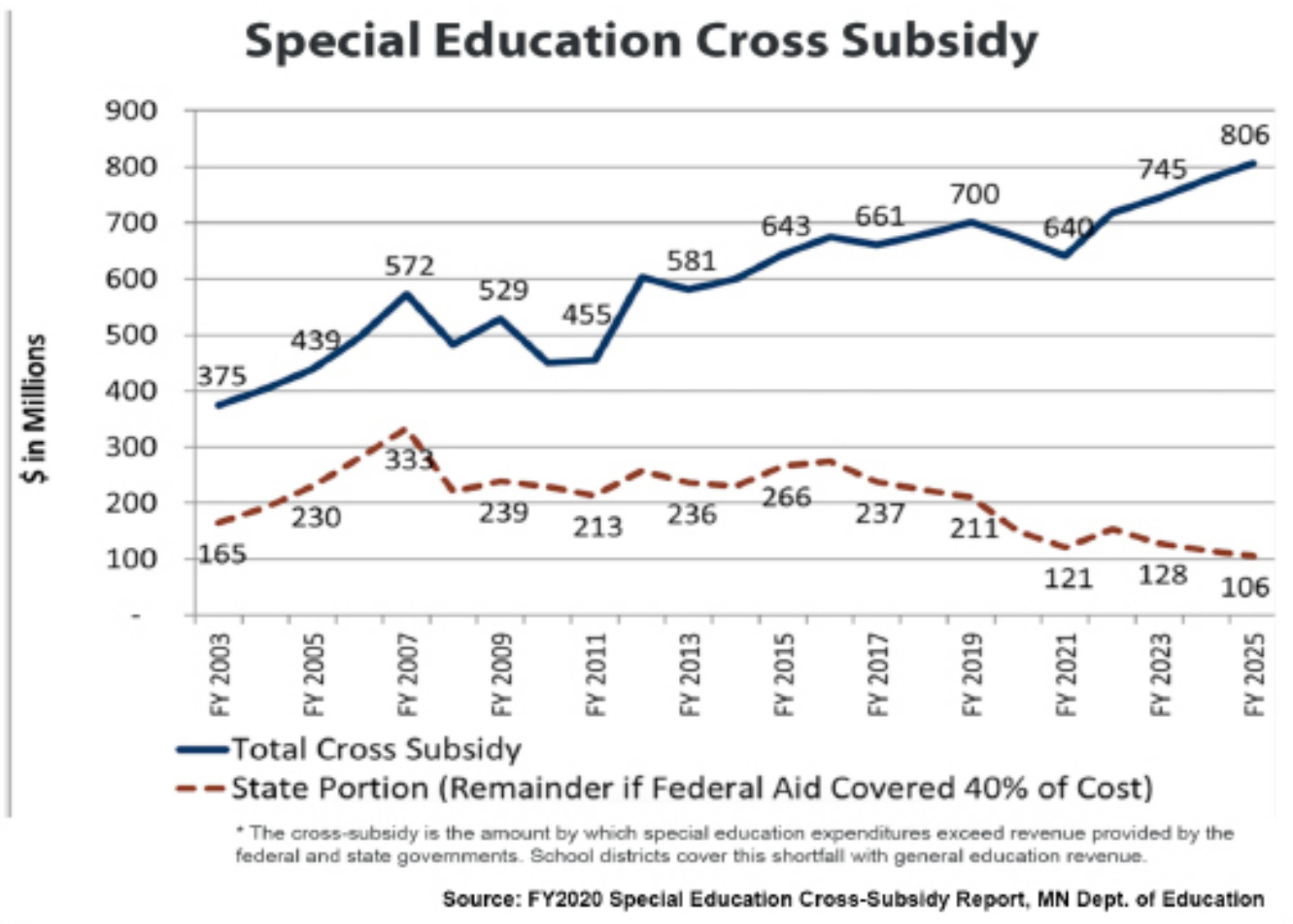
Basic education revenue is the primary source of general operating funds for school districts and the most important funding stream for school districts — it accounts for 55 to 60 percent of a school district's revenue. Between 2003 and 2023, the basic formula has lost ground to inflation. The formula would be \$1,263 per pupil higher today if it had kept pace with inflation since 2003 – and that is using the Consumer Price Index which understates the inflationary pressures school districts face.



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EDUCATION FUNDING

THE STATE FALLS FAR SHORT OF PAYING FOR ITS SPECIAL EDUCATION MANDATES



In 1975, the federal government passed landmark legislation requiring states to provide a “free and appropriate education to special education students.” This historic legislation ended years of discrimination against students with physical and cognitive disabilities. However, the state and

federal governments have never provided the funding necessary to serve our special education students. Consequently, school districts are forced to use money meant for regular classroom instruction to make up the difference. That difference is known as the “cross-subsidy.”



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EDUCATION FUNDING

THE STATE FALLS FAR SHORT OF PAYING FOR ITS SPECIAL EDUCATION MANDATES

According to the Minnesota Department of Education's FY2020 cross-subsidy report data, the cost of providing special education services exceeded the funding the state and federal governments provided to school districts by \$673 million. AMSD districts — which account for more than 60 percent of the total statewide cross-subsidy — saw a combined shortfall of more than \$457 million in FY2020.

At the start of the 2021 legislative session, the Minnesota Department of Education projected that \$70 million was needed just to prevent the cross-subsidy from growing. However, the 2021 Omnibus Education Finance Bill provided just \$10.425 million in one-time funding in FY2022 for cross-subsidy reduction aid. At that point the state projected the cross-subsidy to increase again in FY2022 to \$717.9 million and to \$744.8 million in FY2023.

AMSD and the state's leading education organizations called on the Governor and legislators to specifically fund the special education cross-subsidy. While legislators from both parties acknowledged the state was not meeting its obligation and expressed vocal support to address the growing special education

THERE IS A COMMON MISPERCEPTION THAT THE CROSS-SUBSIDY IS STRICTLY DUE TO THE FAILURE OF THE FEDERAL GOVERNMENT TO MEET ITS OBLIGATION.

AS THE CHART SHOWS,
THE CROSS-SUBSIDY IS PROJECTED TO BE \$128 MILLION IN FY2023 EVEN IF THE FEDERAL GOVERNMENT MET ITS GOAL OF COVERING 40 PERCENT OF THE COST.

funding shortfall, the Legislature ultimately did not pass any supplemental funding in 2022 to address this urgent need.



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EDUCATION FUNDING

GEOGRAPHIC OPERATING COST DIFFERENTIALS

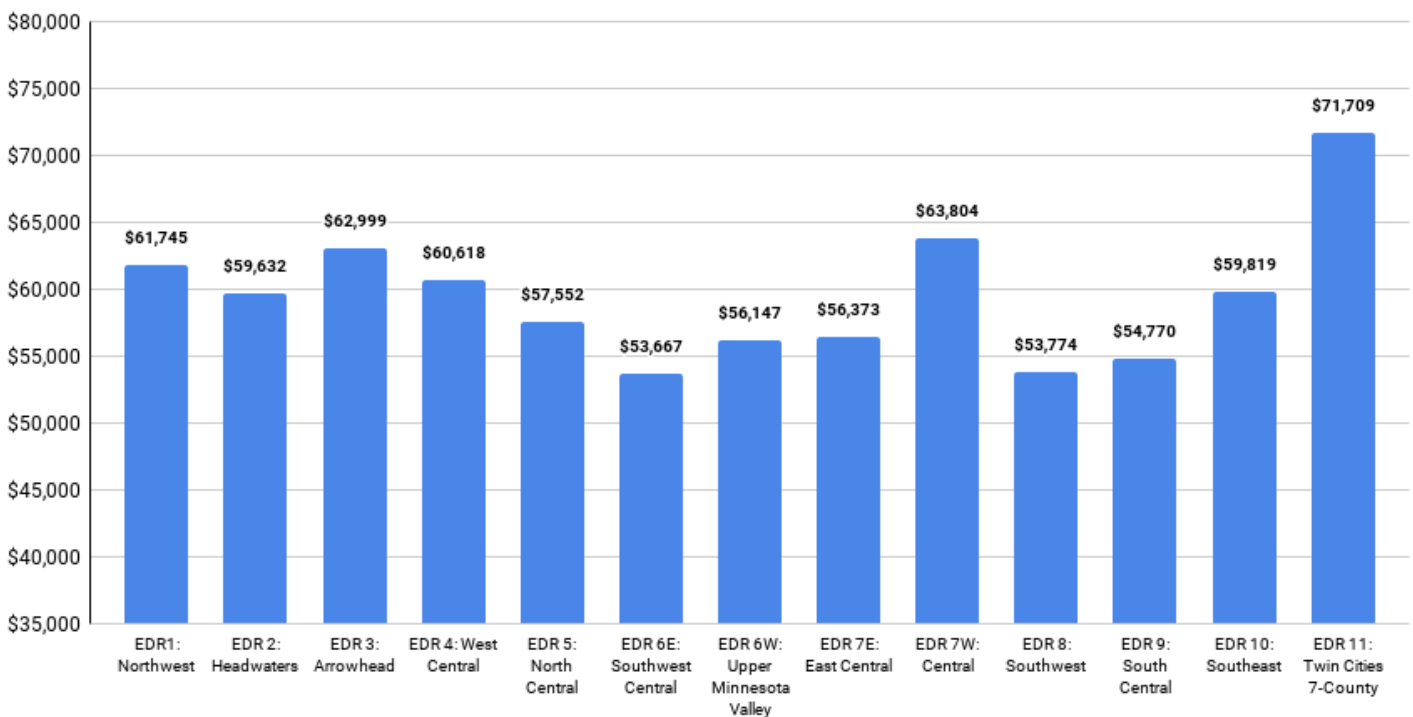
Metropolitan area and regional center school districts face significantly higher labor costs than their rural counterparts. Unlike many states, Minnesota's education funding formula does not recognize the geographic wage differentials.

A 2014 University of Minnesota study showed that there is a 41 percent difference in costs faced by school districts in regions that command the

highest and lowest wages.

Consequently, metro school districts are heavily reliant on passing operating referendums to provide basic programs and services for their students. However, these referenda have a widely different impact on local property taxpayers depending on the property tax wealth of the school district.

Minnesota Teachers Average Salary by Economic Region FY2021-22



Source: Minnesota Professional Educator Licensing and Standards Board, 2022.



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EDUCATION FUNDING

THE SCHOOL PROPERTY TAX SYSTEM IS INEQUITABLE

Minnesota's education funding system is based on a state and local partnership to provide the resources and opportunities our students need throughout their preK-12 experience. This is what prepares them to graduate from high school ready for college or career.

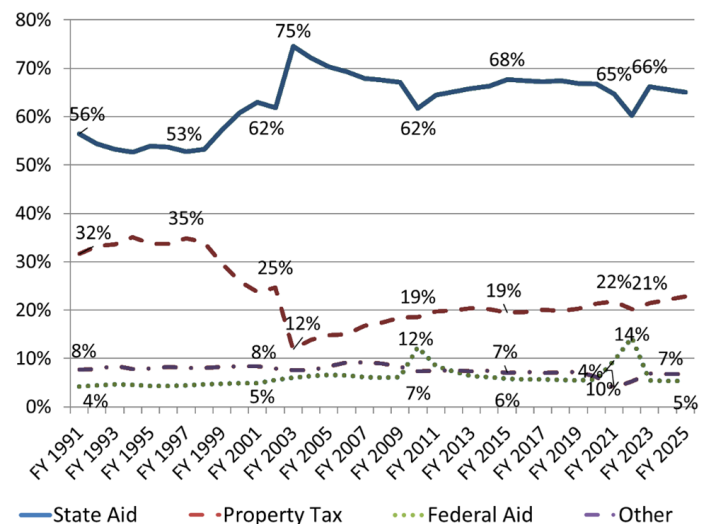
Local property taxes provide about 21 percent of the revenue for Minnesota school districts – a level that has been fairly constant for several years. According to the Minnesota Department of Education, the State share of education revenue rose from 62 percent in FY 2011 to 67 percent in 2021.

Districts rely on school levies just to maintain current programs or to reduce budget cuts. Operating referenda provide resources for basic, essential services and programs for students. School districts also rely on capital projects referenda to provide the technology their students need in today's digital world and capital bond referenda to build and maintain safe and secure facilities for students, staff and the public.

Unlike many other states, Minnesota's education funding system does not account for regional wage variations. As a result, metro school districts, which face significantly higher labor costs, are heavily dependent on voter-approved operating

Education Funding Trends

PK-12 Education Revenue by Source (All Funds)
February 2022 Forecast



referendums. This reliance creates inequities for school districts, students and taxpayers.

Homeowners who live in comparably valued homes, and who pay similar amounts in property taxes, do not always generate a similar level of funding for their school district. Some school districts generate three and four times more than other school districts due to variations in property tax base. Districts with more commercial/industrial property are able to spread out property taxes and reduce the tax burden on their homeowners. It is vital that the Governor and legislators address funding and property tax disparities.



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EDUCATION FUNDING

THE STATE IS NOT PROVIDING SUFFICIENT RESOURCES TO EDUCATE OUR ENGLISH LEARNERS

- According to the Department of Education's special population report, there were more than 77,000 students who were eligible for English learner services in Minnesota in the 2021-22 school year. More than 60 percent of these students attended school in an AMSD member school district. Statewide, the percentage of English learners has increased from 6.5 percent to nearly 9 percent since 2003. The statewide number of students who were English learners grew from 3.2 percent in 1997-98 to 8.9 percent in 2021-22 according to the Minnesota Department of Education.
- The Minnesota State Demographic Center in 2020 estimated 11.7 percent of Minnesotans speak a language other than English at home.
- In FY2020, AMSD school districts spent more than \$135 million on services for English learners but received just \$35.9 million in English learner funding. In other words, AMSD school districts redirected nearly \$100 million in general education revenue to provide important services to English learners. Statewide, the FY2020 English learner cross-subsidy was more than \$117 million in FY2020.

MORE STUDENTS HAVE SIGNIFICANT NEEDS AND CHALLENGES REQUIRING SCHOOLS TO PROVIDE MORE SERVICES

Economic disparity.

- Nearly 40 percent of students in Minnesota qualify for free or reduced price lunch. Student eligibility for free and reduced price lunch is based on family income. For FY2022-23, a student from a family of four is eligible for the free lunch program if the family income is at or below \$36,075 (130 percent of the federal poverty level).

A student from a family of four qualifies for the reduced price lunch program if their family income is at or below \$51,338 (185 percent of the federal poverty level).

English proficiency.

- Students who are English learners or do not speak English as their primary language often need translation or other resources in classrooms where English is the primary language.

Homelessness.

- 2015-2016 was the first year the Minnesota Department of Education started tracking Homeless students for school districts.

Special education IEPs.

- Special education students have an Individualized Education Plan (IEP) and receive individualized instruction based on unique goals and objectives.



Association of Metropolitan School Districts

QUESTIONS FOR LEGISLATIVE CANDIDATES

EDUCATION FUNDING

- What are your education funding priorities for the upcoming budget session?
- In the coming year, school districts will be forced to spend almost \$700 million of funds meant for regular classroom instruction on mandated special education programs. Will you support significantly increasing special education funding to reduce the cross-subsidy?
- Do you believe the education funding formula should recognize the higher cost of labor in metropolitan and regional center school districts?
- Do you support increasing operating referendum equalization to address these inequities?

VOUCHERS

- Do you support vouchers, expanded tax credits or other taxpayer subsidies for non-public schools?
- Should non-public schools that receive taxpayer funding be required to comply with state mandates, held accountable for how taxpayer dollars are spent and be open to all students?

LOCAL CONTROL AND WORKING WITH LOCAL SCHOOL BOARD(S)

- If elected/re-elected, how will you work with your local school district(s) to address their education funding and policy issues?
- Do you support allowing locally-elected school boards to renew an existing operating referendum by a majority vote of the school board after a public hearing?
- Would you be willing to vote against your caucus' position if it is in the best interest of your local school district(s)?
- Do you support reducing mandates and encouraging innovation for school districts?
- Do you support allowing locally-elected boards to establish the school calendar and classroom time requirements that best meet the needs of their students and families?



Association of Metropolitan School Districts

GET INVOLVED

WHERE DO YOU **START?**



- Meet with your superintendent(s).
- Meet with school board members.
- Review the AMSD resources included in this guide.
- Attend community candidate forums.
- When candidates call or knock on your door, ask questions.
- Write or call local candidates and ask them about their position on education issues that matter to you.
- Become involved with your local Legislative Action Coalition or Parent Teacher Organization.
- Stay active during the legislative session and contact your local leaders on issues that impact your school district.

MOST IMPORTANTLY: **VOTE**



Association of Metropolitan School Districts

ELECTION RESOURCES



LEGISLATIVE RESOURCES

- **Minnesota House of Representatives:**
<http://www.house.leg.state.mn.us/>
- **Minnesota Senate:**
<http://www.senate.mn/>
- Republican House Caucus:
<https://www.house.leg.state.mn.us/Caucus/Home/GOP>
- Republican Senate Caucus:
<https://www.senate.mn/caucus/republican>
- DFL House Caucus:
<https://www.house.leg.state.mn.us/Caucus/Home/DFL>
- DFL Senate Caucus:
<https://www.senate.mn/caucus/dfi>

CANDIDATE INFORMATION

- League of Women Voters:
<http://www.lwvmn.org/>
- MN Secretary of State:
<http://www.sos.state.mn.us/>
- Candidate Filings:
<http://candidates.sos.state.mn.us>



Association of Metropolitan School Districts

MEMBER DISTRICTS

Anoka Hennepin Schools, Bloomington Public Schools, Brooklyn Center Community Schools, Buffalo-Hanover-Montrose Schools, Burnsville-Eagan-Savage, Centennial School District, Columbia Heights Public Schools, Duluth Public Schools, Eastern Carver County Schools, Eden Prairie Schools, Edina Public Schools, Elk River Area Schools, Farmington Area Public Schools, Fridley Public Schools, Hastings School District, Hopkins Public Schools, Intermediate School District 287, Intermediate School District 917, Inver Grove Heights Schools, Lakeville Area Public Schools, Mahtomedi Public Schools, Metro ECSU, Minneapolis Public Schools, Minnetonka Public Schools, Mounds View Public Schools, Northeast Metro Intermediate School District 916, North St. Paul-Maplewood-Oakdale School District, Northwest Suburban Integration School District, Orono Schools, Osseo Area Schools, Prior Lake-Savage Area Schools, Richfield Public Schools, Robbinsdale Area Schools, Rochester Public Schools, Rockford Area Schools, Rosemount-Apple Valley-Eagan Public Schools, Roseville Area Schools, Shakopee Public Schools, South St. Paul Public Schools, South Washington County Schools, SouthWest Metro Intermediate District, Spring Lake Park Schools, St. Anthony-New Brighton School District, St. Cloud School District, St. Louis Park Public Schools, St. Michael-Albertville Schools, St. Paul Public Schools, Stillwater Area Public Schools, Wayzata Public Schools, West St. Paul-Mendota Heights-Eagan School District, Westonka Public Schools and White Bear Lake Area Schools.

ABOUT AMSD

In existence since 1974, AMSD currently represents 46 greater metropolitan area and regional center school districts and 6 intermediate/cooperative districts that collectively enroll more than half of all public school students in Minnesota. The mission of AMSD is to advocate for member school districts so they can lead the transformation of public education. AMSD helps our member districts articulate challenges and needs to state policymakers. AMSD's members include urban, suburban and regional center school districts.



Association of Metropolitan School Districts

2 Pine Tree Drive, Suite 380
Arden Hills, MN 55112
612-430-7750

Because of its broad-based membership, AMSD is in a unique position to identify the needs of its member school districts and seek meaningful policy changes to help districts meet those needs.

2021-2022 Minnesota Public School Enrollment

AMSD Districts

460,462

Statewide

870,506

Source: Minnesota Department of Education data



Association of Metropolitan School Districts

ADDITIONAL RESOURCES

AMSD WEB RESOURCES

- AMSD Legislative Session Information:
<https://www.amsd.org/2022session/>
- AMSD Research & Charts:
<https://www.amsd.org/document-library/research-statistics/>
- AMSD Recommended Education Reports:
<https://www.amsd.org/document-library/education-reports/>
- AMSD Reimagine Minnesota Plan:
www.amsd.org/reimagineminnesota



AMSD POSITION PAPERS

- **Position on Assessment:**
<https://www.amsd.org/doc/position-assessment>
- **Position on Charter Schools:**
<https://www.amsd.org/doc/position-charters>
- **Position on Compensatory Revenue:**
<https://www.amsd.org/doc/position-compensatory>
- **Position on Early Childhood Education:**
<https://www.amsd.org/doc/position-earlyeducation>
- **Position on Employee Health Insurance:**
<https://www.amsd.org/doc/position-insurance>
- **Position on English Learner Funding:**
<https://www.amsd.org/doc/position-englishlearner>
- **Position on Facilities Funding:**
<https://www.amsd.org/doc/position-facilitiesfunding>
- **Position on Guns on School Property:**
<https://www.amsd.org/doc/position-guns>
- **Position on Mandates and Local Control:**
<https://www.amsd.org/doc/position-mandates>
- **Position on Special Education:**
<https://www.amsd.org/doc/position-specialeducation>
- **Position on Vouchers:**
<https://www.amsd.org/doc/position-vouchers>
- **Position on Tiered Licensure:**
<https://www.amsd.org/doc/position-paper-tiered-licensure-for-teachers/>
- **Position on a proposed amendment to update the existing education language in the Minnesota Constitution:**
<https://www.amsd.org/wp-content/uploads/2021/01/Constitutional-Amendment.pdf>
- **Position on Referendum Renewals:**
<https://www.amsd.org/doc/position-paper-school-board-renewal-of-an-operating-referendum/>

2022 MSBA

VOTER GUIDE



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Message from MSBA Executive Director, Kirk Schneidawind:

The Minnesota School Boards Association (MSBA) has been a leading advocate for public education since 1920, by supporting, promoting, and strengthening the work of public-school boards.

All elections are important, and this year's elections will once again bring challenges Minnesotans have never experienced before.

As in every election, education issues should be one of the forefront considerations when going to the polls. Minnesota has more than 850,000 students enrolled in K-12 public education. Minnesota has a diverse student population that includes more than 144,000 students enrolled in special education, and more than 324,000 students eligible for free and reduced lunches. Issues matter!

Before the pandemic, Minnesota was already experiencing one of the worst achievement gaps in the nation. These past two years of experiencing a global pandemic has taught us several things - the impact on education has been significant across the U.S. and here in Minnesota. The issues that we wrestled with before the pandemic are still very real. We, as public education advocates, must ensure candidates for public office understand the importance of these urgent issues facing Minnesota school boards, students, and staff each day.

It is important to remember voters will also cast ballots for significant local elections. On Tuesday, November 8th, 305 school boards will be holding elections for four-year terms along with a handful of special elections. As a part of our mission to support school board members, we have developed a video for individuals interested in running for their local school board.

I hope you find this voter guide, which provides you with information on registration, election details, and questions to pose to candidates, helpful as you navigate through this year's election cycle. And remember to vote!

Sincerely,

MSBA Executive Director

2022 Elections:

Redistricting has added a new dimension to this year's elections. In Minnesota's general election, the governor, U.S. House and all other statewide offices will be on the ballot. The August primaries will determine which candidates appear on November's general election ballot. Unique to this year, a special election to fill a vacancy for Rep. Jim Hagedorn, who represented Minnesota's first district in the U.S. House, has been scheduled for August 9. The Minnesota Legislature will look very different next year. As of June 2022, there are 47 departing state legislators. Several Minnesota House Representatives are making a run at a Senate seat and one Senator is pursuing a House seat.

Voters will also cast ballots for important local elections. This November 305 school boards will be holding elections for four-year terms along with a handful of special elections. As a part of our mission to support school board members, we have developed a video for individuals interested in running for their local school board.

MSBA hopes you find the following voter information helpful.

Voter Information:

- **Absentee voting:** All registered voters can cast a no-excuse absentee ballot and vote from home in August's primaries and November's general election. But you'll need another registered voter or a notary as a witness.
- **Early in-person voting:** Cast an absentee ballot early and in person at your county election office — from June 24 through Aug. 8 for the primaries and from Sept. 23 through Nov. 7 for the general election.
- **In-person voting on Election Day:** The primaries are Tuesday, Aug. 9, and the general election is Tuesday, Nov. 8. In most of the state, polls will be open from 7 a.m. to 8 p.m.

Who can vote in MN?

- U.S. citizens
- Individuals at least 18 years old
- Residents of Minnesota for at least 20 days
- Felons who have completed all parts of a sentence, including any probation, parole, or supervised release.

When is Election Day?

- Primary Election Day – Tuesday, August 9, 2022
- General Election Day - Tuesday, November 8, 2022

How and when do I register to vote?

Tuesday, August 9, 2022 - Primary

Registration Deadlines:

- By Mail - Tuesday, July 19, 2022 (By 11:59 p.m.)
- In Person - Tuesday, August 9, 2022
- Online Get Registered! - Tuesday, July 19, 2022 (By 5 p.m.)

Tuesday, November 8, 2022 - General Election

Registration Deadlines:

- By Mail - Tuesday, October 18, 2022 (By 11:59 p.m.)
- In Person - Tuesday, November 8, 2022
- Online Get Registered! - Tuesday, October 18, 2022 (By 5 p.m.)

What do I need to register to vote?

Those who meet the above qualifications, may register to vote in Minnesota.

To register online, you will need at least one of the following:

- A Minnesota driver's license
- A Minnesota identification card number
- The last four numbers of your Social Security Number

To register by mail or in person:

- Send the paper registration to your county elections or Secretary of State office
- Complete a registration form at your county elections office
- Register in person on election day at your polling place

How do I vote absentee or early?

- June 24 through Aug. 8 for the primaries and from Sept. 23 through Nov. 7 for the general election.
- Absentee ballots are online at the MN Secretary of State's website or at your county elections office.
- Early voting is open during normal business hours. Additionally, locations offering absentee ballots for federal, state or county elections must be open:
 - o The last Saturday before Election Day (10 a.m. – 3 p.m.)
 - o The day before Election Day until 5 p.m.
 - o This does not apply to school districts holding standalone elections.
- Some local jurisdictions may provide additional absentee voting days or hours beyond the above required days and times. Call your jurisdiction for more information.



Where can I vote?

- Every voter has at least one place where they can vote early in person with an absentee ballot.
- In person at your county election office.
- In addition to your county election office, some cities and towns offer in-person absentee voting. Check with your city clerk's office for more information.

When can I vote?

The primaries are Tuesday, Aug. 9; the general election is Tuesday, Nov. 8. Polls are generally open from 7 a.m. to 8 p.m. — towns with populations below 500 may not open polling places before 10 a.m. You should be allowed to vote if you're in line before the polls close. Use the state's voter information portal to find your polling location and hours.

What is on my ballot in 2022?

All voters will have these races on their general election ballot:

- Governor of Minnesota
- Lt. Governor of Minnesota
- Secretary of State of Minnesota
- Attorney General of Minnesota
- State Auditor
- U.S. House of Representative
- Minnesota State Senator
- Minnesota State Representative

Voters may also have one or more of these races on their ballot:

- County Officials
- City Officers
- School Board Members
- Township Officers
- Local ballot questions
- Judicial seats

Questions for State & Local Candidates:

- If you had been in office last spring and given the \$9.25 billion surplus, would you have voted in favor of a supplemental education budget bill? A tax bill with refunds? Or would you have voted to wait until the budget year?
- If you had been in office last spring, how would you have resolved the 2022 K-12 education bill, given the \$1 billion leadership agreement target?
- Are you familiar with the special education cross-subsidy?
 - Are you aware of the special education cross-subsidies in the school districts in your potential legislative district?
 - How would you propose eliminating the special education cross-subsidy in Minnesota?
- Are you familiar with the English language (EL) cross-subsidy?
 - Are you aware of the English language (EL) cross-subsidies in your potential legislative district?
 - How would you propose eliminating the English language (EL) cross-subsidy in Minnesota?
- How would you support local school boards? Do you believe in their authority and autonomy?
 - Would you refrain from supporting statewide, unfunded mandates?
 - Will you support giving school boards the authority to reform and innovate student learning?
- What is your understanding of Minnesota's student achievement gap and what measures will you as a legislator take to eliminate the gap?
- Do you believe current funding levels for public education are adequate or inadequate and why?
- Do you support increases in the general education funding formula that at least keep pace with inflation?
- Do you support the use of public tax dollars for private education?

Ways to Get Involved During the Election:

- Meet with legislators/candidates
- Meet with school board members
 - Watch or promote the MSBA video on school board elections
- Attend local candidate forums
- If a candidate or campaign calls or knocks on your door, ask questions
- Contact local candidates and ask for their positions on education issues
- Stay informed during legislative sessions, and contact your representatives about issues you care about
- VOTE!

Election Resources:

Democratic Party Website: dfi.org

Independent Party Website: www.mnip.org

Republican Party Website: www.mngop.com

Legislative Resources:

Minnesota House of Representatives: www.house.leg.state.mn.us/

Minnesota Senate: www.senate.leg.state.mn.us/

DFL House Caucus: dfihouse.com

DFL House Caucus: www.house.leg.state.mn.us/dfi/

DFL Senate Caucus: senatedflcaucus.com

DFL Senate Caucus: www.senate.mn/departments/office_bio.php?office_id=1003

Republican House Caucus: www.mnhrcc.com

Republican House Caucus: www.house.leg.state.mn.us/gop

Republican Senate Caucus: www.mnsenaterepublicans.com

Republican Senate Caucus: www.senate.mn/departments/office_bio.php?office_id=1002

Candidate Information:

MN Secretary of State: www.sos.state.mn.us/

Candidate Filings: candidates.sos.state.mn.us

League of Women Voters: www.lwvmn.org/

