St. Anthony ✦ New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Tuesday, March 14, 2023

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

Please [click here](#) to view the Work Session.

WORK SESSION

Call to Order (2 minutes)
Board Chair Ben Phillip

Approval of Agenda (2 minutes)
Board Chair Ben Phillip

The recommended motion is to approve the March 14, 2023 Work Session agenda, as presented.

Approval of Minutes (2 minutes)
Board Chair Ben Phillip

The recommended motion is to approve the minutes from the March 7, 2023 Regular Meeting, as presented per BoardBook.

Consent Agenda (2 minutes)
Board Chair Ben Phillip

The recommended motion is to approve the March 14, 2023 Consent Agenda, as presented.

Superintendent Report (10 minutes)
Superintendent Dr. Renee Corneille

Discussion:
Staffing Update (2 minutes)
Superintendent Dr. Renee Corneille

Superintendent Corneille will provide the board with a quick update regarding staffing. Per statute, district administration must inform the board and staff of potential non-renews and unrequested leaves of absence.

Discussion:
TeamWorks Update (20 minutes)
Superintendent Dr. Renee Corneille

Superintendent Corneille will provide an update on the TeamWorks process being used to provide the school board with budget priorities.

Discussion:
  Success Metrics - Operational Plan Update (90-120 minutes)
  Superintendent Dr. Renee Corneille

  Superintendent Corneille and District Assessment Coordinator Kari Bodurtha have provided - within the board packet - context for the model ISD282 will use to accomplish the success metrics. ISD282 has been identifying the measurement tools that will properly measure our lagging indicators (success metrics), such as Academic Skills/Love of Learning, Positive Contributor/Thriving Citizen, and Student Wellness. In addition, we have been identifying the inputs that align to the success metrics - along with the leading indicators. Leading indicators are the predictive measurements that are aligned to the success metrics and are research-based.

Discussion:
  School Board Meeting Dates (10 minutes)
  Board Chair Ben Phillip

  This will be a discussion on board meeting dates for the 2023-2024 school year.

Board Member Reports (15 minutes)
  Board Chair Ben Phillip

Adjourn
  Board Chair Ben Phillip

Next Meeting(s):

Tuesday, April 4, 2023 – Regular Meeting – City Council Chambers
Tuesday, April 18, 2023 – Work Session - Media Center
Tuesday, May 2, 2023 – Regular Meeting – City Council Chambers

<u>St. Anthony – New Brighton School District</u>
<u>Independent School District 282</u>
<u>3303 33ʳᵈ Ave NE</u>
<u>St. Anthony, MN 55418</u>

REGULAR MEETING –Tuesday, March 7, 2023

MINUTES

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

Staff Present: Superintendent <u>Dr. Renee Corneille</u>; and SAVEA Union President <u>Nancy Terry</u>

The Regular Meeting was called to order at 7:00 p.m. by School Board Chair Ben Phillip

APPROVAL OF THE AGENDA

A motion was made by Mageen Caines and seconded by Mike Overman to approve the March 7, 2023 Regular Meeting agenda, as presented. <u>The motion carries 6-0.</u>

GUESTS - K-Kids

K-Kids is a 5th grade leadership group at Wilshire Park Elementary School. The K-Kids advisors Carol and Rick Dunn and Tim Leverentz were joined by the K-Kids President Sebastian Waxler; Vice President Odin Nelson; Secretary Lucy Carlson; Treasurer Aidan Downing and Sergeant at Arms Elliot Evans. The St. Anthony Kiwanis Club is known for their generous contributions supporting families in the community.

COMMUNICATION BREAK

SUPERINTENDENT REPORT

Each school board meeting, the superintendent will take time to reflect on the school district's achievements, events and stories of students and staff. This report recognized students heading to state in Nordic Ski; Gymnastics; Swim; Math; and Science! The National Merit Scholar finalists were announced; student equity focus groups met; and a review of the E-Learning plan update was reviewed.

APPROVAL OF MINUTES

A motion was made by Leah Slye and seconded by Laura Oksnevad to approve the Minutes from the February 21, 2023 Work Session, as presented. <u>The motion carries 6-0.</u>

APPROVAL OF CONSENT AGENDA

A motion was made by Mageen Caines and seconded by Cassandra Palmer to approve the March 7, 2023 Consent Agenda, as presented. The motion carries 6-0.

ACTION

1.   Food Service Retention Pay

At the end of the 2021-22 fiscal year, the district reported a surplus in the food service fund balance. This is due to the increase in meal participation. During this time period, the food service staff managed the increase in meal participation without additional staffing.

A motion was made by Laura Oksnevad and seconded by Leah Slye to pay a stipend to each food service employee that was employed during the 2022 -2023 school year, based on the scheduled number of work hours, as presented. The motion carries 6-0.

2.   Policy Approvals

This was the final reading of policies 701, 701.1, 702, 703, 705 and 706.

A motion was made by Laura Oksnevad and seconded by Cassandra Palmer to approve policies 701, 701.1, 702, 703, 705, and 706, as presented. The motion carries 6-0.

3.   Joint Powers Agreement - Summer Academy

St. Anthony New Brighton Schools is a member of a Joint Powers Agreement to provide access to Summer Academy. Summer Academy is a highly relevant summer program for students to engage in their passions. The only change noted in this updated agreement is the change in fiscal agents.

A motion was made by Mageen Caines and seconded by Mike Overman to approve the Joint Powers Agreement-Summer Academy, as presented. The motion carries 6-0.

4.   2023-2024 Enrollment Targets

Minnesota State Statute requires School Boards to create enrollment targets to ensure nonresident students have opportunities to enroll in nonresident districts.

RESOLUTION TO LIMIT THE ENROLLMENT OF NONRESIDENT PUPILS

WHEREAS, Minnesota Statutes 124D.03, Subd. 2, Limited enrollment of nonresident pupils, gives school boards the authority to limit, by resolution, the number of nonresident pupils in its schools or programs and the limit must not be less than the lesser of: 1) one percent of the total enrollment at each grade level in the district; or 2) the number of district residents at that grade level enrolled in a nonresident district; and

WHEREAS, Minnesota Statutes 124D.03, Subd. 6, Basis for decisions, requires the school board to adopt, by resolution, specific standards for rejection of an enrollment application of a nonresident pupil and this standard may include the capacity of a program (excluding special education services), class, or school building; and

WHEREAS, the School Board of Independent School District No. 282 has determined a limit of nonresident pupil enrollments is necessary because of capacity constraints in the programs, classes, or buildings of Independent School District No. 282;

THEREFORE, BE IT HEREBY RESOLVED, by the School Board of Independent School District No. 282 that the following limits per class be put in place beginning July 1, 2023 for the 2023-2024 school year; and school district administration will provide the required reporting to the Minnesota Commissioner of Education as required by statute.

Kindergarten Grade Level Capacity: 110
First Grade Level Capacity: 110
Second Grade Level Capacity: 110
Third Grade Level Capacity: 125
Fourth Grade Level Capacity: 125
Fifth Grade Level Capacity: 125
Sixth Grade Level Capacity: 150
Seventh Grade Level Capacity: 150
Eighth Grade Level Capacity: 150
Ninth Grade Level Capacity: 200
Tenth Grade Level Capacity: 200
Eleventh Grade Level Capacity: 175
Twelfth Grade Level Capacity: 175

A motion was made by Leah Slye and seconded by Laura Oksnevad to approve the 2023-2024 enrollment targets as outlined in the Resolution to Limit the Enrollment of Nonresident Pupils, as presented.   The motion carries 6-0.

DISCUSSION

1.   ADSIS and A&I

Superintendent Corneille presented a detailed overview of ISD282's ADSIS (Alternative Delivery of Specialized Instructional Services) and A&I (Achievement and Integration) current funding, programs and goals.

2.   E-Learning

Superintendent Corneille and SAVEA President Terry provided an update to the School Board regarding the creation of an E-Learning model for ISD282. The union and district have been meeting since the fall of 2022 to develop the E-Learning plan. The union and district will create an MOU to implement E-Learning during the 2023-2024 school year.

3.   TeamWorks Update

Superintendent Corneille presented an update to the School Board regarding the process ISD282 is using to develop budget priorities. The school board and district administration set the parameters for this process in the Guiding Change document. Then district administration, working as the Design Team, developed budget priorities as part of the Decision Making framework. The next step will be to provide the Input Team with the draft of priorities and seek edits, changes, and additional ideas.

4.   Board Meeting Calendar Change

The Board discussed the need to change the June 20 meeting date to either June 13 or June 27.

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SCHOOL BOARD MEMBER REPORTS

</div>

School Board members attended the following meetings and events: SAMS play; Teaching and Learning Community meeting; boys and girls basketball games; speech meet; MN DIrectors of Color and Indigenous Fellowship; 5th grade concert; policy meeting; spring sports registration; AIPAC; Legislative Advocacy group; full service community school model meeting; legislative earrings; Nordic Ski meet; AMSD BOard of Directors; NE Metro 916 Board meeting; legislative communications and parent conversations.

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Adjourn

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The Regular Meeting of March 7, 2023 was adjourned at 9:36 p.m.
Signed: Mageen Caines - School Board Clerk Attest: Kim Lannier

St. Anthony ✦ **New Brighton**
INDEPENDENT SCHOOL DISTRICT 282

SCHOOL BOARD CONSENT AGENDA
March 14, 2023

<u>PRESENTER(S)</u>:   School Board Chair
<u>SCHOOL BOARD VICE CHAIR'S RECOMMENDATION (in the form of a motion)</u>:"…to approve the *Consent Agenda*.
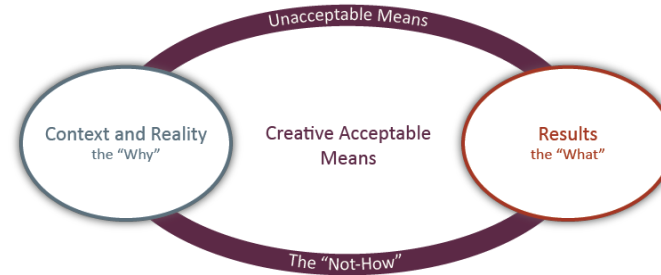
1. Personnel

a.   Leaves(s)

Last Name	First Name	Position	School	Date Effective
Potts	**Amber**	**Physical Education**	**SAMS**	**2023-2024 School Year**
Potts	**Michael**	**Humanities**	**SAMS**	**2023-2024 School Year**

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____   **Seconded by:** _____

Approved: _____   **Not Approved:** _____   **Tabled**

St. Anthony ✛ New Brighton
INDEPENDENT SCHOOL DISTRICT 282

TeamWorks
International
Trusted. Proven. Unique.

Step One ✅

Unacceptable Means

Context and Reality
the "Why"

Creative Acceptable
Means

Results
the "What"

The "Not-How"

The referendum 2023-24 – BOE DECISION IN MAY ON NOVEMBER ELECTION

The Why *Our Current Reality*	The Not How *Our Unacceptable Means of achieving the Results*	The What *Our Desired Results from Any Option*
• Nov 2024 last election opportunity for renewal • Currently at $1229/per pupil unit • Capital projects levy (for tech and curriculum) expires 2025 (Nov 24 last day for renewal) based on tax capacity rate 6.19% ($890,000 / per year) • No direct public promises for use of levy referendum. Capital projects levy for tech and curriculum. • State funding has not kept up with inflation • Aging technology systems • Stable enrollment does not generate additional $$ • Learning needs have changed in recent years • Wanning opinion of educational institutions or in some situations • Expectations that our schools provide additional services (maybe highlighted from covid) and/or the needs of students (mental health, SEL, interventions, co-teachers) have grown with no solutions • SPED population grown to over 11%. ASD highest percentage growth • Student achievement not at desired level	1. Knowingly violate law, policy, or agreement 2. Tax impact has a limit (TBD through survey) 3. Options that provide less than current programming level unless state funding is revamped, increased and based on inflationary increases 4. Implement threat tactics or exaggerate outcomes 5. Options that increase disproportionality of outcomes	A. State funding that is responsive to inflation B. Provide effective instruction to eliminate the disproportionality of needs and outcomes in the district C. High school course differentiation D. Career Technical Education E. Increased rigor, engagement, and deeper level thinking F. Design, develop, and deliver an educational system that meets the needs and desire of the students, families, communities and staff G. A schedule that allows for teacher-to-teacher collaboration around best practices H. Continue the common prep time middle school model I. Technology budget and program maintained J. Maintain and improve academic excellence through systems, structures, performance (with supports) and expectations. K. Supporting multiple needs of students with a supportive environment which includes students with disabilities, learning challenges, mental health

- Cross subsidy is currently at $1.5M - District demographics have changed significantly - Open enrollment has impacted demographics for SANB - Community desire to improve or increase programs for unmet needs and interests - Career Technical Education programming is desired - Renewing a referendum alone does not solve current or future budget challenges - Some programs and teacher supports are funded through one-time or outside funding sources		needs and accelerated or gifted abilities. L. Ability to support programs and teacher supports with ongoing funding solutions

Step Two - Design Team ✅

Budget Priorities Developed for Review:

Concept Title	Details	Cost/Financials
PK-12 Experience	Build core programming for students PK-10th grade. Enhance the academic and relevant experience for students in grades 11 and 12. Continue to build instructional practices dedicated to RRR and toward our Success Metrics.	HS Career/Work Coordinator: 1.0FTE Funding to keep T/L intact: 5.0FTE WP push-in teaching model: 3.0FTE Continue with current class size models for students K-12 - 110 FTE

Budget Priorities Developed for Review:

Concept Title	Details	Cost/Financials
Staff and Student Expectations Tied to Success Metrics	Both student and staff wellness is crucial to building a climate and culture for rigorous instruction and learning. Success metrics requires our students to be well both physically and emotionally. In addition, self regulation is required when grappling with academically challenging curriculum. This will support our MTSS structures in the areas of SEL and Climate/Culture	Funding to keep T/L intact: 5.0FTE Funding to keep Coordinators (Wellness, Nurse, and Engagement) - 3.0FTE Additional Funding to staff each of the following buildings with a social worker (WP, SAMS, SAVHS): 3.0FTE Funding to operate a Community Wellness Center (Physical Coordinator and Full Service Community School Coordinator): 2.0 FTE District Human Resources officer: 1.0FTE

Budget Priorities Developed for Review:

Concept Title	Details	Cost/Financials
Technology and Curriculum Systems	To support 21st century academic and social skills, our students need access to the most relevant curriculum and technology. One-to-One was able to happen in ISD282 with seed funding provided by the Federal Government during COVID. We need to continue to support the technological infrastructure required to support one-to-one along with replacements for devices. Furthermore, students need access to curriculum that is relevant and culturally appropriate. And financially, teachers need support to develop a scope and sequence for curriculum tied to success metrics.	Funding to keep T/L intact: 5.0FTE Continue with current class size models for students K-12 - 110 FTE Technology/Curriculum Levy needs have increased by 400K a year. Materials and labor.

Budget Priorities Developed for Review:

Concept Title	Details	Cost/Financials
Special Education and Multilingual Learners	Build programs within ISD282 to ensure our students can stay present and engaged in our district. Especially for students who receive Special Education services. Furthermore, continue to provide the appropriate support for our EL students and staff to ensure instruction is accessible for all learners.	Funding to keep T/L intact: 5.0FTE Facilities - additional space at SAMS/SAVHS to support SPED programming Staffing to support student needs in SPED 5.0 FTE Continue with current EL staffing: 5.0FTE

Budget Priorities Developed for Review:

Concept Title	Details	Cost/Financials
Administrative Support at each Building	Post-COVID the needs of our students has increased. The daily requirements for our building administration has been dedicated to student mangagement vs. instructional leadership. By staffing each building with both a Principal and Assistant Principal lessens the load on only having one licensed administrator.	Fund Assistant Principals at each Building: 3.0FTE

Concept Title	Details	Cost/Financials
Reimagine Transportation Programming	Current labor shortages has created inconsistent and unreliable transportation. Our transportation contract is below current market value. We should expect at least a 30% increase in transportation costs in the next few years. We need the funding to support this increase without having to take from instructional purposes.	Additional funds to manage increases in transportation costs - 30% increase.

Step Three - Input Team (IP)

Creating the Input Team (30ish) 2 meetings ADMIN can facilitate 4-6pm

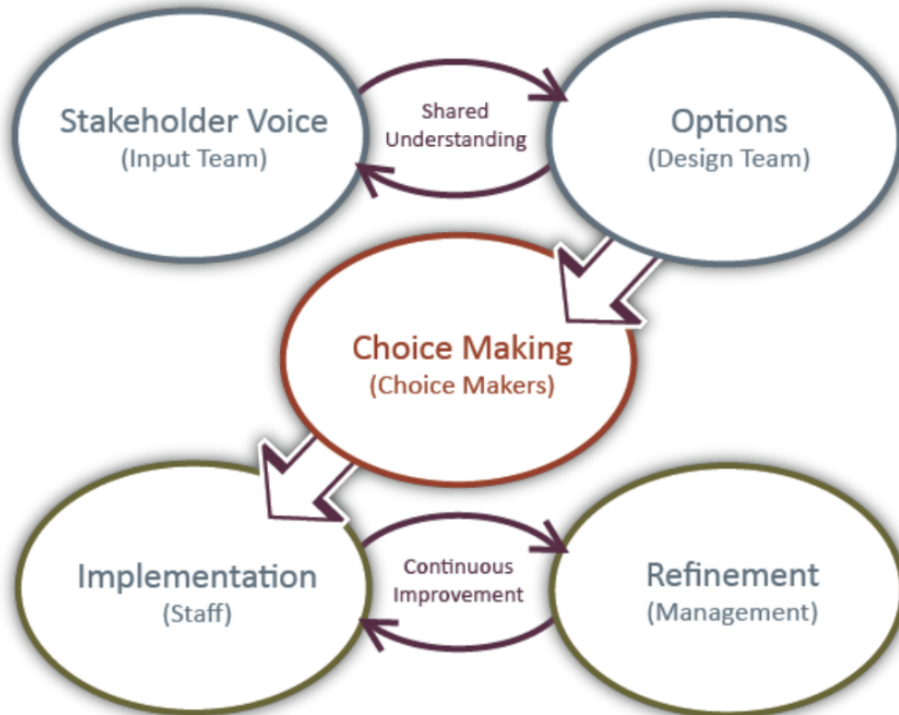| Input Team - Staff	Early Childhood	WP	SAMS	HS	Other
Teachers					
Para/Clerical					
Operations: transportation, food services, custodial					
Students (6-12)					
Parents					
Community					
Community Services					
Dean/AP					
Wellness/Engagement					
Teaching and Learning					
SPED/EL					
District Office					

Step Four - Decision Making (IP)

Success Metrics Update

Dr. Renee Corneille - Superintendent
Kari Bodurtha- District Assessment Coordinator

Success Metrics

What success looks like at St. Anthony-New Brighton Schools

At St. Anthony - New Brighton Schools (SANB), we seek to engage each child at heart level, shine a light on their brilliance and inspire their capacity to thrive in a world that is not yet fully known. Our students have succeeded at SANB if they can:

Positively contribute as a thriving citizen to their community

Thrive emotionally and socially in adaptive environments

Harness academic skills and a love of learning

Above all, St. Anthony-New Brighton Schools provides an inclusive educational environment so each student knows they belong; this will provide students the support they need to be successful.

Scan the QR code or visit isd282.org/about to learn how we nurture the brilliance of every child.

St. Anthony **New Brighton**
INDEPENDENT SCHOOL DISTRICT 282

Measurements

A **leading indicator is a predictive measurement**, for example; the percentage of people wearing hard hats on a building site is a leading safety indicator. A **lagging indicator is an output measurement,** for example; the number of accidents on a building site is a lagging safety indicator.

Leading Indicator:
- An indicator of performance that might predict future success.

Examples:
- User guide usage
- Calories per day
- Using safety equipment

Lagging Indicator:
- An indicator of *past* performance that measures how we performed.

Examples:
- Customer satisfaction
- Weight
- Number of deaths

Jan   Feb   Mar   Apr   May   Jun   Jul   Aug   Sep   Oct   Nov   Dec

Leading and *Lagging* indicators are time-based

What the research says:

Leading indicators – **indicators that provide early signals of progress toward academic achievement** – enable education leaders, especially at the central office level in a school district, to make more strategic and less reactive decisions about services and supports to improve student learning. **These indicators are a way of viewing and using data to inform system wide decisions about education.**
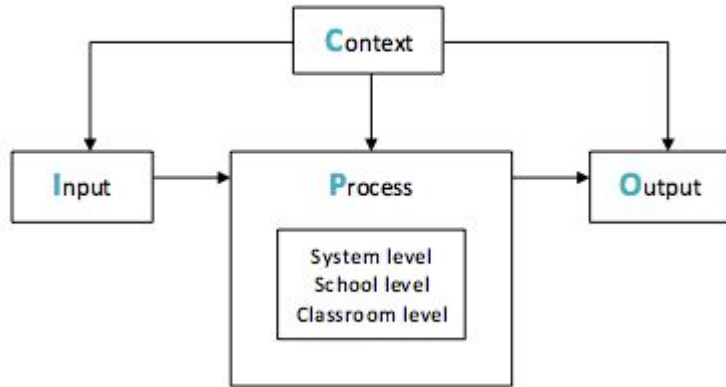
In fact, leading indicators may be more useful in fields such as education or public health, in which growth is not necessarily cyclical, but where progress can be sustained over time. The **challenge for such fields is to develop sets of indicators that not only reflect key investments, but also incorporate measures of important conditions that are known to be associated with improvement.**
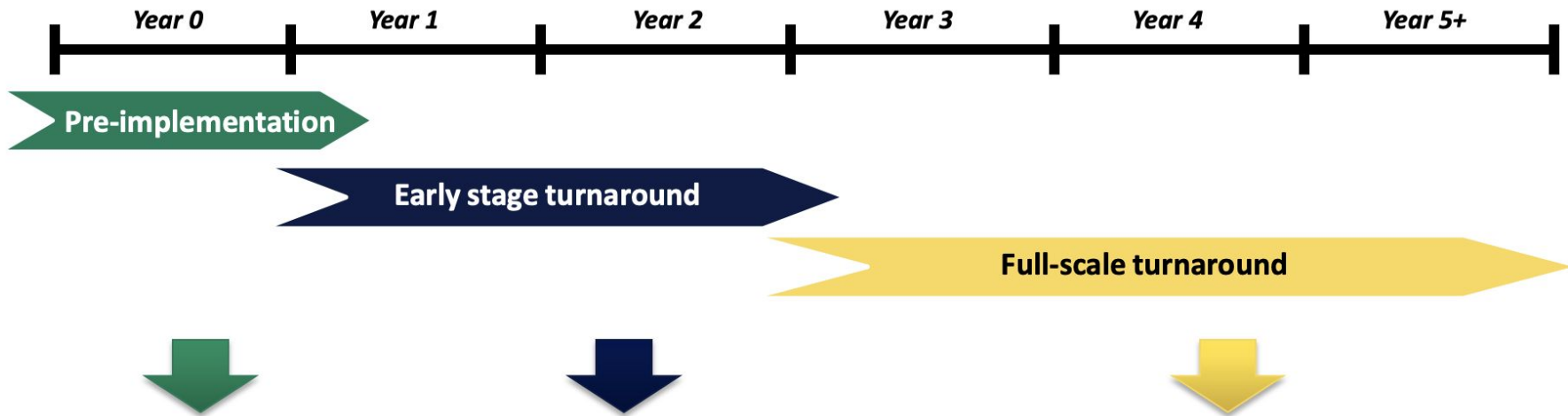
Currently, the **most widely accepted and used indicators in education are standardized-test scores.** However, the manner in which standardized tests typically are utilized – given at the end of the school year and constructed as summative assessments – make them lagging indicators, like unemployment statistics. Scores on standardized tests, along **with the other lagging indicators typically collected and used in public school districts, usually arrive too late to help in**

CIPO-model

Context

Input → Process → Output

Process:
System level
School level
Classroom level

Leading and Lagging Indicators: Inputs and Outputs

Logic Model

Timeline:

| Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5+ |

Pre-implementation (Year 0)

Early stage turnaround (Years 1–2)

Full-scale turnaround (Years 3–5+)

Year 0 focus
- Ensuring appropriate inputs and activities are in place
- Capturing baseline data

Year 1 - 2 focus
- Tracking leading indicators of desired goals and outcomes
- Monitoring implementation of efforts
- Supporting the need to make mid-stream course corrections

Year 3+ focus
- Tracking lagging indicators, focusing on gains in student achievement, which indicate the successful turnaround of the school
- Monitoring sustainability of implementation
- Proving the efficacy of reform strategies

A logic model outlines how and why a program, policy, or initiative should work. It shows the relationship between resources, how the program will operate, and what the program aims to achieve.

INPUTS

Resources consumed by a program or needed to carry out a program

For example:

- Staff
- Funding
- Conditions
- Community support
- Political support
- Facilities
- Technology

ACTIVITES

Methods to accomplish program goals; how the resources will be used

For example:

- Processes
- Tools
- Events
- Actions
- Communication
- Programs
- Services

OUTPUTS

Short- and long-term indicators of progress towards goals; direct results of the activities

For example:

- Enrollment
- Attendance
- Collaboration
- Involvement
- Satisfaction (teacher, parent, student)
- Completion

OUTCOMES

Long-term changes resulting from the program; long-term goals or objectives

For example:

- Student performance
- Closing the achievement gap
- College completion
- Success in the workforce

*See our publication, "An Evaluation Primer," for additional information on logic models for evaluation. (www.massinsight.org/stg).

Leading and lagging indicators must both be measured to employ the logic model

| INPUTS | → | ACTIVITES | → | OUTPUTS | → | OUTCOMES |
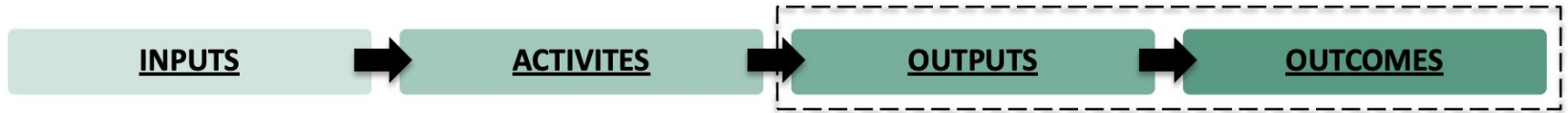
Leading indicators are outputs and short-term outcomes; lagging indicators are longer-term outcomes.

Leading indicators:

- Demonstrate signs of growth or change in a given direction

- Provide an early read on progress towards long-term outcomes

- Measure conditions that are prerequisite to the desired outcomes

Lagging indicators:

- Measure the success and consequences of activities that have already taken place

- Often expected in the long-term

- Measure achievement of the desired outcomes