

Tuesday, April 18, 2023

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

7:00 pm Work Session

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

WORK SESSION

Call to Order (2 minutes)
Board Chair Ben Phillip

Approval of Agenda (2 minutes)
Board Chair Ben Phillip

Approval of Minutes (2 minutes)
Board Chair Ben Phillip

The recommended motion is to approve the minutes from the April 4, 2023 Regular Meeting, as presented per BoardBook.

Consent Agenda (2 minutes)
Board Chair Ben Phillip

The recommended motion is to approve the April 18, 2023 Consent Agenda, as presented.

Superintendent Report (10 minutes)
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.

SAMS Capstone Project (20-30 minutes)
SAMS Principal - Amy Kujawski and Language Arts Teacher - Alison Criss

SAMS Principal Amy Kujawski and SAMS Language Arts Teacher Alison Criss will share the background information and the details for the upcoming 1st Annual 8th Grade Symposium.

Literacy Plan - Operational Goals Updates (20-30 minutes)

Andrew Hodges, Jaimee Stanley and Heidi Haagenson

The teaching and learning team - Jaimee Stanley, Heidi Haagenson and Andrew Hodges, will be sharing an update on ISD282's literacy plan.

Building Principals Operational Goals Update (20-30 minutes)

Maria Roberts, Amy Kujawski and Norm Bell

The building principals, Maria Roberts, Amy Kujawski and Norm Bell, will update the Board on their 2022-2023 Operational Goals.

FY 2023-2024 Budget Assumptions (45-60 minutes)

Superintendent Dr. Renee Corneille and Controller Phan Tu

Superintendent Corneille and Controller Tu will provide data and recommendations to the school board to balance the \$1.7million predicted budget deficit. Using a combination of Assigned, Restricted, and Reserved Capital Fund Balances.

Levy Update (5 minutes)

Superintendent Dr. Renee Corneille

Superintendent Corneille will update the school board regarding the TeamWorks process used to develop budget priorities. On April 12 and April 17 Ray Queener and Superintendent Corneille met with roughly 50 stakeholders (Input Team) to gather input. This input was provided to the Design Team for analysis. Superintendent Corneille and Mr. Queener will provide the school board with at least two options at an upcoming School Board Meeting.

Policy Reading (20 minutes)

Director Mageen Caines

This is the second reading of Policy 206.

Board Member Reports (15-20 minutes)

Board Chair Ben Phillip

Adjourn

Board Chair Ben Phillip

Next Meeting(s):

Tuesday, May 2, 2023 – Regular Meeting – City Council Chambers
Thursday, May 11, 2023 – Board Professional Development – SAVHS Room 201
Tuesday, 16, 2023 – Work Session – Media Center

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

REGULAR MEETING –Tuesday, April 4, 2023

MINUTES

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

Staff Present: Superintendent Dr. Renee Corneille; Controller Phan Tu; Director of Athletics
and Activities Dr. Troy Urdahl; SpEd Coordinator Jenny Kuykendall; Director of Student Services
Hope Fagerland; and the Coaches and Advisors.

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
April 4, 2023 Regular Meeting agenda per BoardBook, as presented. The motion carries
6-0.

STUDENT RECOGNITION

A motion was made by Cassandra Palmer and seconded by Laura Oksnevad to recognize
and congratulate our talented students who are EverBrighter in their Athletic and Activity
achievements, as presented. The motion carries 6-0.

GOLF TEAM TRIP REPORT

The Huskies boys golf team had an amazing week in Florida over spring break. Head Coach
Paul Meier presented a summary of the trip to the School Board.

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 the
achievements of SAVHS students Mackenzie Nicholas and Jenna Dierke who both received
national level awards at the 26th Annual MNational K-12 Ceramic Exhibition: and Director of
Athletics and Activities, Dr. Troy Urdahl, testified at the MN Senate in favor of a community
wellness center.

APPROVAL OF MINUTES

A motion was made by Leah Slye and seconded by Cassandra Palmer to approve the Minutes from the March 14, 2023 Work Session, as presented. The motion carries 6-0.

APPROVAL OF CONSENT AGENDA

A motion was made by Laura Oksnevad and seconded by Mike Overman to approve the April 4, 2023 Consent Agenda, as presented. The motion carries 6-0.

ACTION ITEM

1. Unrequested Leave of Absence

The Administration recommended the Board to place six (6) continuing contract teachers on Unrequested Leave of Absence (ULA), from their 2022-23 overages. The teachers will remain in their continuing contract status for the 2023-2024 school year.

A motion was made by Mageen Caines and seconded by Cassandra Palmer to place six (6) continuing contract teachers on Unrequested Leave of Absence from their 2022-23 overages, as presented. With a roll call vote, the motion carries 6-0.

2. Certified Probationary Non-Renewal

The Administration recommended to the Board that the contract for one probationary teacher be non-renewed for the 2023-2024 school year.

A motion was made by Laura Oksnevad and seconded by Cassandra Palmer to non-renew one probationary teacher for the 2023-2024 school year, as presented. With a roll call vote, the motion carries 6-0.

3. AIPAC (American Indian Parent Advisory Committee)

An AIPAC vote of nonconcurrence was issued on 3/1/2023. MDE requires the AIPAC to provide written recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth.

A motion was made by Mageen Caines and seconded by Cassandra Palmer to review and respond to the recommendations, as presented. The motion carries 6-0.

DISCUSSION

1. Summer Learning Program Overview

This presentation provided an overview of the 2022 Wilshire Park Summer Learning program and introduced the details of the 2023 program. The summer learning program provides additional learning opportunities in a fun and engaging environment.

2. 2023 - 2024 Budget Assumptions

Controller Phan Tu and Superintendent Corneille provided the board with budget assumptions and the state of the budget for the 2023-24 school year.

3. 2023 - 2024 Staff Development Plan

Superintendent Corneille shared the systemic approach the District will utilize during the 2023-24 school year. Using staff development times, the District will support staff in the areas of Rigor, Relevance, Relationships, Success Metrics, and MTSS (Literacy, Climate/Culture, Social Emotional Learning).

4. TeamWorks Process and Update

The School Board directed the administration to determine budget priorities for ISD282. The district's two levies (Operational and Curriculum/Technology) are ending in fiscal year 2025. ISD282 hired TeamWorks to support the district in developing a process to develop the priorities for ISD282 for the next 10-15 years.

5. Policy Review

This was the first reading of Policy 206. The policy has been reviewed by MSBA during the policy audit as well as by the policy committee. The second reading will be presented at the April 18 work session.

SCHOOL BOARD MEMBER REPORTS

School Board members attended the following meetings and events: Family Services Collaborative; grade 1 music concert; MSBA budget webinar; MSBA Legislative Chat; policy committee; SAMS parent meeting; COSSBA; SAVHS parent meeting; SANBE Foundation; baseball; AIPAC; Sister City; SAAAC; community conversations; and the School Board Directors of color and Indigenous Fellowship meeting.

Adjourn

The Regular Meeting of April 4, 2023 was adjourned at 10:01 p.m.
Signed: Mageen Caines - School Board Clerk Attest: Kim Lannier

SCHOOL BOARD CONSENT AGENDA
April 18, 2023

PRESENTER(S): School Board Chair

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

1. Personnel

a. Resignation(s)

Last Name	First Name	Position	School	Date Effective
Kosiak	Renee	Paraeducator	Wilshire Park	May 5, 2023
Halstensgard	Barb	Paraeducator	Wilshire Park	June 12, 2023
Hieserich	Camilla	Grade 4	Wilshire Park	June 12, 2023

b. Hires(s)

Last Name	First Name	Position	School	Date Effective
Williams	Emily	Occupational Therapist	District	August 2023
Hughes	Corey	Special Education Teacher	District	August 2023

c. Retirement(s)

Last Name	First Name	Position	School	Date Effective
Boeckel	Judith	Media Center Specialist	SAMS/SAVHS	June 9, 2023

2. Payment of Bills *Checks Paid – April 18, 2023*

General Fund	\$172,231.83
Food Service Fund	\$27,708.52
Transportation Fund	\$4,916.27
Community Service Fund	\$16,229.47
Capital Expenditure Fund	\$68,440.10
Agency Fund	\$1,500.00
Trust Fund	\$307.38
Student Activities	\$15,506.58

TOTAL: **\$306,840.15**

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled

8TH GRADE CAPSTONE

In the first year of 8th grade Capstone, the students have focused on public speaking, research, and critical thinking, creative problem solving, and global citizenship. Our final project curriculum was shaped in partnership with World Savvy.

ASSESSMENTS

The learning they have done has culminated in different assessments. For example, during the first semester, students learned debate skills through silly topics like ghosts vs. zombies, improving their public speaking skills for a final speech that they had to not just give, but also record, watch, and analyze. This semester we started our main projects. Capstone collaborated with Language Arts and learned about the UN Sustainability Goals, chose a topic that relates to a goal, and focused research on root causes and creative solutions, currently creating projects that address and try to solve these root causes.

1ST ANNUAL SYMPOSIUM!

We are excited to present the 1st Annual 8th Grade Symposium! This event will take place after school at SAMS on Friday, May 5 from 5-7 pm. Student research teams will be sharing their learning and showcasing the research projects they have been working on for the last 3 months!

Some of the topics of their research include:

- Gender Equality & the Pink Tax
- Local Farming & Water Irrigation
- Impact of Poverty on Mental Health
- Melting Ice Caps & Climate Solutions

Students will present to “break-out” style classrooms of about 30 people. After the presentations, we will celebrate together over dinner! (Asian Invasion food truck) Child care will be available.

STUDENT REFLECTIONS on CAPSTONE

- “I like that I get to voice my opinions on a topic that matters.”
- “What I like about the project is how “free” it is – we do different things each week and i kind of get to go at your own pace.”
- “I am learning a lot about the arctic and how people or indigenous groups are affected by global warming. I do find this interesting because I can learn from how they live, and their ways of life.”

- “I like how we are incorporating art into our project. I like it because it’s kind of an unwind from all the screen time we've had.”
- The research connects to my life outside of school by making me think more about what I see and do.”
- “Having a teammate you trust helps as they can share ideas that you have never even thought about and support and add into your own.”
- “I feel like I have become more outgoing and I am definitely more comfortable with working in groups of people. Learning about schemes also taught me how to understand other people’s perspective and why they have that perspective.”
- “The start of this semester I didn't think I would like this class at all and after the first few classes it felt true that it was just going to be my least favorite class and it honestly was for a little bit. I'm not one to speak a lot and share a lot with the class– if I don't have to and I could avoid talking to the whole class, but then we had to sit in a circle and everyone had to share, including me which I was not a fan of... After getting out of my comfort zone a few times in this class and sharing my work with and without a group, I started to share more in other classes. I also have got better at having decent answers so i'm prepared if I get called on, I still freeze sometimes and don't know what to say but I have improved in what my answers are and I still dont talk that much but I am starting to talk in class more than I have in any other years.”

LITERACY

AT ST. ANTHONY-NEW BRIGHTON SCHOOLS

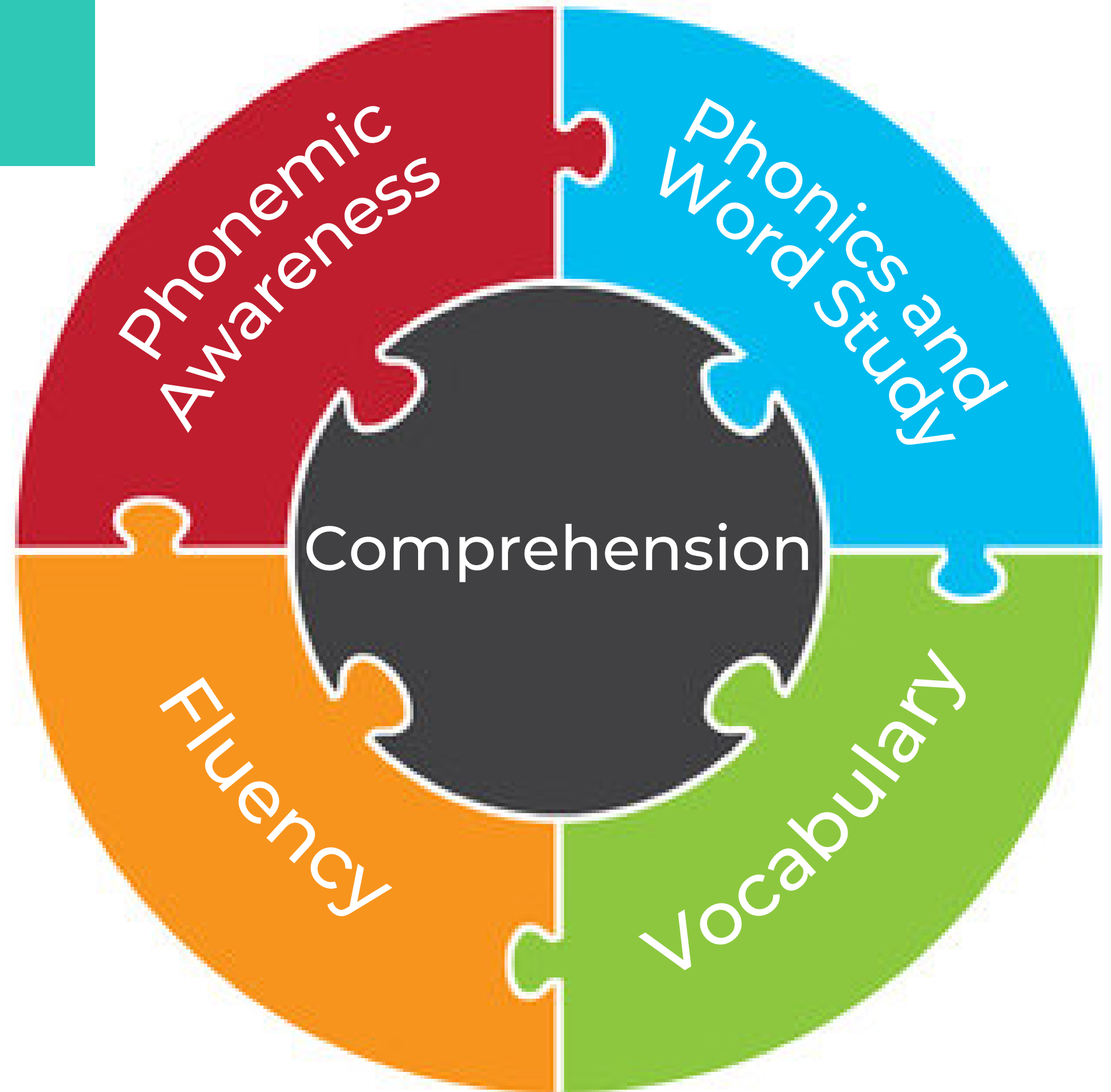
JAIMEE STANLEY
HEIDI HAAGENSON
ANDREW HODGES



CHAPTER 1: OUR WORK THIS YEAR



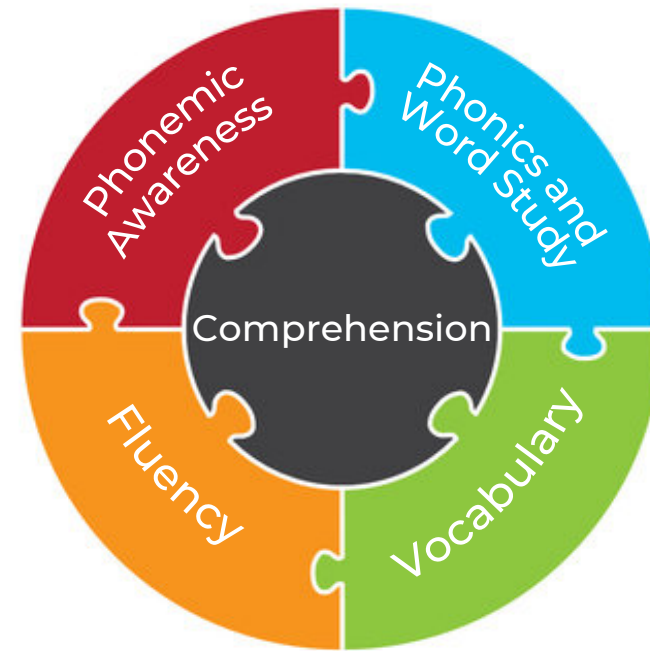
THE BIG 5



LITERACY AT WP

Phonemic Awareness:

- Training in Heggerty
- Intro to common literacy assessments (PAST)



Phonics and Word Study:

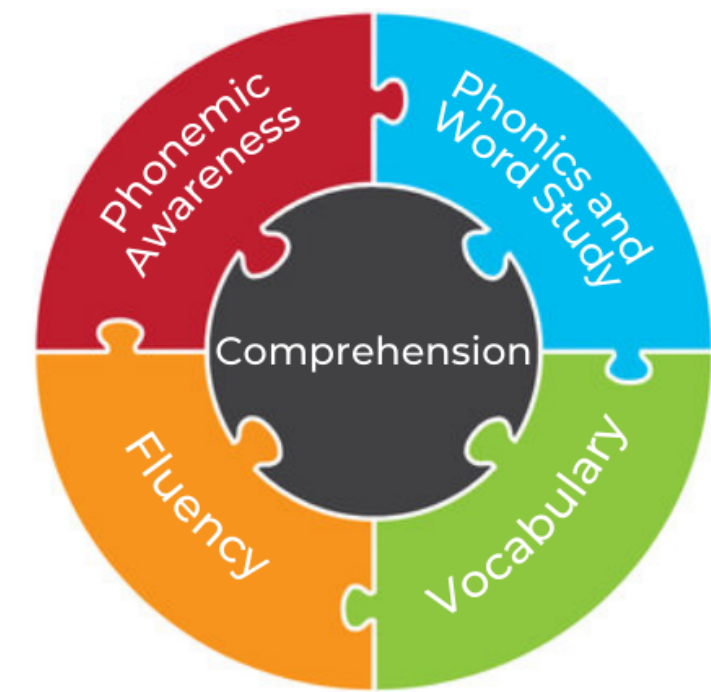
- Adoption of UFLI curriculum
- Intro to common literacy assessments (phonics screeners)

All Areas:

- Completion of LETRS training (12 teachers, 2 admin)
- LETRS and phonics-focused small PD groups
- Work with teachers (curriculum/standards and data analysis):
 - ADSIS Reading Teachers
 - Grade-level Teams Work with ADSIS reading teachers

Literacy at St. Anthony-New Brighton Schools

Literacy is a vital skill for students to succeed. When students can make meaning out of text, doors can open for students to be able to think critically, build knowledge, advocate for themselves and others, communicate effectively, engage in communities, and pursue ambitions. With these skills, students can confidently pursue their lifelong ambitions.



PHONEMIC AWARENESS	PHONICS INSTRUCTION	VOCABULARY	FLUENCY	COMPREHENSION
Ability to identify and manipulate sounds into spoken words	Correlation of sounds to letters and groups of letters in our alphabetic code	Knowledge of words and their meanings	Ability to read effortlessly with consistent speed, accuracy, and proper expression	Ability to fully understand what is read
<u>Tier 1 Instruction:</u> K-2	<u>Tier 1 Instruction:</u> K-3	<u>Tier 1 Instruction:</u> K-12	<u>Tier 1 Instruction:</u> K-6	<u>Tier 1 Instruction:</u> K-12
<u>Curricular Materials:</u> Heggerty	<u>Curricular Materials:</u> UFLI	<u>Curricular Materials:</u> (TBD)	<u>Curricular Materials:</u> (TBD)	<u>Curricular Materials:</u> (TBD)
<u>Screeners:</u> FastBridge PAST	<u>Screeners:</u> FastBridge CORE or LETRS	<u>Screeners:</u> FastBridge	<u>Screeners:</u> FastBridge	<u>Screeners:</u> FastBridge

*"I am completely shifting how I teach my small reading groups.
I haven't taught phonics in my 20-year career."*

.....

*"Using research-based curriculum like UFLI has shown extreme
improvement in student writing confidence and ability and also
in their phonemic awareness abilities."*

.....

*"WOW. Impressive gains for kindergarten kiddos. I have seen
patterns in reading improved, letter knowledge, phonemic
awareness, and decodable texts with success."*



CHAPTER 2: SOLD A STORY

THE PODCAST, SCIENCE OF READING, AND
EFFECTIVE LITERACY INSTRUCTION



THE BASICS

- Learning and discussions centered around reading instruction and podcast
- 24 participants
- 4 sessions before school in January and February

Let's learn together!

Join us for Breakfast & Discussion

8:00-8:45 in Media Center

Thursday, Jan. 12 Thursday, Feb. 9
Thursday, Jan. 26 Thursday, Feb. 23

Sold a Story: How Teaching Kids to Read Went So Wrong

There's an idea about how children learn to read that's held sway in schools for more than a generation — even though it was proven wrong by cognitive scientists decades ago. Teaching methods based on this idea can make it harder for children to learn how to read. In this podcast, host Emily Hanford investigates the influential authors who promote this idea and the company that sells their work. It's an exposé of how educators came to believe in something that isn't true and are now reckoning with the consequences — children harmed, money wasted, an education system upended.

Excerpt from the podcast website

Sold a Story

Coffee

<https://features.apmreports.org/sold-a-story/>

OUR GOALS

1

Continue learning about literacy - specifically, help staff better understand the history of teaching students how to read

2

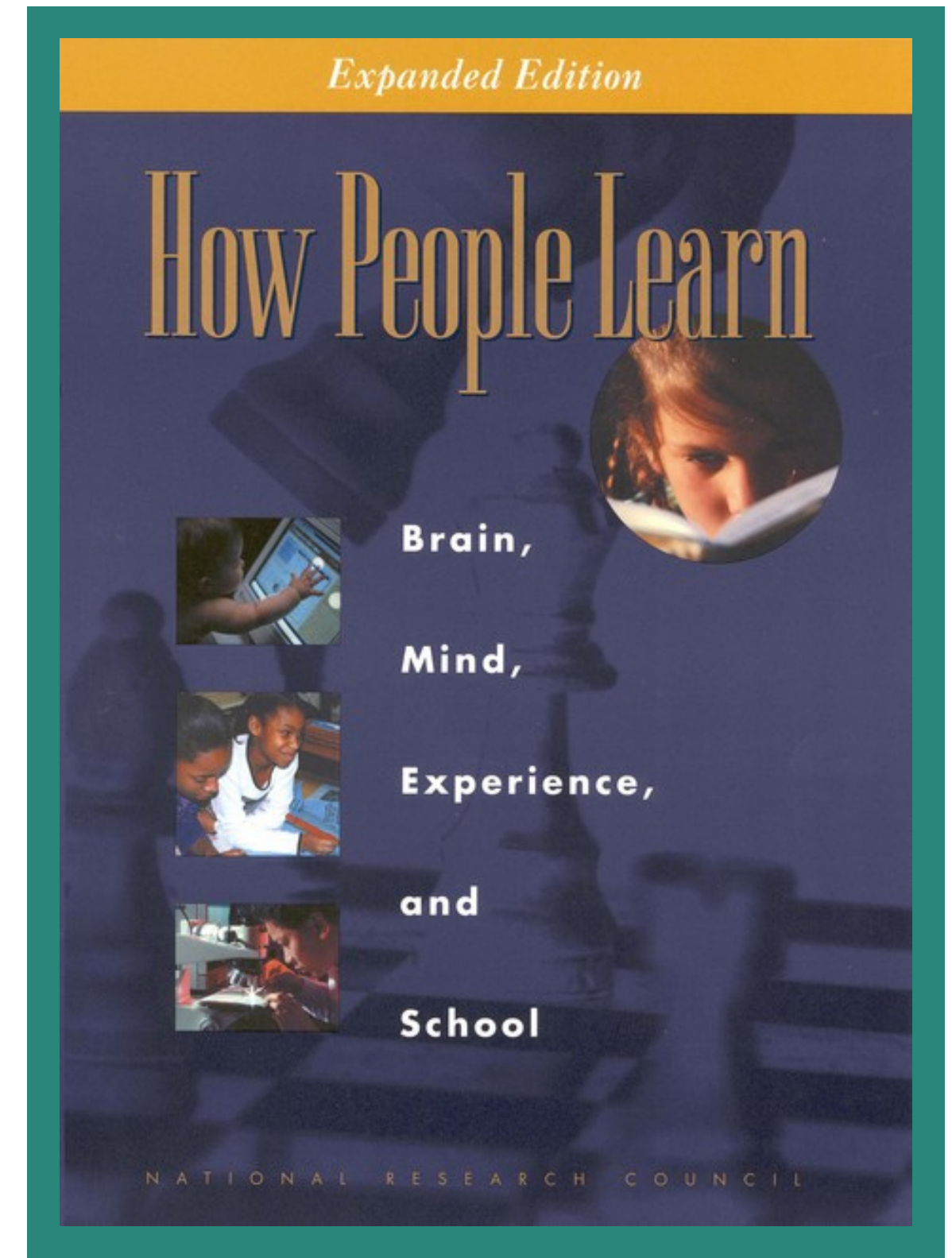
Give staff time to reflect and process feelings related to past reading instruction and the shift to new curriculum and instructional practices

MODEL BEST PRACTICES

“In education, we constantly are striving to unlearn and relearn and that's what this is about.”

-group participant

- Address preconceptions
- Build an in-depth knowledge base and make connections
- Allow time for metacognition



BENEFITS

- Relevant learning
- Fun, relaxed structure
- Optional
- Staff from various roles
- Coffee and Breakfast
- 4 CEU hours and reading licensure area requirement





FEEDBACK

- Liked learning with other staff about a meaningful and accessible topic
- Appreciative of the structure and organization
- Thankful for the ability to apply the learning immediately in the classroom



CHAPTER 3: NEXT STEPS



NEXT STEPS

- Professional Development
- Literacy Cohort/
Literacy 101 and 102
- Literacy Team

Literacy at St. Anthony-New Brighton Schools

VISION: Literacy is a vital skill for students to succeed. When students can make meaning out of text, doors can open for students to be able to think critically, build knowledge, advocate for themselves and others, communicate effectively, engage in communities, and pursue ambitions. With these skills, students can confidently pursue their lifelong ambitions.

PROFESSIONAL LEARNING: For students to master literacy skills, it's essential that teachers are knowledgeable, equipped, and supported to be able to teach kids how to read. Instruction in all disciplines and grade levels must embed instruction for all students to read, write, and comprehend.

	Literacy 101 & 102	Literacy Team
Purpose	1. To participate in in-depth professional development dedicated to literacy instruction 2. To implement best practices for literacy instruction and receive feedback and coaching	1. To build a plan for what literacy at SANB looks, feels, and sounds like. 2. To use our knowledge from our shared PD to inform and lead literacy systems at SANB
Participants	Any K-12 teacher is welcome to participate. (Maximum capacity: 30 participants)	Literacy Team Members must participate in Literacy 101 and 102. The Team will consist of representatives from every grade K-8, Special Education, EL/ML, and Interventionists.
Time Commitment	2-year commitment beginning Summer 2023 • <u>Literacy 101:</u> ◦ We will meet twice during Summer 2023, every district PD, one flex day during the school year, and once during Summer 2024. Meeting times will be determined once the group is formed. • <u>Literacy 102:</u> ◦ Dates and times for Literacy 102 will be determined later.	2-year commitment beginning Summer 2023 • We will meet for 2 hours monthly starting in the summer of 2023. Meeting times will be determined once the group is formed.
Topics of Discussion or Learning	<u>Literacy 101:</u> • History • The Reading Brain • Phonological Awareness • Phonics • Fluency • Oral Language and Vocabulary • Comprehension • Writing • Assessment and Data <u>Literacy 102:</u> • Implementation of best practices in the classroom • Classroom visits and coaching of literacy instruction	As a team, we will collaboratively create a list of priorities, but possible topics of work include: • Standards Alignment • How to Read and Unpack Literacy Standards • Learning Progressions • Alignment of Resources • Writing Instruction and Resources • Accessing, Understanding, and Implementing Data for Decision Making • Assessment Protocols • Reading Instruction Technology • MTSS: Moving through the Tiers • ADSIS - How/When to Refer and Exit a Student
Compensation	\$2,000 upon completion of both courses and evidence of mastery	\$2,000 stipend/year

NEXT STEPS

- Implementation of Inference Galaxy
 - Kindergarten for 23-24
- An interactive software app
 - Focuses on developing inference-making skills
 - Embeds key academic vocabulary
 - Provides immediate scaffolding and feedback
 - Uses FastBridge Data



NEXT STEPS

- FastBridge
 - Universal screener and progress monitoring for all areas of literacy
 - Piloted at WP: Winter 2022-23
 - Full implementation: Fall 2023
- Review and adopt reading curricular materials at Wilshire Park
 - Primary need: comprehension, vocabulary, fluency

NEXT STEPS

- Heggerty Check-ins

Heggerty Check-In

Teacher Name: _____
Grade: K 1 2 3 4 5
Date: _____

Lesson Component	Use of explicit language and/or skill focus ☒	Observations on Lesson Delivery and Student Engagement
RHYME	☐	
INITIAL PHONEME ISOLATION	☐	
BLENDING	☐	
FINAL OR MEDIAL PHONEME ISOLATION	☐	
SEGMENTING	☐	
ADDING	☐	
DELETING	☐	
SUBSTITUTING	☐	

Grouping and Instructional Strategies Used
☐ WHOLE GROUP
☐ SMALL GROUP
☐ PACE _____
☐ ERROR CORRECTION
☐ HAND MOTIONS OR OTHER VISUAL SUPPORTS
☐ HAND MOTIONS REMOVED IN PRIMARY EXT.

Additional Notes

"Every teacher needs to improve, not because they are not good enough, but because they can be even better."

-Dylan William

2022-2023 Operational Plans

Wilshire Park

SAMS

SAVHS

Wilshire Park Workshop Week

- Healthy Culture, Healthy Teams, Healthy Learning Environment
 - Patrick Lencioni's The 5 Dysfunctions of a Team

Example norms developed by teams:

- collaborate with efficiency in mind
- appreciate and respect individual differences
- treat each other with dignity
- provide processing time prior to decision making
- respect our different ways of planning
- prioritize direct communication
- take chances and know some things are a work in progress

Theme: We are moving from ignoring to acknowledging and accountability

Teachers are owning their learning and demonstrating leadership in a variety of ways

Teacher led staff presentations

Teacher led professional learning groups

Wilshire Park Operational Plan Goals

Develop and align building-wide homework practices, use of progress reports and professional development

- Teacher led committees
- Teacher led professional development and authentic learning
 - SEL
 - Play As A Learning Tool (reading *The Playful Classroom: The Power of Play for All Ages*)
 - LETRS (Science of Reading)
 - Book Club: reading *A Fresh Look At Phonics, Start Here, Start Now, and Better Than Carrots or Sticks: Restorative Practices for Classroom Management*
 - Vertical Alignment (3-5)
- Literacy
 - Identify curriculum, instructional and resource alignment needs
 - Participated in Sold A Story Podcast with Jaimee and Heidi
 - LETRS training
 - Implementation is happening!
- Social Emotional Learning
 - Tier 1 Support: this is an area of focus for us moving forward
 - Partnering with district mental health coordinator (in building 1.5 days/week)
 - Tier 2 interventions-SEL lounge, 1:1 support and small group support from school counselor
 - Partnership with Lee Carlson

SAMS Original Operational Plan Goals

SAMS will have shared understanding of around assessment, feedback, grading, and reporting for:

- All grade-level teams and departments
- Students
- Families

SAMS will have shared understanding around assessment, feedback, grading, and reporting.

Our goals:

(green=going well, yellow=needs work)

- Using the tools that we have in ways to help us meet our priorities (Google Classroom, Skyward, newsletter)
- Clear essential standards for each class
- Using descriptors to help students & families know progress towards proficiency
- Assessments entered into Skyward regularly
- Every 6 weeks, parents will receive a reminder to check progress

Staff give our team a 2.9 on a scale from 1-4.

Some thoughts from staff:

Because we have so many new teachers, I think this was challenging this year. But we're on our way!

I believe we all have a strong shared understanding around assessment, feedback, grading, and reporting. If the goal relates to sharing out this shared understanding with students, families and community, I would score a 3

I would give SAMS a 2.5. I think we have grown in our understanding but we still have a ways to go!

SAMS Original Operational Plan Goals

Staff will report an improvement in staff professional social and emotional well-being:

- By creating school-wide expectations & grade-level community agreements
- Imbedding continuous professional development throughout the year
- Increasing staff social events in the name of connection

On a scale from 1-4, staff report we are at a 3.45.

"I feel supported by admin. and plenty of personnel in the building. I feel like SAMS admin is majoring in the majors. I feel seen and heard with issues I have had, and I don't feel that anyone is expecting more than I can deliver, though I simultaneously feel overwhelmed as a new teacher with initiatives over prep time/negative space in the schedule - IE CLG, vision teams, covering morning meeting...these are all small individually but add up over prep times are already compromised with team/departments/IEP meetings/possibility of subbing, etc."

"I would give SAMS a 4. I think I have seen an improvement in our professional social and emotional well-being."

"I've seen lots of improvement in staff culture this year."

SAVHS Original Operational Plan Goals

Strategic Direction

Staff

Goal

Build a positive community between staff and administration

Hold space for collaboration and decision making for school success.

Strategies

1. Professional development focused on community & relationship building.
 - a. Breakfast
 - b. Lunch
 - c. Activities
 - d. Defining individual purpose and aligning with SANB mission/vision

Leadership Meetings

- e. Once a month prior to school day
1. PLC Time
 - b. Once a month during WIN

February Update of SAVHS Operational Plans

Purpose/Mission/Vision

- Create an inclusive community by having open lines of communication with staff.
- Implementational of Behavior Plan/Restorative Practices
- Implementation of Credit Recovery/Make Up Plan for missing work

Communication

- Staff communicate with families (email or phone)
 - Communication includes a response from families
- Weekly Staff Newsletter
 - Sundays
- Leadership Meeting Notes shared with staff
- Accurate entering of Behavior Referral
- Development of Minor/Major Behaviors
- Students who are credit deficient are recovering or making up work within SAVHS(no credit bearing)

ISD 282 - St Anthony New Brighton 2023-24 Budget Overview

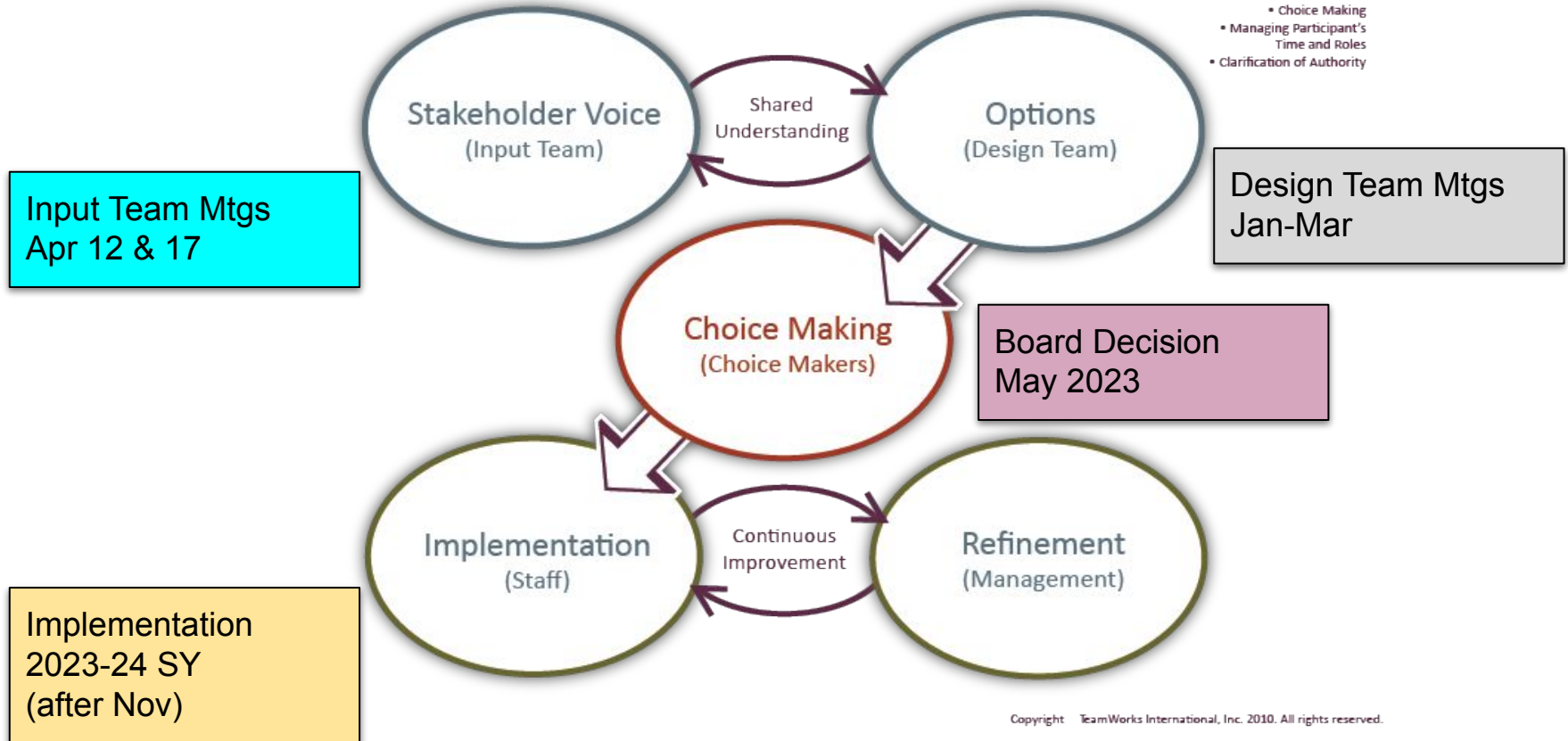
Fund Type	Description	Est. Beg Balance	Recommended use in 2023-24	Ending Balance
Assigned	Severance, Vacation & Sick	\$590,377		\$590,377
Assigned	COVID-19 Response	\$200,000	\$200,000	\$0
Assigned	SPED and Federal Programs	\$650,000	\$250,000	\$400,000
Assigned	ESSER III	\$450,000	\$450,000	\$0
Assigned	Equity and Instruction	\$232,550	\$35,154	\$197,396
Assigned	WMEP for Integration	\$83,709	\$83,709	\$0
Assigned	ADSI	\$200,000		\$200,000
Assigned	Achievement & Integration	\$44,016	\$44,016	\$0
Assigned	Device Insurance	\$6,532		\$6,532
Assigned	District Technology	\$57,602		\$57,602
Assigned	Legal	\$110,000		\$110,000
Total Assigned Fund Balance		\$2,624,786	\$1,062,879	\$1,561,907
Restricted	Staff Development	\$214,801	\$52,000	\$162,801
Restricted	Safe Schools	\$121,190	\$121,190	\$0
Total Restricted		\$335,991	\$173,190	\$162,801
Committed	Capital	\$581,046		\$581,046
Committed	Technology and Curriculum	\$116,822		\$116,822
Total Committed		\$697,868	\$0	\$697,868
Unassigned	Unassigned	\$2,566,877	\$0	\$2,566,877
Transportation	Regular Transportation	\$493,678	\$18,367	\$475,311
Reserved Capital	Capital Projects Levy	\$1,138,785	\$179,801	\$958,984
Reserved Capital	Operating Capital	\$1,107,853	\$200,000	\$907,853
Reserved Capital	Long Term Facilities Maint	\$219,733		\$219,733
Total Capital		\$2,466,371	\$379,801	\$2,086,570
OPEB	OPEB	\$1,187,563	\$77,650	\$1,109,913
Total		\$10,373,133	\$1,711,887	\$8,661,246

Decision Making

Part of the FrameWorks Series

Used For:

- Choice Making
- Managing Participant's Time and Roles
- Clarification of Authority



206 PUBLIC ~~INPUT TO THE~~ INPUT TO SCHOOL BOARD MEETINGS AND DATA PRIVACY CONSIDERATIONS

I. PURPOSE

- A. The school board recognizes the value of **input from** the public in deliberations and decisions on school district matters. At the same time, the school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.
- B. The purpose of this policy is to provide procedures to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school board is to encourage **input by** persons of subjects related to the management of the school district at listening sessions-school board meetings. The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free discussion by all interested parties, **typically through identified listening sessions**.
- B. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.
- C. **Members of the public wishing to make a complaint about individuals will be directed to Policy 103 and Policy 413.**

III. DEFINITIONS

- A. "Listening session" is an opportunity for the Board to listen to input from the public of subjects related to school district matters.
- B. "Personnel data" means government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor.
- C. Personnel data on current and former employees that is "public" includes:
 - Name; employee identification number, which must not be the employee's social security number; actual gross salary; salary range; terms and conditions of employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action; the final disposition of any disciplinary action as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body; the complete terms of any agreement settling any dispute arising out of the employment relationship, including a buyout agreement as defined in Minn. Stat. § 123B.143, Subd. 2, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money; work location; work telephone number; badge number; work-related continuing education; honors and awards

received; and payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

- D. Personnel data on current and former applicants for employment that is "public" includes:

Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For purposes of this subdivision, "finalist" means an individual who is selected to be interviewed by the appointing authority prior to selection.

- E. "Educational data" means data maintained by the school district which relates to a student.

- F. "Student" means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment, or individuals who receive shared time services.

- G. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multimember agency pursuant to Minn. Stat. § 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

IV. RIGHTS TO PRIVACY

- A. School district employees have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:

1. right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40, Subd. 14 (Teachers Discharge Hearing);

2. right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);

3. right to consideration by the school board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Not Public Data);

4. right to a private hearing for licensed or nonlicensed head varsity coaches to

discuss reasons for nonrenewal of a coaching contract pursuant to Minn. Stat. § 122A.33, Subd. 3.

B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:

- 1.** right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing);
- 2.** right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA);
- 3.** right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. ~~§ 626.556~~**Ch. 260E** (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

V. THE PUBLIC'S OPPORTUNITY TO BE HEARD

A. The school board will strive to give all persons an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy, **Policy 103 and Policy 413**, subject to reasonable time, place, and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minn. Stat. § 13.43, Subd. 2 (Public Data), **under policy 406**.

- 1.** Persons who wish to address the school board on **any particular subject** should identify the subject to which their comments pertain, **when the time for public input is identified**.
- 2.** The school board chair will recognize one speaker at a time and will rule out of order other speakers who are not recognized. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
- 3.** The school board retains the discretion to limit **comment on any subject** to a reasonable period of time as determined by the school board. If a group or organization wishes to address the school board on a topic, subject to the limitations of this policy, the school board reserves the right to allocate a specific period or require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.
- 4.** An individual's privilege to address the school board will be terminated if the individual disregards district policies, which may include but are not limited to discussion violating any of the following:
 - a.** Matters which may involve data privacy concerns, which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public.
 - b.** Any discussion by any person, including school board members, that would violate the provisions of state or federal law, district policies, or the statutory rights of privacy of an individual.
 - c.** Personal attacks by anyone addressing the school board are unacceptable.
- 7.** Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and limit time restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for **speakers** to be heard.

B. Except as determined by the school board to be necessary or in an emergency, the school

- the board will not take action at the same meeting on an item raised for the first time by public.
- C. ~~Persons who wish to have an agenda item discussed at a school board meeting shall refer to Policy 203.5.~~

VI. STRUCTURE

A. Listening Session

1. ~~The school board will publish procedures for the orderly conduct of listening sessions.~~
2. The school board shall normally provide a specified period of time when persons may address the school board on any topic, subject to the limitations of this policy. The school board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.
3. The school board may decide to hold certain types of public meetings where the public will not be invited to address the school board. Possible examples are work sessions and board retreats. The public will still be entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not be allotted time during the meeting to address the board.
4. ~~Complaints about individuals will be addressed under Policy 103 or Policy 413, as appropriate. Listening sessions will not be used to discuss complaints about specific individuals, under MN Statute, Chapter 13.~~

VII. PENALTIES FOR VIOLATION OF DATA PRIVACY

- A. The school district is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. § 13.08, Subd. 1)
- B. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. (Minn. Stat. § 13.09)
- C. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) ~~Minn. Stat. § 13.43 (Personnel Data)~~
[Minn. Stat. § 13.43 \(Personnel Data\)](#)
Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
Minn. Stat. § 13D.05 (~~Open Meeting Law~~) [Meetings Having Data Classified as Public](#)
Minn. Stat. § 121A.47, Subd. 5 (~~Student Dismissal Hearing~~) [Exclusion and Expulsion Procedures; Closed or Open Meeting](#))
Minn. Stat. § 122A.33, Subd. 3 (~~Coaches~~) [License and Degree Exemption for Head Coach; Notice of Nonrenewal](#); Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (~~Teacher Discharge~~) [Employment; Contracts; Termination; Hearing; Procedures](#)
Minn. Stat. § 122A.44 (Contracting with Teachers); [Substitute Teachers](#))
Minn. Stat. § 123B.02, Subd. 14 ([General Powers of Independent School Districts](#); Employees; Contracts for Services)
Minn. Stat. § 123B.143, Subd. 2 ([Superintendents](#); Disclose Past Buyouts or

Contract is Void)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. ~~§ 626.556~~[Ch. 260E](#) (Reporting of Maltreatment of Minors)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
Minn. Op. Atty. Gen. 852 (July 14, 2006)

Cross References:

MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA/MASA Model Policy 207 (Public Hearings)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)-[MSBA/MASA Model Policy 515 \(Protection and Privacy of Pupil Records\)](#)
~~MSBA Service Manual, Chapter 13,~~ [/MASA Model Policy 515 \(Protection and Privacy of Pupil Records\)](#)
[MSBA](#) School Law Bulletin "C" (Minnesota's Open Meeting Law)
~~MSBA Service Manual, Chapter 13,~~ School Law Bulletin "I" (School Records - Privacy - Access to Data)