

Tuesday, May 2, 2023

City Council Chambers
3301 Silver Lake Road
St. Anthony, MN 55418

7:00 pm Regular Meeting

Please [click here](#) to join the 6:30 pm Listening Session.
Please [click here](#) to view the Regular Meeting via NineNorth

REGULAR MEETING

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 18, 2023 Work Session per BoardBook, as presented.

Consent Agenda (2 minutes)
Board Chair Ben Phillip

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.

Action Item: (5 minutes)
Policy 206
School Board Member Mageen Caines

This is the final reading of Policy 206.

The recommended motion is to approve Policy 206 - Public Input to the School Board and Data Privacy Considerations, as presented.

Action Item: (5 minutes)

Restorative Justice Sign-on Letter

Board Chair Ben Phillip

Minnesota State Representative Sandra Feist is working on legislation to create an Office of Restorative Practices in order to expand restorative justice statewide. Schools would be eligible for grant funding under this proposed bill. Representative Feist is asking for support from the School Board.

The recommended motion is for the School Board of ISD282 to show their support of the Restorative Justice sign-on letter, as presented.

Action Item: (5 minutes)

Agreement to Provide Special Education Related Services

Director of Student Services - Hope Fagerland

The NE Metro 916 Itinerant Services Contract is an annual agreement between the ISD282 and NE Metro 916. Special education students receive educational and related services from NE Metro 916 licensed professionals.

The recommended motion is to approve the Agreement to Provide Special Education and Related Staffing, as presented.

Discussion Item: (20 minutes)

**ASCD (Association for Supervision and Curriculum Development)
Conference Report**

Instructional Coach - Heidi Haagenson

Instructional Coach Heidi Haagenson attended the national conference for the Association for Supervision and Curriculum Development. Specifically, Ms. Haagenson also attended the pre-conference session regarding curriculum and assessment for 21st century learning. Heidi's presentation will outline her learning from the conference and how it overlays the work St. Anthony New Brighton is working toward.

Discussion Item: (20 minutes)

Full Service Community School (FSCS) Update

Director of Student Services - Hope Fagerland and Wellness Coordinator - Lori Watzl King

This presentation on Full Service Community Schools (FSCS) will provide detailed background information and a potential timeline for submitting an FSCS application.

Discussion Item: (30 minutes)

Wellness Committee Update

Wellness Coordinator - Lori Watzl King

At ISD282 we are committed to supporting the learning, health and well-being of students and staff by using the WSCC (Whole School Whole Community, Whole Child) Model to promote lifelong personal well-being. This report will provide a review of the work the Wellness Committee has accomplished in the 2022-2023 school year.

Discussion Item: (15 minutes)

2022-2023 YTD Budget

2023-2024 Budget Draft

Controller - Phan Tu

Controller Phan Tu will present the 2022-2023 year to date budget as well as the 2023-2024 budget draft.

Discussion Item: (15 minutes)

LTFM (Long Term Facilities Maintenance) Budget Update

Director of Athletics, Activities and Facilities - Dr. Troy Urdahl

School districts are required to annually update their LTFM ten-year plan and submit approved plans to MDE for approval by July 31.

Discussion Item: (30 minutes)

COSSBA (Consortium of State School Boards Associations)

Conference Report

School Board Member - Laura Oksnevad and School Board Member Mageen Caines

Vice Chair Laura Oksnevad, Clerk Mageen Caines and Superintendent Corneille attend the COSSBA (Consortium of State School Boards Association) National Conference in Tampa, Florida. The conference offered intensive tracks including Advocacy, Collaboration & Communication, Governance & Leadership, Legal Issues, School Safety & Mental Health, Stakeholder Involvement and Student Achievement. This presentation will provide an overview of the four-day conference.

Discussion Item: (30 minutes)

Policy Review

School Board Member - Mageen Caines

This is the first reading of Policy 417, 419, 420, 501, 516.5, 530 and 722.

Each policy has been reviewed by MSBA during our policy audit as well as by the policy committee.

Board Member Reports (15 minutes)

Board Chair Ben Phillip

Adjourn

Board Chair Ben Phillip

Next Meeting(s):

Thursday, May 11, 2023 – Board Professional Development – SAVHS Room 201

Tuesday, May 16, 2023 – Work Session – Media Center

Tuesday, June 6, 2023 – Regular Meeting – City Council Chambers

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

WORK SESSION –Tuesday, April 18, 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; Building Principals Maria Roberts, Amy
Kujawski and Norman Bell; Literacy Coordinator Jaimee Stanley; Teaching and Learning Heidi
Haagenson and SAMS LA Teacher Alison Criss

The Work Session 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 Cassandra Palmer to approve the April 18, 2023 Work Session agenda per BoardBook, as presented. The motion carries 6-0.

APPROVAL OF MINUTES

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

APPROVAL OF CONSENT AGENDA

A motion was made by Leah Slve and seconded by Cassandra Palmer to approve the April 18, 2023 Consent Agenda, as presented. The motion carries 6-0.

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 highlighted a tour of NE Metro 916 Career and Technical Center and the two levy input meetings attended by students, community members and staff.

DISCUSSION

1. SAMS Capstone Project

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

2. Literacy Plan - Operational Goals

The teaching and learning team - Jaimee Stanley and Heidi Haagenson shared an update on ISD282's literacy plan.

3. Building Principals Operational Goals Update

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

4. FY 2023-2024 Budget Assumptions

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

5. Levy Update

Superintendent Corneille continues to update the Board regarding the TeamWorks process being used to develop budget priorities.

6. Policy Reading

This was the second reading of Policy 206. This policy will be presented for approval at the May 2, 2023 regular meeting.

SCHOOL BOARD MEMBER REPORTS

School Board members attended the following meetings and events: baseball; Teaching and Learning community meeting; recruiting and retention plan; School Board Directors of Color and Indigenous Fellowship; SAVHS play; NE Metro 916; policy committee; Career and Tech tour; Wellness Committee; AMSD; Legislative Chat; Youth Mental Health Night; Cultural Night; MSBA Coffee & Conversation; SAMS Parent meeting; Equity Review; and the Early Childhood Advisory Council meeting.

Adjourn

The Work Session of April 18, 2023 was adjourned at 10:13 p.m.
Signed: Mageen Caines - School Board Clerk Attest: Kim Lannier

SCHOOL BOARD CONSENT AGENDA
May 2, 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
Labandz	Rick	Custodian	Community Services	May 5, 2023

b. Hires(s)

Last Name	First Name	Position	School	Date Effective
Nelson	Rivers	SpEd Paraeducator	St. Charles	May 8, 2024
Schwitters	Drue	LTS - 8th Grade Seminar	SAMS	April 24 - June 12, 2023
Hudson	Erika	ECSE Licensed Teacher	Community Services	September 2023
Dockter	Katherine	Health and Physical Education	SAVHS	August 2023
Beeman	Sarah	Spanish	SAVHS	August 2023

2. Payment of Bills *Checks Paid – April 21, 2023*

General Fund	\$85,197.79
Food Service Fund	\$19,012.45
Transportation Fund	\$112,759.56
Community Service Fund	\$6,945.94
Capital Expenditure Fund	\$44,708.73
Agency Fund	\$1,000.00
Trust Fund	\$3,456.26
Student Activities	\$13,884.83

TOTAL: **\$286,965.56**

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled

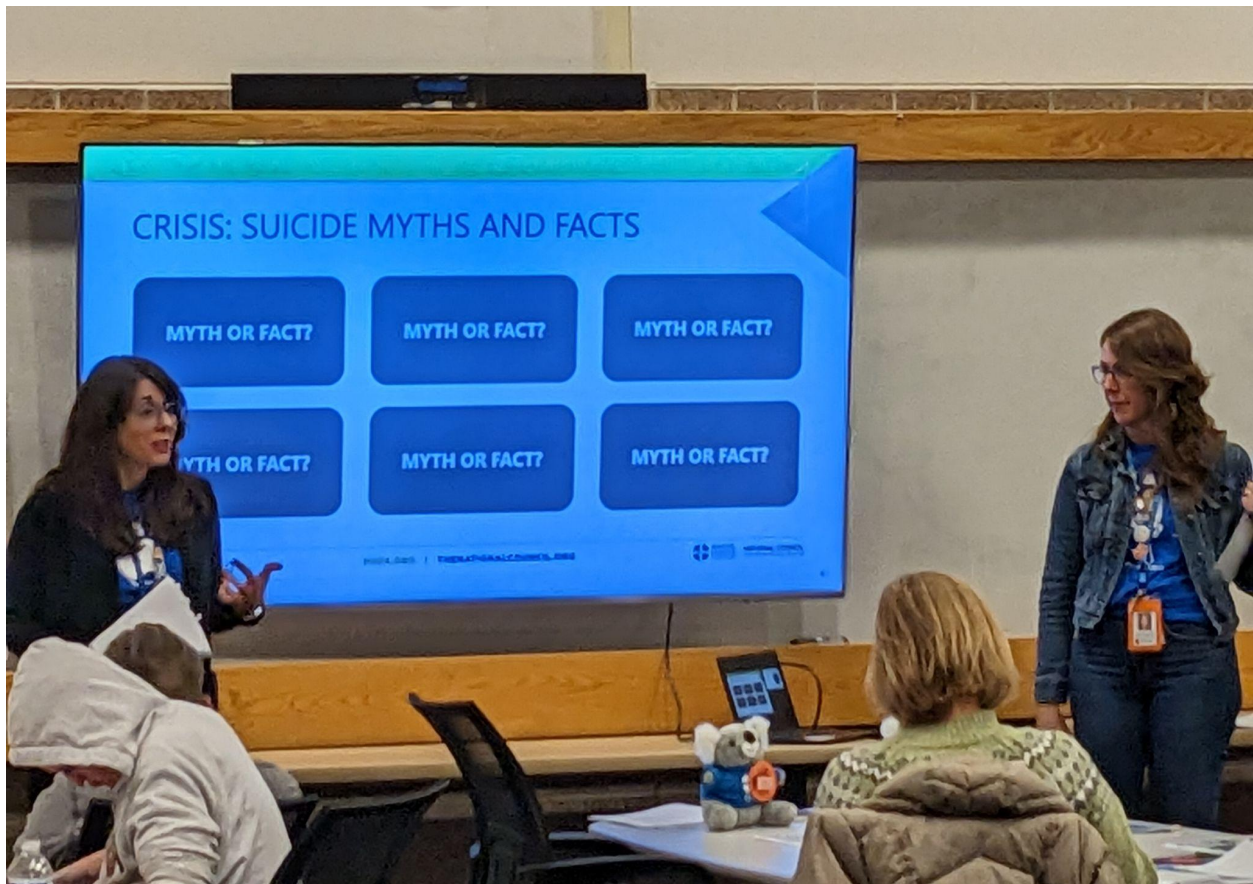
Superintendent Report from Dr. Renee Corneille
Superintendent of St. Anthony - New Brighton Schools

Each school board meeting, the superintendent will take time to reflect on the school district's achievements, events and stories of students and staff. The idea of these notes is to keep the board both informed and inspired of all the amazing work our school community has done over the past two weeks.

Tuesday, May 2, 2023

Youth Mental Health First Aid event

SANB partnered with Intermediate District 916 to offer a Youth Mental Health First Aid training on April 13 and 20 for parents, staff and community members. The training consisted of five hours of in-person training as well as three hours of online training. Sixteen participants attended the training which included teachers from St. Anthony Middle School, a school board member, and parents/community members.





Monday, April 3, 2023

Substance use awareness training for parents

On Monday, April 3, the Ramsey County OPUS coalition in collaboration with St. Anthony school officials, law enforcement, school mental health professionals, prevention specialists and youth peer support specialists presented a parent education night where participants learned about:

- Current substance use trends among youth
- Social media and the impact on mental health
- Warning signs and what you can do
- Q&A panel with industry professionals

The feedback on the night was very positive and powerful. The team is planning a similar event to kick off a safe summer!



SAMS math team presents their redesigned instruction at MN math conference

Big congrats to the St. Anthony Middle School math team who presented at the Minnesota Council of Teachers of Mathematics conference in Duluth on April 21. Their topic was on how they redesigned instruction that made learning math more equitable and rigorous.

"They are leaders not just in our school community, but in the larger community of Minnesota math teachers. Their hard work continues to inspire me, and I'm grateful to be doing this learning work along their sides." – Principal Amy Kujawski 💙



206 PUBLIC INPUT TO THE SCHOOL BOARD AND DATA PRIVACY CONSIDERATIONS

I. PURPOSE

- A. The school board recognizes the value of input from the public regarding 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 input 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 regarding subjects related to the management of the school district. The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free input from all interested parties.
- 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.
- D. Members of the public wishing to request an agenda item be discussed at a school board meeting shall refer to Policy 203.5.

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. Ch. 260E (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

V. THE PUBLIC'S OPPORTUNITY TO PROVIDE INPUT IN PUBLIC

- 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.

VI. STRUCTURE

- A. Listening session or other public input session

- a. The school board will publish procedures for the orderly conduct of listening sessions and/or public input sessions online and retains the right to enforce those procedures during any public or community input session or conversation.
- b. The school board will end the public input portion of any meeting immediately if an individual disregards district policies, which may include but are not limited to comments violating any of the following:
 - i. 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.
 - ii. 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.
 - iii. Personal attacks by anyone addressing the school board are unacceptable.
- c. An individual's privilege to address the school board in public will be terminated if the individual disregards district policies, which may include but are not limited to comment violating any of the following:
 - i. 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.
 - ii. 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.
 - iii. Personal attacks by anyone addressing the school board are unacceptable.

B. Complaints

- a. Complaints about individuals will be addressed under Policy 103 or Policy 413, as appropriate.
- b. Listening sessions will not be used to discuss complaints about specific individuals, under MN Statute, Chapter 13.

C. Agenda items

- a. Persons who wish to have an agenda item discussed at a school board meeting shall refer to Policy 203.5.
- b. Except as determined by the school board to be necessary or in an emergency, the school board will not take action at the same meeting on an item raised for the first time by the public.

D. Other meetings

- a. 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.

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. § 13.601, Subd. 3 (Applicants for Appointment)
Minn. Stat. § 13D.05 (Meetings Having Data Classified as Public)
Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures; Closed or Open Meeting)
Minn. Stat. § 122A.33, Subd. 3 (License and Degree Exemption for Head Coach; Notice of Nonrenewal; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (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. 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 School Law Bulletin "C" (Minnesota's Open Meeting Law)
MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

1.1 moves to amend H.F. No. 46 as follows:

1.2 Delete everything after the enacting clause and insert:

1.3 "Section 1. [260B.020] OFFICE OF RESTORATIVE PRACTICES.

1.4 Subdivision 1. **Definition.** As used in this section, "restorative practices" means programs,
1.5 practices, and policies that incorporate core principles including but not limited to
1.6 voluntariness, prioritization of agreement by the people closest to the harm on what is needed
1.7 to repair the harm, reintegration into the community, honesty, and respect. Further, restorative
1.8 practices are rooted in community values and create meaningful outcomes that may include,
1.9 but are not limited to:

1.10 (1) establishing and meeting goals related to increasing connection to community,
1.11 restoring relationships, and increasing empathy, perspective taking, and taking responsibility
1.12 for impact of actions by all parties involved;

1.13 (2) addressing the needs of those who have been harmed;

1.14 (3) recognizing and addressing the underlying issues of behavior;

1.15 (4) engaging with those most directly affected by an incident and including community
1.16 members that reflect the diversity of the child's environment;

1.17 (5) having broad authority to determine the complete and appropriate responses to
1.18 specific incidents through the use of a collaborative process;

1.19 (6) providing solutions and approaches that affirm and are tailored to specific cultures;
1.20 and

1.21 (7) implementing policies and procedures that are informed by the science of the social,
1.22 emotional, and cognitive development of children.

2.1 Subd. 2. **Establishment.** The Office of Restorative Practices is established within the
2.2 Department of Public Safety. The Office of Restorative Practices shall have the powers and
2.3 duties described in this section.

2.4 Subd. 3. **Department of Children, Youth, and Family; automatic transfer.** In the
2.5 event that a Department of Children, Youth, and Family is created as an independent agency,
2.6 the Office of Restorative Practices shall be transferred to that department pursuant to section
2.7 15.039 effective six months following the effective date for legislation creating that
2.8 department.

2.9 Subd. 4. **Director; other staff.** (a) The commissioner of public safety shall appoint a
2.10 director to manage the Office of Restorative Practices. The director shall serve in the
2.11 unclassified service. The director must have:

2.12 (1) experience in the many facets of restorative justice and practices such as peacemaking
2.13 circles, sentencing circles, community conferencing, community panels, and family group
2.14 decision making;

2.15 (2) experience in victim-centered and trauma informed practices;

2.16 (3) knowledge of the range of social problems that bring children and families to points
2.17 of crisis such as poverty, racism, unemployment, and unequal opportunity;

2.18 (4) knowledge of the many ways youth become involved in other systems such as truancy,
2.19 juvenile delinquency, child protection; and

2.20 (5) understanding of educational barriers.

2.21 (b) The director shall hire additional staff to perform the duties of the Office of
2.22 Restorative Practices. The staff shall be in the classified service of the state and their
2.23 compensation shall be established pursuant to chapter 43A. The managers shall be reimbursed
2.24 for the expenses necessarily incurred in the performance of their official duties in the same
2.25 manner as other state employees.

2.26 Subd. 5. **Duties.** (a) The Office of Restorative Practices shall promote the use of
2.27 restorative practices across multiple disciplines including, but not limited to:

2.28 (1) pretrial diversion programs established pursuant to section 388.24;

2.29 (2) delinquency, criminal justice, child welfare, and education systems; and

2.30 (3) community violence prevention practices.

2.31 (b) The Office of Restorative Practices shall collaborate with Tribal communities,
2.32 counties, multicounty agencies, other state agencies, nonprofit agencies, and other

jurisdictions, and with existing restorative practices initiatives in those jurisdictions to establish new restorative practices initiatives, support existing restorative practices initiatives, and identify effective restorative practices initiatives.

(c) The Office of Restorative Practices shall encourage collaboration between jurisdictions by creating a statewide network, led by restorative practitioners, to share effective methods and practices.

(d) The Office of Restorative Practices shall create a statewide directory of restorative practices initiatives. The office shall make this directory available to all restorative practices initiatives, counties, multicounty agencies, nonprofit agencies, and Tribes in order to facilitate referrals to restorative practices initiatives and programs.

(e) The Office of Restorative Practices shall work throughout the state to build capacity for the use of restorative practices in all jurisdictions and shall encourage every county to have at least one available restorative practices initiative.

(f) The Office of Restorative Practices will engage restorative practitioners in discerning ways to measure the effectiveness of restorative efforts throughout the state.

(g) The Office of Restorative Practices shall oversee the coordination and establishment of local restorative practices advisory committees. The office shall have a continuing right and obligation to oversee the restorative practices initiatives that receive grant funding from the office. If a complaint or concern about a local advisory committee or a grant recipient is received, the Office of Restorative Practices shall exercise oversight as provided in this section.

(h) The Office of Restorative Practices shall provide information to local restorative practices advisory committees, or restorative practices initiatives in Tribal communities and governments, counties, multicounty agencies, other state agencies, and other jurisdictions about best practices that are developmentally tailored to youth, trauma-informed, and healing-centered, and provide technical support. Providing information includes, but is not limited to, sharing data on successful practices in other jurisdictions, sending notification about available training opportunities, and sharing known resources for financial support. The Office of Restorative Practices shall also provide training and technical support to local restorative practices advisory committees. Training includes, but is not limited to the use and scope of restorative practices, victim-centered restorative practices, and trauma-informed care.

(i) The Office of Restorative Practices shall annually establish minimum requirements for the grant application process.

4.1 (j) The Office of Restorative Practices shall work with Tribes, counties, multicounty
4.2 agencies, and nonprofit agencies throughout the state to educate those entities about the
4.3 application process for grants and encourage applications.

4.4 Subd. 6. **Grants.** (a) Within available appropriations, the director shall award grants to
4.5 establish and support restorative practices initiatives. An approved applicant must receive
4.6 a grant of at least \$25,000 each year, but may not receive more than \$500,000 each year.

4.7 (b) On an annual basis, the Office of Restorative Practices shall establish a minimum
4.8 number of applications that must be received during the application process. If the minimum
4.9 number of applications is not received, the office must reopen the application process.

4.10 (c) Grants may be awarded to private and public nonprofit agencies; local units of
4.11 government, including cities, counties, and townships; local educational agencies; community
4.12 initiatives; and Tribal governments. A restorative practices advisory committee may support
4.13 multiple entities applying for grants based on community needs, the number of youth and
4.14 families in the jurisdiction, and the number of restorative practices available to the
4.15 community. Budgets supported by grant funds can include contracts with partner agencies.

4.16 (d) Applications must include the following:

4.17 (1) a list of willing restorative practices advisory committee members;

4.18 (2) letters of support from potential restorative practices advisory committee members;

4.19 (3) a description of the planning process that includes:

4.20 (i) a description of the origins of the initiative, including how the community provided
4.21 input; and

4.22 (ii) an estimated number of participants to be served; and

4.23 (4) a formal document containing a project description that outlines the proposed goals,
4.24 activities, and outcomes of the initiative including, at a minimum:

4.25 (i) a description of how the initiative meets the minimum eligibility requirements of the
4.26 grant;

4.27 (ii) the roles and responsibilities of key staff assigned to the initiative;

4.28 (iii) identification of any key partners, including a summary of the roles and
4.29 responsibilities of those partners;

4.30 (iv) a description of how volunteers and other community members are engaged in the
4.31 initiative; and

5.1 (v) a plan for evaluation and data collection.

5.2 (e) In determining the appropriate amount of each grant, the Office of Restorative
5.3 Practices shall consider the number of individuals likely to be served by the local restorative
5.4 practices initiative.

5.5 **Subd. 7. Restorative practices advisory committees; membership and duties. (a)**
5.6 **Restorative practices advisory committees must include:**

5.7 (1) a judge of the judicial district that will be served by the restorative practices initiative;

5.8 (2) the county attorney of a county that will be served by the restorative practices initiative
5.9 or a designee;

5.10 (3) the chief district public defender in the district that will be served by the local
5.11 restorative justice program or a designee;

5.12 (4) a representative from the children's unit of a county social services agency assigned
5.13 to the area that will be served by the restorative practices initiative;

5.14 (5) a representative from the local probation department or community corrections
5.15 agency that works with youth in the area that will be served by the restorative practices
5.16 initiative;

5.17 (6) a representative from a local law enforcement agency that operates in the area that
5.18 will be served by the restorative practices initiative;

5.19 (7) a school administrator or designee from a school or schools that operate in the area
5.20 that will be served by the restorative practices initiative;

5.21 (8) multiple community members that reflect the racial, socioeconomic, and other
5.22 diversity of the population of a county that will be served by the local restorative justice
5.23 program and the individuals most frequently involved in the truancy, juvenile offender, and
5.24 juvenile safety and placement systems;

5.25 (9) restorative practitioners, including restorative practitioners from within the community
5.26 if available and, if not, from nearby communities;

5.27 (10) parents, youth, and justice-impacted participants; and

5.28 (11) at least one representative from a victims advocacy group.

5.29 (b) Community members described in paragraph (a), clause (8), must make up at least
5.30 one-third of the restorative practices advisory committee.

(c) Community members, parents, youth, and justice-impacted participants participating in the advisory committee may receive a per diem in the amount determined by the General Services Administration

(d) The restorative practices advisory committees must utilize restorative practices in their decision-making process and come to consensus when developing, expanding, and maintaining restorative practices criteria and referral processes for their communities.

(e) Restorative practices advisory committees shall be responsible for establishing eligibility requirements for referrals to the local restorative practices initiative. Once restorative practices criteria and referral processes are developed, children, families, and cases, depending upon the point of prevention or intervention, must be referred to the local restorative practices initiatives or programs that serve the county, local community, or Tribal community where the child and family reside.

(f) Referrals may be made under circumstances including, but not limited to:

(1) as an alternative to arrest as outlined in section 260B.1755;

(2) for a juvenile petty offense;

(3) for a juvenile traffic offense;

(4) for a juvenile delinquency offense, including before and after a delinquency petition has been filed;

(5) for a child protection case, including before and after adjudication;

(6) for a children's mental health case;

(7) for a juvenile status offense, including but not limited to truancy or running away;

(8) for substance use issues;

(9) for situations involving transition to or from the community; and

(10) through self-referral.

Subd. 8. Oversight of restorative practices advisory committees. (a) Complaints by restorative practices advisory committee members, community members, restorative practices initiatives, or restorative practices practitioners regarding concerns about grant recipients may be made to the Office of Restorative Practices.

(b) The Office of Restorative Practices may prescribe the methods by which complaints to the office are to be made, reviewed, and acted upon.

(c) The Office of Restorative Practices shall establish and use a restorative process to respond to complaints so that grant recipients are being held to their agreed upon responsibilities and continue to meet the minimum eligibility requirements for grants to local restorative practices initiatives for the duration of the grant.

Subd. 9. **Report.** By February 15 of each year, the director shall report to the chairs and ranking minority members of the legislative committees and divisions with jurisdiction over public safety, human services, and education, on the work of the Office of Restorative Practices, any grants issued pursuant to this section, and the status of local restorative practices initiatives in the state that were reviewed in the previous year.

Sec. 2. CROSSOVER AND DUAL-STATUS YOUTH MODEL GRANTS.

\$1,000,000 in fiscal year 2024 and \$1,000,000 in fiscal year 2025 are appropriated from the general fund to the commissioner of public safety to provide grants to local units of government to initiate or expand crossover youth practices model and dual-status youth programs that provide services for youth who are involved with or at risk of becoming involved with both the child welfare and juvenile justice systems, in accordance with the Robert F. Kennedy National Resource Center for Juvenile Justice model.

Sec. 3. BOARD OF TRUSTEES OF THE MINNESOTA STATE COLLEGES AND UNIVERSITIES; APPROPRIATION.

\$500,000 in fiscal year 2024 and \$500,000 in fiscal year 2025 are appropriated from the general fund to the Board of Trustees of the Minnesota State Colleges and Universities for Metropolitan State University. Of the appropriation, \$280,000 each year is to provide juvenile justice services and resources, including the Juvenile Detention Alternatives Initiative, to Minnesota counties and federally recognized Tribes and \$220,000 each year is for funding to local units of government, federally recognized Tribes, and agencies to support local Juvenile Detention Alternatives Initiatives, including but not limited to Alternatives to Detention. The unencumbered balance in the first year of the biennium does not cancel but is available throughout the biennium."

Renumber the sections in sequence and correct the internal references

Amend the title accordingly

Agreement To Provide Special Education and Related Staffing

This Agreement is made and entered into by and between the Northeast Metropolitan Intermediate School District No. 916 ("Northeast Metro 916") and Independent School District No. 282 ("School District") on this 1st day of July 2023, for the purpose of Northeast Metro 916 providing special education and/or related staffing to students enrolled in and receiving educational and related services at the School District.

WHEREAS, Northeast Metro 916 is a Minnesota intermediate school district providing special education and related services to students whose resident school districts request such services to be provided by Northeast Metro 916; and

WHEREAS, the School District is a Minnesota independent school district providing educational services to or for its resident students; and

WHEREAS, the School District desires Northeast Metro 916 to provide special education and/or related services to those students enrolled in and as requested by the School District; and

WHEREAS, Northeast Metro 916 is willing and has the authority to enter into an Agreement to provide special education and/or related services to students enrolled in the School District, pursuant to Minnesota Statutes, Chapter 136D;

NOW, THEREFORE, IT IS AGREED BY AND BETWEEN THE SCHOOL DISTRICT AND NORTHEAST METRO 916 AS FOLLOWS:

I. School District Obligations

1. The School District shall be solely responsible for ensuring that appropriate special education and/or related services are made available to its resident students.
2. The School District shall submit any requests for educational and related services for its students in writing in any format, including electronic. Such requests shall specify the nature of the services requested, the number of students to be served, the full time equivalent (FTE) needed, and the location at which the services will be provided.
3. The School District shall be responsible to pay, on a timely basis, any and all invoices submitted by Northeast Metro 916 for the services it provides on behalf of the School District.
4. The School District shall be responsible for state and federal reporting requirements relating to the students receiving educational and/or related services under this Agreement, such as MARSS reporting.
5. The School District shall provide supervision of Northeast Metro 916 employees providing special education and/or related services at the School District, as it relates to sign-in/sign-out procedures, classroom and office usage, and similar site procedures,

although the Northeast Metro 916 employees shall remain employees only of Northeast Metro 916. The School District shall notify Northeast Metro 916 of any known non-compliance by Northeast Metro 916 employees with such School District procedures.

6. The number of days in this contract shall be determined by the Northeast Metro 916's employee's labor agreement subject to the School District's pro rata share of the FTE assignment.

II. Northeast Metro 916 Obligations

7. Northeast Metro 916 shall provide special education and/or related services as requested by the School District with appropriately licensed Northeast Metro 916 employees. Northeast Metro 916 shall be responsible for STAR reporting requirements relating to the staffing provided the School District.
8. The individuals assigned to provide special education and/or related services at the School District by Northeast Metro 916 shall be Northeast Metro 916 employees, and shall be hired, retained, assigned, directed, supervised, evaluated, compensated, disciplined or terminated by Northeast Metro 916, according to applicable Northeast Metro 916 employment agreements, Northeast Metro 916 policies and procedures and any applicable state or federal laws or regulations.
9. Despite the preceding language, the parties expect that the School District shall provide site supervision of the Northeast Metro 916 employee while providing services at the School District as it relates to sign-in/sign-out, classroom and office usage, and other site procedures. The Northeast Metro 916 employees assigned to work at the School District shall abide by any and all School District procedures of which s/he is notified.
10. Northeast Metro 916 shall set staffing reimbursement rates for the special education and related services it provides at the School District and shall issue billing invoices quarterly, consistent with the Northeast Metro 916 billing cycle. Billing shall also include reimbursement for staff mileage and travel time and the costs of supplies, equipment and overhead.
11. This Agreement shall not be construed to give rise to any employment relationship between the School District and any Northeast Metro 916 employee assigned to work at the School District.

III. Transportation of Students

Student transportation shall be provided and paid for by the School District, as required by state and federal laws.

IV. Data Practices

Nothing in this Agreement shall be construed to be contrary to Minnesota Statutes, Chapter 13, the Minnesota Government Data Practices Act ("MGDPA"), and in particular, Minn. Stat. § 13.32, and the Federal Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA") regarding the creation and maintenance of educational records. All of the data created, collected,

received, stored, used or maintained by the parties in performing functions under this Agreement is subject to the requirements of the MGDPA and FERPA and the parties must comply with those requirements.

V. Insurance and Liability

Nothing in this Agreement shall constitute a waiver of the rights, privileges and benefits to which either party is entitled under Minnesota Statutes. The liability and monetary limits of liability of the School District and Northeast Metro 916 shall be governed by the Minnesota Government Tort Claims Act, Minnesota Statutes, Chapter 466, et. seq., and other applicable law. Northeast Metro 916 and the School District shall each maintain insurance against claims arising out of or relating to the provision of services under this Agreement, in an amount and of a nature consistent with each party's Board policies, procedures or practices and as required by the laws of the State of Minnesota.

VI. Term and Cancellation

This Agreement shall commence on the date indicated below and shall remain in effect through June 30, 2024, unless Northeast Metro and the School District mutually agree to terminate or cancel the Agreement prior to that date by 60 days written notice. Written notices under this Agreement shall be sent to:

For Northeast Metro 916:

Assistant Superintendent of Specialized Services
Northeast Metro 916
2540 East County Road F
White Bear Lake, MN
55110

For The School District:

Director of Special Education
St. Anthony-New Brighton Independent School District No. 282
3303 33rd Ave NE
St. Anthony, MN
55418

VII. Renewal

The parties to this Agreement may renew this Agreement if mutually agreed upon in one-year increments by executing a written renewal agreement at least sixty (60) days prior to expiration of the Agreement or any subsequent renewal period, subject to the same terms and conditions as this Agreement, or as otherwise mutually agreed upon.

VIII. Assignment

Neither party to this Agreement shall assign, delegate or transfer any rights or obligations under this Agreement without the prior written consent of the other party.

X. Amendments

This Agreement may be amended during the term of this Agreement and may only be amended in writing by the mutual agreement of the parties.

XI. Entire Agreement

This Agreement contains the entire Agreement between the parties with regard to the matters set forth herein.


IN WITNESS WHEREOF, Independent School District No. 282 and Northeast Metropolitan Intermediate School District No. 916 have executed this Agreement this _____ day of _____, 2023.

INDEPENDENT SCHOOL DISTRICT NO. 282

School Board Chairperson Date: _____

Director of Special Education Date: _____

NORTHEAST METROPOLITAN INTERMEDIATE SCHOOL DISTRICT NO. 916


School Board Chairperson Date: 4/5/2023


Assistant Superintendent of Specialized Services Date: 3/31/23

HH's ASCD Conference Takeaways

"Curriculum and Assessment
for 21st Century Learning"

Denver, Colorado

March 31-April 2, 2023



My purpose: I coach/lead with love and empathy and work hard to help others be their best selves because I am optimistic about what is possible.



Jay McTighe

Instructional Design
Expert



Harvey Silver

Student Engagement
Expert



Thomas Guskey

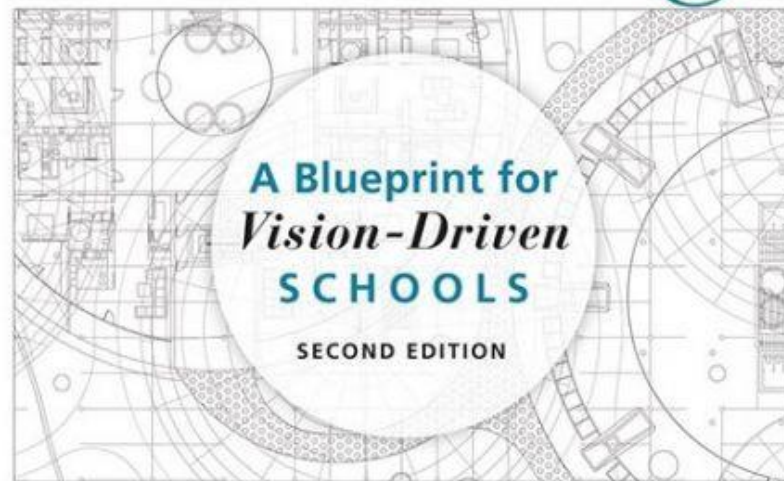
Grading Expert



Karin Hess

Rigor Expert

LEADING MODERN Learning

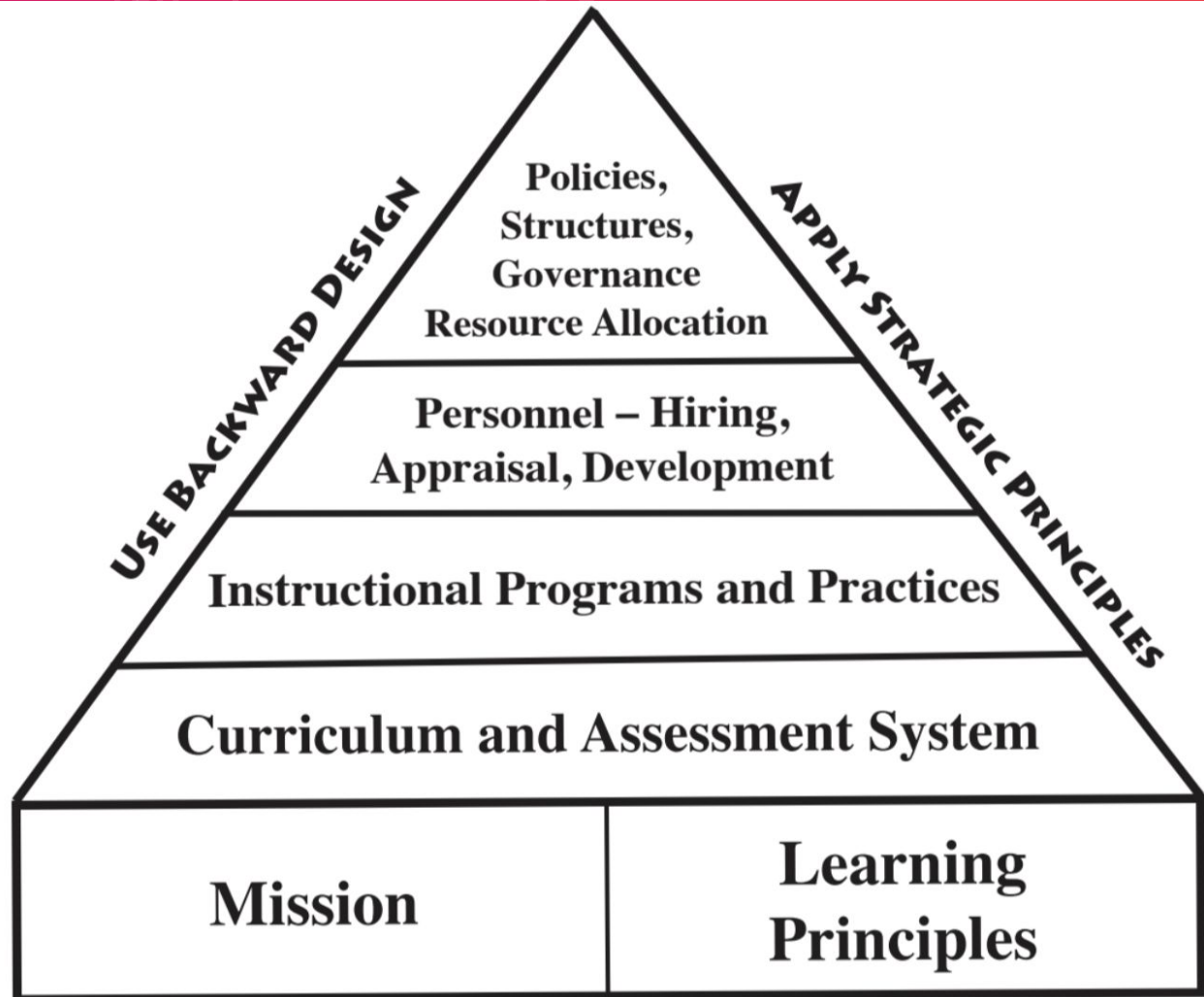


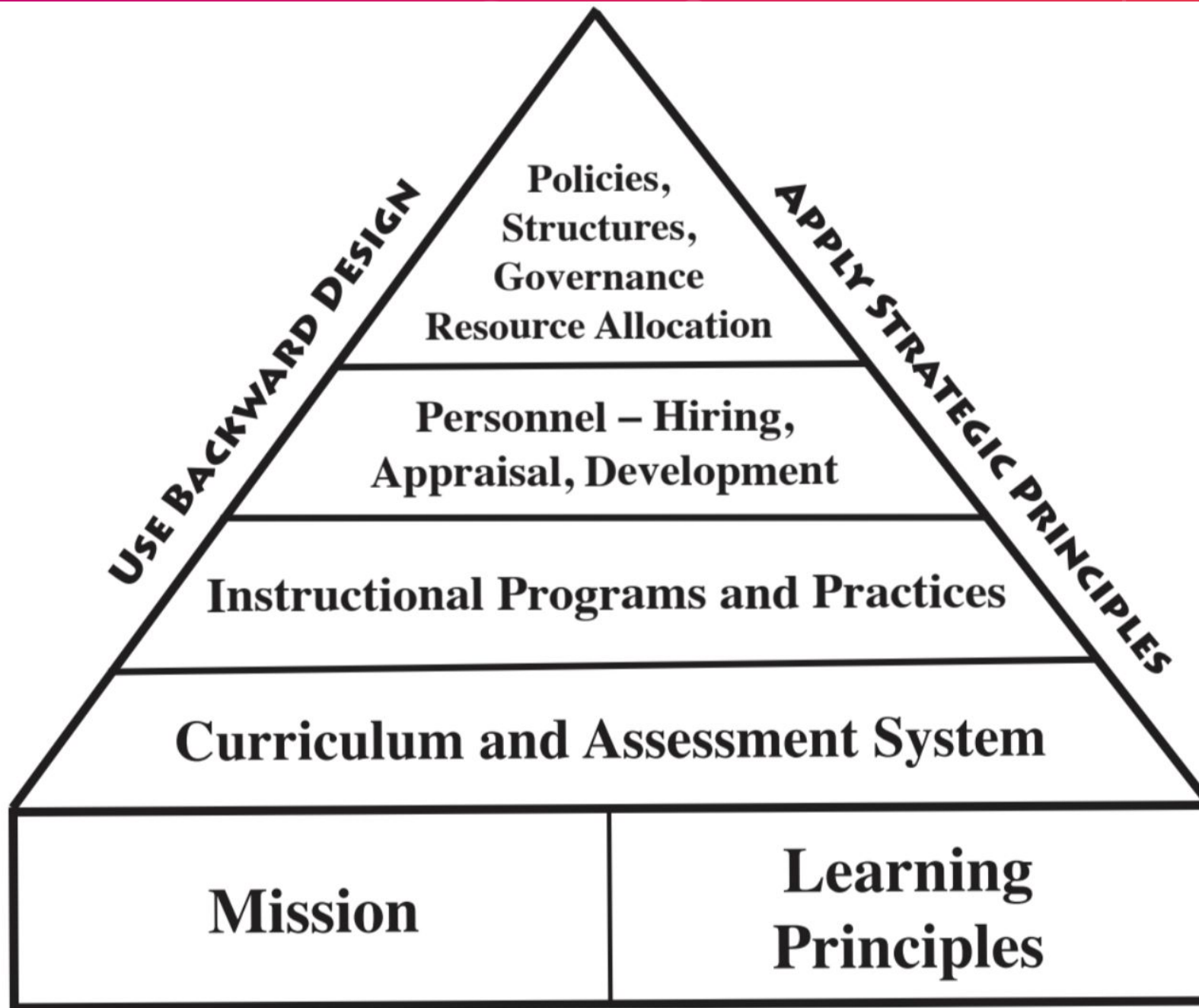
Jay McTighe | Greg Curtis
Foreword by Yong Zhao

Systems Framework

“How might we determine and enact necessary educational changes in a systemic and lasting way?”

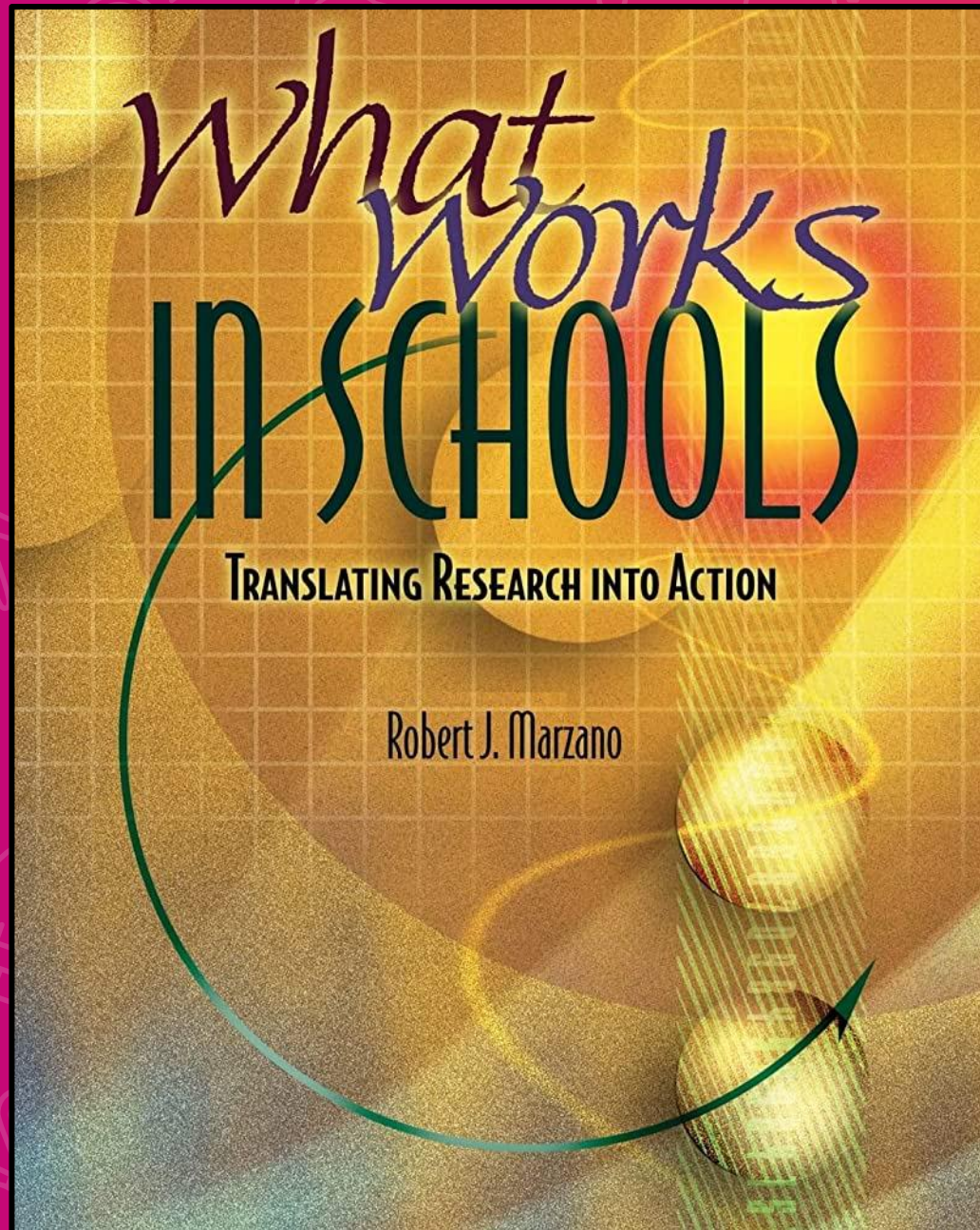
(*Leading Modern Learning*, 2019, p. 1)





**Mission, Vision,
Success
Metrics**

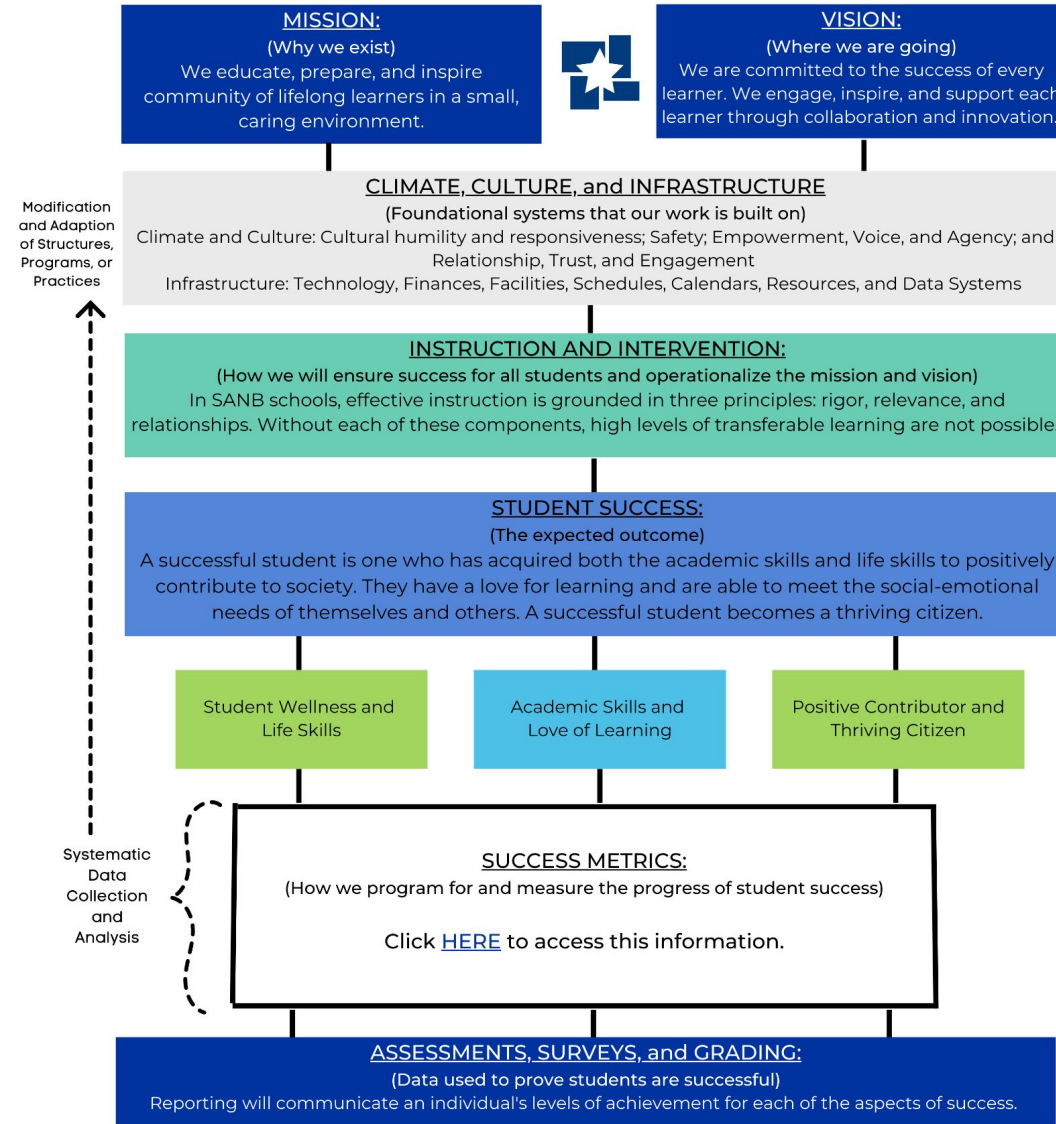
**Effective
Instruction
(RRR)**



"A guaranteed and viable curriculum is the school-level factor with the most impact on student achievement."

(What Works in Schools, 2003, p. 15)

SANB's Systemic Alignment





What do we want students to know and be able to do?



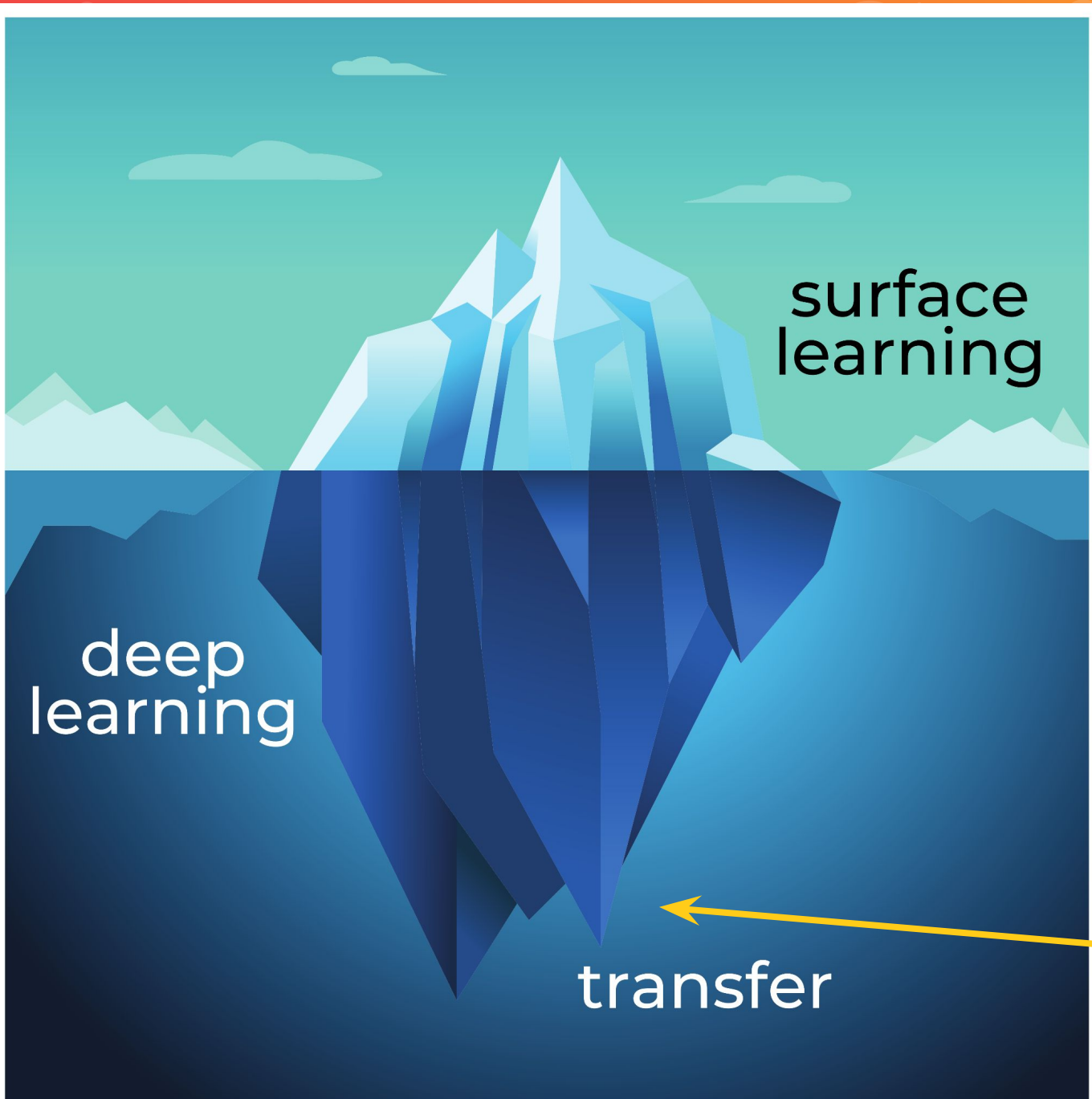
How will we know if students learned it?
What does success look like?



How can we plan instruction and lessons to support students in achieving these goals?

Key Takeaways

SANB is primed to begin work on curriculum and assessment systems. We need to plan backwards to ensure alignment between success metrics and our instruction and assessments.



"The point of school isn't to be good at school."
(Grant Wiggins)

"Transfer requires a person to intelligently, flexibly, and effectively draw from a repertoire of skills, strategies, and tools to independently handle various challenges."
(*Leading Modern Learning*, 2019, p. 64)

Practice vs. The Game



Learning and practicing

- knowledge
- skills
- strategies



Requires transfer

- autonomous application

**Academic
Standards**



**Long-term
Transfer
Goals**



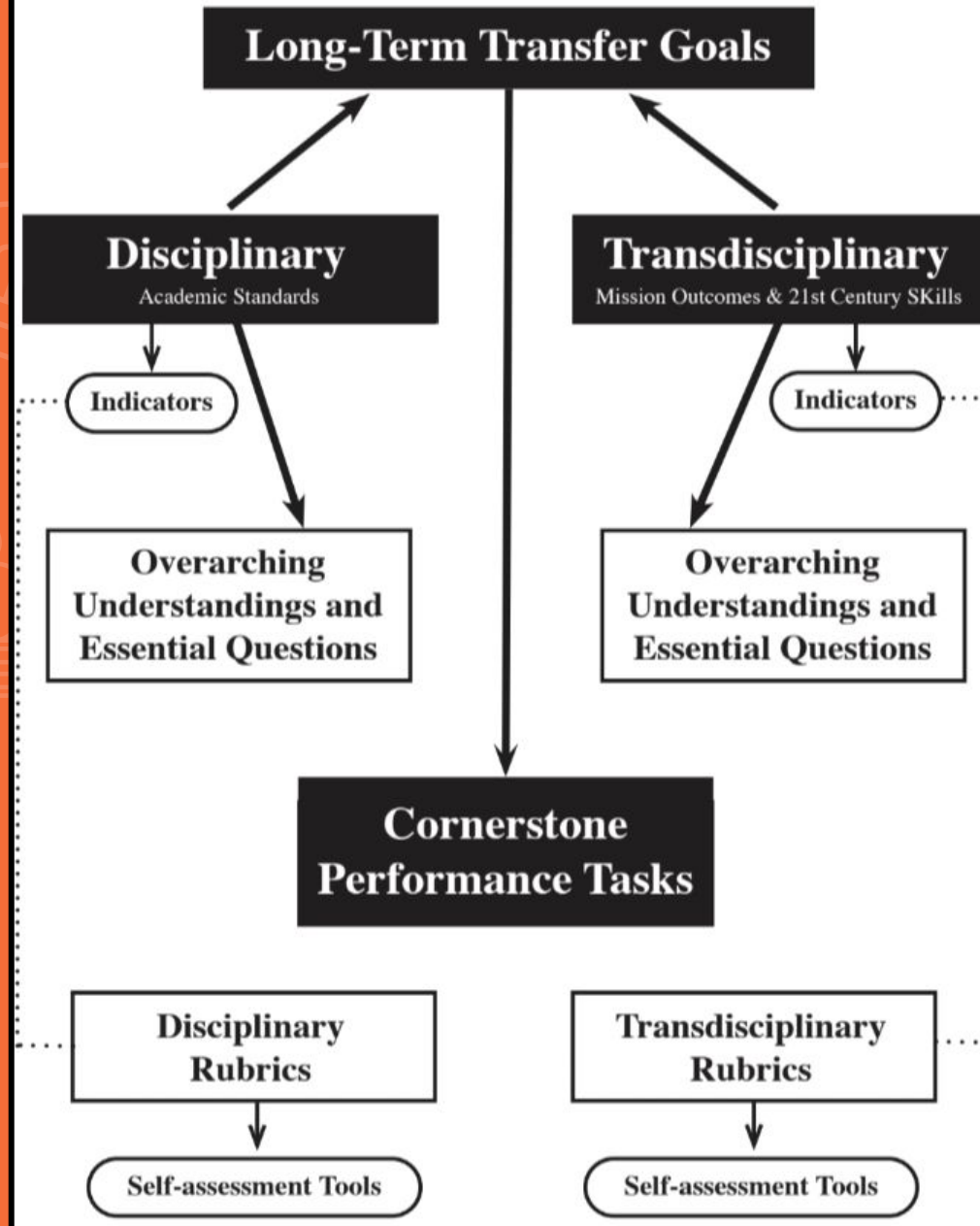
**Academic
Standards**

**Long-term
Transfer
Goals**

**Success
Metrics**



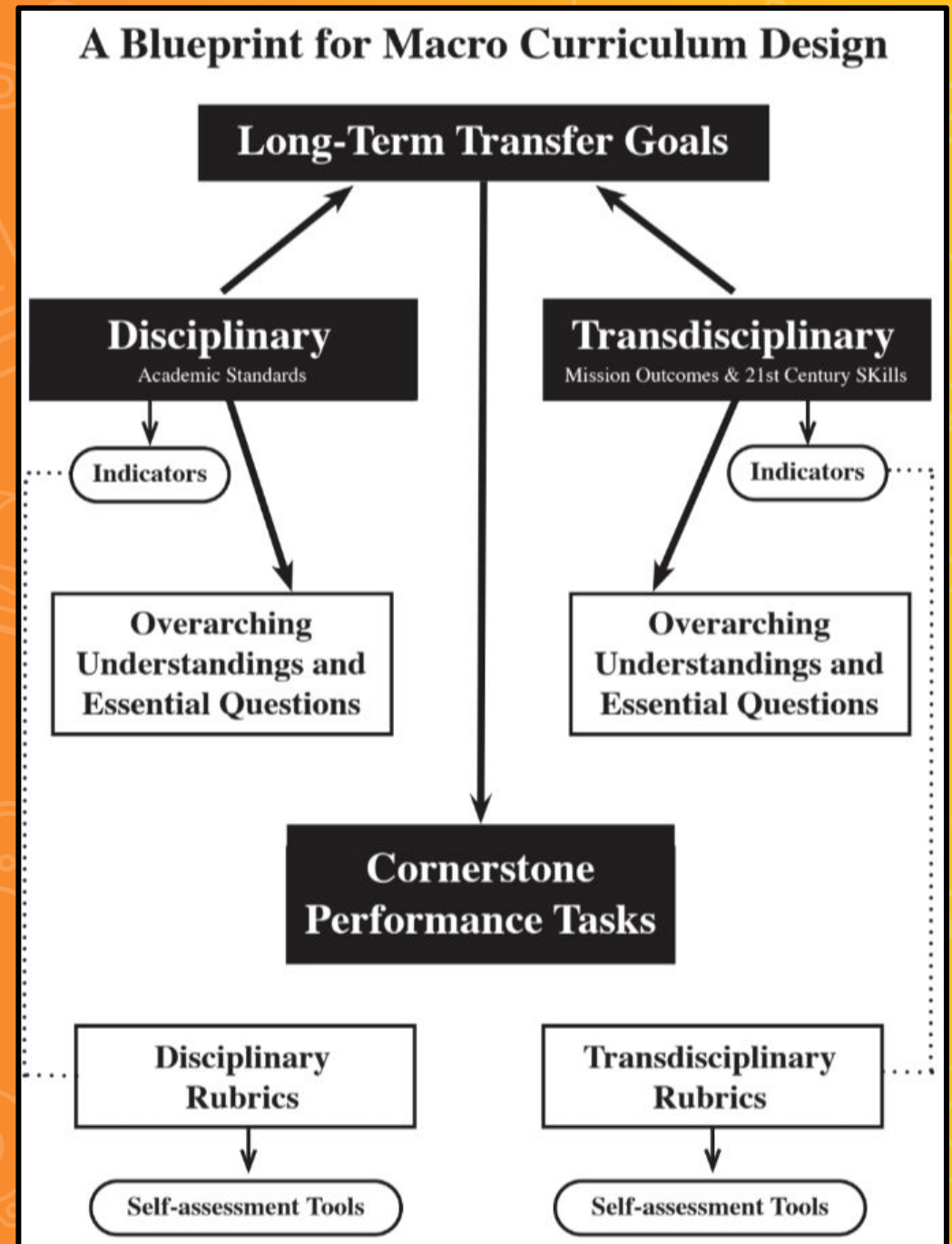
A Blueprint for Macro Curriculum Design



Identifying long-term transfer goals:

Step 1: To ensure goal clarity, operationally define them so that they are demonstrable, learnable, teachable, and can be communicated clearly and consistently.

Step 2: Identify performance indicators to ensure greater precision by identifying observable and assessable indicators.



SANB Success Metrics Definitions

Student Wellness	Students holistically develop an adaptive skill-set that includes empathy, self-advocacy, teamwork, communication, inclusion and interpersonal abilities, and coping skills to thrive in a constantly changing world. Students are equipped to navigate demands and opportunities they encounter, enabling them to enjoy meaningful, productive, healthy lives.
Academic Skills and a Love for Learning	Students think critically and apply their acquired knowledge and skills to solve problems. Even when confronted with challenges, students have the capacity, motivation, and persistence to acquire new knowledge and skills, creatively seek out solutions, and confidently take action.
Positive Contributor and Engaged Citizen	Students understand their brilliance as well as their rights and responsibilities as an individual, and as a member of society. Students can reflect on the needs of a diverse community, activating their resourcefulness, intellect, and skills to positively and authentically contribute to and serve their community.

Identifying Observable Indicators of Student Learning & Performance Outcomes

a first draft example

<i>Indicators of a CRITICAL THINKER</i>	<i>Non Examples of a CRITICAL THINKING</i>
<ul style="list-style-type: none">• Asks critical questions• Remains “skeptical”• Questions the accuracy, validity, and reliability of information• Deliberately seeks different points of view and considers their merits• Able to identify personal and cultural biases• Self assesses/monitors progress and adjusts as needed• Reflects on experiences• Deliberative• Views problems on a “macro” and “micro” level• Recognizes “shades of grey”• Can provide a rationale/support for their position/answer• Uses evidence to prove/disprove• Thrives with questions• Comfortable w/ ambiguity• Can transfer learning to new situations	<ul style="list-style-type: none">• Does not question• Gullible• Accepts things at face value• Does not seek other perspectives• Narrow – only sees one perspective• Egocentric• Fails to self monitor• Doesn’t revise or value revision• Needs others to tell them how they’re doing• Does not reflect on experiences• Impulsive• Seeing things in isolation• Sees things as “black or white”• Can’t support their position/answer• Does not provide evidence or doesn’t know what evidence to use• Only wants “the” answer• Uncomfortable with ambiguity• Can only apply what was taught in the way it was taught

Priority Skills for College and Careers

ATTRIBUTE

Problem-solving skills
Ability to work in a team
Communication skills (written)
Leadership
Strong work ethic
Analytical/quantitative skills
Communication skills (verbal)
Initiative
Detail-oriented
Flexibility/adaptability
Technical skills
Interpersonal skills (relates well to others)
Computer skills
Organizational ability
Strategic planning skills
Creativity
Friendly/outgoing personality
Tactfulness
Entrepreneurial skills/risk-taker
Fluency in a foreign language

Source: *Job Outlook 2018*, National Association of Colleges and Employers

Top Ten Skills Important in the Work

1. Complex Problem Solving



2. Critical Thinking



3. Creativity



4. People Management



5. Coordinating with Others



7. Judgement and Decision Making



6. Emotional Intelligence



9. Negotiation



8. Service Orientation



10. Cognitive Flexibility



Source: World Economic Forum

7 Essential Character Strengths to Raise THRIVERS

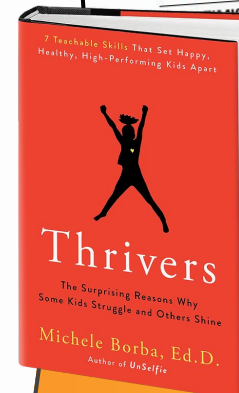
By Dr. Michele Borba, author of

THRIVERS: The Surprising Reasons Why Some Kids Struggle and Others Shine

Character Strength	Abilities	Outcomes
1. SELF-CONFIDENCE: Healthy identity, self-awareness, & using strengths to find meaning	Self-Awareness Strength Awareness Finding Purpose	Healthy Sense of Self Positive Self-Identity Service and Meaning
2. EMPATHY: Understanding & sharing another's feelings, relating, acting compassionately	Emotion Literacy Perspective Taking Empathic Concern	Reading & Sharing Emotions Understanding Other Views Compassionate Action
3. SELF-CONTROL: Managing stress & strong emotions, delaying gratification, stretching focus	Attentive Focus Self-Management Healthy Decision-Making	Delayed Gratification Coping & Regulation Self-Discipline/Mental Strength
4. INTEGRITY: Adhering to strong moral code and values, ethical thinking, practicing honesty	Moral Knowing Moral Identity Ethical Reasoning	Valuing Virtue Strong Moral Compass Ethical Decision Making
5. CURIOSITY: Open to experiences, ideas and life, taking creative risks to discover, learn, innovate	Curious Mindset Creative Problem-Solving Divergent Thinking	Creativity Generating Alternatives Innovation
6. PERSEVERANCE: Fortitude, tenacity, resolve to endure, bounce back, and increase sense of purpose	Growth Mind-Set Goal-Setting Learning from Failure	Determination and Drive Self-Mastery & Agency Self-Sufficiency
7. POSITIVITY: Positivity, gratitude, hopefulness to self-advocate & keep pessimism in check	Optimistic Thinking Assertiveness Hope	Positive Attitude Self-Advocacy Hopeful Life Outlook

Dr. Michele Borba, *THRIVERS: The Surprising Reasons Why Some Kids Struggle and Others Shine*, 2021. Twitter: @micheleborba Instagram: @DrMicheleBorba Web: micheleborba.com

For more about Dr. Borba and her book, Thrivers see www.micheleborba.com





ENGLISH LANGUAGE ARTS TRANSFER GOALS

Students will be able to independently use their learning to...

✓ **COMMUNICATE CLEARLY
AND EFFECTIVELY**

while considering the audience, purpose, and the appropriate use of language.

✓ **DEVELOP A DEEPER
UNDERSTANDING**

of themselves and the human experience by examining and reflecting upon various perspectives and texts.

✓ **EXPLORE,
INVESTIGATE,
AND RESEARCH**

various topics that impact society and themselves.

Students will keep considering...

• How do audience and purpose impact communication?

• What makes communication effective?

• Why do we read?

• How do we gain perspective through reading?

• How does our research impact the choices that we make?

• How does one gain insight through reading a variety of texts?

• How can our learning make an impact on society?

CFSD DISCIPLINARY TRANSFER GOALS

Students will be able to independently use their learning to...

ENGLISH LANGUAGE ARTS

- Pursue a deeper understanding of themselves and the world by examining various perspectives and sources.
- Communicate clearly and effectively for a variety of audiences, settings, situations, and purposes.
- Engage others in dialogue about critical, relevant, and/or compelling issues.



HEALTH & WELLNESS

- Make informed decisions that optimize mental, physical, and social wellness in response to changing needs.
- Advocate for the health and wellness of self and others in a variety of contexts.



MATHEMATICS

- Connect multiple concepts and representations to model and solve complex problems.
- Appropriately and flexibly select tools and strategies to make sense of and persevere in solving complex problems.
- Communicate mathematical thinking and solutions appropriately for a variety of needs and purposes.
- Reason mathematically to construct viable arguments, critique the reasoning of others, and make informed decisions.



PHYSICAL EDUCATION

- Select and participate in beneficial and enjoyable physical activities to create and maintain health-enhancing habits.
- Effectively and responsibly participate as part of a fitness community.



SCIENCE

- Make informed judgments and decisions with a balance of curiosity, skepticism, and social perspective.
- Communicate scientific ideas, arguments, and/or results for a variety of purposes and audiences.
- Make sense of problems or phenomena and construct solutions through disciplined trial and error.



SOCIAL STUDIES

- Apply historical understanding and interpret evidence to draw conclusions, make predictions, and plan for the future.
- Analyze perspectives, patterns, and relationships to make informed decisions as global citizens.



VISUAL & PERFORMING ARTS

- Develop and engage in their own passions to find joy, peace, intellectual stimulation, and meaning through the arts.
- Create and participate in aesthetic experiences that evoke emotion and foster connections with self, others, and/or the world around them.



WORLD LANGUAGES

- Establish and maintain positive relationships in diverse cultural contexts.
- Serve as mediators within and across cultures in order to reach shared goals and understanding.
- Communicate effectively in more than one language, honoring culture and context.



2019 • Catalina Foothills School District • Tucson, Arizona

CFSD DEEP LEARNING PROFICIENCIES TRANSFER GOALS

Students will be able to independently use their learning to...

CITIZENSHIP



- Participate as civil and active citizens through ever-shifting roles, contexts, and values.
- Collaborate, communicate, and learn with individuals from other cultures to better understand self, others, and the world around them.

COLLABORATION



- Work effectively with, and learn from, others in a variety of personal and professional contexts.

COMMUNICATION



- Effectively communicate for different purposes and varied audiences, using appropriate media, formats, and tone.

CREATIVITY & INNOVATION



- Develop innovative, viable ideas and solutions that meet the needs of various audiences and challenges.

CRITICAL THINKING & PROBLEM SOLVING



- Critically analyze and evaluate a variety of information and claims in order to determine what to think, believe, or do.
- Make sense of messy, never-before-seen problems, and persevere in solving them.

SYSTEMS THINKING



- Employ the habits of a systems thinker to better understand situations, make effective decisions, and plan for the future.

SELF-REGULATION & REFLECTION



- Improve performance and persevere through challenges by applying deliberate effort, appropriate strategies, and flexible thinking.

**Self-Regulation and Reflection is embedded in all 6 of the Deep Learning Proficiencies.*

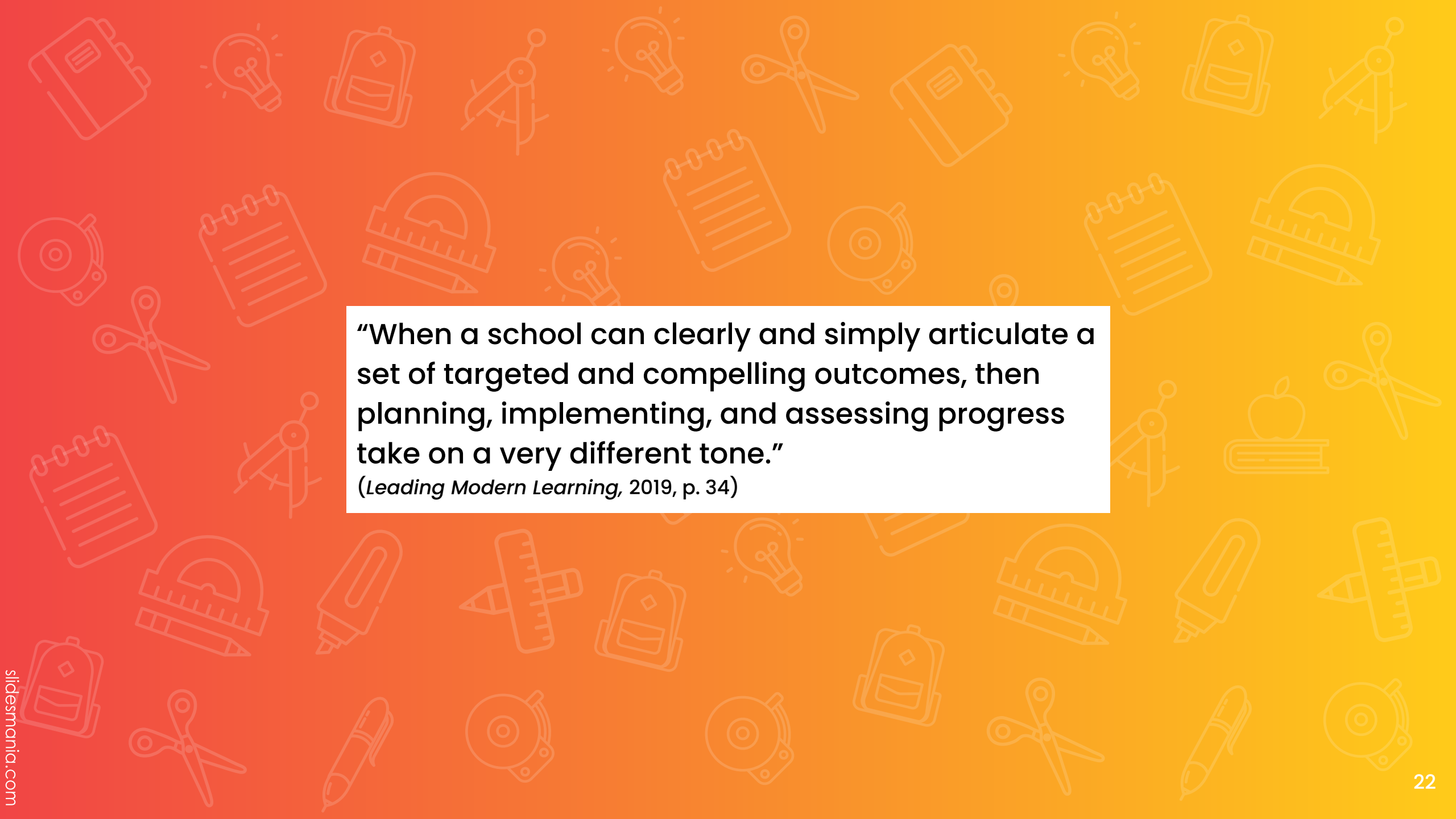
2019 • Catalina Foothills School District • Tucson, Arizona

and

Discipline Anchor Standards?

and

?

The background of the slide is a gradient from orange to yellow, featuring a repeating pattern of white line-art icons representing various school supplies and concepts. These icons include backpacks, lightbulbs, compasses, notebooks, rulers, pencils, scissors, and apples.

“When a school can clearly and simply articulate a set of targeted and compelling outcomes, then planning, implementing, and assessing progress take on a very different tone.”

(Leading Modern Learning, 2019, p. 34)

Key Takeaways

SANB is primed to begin work on curriculum and assessment systems. We need to plan backwards to ensure alignment between success metrics and our instruction and assessments.

Our next step is to identify specific transdisciplinary learning goals (indicators) connected to our success metrics.

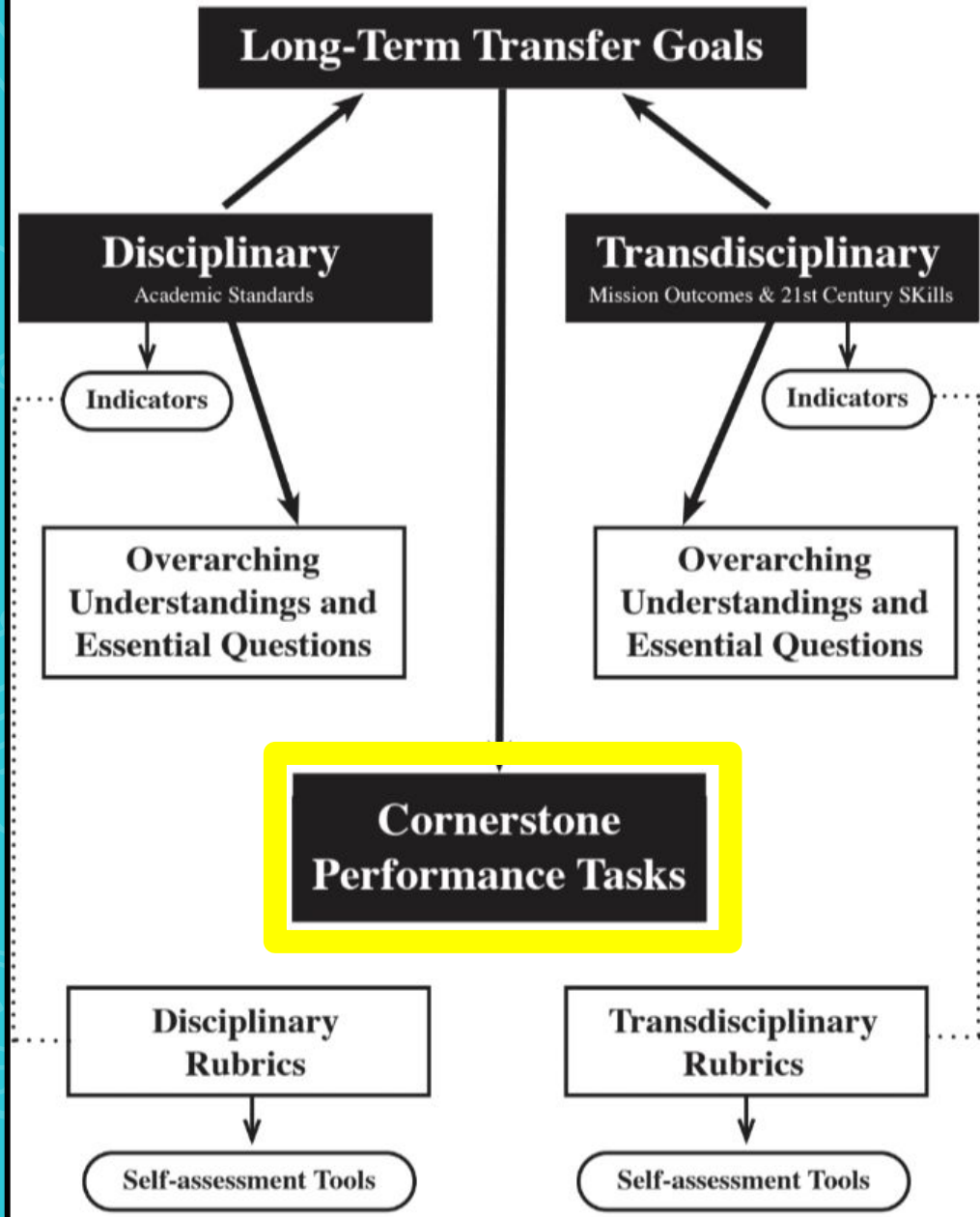


What do we want students to know and be able to do?

How will we know if students learned it?
What does success look like?

How can we plan instruction and lessons to support students in achieving these goals?

A Blueprint for Macro Curriculum Design



Rigorous application of learning in authentic, meaningful ways

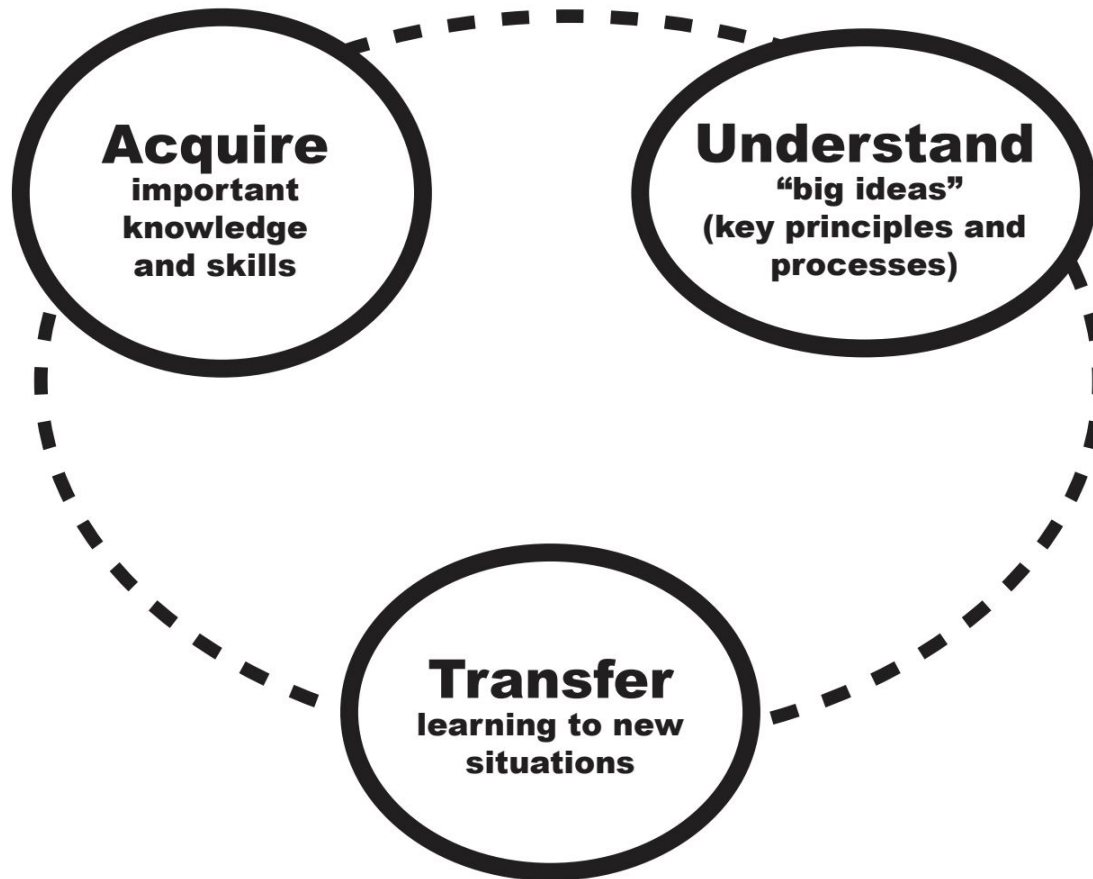
Embedded in the curriculum

Reoccur across grades, becoming more sophisticated over time

Allow for integration of success metrics within subject area content

Provide evidence of student growth over time

But what about the basics?



“Designing curriculum that prioritizes a small number of long-term transfer goals does not negate the importance of helping students acquire factual knowledge and basic skills. [...] The basics should be properly seen as foundations – the floor, not the ceiling. [...] Transfer is about intelligently and effectively drawing from a repertoire of knowledge, skills, understandings, and dispositions to navigate new situations independently.”

(Designing Authentic Performance Tasks and Projects, 2020, p. 12)

Practice vs. The Game



Learning and practicing

- knowledge
- skills
- strategies



Requires transfer

- autonomous application

DOK 1: Acquiring Knowledge

Memorize and recall foundational knowledge and functional understanding

DOK 2: Applying Knowledge

Apply knowledge to answer questions and complete tasks in familiar predictable ways

DOK 3: Knowledge Analysis

Synthesize knowledge to reason, problem solve, think critically, and make conclusions in different contexts

DOK 4: Knowledge Augmentation

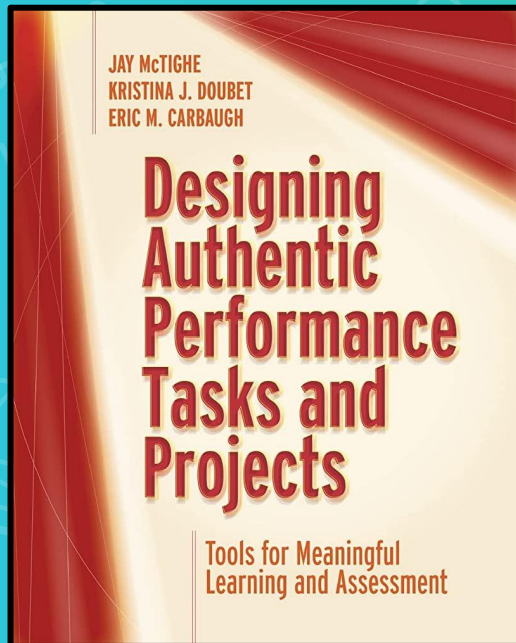
Extend knowledge and learning beyond the content, curriculum, and classroom

2nd Grade Math Example: You are in charge of a restaurant that features individually priced entrees, sides, and drinks. Your job is to go over the menu and find out which items add up to a total of \$6.00. If the combined items equal \$6.00, you can offer the meal for a discounted price of \$5.00. Design a menu featuring the combinations. The menu will be presented with proof that the consumer is saving money.

6th Grade Creative Thinking Example: Your design team has the goal of improvising the utility, comfort, and style of backpacks currently on the market. After collecting research, create a minimum of five sketches of your first suggestions related to design improvements. Next, you should prioritize your designs by selecting one for the creation of advanced sketches and in three separate views to include dimensions, volume, zipper locations, logo design and placement, as well as colors and material selections. Present your product pitch to an audience of peers and staff.

8th Grade Science Example: After reading various sources on the issue of water contamination, write an article that explains the causes and the effects of contamination. What conclusion or implications can you draw? Cite at least four sources, pointing out key elements from each source. Include a bibliography of your sources. Support your discussion with evidence from the text.

HS US Government Example: As one of the leading journalists in your field, you have been assigned to cover the global impact of one U.S. policy or law that was enacted in the previous year. You have the freedom to choose the policy/law that you want to explore. Regardless of your choice, your producer expects you to explore how that policy/law affects the U.S. and at least two other nations in terms of citizens' rights and lifestyles, economy, geography, and international relations. Create a 10-minute podcast episode to feature your own reporting, interviews with citizens of the U.S. and the other two nations, or any other audio to help you tell your story. The listening public is counting on you to showcase all sides of the issue in a fair and unbiased nature, so be sure to vary your resources during the research process.



Examples included are taken from McTighe's recent book, *Designing Authentic Performance Tasks and Projects* (2020).

WCPS Blueprint for Curriculum Design

WCPS PREK-GRADE 12 ESSENTIAL CURRICULUM

[PreK-Grade 12 Transdisciplinary Transfer Goals](#)

[PreK-Grade 12 Discipline Transfer Goals](#)

[English Language Arts](#)
[Enduring Understandings and](#)
[Essential Questions](#)

[Math](#)
[Enduring Understandings and](#)
[Essential Questions](#)

[Science](#)
[Enduring Understandings and](#)
[Essential Questions](#)

[Social Studies](#)
[Enduring Understandings and](#)
[Essential Questions](#)

[PreK-Grade 12 Cornerstone Task Map](#)

WCPS ELEMENTARY ESSENTIAL CURRICULUM FRAMEWORK

[Elementary Cornerstone Task Map](#)

[PreK Modules](#)

[Kindergarten](#)
[Modules](#)

[Grade 1 Modules](#)

[Grade 2 Modules](#)

[Grade 3 Modules](#)

[Grade 4 Modules](#)

[Grade 5 Modules](#)

UNITS

Performance
Assessments and
Other Evidence

Lessons

UNITS

Performance
Assessments and
Other Evidence

Lessons

UNITS

Performance
Assessments and
Other Evidence

Lessons

UNITS

Performance
Assessments and
Other Evidence

Lessons

UNITS

Performance
Assessments and
Other Evidence

Lessons

UNITS

Performance
Assessments and
Other Evidence

Lessons

UNITS

Performance
Assessments and
Other Evidence

Lessons

Sample K-12 Cornerstone Task Map

	ELA	Mathematics	Science	Social Studies
12	Independent Study Project ELA and Science and/or Social Studies [Critical Thinking, Communication]	Mathematical Modeling Project (e.g., lifetime savings & investments) [Critical Thinking, Communication]	Independent Study Project ELA and Science and/or Social Studies [Critical Thinking, Communication]	Independent Study Project ELA and Science and/or Social Studies [Critical Thinking, Communication]
11	Parody/Satire Skit ELA and Science and/or Social Studies [Creativity, Collaboration, Communication]	Amusement Park Physics Linked to Science [Critical Thinking, Collaboration, Communication]	Chemistry Crime Scene [Critical Thinking, Collaboration, Communication]	Problem-Solution Campaign [Critical Thinking, Collaboration, Communication]
10	Original Short Story, Song or Poem [Creativity, Communication]	How to Lie with Statistics Project [Critical Thinking, Collaboration, Communication]	Genetics Project Science and Social Studies [Critical Thinking, Communication]	Constitutional Checks & Balances [Critical Thinking, Communication]
9	Research Project with A-V Presentation [Critical Thinking, Communication]	Mathematical Modeling with Linear Equations [Critical Thinking, Communication]	Earthquake Science [Critical Thinking, Collaboration, Communication]	Contemporary Issues Debate [Critical Thinking, Communication]
8	Causes of Conflict Research Project ELA and Social Studies [Critical Thinking, Communication]	Design Your Dream Bedroom [Critical Thinking, Communication]	Consumer Scientist [Critical Thinking, Collaboration, Communication]	Causes of Conflict Research Project ELA and Social Studies [Critical Thinking, Communication]
7	Autobiography [Communication]	Evaluate a Contractor's Proposal [Critical Thinking, Communication]	Water Quality Testing [Critical Thinking, Communication]	History: Whose Story? Examining Perspectives [Critical Thinking]
6	Personal Narrative [Communication]	Exercise Studies Science and Health/PE [Critical Thinking, Creativity, Collaboration]	Prove It! [Critical Thinking, Communication]	Humans and the Environment [Critical Thinking, Communication]
5	People on the Move Research Project ELA and Social Studies [Critical Thinking, Communication]	Fund Raiser Project [Critical Thinking, Creativity, Collaboration, Communication]	Conduct Your Own Experiment [Problem Solving, Communication]	People on the Move Research Project ELA and Social Studies [Critical Thinking, Communication]
4	Authors' Party Presentations [Collaboration, Communication]	Geometry Town [Critical Thinking, Creativity, Collaboration]	Seed to Plant Project [Critical Thinking, Collaboration, Communication]	Where We Live and How We Live [Critical Thinking, Communication]
3	Personal Narrative [Creativity, Communication]	Measure This! [Critical Thinking, Creativity, Collaboration]	Prove It! [Critical Thinking, Communication]	Alike and Different: Community & Culture [Critical Thinking, Collaboration]
	Show and Tell	Animal Zoo (Habitats)	Animal Zoo (Habitats)	Wants and Needs

Cornerstone Assessments in Writing (6-12)

GREECE CENTRAL SCHOOL DISTRICT, NY

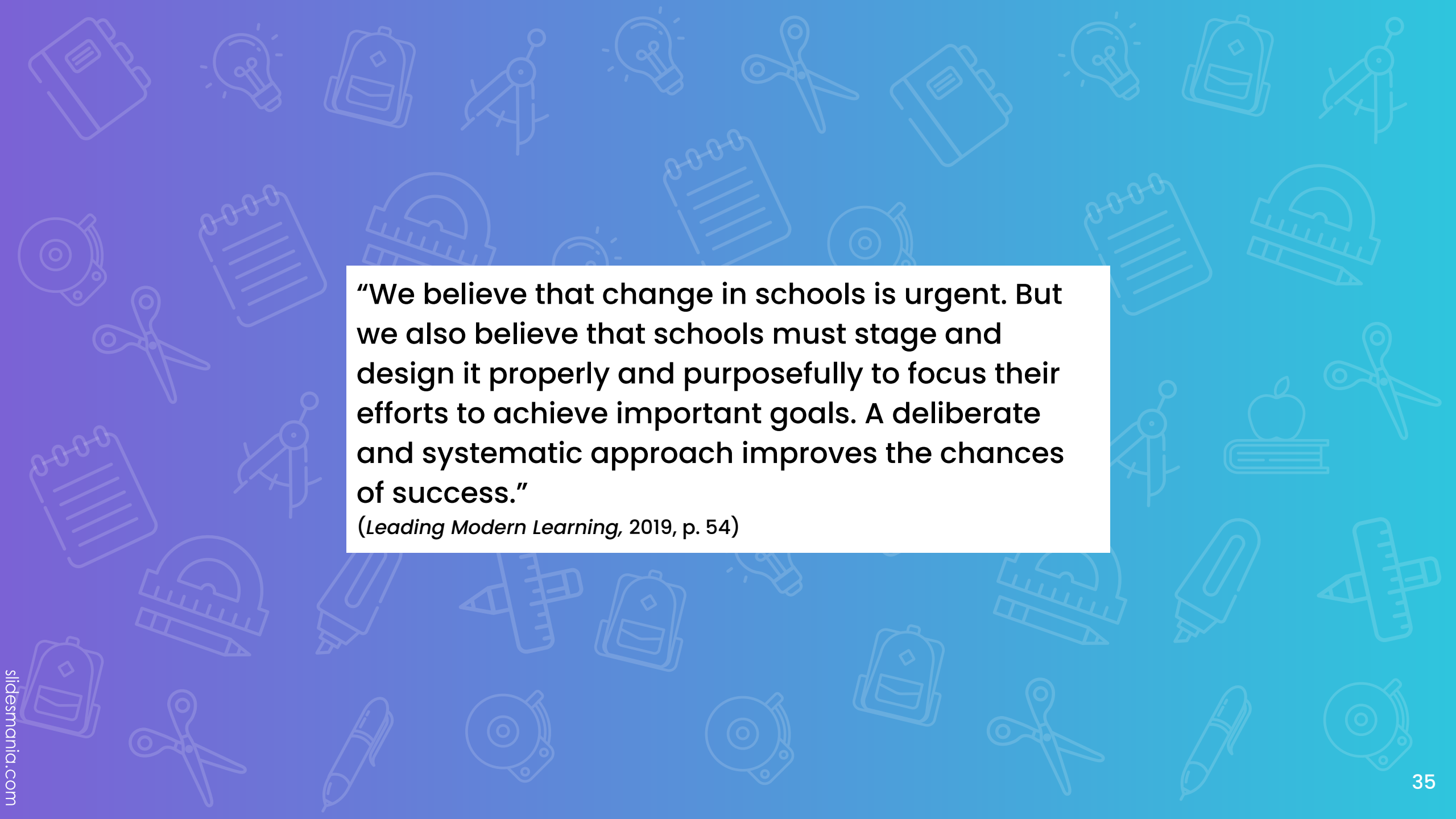
GRADE	Expository	Persuasive	Literary Analysis	Creative/ Expressive
Grade 6	Research report	Position paper	Literary essay on setting or conflict	Original myth
Grade 7	Autobiography	Policy evaluation	Literary essay on character	Persona writing
Grade 8	Research report	Problem/solution essay	Literary essay on symbolism	Narrative fiction
Grade 9	Cause/effect essay	Editorial	Analysis of multiple literary elements	Poetry
Grade 10	Research report	Social issue essay	Critical Lens essay	Historical Persona
Grade 11	Definition essay	Argumentative essay	Comparative genre essay	Parody/satire
Grade 12	Research paper	Position paper	Response to literary criticism	Irony

Key Takeaways

SANB is primed to begin work on curriculum and assessment systems. We need to plan backwards to ensure alignment between success metrics and our instruction and assessments.

To measure students' achievement and growth on the success metrics, we need to design and embed authentic performance tasks. Instruction and curriculum should be focused on outcomes, not inputs.

Our next step is to identify specific transdisciplinary learning goals (indicators) connected to our success metrics.

The background of the slide is a gradient from purple on the left to blue on the right. It is covered with a repeating pattern of white line-art icons representing various school supplies and concepts, such as backpacks, lightbulbs, compasses, notebooks, scissors, protractors, pencils, and rulers.

“We believe that change in schools is urgent. But we also believe that schools must stage and design it properly and purposefully to focus their efforts to achieve important goals. A deliberate and systematic approach improves the chances of success.”

(Leading Modern Learning, 2019, p. 54)

Ideas for Action



- ➡ ***Think BIG.***
- ➡ ***Start small.***
- ➡ ***Work smart.***
- ➡ ***Go for “early wins.”***

Key Takeaways

SANB is primed to begin work on curriculum and assessment systems. We need to plan backwards to ensure alignment between success metrics and our instruction and assessments.

To measure students' achievement and growth on the success metrics, we need to design and embed authentic performance tasks.

Our next step is to identify specific transdisciplinary learning goals (indicators) connected to our success metrics.

- Think big.
- Start small.
- Work smart.
- Go for "early wins."
- Understanding before implementation

Resources:

Marzano, R.J. (2003). *What works in schools: Translating research into action*. ASCD.

McTighe, J. & Curtis, G. (2019). *Leading modern learning: A blueprint for vision-driven schools* (2nd ed.). ASCD.

McTighe, J., Doubet, K.J., & Carbaugh, E.M. (2020). *Designing authentic performance tasks and projects: Tools for meaningful learning and assessment*. ASCD.

Full Service Community Schools School Board Update

May 2, 2023

Success Metrics

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:



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.



- What are the requirements?
- Literature Review
- 4 Pillars
 - needs/themes identified through needs assessment
- Timeline
- Funding





What are the requirements?

Per MN Statute

- A school site must establish a **school leadership team**
 - 12 to 15 members
 - **Develop** school-specific programming goals, **assess** program needs, and **oversee** the process of implementing expanded programming
- Complete a **Needs Assessment**
- **Site coordinator** - responsible for aligning programming with the needs of the school community identified in the baseline analysis.

Literature Review

Community schools vary in the programs they offer and the ways they operate, depending on their local context.



Literature Review

- Teachers favorably report that FSCS resources and practices help bolster student learning, support them in their role as teachers, and contribute to positive culture/climate.
- Research at mature full-service community schools shows that principals and teachers attribute resources, partners, and the CSM with removing non-academic responsibilities from their plates, freeing up more time to focus on instruction.
- Youth who participated in extended learning programs or whose families were involved in family engagement opportunities exhibited greater attendance rates and achievement in math and English language arts, when compared to their nonparticipating peers.
- In New York students who attended Key Elementary FSCS scored higher on most of the NYS Regents examinations, were more likely to graduate with NYS Advanced Designation high school diplomas, and had higher average cumulative GPAs and SAT I scores than students who attended the comparison school.



Literature Review

- A 2010 report found improvements in dropout and graduation rates, attendance, and academic achievement in community schools (Communities in Schools, 2010, p. 7).
- More recently, a review of nine different community school programs found when implemented with fidelity to an evidence-based model, such approaches helped to narrow the achievement gap between low-income students and their peers (Child Trends, 2014).
- Multiple independent studies have shown that at-risk students can thrive when their learning and developmental needs are addressed individually and they have the opportunities they deserve (Communities in Schools, Community, 2010).



Literature Review

In Redwood City Schools:

- Students whose families were consistently involved over a number of years in family engagement opportunities had a higher attendance rate than those who were less involved.
- Students whose families regularly took part in family engagement opportunities and another key strategy area (i.e. either extended learning or supports) demonstrated higher attendance rates than many of their counterparts.
- Middle school students who engaged in extended learning programs and accessed support services demonstrated a gradual increase in their perceptions of care at school.
- English Learner students whose families regularly took part in family engagement over several years showed greater gains in their attendance and English language proficiency.



Some key findings (5 of 12):



Finding 1. The evidence base on community schools and their pillars justifies the use of community schools as a school improvement strategy that helps children succeed academically and prepare for full and productive lives.

Finding 4. The four key pillars of community schools promote conditions and practices found in high-quality schools and address out-of-school barriers to learning.

Finding 5. The integrated student supports provided by community schools are associated with positive student outcomes. Young people receiving such supports, including counseling, medical care, dental services, and transportation assistance, often show significant improvements in attendance, behavior, social functioning, and academic achievement.

Finding 7. The meaningful family and community engagement found in community schools is associated with positive student outcomes, such as reduced absenteeism, improved academic outcomes, and student reports of more positive school climates. Additionally, this engagement can increase trust among students, parents, and staff, which has positive effects on student outcomes.

Finding 11. Existing cost-benefit research suggests an excellent return on investment of up to \$15 in social value and economic benefits for every dollar spent on school-based wraparound services.

“There are a multitude of agencies and educational institutions available to serve people in poverty. Unfortunately, there is little cooperation among these agencies, making coordination difficult and the likelihood of “disconnections” in responding to people’s needs very high...

...Matching existing resource capacity and newly adopted organizational programs to gaps in the service structure is rare. Service providers must recognize that the multidimensional nature of poverty requires a **coordinated, multidimensional response.**”

Dr. Donna M. Beegle

SEE POVERTY...Be the Difference: Discover the Missing Pieces for Helping People Move out of Poverty (p.61)

Integrated Student Supports

By coordinating critical supports at the school site, community schools ensure the needs of students and families are met with minimal disruption to the school day by coordinating critical supports at the school site. This, in turn, enables teachers to focus on instruction, knowing that there are other professionals attending to the non academic needs of their students.



What are Integrated Supports?

Integrated family supports are tailored to meet local needs, but some of the most common services and supports are:

- Medical, dental, and vision services
- Mental health care services
- Tutoring and other academic supports
- Resources for families, such as
 - Parent education classes,
 - Job training and placement services,
 - Housing assistance, and nutrition programs, and
 - Conflict resolution training



Why is it important?

- Students receiving school-based supports often show significant improvements in attendance, behavior, social well-being, and academic achievement.
- Chronic and toxic stress diminishes learning readiness and academic success:
 - Contexts beyond school can account for up to $\frac{2}{3}$ variance in student achievement.
- The achievement gap between children from high- and low-income families is roughly 30 to 40% larger among children born in 2001 than among those born twenty-five years earlier.
- Unmet basic needs, untreated medical or dental needs, and traumatic stresses can undermine a child's working memory, attentiveness, and ability to develop the social-emotional and cognitive skills required for academic performance.



Our SANB Students

11th graders in 2022:

- 30% live with a parent or guardian struggling with mental health issues
- 45% have at least one Adverse Childhood Experience
- 65% reported feeling depressed and/ or anxious
- 23% reported seriously considering suicide at some point
- Of the students that had missed school 32.9% had missed do to feeling sad, anxious, or other strong emotion
- 8.3% reported being pressured, tricked, or forced to do something sexual against their wishes

8th graders in 2022:

- 25% of 8th and 9th graders reported living with someone who is depressed or has other mental health issues
- 34% have one or more Adverse Childhood Experiences (38% 9th graders)
- 8.4% reported being a relationships with a partner that verbally controlled or hurted them



What do we already have?

- School Linked Mental Health: One provider per building
 - Northeast Youth and Family Services
- Know the Truth
 - 3 hours per week
- Beginning collaboration with Schools of Social Work for MSW Interns
- Student Teachers
- Flu and COVID shot clinics
- Dental Clinics- MDH School Sealant Program
- Nourish 282
- Hennepin County SHIP (Wellness Committee)
- Family Services Collaborative



What are we missing?

- Coordinator
 - Allow for my robust, holistic, and consistent supports
 - Increase our community collaborations
 - Coordinate & acquire funding mechanisms
- Space
- Increased Mental Health Providers
 - Skills Services
 - Groups
 - Address the waitlist
 - Chemical Dependency
- Housing Coordinator through Hennepin County
- Clinics:
 - Vaccinations
 - Well-child checks
 - Sports physicals
 - Dental -Sealants
 - Vision
- Family Resources:
 - Food
 - Clothing
 - Social services
 - Transportation
 - Housing
 - Parent education and career support



Active Family and Community Engagement

Community schools build trust and partnership by actively attending to relationships with families, students and community leaders. Active family engagement is essential to helping families be more involved in the decisions about their children's education.



What is Active Family and Community Engagement?

- Help for parents in supporting the needs of students,
- Classes for families and community members,
- Volunteer opportunities,
- Inclusion on school leadership teams, and
- Leadership coaching to support their full participation.



Why is it important?

- Strengthen the school community,
- Build positive relationships and school climate, and
- Improve student outcomes on many measures, including
 - attendance,
 - discipline, and
 - academic achievement.



What does this look like at SANB?

Mechanisms for family communication

- School Newsletters (weekly)
- Brighter Bulletin (weekly)
- Ever Brighter Newsletter (quarterly)

Family Engagement

- Conferences, family nights, concerts, open houses
- WPPA, SANBE
- Educational opportunities such as Mental Health Training and Know the Truth presentations
- Early childhood classes
- Community education classes



What are we missing?

- Physical space
- Family engagement opportunities
 - For families with barriers to access
 - Transportation coordination
 - Building relationships with families
- Opportunities for community engagement
 - Building relationships, partnerships with the school district
- Professional development opportunities for district staff to promote family engagement
- Establish ways to listen and learn from our families
 - Invite them in to be co-authors of their children's learning through bidirectional communication



Expanded and Enriched Learning Time and Opportunities

Essential to schools' capacity to support students' academic growth, as well as to help them develop socially, emotionally, and physically.



What is Expanded Learning Time and Opportunities?

Community partners can provide supplemental academic instruction, enrichment, one-on-one mentoring and tutoring, projects where students pursue their own interests, and learning activities beyond school time.



Why is it important?

- Not all families have access to expanded and enriched learning time and opportunities
- Rich opportunities to learn can increase academic and beyond-academic outcomes, including:
 - improved student attendance,
 - behavior, and
 - achievement,
 - higher graduation rates,
 - development of social, emotional, and leadership skills, and
 - reduced involvement in juvenile crime. (*Community Schools Playbook*)



What does this look like at SANB?

- Summer Learning Program
- Summer Seminar
- AIPAC Tutoring
- Preschool summer camps
- High percentage of students who participate in athletics/activities
- Partnership with community education



What are we missing?

- Physical space
- Access to tutoring - all grade levels (*MN Student Survey*)
- Awareness of programs (athletics/activities) outside of the school day (*MN Student Survey*)
- Out of school time enrichment opportunities such as
 - Test prep
 - Community education classes (housed at the schools)
- Robust partnerships/collaboration with local agencies to coordinate opportunities for service/internships/apprenticeships/etc
 - Service organizations
 - Colleges/Universities
 - Businesses
 - Clinics



Collaborative Leadership and Practices

This pillar provides the relational “glue” that connects and reinforces the other pillars, making it foundational and critical for the success of a community school strategy.



What is this pillar?

1. School governance and program planning, such as responsibility for assessing school context and needs, resource distribution, and continuous improvement
2. The coordination of services and supports
3. The practices and systems to maintain constructive relationships between school staff and members of the community



Why is it important?

Collaborative leadership and practices in community schools can improve school climate, strengthen relationships, and build trust and a sense of collective capacity.

Community Schools Playbook



What does this look like at SANB?

- Budget Input Team
- Facilities Input Team
- Family Services Collaborative
- Special Education Advisory Committee
- WPPA
- SAAAAC
- Community Teaching & Learning Team



What are some needs that have been identified?

- Physical Space
- Coordinator to help build relationships with families as well as to coordinate resources.
- Coordinator who can organize and facilitate outreach to families and community members.
- Long-term partnerships with local organizations.
- Ongoing opportunities for families/community members to participate in input teams





Potential Timeline

May 2nd - present to board Board initial needs/asset assessment

Spring, late Summer or early Fall 2023 - Create a [FSCS School Leadership Team \(see Subd. 2. e. 1-2\)](#)

September 2023 - Start [application](#)

October 2023 - Submit [FSCS Application](#)



STAGE 1: EXPLORING

Community schools are moving from a set of one-off partnerships to a strategy for providing support and services that are interconnected and tied to shared outcomes for a single school or a cadre of schools.. A key focus is hiring a coordinator and establishing basic services and support that address the four pillars of community schools.

- A coordinator begins to assume responsibility for budgets, volunteers, programs, data tracking, etc.
- The coordinator works with stakeholders to determine what is needed at each school.
- Partnerships are developed or enhanced to support growth of a single or set of community schools.
- Community school strategies are included in school improvement plans and integrated into school operations.
- Financing strategies focus on tapping existing resources in the community to fund a coordinator and build out an initial set of services.

STAGE 2: EMERGING

Community schools expand to add more services across the pillars. There is a focus on building the infrastructure by establishing systems and processes to support, deepen, and grow community schools and partnerships and to promote new ways of school staff and partners to work together.

- Community schools deepen established relationships, invest in backbone operations, create processes to support effective operations (e.g., MOUs), expand services (both in existing schools and to new schools) based on identified needs; and use data to determine progress and improve quality.
- Community schools become part of district strategic plans.
- A dedicated director facilitates alignment of resources at the initiative level.
- Community schools maintain adequate staffing, programming, and support.
- A clear supervisory and communications infrastructure is emerging.
- Financing strategies expand to include seeking new grant funding, experiment with braiding funds, and participate in shared advocacy.

Stage 3: Excelling

Community schools support all four pillars, implement quality enhancements for programs, are part of school management and organizational structures, and measure and share results. Community schools are business as usual. Focus here is creating more enduring structures to promote growth and sustainability.

- Funding for CS coordinators and infrastructure (data, initiative staff, quality, etc.) become part of on-going budgets for schools and other public and private agencies.
- New interagency agreements are put into place to provide on-going support for community schools
- Financing strategies further expand to include more blending and braiding of funds, revising administrative requirements to simplify funding, creating new funding sources, and leading advocacy efforts at state and local levels.



Possible Funding Sources (Braiding & Blending)

Federal Funding Toolkit

Office of Elementary and Secondary
Education FSCS

[Whitehouse Toolkit](#) has funding sources
(mostly grants) for each of the pillars

MDE Inventory of funded programs

Centers 21st Century Community Learning

Achievement and Integration

American Rescue Plan Funds

Early Learning Funding Streams

Targeted Services

Title I, Part A

Title IV, Part A – Student Support and
Academic Enrichment Grant



Model School Board Resolution

Community Schools Playbook

A small snippet of the
resolution



WHEREAS, Every child should be able to grow up and have the opportunity to achieve his or her dreams and contribute to the well-being of society. Every community deserves public schools that deliver on that promise.

WHEREAS, According to the most recent data, XX percent of our district's schoolchildren, and in some of our schools as much as XX percent, qualify for free or reduced-price lunch—meaning they live in lower-income households. As a result, some schoolchildren face more challenges than others in succeeding in school and in life and need additional support.

WHEREAS, Community schools provide comprehensive programs and services that are carefully selected to meet the unique needs of students and families—such as lack of stable housing, inadequate medical and dental care, hunger, trauma, and exposure to violence—so students can reach their full potential.

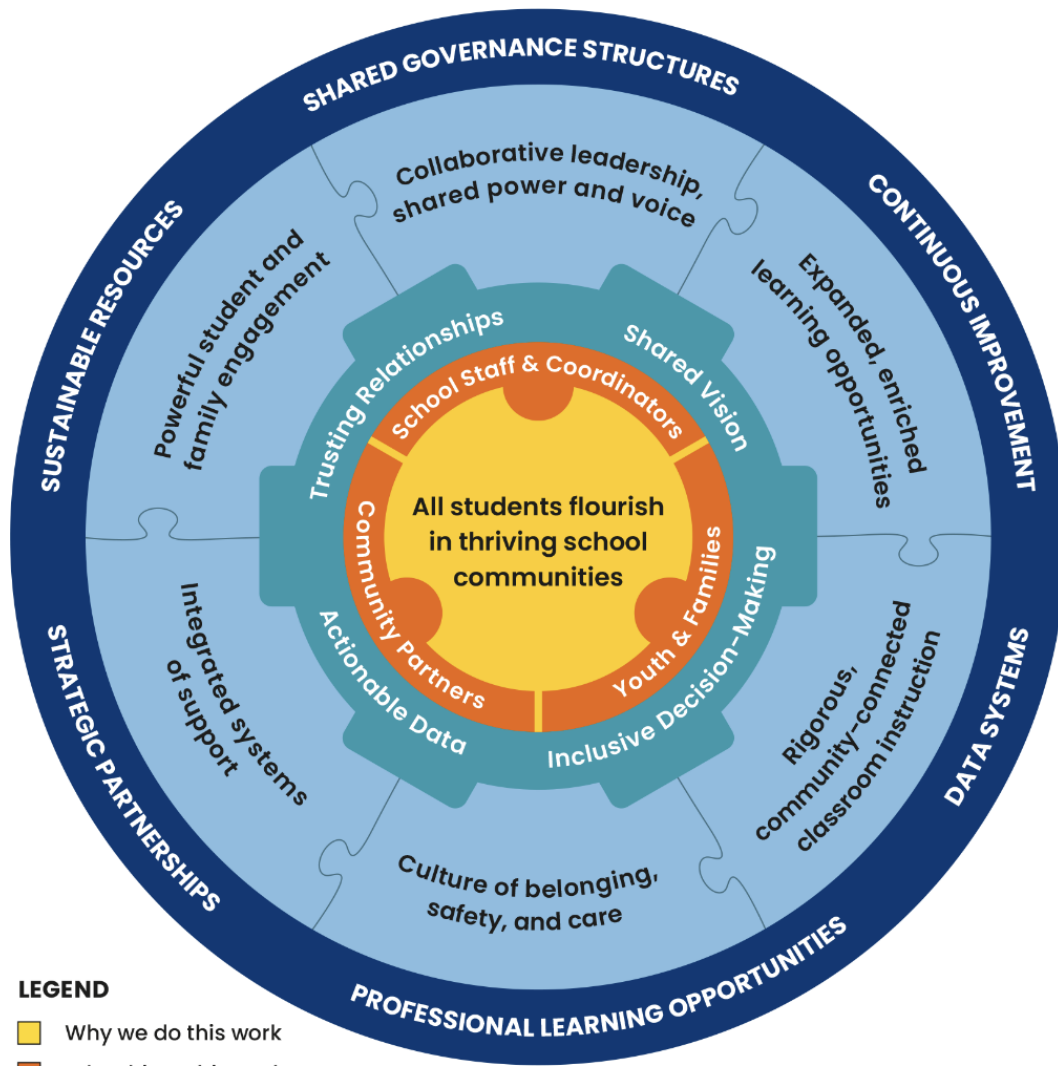
WHEREAS, Because some families cannot afford to provide their children with enrichment opportunities and additional academic support outside of school, community schools play a vital role in ensuring that all students have access to the learning and enrichment opportunities that support their academic and life success.

WHEREAS, According to a report from the Learning Policy Institute, the four key pillars of an evidence-based community schools approach—integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices—promote conditions and practices found in high-quality schools, as well as address out-of-school barriers to learning.

Essentials for Community School Transformation

LEGEND

- Why we do this work
- Who drives this work
- Enabling conditions
- Key practices
- Supportive infrastructure



Thank you!



Resources

- https://educationminnesota.org/wp-content/uploads/2021/08/EPIC_v5n1-08_FSCS_Booklet.pdf
- <https://www.childtrends.org/publications/making-the-grade-assessing-the-evidence-for-integrated-student-supports>
- https://www.brookings.edu/wp-content/uploads/2016/12/browncenter_20161212_supportservices2_memo.pdf
- <https://cepa.stanford.edu/content/widening-academic-achievement-gap-between-rich-and-poor-new-evidence-and-possible-explanations>
- <https://eds.p.ebscohost.com/eds/pdfviewer/pdfviewer?vid=23&sid=a5e85207-c4cc-445a-8c53-2260dbe2f91e%40redis>
- <https://eric.ed.gov/?id=ED573647>
- <https://doi.org/10.1080/10824669.2019.1615921>
- <https://www.tandfonline.com/doi/full/10.1080/10824669.2016.1172231>
- <https://files.eric.ed.gov/fulltext/ED604095.pdf>
- <https://mail.google.com/mail/u/0/?zx=n5a55kps1f6s#inbox/FMfcgzGsmNNrgWjLWrqVFxbNXmbHRLbX?projector=1&messagePartId=0.1>
- <https://drive.google.com/file/d/1URmwBE0dNaODFIb6M2X2QharuF45SVzF/view?usp=sharing>



2023 Wellness Report



The Work We Do:

Whole School,
Whole Community,
Whole Child



Wellness Committee Purpose:

At ISD282 we are committed to supporting the learning, health, and well-being of students and staff by using the **WSCC (Whole School, Whole Community, Whole Child) Model** to promote lifelong personal well-being.

The components of WSCC include: Food and Nutrition; Physical Education, Physical Activity; Health Education; Health Services; Safe School Environment; Social-Emotional Wellness; Staff Wellness; and Family and Community Involvement.



WSCC & Success Metrics Aligned



Thrive emotionally and socially in adaptive environments



Positively contribute as a thriving citizen to their community



Harness academic skills and a love of learning

“St. Anthony-New Brighton defines success as a student 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.”



Wellness Committee Members

Parents/Community: Kevin Burns, Stefan Gingerich, Dr. Lipi Ramachandran

Teachers: Beth Reh fuss (SAVHS Science)

Counselor: Renee Nettleton (MS)

Nutrition Services: Angie Richey and Maria Anderson

Director of Student Services: Hope Fagerland

School Board: Laura Oksnevad

District Wellness Coordinator (Nurse): Lori Watzl-King

Hennepin County SHIP Coordinator: Cathy Rude



2022-23 Wellness Committee Goals:

Goal 1: Complete the School Health Index Triennial Assessment

Goal 2: Offer Wellness & Health Opportunities for Students, Staff, and Families

Goal 3: Develop a Staff Wellness Website



Goal 1: School Health Index Assessment

The *School Health Index (SHI) Self-Assessment and Planning Guide* is an online self-evaluation and planning tool for schools. The SHI is built on CDC's research-based guidelines for school health programs that identify the policies and practices most likely to be effective in reducing youth health risk behaviors.

- Enable schools to identify strengths and weaknesses of health and safety policies and programs.
- Enable schools to develop an action plan for improving student health that can be incorporated into the School Improvement Plan.
- Engage teachers, parents, students, and the community in promoting health-enhancing behaviors and better health.



Goal 1: Triennial Assessment Results

- Overall results Wilshire Park and SAMS/SAVHS
- Specific areas of focus
 - Health Education at Wilshire Park
 - Social Emotional/Climate
 - Family Engagement
 - Community Engagement



Wilshire Park

Overall Scorecard

 [Export Overall Scorecard](#)

For each module, a "✓" appears where the module score falls. Use these scores to create a Plan for Improvement.

Modules	Low		Medium		High
	0-20%	21-40%	41-60%	61-80%	81-100%
Module 1 - School Health and Safety Policies and Environment					✓
Module 2 - Health Education		✓			
Module 3 - Physical Education and Physical Activity Programs				✓	
Module 4 - Nutrition Environment and Services					✓
Module 5 - School Health Services			✓		
Module 6 - School Counseling, Psychological, and Social Services				✓	
Module 7 - Social and Emotional Climate			✓		
Module 8 - Physical Environment				✓	
Module 9 - Employee Wellness and Health Promotion				✓	
Module 10 - Family Engagement			✓		
Module 11 - Community Involvement				✓	



SAMS/SAVHS

Overall Scorecard

 [Export Overall Scorecard](#)

For each module, a "✓" appears where the module score falls. Use these scores to create a Plan for Improvement.

Modules	Low		Medium		High
	0-20%	21-40%	41-60%	61-80%	81-100%
Module 1 - School Health and Safety Policies and Environment				✓	
Module 2 - Health Education				✓	
Module 3 - Physical Education and Physical Activity Programs				✓	
Module 4 - Nutrition Environment and Services				✓	
Module 5 - School Health Services			✓		
Module 6 - School Counseling, Psychological, and Social Services			✓		
Module 7 - Social and Emotional Climate			✓		
Module 8 - Physical Environment				✓	
Module 9 - Employee Wellness and Health Promotion				✓	
Module 10 - Family Engagement			✓		
Module 11 - Community Involvement			✓		



Health Education: Wilshire Park

Scorecard for Questions Completed in Module 2

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	Health education taught in all grades (CC.1)		2			
2.	Sequential health education curriculum consistent with standards (CC.2)			1		
3.	Active learning strategies (CC.3)	3				
4.	Opportunities to practice skills (CC.4)			1		
5.	Culturally-appropriate activities and examples (CC.5)			1		
6.	Assignments encourage student interaction with family and community (CC.6)		2			
7.	Professional development in health education (CC.7)			1		
8.	Professional development in delivering curriculum (CC.8)				0	
9.	Professional development in classroom management techniques (CC.9)			1		
10.	Essential topics on preventing unintentional injuries and violence (S.1)			1		
11.	Essential topics on physical activity (PA.1)		2			
12.	Essential topics on healthy eating (N.1)			1		
13.	Essential topics on preventing tobacco use (T.1)				0	
14.	Essential topics on alcohol and other drug use (AOD.1)				0	
15.	Essential topics on chronic health conditions awareness (CHC.1)				0	
16.	Essential topics to prevent HIV, other STD, and pregnancy (SH.1)			1		
Column Totals		3	6	8	0	-
		Total Points/Maximum Points				17/48
		Module 2 score				35%



Strengths and Areas for Growth: Health Education

Strength:

- Our teachers who are teaching health content are using active learning strategies.

Areas for Growth:

- We do not have a health education curriculum (K-5). Our teachers are teaching health topics when they are part of the science standards.
- Professional development is needed in delivering curriculum, health education, and classroom management techniques.
- Essential topics on preventing tobacco, drug, and alcohol use and chronic health conditions are limited in health education.
- Pregnancy and STI prevention is not currently taught in K-5 health education (puberty education for 4th and 5th grades).



Action Plan for Health Education at Wilshire Park:

Action 1:

The wellness committee will recommend the National Health Education Standards to the Teaching and Learning Team.

Action 2:

The Wellness Committee will continue to research best practices regarding tobacco, drug, alcohol use, pregnancy, STI prevention for older elementary grades.



Social and Emotional Climate: Wilshire Park

Module 7: Social and Emotional Climate

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 7

#	Criteria	Fully In Place	Partially In Place	Under Development	Not In Place	Does not Apply
1.	Positive school climate (CC.1)		2			
2.	Positive student relationships (CC.2)	3				
3.	Professional development on meeting diverse needs of students (CC.3)			1		
4.	Collaboration to promote social and emotional learning (CC.4)		2			
5.	School-wide social and emotional learning (CC.5)			1		
6.	Community partnerships to promote social and emotional learning for students in school (CC.6)	3				
7.	Prevent harassment and bullying (CC.7)			1		
8.	Active supervision (CC.8)		2			
9.	Engaging all students (CC.9)			1		
10.	Prevent school violence (S.1)			1		
Column Totals		6	6	5	0	-

Total Points/Maximum Points
Module 7 score

17/30
57%



Social and Emotional Climate SAMS/SAVHS:

Module 7: Social and Emotional Climate

Recordcard & Planning Questions

Recordcard for Questions Completed in Module 7

	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
	Positive school climate (CC.1)			1		
	Positive student relationships (CC.2)	3				
	Professional development on meeting diverse needs of students (CC.3)			1		
	Collaboration to promote social and emotional learning (CC.4)		2			
	School-wide social and emotional learning (CC.5)			1		
	Community partnerships to promote social and emotional learning for students in school (CC.6)	3				
	Prevent harassment and bullying (CC.7)			1		
	Active supervision (CC.8)		2			
	Engaging all students (CC.9)			1		
10.	Prevent school violence (S.1)			1		
	Column Totals	6	4	6	0	-

Total Points/Maximum Points 16/30
Module 7 score 53%



Strengths and Areas for Growth: Social and Emotional Climate

Strengths:

- The district is currently partnering with Northeast Youth and Family Services, Lee Carlson, Northeast Metro 916 for parent classes regarding mental health and has hired a Mental Health Coordinator.
- The district has been focusing on relationships through staff development of Rigor, Relevance, Relationships (RRR). The school encourages morning meetings (WP), recess (WP, SAMS) time for students to interact outside of academic times.

Areas for Growth:

- More professional development is needed for social emotional learning, school climate, meeting the diverse needs of students, bullying and harassment, engaging all students, and preventing school violence.



Action Plan for Social and Emotional Climate:

Action 1:

The MTSS team is working on social emotional learning and school climate. There are teams for SEL and School Climate who are meeting at least monthly to determine our curriculum and what our professional development needs are. Conflict prevention and resolution strategies could be a part of that professional development.



Family Engagement: Wilshire Park

Module 10: Family Engagement

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 10

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	Communication with families (CC.1)	3				
2.	Parenting strategies (CC.2)			1		
3.	Family engagement in school decision making (CC.3)			1		
4.	Family volunteers (CC.4)			1		
5.	Family engagement in learning at home (CC.5)		2			
6.	Family access to school facilities (CC.6)			1		
7.	Professional development on family engagement strategies (CC.7)			1		
8.	Professional development to assist parents seeking services (CC.8)			1		
9.	School health updates for families (CC.9)			1		
10.	Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus. (N.1)		2			
Column Totals		3	4	7	0	-

Total Points/Maximum Points 14/30
Module 10 score 47%



Family Engagement SAMS/SAVHS

Module 10: Family Engagement

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 10

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	Communication with families (CC.1)	3				
2.	Parenting strategies (CC.2)			1		
3.	Family engagement in school decision making (CC.3)			1		
4.	Family volunteers (CC.4)			1		
5.	Family engagement in learning at home (CC.5)		2			
6.	Family access to school facilities (CC.6)		2			
7.	Professional development on family engagement strategies (CC.7)				0	
8.	Professional development to assist parents seeking services (CC.8)			1		
9.	School health updates for families (CC.9)			1		
10.	Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus. (N.1)		2			
Column Totals		3	6	5	0	-

Total Points/Maximum Points 14/30
Module 10 score 47%



Strengths and Areas for Growth: Family Engagement

Strength:

Communication with families is a strength. Weekly newsletter for each school and teacher communication (WP) with parents are strengths.

Areas for Growth:

Parenting strategies, family engagement in school decision making, family volunteers, family access to school facilities, and school health updates for families.

Professional development for staff on family engagement strategies and assisting parents seeking services.



Action Plan for Family Engagement

Action 1

Continue to inform/educate staff and families about the central referral form.

Action 2

As the MTSS team (CCC, Teaching & Learning, and Mental Health Team) transition to next year's professional development about social emotional learning, include family engagement strategies.

Action 3

Use the strength of our current communication strategies to educate families on parenting strategies, school health updates, opportunities for families to engage in school decision making (committees, etc), and volunteer opportunities.



Community Engagement: Wilshire Park

Module 11: Community Involvement

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 11

#	Criteria	Fully In Place	Partially In Place	Under Development	Not In Place	Does not Apply
1.	Community involvement in school decision making (CC.1)			1		
2.	Community volunteers (CC.2)	3				
3.	Community involvement in school health initiatives (CC.3)			1		
4.	Community-wide health promotion events (CC.4)	3				
5.	Out-of-school programs (CC.5)		2			
6.	Community involvement in improving student health (CC.6)		2			
7.	Student involvement with community organizations (CC.7)			1		
8.	Partnerships with community healthcare providers (CC.8)		2			
9.	Agreement with community partners (CC.9)	3				
Column Totals		9	6	3	0	-

Total Points/Maximum Points 18/27
Module 11 score 67%



Community Engagement SAMS/SAVHS

Module 11: Community Involvement

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 11

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	Community involvement in school decision making (CC.1)			1		
2.	Community volunteers (CC.2)			1		
3.	Community involvement in school health initiatives (CC.3)			1		
4.	Community-wide health promotion events (CC.4)	3				
5.	Out-of-school programs (CC.5)			1		
6.	Community involvement in improving student health (CC.6)		2			
7.	Student involvement with community organizations (CC.7)			1		
8.	Partnerships with community healthcare providers (CC.8)		2			
9.	Agreement with community partners (CC.9)	3				
Column Totals		6	4	5	0	-

Total Points/Maximum Points
Module 11 score

15/27
56%



Strengths and Areas for Growth: Community Engagement

Strength:

Community volunteers and community-wide health promotion events (such as vaccine clinics) are strengths.

Agreements with community partners is a strength (Know the Truth, Lee Carlson, Metro 916, local farms providing fresh delicious foods), but we would like to continue to expand these partnerships with other community assets.

Areas for Growth:

Community involvement in school decision making, and in school health initiatives, and student involvement with community organizations are areas for growth.



Action Plan for Community Involvement

Action 1

As we continue to investigate the full service community school model, we will look for community partners who will share in school decision making, school health initiatives, and involve students.



Goal 2: Offer Wellness & Health Opportunities for Students, Staff, and Families



**April 3
6 p.m.**

Know the Truth

Parent education night on
adolescent substance use



Early Warning Signs of Mental Illness in Youth

Hosted by the St Anthony/New Brighton School District. Vicki Elliott, Exec. Director of Mental Health Connect and Mary Lillo, NAMI Parent Educator, discuss identifying mental health disorders in youth.



Goal 2: Wellness & Health Opportunities

- Flu & COVID vaccine clinics
- Bike/Walk to School Days
- Mental Health Trainings for Staff & Families
 - Mental Health First Aid
 - Mental Health Coordinator professional development
- Monthly Wellness challenges for staff
- Vaping presentation by Know the Truth/Ramsey County Sheriff/SAPD for families & students at MS/HS
- Wellness Coordinator presented to WPPA



Goal 3: Create a Staff Wellness Website

The screenshot displays the website for St. Anthony - New Brighton, Independent School District 282. The header is dark blue with navigation links: DISTRICT AND SCHOOLS, STAFF, SKYWARD, CONTACT US, TRANSLATE, and SEARCH. Below the header is a secondary navigation bar with links: WHO WE ARE, DISCOVER (highlighted), NEWS, CAREERS, ENROLL, and OUR COMMUNITY. The main content area features a sidebar on the left with a list of departments: Our schools, Departments, Teaching & Learning, Athletics & Activities, Building & Grounds, Business & Finance, Care, Culture & Community, and Communications. The main content area is titled 'CARE, CULTURE & COMMUNITY' and contains a paragraph about the CCC team's mission. Below the paragraph is a section titled 'Need resources and support?' with a call to action: 'Fill out the Community Referral Form, and we'll be in contact with you soon.' and a button labeled 'COMMUNITY REFERRAL FORM'. At the bottom of the main content area is a link to 'MEET THE TEAM'. A small icon of a person is visible in the bottom right corner of the main content area.

St. Anthony - New Brighton
INDEPENDENT SCHOOL DISTRICT 282

WHO WE ARE **DISCOVER** **NEWS** **CAREERS** **ENROLL** **OUR COMMUNITY**

Our schools

Departments -

Teaching & Learning +

Athletics & Activities +

Building & Grounds +

Business & Finance

Care, Culture & Community

Communications +

CARE, CULTURE & COMMUNITY

St. Anthony - New Brighton Schools believes that when care, culture and community are combined, we can create positive, long-lasting impacts on students, staff and the community. The CCC team is a group of staff member working towards health equity, student and staff mental wellness, school/culture climate, social-emotional learning and equity and engagement.

Need resources and support?

Fill out the Community Referral Form, and we'll be in contact with you soon.

COMMUNITY REFERRAL FORM

MEET THE TEAM



Care, Culture, & Community Team

MEET THE TEAM



Lori Watzl-King, RN, LSN is the District Wellness Coordinator and can be contacted at **lwatzl-king@isd282.org**



Lucille (Lucy) Rosario is the District Mental Health Coordinator and can be contacted at **lrosario@isd282.org**



Ray Kidd is the Student Engagement & Equity Coordinator and can be contacted at **rkidd@isd282.org**



Questions?



Thank you for being a part of the WSCC team!



Fiscal Year 2023-24 Budget Assumptions

May 2, 2023

Revenues:

- **Student Enrollment:** The district enrollment is projected at 1,845 Average daily membership (1,998.20 Adjusted Pupil Unit). This enrollment projection for the 2023-24 budget is 60 ADM less than the board approved enrollment target of 1,905 ADM.

Grade Level	Oct 1, 2022 Enrollment	2023-24 Enrollment Target	2023-24 Enrollment Budget
ECSE	16		14
K-5	679	705	679
6-8	435	450	422
9-12	707	750	710
Total	1,837	1,905	1,845

- **State Funding:** The basic general education formula is projected to increase by 2% from \$6,863 to \$7,000.26 per adjusted pupil unit. Pupil units are calculated using a weighting factor of 1.0 for kindergarten to grade 6 and 1.2 for grades 7-12.
- **Special Education Cross Subsidy:** The district cross subsidy aid for Special Education is budgeted to increase by 25%.
- **Operating Referendum Levy:** The operating referendum levy will remain at \$1,229.86 per adjusted pupil unit.
- **Professional Development:** The district will continue to set aside 2% of the basic general education state revenue for staff development. This amounts to approximately \$279k for 2023-24.
- **Q-Comp Program:** Participation in the Q-Comp program will generate approximately \$475k of Q-comp revenue.
- **Achievement and Integration Program:** The district has submitted an A & I plan and \$296k budget to MDE for approval to continue participation in the A & I Program.

- **ADSIS:** An application has been submitted to MDE for approval to continue ADSIS and provide additional services to students eligible for ADSIS. The budget for this program is budgeted at \$375k.
- **General Fund:** Total general fund revenue is estimated to be \$22,106,565

Revenue Source	2024 Proposed Budget	% of Total	2023 Adopted Budget	% of Total	% Change
State Aid	\$ 16,935,667	76.6%	\$ 15,329,841	75.8%	10%
Levy	3,794,646	17.2%	3,665,080	18.1%	4%
Federal Grant	1,036,100	4.7%	877,705	4.3%	18%
Local Sources	340,152	1.5%	351,800	1.7%	-3%
Total Revenue	\$ 22,106,565	100.0%	\$ 20,224,426	100.0%	9%

- **Other Operating Funds:**
 - Transportation - \$1,442,605
 - Capital - \$2,566,418
 - Food Service - \$1,141,417

Expenditures:

- **Staffing:** Due to the increase in enrollment at the high school and special education program, staffing will be increased by the following:
 - ECSE Teacher 0.8 FTE
 - SAVHS Teacher 1.4 FTE
 - Speech/Occupational Therapist 1.5 FTE
 - Psychologist - 0.2 FTE
 - Special Ed Teacher 1.6 FTE
 - ADSIS Behavior Specialist 2.0 FTE
 - ADSIS Intervention Teacher 1.0 FTE
- **Insurance:** The district's portion of health insurance premiums is expected to increase by 4.5% in 2023-24. The district property, professional liability and workers compensation insurance is estimated to increase by about 4%.
- **Salary:** Employee salaries will be budgeted to reflect the bargaining unit contracts that are settled. Salaries for open contracts will be budgeted based on the parameters set by the School Board.
- **Purchased services:** purchased services contracts will be budgeted based on negotiated contracts and any open contracts will be budgeted to increase by 4%.

- **Utilities:** Utilities such as gas/fuel, electricity and water will be increased by 8% in the budget.
- **Supplies:** Supplies will be budgeted to increase by 3%.
- **General Fund Expenditure:** The total estimated general fund expenditure is \$23,149,164.

Expense Type	2024 Proposed Budget	% of Total	2023 Adopted Budget	% of Total	% Change
Salaries	\$ 14,951,272	64.6%	\$ 13,874,190	65.3%	8%
Employee Benefits	\$ 5,577,617	24.1%	5,412,799	25.5%	3%
Purchased Services	\$ 1,923,410	8.3%	1,288,599	6.1%	49%
Supplies and Materials	\$ 605,769	2.6%	587,138	2.8%	3%
Capital Expenditures	\$ 2,000	0.0%	1,534	0.0%	30%
Other Expenditures	\$ 89,096	0.4%	86,562	0.4%	3%
Total Expenditures	\$ 23,149,164	100%	\$ 21,250,822	100%	9%

- **Technology/Curriculum:** Increase in expenditures by about \$240k to update and replace student devices, network, and infrastructure equipment.
- **Capital:** Increase the expenditure budget by \$222k to construct additional classrooms in the secondary building and additional technology support.
- **One time use of fund balance:** Administration is proposing the following one-time use to balance the budget:

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	\$350,000	\$300,000
Assigned	Equity and Instruction	\$232,550	\$36,000	\$196,550
Assigned	WMEP for Integration	\$83,709	\$83,709	\$0
Assigned	ADSI	\$200,000	\$85,000	\$115,000
Assigned	Achievement & Integration	\$44,016	\$44,016	\$0
Assigned	District Technology	\$57,602		\$57,602
Assigned	Legal	\$110,000		\$110,000
	Total Assigned Fund Balance	\$2,168,254	\$798,725	\$1,369,529
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
Unassigned	Unassigned	\$2,566,877	\$572	\$2,566,305
Transportation	Regular Transportation	\$493,678	\$14,443	\$479,235
Reserved Capital	Capital Projects Levy	\$1,138,785	\$239,555	\$899,230
Reserved Capital	Operating Capital	\$1,107,853	\$221,525	\$886,328
Reserved Capital	Long Term Facilities Maint	\$219,733	\$39,860	\$179,873
	Total Capital	\$2,466,371	\$500,940	\$1,965,431
OPEB	OPEB	\$1,187,563	\$77,650	\$1,109,913
	Total	\$9,916,601	\$1,565,520	\$8,351,653

- **General Unassigned Fund Balance:** The general unassigned fund balance is estimated to be 9% and it is within the school board policy of maintaining an unassigned fund balance between 9 and 10 percent of the annual budget.

<p align="center">St. Anthony - New Brighton ISD 282 FY2023-24 PROPOSED BUDGET</p> <p align="center">1,805 ADM</p>	
--	--

	Assigned B	Committed C	Restricted D	Unassigned E	General Fund Total F (A+B+C+D+E)	Reserved Capital G	Transportation H
Estimated Revenues	\$1,591,727	\$0	\$1,575,723	\$19,016,765	\$22,184,215	\$2,566,418	\$1,442,605
Estimated Expenditures	\$2,388,951	\$0	\$1,742,876	\$19,017,337	\$23,149,164	\$3,067,358	\$1,457,049
Estimated Fund Balance 7/1/23	\$2,174,786	\$697,868	\$544,217	\$2,566,877	\$6,028,748	\$2,466,371	\$493,678
Estimated Fund Balance 6/30/23	\$1,377,562	\$697,868	\$377,064	\$2,566,305	\$5,063,798	\$1,965,431	\$479,235
Projected Surplus (Deficit)	-\$797,224	\$0	-\$167,153	-\$572	-\$964,950	-\$500,940	-\$14,443

EXPLANATION OF COLUMNS

Nonspendable = Amounts that cannot be spent due to form such as inventories and prepaid amounts.

Assigned = Money received that has a designation of how it is spent. Severance, vacation, sick, and OPEB, federal, integration

Committed = Amounts constrained for a specific purpose by the district using the highest level of decision making authority. Capital and technology and curriculum

Restricted = Available resources deidcated by statute for specific purposes. Staff Development, Gifted & Talented, Career & Tech, etc.

Unassigned = Money that has no specific designation on how it is spent.

Reserved Capital = Includes operating capital, LTFM, and capital projects levy. Referred to as Fund 05.

Transportation = Busing to bring children to and from school. Does not include most activities/athletic/field trip transportation. Referred to as Fund 03

Total General State Reporting Unappropriated = Column used to identify where we would be for SOD purposes

Food Service = All financial activities of our food service program. Fund 02

Community Services = All function related to our community services program. Fund 04

Debt Service = Records outstanding indebtedness. Fund 07

Trust = District acts as trustee, in our case used for scholarships. Fund 08

Agency = Formal agency agreements with other gov't units, employees, students. Examples are SANBE and Patriots. Fund 09

Internal Service = Self insurance program. Fund 20

<p align="center">St. Anthony - New Brighton ISD 282 FY2023-24 PROPOSED BUDGET</p> <p align="center">1,805 ADM</p>	
--	--

	Food Service I	Community Services J	Debt Service K	Trust Fund L	Agency Fund M	Internal Service N	OPEB Trust O	ALL FUNDS TOTAL
Estimated Revenues	\$1,141,417	\$1,605,834	\$1,934,557	\$30,050	\$36,000	\$155,600	\$10,000	\$31,106,696
Estimated Expenditures	\$1,129,124	\$1,573,968	\$1,854,447	\$30,000	\$34,550	\$155,000	\$77,650	\$32,528,310
Estimated Fund Balance 7/1/23	\$85,000	\$688,726	\$3,685,920	\$33,538	\$1,450	\$228,088	\$1,187,563	\$14,899,082
Estimated Fund Balance 6/30/23	\$97,294	\$720,592	\$3,766,030	\$33,588	\$2,900	\$228,688	\$1,119,913	\$13,477,468
Projected Surplus (Deficit)	\$12,294	\$31,866	\$80,110	\$50	\$1,450	\$600	-\$67,650	-\$1,421,614

EXPLANATION OF COLUMNS

Nonspendable = Amounts that cannot be spent due to form such as inventories and prepaid amounts.

Assigned = Money received that has a designation of how it is spent. Severance, vacation, sick, and OPEB, federal, integration

Committed = Amounts constrained for a specific purpose by the district using the highest level of decision making authority. Capital and technology and curriculum

Restricted = Available resources deidcated by statute for specific purposes. Staff Development, Gifted & Talented, Career & Tech, etc.

Unassigned = Money that has no specific designation on how it is spent.

Reserved Capital = Includes operating capital, LTFM, and capital projects levy. Referred to as Fund 05.

Transportation = Busing to bring children to and from school. Does not include most activities/athletic/field trip transportation. Referred to as Fund 03

Total General State Reporting Unappropriated= Column used to identify where we would be for SOD purposes

Food Service = All financial activities of our food service program. Fund 02

Community Services = All function related to our community services program. Fund 04

Debt Service = Records outstanding indebtedness. Fund 07

Trust = District acts as trustee, in our case used for scholarships. Fund 08

Agency = Formal agency agreements with other gov't units, employees, students. Examples are SANBE and Patriots. Fund 09

Internal Service = Self insurance program. Fund 20

General Fund (01)

Fund Balance	Fund Balance Description	Est. 2-23 Fund Balance	Proposed 23-24 Revenue	Proposed 23-24 Expenditure	Est. 23-24 Ending Fund Balance
Assigned	Severance, Vacation & Sick	\$ 590,377		\$	590,377
Assigned	COVID-19 Response	200,000		200,000	-
Assigned	SPED and Federal Programs	650,000		350,000	300,000
Assigned	Federal Special Ed Grant	-	400,000	400,000	-
Assigned	ECSE Federal grant	-	15,500	15,500	-
Assigned	Title I	-	113,000	113,000	-
Assigned	Title II	-	21,500	21,500	-
Assigned	Title III/IV	-	28,600	28,600	-
Assigned	ESSER	-	450,000	450,000	-
Assigned	Equity and Instruction	232,550		36,000	196,550
Assigned	WMEP for Integration	83,709		83,709	-
Assigned	ADSIS	200,000	262,513	347,513	115,000
Assigned	Achievement & Integration	44,016	295,613	339,629	0
Assigned	Device Insurance	6,532	5,000	3,500	8,032
Assigned	District Technology	57,602			57,602
Assigned	Legal	110,000			110,000
Assigned Fund Balance Subtotal		\$ 2,174,786	\$ 1,591,727	\$ 2,388,951	\$ 1,377,562
Restricted	Career and Tech	\$ -	47,945	\$ 47,945	\$ -
Restricted	Compensatory/EL/Basic Skills	-	726,264	\$ 726,264	0
Restricted	Gifted & Talented	-	25,977	\$ 25,977	-
Restricted	Learning & Development	-	358,085	\$ 358,085	-
Restricted	Staff Development	214,801	279,758	\$ 331,758	162,801
Restricted	Safe Schools	121,190	102,694	\$ 223,884	-
Restricted	SPED Medical Assistance	166,816	25,000	\$ 18,964	172,852
Restricted	Athletic Trainer	41,410	10,000	10,000	41,410
Restricted Fund Balance Subtotal		\$ 544,217	\$ 1,575,723	\$ 1,742,876	\$ 377,064
Committed	Capital	581,046	-	-	581,046
Committed	Technology and Curriculum	116,822	-	-	116,822
Committed Fund Balance Subtotal		\$ 697,868	\$ -	\$ -	\$ 697,868

General Fund (01)

Unassigned	Gen Ed	\$	2,566,877	\$	16,475,176	\$	13,893,730	\$	5,148,323
Unassigned	State Aid Special Education				1,652,987		3,837,251		(2,184,264)
Unassigned	Q comp				475,800		475,800		-
Unassigned	Student Fees Athletics/Activities				195,000		810,556		(615,556)
Unassigned	Draw from OPEB Trust				77,650				77,650
Unassigned	Other Misc Revenue				140,152				140,152
Unassigned Fund Balance Subtotal		\$	2,566,877	\$	19,016,765	\$	19,017,337	\$	2,566,305
General Fund (01) Total Fund Balances		\$	5,983,748	\$	22,184,215	\$	23,149,164	\$	5,018,798

Transportation Fund (3)

Fund Balance	Fund Balance Description	Est. 2-23 Fund Balance	Proposed 23-24 Revenue	Proposed 23-24 Expenditure	Est. 23-24 Ending Fund Balance
Transportation	Regular Transportation	\$ 493,678	633,444	\$ 677,888	\$ 449,235
Transportation	Special Transportation	-	779,161	\$ 779,161	(0)
Transportation	NonPublic Transportation	-	15,000		15,000
Transportation	Out of District Transportation	-	15,000		15,000
Transportation Fund Balance Subtotal		\$ 493,678	\$ 1,442,605	\$ 1,457,049	\$ 479,235

Capital Fund (5)

Fund Balance	Fund Balance Description	Est. 2-23 Fund Balance	Proposed 23-24 Revenue	Proposed 23-24 Expenditure	Est. 23-24 Ending Fund Balance
Reserved Capital	Capital Projects Levy	\$ 1,138,785	893,268	1,132,823	\$ 899,230
Reserved Capital	Operating Capital	1,107,853	903,010	1,124,535	886,328
Reserved Capital	Long Term Facilities Maintenance	219,733	770,140	810,000	179,873
Capital Fund Balance Subtotal		\$ 2,466,371	\$ 2,566,418	\$ 3,067,358	\$ 1,965,431

FUND 01	GENERAL FUND				
PROGRAM:	ADMINISTRATION				
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2023-24 PROPOSED BUDGET</u>	<u>2022-23 ADOPTED BUDGET</u>	<u>\$ DIFFERENCE</u>	<u>% CHANGE</u>
100'S	SALARIES AND WAGES	\$ 865,156	\$ 920,698	\$ (55,543)	
200'S	EMPLOYEE BENEFITS	\$ 314,077	\$ 373,443	\$ (59,366)	
300'S	PURCHASED SERVICES	\$ 49,155	\$ 48,900	\$ 255	
400'S	SUPPLIES AND MATERIALS	\$ 26,599	\$ 15,798	\$ 10,801	
500'S	CAPITAL EXPENDITURES	\$ -	\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ 24,211	\$ 23,465	\$ 746	
	TOTAL ADMINISTRATION BUDGET	\$ 1,279,198	\$ 1,382,304	\$ (103,106)	-7.5%
PROGRAM:	DISTRICT SUPPORT SERVICES				
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2023-24 PROPOSED BUDGET</u>	<u>2022-23 ADOPTED BUDGET</u>	<u>\$ DIFFERENCE</u>	<u>% CHANGE</u>
100'S	SALARIES AND WAGES	\$ 288,307	\$ 378,732	\$ (90,424)	
200'S	EMPLOYEE BENEFITS	\$ 83,448	\$ 109,769	\$ (26,321)	
300'S	PURCHASED SERVICES	\$ 472,556	\$ 238,900	\$ 233,656	
400'S	SUPPLIES AND MATERIALS	\$ 51,028	\$ 77,823	\$ (26,795)	
500'S	CAPITAL EXPENDITURES	\$ -	\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ 526	\$ 613	\$ (87)	
	TOTAL DISTRICT SUPPORT SERVICES	\$ 895,865	\$ 805,836	\$ 90,029	11.2%
PROGRAM:	REGULAR INSTRUCTION				
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2023-24 PROPOSED BUDGET</u>	<u>2022-23 ADOPTED BUDGET</u>	<u>\$ DIFFERENCE</u>	<u>% CHANGE</u>
100'S	SALARIES AND WAGES	\$ 8,164,189	\$ 8,343,507	\$ (179,319)	
200'S	EMPLOYEE BENEFITS	\$ 2,935,710	\$ 2,903,191	\$ 32,519	
300'S	PURCHASED SERVICES	\$ 438,942	\$ 284,271	\$ 154,671	
400'S	SUPPLIES AND MATERIALS	\$ 143,991	\$ 141,977	\$ 2,014	
500'S	CAPITAL EXPENDITURES	\$ -	\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ 17,222	\$ 16,720	\$ 502	
	TOTAL REGULAR INSTRUCT BUDGET	\$ 11,700,054	\$ 11,689,667	\$ 10,387	0.1%
PROGRAM:	SPECIAL ED INSTRUCTION				
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2023-24 PROPOSED BUDGET</u>	<u>2022-23 ADOPTED BUDGET</u>	<u>\$ DIFFERENCE</u>	<u>% CHANGE</u>
100'S	SALARIES AND WAGES	\$ 3,012,325	\$ 2,202,605	\$ 809,720	
200'S	EMPLOYEE BENEFITS	\$ 1,201,470	\$ 972,402	\$ 229,068	
300'S	PURCHASED SERVICES	\$ 98,732	\$ 89,966	\$ 8,766	
400'S	SUPPLIES AND MATERIALS	\$ 39,634	\$ 38,857	\$ 777	
500'S	CAPITAL EXPENDITURES	\$ 2,000	\$ 1,534	\$ 466	
800'S	OTHER EXPENDITURES	\$ 42,953	\$ 41,702	\$ 1,251	
	TOTAL SPECIAL ED BUDGET	\$ 4,397,115	\$ 3,347,067	\$ 1,050,048	31.4%

PROGRAM: INSTRUCTIONAL SUPPORT SERVICES					
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2023-24 PROPOSED BUDGET</u>	<u>2022-23 ADOPTED BUDGET</u>	<u>\$ DIFFERENCE</u>	<u>% CHANGE</u>
100'S	SALARIES AND WAGES	\$ 984,120	\$ 837,333	\$ 146,787	
200'S	EMPLOYEE BENEFITS	\$ 350,882	\$ 291,906	\$ 58,976	
300'S	PURCHASED SERVICES	\$ 133,796	\$ 128,650	\$ 5,146	
400'S	SUPPLIES AND MATERIALS	\$ 16,373	\$ 16,052	\$ 321	
500'S	CAPITAL EXPENDITURES	\$ -	\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ -	\$ -	\$ -	
	TOTAL INSTRUCTIONAL SUPPORT	\$ 1,485,171	\$ 1,273,942	\$ 211,230	16.6%
PROGRAM: PUPIL SUPPORT SERVICES					
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2023-24 PROPOSED BUDGET</u>	<u>2022-23 ADOPTED BUDGET</u>	<u>\$ DIFFERENCE</u>	<u>% CHANGE</u>
100'S	SALARIES AND WAGES	\$ 732,275	\$ 356,674	\$ 375,601	
200'S	EMPLOYEE BENEFITS	\$ 261,853	\$ 175,810	\$ 86,043	
300'S	PURCHASED SERVICES	\$ 32,443	\$ 11,964	\$ 20,479	
400'S	SUPPLIES AND MATERIALS	\$ 63,777	\$ 62,526	\$ 1,251	
	TOTAL PUPIL SUPPORT SUPPORT	\$ 1,090,347	\$ 606,975	\$ 483,373	79.6%
PROGRAM: SITES AND BUILDINGS					
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2023-24 PROPOSED BUDGET</u>	<u>2022-23 ADOPTED BUDGET</u>	<u>\$ DIFFERENCE</u>	<u>% CHANGE</u>
100'S	SALARIES AND WAGES	\$ 904,900	\$ 834,640	\$ 70,260	
200'S	EMPLOYEE BENEFITS	\$ 320,178	\$ 271,279	\$ 48,900	
300'S	PURCHASED SERVICES	\$ 505,386	\$ 485,948	\$ 19,438	
400'S	SUPPLIES AND MATERIALS	\$ 264,366	\$ 234,104	\$ 30,262	
500'S	CAPITAL EXPENDITURES	\$ -	\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ 4,184	\$ 4,062	\$ 122	
	TOTAL SITES AND BUILDINGS	\$ 1,999,014	\$ 1,830,033	\$ 168,982	9.2%
PROGRAM: FISCAL AND OTHER FIXED COSTS					
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2023-24 PROPOSED BUDGET</u>	<u>2022-23 ADOPTED BUDGET</u>	<u>\$ DIFFERENCE</u>	<u>% CHANGE</u>
200'S	WORK COMP AND PROP INSURANCE	\$ 302,400	\$ 315,000	\$ (12,600)	-4.0%
	TOTAL GENERAL FUND BUDGET	\$ 23,149,164	\$ 21,250,822	\$ 1,898,342	8.9%

FUND 02		FOOD SERVICE				
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2023-24 PROPOSED BUDGET</u>		<u>2022-23 ADOPTED BUDGET</u>		<u>\$ DIFFERENCE</u> <u>% DIFFERENCE</u>
100'S	SALARIES AND WAGES	\$	394,952	\$	369,574	\$ 25,378
200'S	EMPLOYEE BENEFITS	\$	127,431	\$	153,286	\$ (25,855)
300'S	PURCHASED SERVICES	\$	65,399	\$	62,884	\$ 2,515
400'S	SUPPLIES AND MATERIALS	\$	532,924	\$	343,267	\$ 189,658
500'S	CAPITAL EXPENDITURES	\$	5,793	\$	5,624	\$ 169
800'S	OTHER EXPENDITURES	\$	2,624	\$	2,548	\$ 76
TOTAL FOOD SERVICE BUDGET		\$	1,129,124	\$	937,183	\$ 191,941 20.5%
FUND 03		TRANSPORTATION				
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2023-24 PROPOSED BUDGET</u>		<u>2022-23 ADOPTED BUDGET</u>		<u>\$ DIFFERENCE</u> <u>% DIFFERENCE</u>
100'S	SALARIES AND WAGES	\$	96,064	\$	74,452	\$ 21,612
200'S	EMPLOYEE BENEFITS	\$	38,738	\$	27,334	\$ 11,403
300'S	PURCHASED SERVICES	\$	1,316,823	\$	1,266,176	\$ 50,647
400'S	SUPPLIES AND MATERIALS	\$	5,424	\$	5,318	\$ 106
500'S	CAPITAL EXPENDITURES	\$	-	\$	102	\$ (102)
TOTAL TRANSPORTATION		\$	1,457,049	\$	1,373,382	\$ 83,667 6.1%
FUND 05		CAPITAL				
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2023-24 PROPOSED BUDGET</u>		<u>2022-23 ADOPTED BUDGET</u>		<u>\$ DIFFERENCE</u> <u>% DIFFERENCE</u>
100'S	SALARIES AND WAGES	\$	28,740	\$	138,210	\$ (109,470)
200'S	EMPLOYEE BENEFITS	\$	7,916	\$	71,514	\$ (63,599)
300'S	PURCHASED SERVICES	\$	639,356	\$	136,100	\$ 503,256
400'S	SUPPLIES AND MATERIALS	\$	208,857	\$	113,330	\$ 95,527
500'S	CAPITAL EXPENDITURES	\$	2,182,489	\$	1,819,425	\$ 363,064
800'S	OTHER EXPENDITURES	\$	-	\$	1,500	\$ (1,500)
TOTAL CAPITAL BUDGET		\$	3,067,358	\$	2,280,079	\$ 787,279 34.5%

St. Anthony-New Brighton Schools
July 2022 to March 2023

FUND 01 GENERAL FUND
PROGRAM: ADMINISTRATION

OBJECT	DESCRIPTION	EXPENDITURES			EXPENDITURES		
		2022-23 BUDGET	AS OF 3/31/2023	% SPENT	2021-22 BUDGET	AS OF 3/31/2022	% SPENT
100'S	SALARIES AND WAGES	\$ 920,698	\$ 636,385		\$ 885,287	\$ 596,738	
200'S	EMPLOYEE BENEFITS	\$ 373,443	\$ 196,107		\$ 363,143	\$ 212,471	
300'S	PURCHASED SERVICES	\$ 48,900	\$ 46,457		\$ 31,900	\$ 30,603	
400'S	SUPPLIES AND MATERIALS	\$ 15,798	\$ 18,117		\$ 15,190	\$ 4,503	
500'S	CAPITAL EXPENDITURES	\$ -	\$ -		\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ 23,465	\$ 16,197		\$ 23,465	\$ 20,709	
TOTAL ADMINISTRATION BUDGET		\$ 1,382,304	\$ 913,263	66%	\$ 1,318,985	\$ 865,024	66%

PROGRAM: DISTRICT SUPPORT SERVICES

OBJECT	DESCRIPTION	EXPENDITURES			EXPENDITURES		
		2022-23 BUDGET	AS OF 3/31/2023	% SPENT	2021-22 BUDGET	AS OF 3/31/2022	% SPENT
100'S	SALARIES AND WAGES	\$ 378,732	\$ 194,136		\$ 364,165	\$ 217,178	
200'S	EMPLOYEE BENEFITS	\$ 109,769	\$ 39,133		\$ 108,067	\$ 54,489	
300'S	PURCHASED SERVICES	\$ 238,900	\$ 283,778		\$ 238,900	\$ 218,297	
400'S	SUPPLIES AND MATERIALS	\$ 77,823	\$ 54,919		\$ 74,830	\$ 45,521	
500'S	CAPITAL EXPENDITURES	\$ -	\$ -		\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ 613	\$ 615		\$ 613	\$ 1,934	
TOTAL DISTRICT SUPPORT SERVICES		\$ 805,836	\$ 572,581	71%	\$ 786,575	\$ 537,419	68%

PROGRAM: REGULAR INSTRUCTION

OBJECT	DESCRIPTION	EXPENDITURES			EXPENDITURES		
		2022-23 BUDGET	AS OF 3/31/2023	% SPENT	2021-22 BUDGET	AS OF 3/31/2022	% SPENT
100'S	SALARIES AND WAGES	\$ 8,343,507	\$ 4,435,123		\$ 7,978,642	\$ 4,307,712	
200'S	EMPLOYEE BENEFITS	\$ 2,903,191	\$ 1,569,271		\$ 2,801,061	\$ 1,581,645	
300'S	PURCHASED SERVICES	\$ 284,271	\$ 265,037		\$ 284,742	\$ 175,780	
400'S	SUPPLIES AND MATERIALS	\$ 141,977	\$ 87,427		\$ 136,036	\$ 90,788	
500'S	CAPITAL EXPENDITURES	\$ -	\$ 7,485		\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ 16,720	\$ 17,506		\$ 16,720	\$ 20,020	
TOTAL REGULAR INSTRUCT BUDGET		\$ 11,689,667	\$ 6,381,849	55%	\$ 11,217,201	\$ 6,175,945	55%

PROGRAM: SPECIAL ED INSTRUCTION

OBJECT	DESCRIPTION	EXPENDITURES			EXPENDITURES		
		2022-23 BUDGET	AS OF 3/31/2023	% SPENT	2021-22 BUDGET	AS OF 3/31/2022	% SPENT
100'S	SALARIES AND WAGES	\$ 2,202,605	\$ 1,531,353		\$ 2,108,351	\$ 1,393,239	
200'S	EMPLOYEE BENEFITS	\$ 972,402	\$ 625,002		\$ 961,472	\$ 601,734	
300'S	PURCHASED SERVICES	\$ 89,966	\$ 175,497		\$ 84,997	\$ 47,725	
400'S	SUPPLIES AND MATERIALS	\$ 38,857	\$ 66,378		\$ 37,363	\$ 14,037	
500'S	CAPITAL EXPENDITURES	\$ 1,534	\$ -		\$ 1,534	\$ -	
800'S	OTHER EXPENDITURES	\$ 41,702	\$ 33,179		\$ 41,702	\$ 41,068	
TOTAL SPECIAL ED BUDGET		\$ 3,347,067	\$ 2,431,409	73%	\$ 3,235,418	\$ 2,097,802	65%

St. Anthony-New Brighton Schools
July 2022 to March 2023

FUND 01 GENERAL FUND

PROGRAM: INSTRUCTIONAL SUPPORT SERVICES

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>EXPENDITURES</u>			<u>% SPENT</u>	<u>EXPENDITURES</u>		
		<u>2022-23 BUDGET</u>	<u>AS OF 3/31/2023</u>			<u>2021-22 BUDGET</u>	<u>AS OF 3/31/2022</u>	<u>% SPENT</u>
100'S	SALARIES AND WAGES	\$ 837,333	\$ 537,058			\$ 670,039	\$ 405,340	
200'S	EMPLOYEE BENEFITS	\$ 291,906	\$ 204,009			\$ 238,420	\$ 167,319	
300'S	PURCHASED SERVICES	\$ 128,650	\$ 53,104			\$ 128,650	\$ 85,317	
400'S	SUPPLIES AND MATERIALS	\$ 16,052	\$ 16,070			\$ 15,435	\$ 11,549	
500'S	CAPITAL EXPENDITURES	\$ -	\$ -			\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ -	\$ 35			\$ -	\$ -	
TOTAL INSTRUCTIONAL SUPPORT		\$ 1,273,942	\$ 810,276	64%		\$ 1,052,544	\$ 669,524	64%

PROGRAM: PUPIL SUPPORT SERVICES

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>EXPENDITURES</u>			<u>% SPENT</u>	<u>EXPENDITURES</u>		
		<u>2022-23 BUDGET</u>	<u>AS OF 3/31/2023</u>			<u>2021-22 BUDGET</u>	<u>AS OF 3/31/2022</u>	<u>% SPENT</u>
100'S	SALARIES AND WAGES	\$ 356,674	\$ 385,723			\$ 343,311	\$ 337,321	
200'S	EMPLOYEE BENEFITS	\$ 175,810	\$ 141,517			\$ 169,906	\$ 131,457	
300'S	PURCHASED SERVICES	\$ 11,964	\$ 20,795			\$ 26,464	\$ 2,518	
400'S	SUPPLIES AND MATERIALS	\$ 62,526	\$ 15,371			\$ 36,083	\$ 5,815	
TOTAL PUPIL SUPPORT SUPPORT		\$ 606,975	\$ 563,406	93%		\$ 575,764	\$ 477,110	83%

PROGRAM: SITES AND BUILDINGS

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>EXPENDITURES</u>			<u>% SPENT</u>	<u>EXPENDITURES</u>		
		<u>2022-23 BUDGET</u>	<u>AS OF 3/31/2023</u>			<u>2021-22 BUDGET</u>	<u>AS OF 3/31/2022</u>	<u>% SPENT</u>
100'S	SALARIES AND WAGES	\$ 834,640	\$ 625,819			\$ 791,000	\$ 568,279	
200'S	EMPLOYEE BENEFITS	\$ 271,279	\$ 215,075			\$ 263,809	\$ 190,312	
300'S	PURCHASED SERVICES	\$ 485,948	\$ 325,532			\$ 485,948	\$ 305,490	
400'S	SUPPLIES AND MATERIALS	\$ 234,104	\$ 161,826			\$ 225,100	\$ 162,742	
500'S	CAPITAL EXPENDITURES	\$ -	\$ -			\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ 4,062	\$ 3,934			\$ 4,062	\$ 6,172	
TOTAL SITES AND BUILDINGS		\$ 1,830,033	\$ 1,332,185	73%		\$ 1,769,919	\$ 1,232,995	70%

PROGRAM: FISCAL AND OTHER FIXED COSTS

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>EXPENDITURES</u>			<u>% SPENT</u>	<u>EXPENDITURES</u>		
		<u>2022-23 BUDGET</u>	<u>AS OF 3/31/2023</u>			<u>2021-22 BUDGET</u>	<u>AS OF 3/31/2022</u>	<u>% SPENT</u>
200'S	WORK COMP AND PROP INSURANCE	\$ 315,000	\$ 247,205	78%		\$ 260,000	\$ 202,868	78%
TOTAL GENERAL FUND BUDGET		\$ 21,250,822	\$ 13,252,175	62%		\$ 20,216,406	\$ 12,258,689	61%

St. Anthony-New Brighton Schools
July 2022 to March 2023

FUND 02 FOOD SERVICE		<u>EXPENDITURES</u>			<u>EXPENDITURES</u>		
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2022-23 BUDGET</u>	<u>AS OF 3/31/2023</u>	<u>% SPENT</u>	<u>2021-22 BUDGET</u>	<u>AS OF 3/31/2022</u>	<u>% SPENT</u>
100'S	SALARIES AND WAGES	\$ 369,574	\$ 258,473		\$ 355,360	\$ 229,480	
200'S	EMPLOYEE BENEFITS	\$ 153,286	\$ 83,553		\$ 152,338	\$ 80,296	
300'S	PURCHASED SERVICES	\$ 62,884	\$ 41,129		\$ 62,884	\$ 34,520	
400'S	SUPPLIES AND MATERIALS	\$ 343,267	\$ 301,732		\$ 330,064	\$ 276,972	
500'S	CAPITAL EXPENDITURES	\$ 5,624	\$ (200)		\$ 5,624	\$ 1,444	
800'S	OTHER EXPENDITURES	\$ 2,548	\$ 1,775		\$ 2,548	\$ 1,804	
	TOTAL FOOD SERVICE BUDGET	\$ 937,183	\$ 686,463	73%	\$ 908,818	\$ 624,516	69%
FUND 03 TRANSPORTATION		<u>EXPENDITURES</u>			<u>EXPENDITURES</u>		
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2022-23 BUDGET</u>	<u>AS OF 3/31/2023</u>		<u>2021-22 BUDGET</u>	<u>AS OF 3/31/2022</u>	
100'S	SALARIES AND WAGES	\$ 74,452	\$ 73,848		\$ 71,610	\$ 51,904	
200'S	EMPLOYEE BENEFITS	\$ 27,334	\$ 29,489		\$ 27,382	\$ 24,065	
300'S	PURCHASED SERVICES	\$ 1,266,176	\$ 618,001		\$ 1,233,385	\$ 746,410	
400'S	SUPPLIES AND MATERIALS	\$ 5,318	\$ 4,018		\$ 5,113	\$ 1,704	
500'S	CAPITAL EXPENDITURES	\$ -	\$ 8,277		\$ -	\$ -	
	TOTAL TRANSPORTATION	\$ 1,373,280	\$ 733,634	53%	\$ 1,337,490	\$ 824,084	62%
FUND 04 COMMUNITY SERVICES		<u>EXPENDITURES</u>			<u>EXPENDITURES</u>		
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2022-23 BUDGET</u>	<u>AS OF 3/31/2023</u>		<u>2021-22 BUDGET</u>	<u>AS OF 3/31/2022</u>	
100'S	SALARIES AND WAGES	\$ 921,958	\$ 728,026		\$ 783,103	\$ 632,037	
200'S	EMPLOYEE BENEFITS	\$ 260,462	\$ 184,759		\$ 347,318	\$ 185,918	
300'S	PURCHASED SERVICES	\$ 256,292	\$ 133,771		\$ 123,100	\$ 122,225	
400'S	SUPPLIES AND MATERIALS	\$ 68,951	\$ 44,072		\$ 30,464	\$ 24,979	
500'S	CAPITAL EXPENDITURES	\$ 2,000	\$ -		\$ 4,300	\$ 218	
800'S	OTHER EXPENDITURES	\$ 2,500	\$ 1,342		\$ 400	\$ 1,905	
	TOTAL COMMUNITY SERVICES BUDGET	\$ 1,512,163	\$ 1,091,970	72%	\$ 1,288,685	\$ 967,282	75%
FUND 05 CAPITAL		<u>EXPENDITURES</u>			<u>EXPENDITURES</u>		
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2022-23 BUDGET</u>	<u>AS OF 3/31/2023</u>		<u>2021-22 BUDGET</u>	<u>AS OF 3/31/2022</u>	
100'S	SALARIES AND WAGES	\$ 138,210	\$ 8,112		\$ 132,894	\$ 70,166	
200'S	EMPLOYEE BENEFITS	\$ 71,514	\$ 3,648		\$ 71,284	\$ 20,298	
300'S	PURCHASED SERVICES	\$ 136,100	\$ 316,715		\$ 234,645	\$ 45,721	
400'S	SUPPLIES AND MATERIALS	\$ 113,330	\$ 164,741		\$ 108,971	\$ 101,179	
500'S	CAPITAL EXPENDITURES	\$ 1,819,425	\$ 912,270		\$ 2,064,631	\$ 846,445	
800'S	OTHER EXPENDITURES	\$ 1,500	\$ -		\$ 1,500	\$ -	
	TOTAL CAPITAL BUDGET	\$ 2,280,079	\$ 1,405,487	62%	\$ 2,613,925	\$ 1,083,808	41%
FUND 06 CONSTRUCTION		<u>EXPENDITURES</u>			<u>EXPENDITURES</u>		
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2022-23 BUDGET</u>	<u>AS OF 3/31/2023</u>		<u>2021-22 BUDGET</u>	<u>AS OF 3/31/2022</u>	
100'S	SALARIES AND WAGES	\$ -	\$ -		\$ -	\$ -	
200'S	EMPLOYEE BENEFITS	\$ -	\$ -		\$ -	\$ -	
300'S	PURCHASED SERVICES	\$ -	\$ 1,800		\$ -	\$ 11,000	
400'S	SUPPLIES AND MATERIALS	\$ -	\$ -		\$ -	\$ -	
500'S	CAPITAL EXPENDITURES	\$ -	\$ 7,933		\$ -	\$ 393,403	
800'S	OTHER EXPENDITURES	\$ 1,500	\$ -		\$ -	\$ -	
	TOTAL CAPITAL BUDGET	\$ 1,500	\$ 9,733		\$ -	\$ 404,404	

St. Anthony-New Brighton Schools

July 2022 to March 2023

Activities Account	Account Balance @ July 1, 2022	Receipts as of March 31, 2023	Expenditures as of March 31, 2023	Ending Balance as of March 31, 2023
BASEBALL	\$ 1,017	\$ -	\$ -	\$ 1,017
BASKETBALL BOYS	4,353	\$ 1,340	\$ 2,470	3,223
BASKETBALL GIRLS	222	\$ 5,245	\$ 5,245	222
BOYS GOLF	1,567	\$ 1,582	\$ 3,256	1,658
BOYS SOCCER	534	\$ 300	\$ 512	430
BOYS SWIMMING	210	\$ -	\$ -	210
BOYS TENNIS	272	\$ -	\$ -	272
CHEERLEADING	1,134	\$ 1,870	\$ 1,507	1,836
CHOIR	1,064	\$ -	\$ 1,065	(1)
CLASS OF 2023	2,536	\$ 659	\$ 3,040	156
CLASS OF 2024	194	\$ -	\$ -	194
CLASS OF 2025	786	\$ -	\$ -	786
CLASS OF 2026	50	\$ -	\$ -	50
CONNECTION CREW	507	\$ -	\$ -	507
CROSS COUNTRY	3,780	\$ 3,136	\$ 4,879	1,606
DANCE TEAM	264	\$ -	\$ -	264
DARE 2 B REAL	590	\$ -	\$ -	590
FOOTBALL CLUB	11,358	\$ 5,100	\$ 8,979	7,479
FRENCH CLUB	98	\$ -	\$ -	98
GIRL'S GOLF	3,253	\$ 342	\$ 420	738
GIRLS SOCCER	2,103	\$ 2,988	\$ 4,431	660
GIRL'S TENNIS	2,512	\$ 5,510	\$ 7,578	2,540
GSA	154	\$ -	\$ -	154
GYMNASTICS	845	\$ -	\$ -	845
HS DRAMA	12,509	\$ 2,142	\$ 3,227	11,488
HS GREEN TEAM	332	\$ 1,005	\$ -	332
HS MARCHING BAND	48,938	\$ 8,945	\$ 11,384	48,211
HS STUDENT COUNCIL	7,464	\$ 5,757	\$ 3,358	9,673
HS STUDENT FUNDRAISING	5,151	\$ -	\$ -	5,151
KEY CLUB	2,243	\$ -	\$ 163	2,243

St. Anthony-New Brighton Schools

July 2022 to March 2023

Activities Account	Account Balance @ July 1, 2022	Receipts as of March 31, 2023	Expenditures as of March 31, 2023	Ending Balance as of March 31, 2023
LEGO LEAGUE	1,005	\$ -	\$ -	1,005
LETTERWINNERS CLUB	6,696	\$ 30,243	\$ 30,666	11,939
LITERARY ARTS	395	\$ -	\$ -	395
MATHLETES	6	\$ -	\$ -	6
MS CAMPUS CLUB MAGAZINE	2,231	\$ 1,100	\$ 811	2,990
MS DANCELIN (HUSKETTES)	278	\$ -	\$ -	278
MS DRAMA	2,233	\$ -	\$ 172	2,233
MS KNOWLEDGE BOWL	2,289	\$ 1,182	\$ 882	2,147
MS STUDENT COUNCIL	8,255	\$ -	\$ -	8,255
MS TRACK	3,811	\$ 1,057	\$ 270	4,790
NATIONAL HONOR SOCIETY	2,881	\$ 261	\$ 486	2,655
ROBO HUSKIE	4,216	\$ 5,629	\$ 1,675	6,166
SADD	377	\$ -	\$ -	377
SCHOOL STORE	2,711	\$ -	\$ -	2,711
SCIENCE BOWL	932	\$ -	\$ -	932
SCIENCE OLYMPIAD	357	\$ -	\$ -	357
SOFTBALL CLUB	917	\$ 1,506	\$ 2,046	587
SPANISH CLUB	122	\$ -	\$ -	122
SPANISH TRIP MS	3	\$ -	\$ -	3
SPEECH	11,474	\$ -	\$ 490	10,984
SUPER HIGH MILEAGE	79	\$ -	\$ -	79
SWIMMING	2,882	\$ 4,721	\$ 5,279	2,625
VOLLEYBALL CLUB	-	\$ 234	\$ -	234
YEARBOOK	5,589	\$ -	\$ -	5,589
Total	\$ 175,780	\$ 91,853	\$ 104,290	\$ 170,092

LTFM Budget Update

May 2, 2023

What is LTFM?

The 2015 Legislature created a new program to support facilities maintenance needs for school districts. The program, Long-Term Facilities Maintenance Revenue, is a per pupil, formula-driven revenue source that replaced health and safety revenue, alternative facilities revenue, and deferred maintenance revenue beginning with fiscal year 2016-17.

What is LTFM?

Long Term Facilities Maintenance is used for deferred capital and maintenance projects, increasing facility accessibility, health and safety purposes, and debt service.

What is LTFM?

LTFM may not be used for new construction, the purchase of portable classrooms, to finance lease purchase agreements, for energy-efficiency projects, or for violence prevention and facility security, ergonomics, or emergency communication devices.

What is LTFM?

School districts are required to annually update their LTFM ten-year plan and submit approved plans to MDE for approval by July 31.

Examples of LTFM Expense Codes

Health and Safety	Accessibility
Building Envelope	Building Hardware and Equipment
Electrical	Interior Surfaces
Mechanical Systems	Plumbing
Professional Services	Roof Systems
Site Surfaces	

LTFM Budget Highlights

Funding

- Approximately \$760,000 per year

22-23 LTFM Highlights

- Concrete work
- Plumbing
- Playground Wood Chips
- Health and Safety
- Consultant Fees
- Gym Scoreboards
- Abatement

23-24 LTFM Highlights

High School Roof

- \$745k

Stage Floor

- \$10k

HS/MS Windows

- \$500k

Pool Fix

- \$70k

24-25 LTFM Highlights

Roof Top Unit 10 (HS/MS HVAC)

- \$75k

C1 Field Safety Netting

- \$45k

Auditorium PA / Lighting

- \$76k

Rest Rooms / Plumbing

- \$270k

Lower Gym Balcony Seats

- \$25k

25-26 LTFM Highlights

Restrooms and Plumbing

- \$255k

Lower Gym Bleachers

- \$60k

Retaining Walls

- \$60k

WP Rooftop Units 9,10, and 11 (HVAC)

- \$225k

HS Doors

- \$65k

HS Floors

- \$26k

26-27 LTFM Highlights

Pool Filter Room and Plumbing

- \$45k

HS Water Heaters

- \$35k

HS Floors

- \$130k

WP Roofs

- \$135k

WP Doors

- \$160k

WP Floors

- \$65k

LTFM Highlights

Long-Term Plans

- Renovations of MS/HS physical education locker rooms
- Boilers
- Pool Mechanical Room
- Water Heaters
- More Roofs
- Flooring
- WP Doors

Long Term Facilities Maintenance

Questions?

Thank you

LTFM Budget Update

Superintendent - Dr. Renee Corneille

Director of Athletics, Activities, and Facilities - Dr. Troy Urdahl

Facilities Coordinator - Mark Gibbs

Long Term Facility Maintenance 10-year Plan													
Fiscal Year 2023 to 2033													
Description	Location		FY 22-23	FY 23-24	FY 24-25	FY 25-26	FY 26-27	FY 27-28	FY 28-29	FY 29-30	FY 30-31	FY 31-32	FY 32-33
Projected Revenue			\$757,720	\$770,140	\$770,000	\$766,080	\$760,000	\$755,820	\$753,540	\$753,540	\$753,540	\$753,540	\$753,540
Abatement and scaffolding	Districtwide	358	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	5,000
Annual Safety inspections	Districtwide	347	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500
Boiler Backflow Preventor replacement device	Districtwide	380											
Capital projects consultants/Project managers	Districtwide	382	30,000	30,000	30,000	30,000	30,000	30,000	30,000	120,000	30,000	30,000	30,000
Chemical Safety Officer	Districtwide	349	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Electrical	Districtwide	370											
Fire Safety inspection and equipment maintenance	Districtwide	363	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000
Floors	Districtwide	379										175,000	
Health and Safety management	Districtwide	352	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000
Health and Safety supplies/ Equipment	Districtwide	347	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
MSDS Online	Districtwide	349	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Parking Lot	Districtwide	384						100,000					90,000
Auditorium ceiling	MS/HS	379			5,000								
Auditorium lighting	MS/HS	370			6,000								
Auditorium PA	MS/HS	369			65,000								
Auditorium dressing room		379											95,000
Bleachers	MS/HS	369				60,000							
Boiler	MS/HS	369									100,000		
C1 Field Netting	MS/HS	369			45,000								
Central Park Paths	MS/HS	384							60,000				
Chemical pumps	MS/HS	380					5,000		10,000				
Concrete work	MS/HS	384	23,000										
lower lot curb		384											50,000
Digital signs and scoreboards	MS/HS	369											
Doors	MS/HS	369				65,000							
Electrical	MS/HS	370								200,000			
Electronic gate	MS/HS	370					15,000		40,000				
Fencing	MS/HS	384											
Floors	MS/HS	379				26,000	130,000						
Floors	MS/HS	379							40,000	100,000			
Lockers	MS/HS	369								120,000			
Plumbing	MS/HS	381	10,000	5,000	20,000	5,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Plumbing	MS/HS	381							250,000				
Pool leak	MS/HS	381	30,000	40,000									
Pool filter room floor	MS/HS	381					30,000		60,000		120,000		
Restrooms	MS/HS	381			250,000	250,000							
Retaining walls	MS/HS	384				60,000							
Roofs	MS/HS	383	223,500	521,500				240,000	80,000				
Roofs	MS/HS	383									200,000	450,000	
Rooftop 10	MS/HS	383			75,000								
Scoreboards	MS/HS	369	92,000										
Sign replacements	MS/HS	370										50,000	
sidewalk/railing		384											95,000
Stadium Backside	MS/HS	369	90,000										
Stadium Bleachers/Press box	MS/HS	369											
Stage Floors	MS/HS	379		10,000									
Walls	MS/HS	379							100,000	100,000			

[illegible]

May 3, 2023

Memo to the Board

On March 29 to April 2, 2023, Vice-Chair Laura Oksnevad and Clerk Mageen Caines attended the COSSBA national conference in Tampa, FL, along with Superintendent Corneille. The conference offered intensive tracks, including Advocacy, Collaboration & Communication, Government & Leadership, Legal Issues, School Safety & Mental Health, Stakeholder Involvement, and Student Achievement.

The most significant conclusion that we identified is that **our work as a district on teaching and learning, rigor, relevance, and relationships, staff development, and effective instruction is validated by this conference**. We, as a district, are doing the work that is recommended by the science of learning, experts in industry, and those who build systems to support the wellbeing of our staff and students. We need time to put all these parts into place and money to do them to the standards outlined, but we are using the best practices. The Board's task is to consider how the Board will support and develop this work, because it is also clear that it takes everyone working together. Big changes are here, across our society, higher education, and world, and we can either guide the changes on a district level or respond as the changes happen to us. The things we want for our students will take investment. Finally, over and over, the case was made that Board members need to get to know each other's stories, or they can't work effectively. The recommendation was constant to find ways to interact outside of meetings so they can work effectively inside of meetings.

Outside of our district's overall approach and bottom lines on student achievement and effective instruction, we also received validation on the Board work itself throughout sessions on how Boards can be most successful. Things like norms and engagement plans are things we know well - it was good to see those reinforced. Critically, we heard over and over that the board-superintendent relationship needs to be strong and we were fortunate to be able to cite the many ways in which we exemplify the recommendations on how to do that work. Additionally, the board-community sessions validated our work in that area too - while we are always wanting to do more and be ever brighter in all areas, this conference strongly indicated that we are using many of the best practices and we are doing our work well.

Throughout the conference, other themes emerged for us, across all topic areas, including:

- Student outcomes can't improve without changing adult behaviors across the district.
- Improvement in student outcomes requires intentional support of a Teaching and Learning team or system and building staff professional development.
- Speak so that people can hear you – speak to their values and use language they can understand. Show people you've thought about many different aspects of a problem using various techniques to help organize thoughts.

- Many school-related issues are complicated and have potential for high conflict, so don't be afraid to slow things down and go deeper when connecting with community members, parents, and others.

Going to a meeting in the southern United States was valuable as well as the first COSSBA meeting. Working with school board members and superintendents from other systems in Ohio, Mississippi, Arkansas, Georgia, and others outside of Minnesota brought into clear relief the leadership happening across the nation that is well-aligned with our goals. There are jurisdictions that have solved some of the issues that we are grappling with, and we have things we can learn from their work. There is energy and clarity around our work and we are in good company.

Attached, please find the PowerPoint Laura put together to share some of our learnings. Mageen will upload some of the presentations and recommended articles into a Google Drive for reference and review.

Thank you,

Laura and Mageen



COSSBA INAUGURAL NATIONAL CONFERENCE: *Leading and Learning Together*

March 30-April 2, 2023

COSSBA Session Themes

School Safety & Mental Health

Legal Issues

Governance & Leadership

Advocacy

Collaboration & Communication

Stakeholder Involvement

Student Achievement

What was missing:

Any sessions on Special Education!



Urban Boards Alliance Day - March 30th



Opening Keynote:

Dr. Donna Beegle - Leadership That Matters: Changing Lives for Students Impacted by Poverty and the Pandemic

Policies that punish or exclude are bad policies (Poverty punishments: tardy, bills unpaid, turning in things late, etc)

Why not have tardy slips that say “we are so glad you are here” sends a message that we care about you.

Poverty steals hope - What does it feel like to be a student at our school? Do students feel seen? We have to know our students.

Community wide- poverty informed approach (housing, nutrition, transportation, childcare) - uniting schools and human services together
“Fill our resource backpacks”

Fight the system of poverty, not the people in poverty

What works: Beegle: Effective mentors/Navigators

Believe people can make it out of poverty.

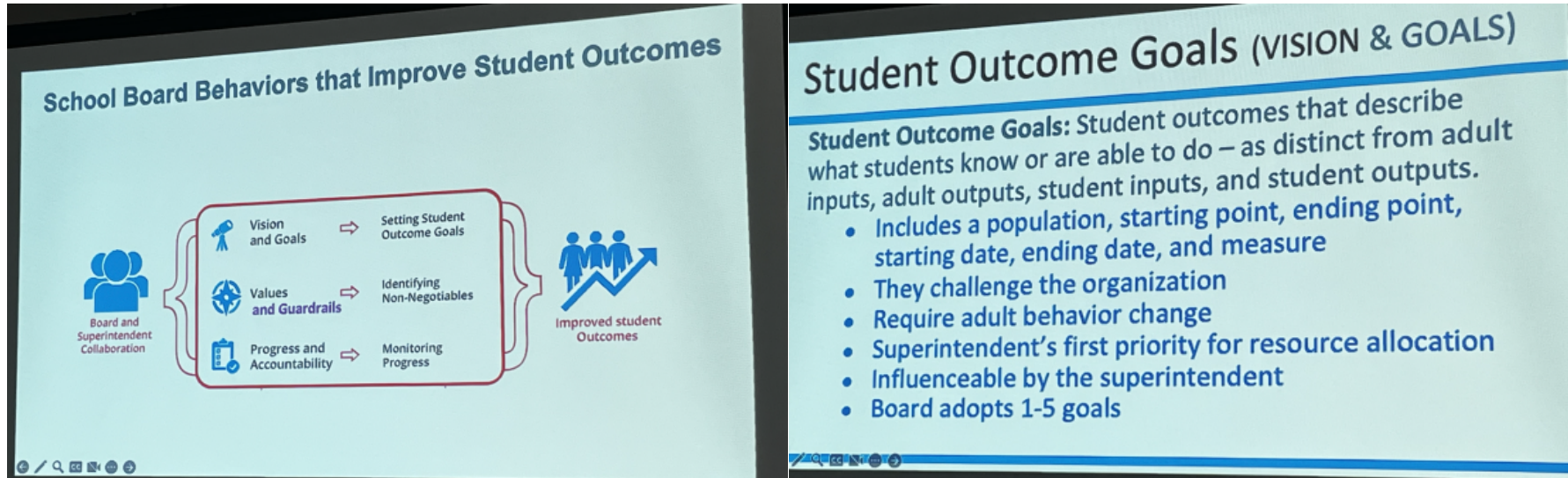
Recognize people have knowledge and skills to contribute.

Suspend judgment: Increase poverty competencies

Break the isolation of poverty and build address books/networks of support.



Words Matter! Meaning What We Say and Saying What We Mean to Advance Student Achievement



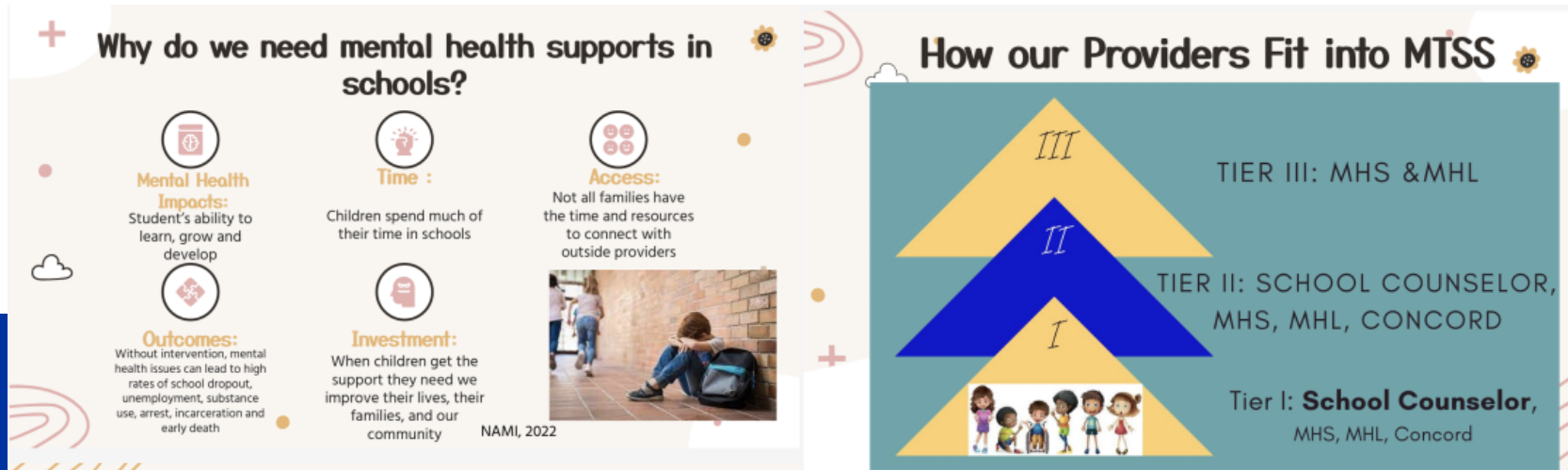
Student outcomes don't change until adult behaviors change. What we do in the board room sets the tone of the entire district (learning, PD, etc)



Confronting the Mental Health Crisis in Schools with a Comprehensive Counseling Program

Creating robust & integrated mental health systems of support

School Counselors, Mental Health Specialists - they need to understand school issues and how they relate to mental health. Not just focused on clinical issues specifically. **Mental Health Liaisons** - can do all the regular counselor/specialist, but they also know the community and resources, linkages available, connect with the home/families, **Community Partners**.



Confronting the Mental Health Crisis in Schools with a Comprehensive Counseling Program

Many evidence-based practices to support students:

- Starr Commonwealth Trauma curriculum for students/families
- ROX - Ruling Our Experiences (grades 5-12 girls)
- SOS - Signs of Suicide
- Hope Squad - peer to peer suicide prevention program
- 10 providers (District Mental health specialists or liaisons & counselors) trained in EMDR - Eye movement desensitization and reprocessing
- SMART Labs (Stress management and resiliency training) - the lab is a place for students to go to with different tools (Staffed by someone trained in the different tools, but not a provider)

ROX

RULING OUR EXPERIENCES
EVIDENCE-BASED PROGRAM FOR 5TH-12TH GRADE GIRLS

ROX TRAINS ... FACILITATORS LEAD ... GIRLS LEARN HOW TO ...

1 IN 3 GIRLS ARE AFRAID TO SPEAK THEIR MIND OR DISAGREE WITH OTHERS BECAUSE THEY WANT TO BE LIKED

1 IN 3 GIRLS STAY AWAY FROM LEADERSHIP BECAUSE THEY DON'T WANT OTHERS TO THINK THEY ARE BOSSY

GIRLS' CONFIDENCE *declines sharply*

80 78 76 74 72 70 68 66 64 62

50 65 70 75 80 85 90 95 100 105 110 115 120 125

SCHOOL COUNSELORS, SOCIAL WORKERS & EDUCATORS TO BECOME PROGRAM FACILITATORS
PROFESSIONALLY DELIVERED

SMALL GROUPS OF GIRLS THROUGH A 20-WEEK EVIDENCE-BASED CURRICULUM
IN-DEPTH & CO-CURRICULAR

COMMUNICATE EFFECTIVELY
DEVELOP HEALTHY RELATIONSHIPS
SUPPORT OTHER GIRLS
FORM A HEALTHY BODY IMAGE
NAVIGATE SOCIAL MEDIA
MANAGE STRESS & PRESSURE
STAY SAFE AND DEFEND THEMSELVES
PLAN FOR COLLEGE & THEIR CAREER
BECOME LEADERS
INFORMED BY OUTCOMES & DATA

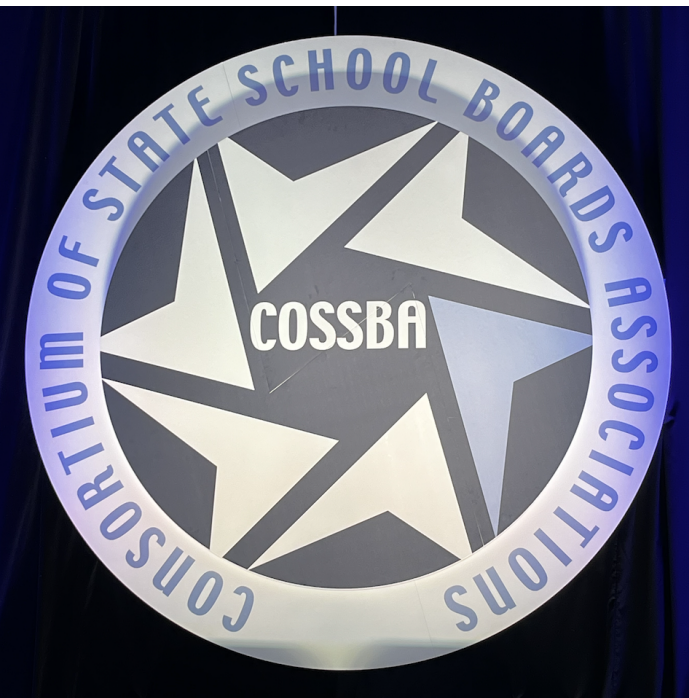
Sample Starr Program:

Starr Commonwealth Trauma Series:

- 8 sessions
- For children, adolescents, and adults
- Step by step guided activities
- Collaborative work with student and parent

Trauma Intervention Program
FOR CHILDREN AND ADOLESCENTS

Starr Commonwealth Trauma Series

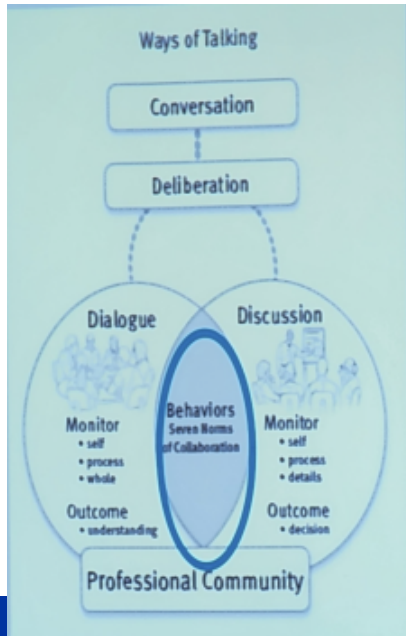


COSSBA Main Conference

March 31-April 2nd

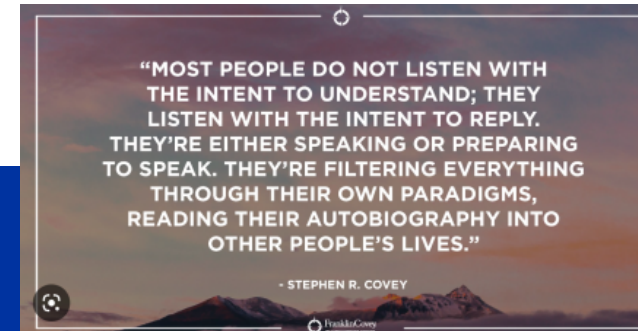


Navigating the Turbulence: Being a Collaborative Leader in Today's Environment



1. *Start and end meetings on time*
2. *Share information in advance and be prepared for meetings*
3. *Be hard on ideas and soft on people*
4. *Listen with empathy and respect*
5. *Be Present*

Know other's stories - because we can relate to one another, you can understand someone's triggers. Understanding strengths. Have social events so that board can get to know each other in an authentic way to build relationships. Big idea meetings - in addition to regular board meetings in order to discuss and dig into big ideas before any action is taken.



Opening Keynote: Fearless Positivity: Rethinking Stress in the Midst of Uncertainty: Amy Blankson

Rethink stress - challenge yourself to do one tiny action you can do in this moment to get through a little faster

Optimize your mindset - Practice positive habits: journaling, gratitude, acts of kindness, meditation, exercise

Activate your social support - the single greatest predictor of long-term success and happiness (in hard times, we tend to disinvest in friendships when we actually need them most)



What does it
mean to be
FEARLESSLY
POSITIVE?

Is Your District Truly Preparing Your Students for What Comes Next?

HISTORIC DESIGN OF U.S. EDUCATION:

Most students are average, talent is scarce

The bell curve, only a few will move on

Learning experiences designed to impart knowledge of linear curricula divided into subjects

Success or failure is solely a result of merit

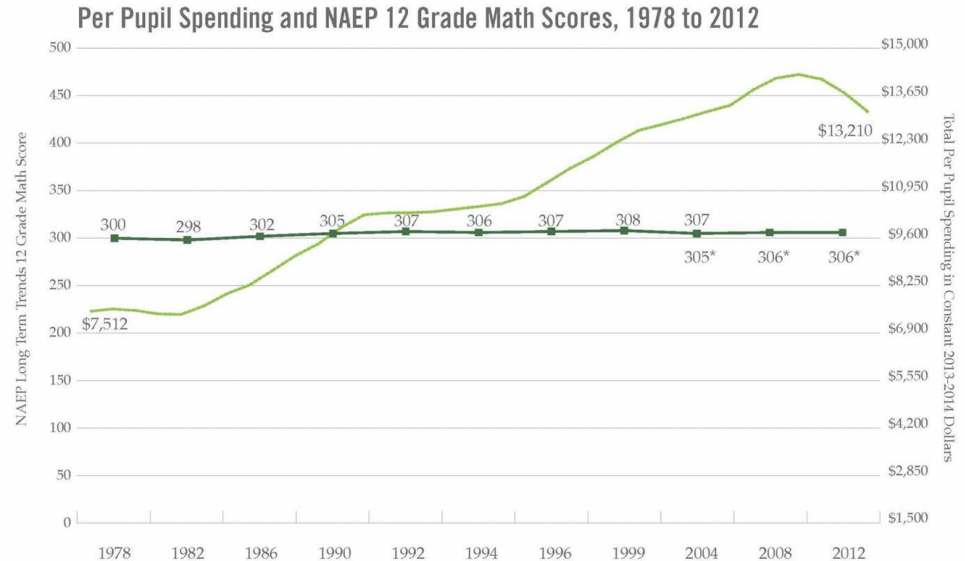
Quality is more important than equality or equity



Is Your District Truly Preparing Your Students for What Comes Next?

We spend more money but the results haven't changed because we haven't changed how/what we teach.

How Has the Current System Performed Recently?

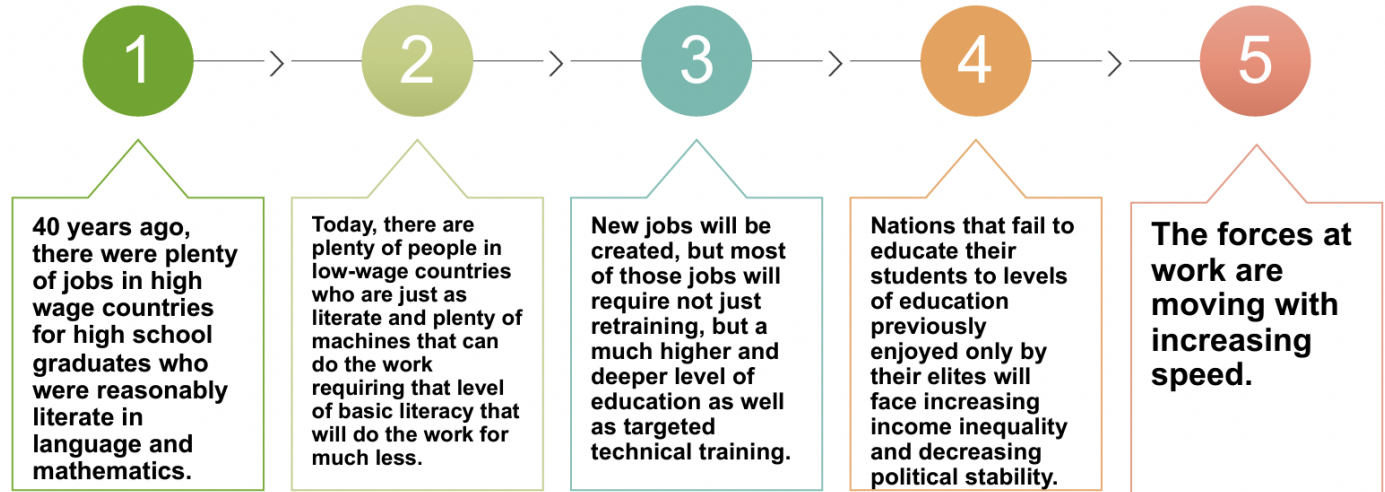


*Revised assessment format

Sources: The Nation's Report Card "NAEP 2012 Long-Term Trends in Academic Progress"; NCES Digest of Education Statistics 2014

Is Your District Truly Preparing Your Students for What Comes Next?

Students today aren't competing with the students next to them (like we did in school) they are competing with students around the world. The other jurisdictions around the world are out performing us



Is Your District Truly Preparing Your Students for What Comes Next?

So...What Do
Young People
Need to
Compete in an
A.I. World?



Deep understanding of the core concepts underlying the disciplines—the big ideas



Ability to apply those concepts and ideas to wide range of practical problems



Full range of intrapersonal and interpersonal skills



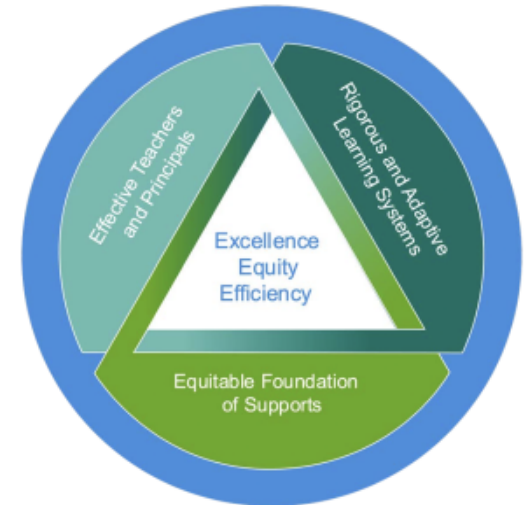
The moral and ethical grounding needed to make wise decisions



Is Your District Truly Preparing Your Students for What Comes Next?

The engine of changing the whole system is **Teaching & Learning**. But it isn't a pre-built system. It has to be developed by individual districts using:

- Rigorous and Adaptive Learning Systems
- Effective Teachers & Principals
- Equitable Foundation of Supports



Is Your District Truly Preparing Your Students for What Comes Next?

The Future of Skills (but really the present)

Cognitive abilities rated as important or very important by experts:

- Written Comprehension
- Written Expression
- Fluency of Ideas
- Originality
- Inductive Reasoning
- Category Flexibility

Skills rated as important or very important by experts:

- Reading Comprehension
- Writing
- Active Learning
- Social Perceptiveness
- Coordination
- Complex Problem-Solving
- Judgement and Decision-Making
- Time Management



Is Your District Truly Preparing Your Students for What Comes Next?

There is a science to this [rebuilding education systems] - it is not an 'I feel it should go this way'. We have to know and use the research on how students learn.

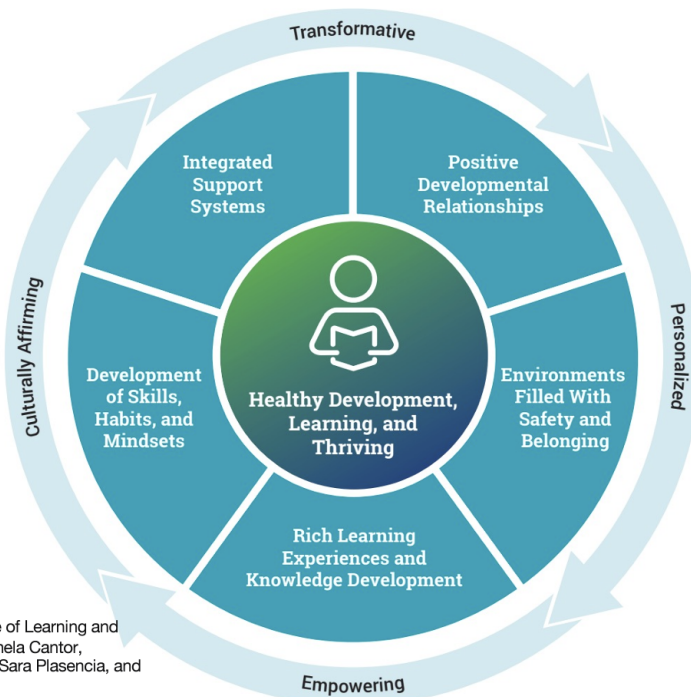
What the science says about learning:

1. The brain is malleable
2. Context matters - relationships and experiences influence our learning and wellbeing
3. Learning is integrated
4. Pathways are unique - there are multiple pathways to success
5. Student agency is critical to learning - development is a bidirectional process, students are active participants



Is Your District Truly Preparing Your Students for What Comes Next?

Guiding Principles for Equitable Whole Child Design



Source: Design Principles for Schools: Putting the Science of Learning and Development Into Action by Linda Darling-Hammond, Pamela Cantor, Christina Theokas, Laura E. Hernández, Abby Schachner, Sara Plasencia, and Elizabeth Tijerina





April Fools! (Sorry about that)



April 1st Opening Keynote:

Generational Strategy: Because K-12 Is Entirely About People

Generational Marketplace Persuasion

- 1. Identify target generation(s).**
- 2. Identify their current life stage(s).**
- 3. Select one or more Core Values.**
- 4. *Message to core values & life stage.***

Generational Strategy: Because K-12 Is Entirely About People

The Silent Generation - 1927-1945

The K-12 Opportunity	The K-12 Opportunity
<ul style="list-style-type: none">❑ Still active as legislators❑ Collaborative: “meet in the middle”❑ Pitch them generation-specifically❑ Acknowledge and honor them❑ “Partner” with them: how do we get this done?	<ul style="list-style-type: none">❑ Common courtesy is VERY important❑ Direct mail works for 1st contact❑ Diminished hearing and eyesight❑ Large type❑ X’ers and Millennials: talk slower?

Generational Strategy: Because K-12 Is Entirely About People

Boomers - 1946-1964 - The save-the-world revolutionaries of the '60s, followed by the self-improvement party'ers of the late '70s and early '80s.

Core Values:

Optimism
Idealism
Empowerment
Engagement
Right-wrong
Patriotism
Make USA perfect
The power to do it

The K-12 Opportunity

- Possess all basic “giving” core values
- Wealthiest U.S. generation ever
- Had a joyous school passage
- Now: What’s happened to schools?
- Pitch to generational values
- Marketing collaterals: concise & thorough
- Stop tech’s damage to kids
- Let kids be kids. Slow down!
- Teach “America” and “Citizenship”
- Teach social & interpersonal skills
- Don't turn education over to politics
- Back your teachers
- “The final memory of a great America”



Generational Strategy: Because K-12 Is Entirely About People

Gen-X - 1965 – 1981 - The latch-key kids grew up street-smart but isolated, often with divorced or time-starved dual-career parents.

Core Values:

Independent
Self-reliant
Cynical
Distrustful
Self-focused
What's in it for me?

The K-12 Opportunity

- Troubled formative years
- Unfavorable for philanthropy
- Weaker sense of community & “we”
- Distrust of “the system”
- Skeptical voters, so prove your claim
- Not a joiner generation
- Not a cause-oriented generation
- Family-First - speak to it
- Financially uncertain
- Pragmatic with their money
- As employees:
 - Might prefer to work alone
 - Efficient, no-nonsense
 - Excellent tech skills
 - Very creative, good problem solvers
 - Weaker interpersonal skills



Generational Strategy: Because K-12 Is Entirely About People

Millennials - 1982 – 2001 - Optimistic, idealistic, patriotic, and over-parented.

Core Values:

Activism
Volunteerism
Empowered
Compassion
“Team”
Empowerment
Engagement

The K-12 Opportunity

- Less certain about their nation
- Focused on their education
- Close relationship with parents
- Tech’s Damage to soft skills:
 - Communication, critical thinking, empathy, punctuality, creativity, adaptability, phone skills

As Your Employees

- Want their careers to count
- Job stability will appeal to them
- “Make a difference” should appeal
- Freedom within structure appeals
- Fond memories of their school years
- Most can’t donate money yet - remember their debt load



High Conflict, Strategic Retreat, and Compromise

Complicate the narrative - be suspicious of simple stories - ask lots of questions

“Why do you feel that way? Where did you get that information? Tell me more about that”

“What I’m hearing you say is...”, “Is it okay if I take this to ... to discuss it/learn about it more?” “What do you want? What are you looking for?” “You make some good points, I’d like to take some time to think about and contemplate on them.” **Active listening & looping.**

Good Conflict

CURIOSITY

QUESTIONS

ALL SIDES WANT TO FIND
A SOLUTION

SAD WHEN BAD THINGS
HAPPEN TO OTHER SIDE

NON ZERO-SUM THINKING

VIOLENCE UNLIKELY

High Conflict

ASSUMPTION

ADVOCACY

ONE OR ALL SIDES DO NOT WANT TO FIND
A SOLUTION. THEY WANT A FIGHT

HAPPY WHEN BAD THINGS
HAPPEN TO THE OTHER SIDE

ZERO-SUM THINKING

VIOLENCE MORE LIKELY

Specific strategies –Amanda Ripley, the author and reporter

What is overstated about this conflict?

What do you want to understand about the other side?

What do you want the other side to understand about you?

What would it feel like if you woke up and this problem was solved?

What’s the question nobody is asking?

What do you want to know about this controversy that you don't know

Where do you feel torn?

Tell me more

The School to Home to Community Connection

This session reinforced the benefits of Full Service Community Schools - although they did not reference FSCS.

School nurses at each site, social workers, dedicated graduation coach, MTSS, Extended Learning Opportunities, Therapy dogs
Student Peer Mentor Program at high school

Backpack buddies - food delivery

Food & Clothing Pantry at the Middle School & High School

AAA Center - for student success - (Aim, Achieve, Arrive) at CTE center (it is a room at their high school). Provide work clothing, skills, preparation for getting ready for jobs (dressed for success). Created one page flyer and shared with businesses (involved the community) to see if they would like to get on board with the center. Local businesses donated \$18,000 and other support to get it started.

Adulting Day - seniors received 5 stations in one whole day (automotive care - changing a flat tire, checking oil, home maintenance - electrical outlets, box, breakers, install light fixture), plumbing - practice different plumbing tasks in a home (fixing a toilet), patching drywall, culinary - prepare a meal for a family of 4, general first aid, clothing care -(sewing a button on, watch clothes correctly, iron clothes)

Capstone Day - all students are paired with a professional in an area that they are interested in. They work on a resume, mock interview, network, tax preparation,

Student outreach center - family connection, social workers, parent advisory specialist - goes into homes, weekly group meetings

Many healthcare partnerships - both in services for students/families and in helping get opportunities for internships for students

Partnerships with service orgs - kiwanis, rotary, lions, chamber of commerce (hosts a youth leadership program)

Community sponsors/partners - habitat for humanity, local college,



The Difficult Conversation: How to Engage to Achieve Success

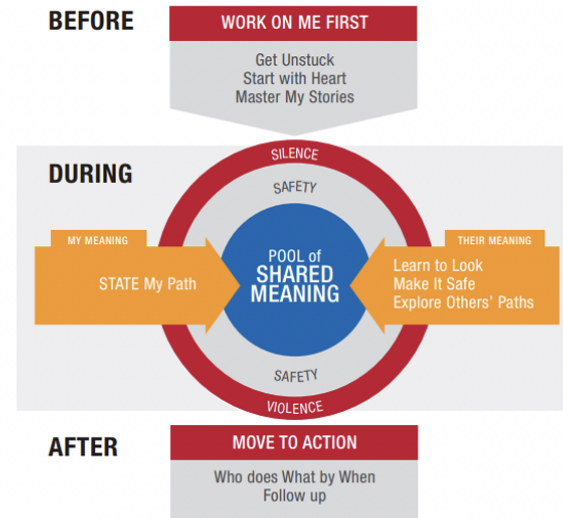
Plan for difficult conversations - they will happen.

Commit to seek mutual respect & purpose



© 2023 Ohio School
Boards Association
All Rights Reserved

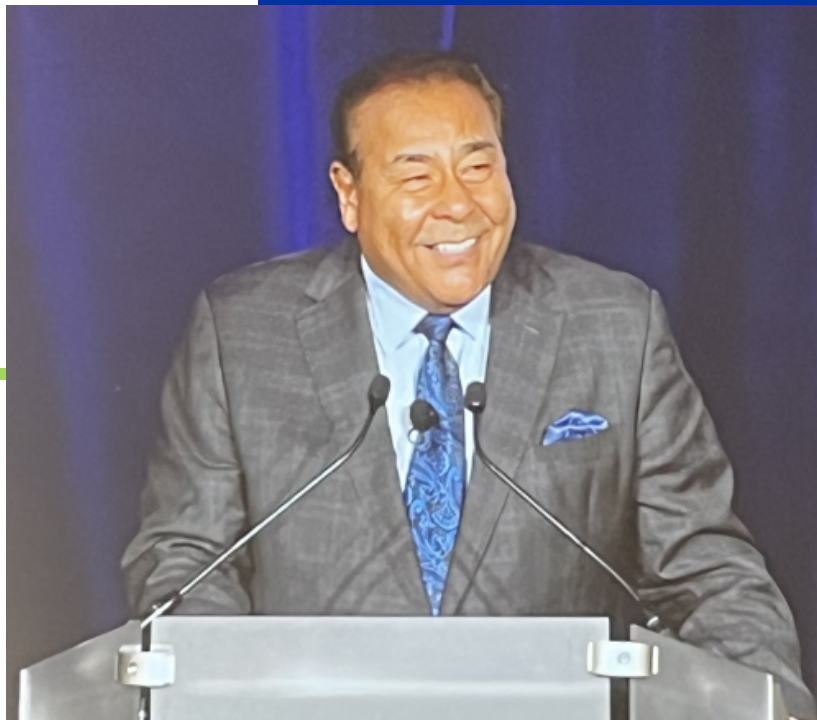
Crucial Conversations Model



Source: Crucial Conversations: Tools for Talking When Stakes Are High by Patterson, Grenny, McMillian, Switzler

April 2nd Closing Keynote: Opportunity through Education: John Quiñones' American Dream

“Tell the stories of the moved and the shaken - not the movers and shakers”





Taking the work seriously, but not ourselves. 🤨



Adopted: _____

MSBA/MASA Model Policy 417

Orig. 1995

Revised: _____

Rev. 2022~~15~~

417 CHEMICAL USE AND ABUSE

[Note: This policy reflects mandatory provisions of state and federal law and is not discretionary.]

I. PURPOSE

The school board recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. Chemical use and abuse also creates significant problems for society in general. The school board believes that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the school district in its goal to prevent chemical use and abuse by providing procedures for education and intervention.

II. GENERAL STATEMENT OF POLICY

- A. Use ~~or possession~~ of controlled substances, ~~toxic substance~~, medical cannabis, ~~toxic substances~~, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited in ~~the school setting in~~ accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.
- B. The ~~policy of this~~ school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement. ~~is to provide an instructional program in every elementary and secondary school in chemical abuse and the prevention of chemical dependency.~~
- C. ~~¶~~ Every ~~The school district~~ that participates in a school district chemical abuse program shall establish and maintain in every school a chemical abuse preassessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases. ~~¶~~
- D. ~~The superintendent, with the advice of the school board, shall be responsible for establishing a school and community advisory team to address chemical abuse problems in the district. ¶~~
- E. ~~D.~~ The school district shall establish and maintain a drug-free awareness program to ~~for educate and assist its employees. and may establish a students, and others in understanding this policy and the goals of achieving drug-free schools and workplaces.~~

[Note: ~~"School districts are required to establish a drug-free awareness program for school district employees pursuant to the Drug-Free Workplace Act. In addition, state law requires that the written districtwide school discipline policy must include procedures for detecting and addressing chemical abuse problems of a student while on the school premises. Further, school districts are required to develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement if receiving funding under the federal Student Support and Academic Enrichment Grants law. Comprehensive drug prevention programs are required to be adopted and carried out by school districts pursuant to the Safe and Drug-Free Schools and Communities Act. In addition, school districts are required by the Drug-Free Workplace Act to establish drug-free awareness programs for school district employees. Further, state law authorizes school districts to provide instructional programs in chemical abuse and the prevention of chemical dependency.]~~

III. DEFINITIONS

- A. "Chemical abuse," as applied to students, means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the ~~minor's student's~~ normal function in academic, school, or social activities is chronically impaired. ~~¶~~
- B. ~~"Chemicals" includes, but is not limited to, alcohol, toxic substances, medical cannabis, and controlled substances as defined in the school district's Drug-Free Workplace/Drug-Free School policy.~~

B. "Controlled substances," as applied to the chemical abuse assessment of students, means a drug, substance, or immediate precursor in Schedules I through V of Minnesota Statutes section 152.02 and "marijuana" as defined in Minnesota Statutes section 152.01, subdivision 9; but not distilled spirits, wine, malt beverages, intoxicating liquors or tobacco. As otherwise defined in this policy, "controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, 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 812, including analogues and look-alike drugs.

C. "Drug prevention" means prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence based.

~~C. "Use" includes to sell, buy, manufacture, distribute, dispense, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration.~~

~~D. "School location" includes any school building or on any school premises; on 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.~~

D. "Teacher" means all persons employed in a public school or education district or by a service cooperative as members of the instructional, supervisory, and support staff including superintendents, principals, supervisors, secondary vocational and other classroom teachers, librarians, counselors, school psychologists, school nurses, school social workers, audio-visual directors and coordinators, recreation personnel, media generalists, media supervisors, and speech therapists.

IV. STUDENTS

A. Districtwide School Discipline Policy

Procedures for detecting and addressing chemical abuse problems of a student while on school premises are included in the districtwide school student discipline policy.

AB. Programs and Activities~~Instruction~~

14. ~~Every~~The school district shall develop, implement, and evaluate comprehensive ~~provide an instructional~~ programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievements. The programs and activities may include, among other programs and activities, drug prevention activities and programs that may be evidence based, including programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes. ~~in chemical abuse and the prevention of chemical dependency. The school district may involve parents, students, health care professionals, state department staff, and members of the community in developing the curriculum.~~

~~[Note: The Safe and Drug-Free Schools and Communities Act requires school districts to adopt and carry out a comprehensive drug and violence prevention program with funds received. Since a comprehensive drug prevention program is required and a school district is specifically authorized by state law to provide instructional programs in chemical abuse and the prevention of chemical dependency, this should be a component of each school district's mandatory program. In addition, the Safe and Drug-Free Schools and Communities Act specifies additional items which that may be included as part of the mandatory comprehensive drug prevention program. Some of the suggested items relating to instruction or training are detailed in Paragraphs 2. Through 6. Below and a school district may wish to adopt one or all of the listed components as part of its mandatory program.]~~

2. As part of its drug-free programs, the school district may implement the drug abuse resistance education program (DARE) that enables peace officers to undergo the training to teach a curriculum on drug abuse resistance in schools.

~~2. Each school shall have age-appropriate and developmentally-based activities that:~~

~~¶~~

~~¶~~

~~a. address the consequences of violence and the illegal use of drugs, as appropriate;~~

~~¶~~

~~b. promote a sense of individual responsibility;~~

~~¶~~

~~c. teach students that most people do not illegally use drugs;~~

~~¶~~

~~d. teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;~~

~~¶~~

~~e. teach students about the dangers of emerging drugs;~~

~~¶~~

~~f. engage students in the learning process; and~~

~~¶~~

~~g. incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.~~

~~¶~~

~~3. Each school shall have activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.~~

~~¶~~

~~4. Each school shall disseminate drug and violence prevention information within the school and to the community.~~

~~¶~~

~~5. Each school shall have professional development and training for, and involvement of, school personnel, student services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.~~

~~¶~~

~~6. Each school shall have drug and violence prevention activities that may include the following:~~

~~¶~~

~~a. Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.~~

~~¶~~

~~b. The hiring and mandatory training, based on scientific research, of school security personnel who interact with students in support of youth drug and violence prevention activities under this policy that are implemented in the school.~~

~~¶~~

~~c. Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.~~

~~¶~~

~~d. Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.~~

~~¶~~

~~e. Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.~~

CB. Reports of Use, Possession, or Transfer of Alcohol or a Controlled Substance ~~Chemical Use and Abuse~~

~~¶~~

~~1. In the event that a school district employee knows that a student is abusing, possessing, transferring, distributing, or selling chemicals in a school location:~~

~~¶~~

~~a. The employee shall immediately either take the student to an administrator or notify an appropriate administrator of the observation and continue to observe the student until the administrator arrives.~~

~~¶~~

~~b. The administrator will notify the student's parents. If there is a medical emergency, the administrator will notify the school nurse and/or outside medical personnel as appropriate.~~

~~¶~~

~~c. The administrator will notify law enforcement officials, the student's counselor, and the chemical preassessment team.~~

~~d. The administrator and/or law enforcement officials will confiscate the chemicals and/or conduct a search of the student's person, effects, locker, vehicle, or areas within the student's control. Searches by school district officials shall be in accordance with school board policies regarding search and seizure.~~

~~e. The school district will take appropriate disciplinary action in compliance with the student discipline code. Such discipline may include immediate suspension, initiation of expulsion proceedings, and/or referral to a detoxification center or medical center.~~

~~2. If a school district employee has reason to believe that a student is abusing, possessing, transferring, distributing, or selling chemicals:~~

~~a. The employee shall notify the building administrator or a member of the preassessment team and shall describe the basis for the suspicion. The building administrator and/or team will determine what action should be taken. Action may include conducting an investigation, gathering data, scheduling a conference with the student or parents, or providing a meeting between a single member of the team and the student to discuss the behaviors that have been reported and attempting to ascertain facts regarding chemical abuse.~~

~~b. The team may determine there is no chemical abuse. If the team determines there is chemical abuse, the team will select an appropriate course of action, which may include referral to a school counselor, referral to a treatment program, referral for screening, assessment, and treatment planning, participation in support groups, or other appropriate measures.~~

1. ~~4. A teacher in a nonpublic school participating in a school district chemical use program, or a public school teacher, who knows or has reason to believe that a student is using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities, shall immediately notify the school's chemical abuse preassessment team, or staff member assigned duties similar to those of such a team, of this information.~~

[Note: School districts are not required to participate in a chemical abuse program or establish a chemical abuse preassessment team pursuant to state law. Schools are required to have procedures for detecting student chemical abuse and can obtain federal funding if they establish drug prevention, detection, intervention, and recovery support services. Thus, it is recommended that schools establish these programs and activities. For those schools that do not establish a chemical abuse preassessment team, those obligations could be assigned to a specified staff member such as a school counselor or administrator.]

- ~~32. Students involved in the abuse, possession, transfer, distribution, or sale of chemicals shall may be suspended and proposed for expulsion in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40-121A.56, and proposed for expulsion.~~
- ~~43. Searches by school district officials in connection with the abuse, possession, or transfer, distribution, or sale of alcohol or a controlled substance chemicals will be conducted in accordance with school board policies related to search and seizure.~~
4. Nothing in paragraph IV.B.1. prevents a teacher or any other school employee from reporting to a law enforcement agency any violation of law occurring on school premises or at school sponsored events.

D6. Preassessment Team

1. Every school that participates in a school district chemical abuse program shall establish ~~have~~ a chemical abuse preassessment team designated by the superintendent or designee. The team ~~must~~ will be composed of classroom teachers, administrators, and to the extent they exist in the school, school nurse, school counselor or psychologist, social worker, chemical abuse specialist, and other appropriate professional staff ~~to the extent they exist in each school, such as the school nurse, school counselor or psychologist,~~

~~social worker, chemical abuse specialist, or others.~~ For schools that do not have a chemical abuse program and team, the superintendent or designee will assign these duties to a designated school district employee.

2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

ED. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minnesota Statutes section ~~§~~ 13.32 and applicable federal law and regulations. ¶

2. Destruction of Records

- a. If the preassessment team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.
- b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with ~~such~~ information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.
- c. ~~This section shall govern~~ Destruction of records identifying individual students shall be governed by paragraph IV.E.2. notwithstanding provisions of the ~~Records Management Act, Minnesota Statutes section~~ ~~§~~ 138.163 (Preservation and Disposal of Public Records).

FE. Consent

Any minor may give effective consent for medical, mental, and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

[Note: State law permits schools to provide these services to minor students without the consent of a parent. If, however, a school district provides these or other services pursuant to a grant received under the Student Support and Academic Enrichment Grants law, this funding could be jeopardized if the requirements of federal law, to obtain prior written, informed consent from the parent of each child who is under 18 years of age is not obtained.]

¶

¶

F. School and Community Advisory Team ¶

¶

~~1. The superintendent, with the advice of the school board, shall establish a school and community advisory team to address chemical abuse problems. The advisory team will be composed of representatives from the school preassessment teams to the extent possible, law enforcement agencies, county attorney's office, social service agencies, chemical abuse treatment programs, parents, and the business community.~~ ¶

¶

~~2. The advisory team shall:~~ ¶

¶

~~a. build awareness of the problem within the community, identify available treatment and counseling programs for students, and develop good working relationships and enhance communication between the schools and other community agencies; and~~ ¶

~~¶~~
~~b. develop a written procedure clarifying the notification process to be used by the chemical abuse preassessment team when a student is believed to be in possession of or under the influence of alcohol or a controlled substance. The procedure must include contact with the student and the student's parents or guardian in the case of a minor student.~~
~~¶~~

V. EMPLOYEES

- A. The school district shall ~~superintendent or designee shall undertake and maintain a~~ drug-free awareness ~~and prevention~~ program to inform employees, students, and others about:
1. The dangers ~~and health risks of chemical~~ of drug abuse in the workplace/school.
 2. The school district's ~~drug-free workplace/drug-free school~~ policy of maintaining a drug-free workplace.
 3. Any available drug ~~or alcohol~~ counseling, treatment, rehabilitation, re-entry, and/or employee assistance programs ~~available to employees and/or students~~.
 4. The penalties that may be imposed on employees for drug abuse violations.
- B. The school district ~~superintendent or designee~~ shall notify any federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice from the employee or otherwise receiving actual notice of any criminal drug statute conviction of an employee for a criminal drug statute violation occurring in the workplace. ~~To facilitate the giving of such notice, any employee aware of such a conviction shall report the same to the superintendent.~~

~~¶~~
~~[Note: Notification to the federal granting agency within ten (10) days is required by the Drug-Free Workplace Act. 41 U.S.C. § 8103.]~~
~~¶~~

Legal References:

Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 124D.695 (Approved Recovery Program Funding)
Minn. Stat. § 126C.44 (Safe Schools Levy)
Minn. Stat. § 138.163 (Preservation and Disposal of Public Records) ~~Records Management Act)~~
Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances; Administration of Chapter)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations; Medical Cannabis)¶
Minn. Stat. § 299A.33 (DARE Program)
Minn. Stat. § 466.07, subd. 1 (Indemnification Required)
Minn. Stat. § 609.101, subd. 3(e) (Controlled Substance Offenses; Minimum Fines)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. §§ 7101-7165 ~~22 (Student Support and Academic Enrichment Grants Safe and Drug-Free Schools and Communities Act)~~
20 U.S.C. § 5812 (National Education Goals)
20 U.S.C. § 7175 (Local Activities)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
34 C.F.R. Part 84 (Government-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 418 (Drug-Free Workplace/Drug Free School)
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 502 (Search of Student Lockers, Desks, Personal

Possessions, and Student's Person)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols,
Inspections, and Searches)

Adopted: _____

MSBA/MASA Model Policy 419

Orig. 1995

Revised: _____

Rev. 2022~~20~~

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

[Note: School districts are not required by statute to have a policy addressing these issues. However, ~~Minn. Stat. §~~Minnesota Statutes section 144.416 requires that entities that control public places must make reasonable efforts to prevent smoking in public places, including the posting of signs or any other means which may be appropriate. Additionally, ~~Minn. Stat. §~~Minnesota Statutes section 120B.238 requires that vaping prevention instruction be provided as set forth in this policy.]

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- 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 person who is found to have violated this policy.

[Note: The following language is not required by law, but is recommended by MSBA for inclusion in this policy.]

- D. ***The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.***

III. DEFINITIONS

- A. "Electronic delivery device" means any product containing or delivering nicotine,

lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

- B. "Heated tobacco product" means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. "Vaping" means using an activated electronic delivery device or heated tobacco product."

IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

V. VAPING PREVENTION INSTRUCTION

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.

- B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

[NOTE: In addition, school districts may choose to require (a) evidence-based vaping prevention instruction to students in grades 9 through 12; and/or (b) a peer-to-peer education program to provide vaping prevention instruction.]

VI. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to ~~Children~~ **Persons Under Age 21**)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)¶

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
~~MSBA Service Manual, Chapter 2, Students, Rights, Responsibilities and Behavior~~

Adopted: _____

MSBA/MASA Model Policy 420

Orig. 1995

Revised: _____

Rev. 2022~~15~~

420 STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS

[Note: School districts are not required by statute to have a policy addressing these issues. However, ~~Minn. Stat. §~~ Minnesota Statutes section 121A.23 provides that school districts must have a program that incorporates the provisions contained in this policy.]

I. PURPOSE

Public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, including, but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

II. GENERAL STATEMENT OF POLICY

A. Students

The policy of the school board is that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

B. Employees

The policy of the school board is that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally, and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.

C. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties), and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in

consultation with the educational planning team.

2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

The school (title), along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular, and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

F. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

G. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.
2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

H. Reporting

If a medical condition of student or staff threatens public health, it must be reported to the Minnesota Commissioner of Health.

I. Prevention

The school district shall, with the assistance of the Minnesota Commissioners of Health

and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with ~~Minn. Stat. §~~ Minnesota Statutes section 121A.23 ~~which~~ that includes:

1. planning materials, guidelines, and other technically accurate and updated information;
2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;
3. cooperation and coordination among school districts and Service Cooperatives;
4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;
5. involvement of parents and other community members;
6. in-service training for district staff and school board members;
7. collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;
8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and
9. participation by state and local student organizations.
10. The program must be consistent with the health and wellness curriculum.
11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources, including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

J. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with current state and federal law. The procedures shall provide that the Hepatitis B vaccination series be offered to all who have occupational exposure at no cost to the employee.

Legal References: Minn. Stat. § 121A.23 (Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases)
Minn. Stat. § 144.441 ~~442~~ (Tuberculosis Screening in Schools)
Minn. Stat. § 142 (Testing in School Clinics)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education ~~Improvement Act of 2004~~)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
29 C.F.R. 1910.1030 (~~Occupational Exposure to~~ Bloodborne Pathogens)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892, ~~110 S.Ct. 239~~ (1989)

School Board of Nassau County, Fla. v. Arline, 480 U.S. 273, ~~107 S.Ct. 1123~~
(1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to
Hazardous Substances)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Adopted: _____

MSBA/MASA Model Policy 501

Orig. 1995

Revised: _____

Rev. ~~2014~~ 2021

501 SCHOOL WEAPONS POLICY

[Note: School districts are required by statute to have a policy addressing these issues. ATTENTION: This policy incorporates certain provisions of the Minnesota Citizens' Personal Protection Act (often referred to as the "conceal and carry" law).]

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use, or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITIONS

A. "Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; numchucks; throwing stars; explosives; fireworks; mace and other propellants; stunguns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
2. No person shall possess, use, or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

B. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

D. "Dangerous Weapon" means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used

in this definition, "flammable liquid" means any liquid having a flash point below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, "combustible liquid" is a liquid having a flash point at or above 100 degrees Fahrenheit.

IV. EXCEPTIONS

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.
- B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:
 - 1. active licensed peace officers;
 - 2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
 - 3. persons authorized to carry a pistol under Minnesota Statutes ~~§~~section 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
 - 4. persons who keep or store in a motor vehicle pistols in accordance with Minnesota Statutes ~~§§~~section 624.714 or 624.715 or other firearms in accordance with ~~§~~Minnesota Statutes section 97B.045;
 - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."
 - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with ~~§§~~Sections 624.714 and 624.715.
 - 5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;
 - 6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
 - 7. a gun or knife show held on school property;
 - 8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
 - 9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is

currently present on the land for a school-related activity.

[Note: Nothing prevents a school district from being more stringent in its weapons policy with respect to students and school district employees than the criminal law, except that the school district may not prohibit the lawful carry or possession of firearms in a parking facility or parking area. Although some school districts may choose to incorporate all of the exceptions to the criminal law, other school districts may choose either not to incorporate some or all of the exceptions or to further limit them. For example, a school district may choose to require written permission from the superintendent, not just a principal, for someone to possess a dangerous weapon in a school location. This would impose a more stringent requirement than the exceptions to the general prohibition of having a weapon on school grounds set forth in (7) to Minnesota Statutes Section 609.66, Subdivision 1d (f) listed in Section IV.B. above. However, a school district may not regulate firearms, ammunition, or their respective components, when possessed or carried by nonstudents or nonemployees, in a manner that is inconsistent with Minnesota Statutes Section 609.66, Subdivision 1d.]

C. Policy Application to Instructional Equipment/Tools

While the school district does not allow the possession, use, or distribution of weapons by students or nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the "lawful" carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minnesota Statutes §section 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder's vehicle shall constitute a violation of this policy.

V. **CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/ DISTRIBUTION**

A. The school district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students willfully possessing, using, or distributing weapons shall include:

1. immediate out-of-school suspension;
2. confiscation of the weapon;
3. immediate notification of police;
4. parent or guardian notification; and
5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

- C. The ~~appropriate school official~~ building principal shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a ~~pupil~~ student who brings a firearm to school unlawfully.

CD. Administrative Discretion

While the school district does not allow the possession, use, or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.
3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

[Note: An employer may establish policies that restrict the carry or possession of firearms by its employees while acting in the course and scope of employment. Employment-related sanctions may be invoked for a violation. Thus, for example, reasonable limitations may be imposed on the method of storing firearms by permit-holding employees while at work or performing employment-related duties. Reasonable limitations may include requiring firearms to have trigger locks and to be stored in a locked container or locked compartment of the vehicle.]

B. Other Nonstudents

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

VII. REPORTS OF DANGEROUS WEAPON INCIDENTS IN SCHOOL ZONES

- ~~A. —~~ The school district must electronically report to the Minnesota Commissioner of Education incidents involving the use or possession of a dangerous weapon in school zones, as required under Minnesota Statutes section 121A.06.

Legal References: Minn. Stat. § 97B.045 (Transportation of Firearms)
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possession to Police)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)

Minn. Stat. § 152.01, subd. 14(a) (Definition of a School Zone)
Minn. Stat. § 609.02, subd. 6 (Definition of Dangerous Weapon)
Minn. Stat. § 609.605 (Trespass)
Minn. Stat. § 609.66 (Dangerous Weapons)
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. § 921 (Definition of Firearm)
In re C.R.M., 611 N.W.2d 802 (Minn. 2000)
In re A.D., 883 N.W.2d 251 (Minn. 2016)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

Adopted: _____

MSBA/MASA Model Policy 516.5
Orig. 2023

Revised: _____

516.5 OVERDOSE MEDICATION

[Note: School districts are not required to adopt a policy on the use of emergency drugs for the treatment of drug-related overdoses. School districts and their employees are legally permitted to purchase, store, and administer Naloxone (Narcan) in response to an opiate overdose in schools and those who do assist with such administration are immune from civil liability as well as exempt from criminal prosecution from possession, use, etc. of a prescription medication, particularly to an individual to whom it was not prescribed. The provisions of this policy outline the requirements of the law with respect to the use of Naloxone (Narcan) in schools.]

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)¹, and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

II. GENERAL STATEMENT OF POLICY

The school board authorizes school district administration to obtain and possess opioid overdose reversal medication, such as Naloxone to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

III. DEFINITIONS

- A. **"Drug-related overdose"** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. **"Naloxone Coordinator"** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district's Naloxone Coordinator is [insert title of staff person appointed as coordinator].
- C. **"Opiate"** means any dangerous substance having an addiction forming or addiction

¹ Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intramuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."

sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.

- D. **"Opiate Antagonist"** means naloxone hydrochloride ("Naloxone") or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **"Standing Order"** means directions from the school district's medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
 - 1. Administration type
 - 2. Dosage
 - 3. Date of issuance
 - 4. Signature of the authorized provider

IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

- A. District Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a district-wide collaborative planning and implementation team ("District Planning Team") who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

- 1. The District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.
- 2. The District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.
- 3. The District Planning Team will develop district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:
 - a. Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;

- b. Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
 - c. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
 - d. Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
4. The District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

B. Site Planning Teams

- 1. In consultation with the District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
- 2. The Site Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and district wide procedures and guidelines.

C. School District Staff

School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

V. NALOXONE STORAGE

- A. The Site Planning Team will select numerous Naloxone storage locations within the school site and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc.).

[Note: School districts may decide that Naloxone will not be sent on field trips, transportation or activities that occur outside of the typical school day or off school property and may modify this statement accordingly. If Naloxone is provided during these auxiliary activities, schools should ensure that it is only provided if there is an available trained staff member to administer it and that the medication can be safely and legally stored and transported.]

- B. The selected storage locations of Naloxone will be classified as non-public "security information" as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members

whom the District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.

- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

VI. Privacy Protections

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 144.344 (Emergency Treatment)
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances)
Minn. Stat. § 152.212 (Labeling of Prescription Drug Containers)
Minn. Stat. § 604A.01 (Good Samaritan Law)
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Cross Reference: MSBA/MASA Model Policy 516 (Student Medication)
Minnesota Department of Health Toolkit on the Administration of Naloxone

Adopted: _____

MSBA/MASA Model Policy 530

Orig. 1999

Revised: _____

Rev. ~~2011~~ 2017

530 IMMUNIZATION REQUIREMENTS

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

II. GENERAL STATEMENT OF POLICY

All students are required to provide proof of immunization, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

III. STUDENT IMMUNIZATION REQUIREMENTS

- A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:
 - 1. a statement from a physician, advanced practice registered nurse, physician assistant, or a public clinic which provides immunizations (hereinafter "medical statement"), stating affirming that the student received the immunizations required by law, consistent with medically acceptable standards; or
 - 2. a medical statement ~~from a physician or a public clinic which provides immunizations, stating affirming~~ that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month and year each immunization was administered, consistent with medically acceptable standards.
- B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the medical statement ~~of a physician or public clinic which administers immunizations~~. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated school district administrator will provide information to the parent

or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

- C. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in Section III.A. or III.B., above, or statement of immunization set forth in Section IV., below, to the superintendent of the school district by October 1 of the first year of their home schooling in Minnesota and the grade 7 year.
- D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.
- E. The school district may allow a student transferring into a school a maximum of 30 days to submit a statement specified in Section III.A. or III.B., above, or Section IV., below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.
- F. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

- A. The parent or guardian of a minor student or an emancipated student submits a ~~physician's~~ signed medical statement ~~stating affirming~~ that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or
- B. The parent or guardian of a minor student or an emancipated student submits his or her notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian or student.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

- A. The school district will develop and implement a procedure to:
1. notify parents and students of the immunization and exemption requirements by use of a form approved by the Department of Health;
 2. notify parents and students of the consequence for failure to provide required documentation regarding immunizations;
 3. review student health records to determine whether the required information has been provided; and
 4. make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

[See Attachments A, B, C, and D.]

- B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

VI. IMMUNIZATION RECORDS

- A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.
- B. Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data shall be governed by Policy 515 Protection and Privacy of Pupil Records.
- C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within 30 days of the student's transfer.
- D. Upon request of a public or private post-secondary educational institution, the designated school district administrator will assist in the transfer of the student's immunization file to the post-secondary educational institution.

VII. OTHER

Within 60 days of the commencement of each new school term, the school district will forward a report to the Commissioner of the Department of Education stating the number of students attending each school in the school district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption. The school district

also will forward a copy of all exemption statements received by the school district to the Commissioner of the Department of Health.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 121A.17 (School Board Responsibilities)
Minn. Stat. § 144.29 (Health Records; Children of School Age)
Minn. Stat. § 144.3351 (Immunization Data)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 144.442 (Testing in Schools)
Minn. Rules Parts 4604.0100-4604.1020 (Immunization) *McCarthy*
v. Ozark Sch. Dist., 359 F.3d 1029 (8th Cir. 2004)
Op. Atty. Gen. 169-W (July 23, 1980)
Op. Atty. Gen. 169-W (Jan. 17, 1968)

Cross References: MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Adopted: _____

Revised: _____

MSBA/MASA Model Policy 722
Orig. 2017
Rev. 2022

722 PUBLIC DATA AND DATA SUBJECT REQUESTS

[Note: School districts are required by statute to establish procedures consistent with the Minnesota Government Data Practices Act for public data requests and data subject requests.]

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 (MGDPA), and Minnesota Rules parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

- A. All requests for public data must be made in writing directed to the responsible authority.
1. A request for public data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact the requestor (such as phone number, address, or email address).
 2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data. ~~A requestor is not required to explain the reason for the data request.~~
 3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
 4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The responsible authority will respond to a data request at reasonable times and places as follows:
1. The responsible authority will notify the requestor in writing as follows:
 - a. The requested data does not exist; or
 - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor

does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
 1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 1. The estimated costs of preparing the summary data, if any; and
 2. The summary data requested; or
 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA BY AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the

administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.

- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.

- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:
 - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
 - 2. Date the request is made;
 - 3. A clear description of the data requested;
 - 4. Proof that the individual is the data subject or the data subject's parent or guardian;
 - 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - 6. Method to contact the requestor (such as phone number, address, or email address).
- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VIII. COSTS

- A. Public Data
 - 1. The school district will charge for copies provided as follows:
 - a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.
 - b. More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
 - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
 - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for [in cash or by check] in advance of receiving the copies.

[Note: the district should identify the payment methods that it will accept.]

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:
 - a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
 - b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

~~IXVII.~~ Annual Review and Posting

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.
- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Data Practices Contacts

Responsible Authority:

[Name]

[Location]

[Phone number; email address]

Data Practices Compliance Official:

[Name]

[Location]

[Phone number; email address]

Data Practices Designee(s):

[Name]

[Location]

[Phone number; email address]

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 13.01 (Government Data)

Minn. Stat. § 13.02 (Definitions)

Minn. Stat. § 13.025 (Government Entity Obligation)

Minn. Stat. § 13.03 (Access to Government Data)

Minn. Stat. § 13.04 (Rights of Subjects to Data)

Minn. Stat. § 13.05 (Duties of Responsible Authority)

Minn. Stat. § 13.32 (Educational Data)

Minn. Rules Part 1205.0300 (Access to Public Data)

Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References:

MSBA/MASA Model Policy 406 (Public and Private Personnel Data)

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)