

Tuesday, December 5, 2023

**Community Services**  
**3301 Silver Lake Road**  
**St. Anthony, MN 55418**

**6:00 pm Truth in Taxation**  
**6:30 pm Listening Session**  
**7:00 pm Regular Meeting**

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**REGULAR MEETING**

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

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**Call to Order**

Board Chair Ben Phillip

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**Approval of Agenda**

Board Chair Ben Phillip

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**Recognition**

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

Fall 2023 Awards - Soccer

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**Communication Break**

Board Chair Ben Phillip

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**Report:**

**Superintendent Report**

Superintendent Dr. Renee Corneille

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

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**Report:**

**Human Resources**

Executive Director of Human Resources and Operations Dr. Tim Anderson

Executive Director of Human Resources and Operations Dr. Tim Anderson will take time to reflect on the school district's achievements, events and stories of staff on the operational side of human resources.

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**Report:**

**Assessment Data**

Assessment Coordinator Kari Bodurtha

This presentation is the annual report on Achievement and Integration, ADSIS, Title I, Title III and the World's Best Workforce goals.

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**Action Item:**

**Approval of Minutes**

Board Chair Ben Phillip

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**Action Item:**

**Consent Agenda**

Board Chair Ben Phillip

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**Action Item:**

**Levy Certification**

Board Chair Ben Phillip

The 2023 Payable 2024 Property Tax Hearing was conducted at 6:00 pm on December 5, 2023. Information on the 2023 Pay 2024 Levy and current year budget was presented to the School Board and community members.

The recommended motion, pursuant to Minnesota Statutes, the School Board of Independent School District 282 St. Anthony New Brighton, Minnesota is authorized to make the following proposed tax levies for general purposes:

General Fund: \$7,688,937.51

Community Services: \$153,193.34

Debt Service: \$2,030,841.06

Total Proposed Tax Levy: \$9,872,971.91

Therefore, be it resolved by the School Board of Independent School District 282 St. Anthony New Brighton, Minnesota, that the levy be levied in 2023 to be collected in 2024 is set at \$9,872,971.91. The clerk of the ISD 282 School Board is authorized to certify the proposed levy to the County Auditors of Hennepin County and Ramsey County, Minnesota.

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**Action Item:**

**Approval of Audit**

Board Chair Ben Phillip

Senior Manager Bonnie Schwieger from the accounting firm of Abdo will present the results of the 2022-2023 School District Financial Audit.

The recommended motion is to approve the 2022-2023 School District Financial Audit, as presented.

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**Action Item:**

**Board Goals**

Board Chair Ben Phillip and Vice Chair Laura Oksnevad

During their School Board Professional Development meetings and work sessions, the board spent time discussing and setting their 2023-2025 board goals. This is the final draft of the agreed-upon goals.

The recommended motion is to approve the 2023-2025 SANB School Board Goals, as presented.

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**Action Item:****Compulsory Attendance Report**

Superintendent Dr. Renee Corneille

The Minnesota Department of Education requires superintendents to "make an annual report to the commissioner of education by December 1 of the total number of nonpublic children reported as residing in the district." The report must include the following information: the number of children residing in the district attending nonpublic schools or receiving instruction from persons or institutions other than a public school. The report includes data on nonpublic students attending regular private schools and home schools, including counts of students who superintendents have determined are in situations that do not comply with Minnesota's compulsory instruction law.

The recommendation is to approve the Compulsory Compliance Data Report for ISD282, as presented.

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**Discussion:****Legislative Platform**

Vice Chair Laura Oksnevad and Board Member Mageen Caines

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

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**Discussion Item:****Policy Work**

Board Member Mageen Caines

The policy committee is presenting another grouping of policies for first review (514,524 and 602). Each policy has been reviewed by MSBA during our policy audit as well as by the policy committee. The policy committee is not seeking direct comment today regarding these policies. Rather, the committee is sharing the proposed edits developed by the audit and the committee for review. The policies will be reviewed a second time at the December 19th work session.

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**Discussion Item:****Mid-Year Superintendent Review**

Board Chair Ben Phillip

The hiring and evaluation of a superintendent is one of the school board's most important responsibilities. The process and timeline for our annual superintendent evaluation includes a mid-year progress report and a year-end evaluation. School Board members will receive the current evaluation tool for note-taking and will receive instruction in preparation for the December 19 Superintendent Evaluation closed session.

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**School Board Member Reports**

Board Chair Ben Phillip

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**Adjourn**

Board Chair Ben Phillip

Next Meeting(s):

Tuesday, December 19, 2023 – Work Session – Media Center  
Tuesday, January 9, 2024 – Regular Meeting - Community Services

[School Board Scope and Sequence](#)



Meetings	Topics
September 2023 Work Session	Athletics and Activities report
September 2023 Regular Meeting	Community Services report
October 2023 Work Session	T&L Report
October 2023 Regular Meeting	Student Services Report HS Clubs - Present Approve Assurance of Compliance Annual Policy Approval Enrollment - Oct. 1 count
November 2023 Work Session	Communications Report Mid-year superintendent review reminder Canvas Election Results
November 2023 Regular Meeting	Wellness Report Food Services and Transportation Report Captains Council + Together Presentation Fall Sports Recognition of students
December 2023 Work Session	Literacy Report - Fast Bridge Tools/Curriculum - Jaimee S. Student Council/Leadership Report SAMS Eagle Bluff Report Closed Session - Mid-year superintendent review Closed Session - Negotiation Planning
December 2023 Regular Meeting	HR Report Truth in Taxation 6:00 and Listening Session at 6:30 Levy Certification
January 2024 Work Session	Q-Comp
January 2024 Regular Meeting	WP/MS/HS Report Organizational Meeting

Meetings	Topics
February 2024 Work Session	Community Services Report Student Kiwanis Groups
February 2024 Regular Meeting	Facilities Report WP - Buddies AIPAC Concurrence
March 2024 Work Session	Student Services Report
March 2024 Regular Meeting	Athletics & Activities Report Winter Sports Recognition of students
April 2024 Work Session	Wellness Report Food Services and Transportation Report
April 2024 Regular Meeting	T&L Report Preschool Art Show Students
May 2024 Work Session	HR Report Spring Trip Update
May 2024 Regular Meeting	Communications Report Facilities Report
June 2024 Work Session	WP/MS/HS Report Student Capstone
June 2024 Regular Meeting	Q-Comp Student Council/Leadership Report Student Recognitions Budget Approval



## **Fall 2023 Awards**

### Soccer

1st Team All-State - Meghan Przybilla and Christopher Plaza Alvarado 2nd Team

All-State - Lily Urgiles-Vang and Alan Molina

Class AA Section 4 Coach of the Year - Sam Mann

Class AA Section 4 Coaches of the Year - Sue and Paul Pawlyshyn



## **Superintendent Report December 5, 2023 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.*

### **Families expressing gratitude at the November conferences**

We are grateful for the families who expressed their heartfelt gratitude to our teachers and staff during the November conferences. Here are some notes from those families:

*"In the spirit of giving thanks, I wanted to extend my heartfelt thanks and appreciation for our son's teachers, Ms Sue, Ms Erika, and Ms Connie, in addition to last year's ECFE teachers, Ms. Anne-Marie and Ms Tara.*

*Ms Sue has done a phenomenal job in her new role as half day preschool teacher. She communicates her lesson plans so we know what they are doing at school. She even asked for photos of a family trip we took to Puerto Rico and posted them in their classroom- above and beyond! She is easy to communicate with and I know he is in excellent hands.*

*Ms. Connie knew Eli's name immediately, as well as his big sister's, and always greets them even when busy with the van over at Wilshire. She took care of his allergy plan with ease, and always communicates well with parents at pickup.*

*Ms. Erika is welcoming, helpful, and a great communicator as well. I am giving a special shoutout to her for running "kindergarten camp" this summer, which was exactly what our daughter Rosie needed to feel comfortable at Wilshire.*

*Eli had a tough few weeks transitioning to preschool, and the whole team did a great job of helping him separate, even through lots of tears. Eli now loves preschool, and we are so grateful for this team of teachers and the classroom culture they have created!*

*I would be remiss if I didn't mention last year's ECFE teachers, Ms. Anne-Marie and Ms. Tara. I have taken many ECFE classes in Minneapolis prior to moving here, and they are by far the*

*best teachers I've ever had. Ms Anne-Marie cares so deeply about parents and kids- I ended up pouring out my greatest parenting challenges each week because she listens, offers advice, and opens it up to the group, all in the right mix. And Ms. Tara! Eli's first teacher in his memory and his first true love. I could go on and on about her care for so many toddlers all in one room- she is a gem!*

*I know the demands upon our teachers are heavy, so I wanted to take a moment today to express how grateful we are for this team. When people ask if we like our move to St Anthony, it always includes ECFE and preschool. Thank you, teachers!" – Liz and Austin Cumblad (Eli and Rosie)*

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*"I am sending a quick message of praise and thanks for Ms. Rice!*

*She sent a note to Patei and me that was so thoughtful and encouraging! It made me realize that she really \*sees\* Naomi ... so it's no wonder Naomi feels safe with her. What a gift to be able to connect with students this way and then to share with parents how they experience our child! It was heart-warming to say the least, and made an impact on Naomi when we shared it with her.*

*Thanks for having your staff take time to reach out in this way. It matters!" – Andrea Iyegha*

### **St. Anthony Middle School student featured on KARE 11**

St. Anthony Middle School student Elsa Dungan-Hawks (seated on the far left) and a fellow actress playing Cindy Lou Who were recently featured on KARE11 to highlight the upcoming performances of The Grinch at the Children's Theater Company!

Way to go Elsa, as well as the middle school staff for nurturing each student's brilliance, letting them shine and fostering their creativity!



## **Buy Nothing Toy Store**

The Buy Nothing Toy Store is just that... you buy nothing, but get free toys and gently used items in return! It took place on December 2, 2023, at the St. Anthony Community Services building and families and residents were welcome to peruse all of the things our awesome community had brought together to lower waste in our community. There were many more people this year than in the past!

## **Congrats to the SAVHS fall play for the performances of Spongebob The Musical**

From the SAVHS Theatre: Thank you to all who came to see Spongebob the Musical. You were great audience members, bringing high energy to each performance! It was one that we'll talk about for a long time!





**Human Resources Report from Dr. Tim Anderson  
Executive Director HR and Operations of St. Anthony - New Brighton**

*On a rotational basis, district leaders will update the board about functions of the district.*

**2023-24 Overall Staffing Snapshot**

In August we were excited to welcome a variety of new staff members to our teams. Due to a restructure of supports at Wilshire Park, Principal Roberts welcomed a new licensed staff member to each grade level. At SAMS Principal Kujawski filled the year-long substitute (LTS) positions in physical education, multilingual, and language arts. In addition, due to a retirement, SAMS also welcomed a new science teacher. At SAVHS Principal Bell welcomed new staff to full time positions in English, Spanish, Social Studies, the Media Center and in Special Education. District-wide School Psychologist positions and an additional Occupational Therapist joined the team. With growing numbers in preschool, Community Services added assistant teachers as well as additional teacher aides and van drivers.

**Onboarding Efforts**

SANB Human Resources is considering all the ways we can build processes that best support the experience employees have and informally have been working to see ourselves as an “employee experience department”. We are encouraging site and program leaders and hiring managers to do the same, as we believe this approach aligns with the Board’s interest in increasing our capacity to recruit and retain a robust workforce. We know the labor market presents challenges in ways it has not before in many areas; yet we seek to enhance our recruitment and retainment of staff. As such, we have launched a number of initiatives to that end:

**New Teacher Week**

We welcomed 28 new licensed staff members to our district. Throughout their two-and-a-half-day orientation, new staff members met with various district and school leaders, enrolled in benefit programs, received resources (including classroom keys and technology), and spent time with their individual Content Mentors. In addition, new staff engaged in professional learning around our district vision and mission, drafted purpose statements, and received an overview of our special education and multilingual learners programs and support.





### Workshop Week: 5 S's Learning Preferences and Purpose Activity

<b>5 S's Learning Preferences (Statement, Spark, Strength, Struggles, Supports)</b> <b>Purpose Statement: I am...</b>	
<b>Spark</b> ( <i>deep interests, places where talents are present, things I really enjoy doing or get excited about</i> )	<b>Strengths</b> ( <i>skills, attitudes, behaviors and values I possess that contribute to my success</i> )
<b>Struggles</b> ( <i>problems that cause concerns or sometimes get in the way of my success, things that are difficult for me...</i> )	<b>Supports</b> ( <i>who are the people or programs that nurture my sparks and build on my strengths and help to reduce my struggles</i> )

1. What is one thing that helps (or would help) you feel appreciated, validated, accepted, and treated fairly at work?
2. What support might you need as you work to align with our collective how/professionalism?

We know that employees (just like our students) respond well when they are valued, accepted, included and respected. To that end, we asked employees to share some about their motivation,



strengths, struggles and areas that could benefit from support. We then published a summary in KDS, coded the results and gave those results to site and program managers so that they could make plans in response to the data. The strategy to harness data from staff and students, reflect the data back to them—and then make program decisions based on that data—builds trust and models the type of work we encourage in our teaching and learning spaces.

### 30/45 Rounding Process

New this year is a 30/90 day “rounding process” we are using to check on ways we can best support new staff. Our protocol for conducting these is below. Again, as we seek to recruit and retain staff, we are implementing strategies like this. Hiring managers are conducting these and we will collate and code the data for any themes that might inform our system. Primarily, though, the data will be used by direct supervisors in order to increase their capacity to provide high support to our newest staff members.

Create a system to build relationships with intention for **New Employees**

A formalized process whereby every new employee receives a one-on-one interview with her/his leader/supervisor at 30 days and 90 days after hire using common questions meant to allow the leader to listen and learn. **30 Day Meeting with New Hires-6 Key Questions:**

**Name of Employee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Question	What Was Heard	Action Taken	Date Completed or Next Follow-Up
How do we compare with what we said in the interview process?			
How is it going? What’s working well?			
Have there been any individuals who have been helpful to you?			
Based on your prior work, what ideas for improvement do you have?			
Is there any reason that you feel this is not the right place for you?			
How might I be helpful to you?			

## 90 Day Meeting with New Hires-6 Key Questions:

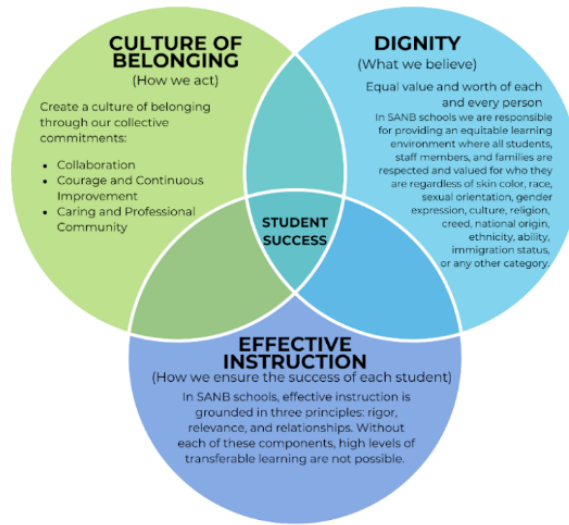
Name of Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Question	What Was Heard	Action Taken	Date Completed or Next Follow-Up
How do we compare with what we said in the interview process?			
How is it going? What's working well?			
Have there been any individuals who have been helpful to you?			
If we had a position posted, who might you call at your previous place of employment or your credentialing program and encourage them to apply?			
Is there any reason that you feel this is not the right place for you?			
How might I be helpful to you?			

### Negotiations

With the passing of both levy questions the district will start negotiations with our largest collective bargaining unit - the teachers. Upcoming Board closed session will be held in December to begin setting Board parameters for these negotiations.

## Cultivating a Culture of Belonging



As you know, we have updated our Systemic Alignment graphic (above) in the attempt to make our system work more “sticky” and more easily communicated and owned by all constituents, including leaders and staff members. In partnership with Communications, A-Team, Executive Director of Academic Hope Fagerland, Human Resources has launched a number of efforts designed to grow our capacity to foster an ever brighter culture of belonging. We define belonging as two things: a) the extent to which we feel and help others to feel valued, accepted, respected and included, and b) the extent to which we act and encourage others to act in alignment with our collective commitments of collaboration, courage and continuous improvement and caring and professional community. We are in the early stages of adoption, but in addition to regular messaging at staff meetings and the KDS, we have delivered table tents to sites (you have them too), posters printed and distributed and we have taken survey data, which we are coding for themes in order to discern action steps for site and program leaders. We will reflect this back to staff in partnership with Communications, also. Finally, we have sponsored the use of Gratitude Grams as a particular strategy to enhance the commitment of collaboration.



## *Gratitude Gram*

Dear \_\_\_\_\_,  
(first and last name)

*I wanted to tell you I am grateful for you because:*

*Signed,*

### **Wellness**

#### **Wellness: Cultivating Resilience Cohort**

In collaboration with Executive Director of Academics Hope Fagerland, Dr. Tim Anderson, and Human Resources Coordinator Kim Lannier, the Cultivation Resilience Cohort is working through a book by Elena Aguilar titled "Onward - Cultivating Emotional Resilience in Educators". Upon recommendation from previous groups doing this work, we have the privilege of working with a team of facilitators once per month meeting exploring the chapters together. This interactive meeting gives the group a chance to listen and learn from one another. The group consists of thirty SANB educators from all areas of the district. Each week the team receives a weekly prompt that reflects on a chapter completed or yet to come, as well as checking on their individual SMART goals, and offering a chance to check in with a teammate to offer support. Upon completion of this year's cohort, the hope is we have gained the knowledge to continue the cohort with our own in-district facilitators. In parallel and collaboration with Lori Watzl-King's wellness cohort this new cohort is working to recognize the importance of overall staff wellness.

#### **Wellness: Collaboration with Brighworks**

In collaboration with, BrightWorks (formerly Metro ECSU), a nonprofit educational cooperative, that was established in 1976 by the Minnesota Legislature to provide cost-effective, high quality education services and programs to public schools/districts, several local HR Leaders met and have decided to move forward with hiring a mental health service provider through BrightWorks. We have been told by a seasoned mental health individual that our applicants are strong on paper. We are working to have the candidates' interviews early in December. Up to four districts will partner to mitigate costs. SUMMARY job description: The advisor applies a holistic approach to well-being and provides navigation and ongoing support to those with chronic conditions or complex health needs with the long term goal being to empower the employees to be their own best advocate in maintaining their well-being.

### **Insurance and Retirement Options Exploration**

We are beginning to pull together the marketing documents for all the RFPs we will be doing this year per HITA and MN Statutes. Working with our consultants, we will review in a committee the Life and Disability lines of coverage detailing the fields that we need for marketing these lines of coverage. To date, we have entered in the class codes and definition of earnings, per our contracts, to assist in completing the census. As part of our review, we plan to explore updating our retirement options, including potential updates to our 403 b providers and exploring the feasibility of adding HSA in addition to our HRA.

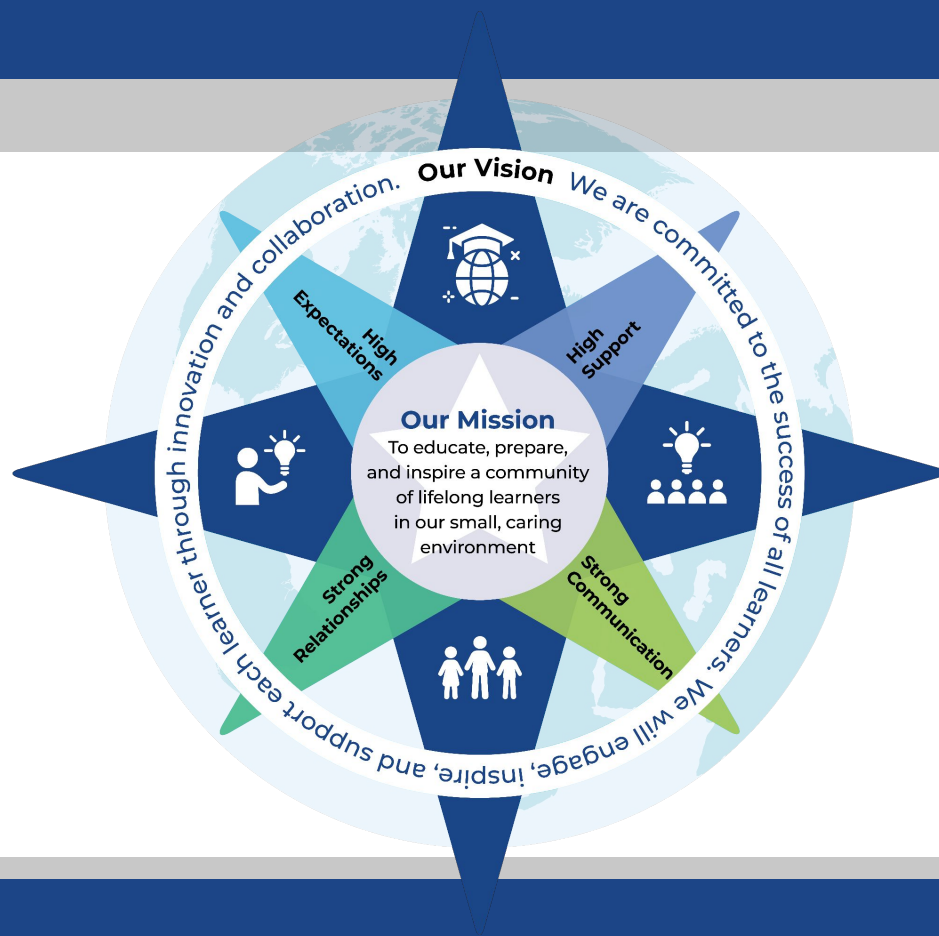
# **2022-23 Annual Reports**

**Kari Bodurtha, District Assessment Coordinator**

**In collaboration with**

**Hope Fagerland, Executive Director of Academics**

**Wendy Webster, Director of Community Services and Communications**



# Our Mission and Vision

## **Mission**

*We Educate, Prepare, and Inspire a Community of lifelong learners in our small, caring environment.*

## **Vision**

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

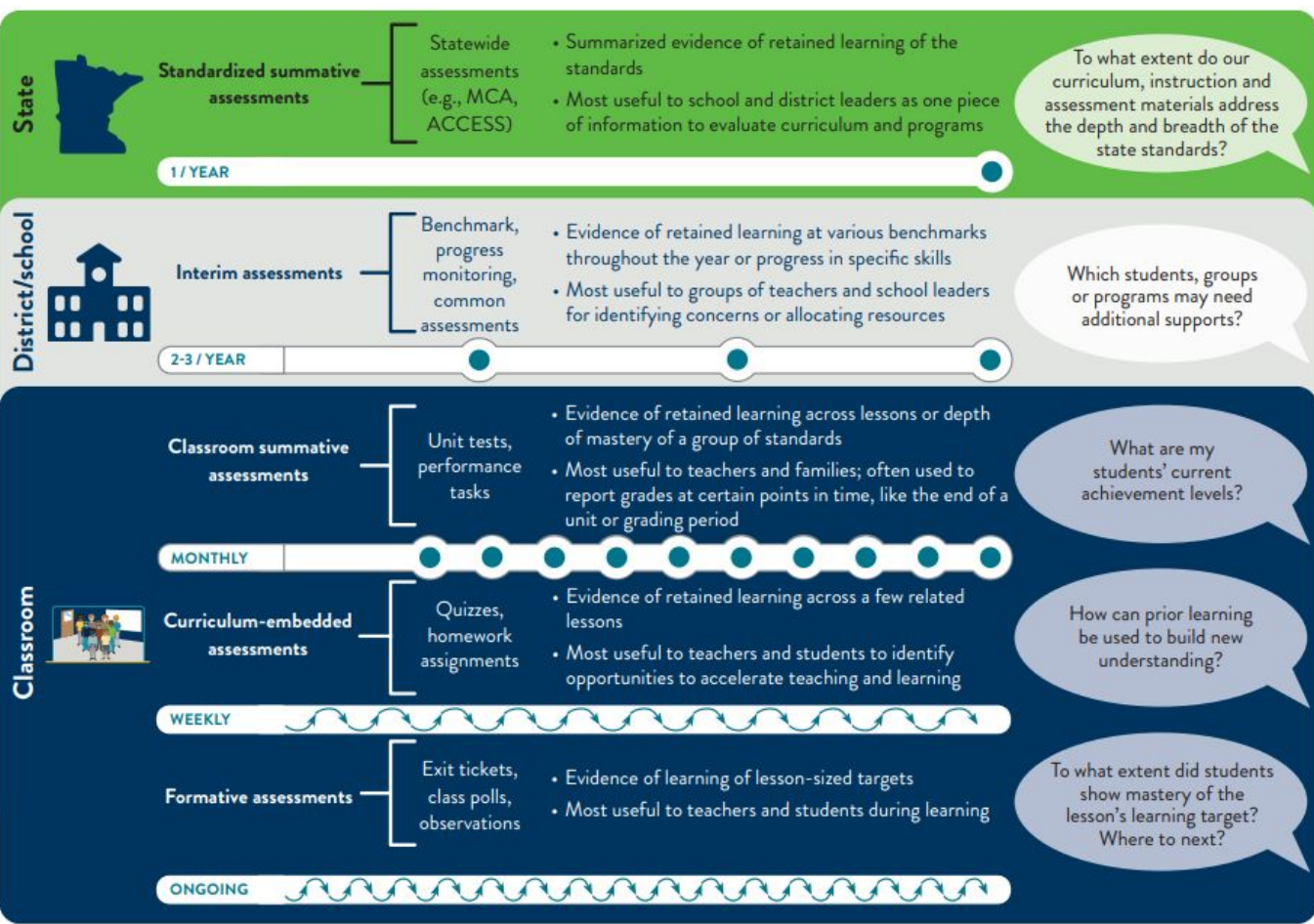


# Objective



Provide an annual report on the following program/grant goals

- **Achievement and Integration**
- **ADSIS**
- **Title I**
- **Title III**
- **World's Best Workforce**



# Assessment Systems

To learn more about assessment and data use, visit [testing123.education.mn.gov](https://testing123.education.mn.gov).

# Achievement and Integration

## ***Purpose of Achievement and Integration is to:***

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration



Year 1= 2020-2021 Year 2 = 2021-2022 Year 3 =2022-2023

# Goal 1

Decrease the achievement gap between white students and students of color by 10% as measured by MCA math, reading, and science by 2023. The current gap (spring 2019) is 21.2% in math, 23.7% in reading, and 38.6% in science.

# Achievement and Integration



## Strategies:

1. Co-teaching and Co-Planning
2. Initiative to Reduce Chronic Absenteeism Strategy
3. Equity Instructional Coaches
4. WP Paraprofessional
5. Demonstration Teachers

# Goal 1

Decrease the achievement gap between white students and students of color by 10% as measured by MCA math, reading, and science by 2023. The current gap (spring 2019) is 21.2% in math, 23.7% in reading, and 38.6% in science.

**Goal Results:** The 2023 spring gap was 26.2% in math, 19.8% in reading and 23.9% in science.

Partially met the Goal-

- decreased the gap in science by over 10%
- decreased the gap in reading by about 4%
- gap increased in math by 5%



# Goal 2

Increase student success in high school through integrated learning environments for students in St. Anthony New Brighton and Columbia Heights as measured by participation in summer programming, student equity groups, and successful completion (Grade of B or higher) of advanced coursework in high school.

# Achievement and Integration



## ***Strategies:***

1. Summer Seminar
2. AVID Summer Bridge



# Goal 2

Increase student success in high school through integrated learning environments for students in St. Anthony New Brighton and Columbia Heights as measured by participation in summer programming, student equity groups, and successful completion (Grade of B or higher) of advanced coursework in high school.

## **Goal Result :** Goal MET

*Seven students enrolled in the 2021 summer programming. Of the six students still enrolled in our system, four have completed at least one advanced course with a B or higher.*

# Goal 3

St. Anthony-New Brighton students' access to effective equity focused educators will increase from 12% in 2020 to 60% in 2023.

# Achievement and Integration



## ***Strategies:***

1. Equity-Instructional Coaches

# Goal 3

St. Anthony-New Brighton students' access to effective equity focused educators will increase from 12% in 2020 to 60% in 2023.

## **Goal Results :**

- 31 staff member attended at least 1 ULA session during the 2022-2023 school year
- 5 staff members have completed MPA and 2 are currently enrolled
- New Teacher Mentor Program

The Instructional Coaches developed Equity /RRR foundation blocks to be used in professional development units for all teachers during the 2021-2022 school year. Attendance in all units was over 95%.

- UNIT 1A Rigor 1: Access and expectations of rigorous education /historical context
- UNIT 1B Rigor 1: Access and expectations of rigorous education/ Data
- UNIT 2 Relevance 1: Diversity of identities
- UNIT 3 Relationships 1: Types of authentic relationships and student worth

# Teacher Distribution

## **Teacher Distribution Requirement (WBWF and AI):**

- School Districts reports on equitable teacher distribution
- Students access to effective, experienced, and in-field teachers.
- Student access to racially and ethnically diverse teachers
- .

# Alternative Delivery of Specialized Instructional Services (ADSIS)



- ADSIS is an application process for districts and charter schools to apply for *state special education aid*.
- The purpose of ADSIS is to provide instruction to assist students who need additional academic or behavioral support to *succeed in the general education environment*.
- The *goal is to reduce the number of inappropriate referrals to special education by providing supports early to struggling students*.
- Second or last year of the 21-23 plan.

# ADSIS Reading Program at SANB

Grade Level	Universal Screen	Progress Monitoring	Program
1-2	AIMSweb	AIMSWeb Leveled Literacy Running Records	Leveled Literacy
3-5	NWEA MAP	AIMSWeb Leveled Literacy Running Records	Leveled Literacy
6	NWEA MAP	AIMSWeb	Read 180

# ADSIS Math Program at SANB

Grade Level	Universal Screen	Progress Monitoring	Program
1-2	AIMSWeb	AIMSWeb	Do the Math IXL
3-5	NWEA MAP	AIMSWeb	Do the Math IXL



# Special Education Referrals

## Special Education - WP

The number of students referred for a special education evaluation in grades 1-5 at Wilshire Park Elementary School will stay the same from **11** students by end of school year 2020-2021 to **11** students by end of 2022-2023 school year.

- *Goal met (8 referrals in 21-22)*
- *Goal NOT met (20 referrals in 22-23)*

## Special Education - SAMS

The number of students referred for a special education evaluation in grade 6 at St. Anthony Middle School will stay the same from **2** students by end of school year 2020-2021 to **2** students by end of 2022-2023 school year.

- *Goal Met (2 referrals in 21-22)*
- *Goal NOT Met (10 referrals in 22-23)*

# Reading - Wilshire Park

The percentage of students in grades 2-5 at Wilshire Park Elementary School who meet or exceed their fall to spring RIT score growth project will increase from **59.7%** in 2018-2019 to **61.7%** in 2022-2023 as measured by the NWEA-MAP reading assessment.

*Goal Result:*

*31.4% of 2-5th grade students met or exceeded their growth projection for the 2022-2023 school year.*

Goal not met

# Reading - SAMS

The percentage of students in grades 6-8 at St. Anthony Middle School who meet or exceed their fall to spring RIT score growth projection will increase from **57%** in 2018-2019 to **59.3%** in 2022-2023 as measured by the NWEA-MAP reading assessment.

*Goal Result:*

*31.5 % of 6th grade students receiving ADSIS services in reading met or exceeded their growth projection for the 2022-2023 school year.*

Goal not met

# Math - Wilshire Park

The percentage of students in grades 2-5 at Wilshire Park Elementary School who meet or exceed their fall to spring RIT score growth projection will increase from **57.9%** in 2018-2019 to **59.9%** in 2022-2023 as measured by the NWEA-MAP math assessment.

*Goal Result:*

- *50% of 2-5th grade students met or exceeded their growth projection.*
- Goal not met

# Title I

Title I, provides financial assistance to schools with high numbers or percentages of children from low-income families, in order to assist schools in ensuring that all children meet challenging academic standards.

# Title III

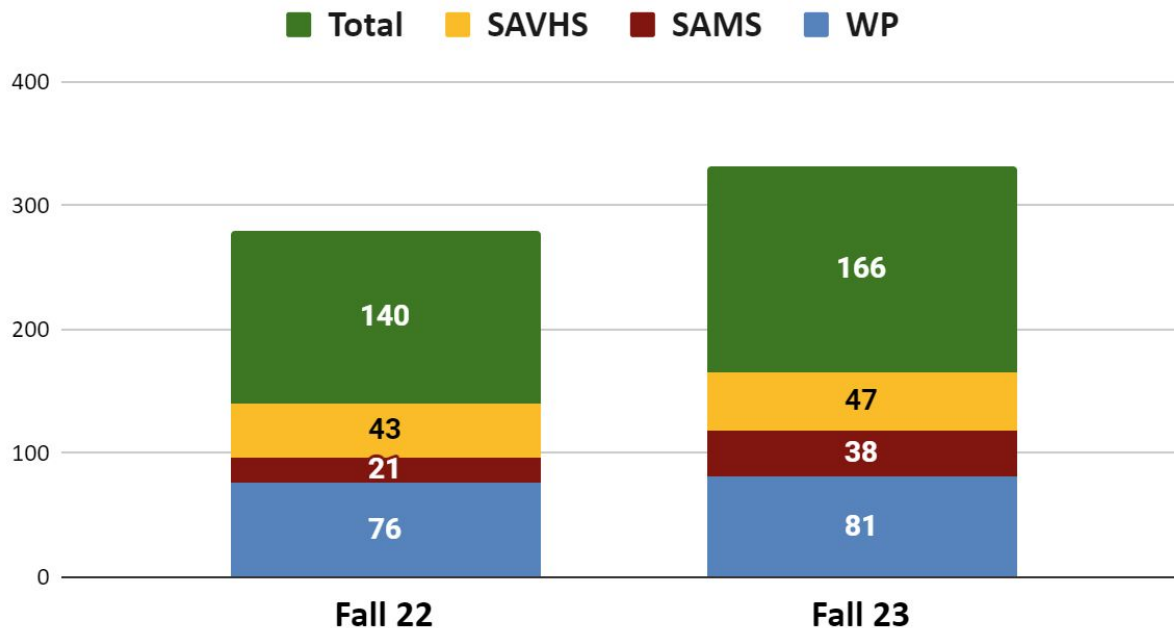


- Part A of Title III is officially known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act. It is specifically targeted to benefit Limited English Proficient (LEP) children and immigrant youth.
- The Act states that LEP students must not only attain English proficiency but simultaneously meet the same academic standards as their English-speaking peers in all content areas.

# 2022-2023 Update

- 4 teachers
- 1 District-wide coordinator who also teaches Kindergarten

## EL/ML Enrollment



# World's Best Workforce



- Legislation passed In 2013
- It requires school districts to identify:
  - Clearly defined goals and benchmarks for all student groups
  - A process for evaluating students' progress.
- Community will provide input:
  - To the school board to assist with the decision making process
  - On information shared to help make it understandable for the entire community



# Teaching and Learning Community Team

This committee gathers stakeholders from across the district who dedicate time to think deeply about the action of teaching and outcome of learning (via articles and discussions), provide clarity to how SANB schools operate, including the specific areas of:

- State and Federal Requirements
- Curriculum Review
- Success Metrics
- Instructional Framework

We will do this through a focus on reviewing district data relating to DDP and current practices of MTSS so we can engage in discussions around research of best practices to support student learning to eliminate DDP.

Meeting dates: November 20th, January 18th, March 11th, and May 13th

# World's Best Workforce



- All students ready for Kindergarten.
- All students in third grade achieving grade-level literacy.
- Close the achievement gaps among all groups.
- All students career and college ready by graduation.
- All students graduate.

# All students ready for Kindergarten

- Children are 5 years of age by September 1
- Children are immunized
- Children have completed early childhood screening



# All students ready for Kindergarten

## Teaching Strategies Gold Assessment



100% of the students who attend preschool at St. Anthony Community Services and enter Kindergarten in September 2022, will be meeting or exceeding expectations for social-emotional and language development as measured by the Teaching Strategies Gold Assessment.

*Goal Result: Goal not met*

Social-Emotional Development: 90% met/exceed

Language Development: 98% met/exceed

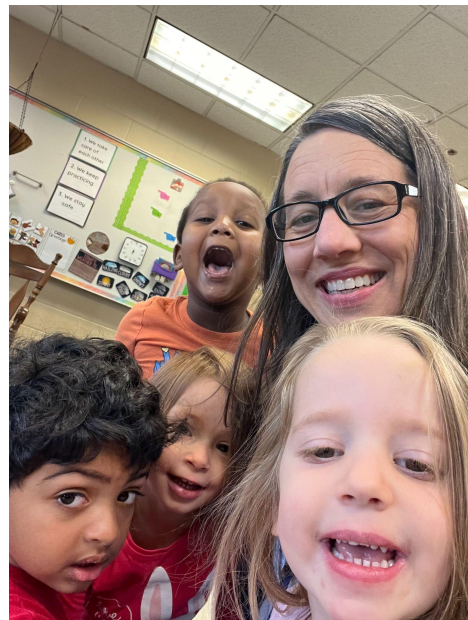
# All students ready for Kindergarten

## Early Childhood Screening

75% of the children who have an early childhood screening (during the 2022-2023 school year) will be 3 and 4 years old

*Goal Result: Goal not met*

- 27 students - 3 years old (26.47%)
- 40 students - 4 years old (39.22%)
- 35 students - 5 years old (34.31%)
- $67/102 = 65.7\%$  of students were 3 or 4 years old



# All students in 3rd grade achieving grade-level literacy

The 2022-2023 third grade class will earn an average RIT score of 203 on their Spring NWEA MAP reading assessment.

*Goal Result:* Goal not met

- 114 third grade students took the MAP reading assessment in the spring of 2023. The average RIT score was 198.

# Close the achievement gaps among all groups

No achievement gap will exist between grade 3- 6 students of color and white students on their average reading RIT score (NWEA MAP).

*Goal Result:* Goal not met

The disparity in the 2023 MAP reading assessment was 9. (an average score of 204 compared to 213).

# All students career and college ready by graduation

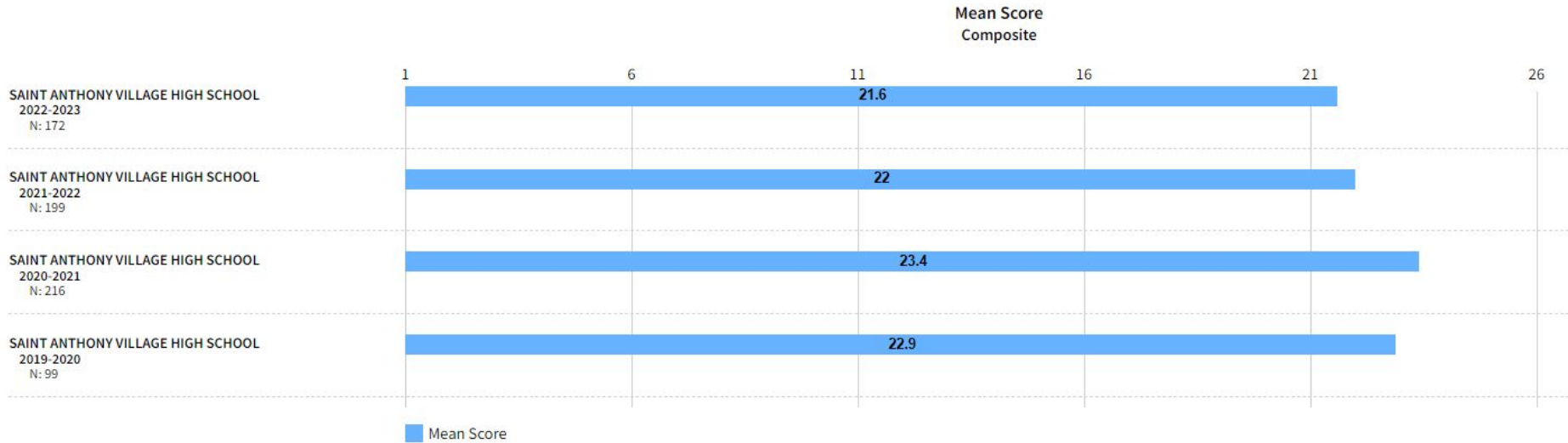
60 % of junior students taking the ACT in 2023 will earn at least a composite score of 22.

Goal Result: Goal not met

- The average composite superscore was 21.2 for 144 juniors
- 46% of juniors earned a composite superscore of 22 or higher. ( 66 students)



# Composite ACT Scores



# All students career and college ready by graduation

Student enrollments in CTE courses will increase from 365 enrollments (in the 2021-2022 SY) to 428 enrollments (in the 2022-2023 SY).



Goal Result: Goal MET

552 students enrolled in CTE courses during the 2022-2023 SY

We also moved from 300 unique students to 360 unique students

# All students graduate

100% of the students in the class of 2025 will graduate as measured by the 7-year graduation measurement.

*Goal Progress:*

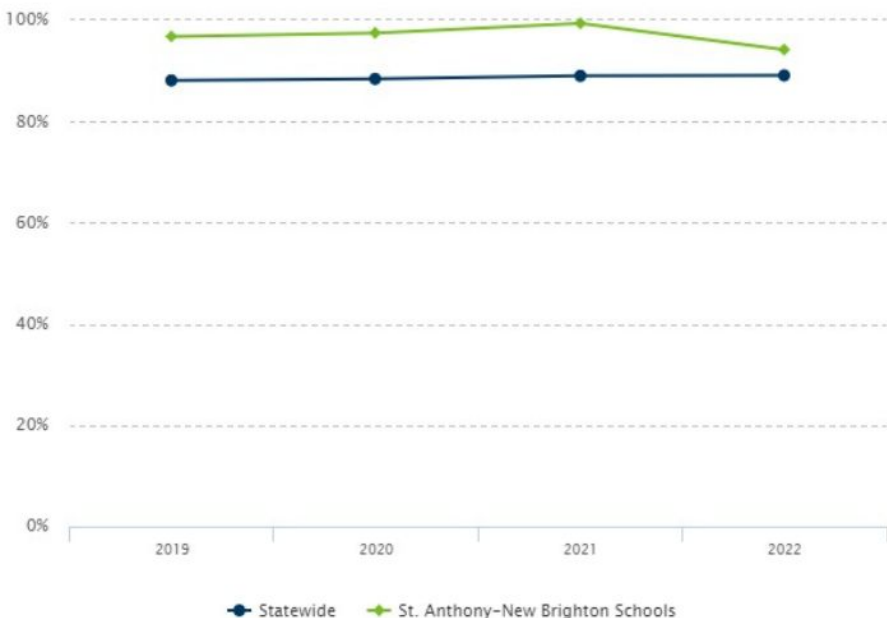
*Six students are considered not on track to graduate.*

# Graduation Rate Trend

St. Anthony-New Brighton Schools

Year: 2022 Cohort: 7-Year Rate Demographics: All Students

## Graduation Rate Trend



Organization	Year	Graduated count	Graduated %
Statewide	2019	57,557	88.1%
Statewide	2020	58,513	88.4%
Statewide	2021	59,643	89.0%
Statewide	2022	60,782	89.1%
St. Anthony-New Brighton Schools	2019	152	96.8%
St. Anthony-New Brighton Schools	2020	157	97.5%
St. Anthony-New Brighton Schools	2021	175	99.4%
St. Anthony-New Brighton Schools	2022	162	94.2%

# Thank you!

[isd282.org](http://isd282.org)

St. Anthony – New Brighton School District  
Independent School District 282  
3301 Silver Lake Road  
St. Anthony, MN 55418

**Regular Meeting and Work Session –Tuesday, November 14, 2023**

**MINUTES**

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

**Staff Present:** Superintendent Dr. Renee Corneille; Communications Specialist Liz Anderson; and Executive Director of Academics Hope Fagerland

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

**APPROVAL OF THE AGENDA**

A motion was made by Casandra Palmer and seconded by Mageen Caines to approve the November 14, 2023 agenda, as presented. The motion carries 6/0.

**7:01 PM - ADJOURNMENT TO CLOSED SESSION:** The School Board closed the meeting pursuant Minn. Stat. 13D.05, subd. 3(b) (the attorney-client privilege) to discuss pending or threatened litigation concerning an employee.

**7:56 PM -** The Regular Meeting was called to order by Board Chair Ben Phillip

**APPROVAL OF MINUTES**

A motion was made by Laura Oksnevad and seconded by Cassandra Palmer to approve the minutes from the November 8, 2023 Regular Meeting, as presented. The motion carries 6/0.

**APPROVAL OF CONSENT AGENDA**

A motion was made by Cassandra Palmer and seconded by Mike Overman to approve the November 14, 2023 Consent Agenda, as presented. The motion carries 6/0.

**ACTION**

**1. Canvas Election Results**

Member **Leah Slye** moved the adoption of the following resolution:

**RESOLUTION CANVASSING RETURNS  
OF VOTES OF SCHOOL DISTRICT SPECIAL ELECTION**

BE IT RESOLVED by the School Board of Independent School District No. 282, State of Minnesota, as follows:

1. It is hereby found, determined and declared that the special election of the voters of this School District held on November 7, 2023, was in all respects duly and legally called and held.

2. As specified in the attached Abstract and Return of Votes Cast, at said election a total of 2,965 voters of the School District voted on the question of approving a referendum revenue authorization of the School District for taxes payable in 2024 and thereafter (SCHOOL DISTRICT QUESTION 1), of which 1,965 voted in favor, and 1,000 voted against the same. Said proposition, having received the approval of at least a majority of such votes, is hereby declared to have carried.

3. As specified in the attached Abstract and Return of Votes Cast, at said election a total of 2,977 voters of the School District voted on the question of renewing the expiring capital project levy authorization of the School District for taxes payable in 2025 and thereafter (SCHOOL DISTRICT QUESTION 2), of which 2,116 voted in favor, and 861 voted against the same. Said proposition, having received the approval of at least a majority of such votes, is hereby declared to have carried.

4. The Clerk is hereby directed to certify the results of the election to the County Auditors of each county in which the School District is located in whole or in part and to the Commissioner of Education.

The motion for the adoption of the foregoing resolution was duly seconded by Member **Laura Oksnevad** and upon vote being taken thereon, the following voted in favor thereof:

**Ben Phillip; Laura Oksnevad; Cassandra Palmer; Leah Slye; Mageen Caines and Mike Overman**

and the following voted against the same: **None**

whereupon said resolution was declared duly passed and adopted.

### **RESOLUTION CANVASSING RETURNS OF VOTES OF SCHOOL DISTRICT GENERAL ELECTION**

BE IT RESOLVED by the School Board of Independent School District No 282, as follows:

1. It is hereby found, determined and declared that the general election of the voters of the district held on November 7, 2023, was in all respects duly and legally called and held.

2. As specified in the attached Abstract and Return of Votes Cast, a total of **7,197** voters of the district voted at said election on the election of (three) school board members for four year term vacancies on the board caused by expiration of term on the first Monday in January next following the general election as follows:

<b>Ben Phillip</b>	<b>1,887 votes</b>
<b>Laurel Hood</b>	<b>1,735 votes</b>
<b>Cassandra Palmer</b>	<b>1,578 votes</b>

3. **Ben Phillip, Laurel Hood, and Cassandra Palmer**, having received the highest number of votes, are elected to four-year terms beginning the first Monday in January,

2024.

4. The school district clerk is hereby authorized to certify the results of the election to the county auditor of each county in which the school district is located in whole or in part.

**A motion was made by Mageen Caines and seconded by Mike Overman to approve the results of the November 7, 2023 School Board Member Election: Candidate Ben Phillip – 1,887 votes; Candidate Laurel Hood 1,735 votes; and Candidate Cassandra Palmer – 1,578 votes, as presented. With a roll call vote the motion carries 6/0.**

**The Regular Meeting was adjourned at 8:07 pm by Chair Ben Phillip.**

**The Work Session was called to order at 8:07 pm by Chair Ben Phillip.**

### **DISCUSSION**

#### **1. Communications Report**

Communications Specialist Liz Anderson provided an overview of the district's 2023-2024 communications plan.

#### **2. Standard Response Protocol**

Executive Director of Academics Hope Fagerland reviewed the Standard Response Protocol MOU the district has entered into with the "I Love U Guys" Foundation.

#### **3. School Board Goals**

At the October 24th School Board Professional Development meeting, the board spent time discussing and setting their 2023-2025 board goals. This was a review of the agreed upon goals.

#### **4. Review January Organizational Meeting**

The School Board is asked to approve a number of organizational items at the first meeting in January. This was a first review before the January 9, 2024 Organizational Meeting.

### **Board Member Reports**

School Board members attended the following meetings and events: cross country banquet; policy committee; legislative action; AMSD conference; family services collaborative; endowment foundation; section dive meet; SEAC; and the knowledge bowl meet.

### **Adjourn**

The Regular Meeting of November 8, 2023 was adjourned at 9:54 pm.

Signed: Mageen Caines - School Board Clerk Attest: Kim Lannier





**SCHOOL BOARD CONSENT AGENDA**  
**December 5, 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. Hire(s)

Last Name	First Name	Position	School	Date Effective
Johnson	Jason	Capstone Grade 12	SAVHS	November 27, 2023
Willis	Sam	SpEd Pareducator	Wilshire Park	December 11, 2023
Serbea	Ana	SpEd Paraeducator	Wilshire Park	December 11, 2023

b. Retirement(s)

Last Name	First Name	Position	School	Date Effective
Donohue	Kirsten	Dean Of Students	SAMS	June 10, 2024

**2. Payment of Bills Checks Paid – November 17, 2023**

General Fund	\$127,963.00
Food Service Fund	\$41,516.83
Transportation Fund	\$91,385.16
Community Service Fund	\$10,644.92
Capital Expenditure Fund	\$168,907.85
Trust Fund	\$875.83
Student Activities	\$3,163.55

**TOTAL:** **\$444,457.14**

# 2023 Payable 2024 Truth in Taxation

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For the school year July 1, 2024 to June 30, 2025

Presented on December 5, 2023  
Ron Meyer, CESO

# Truth In Taxation hearing requirements

- **Current Year Budget**
  - Distribution of revenues by revenue source
  - Spending by program area
- **2023 Payable 2024 proposed property tax levy**
  - Proposed change
  - Specific reasons for proposed change
- **Public Comments and Questions**



# Fiscal Year 2023-24

## Board Adopted Budget

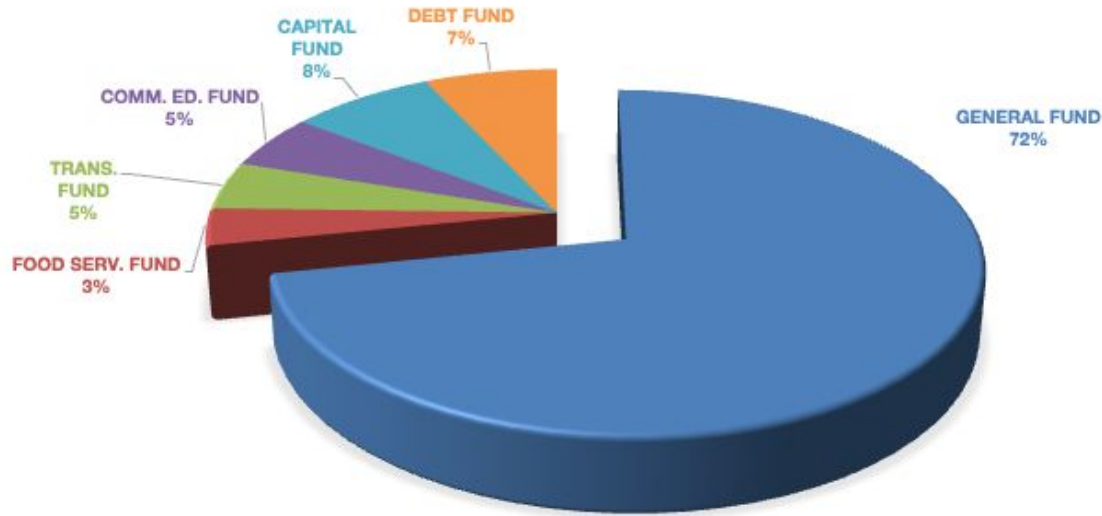


# Fiscal Year 2023-24 board adopted budget

REVENUES							
SOURCE	GENERAL FUND	FOOD SERV. FUND	TRANS. FUND	COMM. ED. FUND	CAPITAL FUND	DEBT FUND	TOTALS
Levy	\$4,004,518			\$183,830	\$2,130,903	\$1,934,557	\$8,253,808
Misc Local	462,802	15,325	20,000	1,278,916			\$1,777,043
State Aid	17,357,630	468,000	1,459,427	198,088	314,890	292,135	\$20,090,170
Federal Aid	1,028,600	658,092					\$1,686,692
TOTALS	\$22,853,550	\$1,141,417	\$1,479,427	\$1,660,834	\$2,445,793	\$2,226,691	\$31,807,713



# Fiscal Year 2023-24 board adopted budget revenue by fund comparison

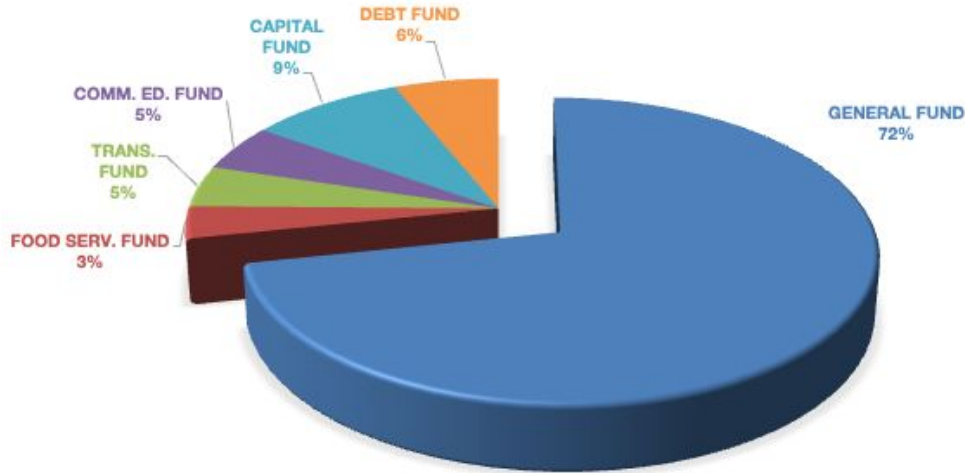


# Fiscal Year 2023-24 board adopted budget

EXPENDITURES							
EXPENSE TYPE	GENERAL FUND	FOOD SERV. FUND	TRANS. FUND	COMM. ED. FUND	CAPITAL FUND	DEBT FUND	TOTALS
Salaries/Benefits	\$20,604,550	\$522,383	\$134,802	\$1,278,450	\$36,656		\$22,576,840
Purchased Services	1,923,410	65,399	1,316,823	265,838	639,356		\$4,210,826
Supplies	605,769	532,925	5,424	77,580	208,857		\$1,430,554
Capital Expenditures	2,000	5,793		4,400	2,069,489		\$2,081,682
Debt Service						1,967,947	\$1,967,947
Misc.	89,096	2,624		2,700			\$94,420
TOTALS	\$23,224,825	\$1,129,124	\$1,457,049	\$1,628,968	\$2,954,358	\$1,967,947	\$32,362,270



# Fiscal Year 2023-24 board adopted budget expenditure by fund comparison



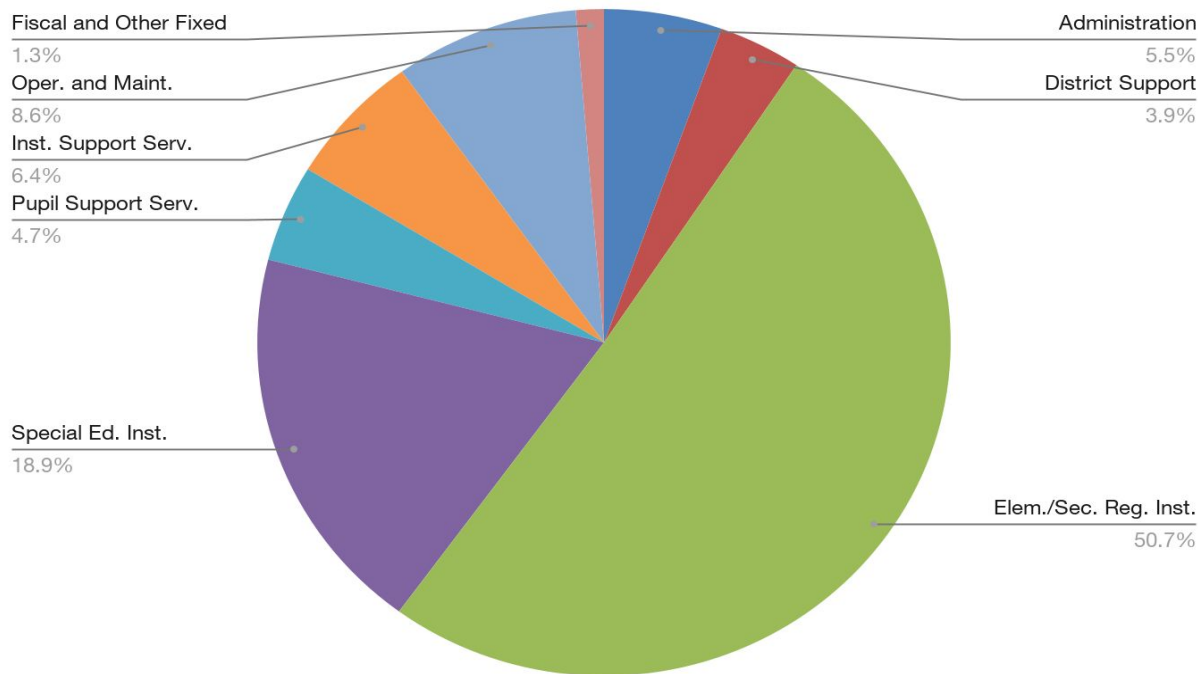


# Fiscal Year 2023-24 board adopted budget general fund program expenditures

GENERAL FUND PROGRAM	EXPENDITURES
Administration	\$1,279,198
District Support Services	895,865
Elementary and Secondary Regular Instruction	11,775,714
Special Education Instruction	4,397,115
Pupil Support Service	1,090,347
Inst. Support Service	1,485,171
Operation and Maintenance	1,999,014
Fiscal and Other Fixed Costs	302,400
<b>TOTAL EXPENDITURES</b>	<b>\$23,224,825</b>



# Fiscal Year 2023-24 board adopted budget general fund program expenditures



# 2023 Payable 2024 Levy Information

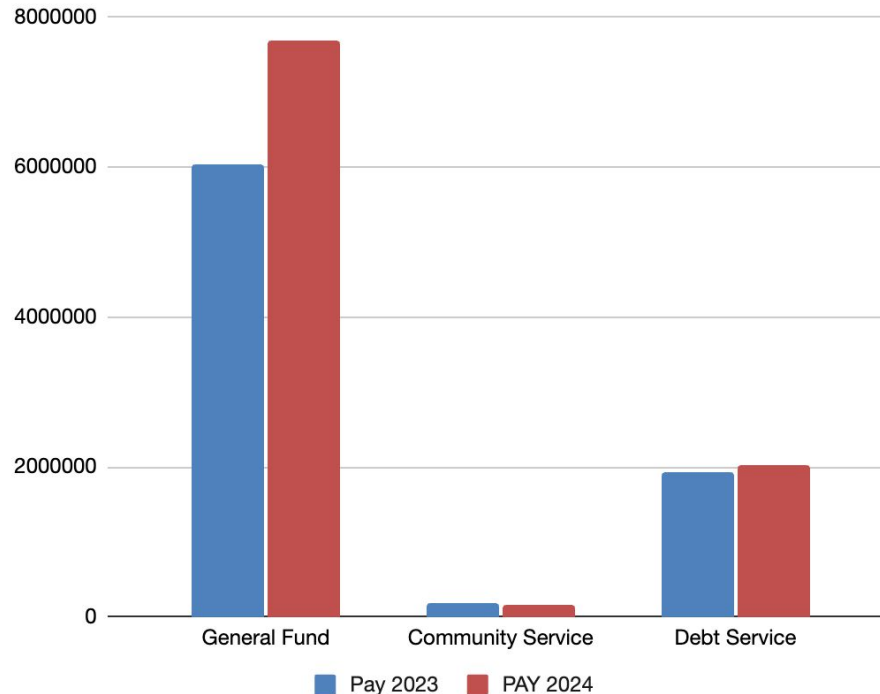


# 2023 payable 2024 gross levy comparison

Total % Increase = 20.83%			
Fund	Actual 2022 Payable 2023	Proposed 2023 Payable 2024	Dollar Difference
General Fund	\$6,046,173.71	\$7,688,937.51	\$1,642,763.80
Community Education	\$190,561.26	\$153,193.34	(\$37,367.92)
Debt Service	\$1,934,556.62	\$2,030,841.06	\$96,284.44
<b>Total Tax Levy</b>	<b>\$8,171,291.59</b>	<b>\$9,872,971.91</b>	<b>\$1,701,680.32</b>



# School levy comparison pay 2023 versus payable 2024



# 2023 payable 2024 general fund gross levy comparison

Total % Increase = 27.17%			
Levy Components	Actual 2022 Payable 2023	Proposed 2023 Payable 2024	Difference
Referendum	\$1,844,436	\$3,679,078	\$1,834,643
Equity	\$250,290	\$166,067	(\$84,224)
Local Optional	\$1,457,846	\$1,455,819	(\$2,027)
Transition	\$5,940	\$5,932	(\$8)
Capital Project Referendum	\$893,268	\$989,914	\$96,647
Operating Capital	\$156,292	\$180,734	\$24,442



<b>Levy Components</b>	<b>Actual 2022 Payable 2023</b>	<b>Proposed 2023 Payable 2024</b>	<b>Difference</b>
Q-Comp	\$170,075	\$170,031	(\$44)
Achievement & Integration	\$86,019	\$88,566	\$2,548
Re-Employment	\$10,000	\$20,000	\$10,000
Safe Schools	\$72,490	\$72,389	(\$101)
Safe Schools Intermediate	\$30,204	\$30,162	(\$42)
Career Technical	\$47,945	\$61,520	\$13,575
Long Term Facilities Maintenance	\$770,140	\$772,054	\$1,914
Lease Levy	\$318,000	\$317,200	(\$800)
Lease Levy - Intermediate	\$114,014	\$116,925	\$2,911
Abatement	\$3,669	\$29,003	\$25,334
Levy Adjustment	(\$184,453)	(\$466,456)	(\$282,003)
<b>TOTAL GROSS LEVY</b>	<b>\$6,046,174</b>	<b>\$7,688,938</b>	<b>\$1,642,764</b>



# 2023 Payable 2024 Community Service gross levy comparison

Total % decrease = -19.61%			
Levy Components	Actual 2022 Payable 2023	Proposed 2023 Payable 2024	Difference
Basis Community Ed. Levy	\$89,776	\$65,880	(\$23,896)
Early Childhood Levy	\$37,479	\$35,184	(\$2,295)
Home Visit Levy	\$701	\$798	\$97
School Age Care	\$55,000	\$55,000	\$0
Abatement/Other Adj	\$7,605	(\$3,669)	(\$11,274)
<b>TOTAL GROSS LEVY</b>	<b>\$190,561</b>	<b>\$153,193</b>	<b>(\$37,368)</b>





# 2023 Payable 2024 debt service fund gross levy comparison

Total % Increase = 4.98%			
Levy Components	Actual 2022 Payable 2023	Proposed 2023 Payable 2024	DIFFERENCE
Debt Service	\$1,311,081	\$1,307,120	(\$3,961)
Long Term Facilities Debt Service	\$782,231	\$773,394	(\$8,837)
Reduction for Debt Excess	(\$158,724)	(\$63,799)	\$94,925
Abatement	(\$31)	\$14,126	\$14,157
<b>TOTAL GROSS LEVY</b>	<b>\$1,934,557</b>	<b>\$2,030,841</b>	<b>\$96,284</b>



# What are the main variables that may cause property tax increases and decreases?

1. Changes in market values
2. Changes in class rates/history
3. Voter approved referendums
4. State Adjustments



# Referendum market value 15-year history

<u>Assessment Year</u>	<u>Referendum Market Value</u>	<u>% Change</u>	<u>Assessment Year</u>	<u>Referendum Market Value</u>	<u>% Change</u>
2007	1,038,976,250	20.41%	2016	1,021,079,100	5.54%
2008	\$1,002,982,500	-3.46%	2017	1,075,718,800	5.35%
2009	951,773,700	-5.11%	2020	1,325,632,100	7.29%
2010	896,829,100	-5.77%	2021	1,380,389,850	4.13%
2011	871,528,030	-2.82%	2022	1,532,433,910	11.01%
2012	825,487,150	-5.28%	Estimated 2023	1,669,183,235	8.92%
2013	818,080,100	-0.90%	<b>15-year Average Percentage Change</b>		<b>3.24%</b>
2014	866,534,850	5.92%			
2015	967,451,278	11.65%			



# Property type - Homestead residential

Spread levy from \$8.17M to \$9.87M with no change in Assessed Valuation

Type of Property	Estimated Market Value - Taxes Payable 2023	Estimated Market Value - Taxes Payable 2024	Actual Pay 2023 School Portion of Taxes	Prelim. Pay 2024 School Portion of Taxes	Estimated Tax Increase / (Decrease) - Pay 2023 vs Pay 2024	Estimated Percent Change
Residential Homestead	150,000	150,000	668.92	781.59	112.67	16.84%
	200,000	200,000	927.37	1,076.55	149.19	16.09%
	250,000	250,000	1,185.81	1,371.52	185.71	15.66%
	300,000	300,000	1,444.26	1,666.48	222.23	15.39%
	350,000	350,000	1,702.70	1,961.45	258.75	15.20%
	400,000	400,000	1,961.14	2,256.41	295.27	15.06%
	500,000	500,000	2,455.72	2,824.68	368.96	15.02%
Commercial Industrial	750,000	750,000	3,862.37	4,410.59	548.22	14.19%
	250,000	250,000	1,728.46	1,898.33	169.87	9.83%
	500,000	500,000	3,671.45	4,004.94	333.48	9.08%
	1,000,000	1,000,000	7,557.45	8,218.15	660.70	8.74%
	2,000,000	2,000,000	15,329.43	16,644.58	1,315.15	8.58%
	3,000,000	3,000,000	23,101.42	25,071.01	1,969.59	8.53%

*\*Information taken from Robert W. Baird & Co*



# Property type - Homestead residential

Spread levy from \$8.17M to \$9.87M with 7% change in assessed valuation

Type of Property	Estimated Market Value - Taxes Payable 2023	Estimated Market Value - Taxes Payable 2024	Actual Pay 2023 School Portion of Taxes	Prelim. Pay 2024 School Portion of Taxes	Estimated Tax Increase / (Decrease) - Pay 2023 vs Pay 2024	Estimated Percent Change
Residential Homestead	150,000	160,500	668.92	843.41	174.48	26.08%
	200,000	214,000	927.37	1,158.98	231.61	24.98%
	250,000	267,500	1,185.81	1,474.55	288.74	24.35%
	300,000	321,000	1,444.26	1,790.12	345.86	23.95%
	350,000	374,500	1,702.70	2,105.97	403.27	23.68%
	400,000	428,000	1,961.14	2,417.93	456.78	23.29%
	500,000	535,000	2,455.72	3,046.85	591.13	24.07%
Commercial Industrial	750,000	802,500	3,862.37	4,743.56	881.20	22.81%
	250,000	267,500	1,728.46	2,045.79	317.33	18.36%
	500,000	535,000	3,671.45	4,299.86	628.41	17.12%
	1,000,000	1,070,000	7,557.45	8,808.00	1,250.55	16.55%
	2,000,000	2,140,000	15,329.43	17,824.28	2,494.85	16.27%
	3,000,000	3,210,000	23,101.42	26,840.56	3,739.14	16.19%

*\*Information taken from Robert W. Baird & Co*



Sample 2024  
proposed  
property tax  
statement



**Hennepin County**  
A-600 Government Center  
300 S. Sixth Street  
Minneapolis, MN 55487-0060  
612-348-3011 [www.hennepin.us](http://www.hennepin.us)

**Proposed levies & taxes**

2023 values for taxes payable in 2024

**2024**

THIS IS NOT A BILL - DO NOT PAY

Property ID NO: [REDACTED]

**Property taxes statement schedule**

Step 1	Value & classification		
	TAX YEAR PAYABLE	2023	2024
	CLASS:	HOMESTEAD	HOMESTEAD
	Estimate Market Value:	\$381,000.00	\$382,900.00
	Homestead Exclusion:	\$2,950.00	\$2,779.00
	Other Exclusion/Deferral:		
	Taxable Market Value:	\$378,050.00	\$380,121.00

Step 2 Proposed levies & taxes		
2023 TAX	\$5,874.42	
2024 PROPOSED	\$5,806.48	
Percent change	1.2%	

Now is the time to provide feedback on proposed levies.  
It is too late to appeal your value or classification without going to Tax Court.

Step 3 Property tax statement	
Coming March 2024, due May 15, 2024 and October 15, 2024	

Addresses for correspondence	Actual 2023	Proposed 2024	Meeting date & location
Hennepin County A2400 300 S Sixth S Minneapolis MN 55487 612 348 3011 <a href="http://hennepin.us">hennepin.us</a>	\$1,350.94	\$1,356.76	Nov 28 2023 6:00 PM Commissioner Board Room Hennepin County A2400 300 S Sixth S Minneapolis MN 55487
City of ST ANTHONY S Anthony City Hall 3301 Silver Lake Road St Anthony MN 55418 612 782 3301 <a href="http://savmn.com">savmn.com</a>	\$2,332.98	\$2,367.41	Dec 12 2023 7:00 PM City Council Chambers 3301 Silver Lake Road St Anthony MN 55418
STATE GENERAL TAX			No meeting required
School District 282			Dec 5 2023 6:00 PM St Anthony Village City Hall 3301 Silver Lake Road St Anthony MN 55418
Voter Approved Levy	\$901.85	\$896.30	
Other Local Levies	\$961.31	\$867.85	
School District Total	\$1,863.16	\$1,764.15	
SD 282 3303 33rd Ave NE St Anthony MN 55418 612 706 1000 <a href="http://isd282.org">isd282.org</a>			Your school district was scheduled to hold a referendum at the November general election. If this referendum was approved by voters, the school district's property tax for 2024 may be higher than the proposed amount on this notice.
Metropolitan Council 390 Robert Street North St Paul MN 55101 1805 651 602 1738 <a href="http://metrocouncil.org">metrocouncil.org</a>	\$74.59	\$70.09	Dec 13 2023 6:00 PM Council Chambers 390 Robert Street North St Paul MN 55101 1805
Other Special Taxing Dist	\$252.75	\$248.07	No meeting required
Fiscal Disparity Tax			No meeting required
Tax Incremental Tax			No meeting required
TAX EXCLUDING SPECIAL ASSESSMENTS	\$5,874.42	\$5,806.48	



# 2023 payable 2024 levy overview

Whereas, Pursuant to Minnesota Statutes the School Board of Independent School District 282, St. Anthony New Brighton, Minnesota, is authorized to make the following proposed tax levies for general purposes:

General Fund	\$7,688,937.51
Community Services	\$ 153,193.34
<u>General Debt Service</u>	<u>\$2,030,841.06</u>
Total Proposed Levy	\$9,872,971.91

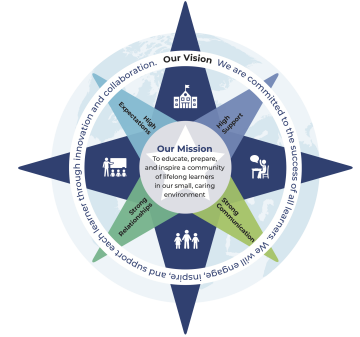
Now Therefore, Be it resolved by the School Board of Independent School District 282 St. Anthony New Brighton, Minnesota, that the levy to be levied in 2023 to be collected in 2024 is set at \$9,872,971.91. The clerk of the ISD282 School Board is authorized to certify the proposed levy to the County Auditors of Hennepin County and Ramsey County, Minnesota.



# SANB School Board Goals 2023-2025

## Goal #1

**Strategic Direction:** High Expectations, High Support  
**School Board**



### Rationale:

- CEL Equity Review feedback provided areas of growth and improvement for SANB and the School Board
  - Develop & implement a comprehensive and long-term plan (7-8 years) that outlines stages, professional learning, and initiatives for promoting equity. This plan should address structural changes, professional development, curriculum enhancements, student voice, and community engagement.

Goal	Strategies	Performance Indicators/Documentation	Collaborators
<p>Community Engagement by implementing effective board communications</p> <p>By the end of the 2023-2024 school year the School Board will engage with a communications and community engagement specialist/consultant in order to build a communications and community engagement plan specific to the School Board.</p>	<p>Support from communication specialist/consultant</p> <p>Communication strategies for board to execute proactively and reactively</p>	<p>Performance indicators-documentation will be further developed after the board meets with CESO communications experts</p>	<p>CESO or other communications consultant</p>



## Goal #2

### Strategic Direction: High Expectations, High Support

#### School Board

##### Rationale:

- **School Board members need a strong depth of knowledge in order to be effective, engaged and informed decision makers as well as effective communicators.**
- CEL Equity Review feedback provided areas of growth and improvement for SANB and the School Board
  - Develop & implement a comprehensive and long-term plan (7-8 years) that outlines stages, professional learning, and initiatives for promoting equity. This plan should address structural changes, professional development, curriculum enhancements, student voice, and community engagement.

Goal	Strategies	Performance Indicators/Documentation	Collaborators
By the end of the 2025 school year School Board members will be proficient in <ul style="list-style-type: none"><li>• Board Roles and Responsibilities (including new board member onboarding),</li><li>• ISD282's systemic alignment regarding educational practices - RRR, Effective Instruction (the binder)</li><li>• District Assessment Practices,</li><li>• SANB specific initiatives such as Literacy</li></ul>	The district will provide the School Board a two year cycle of individual and whole board SANB specific professional learning opportunities. Which will include application of knowledge by observing classrooms and learning spaces	Board Roles and Responsibilities - including new board member onboarding (Individually and as a group) <ul style="list-style-type: none"><li>- TeamWorks</li></ul> ISD282's systemic alignment regarding educational practices - RRR Effective Instruction <ul style="list-style-type: none"><li>- Completion of learning in binder (individually)</li><li>- Assessment of self using Formative Checks from the binder (individually &amp; as group)</li><li>- Tour and observe classrooms and learning</li></ul>	Dr. Corneille and Administration  TeamWorks (or other board development organization)  Department of Teaching and Learning

		<p>spaces to see theory in action (as group)</p> <p>District Assessment Practices</p> <ul style="list-style-type: none"> <li>- Completion of <a href="#">MDE Modules 1-4</a> (individually)</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>- Completion of Literacy Modules (individually)</li> <li>- Tour and observe classrooms and learning spaces to see theory in action (as group)</li> </ul>	
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School Board members will be able to complete and show proficiency on assessments in each topic area

### Goal #3

#### Strategic Direction: High Expectations

#### School Board

##### Rationale:

- CEL Equity Review feedback provided areas of growth and improvement for SANB and the School Board
  - Develop & implement a comprehensive and long-term plan (7-8 years) that outlines stages, professional learning, and initiatives for promoting equity. This plan should address structural changes, professional development, curriculum enhancements, student voice, and community engagement.

Goal	Strategies	Performance Indicators/Documentation	Collaborators
By the end of the 2024-2025 school year School Board members will be able to demonstrate proficiency using the communications plan (goal 1) to articulate the work of RRR (goal 2) in SANB	Use professional development learning from January 2024 for support	Performance indicators-documentation will be further developed after the board meets with CESO communications experts	CESO or other communications consultant

School Board members will be able to demonstrate proficiency through use of communication strategies outlined by goals #1&2

## Compulsory Yearly Report: NonPublic + Homeschool

Age	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
5	10	15	7	12	5	8	4	4	2	5	0	1	0	5	8	6	5	6	7	4	10
6	9	11	16	9	12	4	8	4	4	10	0	3	0	7	5	4	6	6	7	11	7
7	18	10	11	13	10	16	4	6	4	9	0	3	1	4	7	4	9	9	11	7	11
8	8	16	9	10	12	8	17	3	6	9	0	5	2	6	3	6	5	5	7	9	9
9	7	12	17	10	10	11	10	9	3	7	0	2	4	7	6	2	8	7	10	6	9
10	15	9	7	17	12	10	13	8	9	4	0	3	0	4	4	6	4	3	6	6	6
11	13	13	7	10	17	12	8	4	8	19	0	8	3	5	7	7	9	9	8	7	10
12	7	15	14	7	7	17	12	12	4	12	0	6	2	5	2	4	11	10	7	9	8
13	10	10	14	16	8	9	18	12	12	10	0	16	1	2	5	3	7	9	9	6	8
14	4	2	1	5	0	0	1	2	12	7	0	2	0	0	0	0	0	0	1	1	3
15	3	4	1	1	0	0	0	0	0	7	0	3	0	0	0	0	0	0	0	1	3
16	2	4	2	2	0	0	1	0	0	7	0	1	0	0	0	0	0	0	0	2	2
17	3	2	4	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	0	1	7
18	0	1	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	4	0
TTL	109	124	110	112	93	95	96	64	64	109	0	58	13	45	47	42	64	64	73	74	93

Breck  
 Groves Academy  
 St. Odilia  
 Totino Grace  
 St. Agnes  
 St. Charles  
 Cretin-Derham Hall  
 Providence  
 Minnehaha Academy  
 Liberty Academy

1	1
1	1
3	1
4	5
4	8
61	73
	1
	1
	1
	1

Homeschool



## LEGISLATIVE PLATFORM FOR 2024

The Minnesota School Boards Association (MSBA) is a statewide organization and a leading advocate for public education, serving 331 public school districts. School boards lead and govern school districts small and large – from 32 students to 38,590 students – 869,055 statewide. Our student demographic profile is 37.7 percent students of color, 43.4 percent qualify for free or reduced-priced meals, 9.2 percent English Learner, 1 percent homeless and 17.6 percent receiving special education services. Our districts and students' needs are growing faster than the amount of money districts have received – now is not the time for the legislature to stop or pause the progress made in 2023.



***"Minnesota's students deserve high-quality academic instruction and social-emotional supports," said Commissioner Willie Jett. "Our public schools must be provided with the necessary resources to meet these needs."***

The MSBA platform recognizes and is appreciative of the investments made last year. The 2024 Legislature has another opportunity to continue progress made last year in meeting the academic, social, and emotional needs of students. A supplemental budget will provide stability and help continue the student services provided with expiring federal funds and other impacts to districts like enrollment declines and inflation.

Despite notable funding in 2023, districts are experiencing a shortfall putting students at risk of losing more ground. Stabilizing education funding has many pieces and a supplemental budget will provide relief for all public school districts.

## Supplemental Funding Pieces:

The first critical piece to education funding is the per pupil formula, which currently is underfunded by \$1,356 for FY25 per student due to inflation.

*MSBA asks the legislature to increase the basic education formula by an additional 2% for the 2024-25 school year to address critical staffing shortages, Elementary and Secondary Education Relief (ESSER) funding running out, student and staff mental health supports, decline in enrollments, and interrupted learning recovery efforts. Cost: \$160 million.*

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Another critical piece, create a permanent state funding stream for unemployment insurance for nonlicensed employees.

*MSBA asks the legislature to fully fund the cost of unemployment insurance for nonlicensed employees.*

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Another critical piece, eliminate the per pupil cap on the Long-Term Facilities Maintenance Revenue to allow all school districts to address their critical facility maintenance needs efficiently and effectively.

*MSBA asks the legislature to eliminate the cap on the Long-Term Facilities Maintenance Revenue.*

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The final piece, increase eroded equalization formulas to address the inequities in education related property tax levies.

*MSBA asks the tax committee of the legislature to include an increase in equalization.*

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## Supplemental Policy Pieces:

Allow school boards authority to transform and innovate our high schools for the future by providing flexibility in how schools define "instructional hours."

*MSBA asks the legislature to increase personalized learning pathways for high school students.*

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Empower local decision making by resisting new unfunded mandates:

- Expedite the teacher licensure process.
- Extend the short-call substitute teaching pilot program and repeal the \$200 daily rate of pay.
- Allow school districts that are not required to have a licensed school nurse to qualify for Student Support Personnel Aid.
- Reduce special education paperwork by eliminating or reducing the reports that go beyond federal compliance to help retain and recruit our workforce.
- Repeal the language in the 2023 Jobs and Labor bill that requires "adult-to-student ratios in classrooms", "student testing", and "student-to-personnel ratios" as terms and conditions in collective bargaining and reinstate "the number of personnel" from the matters of inherent managerial policy.

*MSBA asks the legislature to resist any new unfunded mandates and honor local control and inherent managerial rights.*

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Ensure school districts, their staff and partners in school safety and security have clear guidelines and improve definitions related to the use of force and to resolve dual and conflicting standards.

*MSBA asks the legislature to provide and fund safe and secure school environments.*

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Recognize efforts by early adopters of evidence-based reading by reimbursing districts for expenditures related to implementation and training.

*MSBA asks the legislature to provide additional Read Act funding for districts that have been engaged in evidence-based reading curriculum. And, provide full funding for Read Act expenditures into the future.*





Association of Metropolitan School Districts

# LEGISLATIVE PLATFORM

2024

## Build on the Momentum

The AMSD Board of Directors acknowledges and appreciates the significant education investments approved in the 2023 legislative session.

Linking the formula to inflation and reducing the shortfalls in the special education and English learner programs provides a foundation for restoring Minnesota's historic commitment to education.

At the same time, historic inflation, staffing shortages, and new programs and requirements adopted in the 2023 session have created budget challenges for school districts. AMSD urges state policymakers to



refrain from enacting any new mandates and address the priorities outlined in this platform in the 2024 session.

## ABOUT AMSD

The Association of Metropolitan School Districts represents 47 K-12 school districts and six intermediate / cooperative districts. AMSD member school districts enroll more than one-half of all public school students in Minnesota, with the mission to lead the transformation of public education. AMSD stands ready to assist state policymakers by providing current research and data to help them make informed decisions.





## Association of Metropolitan School Districts

# FUND NEW REQUIREMENTS AND INFLATIONARY COSTS

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Stable funding sufficient to cover inflationary cost increases and mandated programs is essential to ensuring equitable academic outcomes for students. AMSD urges the Governor and Legislators to provide funding for the new programs adopted in the 2023 legislative session including Paid Family Medical Leave, Earned Sick and Safe Time, The READ Act, and Unemployment Insurance. Specifically, the Governor and Legislature should:

- Increase the basic formula allowance by an additional 2 percent for FY 25;
- Increase Local Optional Revenue to \$920 per pupil to recover ground lost to inflation and link it to the basic formula;
- Establish an ongoing funding stream for unemployment insurance and Paid Family Medical Leave costs;
- Fully fund the implementation of the READ Act and adjust the timelines to ensure successful implementation;
- Make compensatory hold harmless funding permanent; and
- Increase equalization of levies, particularly the operating referendum, to reduce taxpayer and education funding disparities.

## ENHANCE SCHOOL SAFETY

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To ensure safe and secure learning environments for students and staff, the Governor and Legislature should:

- Remove the per pupil limit in the Long-Term Facilities Maintenance Revenue program and expand allowable uses of revenue to include security modifications to buildings, remodeling, and additions to existing space;
- Increase the Safe Schools levy from \$36 to \$108 per pupil; and
- Clarify language related to the use of physical restraints to ensure the safety of students and staff.

## PRIORITIZE STUDENT-CENTERED LEARNING THROUGH ENHANCED LOCAL CONTROL

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Locally elected school boards are in the best position to work with their staff, students, parents, and communities to address local needs and challenges. One size fits all mandates stifle innovation and creativity and consume staff time and resources. Accordingly, the Governor and Legislature should:

- Repeal the requirement that school boards negotiate e-learning days and student-to-staff ratios;
- Increase student-centered learning opportunities by creating alternative pathways to graduation and allowing students to earn credit for learning wherever it occurs;
- Reduce special education paperwork requirements to allow teachers to spend more time with students; and
- Use the flexibility allowed under the ESSA to reduce the number of required standardized tests so school districts can offer assessments that more accurately measure growth, proficiency, and college or career readiness.

## ADDRESS THE EDUCATOR WORKFORCE SHORTAGE

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To address staff shortages and diversify the educator workforce, the Governor and Legislature should:

- Enhance support for programs like Grow Your Own and apprenticeships;
- Extend the short-call substitute teaching pilot project to four years and eliminate the required minimum salary; and
- Maintain multiple pathways to teacher licensure.

## CONTACT AMSD

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## 514 BULLYING PROHIBITION POLICY

### I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

### II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
  - 1. on the school premises, at the school functions or activities, on the school transportation;
  - 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
  - 3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a co-curricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct

at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

- D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

- E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- G. False accusations or reports of bullying against another student are prohibited.
- H. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See Policy 506). The school district may take into account the following factors:
1. The developmental ages and maturity levels of the parties involved;
  2. The levels of harm, surrounding circumstances, and nature of the behavior;
  3. Past incidences or past or continuing patterns of behavior;
  4. The relationship between the parties involved; and
  5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- I. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

### **III. DEFINITIONS**

For purposes of this policy, the definitions included in this section apply.

- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
  1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
  1. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

- B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing

lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
  - 1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
  - 2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
  - 3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. “Malicious and sadistic conduct” means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- F. “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school- sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- G. “Prohibited conduct” means bullying or cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.

- H. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- I. “Student” means a student enrolled in a public school or a charter school.

## **II. REPORTING PROCEDURE**

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other

prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

### **III. SCHOOL DISTRICT ACTION**

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be

consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See Policy 506) and other applicable school district policies; and applicable regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of

the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

#### **IV. RETALIATION OR REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

#### **V. TRAINING AND EDUCATION**

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
  - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;



2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
  3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
  4. The incidence and nature of cyberbullying; and
  5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
5. Teach students to advocate for themselves and others;

6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
  7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See Policy 515) in the student handbook.

## **VI. NOTICE**

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.
- C. This policy must be distributed to each school district or school employee and independent contractor at the time of hiring or contracting.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school district and school employees.
- G. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

## **VII. POLICY REVIEW**

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with

Minnesota Statutes, sections 121A.031 and 121A.0312, and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

***Legal References:*** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.03 (Model Policy)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)  
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)  
Minn. Stat. § Ch. 124E (Charter Schools)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)  
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

***Cross References:*** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 423 (Employee-Student Relationships)  
MSBA/MASA Model Policy 501 (School Weapons Policy)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 507 (Corporal Punishment)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy)  
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 526 (Hazing Prohibition)  
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)



*Reviewed and Adopted 2022*

*Revised 2023*

## **524 TECHNOLOGY RESPONSIBLE USE AND SAFETY POLICY**

### **I. PURPOSE**

The purpose of this policy is to set forth policies and guidelines for access both on and off district property to school district technology resources and acceptable and safe use of the Internet, including electronic communications.

### **II. GENERAL STATEMENT OF POLICY**

In making decisions regarding student and employee access to the school district district technology resources, which includes district devices, Internet access, the local network, and electronic communications, the school district considers its own stated educational mission, goals, and objectives. Digital literacy skills are now fundamental to preparation of digital citizens and future employees. Access to the school district's local network and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district technology resources, local network and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

The district recognizes the importance of online social media networks as a communication and learning tool. Social media includes websites and applications that enable users to create and share content or to participate in social networking. Toward that end, the District provides password-protected social media tools and District-approved technologies for e-learning and encourages use of District tools for collaboration by employees. However, public social media networks, outside of those sponsored by the District, may not be used for classroom instruction or school-sponsored activities without the prior authorization of the Superintendent, or designee, and parental consent for student participation on social networks.

Staff have the same responsibility for addressing inappropriate student behavior or activity on these networks as you would in a classroom, including requirements for mandated reporting.

### **LIMITED EDUCATIONAL PURPOSE**

The school district is providing students and employees with access to district technology resources. The purpose is more specific than providing students and employees with general access to the Internet. District technology resources have a limited educational purpose, which includes use for classroom activities, educational research, and professional or career development activities. Users are expected to use district technology resources to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network. Although district technology resources are intended for use related to the conduct of the school district business, employees may access district technology resources and/or Internet for limited, occasional, and brief personal use that does not interfere with the conduct of school district business, subject to state and federal law, the restrictions of board policy, district operating procedures on acceptable district technology use, and directives or guidelines of an employee's supervisor or other school district official. When utilizing district technology resources for personal use, employees should attempt to do so during non-duty hours.

## **USE OF RESOURCES ARE A PRIVILEGE**

The use of the school district technology resources and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district technology resources may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

## **V. UNACCEPTABLE USES**

- A. While not an exhaustive list, the following uses of the school district technology resources or accounts are considered unacceptable:
  - 1. Users will not use district technology resources to access, review, upload, download, store, print, post, receive, transmit, or distribute:
    - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
    - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
    - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
    - d. information or materials that could cause damage or danger of disruption to the educational process;

- e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
- 2. Users will not use the school district technology resources to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
- 3. Users will not use the school district technology resources to knowingly engage in any illegal act or violate any local, state, or federal statute or law.
- 4. Users will not use the school district technology resources to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district technology resources software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district technology resources in such a way as to disrupt the use of the system by other users.
- 5. Users will not use the school district technology resources to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
- 6. Users will not use the school district technology resources to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
  - a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
  - b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

- (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
- (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district technology resources to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as “Facebook,” “Twitter,” “Instagram,” “Snapchat,” “TikTok,” “Reddit,” and similar websites or applications.
1. 7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district network or any other system through the use of district technology resources, attempt to log in through another person’s account, or use computer accounts, access codes, or network identification, or digital signature other than those assigned to the user. Messages and records on the school district technology resources may not be encrypted without the permission of appropriate school authorities.
  8. Users will not use the school district technology resources to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
  9. Users will not use the school district technology resources for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district technology resources to offer or provide goods or services or for product advertisement. Users will not use the school district technology resources to purchase goods or services for personal use without authorization from the appropriate school district official.

10. Users will not use the school district technology resources to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district technology resources and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
  - C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

## **VI. FILTER**

With respect to any of its district technology resources, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such technology resources by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;
2. Child pornography; or



3. Harmful to minors.
- B. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
  2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
  3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

## **CONSISTENCY WITH OTHER SCHOOL POLICIES**

Use of the school district technology resources and use of the Internet shall be consistent with school district policies and the mission of the school district.

## **VIII. LIMITED EXPECTATION OF PRIVACY**

- A. By authorizing use of the school district technology resources, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on district technology resources.
- B. Routine maintenance and monitoring of the school district technology resources may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.

- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district technology resources may be subject to review, disclosure or discovery under Minnesota Statutes Chapter 13 (Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district technology resources.
- B. School district employees should be aware that when connecting personal devices to your school email accounts, including personal smartphones, the district requires your device to set a passcode to protect data you will be retrieving from our servers. All lost devices connected to the district network resources (i.e. e-mail, cloud storage, or wireless networks) should be reported to the Technology Department as soon as possible.

#### **TECHNOLOGY RESPONSIBLE USE AGREEMENT**

- A. The proper use of district technology, and the educational value to be gained from proper technology use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access district technology resources .
- C. The Technology Responsible Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Technology Responsible Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

#### **X. LIMITATION ON SCHOOL DISTRICT LIABILITY**

Use of the school district technology resources is at the user's own risk. Technology resources are provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district storage mediums or systems, or for delays or

changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district technology resources. The school district will not be responsible for financial obligations arising through unauthorized use of the school district technology resources.

## **XI. USER NOTIFICATION**

- A. All users shall be notified of the school district policies relating to district technology use.
- B. This notification shall include the following:
  - 1. Notification that district technology use is subject to compliance with school district policies.
  - 2. Disclaimers limiting the school district's liability relative to:
    - a. Information stored on school district storage mediums or systems.
    - b. Information retrieved through school district computers, networks, or online resources.
    - c. Personal property used to access school district computers, networks, or online resources.
    - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
  - 3. A description of the privacy rights and limitations of school sponsored/managed Internet-based accounts available upon request.
  - 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
  - 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
  - 6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.

7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

## **XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE**

- A. Outside of school, parents bear responsibility for the same guidance of district technology resources and Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district technology resources and of the Internet if the student is using district technology resources from home or a remote location.
- B. Parents will be notified that their students will be using school district technology and that the school district will provide parents the option to request alternative activities not requiring technology access. This notification should include:
  1. A copy of the user notification form provided to the student user.
  2. A description of parent/guardian responsibilities.
  3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
  4. A statement that the Technology Responsible Use Agreement must be signed annually by the user and the parent or guardian prior to use by the student.
  5. A statement that the school district's acceptable use policy is available for parental review.

## **XIII. SCHOOL-ISSUED DEVICES**

A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.

B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:

1. any location-tracking feature of a school-issued device;
2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or

3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.

C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:

1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;

2. the activity is permitted under a judicial warrant;

3. the school district is notified or becomes aware that the device is missing or stolen;

4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;

5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or

6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.

D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

#### XIV. ELECTRONIC COMMUNICATIONS DEVICES

1. The School Board directs the Superintendent to create electronic communications device (including but not limited to cell phones) rules that addresses device use during the instructional day, use of devices to engage in conduct prohibited by school policies, device search rules, and disciplinary actions up to and including confiscation or provision of devices to law enforcement, and how devices will be returned.

***[Note: This language aligns with the provisions found in the MSBA Model Student Handbook. As an alternative to stating specific cell phone rules in a school district policy, a school board could choose to direct school administration to establish cell phone rules. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings.]***

#### XV. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher

or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

## **XVI. IMPLEMENTATION and POLICY REVIEW**

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district technology resource use policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of technology resources, the school board shall conduct an annual review of this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
15 U.S.C. § 6501 *et seq.* (Children’s Online Privacy Protection Act)  
17 U.S.C. § 101 *et seq.* (Copyrights)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
47 U.S.C. § 254 (Children’s Internet Protection Act of 2000 (CIPA))  
47 C.F.R. § 54.520 (FCC rules implementing CIPA)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 125B.15 (Internet Access for Students)  
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)  
*Mahanoy Area Sch. Dist. v. B.L.*, 594 U.S. \_\_\_, 141 S. Ct. 2038 (2021)  
*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969)  
*United States v. Amer. Library Assoc.*, 539 U.S. 194 (2003)

*Sagehorn v. Indep. Sch. Dist. No. 728*, 122 F.Supp.2d 842 (D. Minn. 2015)  
*R.S. v. Minnewaska Area Sch. Dist. No. 2149*, 894 F.Supp.2d 1128 (D. Minn. 2012)  
*Tatro v. Univ. of Minnesota*, 800 N.W.2d 811 (Minn. App. 2011), *aff’d* on other grounds 816 N.W.2d 509 (Minn. 2012)  
*S.J.W. v. Lee’s Summit R-7 Sch. Dist.*, 696 F.3d 771 (8<sup>th</sup> Cir. 2012)

*Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist.*, 853 F.Supp.2d 888 (W.D. Mo. 2012)  
*M.T. v. Cent. York Sch. Dist.*, 937 A.2d 538 (Pa. Commw. Ct. 2007)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)

MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)  
MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)  
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

## **602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY**

### **I. PURPOSE**

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

### **II. GENERAL STATEMENT OF POLICY**

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

### **III. CALENDAR RESPONSIBILITY**

A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

***[Note: The annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. If a voluntary prekindergarten program is offered by the school district, a prekindergarten student must receive at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the Commissioner of Education under Minnesota Statutes section 124D.126. A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to Section V., below.]***

***[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes section 122A.40, subdivisions 7 and 7a, or Minnesota Statutes section 122A.41, subdivisions 4 and 4a, the school district shall adopt as its school calendar a total of 240 days of student instruction and staff development, of which the total number of staff development days equals the difference between the total number of days of student instruction and 240 days. The***



***school board may schedule additional staff development days throughout the calendar year.]***

B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops may be held before Labor Day.

1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.

2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minnesota Statutes section 123A.30, 123A.32, or 123A.35 with a school district that qualifies under Section III.B.1.

3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.

C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

***[Note: The provisions of the prior law requiring the school board to adopt the calendar for the next school year by April 1 have been repealed. The school board should still attempt to establish the calendar as early as possible so proper planning can take place by all members of the school community.]***

#### **IV. SCHOOL DAY RESPONSIBILITY**

A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.

C. Proposed changes in the school day shall be subject to review and approval by the school board.

#### **V. E-LEARNING DAYS**

A. An "e-learning day" is a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather.

B. A school district may designate up to five e-learning days in one school year.

C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.

D. A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.

E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.

F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.

G. On an e-learning day, each student's teacher must be accessible both online and by telephone during normal school hours to assist students and parents.

H. When the school district declares an e-learning day, it must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

**Legal References:** Minn Stat. 10.55 (Juneteenth)  
Minn. Stat. § 120A.40 (School Calendar)  
Minn. Stat. § 120A.41 (Length of School Year; Hours of Instruction)  
Minn. Stat. § 120A.414 (E-Learning Days)  
Minn. Stat. § 120A.415 (Extended School Calendar)  
Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)  
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123A.30 (Agreements for Secondary Education)  
Minn. Stat. § 123A.32 (Interdistrict Cooperation)  
Minn. Stat. § 123A.35 (Cooperation and Combination)  
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)  
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)  
Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)  
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)  
Minn. Stat. § 645.44 (Words and Phrases Defined)

**Cross References:** MSBA/MASA Model Policy 425 (Staff Development)