

Tuesday, December 19, 2023

**Media Center
3303 33rd Ave NE
St. Anthony, MN 55418**

7:00 pm Work Session

WORK SESSION

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

Call to Order

Board Chair Ben Phillip

Approval of Agenda

Board Chair Ben Phillip

Report:

SAMS Eagle Bluff Report

SAMS Science Teacher- Kristine Schwintek

The 8th grade students, teachers, and parent chaperones enjoyed their time on their three-day outdoor retreat at Eagle Bluff Environmental Learning Center. This student report will highlight and summarize their experience.

Report:

Literacy Report

Literacy Coordinator Jaimee Stanley

District Literacy Coordinator Jaimee Stanley will share a current literacy update and the plans that align with the district's work around the implementation of effective instruction.

Action Item:

Approval of Minutes

Board Chair Ben Phillip

Action Item:

Consent Agenda

Board Chair Ben Phillip

Discussion:

Logic Model and Teaching and Learning Update

Superintendent Dr. Renee Corneille and District Assessment Coordinator Kari Bodurtha

Superintendent Corneille and Data and Assessment Coordinator KAri Bodurtha will provide the school board with an update on the district's Operational Plan via data from Logic Models. Each of the leaders in the district were required to build a plan (logic model) dedicated to ISD282's Success Metrics. These plans and associated data will be shared. Furthermore, a short update on the most recent restructuring in the Teaching and Learning department will be shared.

Discussion Item:

Policy 613 - SAVHS Credit Requirement Changes

Director of Teaching and Learning Andrew Hodges and Assistant Principal Paul Ruble

The recent Omnibus bill created additional graduation specifications and requirements for students beginning with the graduating class of 2028. These changes include requirements of explicit civics instruction and personal finance, as well as an ethnic studies course offering. Additionally, due to legislation changes within science, our science offerings at SAVHS will shift to the following required courses: earth and space science, life science, and either chemistry or physics beginning the 2024-2025 school year.

To align our high school courses and pathways with the student success metrics, the changes mentioned above, and the feedback we have received from student interest surveys, an evaluation of our course offerings and processes will take place in the near future. A committee of district and school administration, counselors, and teachers will work with our partners at 916 and the NE Metro Secondary Perkins Grant Coordinator to identify internal and external pathway options and potential funding avenues. The committee will work with additional SAVHS staff to gather feedback and look at potential course offerings in alignment with pathways and graduation requirements and offerings.

Discussion Item:

Legislative Platform

Vice Chair Laura Oksnevad

One of the Minnesota Standards of School Board Leadership is Advocacy and Accountability. Included in this standard is the need to engage and build relationships with both public and private stakeholders as well as advocate on local, state and national levels. This is the second reading of the draft Legislative Platform for ISD282.

Discussion:

Policy Work

Vice Chair Laura Oksnevad

This is the second reading of policies 514, 524 and 602. Each policy has been reviewed by MSBA during our policy audit as well as by the policy committee. The policies will be presented for the final reading and approval at the January 9 regular meeting.

Adjourn

Board Chair Ben Phillip

Closed Session:

Mid-Year Superintendent Review

Minnesota Statute 13D.05 196 Subd. 3(a).

Board Chair Ben Phillip

Adjourn

Board Chair Ben Phillip

Closed Session:**Union Contract Negotiations**

Minnesota Statute 13D.03

Board Chair Ben Phillip

Adjourn

Board Chair Ben Phillip

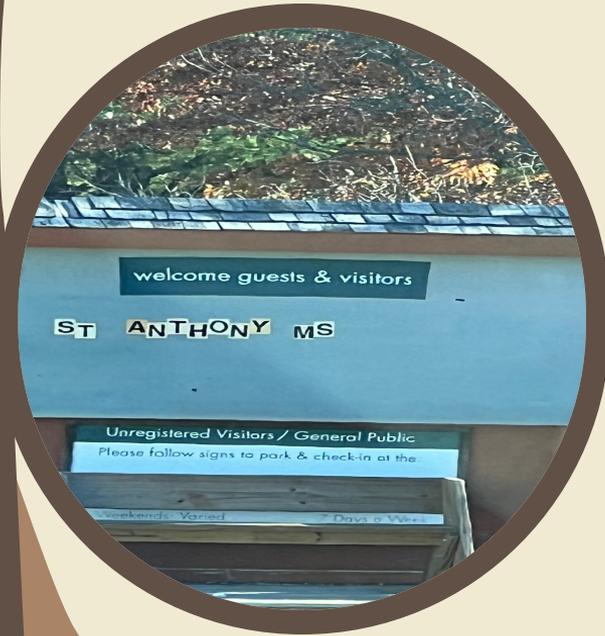
Next Meeting(s):

Tuesday, January 9, 2024 – Regular Meeting – Media Center

[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



Eagle Bluff Presentation

By Natalie Loiland, Daition
Smetana, Avery Simpson, &
Frankie Rhodes

What we will talk about today:

Busses

Dorms

Schedule

Classes

Fun Pictures

Our Favorite Parts

Award Winners :)

Thank You!!

Busses:



We thought we were getting normal school busses, but instead we got coach busses, was a really fun bus ride.





Dorms:

We really LOVED staying in the dorms with our friends!

In the atriums of the dorms during free time, we would do puzzles, play games, play basketball with a small hoop, or just chat!

Raptors

We learned about the anatomy of raptors and how they survive in the wild. We got to see a red-tailed hawk but the other bird was too shy to come out! Some students got to feed meat to the hawk.



Snakes

We got to see a rattlesnake (from afar) and a bull snake! We learned all about snakes and how they survive and adapt to their surroundings. Everyone got to pet the bull snake if they wanted to!



Our Schedule:

- 01 Morning Class**
- 02 Afternoon Class**
- 03 Naturalist Program**
- 04 Night Activity**
- 05 Free Time**

We also had meals and free time in between classes to hangout with friends. We spent time in the dorm atriums or outside. The weather was great so we could play games outside!

Classes:

Winter Survival

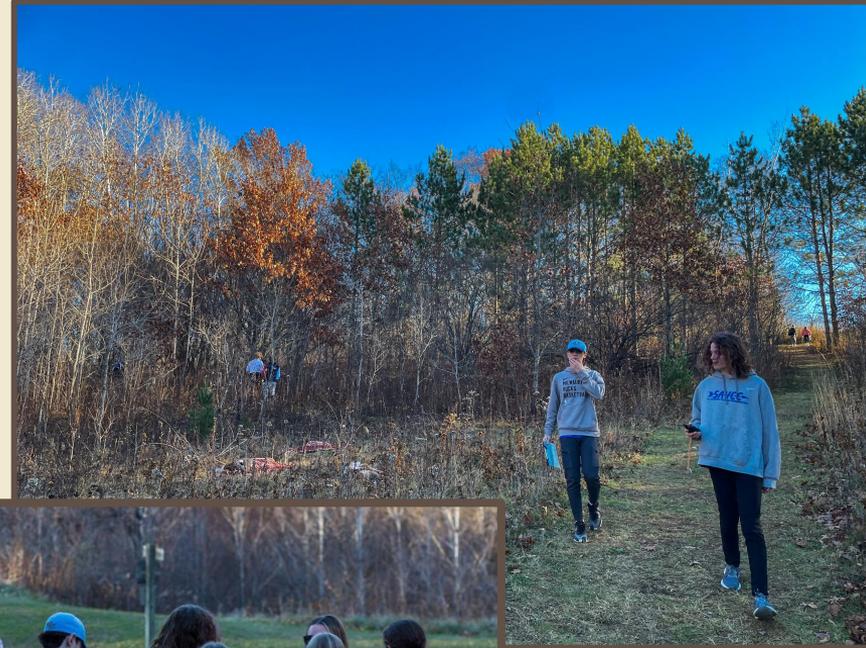
In Winter Survival, we discussed what is needed to survive in the woods- a positive attitude, warmth, water, shelter, and food! Then we built fires and shelters in the woods.



Classes:

GPS Pathfinders

In GPS Pathfinders we learned how to find caches that were scattered around the Eagle Bluff grounds. We were taught how to use a GPS device to locate the caches and communicate with other teams. Each GPS device had a name of a different detective and every time we made our way made to a cache we were directed to a different one depending on the clue.



Classes:

Aquatics Lab

In the Aquatics Lab, we talked about water quality. We tested the pH, temperature, and nitrate level of the water. We also enjoy throwing sticks into the ponds and river.



Classes:

Treetops High Ropes Course

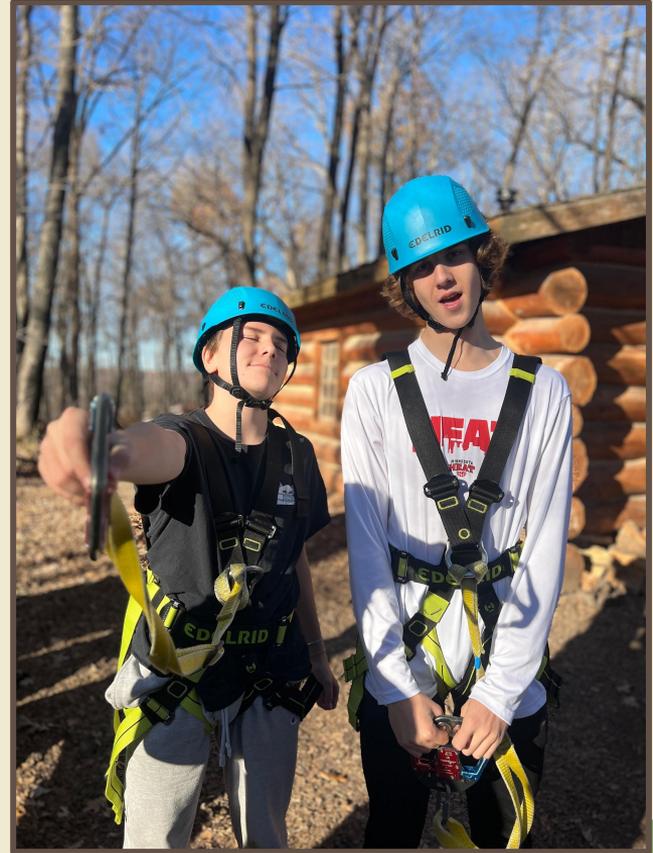
We challenged ourselves on the East Treetops High Ropes course! We got to do many different obstacles and a zipline at the end.



**MORE
FUN
PHOTOS!**







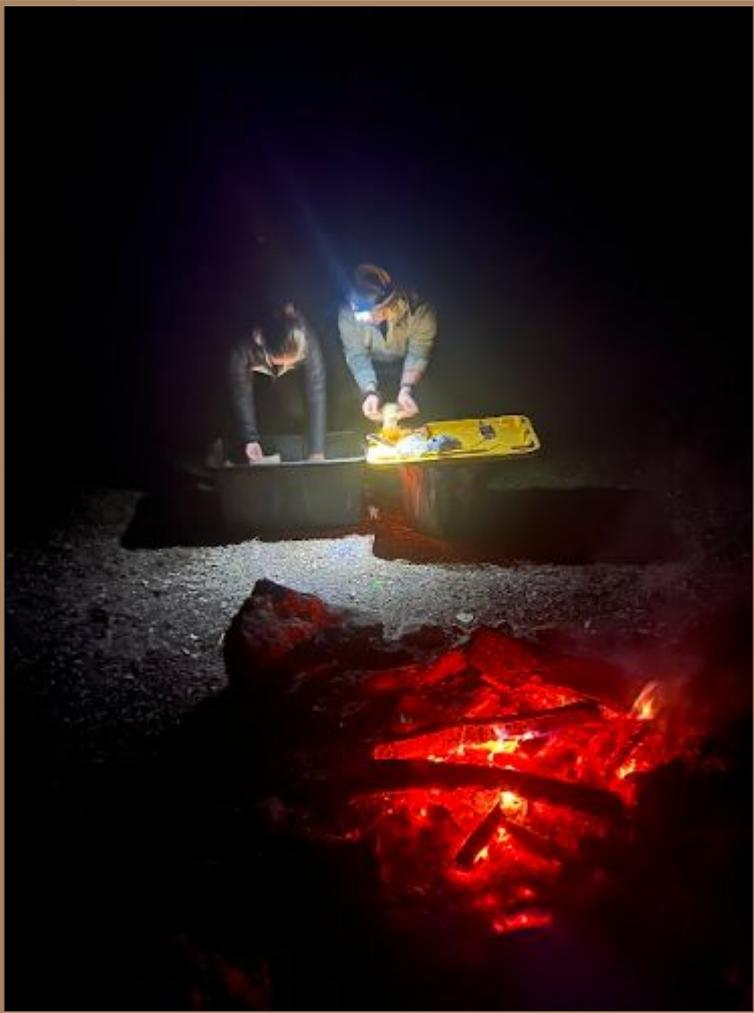














Our Favorite Parts:



Dorm Life

It was a lot nicer than we expected. We liked being with our friends!



High Ropes Course

We liked the different obstacles and the zipline at the end! We liked fall on purpose and not get hurt!



GPS Pathfinders

We liked to run in the woods on our own and find the different caches.



Night Hike & Campfire

We liked running around the woods at night and s'mores by the campfire.

Award Winners



During each meal at Eagle Bluff, the amount of food waste we created was measured. For most meals, we didn't have much food waste. We also were good at shutting off lights when we left for class. We won the Golden Plate Award and the Eagle Eye Award!

**Thank you for
listening!**

Do you have any
questions for us?



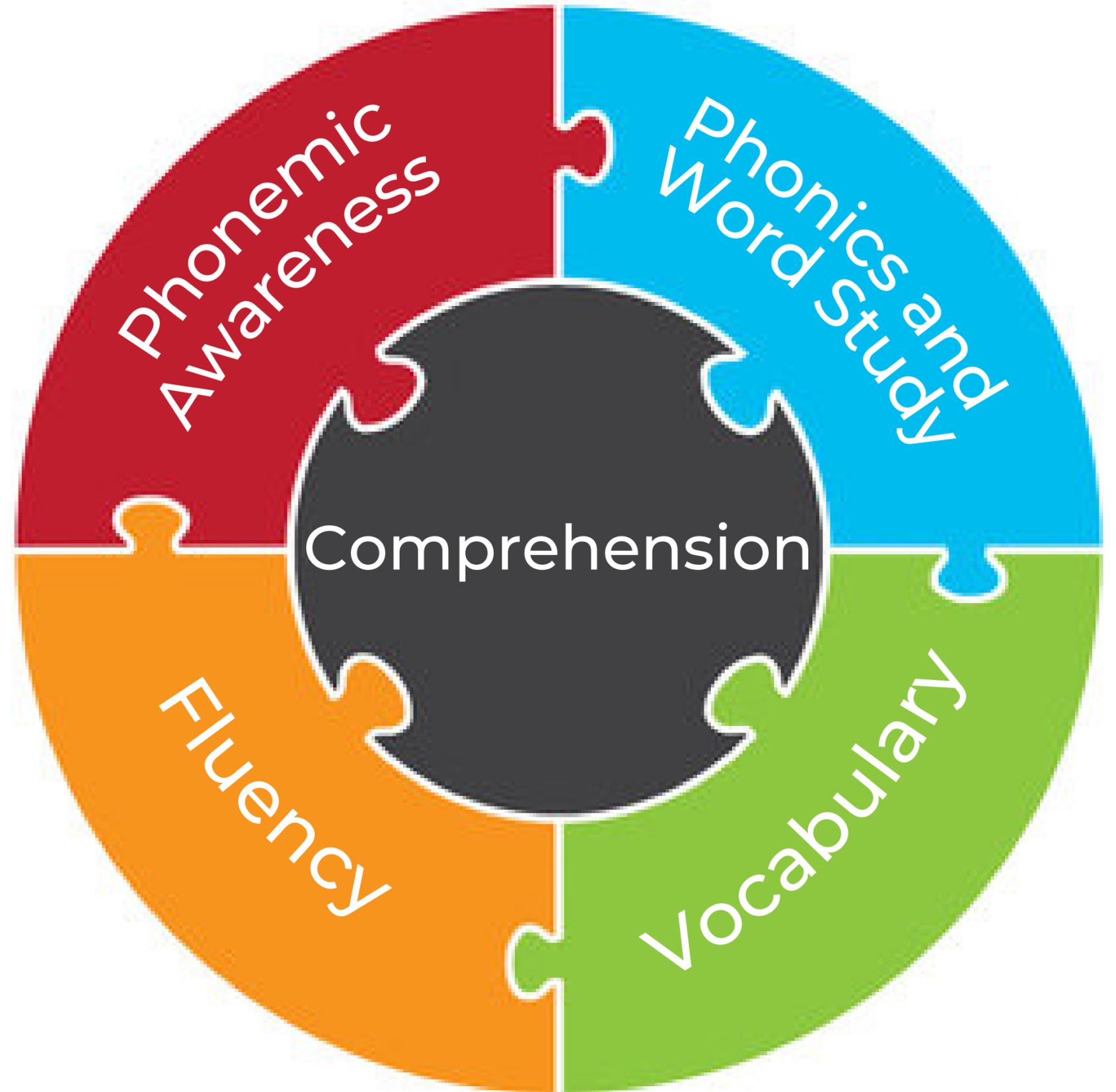
ST. ANTHONY NEW BRIGHTON

Literacy

CHAPTER 1

Our Current Work

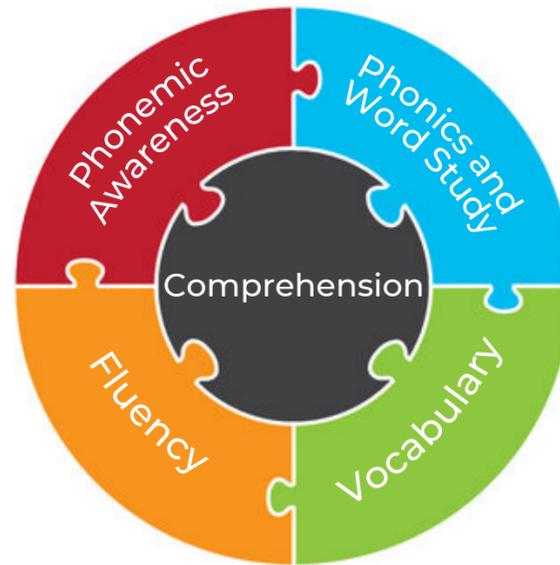
THE BIG 5
THE 5 PILLARS OF
READING



LITERACY AT WILSHIRE PARK

Phonemic Awareness:

- Adoption and Training in Heggerty
- Teacher walkthroughs and team feedback



Phonics:

- Adoption of UFLI curriculum
- Intro to common phonics screener (CORE Phonics)

New Literacy Supports:

- Grade Level Interventionist
- Data Team
- Lexia Core 5
- ELCII - UofM Partnership with Kindergarten

CHAPTER 2

Learning Together

LITERACY COHORT

Members

20 Wilshire Park teachers
5 SAMS teachers
5 SAVHS teachers
ML Coordinator

Goals

- Teachers will build strong knowledge of the Science of Reading and equity focused literacy practices to increase student achievement.
- Teachers will apply knowledge to implement research and data in making informed decisions.
- Teachers will leverage evidenced based decision making to instruct and impact literacy practices district-wide.

LEARNING MODULES

Module 1

Establishing
Literacy Foundations

Module 2

Establishing
Innovative Literacy Practices
for Equitable Instruction

Module 3

Establishing a
Rich Literacy
Learning Environment

Module 4

Establishing a
Positive Culture of
Literacy & Innovation

LITERACY COHORT

Deconstructing ELA Anchor Standards

Key Ideas and Details

R6: Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

Skill	Content		Context	
<ul style="list-style-type: none">● Analyze influences on<ul style="list-style-type: none">○ Content○ Meaning○ Style of texts	<ul style="list-style-type: none">● Complex literary texts● Complex informational texts		<ul style="list-style-type: none">● Fact and fiction● Time period● Author perspective● Author identity● Including Dakota and Anishinaabe perspectives	
DOK Levels Present in the standard:	1	2	3	4

LITERACY TEAM

Goal

To evaluate and select aligned and equitable curricular resources K-12.

Members

7 Wilshire Park teachers

3 SAMS teachers

3 SAVHS teachers

ML Coordinator

St. Anthony New Brighton Literacy Curriculum Review Checklist

Standards			
	Non - Existent	Somewhat Present	Present
Are Mineesota State Standards or Common Core Standards used to guide instruction?			
Integrations of standards with Culture/Community Reinforcements			
Learning Targets and Success Criteria			
If Learning Targets are present...Are they aligned to the standard?			
Standards Provide Structured Opportunities for DOK Levels 1-4 Learning			
Additional Comments:			

EVALUATED CURRICULAR RESOURCES

Wilshire Park

- Wit & Wisdom
- Collaborative Classroom
- HMH
- My View
- Open Court
- EL Education

SAMS

- Wit & Wisdom
- HMH
- My Perspectives
- EL Education

SAVHS

- HMH
- My Perspectives
- O'dell

EARLY CHILDHOOD

Bundling Anchor Standards

Instructed Standards

AL10 Working Memory
AL12 Cognitive Flexibility and Reasoning
AL13 Problem Solving
L8 Comprehension of Narrative Text
M6 Relation and Operations
M12 Sorting
M13 Collects, classifies, and organizes information
M14 Describes data
ST4 Evaluate

Skills

- recalls and follows understands events in story and retells in order remembers and connects draws conclusions
- predicts and hypothesizes solves problems
- forms theories about how things happen
- understands change in quantity
- combine and separate sets recognizes and sort by attribute
- ability to collect
- organize and describe data makes connections with the data
- analyzes
- examines
- critiques
- synthesizes

WILSHIRE PARK

Deconstructing Writing Anchor Standards

Foundations of Writing

W1: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

Skill	Content		Context	
<ul style="list-style-type: none">● Demonstrate knowledge● Express	<ul style="list-style-type: none">● Oral language● Orthography● Grammer● Mechanics● Ideas		<ul style="list-style-type: none">● In writing	
DOK Levels Present in the standard:	1	2	3	4

CHAPTER 3

Data

FASTBRIDGE & LEXIA CORE 5

CHAPTER 4

Next Steps

LITERACY COHORT

- Complete learning modules
- Facilitate all learning modules in the summer for teachers that were not able to participate previously - optional
- Participate in effective literacy focused walkthroughs and feedback loops during the 24-25 school year

LITERACY TEAM & DISTRICT ELA CURRICULUM ADOPTION

- Literacy Team - present process and top 3 curriculum desires to Renee, Hope, Andrew, and principals
- Wait on The Read Act approved ELA curriculum list
- Finalize ELA Curriculum choice for adoption and implementation for the 2024-2025 academic school year
- Train and support teachers to effectively implement curricular resources in alignment with SANB's effective instruction

St. Anthony New Brighton Literacy Curriculum Review Checklist

Standards			
	Non - Existent	Somewhat Present	Present
Are Mineesota State Standards or Common Core Standards used to guide instruction?			
Integrations of standards with Culture/Community Reinforcements			
Learning Targets and Success Criteria			
If Learning Targets are present...Are they aligned to the standard?			
Standards Provide Structured Opportunities for DOK Levels 1-4 Learning			
Additional Comments:			
Assessment			
Provides varied ways to communicate knowledge (assessment formats, learning styles, zone of proximal development, culturally relevant)			
Can be equitably accessed in multiple languages and/or by learners needing accommodations or modifications			
Varying levels of DOK / cognitive rigor to address a continuum of understanding			
Assessments include screening, diagnostic, and progress monitoring to inform instruction and prevent future reading difficulties.			

Assessments measure comprehension only - without additional assessment measures to determine what is leading to comprehension weaknesses (phonics, phoneme awareness, nonsense word fluency, decoding, encoding, fluency, vocabulary, listening comprehension).			
Opportunities for proficiency based grading are present			
Additional Comments:			
Overall Curricular Resource			
Teaching and Learning Pace Differentiated to Address Diverse Needs			
Variation of instruction/materials to support diverse student groups and includes diverse perspectives			
Opportunities for technology integration and High Levels of Usage			
Evidence of intentional infusion of culturally conscious instructional practices with micro-affirmations in multicultural communities			
Instructional plans facilitate explicit instruction (I do, you do, we do) and provides differentiation to scaffolded release.			
Additional Comments:			

Literacy Fundamentals

Word Recognition

	Non - Existent	Somewhat Present	Present
Three cueing-systems are taught as strategies for decoding in early grades (i.e., directing students to use picture cues, context cues, or attend to the first letter of a word as a cue).			
Guidance to memorize any whole words, including high frequency words, by sight without attending to the sound/symbol correspondences.			
Materials provide a systematic scope and sequence building from simple to complex and provides opportunities for practice and review of elements taught (e.g., phonics, decoding, encoding).			
Explicit instruction of phonemic awareness, phonics, and spelling			
Materials provide the interleaving of elements taught.			

Additional Comments:

Phonological and Phoneme Awareness			
	Non - Existent	Somewhat Present	Present
Instruction attends to both larger units of phonological awareness (syllables, rhyme, onset-rime) and phoneme levels (e.g., blends such as /t/ /r/ are kept intact rather than having students notice their individual sounds).			
Phoneme awareness is taught directly, explicitly, and systematically.			
Instruction includes conversations about the way sounds are made in the mouth (i.e., how the articulatory gestures of air flow, tongue and lip placement, vocal cord voicing are happening)			
Instructional focus on attuning students to all phonemes in words (e.g., first, final, medial, phonemes in blends).			
Additional Comments:			
Phonics and Decoding			
	Non - Existent	Somewhat Present	Present
Phonics instruction is systematic and sequential, building from simple letter-sound correspondences to complex phonic patterns, both regular and irregular (i.e., instruction begins with short vowels and consonants).			
Advanced Word Study (Grades 2 and above): Instruction begins with basic letter-sound correspondences followed by increasingly			

more complex patterns such as syllable types, morphemes, and etymological influences (i.e., word origins).			
Instruction includes spiraled and spaced practice and interleaving of skills taught (e.g., practicing old and new phonics patterns in one activity, practicing a learned phonics pattern in reading <i>and</i> spelling).			
For Multilingual Learners and students with learning differences, attention is paid to positive transfer of letters and sounds from their home language in addition to explicit attention to those not present in their home language.			
Phonics instruction includes cumulative review including application in reading and writing.			
Additional Comments:			
Fluency			
	Non - Existent	Somewhat Present	Present
Letter names, associated sounds, and word level fluency are given sufficient opportunities for practice with feedback to ensure accuracy and automaticity.			
Instruction includes teacher-led modeling, oral reading by students, and immediate feedback.			
Connected text fluency practice is provided encouraging students to read with prosody			

(e.g. decodable texts, poetry, readers' theater, paired reading)			
Reading accuracy and automaticity are emphasized as the hallmarks of fluent reading that support reading comprehension.			
For Multilingual Learners and students with learning differences, additional support is included whenever possible to ensure students understand the meaning of words in multiple contexts.			
Additional Comments:			
Language & Reading Comprehension			
	Non - Existent	Somewhat Present	Present
(LC, RC) There is a clear and consistent instructional framework, featuring a comprehensive scope and sequence of elements of language comprehension, reading comprehension, and writing taught in an explicit system.			
(LC, RC) Students are exposed to rich vocabulary and complex syntax in reading and writing materials and orally, including but not limited to read alouds, at language levels beyond students' reading levels.			
(LC, RC) Questioning during read-alouds focuses on higher-level questioning skills.			
Comprehension strategies (e.g., making inferences, summarizing) are taught via gradual release of responsibility (i.e., I do, we do, you do) using appropriate instructional text that students can accurately decode.			

For students automatic with the code, materials for reading comprehension instruction include sufficiently complex literary and informational texts for continuous knowledge building.			
(LC, RC) For Multilingual Learners and students with learning differences, instruction in English language development (ELD) and acquisition is included to support reading comprehension and continued reading and writing development.			
Additional Comments:			
Vocabulary			
	Non - Existent	Somewhat Present	Present
Vocabulary words are taught deeply by using concept maps or other devices that help students understand multiple layers of the word.			
Explicit instruction includes robust teacher-student and student-student conversations in order to support a clear understanding of vocabulary words in many contexts.			
Vocabulary is taught explicitly, and students are given opportunities to use them in their speech, see them in print, and use them in writing (when appropriate).			
Explicit instruction in morphology is present and is taught according to a scope and sequence (i.e., simple to complex) consistently throughout K-5 instruction.			

For Multilingual Learners and students with learning differences, instruction is included to support continued vocabulary development.			
Additional Comments:			
Writing Composition			
	Non - Existent	Somewhat Present	Present
Writing/writing process is taught explicitly through a gradual release of responsibility (i.e., I do, we do, you do) and includes sufficient time for modeling, planning, and brainstorming ideas orally before drafting.			
Conventions of print, grammar, and syntax (i.e., sentence structure) are taught explicitly and practiced systematically (i.e., from simple to complex) with opportunities for practice to automaticity.			
Writing is structured; models and graphic organizers are provided frequently to support composition and promote executive functioning.			
The writing process (i.e., planning, revising, editing, feedback) is explicitly taught and practiced. Teacher and peer feedback drive writing adaptations.			
Writing instruction includes a variety of text types (e.g., narrative, informational, persuasive).			
Additional Comments:			

MN ELA K-12 Deconstructed Anchor Standards with DOK Levels and Benchmarks in Buckets of DOK

Foundations of Reading

R1: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently.					
Skill		Content		Context	
<ul style="list-style-type: none"> Read 		<ul style="list-style-type: none"> Demonstrate knowledge of <ul style="list-style-type: none"> Oral language Phonological awareness Phonemic awareness Phonics Morphology 		<ul style="list-style-type: none"> Accurately and fluently 	
DOK Levels Present in the standard:		1	2	3	4
ELT:					
Benchmarks (blue text = missing competency / orange text = ideas on how to “up the rigor/level of DOK)					
Levels of DOK	Kindergarten	First	Second		

<p>4</p>	<ul style="list-style-type: none"> ● Create nonsense words using knowledge of regular and irregular word parts. ● Use knowledge of regular and irregular word parts and sounds to decode unfamiliar words in and out of context. 		
<p>3</p>	<ul style="list-style-type: none"> ● Use knowledge to make meaning of regular and irregular words. 		
<p>2</p>	<p>0.1.1.3 - Read decodable texts accurately, with guidance and support. (Decodable texts are those that include words taught in phonics lesson.)</p> <ul style="list-style-type: none"> ● Read decodable texts for understanding/comprehension. ● Read with purpose and understanding ● When working with 	<p>1.1.1.3 - Read decodable texts accurately and with automaticity.</p> <ul style="list-style-type: none"> ● Apply knowledge of (phonics, word recognition, background knowledge, context, etc.) to self correct and understand/comprehend texts, rereading as necessary. ● Read with purpose and understanding to promote 	<p>2.1.1.3 - Read grade-level texts fluently, with sufficient accuracy, rate and expression to support comprehension.</p> <ul style="list-style-type: none"> ● Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary. ● Read to comprehend

	<p>irregular words, apply knowledge of the parts of the word that make regular and irregular sounds.</p>	<p>oral and silent reading fluency.</p> <ul style="list-style-type: none"> • Read orally with accuracy, appropriate rate, and expression on successive readings. • Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, re-reading as necessary. 	<p>during oral and silent reading.</p> <ul style="list-style-type: none"> • Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • Make meaning of common high frequency words.
<p>1</p>	<p>0.1.1.0 - Demonstrate understanding of the basic features of print:</p> <ol style="list-style-type: none"> Follow words from left to right, top to bottom and page by page. Recognize and name all uppercase and lowercase letters of the alphabet. Understand that words are separated by spaces in print. <ul style="list-style-type: none"> • Understand the 	<p>1.1.1.0 - Recognize the distinguishing features of a sentence in print (e.g., first word, capitalization, ending punctuation).</p> <p>1.1.1.1 - Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, orally produce, blend, segment and manipulate syllables in multisyllabic words and sounds in three to four phoneme words.</p>	<p>2.1.1.1- Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, blend, segment and manipulate syllables in multisyllabic words and sounds in five-phoneme words, including consonant blends.</p> <p>2.1.1.2 - Know and apply grade-level phonics and word analysis skills in decoding words:</p>

	<p>alphabetic principle. That spoken words are represented by the letters of the alphabet and those letters each is represented by sounds.</p> <p>0.1.1.10 - Demonstrate understanding of spoken words, syllables and sounds (phonemes):</p> <ul style="list-style-type: none"> A. Identify and orally produce rhyming words, onset-rime and alliteration. B. Identify, count, pronounce, blend, segment and manipulate (add, delete or substitute) compound words and syllables in multisyllabic words. (and single syllable words) C. Isolate, pronounce and manipulate sounds in three-phoneme CVC words. 	<p>1.1.1.2 - Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ul style="list-style-type: none"> A. Know the spelling-sound correspondences for the common consonant digraphs and blends. B. Decode regularly spelled one-syllable words including final e and vowel teams, consonant digraphs and diphthongs, and inflectional suffixes and two-syllable words that follow six-syllable types, demonstrating both accuracy and automaticity. <ul style="list-style-type: none"> • Consonant blends • Distinguish between long and short vowel sounds in words and their various spellings. • Manipulate (isolate and segment) and pronounce initial, medial, final sounds and syllables in words • Apply knowledge of syllables (every syllable 	<ul style="list-style-type: none"> A. Know the spelling-sound correspondences for the common vowel graphemes. B. Decode multisyllabic words that include prefixes, suffixes and vowel digraphs (vowel teams) C. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity. <ul style="list-style-type: none"> • Fluently distinguish between long and short vowels when reading. • Identify words with irregular common spelling sound correspondences. • Read common high frequency words by sight.
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0.1.1.2 - Know and apply grade-level phonics and word analysis skills in decoding words:

- A. Decode words using one-to-one letter sound correspondence in three-phoneme CVC words and knowledge of word families, demonstrating both accuracy and automaticity.
- B. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.
 - Identify the five main vowels with long and short vowel sounds and common spellings (graphemes).
 - Read common high frequency words by sight.
 - Recognize differences between words that are spelled similarly by identifying the sounds

must have a vowel sound) to determine the number of syllables in a word.

- C. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.
 - Read common high frequency words by sight.

that are different.

Benchmarks

ELT:

Levels of DOK	Third	Fourth	Fifth
4			
3			
2	<p>3.1.1.3 - Read grade-level texts fluently with sufficient accuracy, rate and expression to support comprehension.</p> <ul style="list-style-type: none">• Read grade-level text with purpose and understanding.• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.• Use context to confirm or self-correct word recognition and	<p>4.1.1.3 - Read grade-level texts fluently with sufficient accuracy, rate and expression to support comprehension.</p> <ul style="list-style-type: none">• Read grade-level text with purpose and understanding.• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.• Use context to confirm or self-correct word recognition and	<p>5.1.1.3 - Read grade-level texts fluently with sufficient accuracy, rate and expression to support comprehension.</p> <ul style="list-style-type: none">• Read grade-level text with purpose and understanding.• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.• Use context to confirm or self-correct word recognition and

	understanding, rereading as necessary.	understanding, rereading as necessary.	understanding, rereading as necessary.
1	<p>3.1.1.2 - Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ul style="list-style-type: none"> Identify, know the meaning of and read words with common prefixes and suffixes. Decode words with common Latin suffixes. Decode multisyllabic words. Read grade-level irregularly spelled words, including high-frequency words, in and out of context, demonstrating both accuracy and automaticity. 	<p>4.1.1.2 - Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ul style="list-style-type: none"> Use knowledge of letter-sound correspondences, syllabication patterns and word origin (Anglo-Saxon) to decode and comprehend unfamiliar multisyllabic words in and out of context. Morphology (roots & affixes) 	<p>5.1.1.2 - Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ul style="list-style-type: none"> Use knowledge of letter-sound correspondences, syllabication patterns and word origin (French and Latin) to decode and comprehend unfamiliar multisyllabic words in and out of context. Morphology (roots & affixes)
Benchmarks			
ELT:			

Levels of DOK	Sixth	Seventh	Eighth
4			
3			
2	<ul style="list-style-type: none"> • Read grade-level texts fluently with sufficient accuracy, rate and expression to support comprehension. • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		
1	6.1.1.2 - Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of		

	<p>letter-sound correspondences, syllabication patterns and word origin (Greek) to decode and comprehend unfamiliar multisyllabic words in and out of context.</p> <ul style="list-style-type: none">• Morphology (roots & affixes - Anglo- Saxon, French, Greek, Latin)		
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Range of Reading and Level of Text Complexity

R2: Read and comprehend independently **A) both self-selected and teacher-directed texts, **B)** complex literary and informational texts, and **C)** from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.**

Skill	Content		Context	
<ul style="list-style-type: none"> • Read • Comprehend 	<ul style="list-style-type: none"> • Self -selected and teacher directed text • Complex literary and informational texts 		<ul style="list-style-type: none"> • Complex literary and informational texts from multiple sources • Representing perspectives and identities like and unlike their own • From dominant and non-dominant, and marginalized social groups 	
DOK Levels Present in the standard:	1	2	3	4

ELT: We will make meaning from different texts using sources with different ideas and identities.

Benchmarks

Levels of DOK	Kindergarten	First	Second
4			

3			
2	<p>0.1.2.1 - With guidance and support, read and monitor understanding of grade-level text, self-correcting as needed, using strategies including, but not limited to, decoding, asking questions and making connections.</p>	<p>1.1.2.1 - Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, looking at context and making connections.</p>	<p>2.1.2.1 - Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, making text-to-text connections, and building on strategies learned in previous grade levels, with guidance and support.</p>
1	<p>0.1.2.2 - Choose and read texts that explore personal identity and interests, with prompting and support.</p> <ul style="list-style-type: none"> ● Engage in group reading for purpose and understanding including the appropriate selection of texts for personal enjoyment, and academic tasks. 	<p>1.1.2.3 - Express curiosity about a topic and choose and read texts for personal interest and enjoyment.</p> <p>1.1.2.2 - At grade 1 text complexity, select and proficiently read and comprehend texts that address academic tasks.</p> <ul style="list-style-type: none"> ● With prompting and support, read prose and poetry of appropriate complexity. 	<p>2.1.2.3 - Locate, select and read texts on a topic of personal interest.</p> <p>2.1.2.2 - At grade 2 text complexity, select and proficiently read and comprehend texts that address academic tasks.</p> <ul style="list-style-type: none"> ● By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment. ● Read proficiently, with

			scaffolding as needed.
Benchmarks			
ELT: We will make meaning from different texts using sources with different ideas and identities.			
Levels of DOK	Third	Fourth	Fifth
4			
3			
2	<p>3.1.2.1 - Read independently and monitor understanding of grade-level text;self-correct as needed using strategies including, but not limited to, looking back at the text and reading ahead, building on strategies learned in previous grade levels.</p> <ul style="list-style-type: none"> By the end of the year, read and comprehend literature and other texts including stories, dramas, and 	<p>4.1.2.1 - Read independently and monitor understanding of grade-level text;self-correct as needed, using more advanced metacognitive strategies including, but not limited to, making inferences and connecting text to background knowledge, building on strategies learned in previous grade levels, with guidance and support.</p> <ul style="list-style-type: none"> By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, independently and proficiently. 	<p>5.1.2.1 - Read independently and monitor understanding of grade-level text;self-correct as needed, independently using strategies including, but not limited to, making inferences and connecting text to background knowledge.</p> <ul style="list-style-type: none"> By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, independently and proficiently. Self-select texts for

	<p>poetry, independently and proficiently.</p> <ul style="list-style-type: none"> Self-select texts for personal enjoyment. 	<ul style="list-style-type: none"> Self-select texts for personal enjoyment. 	<p>personal enjoyment.</p>
1	<p>3.1.2.2 - At grade 3 text complexity, select and proficiently read and comprehend texts that address academic tasks.</p> <p>3.1.2.3 - Locate, select and read texts on a topic of personal interest, demonstrating understanding of literary award lists and curated book lists that aid in making selections.</p>	<p>4.1.2.2 - At grade 4 text complexity, select and proficiently read and comprehend texts that address academic tasks.</p> <p>4.1.2.3 - Locate, select and read texts on a topic of personal interest, utilizing literary award lists and curated book lists in making selections.</p>	<p>5.1.2.2 - At grade 5 text complexity, select and proficiently read and comprehend texts that address academic tasks.</p> <p>5.1.2.3 - Locate, select and read texts representing various perspectives and identities like and unlike their own, using various methods of searching for text (e.g., literary award lists, curated book lists, book reviews).</p>
Benchmarks			
ELT: We will construct meaning from complex self-selected and teacher directed texts both literary and informational by using multiple sources from differing perspectives and identities like and unlike our own from various groups.			
Levels of	Sixth	Seventh	Eighth

DOK			
4			
3			
2	<p>Read independently and self-monitor understanding of grade-level text; annotate learning (i.e., underline, highlight, and take notes), with guidance and support, independently applying strategies when meaning breaks down, including, but not limited to, connecting to prior knowledge, using context clues, reading ahead and looking back.</p>	<p>Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, making predictions, recalling purpose of reading, and activating prior knowledge to confirm understanding.</p>	<p>Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information, with guidance and support.</p>
1	<p>At grade 6 text complexity, select and proficiently read and comprehend texts that address academic tasks.</p> <p>Locate, select and read texts representing various perspectives and identities from dominant, nondominant and</p>	<p>At grade 7 text complexity, select and proficiently read and comprehend texts that address academic tasks.</p> <p>Locate, select and read texts representing multiple perspectives and identities like and unlike their own, demonstrating skill in identifying perspectives of text and</p>	<p>At grade 8 text complexity, select and proficiently read and comprehend texts that address academic tasks.</p> <p>Locate, select and read texts that address personal identity and intersectionality, utilizing various search methods.</p>

	<p>marginalized social groups, using various methods of searching for text (e.g., literary award lists, curated book lists, book reviews).</p> <ul style="list-style-type: none"> ● By the end of the year, independently read and comprehend literature and other texts including stories, dramas, and poems at the appropriate level of complexity ● Self-select texts for personal enjoyment, interest. ● Read widely to understand pluralistic viewpoints. 	<p>searching for alternate perspectives on the subject of the text.</p> <ul style="list-style-type: none"> ● By the end of the year, independently read and comprehend literature and other texts including stories, dramas, and poems at the appropriate level of complexity ● Self-select texts for personal enjoyment, interest. ● Read widely to understand pluralistic viewpoints. 	<ul style="list-style-type: none"> ● By the end of the year, independently read and comprehend literature and other texts including stories, dramas, and poems at the appropriate level of complexity ● Self-select texts for personal enjoyment, interest. ● Read widely to understand pluralistic viewpoints.
Benchmarks			
ELT:			
Levels of DOK	Nineth	Tenth	

4		
3		
2	<p>Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information.</p>	<p>Read independently and synthesize understanding from multiple texts in order to make meaning about a topic, with guidance and support, and annotate learning.</p>
1	<p>At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.</p> <p>Locate, select and read texts by two authors on the same topic or theme.</p> <ul style="list-style-type: none"> ● By the end of the year, independently read and comprehend literature and other texts including stories, dramas, and poems at the appropriate level of complexity ● Self-select texts for personal enjoyment, interest. ● Read widely to understand pluralistic viewpoints. 	<p>At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.</p> <p>Locate, select and read text by multiple authors on the same topic or theme to examine concepts or issues from multiple viewpoints or perspectives.</p> <ul style="list-style-type: none"> ● By the end of the year, independently read and comprehend literature and other texts including stories, dramas, and poems at the appropriate level of complexity ● Self-select texts for personal enjoyment, interest. ● Read widely to understand pluralistic viewpoints.

Benchmarks

ELT: We will construct meaning from complex self-selected and teacher directed texts both literary and informational by using multiple sources from differing perspectives and identities like and unlike our own from various groups.

Levels of DOK	Eleventh & Twelfth
4	
3	
2	Read independently and synthesize understanding from multiple texts in order to make meaning or deepen understanding of a topic, and annotate learning.
1	<p>At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.</p> <p>Read widely, locating, selecting and reading texts to examine concepts or issues from multiple viewpoints or perspectives like and unlike their own from dominant, non-dominant and marginalized social groups.</p> <ul style="list-style-type: none">• By the end of the year, independently read and comprehend literature and other texts including stories, dramas, and poems at the appropriate level of complexity• Self-select texts for personal enjoyment, interest.• Read widely to understand pluralistic viewpoints.

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

Regular Meeting –Tuesday, December 5, 2023

MINUTES

Members Present: Vice Chair Laura Oksnevad; Treasurer Mike Overman; Director Cassandra Palmer; and Director Leah Slye

Members absent: Board Chair Ben Phillip and Clerk Mageen Caines

Staff Present: Superintendent Dr. Renee Corneille; Executive Director of Operations Dr. Tim Anderson; Director of Athletics, Activities and Facilities Dr. Troy Urdahl and District Assessment Coordinator Kari Bodurtha

The Regular Meeting was called to order at 7:00 p.m. by Vice Chair Laura Oksnevad.

APPROVAL OF THE AGENDA

A motion was made by Casandra Palmer and seconded by Mike Overman to approve the December 5, 2023 agenda, as presented. The motion carries 4/0.

RECOGNITION

A motion was made by Leah Slye and seconded by Cassandra Palmer to recognize the achievements of the SANB soccer coaches and student athletes, as presented. The motion carries 4/0.

COMMUNICATION BREAK

SUPERINTENDENT REPORT

Each school board meeting, the superintendent takes time to reflect on the school district's achievements, events and stories of students and staff. This report highlighted unsolicited messages of gratitude from parents; congratulations to the cast and crew of Spongebob The Musical; and the success of the Buy Nothing Toy Store.

HUMAN RESOURCES REPORT

Executive Director of Human Resources and Operations Dr. Tim Anderson provided an overview of the district's work in the following areas of human resources; new teacher week; onboarding efforts; 30/90 rounding process; negotiations; cultivating a culture of belonging; wellness; and insurance and retirement options.

ASSESSMENT DATA REPORT

Data assessment Coordinator Kari Bodurtha presented the annual report on Achievement and Integrations; ADSIS; Title I; Title III and the World's Best Workforce.

APPROVAL OF MINUTES

A motion was made by Cassandra Palmer and seconded by Mike Overman to approve the minutes from the November 14, 2023 Regular Meeting and Work Session, as presented. The motion carries 4/0.

APPROVAL OF CONSENT AGENDA

A motion was made by Leah Slye and seconded by Cassandra Palmer to approve the December 5, 2023 Consent Agenda, as presented. The motion carries 4/0.

ACTION

1. Levy Certification

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.

RESOLUTION

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.

A motion was made by Cassandra Palmer and seconded by Mike Overman. With a roll call vote, the motion carries 4/0.

2. Approval of Audit

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

A motion was made by Mike Overman and seconded by Leah Slye to approve the 2022-2023 School District Financial Audit, as presented. The motion carries 4/0.

3. Board Goals

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

A motion was made by Cassandra Palmer and seconded by Mike Overman to approve the 2023-2025 SANB School Board Goals, as presented. The motion carries 4/0.

4. Compulsory Attendance Report

The Minnesota Department of Education requires superintendents to "make an annual report to the commissioner of education 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.

A motion was made by Leah Slye and seconded by Mike Overman to approve the Compulsory Compliance Data Report for ISD282, as presented. The motion carries 4/0.

DISCUSSION

1. Legislative Platform

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 was the first reading of the draft Legislative Platform for ISD282.

2. Policy Work

The policy committee presented the next grouping of policies for first review (514,524 and 602). Each policy was reviewed by MSBA during our policy audit as well as by the policy committee.

3. Mid-Year Superintendent Review

The hiring and evaluation of a superintendent is one of the school board's most important responsibilities. In preparation for the December 19 superintendent evaluation closed session, School Board members will receive the current evaluation tool for notes.

Board Member Reports

School Board members attended the following meetings and events: early childhood parent meeting; Spongbob the Musical; 5th grade concert; family services collaborative; audit committee; SAVHS parent meeting; MSBA Coffee and Conversations; SANBE Foundation; National Honor Society; girls basketball; AMSD; Delegate Assembly; and the vaccine clinic.

Adjourn

The Regular Meeting of December 5, 2023 was adjourned at 9:27 pm.
Signed: Mageen Caines - School Board Clerk Attest: Kim Lannier



**SCHOOL BOARD CONSENT AGENDA
December 19, 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
Davies	Josh	SpEd Paraeducator	SAVHS	December 11, 2023
Ingemann	Emily	SpEd Teacher	SAMS	January 3, 2024

2. Payment of Bills Checks Paid – December 14, 2023

General Fund	\$105,780.14
Food Service Fund	\$12,618.71
Transportation Fund	\$ 2,877.77
Community Service Fund	\$ 2,783.81
Capital Expenditure Fund	\$20,796.85
Trust Fund	\$ 635.07
Student Activities	\$ 5,652.64

TOTAL: \$151,144.99

ST. ANTHONY NEW BRIGHTON MEMORANDUM

TO: ISD 282 School Board

FROM: Renee Corneille, Superintendent, St. Anthony New Brighton Schools
Kari Bodurtha, Data and Assessment Coordinator, SANB

SUBJECT: Update on District Logic Models (District Operational Plan)

DATE: Dec. 19, 2023

Literacy PK-12:

-Data:

Wilshire Park

- 63% of students in grades k and 1 are projected to meet grade level benchmarks by the end of the 2023-2024 school year based on the fall Fastbridge early reading screener.
- 64% of students in grades 2-5 are projected to meet grade level benchmarks by the end of the 2023-2024 school year based on the fall Fastbridge aReading screener.

St. Anthony Middle School-

- 62% of students in grades 6-8 are projected to meet grade level benchmarks by the end of the 2023-2024 school year based on the fall Fastbridge aReading screener.

St. Anthony Village High School-

- 66% of students in grades 9 and 10 are projected to meet grade level benchmarks by the end of the 2023-2024 school year based on the fall Fastbridge aReading screener.

Narrative: Two years ago ISD 282 hired a Literacy Coordinator. National news has exposed major concerns regarding school literacy instruction, with a lack of explicit phonics instruction. Two years ago, new Wilshire Park principal Maria Roberts expressed a desire to revamp literacy instruction at WP with an emphasis in grades K-2. Literacy Coordinator Jaimee Stanley has been working to design and lead professional development for staff PK-12 in the Science of Reading and how it aligns with ISD282's work regarding Effective Instruction. Ms. Stanley has started by creating a Literacy Cohort.

Furthermore, Ms. Stanley has and continues to lead staff in the selection of curriculum materials that match the Science of Reading - along with Minnesota State Standards. One aspect of her logic model has been to do walkthroughs in the teacher's classroom to ensure effective implementation of both the Heggerty and UFLI curricula. These curriculums were purchased last year to ensure the Science of

Reading was being implemented right away - before engaging in a system-wide curriculum overhaul for English Language Arts K-12.

Ms. Stanley also works with WP data teams and grade-level teams as they review literacy data from FastBridge assessments.

Professional Development (Effective Instruction)

Data:

- On October 18th, 2023 127 out of 136 staff members on a teachers contract attended the first professional development day dedicated to the Effective Instruction Model (focused on Rigor).
- 91% of those in attendance believed the professional development was relevant to their work.
- About 33% of staff members need more clarity around their expectations related to the learning and work of Effective Instruction.

Narrative: For the past five years SANB schools have been engaging in a collective process to determine a model of effective instruction that will ensure student success via our district's Vision. The first step was to operationalize success - which has been accomplished through the District's Success Metrics. Starting during the 2023-24 school year all staff have been learning how to ensure their instruction is tied directly to Minnesota State Standards and that students receive rigorous and relevant instruction in a classroom steeped in developmentally relationships. All members of the Teaching and Learning team (per their logic model) provided input in the creation of the Effective Instruction Handbook for all teachers in addition to providing professional development toward full implementation by 2025.

Teaching and Learning Team Membership: Andrew Hodges, Kari Bodurtha, Heidi Haagenson, and Jaimee Stanley

New Teacher Mentor Program

Data:

- 38 teachers participating in the program, including 21 Content Mentors
- Between the start of the school year and the end of November, each Year 1 participant has had an average of 7.5 coaching sessions and each Year 2 or 3 participant has had an average of 5 coaching sessions.
- In addition to individual coaching sessions, participants have also attended cohort meetings, completed monthly discussions with Content Mentors, engaged in optional professional development opportunities such as Catalyst classroom management training or pop-up PD on effective instruction, and worked with their Content Mentor or Heidi Haagenson to plan curriculum and lessons.

Narrative: SANB schools have had a robust new teacher mentoring program for the past two years. The mentor program allows for scaffolded mentoring to new teachers during their non-continuing contract years (most often for three years). The goals of the program are to build the capacity of our teachers to eliminate disparity, disproportionality, and predictability in student success, increase staff retention, and provide structured support to new teachers. Currently, 38 teachers are engaged in our new teacher program. Due to increased capacity requirements - Supt. Corneille has shifted Heidi Haagenson from the

New Teacher Mentor coordinator and instead has hired World Savvy to provide our mentoring. This will allow Ms. Haagenson to work more directly with buildings in professional development regarding Effective Instruction.

Curriculum Review Process

Data:

A major part of the curriculum review process is to align new and revised state standards and legislation with the scope and sequence and curricular materials in each content area. With the Effective Instruction timeline including a deep dive and breakdown of anchor standards for all courses and content areas, this process has been on hold. However, with the new Art standards being implemented this year and the new Science standards being implemented next year, these departments have started to purchase materials to support this shift. Currently, the elementary school is piloting a Science curriculum k-5 and the Chemistry course is also piloting a new curriculum. We will evaluate these curricular resources this spring to determine whether we continue using these resources moving forward. As mentioned above, Jaimee is leading the curricular resources review process for Language Arts and will continue to evaluate and purchase materials to support the shift in the SOR and state standards.

Purchase Budget Allocations	Implementation Years of new MN/National Standards	PreK-12 Departments
2021-2022	2023-2024	Phy Ed/Health
	2023-2024	Arts/Theater/Music
2022-2023	2024-2025	Science
	(no separate standards)	Special Education
2023-2024	2025-2026	Language Arts
	2020-2021	EL
2024-2025	2026-2027	Social Studies
	2018-2019	FACS

Currently

Narrative: In addition to what has been articulated above - The Teaching and Learning Team - led by Kari Bodurtha will be creating a Curriculum Review Process that aligns with SANB’s Effective Instruction Model. The plan is for this process to be finished by the end of the 2023-24 school year. As teachers/departments develop their Effective Instruction components (Standards - Essential Learning Targets - Learning Progressions - Performance Tasks) they will then be able to use the Curriculum Review Process to purchase curriculum materials that match their instructional plan.

Summer School Programming

Data: Funding for FY23-24 summer programming is approximately \$62,000. Last year's budget was \$116,000 and served 171 students. Meetings are planned to be held with other metro districts on summer programming collaboration on 12/14. Additional meetings planned for 1/4/24 and 1/16/24.

Narrative: Director of Teaching and Learning, Andrew Hodges, is working this year to create a Summer School program for ISD282 students. The past two years, with the support of ESSER funds, ISD282 has been able to provide Summer Programming to students. The program was of high interest and students and families expressed satisfaction with the program. Since ESSER funds are diminished, ISD282 will not be able to provide the same programming we have had for the past two years. In addition, this will be the first summer without Summer Academy (A high interest summer program SANB schools was part of with a collaboration of other metro school districts). Mr. Hodges is working with White Bear Lake, Mahtomedi, North St. Paul-Maplewood-Oakdale, Forest Lake, and Stillwater to determine if SANB could be the host site for a version of Summer Academy, or if we could collaborate in any other format/location to provide opportunities for students this summer. ISD282's plan would be to use a combination of both fees and remaining ESSER funds to execute the program. This program is still in the development phase.

SAVHS Pathways (including Credit updates):

Data:

- The team has met to discuss our goals for pathways and career trees and reviewed Policy 613 for updates and impacts to our student registration. Due to the impacts on graduation requirements from the recent omnibus bill the need to update 613 prior to identifying pathways was necessary, as it impacts our possible offerings and staffing implications.
- SAVHS administration created an informational parent handout regarding 916 offerings.
- 9th Grade Huskie Seminar went on a field trip to 916.
- CTE enrollment increased during the 22-23 school year, with 552 student enrollments increasing from 428 in the 21-22 school year. This was also an increase in 60 unique student enrollments.
- Enrollment in CTE programs at 916 increased from 4 students in 21-22 to 18 students in 23-24.

Narrative: Director of Teaching and Learning, Andrew Hodges is working with SAVHS staff to develop the educational pathways for high school students in SANB schools. This work coincides with the changes required from recent legislative changes in 9-12 credit requirements. When the SANB school board approved the district Success Metrics changes in PK-12 programming would need to change to ensure students meet the rigorous new success criteria. Currently the team is examining the pathways that will include Post Secondary options, Career and Technical Education options, along with mentorship/internship opportunities in the community.

The team, consisting of high school leadership, counselors, and our Data and Assessment coordinator, the team will continue to meet, alongside additional staff from the high school and Jill Stewart-Keller from 916 to identify internal and external pathways for our students. This will allow us to create systems to support students in selecting courses that are of high college and career interest. This work will include stakeholder engagement with students, staff, families, and community members.

600 Series Policy Updates:

Data: During the Dec. 19 school board meeting, Teaching and Learning Director Andrew Hodges and Assistant Principal Ruble will present to the school board a review of the graduation requirements section of policy 613. While policy 513 is not listed below it will be another policy that will require update - due to legislative updates. The following list is the priority order for policy review:

1. 613
2. 620
3. 603
4. 601
5. 616
6. 612.1
7. 513
8. 614
9. 610

Narrative: Director of Teaching and Learning, Andrew Hodges is working on examining our current 600 series policies to provide updates required by statute changes along with updates requested by staff and board members. The 600 series includes the following policies (which many have new statutory changes):

- 601 School District Curriculum and Instructional Goals
- 603 Curriculum Development
- 610 Field Trips
- 612.1 Development of Parental Involvement Policies for Title I Programs
- 613 Graduation Requirements
- 614 School District Testing Plan and Procedure
- 616 School District System of Teaching and Learning for Accountability
- 620 Credit for Learning

Most if not all of the policies above fit within the scope of Teaching and Learning. The Teaching and Learning team, with leadership from Mr. Hodges will provide the Policy Committee and ultimately the school board with their recommendations. This work will be done in collaboration with affected school sites and staff to provide input and feedback on the policies and procedures.

Design and Implement MTSS for SEL, Literacy, Math:

Data:

Based on the FastBridge aReading 2023 Winter data for grades 2-5 from 2023 (last year)

- 25% or 101 students would have identified as needing either tier 2 or tier 3 support (based on the language provided below). Tier 1 = 75% (this should be at 85%)
- Specifically looking at just the second graders' data from last winter, 34% of students would have identified as needing Tier 2 or 3 support. Leaving Tier 1 at 66% (again, should be at 85%)

Based on the FastBridge aMath winter data for grade 2-5 from 2023

- 25% or 98 students would have identified as needing either tier 2 or tier 3 supports (based on the language provided below) Tier 1 = 75% (this should be at 85%)

- Specifically looking at fourth grades data from last winter, 27% of students would've identified as needing accelerated support. Tier 1 = 73% (this should be at 85%)

According to MDE report card, our districts progress on the spring 2023 MCA II assessments were:

- 46.6% proficiency in math
 - 53.4 % of students are NOT proficient
- 55.9 % proficient in reading
 - 44.1 % of students are NOT proficient
- 38.5% proficient in science
 - 61.5 % of students are NOT proficient

According to the FastBridge Early Math and aMath fall screeners:

- 25% of K-10th grade students fall below the 30% based on the National percentile
 - 36% of students in grades 2-10 are at risk of not being grade level benchmarks by the end of 2024.

According to the FastBridge Early Reading and aReading fall screeners:

- 27.7% of K-10th grade students fall below the 30% based on the National percentile
 - 36% of students in grades 2-10 are at risk of not being grade level benchmarks by the end of 2024.

According to SANB's First fall 2023 Panorama survey:

- 49% of 6-12th grade students believe they can succeed in achieving academic outcomes (self-efficacy).
- 75% of 6-12th grade students believe they have a teacher or other adult at school they can count on to help, no matter what (supportive relationships).
- 62% of 6-12th grade students consider the perspectives of others and emphasize with them (social awareness).

Social Emotional Needs:

- At Wilshire Park, 18 students are currently receiving Tier 2 support related to Social Emotional Learning and behavior (currently based on teacher recommendations).
- At St. Anthony Middle School, 18 students are receiving Tier 2 support around regulation, healthy friendships, and positive contributions to our community.
 - Six 6th graders were brought to our Student Assistance Team because of patterns of behaviors that were creating a cycle of negative attention around harmful words and behaviors.
 - Another six students were brought to Mr. Kidd and Ms. Kujawski regarding behaviors and words around race and the negative impact it was having on the team.
 - Four 7th grade students receive support around tracking behaviors and meeting goals.
 - Two 8th grade students receive support around tracking behaviors and meeting goals.

Narrative: Director of Teaching and Learning, Andrew Hodges will continue to lead the creation of a Multi-Tiered System of Support (MTSS) for students PK-12. The MTSS model starts with ensuring that

Tier 1 instruction is Effective Instruction - meaning at least 80-85% of students can be successful and learn. Tier 2 allows for more targeted instruction for students that are not learning at the required level in Tier 1 only instruction. Roughly only 10-15% of students should need Tier 2 intervention. Finally, Tier 3 is for a small number of students and at this stage students are receiving intense instruction - most likely one-on-one or in very small groups. In addition to Tier 1 instruction MTSS requires all students to be given a universal screening exam - to determine student needs even prior to receiving Tier 1. WP and SAMS have MTSS set up for both Literacy, Math, and Social Emotional. Both use FastBridge/SABERS as the Universal Screener and the Data Teams and/or Student Assistance Teams review the data and determine the interventions required for students. Since COVID, SANB data indicates too many students are not finding success in Tier 1 instruction. This is another reason for a commitment to ensuring all classrooms are executing Effective Instruction. It is not fiscally possible to “intervene” our way out of poor Tier 1 instruction.

Balanced Assessment Model for Success Metrics:

Data: see data below in narrative section

Narrative: Superintendent Corneille and Data & Assessment Coordinator Bodurtha have been working with the School Board to develop specific goals that can align to both the work the district is engaged with and the Success Metrics. The 2023-24 school year was the first year we aligned goals to the success metrics for evaluation at the end of the school year. By doing this intentional work - it will guide our district’s assessments. For example, if we want (per the success metrics) for students to be well, we must measure student wellness. To measure student wellness we need an assessment tool to gather that day. These are the following board approved Success Metric Goals for the 2023-24 school year:

- **Academic Excellence:**

- *By the spring of 2024, 75% of K-3 students will reach the reading proficiency benchmark as measured by FAST*
 - FastBridge Early reading grades k-1
 - 52% of Black and African American students are on track to meet the grade level benchmarks by the end of the 23-24 school year
 - 69% of White students are on track to meet the grade level benchmarks by end of the 23-24 school year
 - 58% of Asian students are on track to meet the grade level benchmarks by the end of the 23-24 school year
 - 36% of Hispanic/Latino students are on track to meet the grade level benchmarks by end of the 23-24 school year
- *We will increase the number of students (K-6) who meet or exceed proficiency in Reading and Math by 5% or more, as measured by the 2023-2024 FAST screeners for each demographic group. (demographic data provided for 10 or more students)*
 - FastBridge aReading grades 2-10
 - 47% of Black and African American students are on track to meet the grade level benchmarks by the end of the 23-24 school year
 - 74% of White students are on track to meet the grade level benchmarks by end of the 23-24 school year

- 52% of Asian students are on track to meet the grade level benchmarks by the end of the 23-24 school year
- 38% of Hispanic/Latino students are on track to meet the grade level benchmarks by end of the 23-24 school year
- FastBridge Early reading grades k-1
 - 52% of Black and African American students are on track to meet the grade level benchmarks by the end of the 23-24 school year
 - 69% of White students are on track to meet the grade level benchmarks by end of the 23-24 school year
 - 58% of Asian students are on track to meet the grade level benchmarks by the end of the 23-24 school year
 - 36% of Hispanic/Latino students are on track to meet the grade level benchmarks by end of the 23-24 school year
- FastBridge aMath grades 2-10
 - 39% of Black and African American students are on track to meet the grade level benchmarks by the end of the 23-24 school year
 - 72% of White students are on track to meet the grade level benchmarks by end of the 23-24 school year
 - 62% of Asian students are on track to meet the grade level benchmarks by the end of the 23-24 school year
 - 42% of Hispanic/Latino students are on track to meet the grade level benchmarks by end of the 23-24 school year
 - 80% of American Indian or Alaska Native students are on track to meet the grade level benchmarks by end of the 23-24 school year
- FastBridge Earlymath grades k-1
 - 76% of Black and African American students are on track to meet the grade level benchmarks by the end of the 23-24 school year
 - 85% of White students are on track to meet the grade level benchmarks by end of the 23-24 school year
 - 67% of Asian students are on track to meet the grade level benchmarks by the end of the 23-24 school year
 - 50% of Hispanic/Latino students are on track to meet the grade level benchmarks by end of the 23-24 school year
- *By the spring of 2024, 60% of junior students taking the ACT will earn at least a composite score of 22.*
 - According to the preACT for last year's 10th grade, this year's juniors
 - 80 students (53%) are on target to be college ready in Math (meet benchmark)
 - 84 students (54%) are on target to be college ready in Science (meet benchmark)
 - 111 (73%) student are on target to be college ready in English (meet benchmark)
 - 99 (65%) students are on target to be college ready in Reading (meet benchmark)

- *100% of the students who attend preschool at St. Anthony Community Services during the 23-24 school year and enter Kindergarten in the fall of 2024, will meet expectations as measured by the Teaching Strategies Gold Assessment.*
 - No direct formative data to collect at this moment in time.
- **Student Wellness**
 - *100% of SANB students (6-12) indicate they have a connection with a caring adult within the school system, beyond their parent or guardian.*
 - 75% of 6-12th grade students believe they have a teacher or other adult at school they can count on to help, no matter what (supportive relationships).
- **Love of Learning**
 - *By the end of 9th grade, 100% of students will have used Xello to help identify their interests, goals, and educational purpose.*
 - 56 students in grades 10-12 have accessed Xello since the start of the school year.
 - 8th and 9th grade students have not accessed Xello yet this year.
 - All 8th graders are in the Capstone Course - they will be using Xello Second Semester.
 - All 9th graders will be using Xello in their 9th grade Huskie Seminar course.
- **Positive Contributor to Society**
 - *SANB students (involved in school-based activities) will collectively contribute over 5000 volunteer hours to our community and surrounding area throughout the 23-24 school year.*
 - 1,249 hours have been volunteered (so far) by SANB Students who participate in the following clubs/activities: K-Kids, Builders Club, Key Club, and National Honors Society. (picture below from Key Club)



Focus on Literacy in Special Education/IEPS:

Data: Are all within Individual Education Plans and cannot be reported collectively.

Narrative: Student Services Coordinator Jenny Kuykendall has been working with case managers to develop IEP goals that allow for rigorous attainment in literacy. Ms. Kuykendall also works with case

managers to ensure that SPED direct instruction is aligned with fidelity to the goal and the need of the student. A process has been developed see screenshot below:

Reading		
WJ Scores (Percentile)		
Subtest	Score	
General Reading Index (TERA)	6th %ile	
SERVICES		
Area(s) of Need	letter names & sounds	
Intervention	Sunday	
Implemented by:	Special Education	
Time & Frequency	5x/week for 30 minutes	
Start Date: 2/8/23	Review Date: 11/9/23	
Goal:	By January 2024, Student will increase their ability to recognize upper and lowercase letter names, sounds, and be able to form the letters from 50% recognition of uppercase letters and 50% sounds to 26/26 uppercase letters, at least 75% or more lowercase letters, and 70% or more sounds as monitored and measured by benchmark assessments and activities.	
Objective #1	By June 2023, Student will be able to identify 60% of uppercase letters and sounds and 10/26 lowercase letters as monitored and measured by benchmark assessments and activities per semester.	
Objective #2	By January 2024, Student will identify 26/26 uppercase letters, 73% (19/26) of sounds, and 15/26 lowercase letters as monitored and measured by benchmark assessments and activities per semester.	
Intervention Data/Progress Monitoring Review		
Date Reviewed	Data	Notes
Fastbridge	PM - Letter Sounds	7 data points show trend of progress
	PM - Decodable Words	6 data points shows trend of progress
Sunday		
Data Based Decision (*see options below) Maintain implementation of the intervention and return back to monitoring phase. Change the intervention because student did not respond to a well implemented intervention. **Update intervention plan, IEP, and behavior plan as needed. Increase fidelity of implementation of the current intervention. Begin to fade the intervention or increase expectation. **Update intervention plan, IEP, and behavior plan as needed.		
Updated Intervention (If Data Based Decision was CHANGE or FADE) Skill:		
Data Based Decision	Maintain	
Intervention	Same	
Implemented by:	Special Education	
Time & Frequency	5x/week for 30 minutes	
Start Date: 11/9/23	Review Date: week of 1/8/23	
Objective (from the IEP): Student will identify 26/26 uppercase letters, 73% (19/26) of sounds, and 15/26 lowercase letters as monitored and measured by benchmark assessments and activities per semester.		

Using the data to inform decisions and having the appropriate interventions are what are visible from this process. Along with aligning IEP goals to state standards/benchmarks.

Ensure compliance with state/federal regulations in SPED:

Data: (no specific data to report)

Narrative: Student Services Coordinator Jenny Kuykendall is also building a process to ensure all due process requirements are met for special education paperwork. This includes making sure all special education teams complete evaluations that are compliant with law and using those evaluations to guide the IEP creation process. One aspect of this process that Jenny is working to enhance is the role of the general education teacher as a valuable member of the IEP team. To ensure these variables are in place SPED will conduct two file reviews each year for each case manager and Ms. Kuykendall and/or Ms. Fagerland will provide professional development to special education case managers.

Lead ML/EL staff collaboration with Gen. Ed. to embed language acquisition practices:

Data: Effective Instruction Handbook requires teachers to use language acquisition and Key Language Usages in unit development. Feedback from Oct. 18th regarding Language use.

1. What were your biggest takeaways from today's learning?	2. What new knowledge and/or skills did you gain from today's learning?	3. What questions are you still pondering at the end of our day together?	6. What changes would you suggest for our future learning around effective instruction?
The focus on Anchor Standards and the inclusion of language standards	The majority of this was new to me. I've been given the standards and benchmarks obviously, but collaboratively deconstructing them and acknowledging that language learning doesn't fit in quite like the others was very helpful.	I am still wondering if it will work to teach an entire unit focused only on one anchor standard strand... it will take some doing but I feel like I am a lot closer to understanding the framework now. The quadrants are still intimidating to me, especially related to my younger students who are learning the very basics of language. I don't know how quadrant 4 really will fit, and need to see more examples. I also don't know if working the four quadrants into a 25-minute lesson with first graders is realistic. We will most likely have to break them up! So yes, lots to know still.	Also, I am wondering why the parts of the day surrounding language teaching and language standards (I forget what they are called... KLS or something like that?) felt rushed and like an afterthought. If the message is that all teachers are language teachers (which I agree with!), we either 1) needed more time to really understand how language standards work with our discipline anchor standards or 2) be explicitly told that there will be a separate training on incorporate language standards into the Core 4. (Viv- You did a great job! I just wish you had more time to share your knowledge. :))
	Language standards, concept of explicit bundling, how exhaustively worded the science standards are.		

Narrative: English Language Coordinator Viviana Chavez Garcia has been working directly with the TL team to ensure the Effective Instruction Handbook articulates the need for language acquisition. Best practice in learning says when teachers are explicit about language in their lessons - then - it benefits all students, not just our language learners. This is why it is embedded in the handbook and will become an expectation in classroom instruction. This also includes teaching teachers to unpack standard by also reviewing the Key Language Usages (KLUs). Every state standard embeds KLU(s) - and teachers will pull these KLUs directly from the standard so teachers can provide students with the opportunity to increase the rigor required out of students. For example, this is taken directly from the Effective Instruction Handbook “The KLUs give us a structure for how content and language learning feed into each other. For example, students can learn the past tense more effectively when reading a historical document (narrative) and having the past tense made explicit (language through content). They could also learn about the systems of the human body more deeply if they are taught both how to justify (argue) which system is most important (content through language).“

Early Childhood professional development with Dr. Fuller regarding Effective Instruction

Data: Early Childhood has already unpacked many of their numerous standards.

Narrative:

After the Comprehensive Needs Assessment Conducted in Spring of 2023 by Dr. Tamika Fuller the Early Childhood teachers requested direct coaching from Dr. Fuller as they navigate the Effective Instruction Handbook. Dr. Fuller works monthly with the early childhood teachers (between 3-6 hours). Director Webster has created a schedule that allows all the teachers to be free to learn collaboratively with Dr. Fuller. In addition, Dr. Fuller will be onsite working with Early Childhood (and other district needs) five times throughout the 2023-24 school year. The majority of the work will be working on developing the Core Four - that is articulated in the Effective Instruction Handbook: Standards - Essential Learning

Targets - Learning Progressions - Performance Task. The Core Four will lead to developing an instructional guide per unit of study.

Build processes for:

- **Inclusive/responsive programming for early learners to adults**
- **Assessing the community needs- to develop/implement enrichment programs generated by the community.**

Data:

Focus Group Sessions offered: Nov. 8, Nov. 13, and Nov. 14.

Narrative:

The Community Services team has recently hired a Facilities and Adult Recreation Coordinator and Community Engagement Coordinator. Together, with the Youth Programs Coordinator and Community Services and Aquatics Coordinator, the four coordinators have been working directly with Director Webster to seek feedback on community interests regarding enrichment and recreation desires for youth to seniors in the community.

Overall, our goal is to develop both lifelong learning opportunities and connections among people in our St. Anthony-New Brighton School District community. Our primary focus is to develop classes and programs recommended by and for our community members. Community Services plans to continue to seek feedback throughout the year from community members and class participants to inspire our future class offerings. Our secondary focus is to find local instructors who can teach or lead the recommended lifelong learning opportunities. Why are we focused on building connections among people in our community?

*“Our epidemic of loneliness and isolation has been an underappreciated public health crisis that has harmed individual and societal health. Our relationships are a source of healing and well-being hiding in plain sight – one that can help us live healthier, more fulfilled, and more productive lives. **Given the significant health consequences of loneliness and isolation, we must prioritize building social connections the same way we have prioritized other critical public health issues such as tobacco, obesity, and substance use disorders. Together, we can build a country that’s healthier, more resilient, less lonely, and more connected.**”*

U.S. Surgeon General Dr. Vivek Murthy
May 2023

Coordinate and Develop a strength and fitness program and instruction:

Data: Luke Tressel has been added as a four-season Strength and Conditioning coach. Since registration opened for before- and after-school fitness center availability with Mr. Tressel, 59 participants have paid and registered this year. Additional participation has been seen through individual coach-led workouts (football, basketball, volleyball, swimming, running club). The fitness center has been packed with students!

Narrative: Students who are connected to their schools enjoy multiple measures of increased school success. The athletics and activities department measures success through its collective goals:

1. Participants have fun in their chosen activities,

2. Students improve skills in an activity they enjoy being a part of, and
3. Participants develop life skills, not just performance skills.

One model used to support this framework is the 3D Coaching Pyramid. Through increased fitness center access and engagement, students will develop and advance in the first dimension (fundamentals) of the 3D Coaching Pyramid, increase physical fitness, and further student-engagement.



Develop and implement intramural offerings for students 9-12:

Data: The fall session (badminton, pickleball) averaged 15 participants over ten weeks of programming. The winter session (volleyball, basketball) has averaged 25 participants in three sessions so far.

Narrative: The participation rate for clubs, activities, and athletics at SAVHS has been near/around 70% following the pandemic. There is 30% of the student population at SAVHS not connected in ways outside the traditional classroom setting. Many reasons and obstacles exist that can make after-school participation difficult for students/families, including the time of day programs are offered/available. One opportunity to expand student participation and engagement is through intramural sports programming during WIN time. This programming focuses on fun, increased healthy activity, the promotion of peer bonds, and student-engagement within our school district. This is the first year offering this programming and participation continues to grow as students learn about this new opportunity to participate with friends in activities such as basketball, volleyball, pickleball, and badminton.

Character development via weekly lessons in all Athletics/Activities:

Data: There was a 90% completion rate of weekly lessons reported by fall coaches. Through the first month of winter sports, coaches have reported 100% delivery of weekly lessons.

Narrative: Athletics and activities are an important part of teaching and learning. Many lessons for life are transferred naturally through collaborative and competitive school sports, clubs, and activities. Countless other lessons come from the hand of caring, transformational coaches and advisors capturing the teachable moments athletics and activities provide; lessons in moral and performance character that create a lasting impact and possess the power to positively change lives. In an effort to quantify this impact, coaches are charting progress toward weekly lessons delivered to teams in the 2023-2024 school year.

Systemize communication regarding early childhood and community services:

Data: Creation of a database that holds all meeting agendas and minutes from Early Childhood/Community Services Advisory Committee meetings.

Narrative: Community Services Coordinator Kristen Morris is working to ensure communication regarding early childhood and community services are systematized to allow for easy access and transparency. This will allow families and individuals to identify the goals and priorities of both Early Childhood and Community Services Programs.

Develop, implement, and communicate physical wellness programming for SANB staff. All staff can access:

- Professional Development on physical health
- Wellness Wednesdays
- Flu/Covid Shots
- Biometric screenings
- Wellness Challenges

Data:

Employee Wellness Vaccinations:	Location	# shots
Staff Flu shots 9/26/2023	HS	75
	WP	49
	Total:	124
Staff COVID shots 10/13/23	HS	51
	WP	36
	Total:	87
Flu shots 10/13/23	Total:	2

Wellness Challenge	# staff part.	Challenge:
Summer 2023	14	Summer steps
September	16	Intentional Pause
October	28	Water!!/ Hydration
November	16	Gratitude
December		Self- care
January		
February		
March		
April		
May		

November Wellness Survey:

Key Takeaways

- There were 159 respondents.
- Staff rate their own wellness as average to high – 87% rated their wellness as 3-5 out of 5.
- In the survey 88% staff agreed or strongly agreed that they valued workplace wellness.
- A little less than half of staff (49%) agreed or strongly agreed that SANB cared about their well-being. (36% answered neutrally)
- And, 42% of staff felt comfortable discussing health issues or asking medical questions of the District Wellness Coordinator, Lori Watzl-King, RN.
- A high percentage (74%) were interested in learning more about wellness topics at work.

Other Wellness Data

- On average less than 30 staff members participate in the monthly Employee Wellness Challenges that are promoted in the KDS weekly newsletter.
- Sourcewell Employee Wellness offered through our HealthPartners insurance plan is underutilized.
- The Wellness Cohort has 14 members (across all four schools) who are actively working on long term wellness goals. Cohort members meet as a group monthly to learn about health and wellness topics and meet individually with Lori Watzl-King to set goals and get support for their wellness goals.
- Staff were offered flu and COVID-19 vaccinations at work this year with 126 getting flu shots and 87 getting COVID-19 vaccinations.

Narrative: Nurse of the Year Lori Watzl-King committed to increasing the overall wellness of SANB staff in her Logic Model. As you can see from the data identified above, staff wellness is a priority to Ms. Watzl-King and ISD282. Based on the feedback and the data Ms. Watzl-King will implement the following action steps (please take note of the language use by our nurse - “I care”):

Plan of action

As your Wellness Coordinator, I care about your health and well-being. Here are my commitments to you:

- I'll be collaborating with HR and communications to determine how to better communicate what is already in place.
- Biometric screenings will be offered this winter for employees who use our HealthPartners insurance.
- I am working on offering opportunities for learning regarding health and wellness topics.
- I've been working with the administrative team to make the high school fitness center accessible for all staff before and after school. Watch for more information coming soon.
- Finally, through some 1:1 conversations I'll seek more insight into what might interest you and any barriers you experience.
- If you would like your voice heard or have an innovative idea for workplace wellness, please reach out to me. lwatzl-king@isd282.org.
- Watch the KDS for details as they become available.

Create and implement a Wellness Cohort that will add:

- Professional Development surrounding personal wellness goal setting
- Coaching for personal wellness goals

Data:

- 14 staff members participate in the Wellness Cohort
- Each participant has a goal. Goals range from overall health, weight loss, physical (run a 5k), etc.
- 85% attendance at Monthly Cohort Meetings
- 52% of Cohort participants participate in District Monthly Wellness Challenges
- 100% of participants have met individually each month with Nurse Watzl-King
- In October 100% of participants made progress on their individual goals
- In November 86% of participants made progress on their individual goals

Narrative: Wellness Coordinator Lori Watzl-King has created and leads a wellness cohort program for staff. This program allows participants to engage deeply with peers and Nurse Watzl-King on topics of wellness. Participants that engage in this program are provided a stipend for their attendance and participation in the program. They receive additional money if they reach their individual goals.

Communicate the impact of Levy to stakeholders:

Data:

SCHOOL DISTRICT QUESTION 1 (ISD #282) Show Question Results By Precinct				4 precincts in contest. 4 of 4 precincts reported.	
Party	Candidate	Totals	Percent	Graph	
Nonpartisan	YES	1,965	66.27%		
Nonpartisan	NO	1,000	33.73%		

SCHOOL DISTRICT QUESTION 2 (ISD #282) Show Question Results By Precinct				4 precincts in contest. 4 of 4 precincts reported.	
Party	Candidate	Totals	Percent	Graph	
Nonpartisan	YES	2,116	71.08%		
Nonpartisan	NO	861	28.92%		

and the School Board to develop an effective Referendum Campaign. Coordinator Anderson created

multiple mailings - one announcing the two Levy questions (late spring/early summer) along with a generational mailer that was sent to specific demographics in ISD282's community. And finally the last mailer (required by law) provided all the data and detailed information for all votes regarding the referendum. Most importantly, Ms. Anderson created a slide deck that was used over 25 times in the community to share information regarding the Levy. One of the Referendum Forums was professionally filmed by Nine North under the direction of Ms. Anderson. All of these modes of communication allowed for a successful passage of both Levy Questions!

Create branded indoor signage displayed at each school:

Data:

SAVHS and SAMS: The Old Link is now branded:



Narrative: Communications Coordinator Liz Anderson is in the process of updating school spaces with the SANB brand of “Ever Brighter” having a cohesive brand creates an identity that distinguishes SANB schools from others and highlights our values.

Conduct annual surveys to stakeholders on the satisfaction of the district and its communication channels:

Data: Communications conducted a survey to stakeholders. 202 respondents - the following are a few items of note:

- 74 (37%) of respondents follow or watch SANB Facebook Page
- 111 (55%) of respondents read the Nurturing Brilliance mailing either most, some, or every (of the) time.
- 195 (97%) of respondents open and read the Brighter Bulletin email either most, some, or every (of the) time.

Narrative: Communications Coordinator Liz Anderson has - in her two years with the district - created reliable and systematic communication channels for families and community members. Ms. Anderson has created a Facebook page, updated the District Website, along with creating a system of written communications:

- Weekly Email to families: Brighter Bulletin (Wednesdays)
- Weekly Email to staff: Know Do Share (KDS) (Fridays)
- Quarterly Written Newsletter: Nurturing Brilliance
- Weekly School Based Email to families
- Weekly School Based emails to staff from principals.

Conduct learning environment study to inform facility project decision-making

Data: Facility Projects Decision Making Model

Factors in the decision making process for school district building and grounds projects will include:

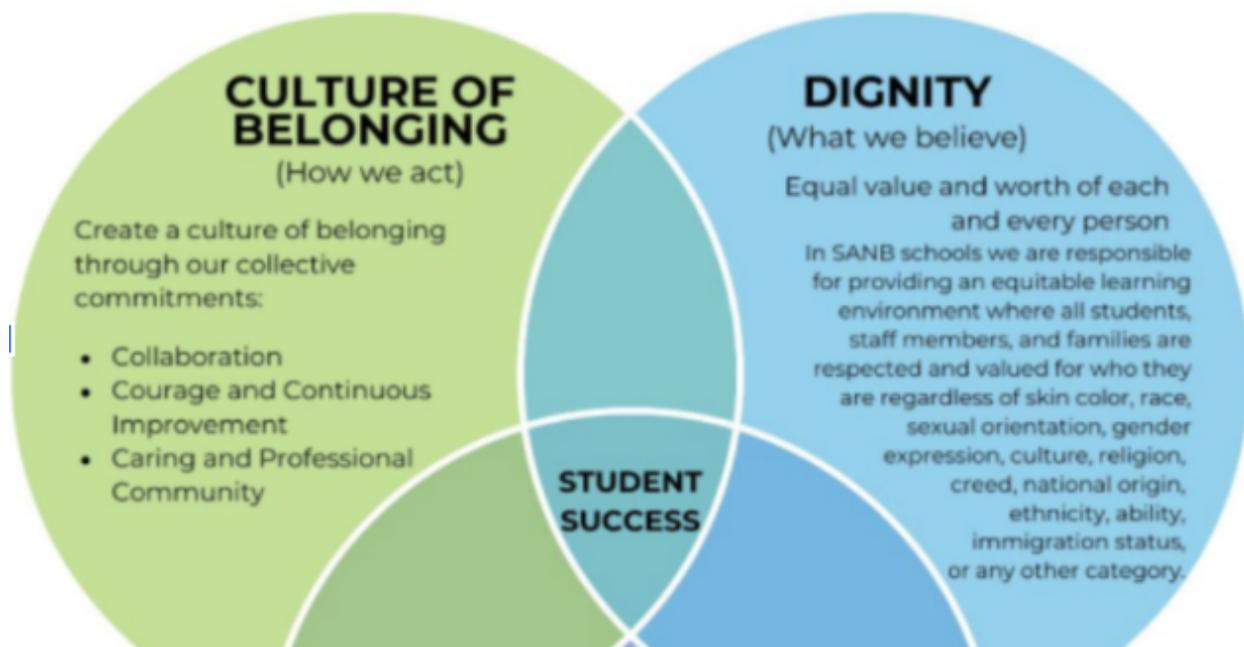
1. Urgency
 - Building envelope failure
 - Equipment breakdowns (high maintenance)
 - Increased enrollment
 - Work environment
 - Administrative / school board priorities
2. Cost
 - Available funding
 - Operating capital
 - LTFM
3. Student learning
 - An appropriate student learning environment is safe, clean, comfortable, well lit and has good acoustics.
4. Health and Safety
 - Mold
 - Lead
 - Asbestos
 - Radon
5. Comfort
 - Air Quality
 - Building envelope
 - HVAC
 - Maintenance
6. Compliance
 - Building code
 - State / Federal law
 - Health and Safety
 - OSHA
7. Accessibility
 - ADA
 - Rest Rooms
 - DEI
8. Data Collection
 - Information gathered from meetings
 - Budget decision-making

Narrative: Facilities Coordinator Mark Gibbs has been building a process to ensure that facility needs are in alignment with district goals - specifically student level learning goals. The process is outlined in the data section above. This is the decision making process Mr. Gibbs and his team will use it to determine priorities for financial investments in facilities.

Lead/Facilitate: Process to identify shared values for Administrative Team to operationalize district values:

Data: At a July administrative retreat - the following commitments were determined as essential for SANB's administrative team and our district as a whole: Collaboration, Courage and Continuous Improvement, and Caring and Professional Community. These commitments create the conditions to ensure SANB schools develop and maintain a culture of belonging.

Narrative: Executive Directors Tim Anderson and Hope Fagerland have worked to align district administrative meetings to the district's systemic alignment work. Working together, Anderson and Fagerland facilitated a process (with much input from A-team) that developed the Culture of Belonging Circle. In addition, the Dignity Circle was refined during this time and we continue the work to create clarity around fostering the culture of Dignity. We know that belonging and dignity go together and based on emerging research assert that these are key components necessary to accelerate our work to carry out our vision; thus, these are important aspects of the work the adults in our system must model, build, and teach.



Since August, Administrative meetings have changed to ensure the following occur:

- Direct and explicit instruction on how to lead for Belonging and Dignity in our schools and programs.
- Also including enough time and energy to ensure all technical and managerial concerns/issues and/or topics are addressed.
- The Admin team has been doing a book study on "The Culture Code" by Daniel Coyle.
- Included meetings that allow for Coordinators to meet directly with the Executive Team to discuss their work, how they are feeling, and any struggles they are encountering.
- Dignity has been defined as "the inherent value and worth of each and every person". Profound change for equity in our schools will require individual actions, surely, but we endeavor to build the system as a whole that honors dignity. A culture of dignity provides the conditions for

successful implementation of equity initiative and pedagogies (Cobb and Krownapple, 2019). To accomplish this, we need to continue to build and help people experience a culture of dignity (instead of indignity) as inspired by Hicks (2011) and the Center for Educational Leadership (2023):

Culture of Dignity	Culture of Indignity
Belonging	Othering
Appreciated	Otherized
Respected and Treated Fairly	Disrespected/Mistreated
Accepted	Marginalized
Validated/Valued	Dismissed
Included	Excluded

- We believe the dignity model can be operationalized first by ensuring that staff and students have experiences that help them to feel Valued, Accepted, Respected, and Included and that staff work to help others to feel Valued, Accepted, Respected, and Included.

Define professionalism with specific beliefs and behaviors:

Data: Professionalism has been defined below:

Collaboration:

- **Beliefs**
 - Lead with curiosity
 - Express Gratitude
 - Personalize knowledge
 - Develop and maintain professional relationships
- **Behaviors**
 - I ask questions seeking to learn with true wonderment, instead of judgment
 - I recognize and congratulate others on their good work.
 - I practice gratitude with my team and colleagues (eg write gratitude notes)
 - I will not assume my opinions/thoughts are shared by others.
 - I talk to you, not about you
 - Invest in each other; do things that raise others up so they feel cared for, cheered for, and supported.
 - I will invest my time in getting to know my colleagues by asking them about their purpose, passions, and family.

Caring & Professional Community

- **Beliefs:**
 - Take Personal Accountability
 - Care for each other
 - Seek Psychological safety

- Engage in learning and growing
- Build trust
- **Behaviors:**
 - I take ownership for adapting to the fast pace and need to be responsive in our environment.
 - I take responsibility for the student experience.
 - I take responsibility for representing our values when communicating internally and externally.
 - I take responsibility for developing and maintaining professional relationships.
 - I ask for help when I need it.
 - I work with others to solve hard problems.
 - I respect professional boundaries, and when it is not clear about what is okay and not okay, I ask.
 - I circle back when there is a need for clarity or amends.
 - I extend the most generous interpretation possible to the intentions, words, and actions of others.
 - I recognize (and presume?) our positive intentions
 - Care-We are in this together
 - Reliability-You can count on me to deliver what I promise
 - Sincerity-I mean what I say, say what I mean, and act accordingly

Courage & Continuous Improvement

- **Beliefs:**
 - Prioritize LEARNING as our work
 - Access & provide support (people and resources)
- **Behaviors:**
 - I take ownership for my role as a continuous learner, adapting to the fast pace and need to be responsive in our environment.
 - I will ask questions and seek out people who might help, etc.
 - I won't judge others when they ask for help.
 - I own my mistakes and discuss them in an open and honest way.

These collective commitments have been developed into Table Tents and Posters and have begun to be distributed throughout the district to be placed in spaces where people mingle, meet, and gather. The goal continues to increase the visibility of the Collective Commitments and Behaviors. We will continue to work to reference these with staff members as we grow everyone's capacity to align in words and actions with these commitments.

Narrative: As shown above - each of the collective commitments have been operationally defined by specific beliefs and behaviors. These behaviors are expected and have begun to be used when working with staff. For example, each program and school have begun encouraging and modeling gratitude, one of the behaviors identified as part of collaboration . Principals and Directors have been asked to monitor and support the execution of the collective commitments at their respective sites. At Admin meetings, leaders are asked to share how they have been monitoring and supporting each of the collective commitments with evidence, artifacts or products. .

School Based Goals:

Wilshire Park

- **Develop a data team at WP made up of interventionist team that meets bi-weekly**
- **Provide time and structure for all teachers, grade level teams, ML, SPED and interventionists to work toward Effective Instruction model (shift)**

Data:

- Survey given to WP staff asking what they need when considering work on Effective Instruction - Time was the number one answer.
- November ½ Day Professional Development time was dedicated to unpacking standards and working on understanding Depth of Knowledge (Effective Instruction Handbook work).
- Universal screening of K-5 students - using FastBridge for Math, Reading, and Social Emotional.
- Data from screenings were analyzed in data teams. d

Narrative: Some shifts occurred in Principal Roberts Logic Model after the Oct. 18 professional development day. Ms. Roberts shifted her original plan to provide more time and support regarding the Effective Instruction Handbook's work for her staff. Using a thoughtful staffing model, Ms. Roberts was able to secure funding (braided funding sources) to provide one additional licensed teacher per grade level. These teachers comprise the Interventionist Team and also make up the Data Team at WP.

St. Anthony Middle School

- **Create and facilitate Framework of Belonging outlining staff language and behaviors that value the worth and dignity of all students**
- **Provide time and structure for all teachers/teams to work toward Effective Instruction model**

Data:

Culture of Belonging Survey Data (SAMS) Likert Scale 1-4 (4 being highest)

- To what extent are you upholding our Community Commitment: [Learning is the work.]: **Mean: 3.3**
- To what extent are you upholding our Community Commitment: [Honesty over harmony.]: **Mean 3.1**
- To what extent are you upholding our Community Commitment: [Gratitude+Amusement=Joy] **Mean 3.2**
- To what extent are you upholding our Community Commitment: [Disparity, disproportionality, and predictability are our responsibilities.] **Mean 3.3**

Purposeful teacher time to ensure Effective Instruction Handbook work can be accomplished:

- Department Time - weekly
- Weekly Wednesday Late Start
- Purposefulness with World Savvy Coaches regarding Effective Instruction

Narrative: At SAMS, they are working diligently to make SAMS' community expectations consistent and clear. So they have been using Advisory and Learning Lab to facilitate discussion and reflection about the importance of understanding the "why" behind the shared expectations and the "how" staff are going to be consistently monitoring and responding to them (with warmth and consistency). SAMS teachers report that they feel the students are aware of the expectations, and they, for the most part, feel able to respond to situations where our community expectations are not being met.

Among staff, they are trying to build a culture of dignity through belonging by emphasizing teacher-leadership learning opportunities. SAMS is using their Wednesday morning professional development time to dialogue about challenges and highlights teachers are experiencing in their work. So far, SAS has had teacher-led conversations around increasing inclusion, a book study Unearthing Joy, modifications and accommodations for students with specialized services, how to use data in classrooms, and more.

In the name of effective instruction, SAMS teachers are collaborating and discussing Chapters A-D in the Effective Instruction Handbook. In department meetings and during upcoming department collaborative work days, teachers will be working together to align the "Core 4": Standards, Learning Targets, Learning Progressions, and Performance Tasks.

St. Anthony Village High School

- **Serve as Instructional Leaders:**
 - **By conducting evaluations, observations, and walkthroughs**
 - **Creating a schedule that reflects the school and district values that allows for department collaboration**
 - **Building an effective leadership team that collaborates and makes school-wide decisions.**

Data:

- Observation Data: Administration completed 24 walkthroughs in 22 different classrooms. Notes from observations collected.
- Principals, working with SAVHS Leadership team, created weekly time for departments to meet for a minimum of 45 meetings to work collectively on the Effective Instruction Handbook. Starting in January, a TL representative will be able to meet directly with departments during these meetings.
- Principals also created a minimum of two (half-day) department meetings to work on Effective Instruction - again with support from TL.
- Principals created a calendar that identified five specific and intentional times that worked on building community,
 - two staff meetings
 - staff BBQ
 - staff picture
 - staff outing to Basecamp

Narrative: Principal Bell and Assistant Principal Ruble have been working diligently to support their staff in building Effective Instruction, a culture of belonging and trust, along with building systems that ensure students and staff are supported. First, they scheduled (intentional) staff community building activities. These activities are not heavy lifts, but rather opportunities for staff to be informal and have fun together. In addition, both principals have committed to being in classrooms and provide positive feedback during each initial teacher walkthrough. Most importantly, after Oct. 18th Principal Bell worked to ensure staff had at least 45 minutes a week to work collaboratively on Effective Instruction. This time is currently not job-embedded. Carving out time during Wednesday WIN time has been created and will be used till the end of the year. And finally, by working directly with Teachers on Call (substitute teacher company) - Principal Bell has been able to secure substitute teachers so departments can work collaboratively for an extended period at least two times. This time will support the weekly collaboration time.

- **Establish a What I Need (WIN) program that is meaningful and engaging for students.**

Data:

- In a normal five day Monday-Friday school week, students have 105 minutes of built-in student support time (WIN) with an additional 90 minute optional student support time on Wednesdays
- Wednesday optional WIN sees on average 80-100 student initiated sign-ups for additional support from teachers & 30-40 students requested by teachers for support.
- On week three, our attendance report showed that 95% of teachers were following school-wide expectations around creating WIN sessions that provided academic support for students
- 12/15 data shows that 32/35 teachers created a WIN session
- 12/15 data shows 3 of the 33 WIN sessions supported student activities
- 12/15 data showed only 167 students signed-up for a WIN session

Narrative: Students gain the most academic support during the Wednesday optional WIN and are more inclined to sign-up for Wednesday WIN then a mandatory WIN on Monday, Tuesday, & Friday. Furthermore, teachers are more inclined to request a student to attend a Wednesday WIN then to request students Monday, Tuesday, or Friday. Wednesday WINs are smaller in size due to the optional feature for students which allows teachers to provide more direct support in a small group setting. While teachers are overall following the expectations of creating WIN sessions on Monday, Tuesday, and Friday; evidence shows that the larger class size limits the teachers ability to provide meaningful academic support.

Education Programs Policy 613: Graduation Requirements

SYSTEMIC ALIGNMENT

OUR PURPOSE

MISSION

(Why we exist)

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



VISION

(Where we are going)

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

OUR WORK

CULTURE OF BELONGING

(How we act)

Create a culture of belonging through our collective commitments:

- Collaboration
- Courage and Continuous Improvement
- Caring and Professional Community

DIGNITY

(What we believe)

Equal value and worth of each and every person
In SANB schools we are responsible for providing an equitable learning environment where all students, staff members, and families are respected and valued for who they are regardless of skin color, race, sexual orientation, gender expression, culture, religion, creed, national origin, ethnicity, ability, immigration status, or any other category.

STUDENT SUCCESS

EFFECTIVE INSTRUCTION

(How we ensure the success of each student)

In SANB schools, effective instruction is grounded in three principles: rigor, relevance, and relationships. Without each of these components, high levels of transferable learning are not possible.

HOW WE MEASURE OUR WORK

Student and adult data are collected and analyzed internally by educators and administrators to inform the impact of our work and make any necessary changes.

OUR OUTCOME

STUDENT SUCCESS

(The expected outcome)

A successful student is one who has acquired both the *academic skills and life skills to positively contribute to society.*

They have a *love for learning* and are able to *meet the social-emotional needs of themselves and others.*

A successful student becomes a *thriving citizen.*

HOW WE MEASURE STUDENT SUCCESS

Assessments, surveys, and grade reporting will communicate an individual student's levels of achievement for each of the success elements.



Topics in Order

1. Current Graduation Requirements
2. Alignments of the following to meet state requirements
 - a. Personal Finance
 - b. Earth and Space Science
 - c. Government and Citizenship
 - d. Ethnic Studies
 - e. World History & Economics
3. Systematic alignment of course offerings and credit requirements to support our work toward Student Success Metrics
4. Review of three board approval options
5. Next Steps



Current Graduation Credit Requirements in Policy 613

1. Eight credits of language arts sufficient to satisfy all academic standards in English language arts
2. Six credits of mathematics, including an algebra II credit or its equivalent, geometry, statistics and probability, or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
3. Students in the graduation class of 2015 and beyond must complete an algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
4. Six credits of science, including at least:
(a) two credits of biology; (b) two credits of chemistry or physics; and (c) two elective credits of science.
The combination of credits must be sufficient to satisfy
(i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
5. Seven credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
6. Two credits in the arts sufficient to satisfy all of the state or local 613-7 academic standards in the arts; and
7. One credit of health and one credit of Physical Education
8. A minimum of fifteen elective credits.
9. Total of **46 credits**



State Legislation Updates: Personal Finance

Minnesota Statutes 2022, section 120B.024, subdivision 1

- (c) **Students who begin 9th grade in the 2024-2025 school year and later must successfully complete a half-credit in personal finance** sufficient to satisfy all of the academic standards in personal finance. A student may choose to have the half-credit replace an elective half-credit or algebra II math half-credit. A teacher of a personal finance course that satisfies the graduation requirement, if the half-credit replaces an elective or algebra II math half-credit, must:
 - (1) have a teaching license in agricultural education, business, family and consumer science, social studies, or math, and satisfy the requirements under section 122A.265; or
 - (2) have a teaching license, have an out-of-field permission, and meet the requirements for a seal under section 122A.265.



State Legislation Update: Personal Finance

Policy Recommendation:

A. Students beginning *9th grade in the 2024-2025* ~~8th grade in the 2012-2013~~ school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

8. One credit of Personal Finance

Student Impact

- 11th or 12th grade students will be required to take a semester of Personal Finance beginning with graduation class of 2028
- Loss of one elective class **IF** graduation requirements remain at 46 credits



State Legislation Update: Earth & Space Science

Minnesota Statutes 2022, section 120B.024, subdivision 1

Graduation requirements. (a) Students must successfully complete the following high school level credits for graduation:

- (3) three credits of science, including one credit to satisfy all the **earth and space science standards for grades 9 through 12**, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12;



State Legislation Update: Earth & Space Science

Policy Recommendation:

4. Six credits of science, including at least:

(a) two credits of *life science* ~~biology~~; (b) two credits of chemistry or physics; and (c) two ~~elective~~ credits of *earth & space science*. The combination of credits must be sufficient to satisfy

(i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;

Student Impact:

Change in scope & sequence of science courses:

9th - Earth and Space

10th - Life Science (Biology)

11th - Chemistry or Physics

12th - Optional Science Elective



State Legislation Update: Citizenship

Minnesota Statutes 2022, section 120B.024, subdivision 1

Graduation requirements. (a) Students must successfully complete the following high school level credits for graduation:

- (4) three and one-half credits of social studies, **including credit for a course in government and citizenship in either grade 11 or 12 for students beginning grade 9 in the 2024-2025 school year** and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship



State Legislation Update: Citizenship

Policy Recommendation

5. Seven credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

Student Impact

- Citizenship standards to be embedded into our 12th grade Government course



State Legislation Update: World History & Economics

Minnesota Statutes 2022, section 120B.024, subdivision 1

Graduation requirements. (a) Students must successfully complete the following high school level credits for graduation:

- (4) three and one-half credits of social studies, including credit for a course in government and citizenship in either grade 11 or 12 for students beginning grade 9 in the 2024-2025 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under section [120B.021, subdivision 1a](#), and a combination of other credits encompassing at least United States history, geography, government and citizenship, **world history, and economics** sufficient to satisfy all of the academic standards in social studies



State Legislation Update: World History & Economics

Policy Recommendation

5. Seven credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

Student Impact

- Class of 2027 (current 9th grade) and class of 2028 will be required to take a semester of Economics in their 12th grade year
- Potential decrease in Social Studies elective offerings (Psychology, Sociology, etc.)



State Legislation Update: Ethnic Studies

120B.251 ETHNIC STUDIES REQUIREMENTS.

- (a) **Starting in the 2026-2027 school year, a district or charter school high school must offer an ethnic studies course** that fulfills the requirements of this paragraph. Nothing in this section increases or otherwise affects the number of credits required for graduation under section [120B.024](#). An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local academic standards or other requirements.



State Legislation Update: Ethnic Studies

Policy Recommendation

The policy committee will review the language regarding Ethnic Studies.

Student Impact

- Explore course offerings that align to student interest on Ethnic Studies.
- Once state framework is completed, pilot courses aligned to student interest



Overview of Changes

- Increase to graduation course requirements (Personal Finance)
- Shift in Science course requirements and scope & sequence
- Embed Citizenship standards into require Government course
- Align Social Studies course requirements to meet MN State Statute
- Offer a Ethnic Studies course aligned to MDE Ethnic Studies framework



Aligning our requirements to meet our Student Success Metrics

Current Alignment:

- SAVHS has our students taking a required 9th Grade Huskie Seminar course focused on building both the *academic and life skills to positively contribute to society*

Future Alignment Goals:

1. All SAVHS students graduate with either taking an AP/CIS, PSEO, 916 CTE course or participate in an internship/work-study.
2. All seniors take a Senior Capstone that culminates their high school experience into self-actualization of how students can impact the world around them.



Option 1

Proposal:

- 46 Graduation Credit Requirement (stays the same)
- Update policy language to include new state statutes

Considerations:

- Budget neutral

Benefits:

- Provides students multiple opportunities to meet this credit threshold requirement

Disadvantages:

- Personal Finance would be shifted to a required elective
- Decreases elective offerings students could take (including career offerings)
- *Requires students to take Mandated SAV Preps in 10th, 11th, and 12th grade due to aligning funding for staff with credit requirements*



Option 2

Proposal

- Increase to 47 Graduation Credit Requirement
- Update policy language to include new state statutes
- Add additional graduation requirement that ALL students must either take an AP/CIS, PSEO, 916 CTE course, Internship/Work-Study, or senior capstone

Considerations:

- Increase of 1.0 FTE

Benefits:

- Personal Finance would be the additional graduation credit
- Students continue to have 15 elective credits
- *Results in an mandated increase to fund a full 7 period day for 10th & 11th grade students*
- Aligns with our Student Success Metric
- Continues to allow multiple opportunities to meet the minimum credit threshold in a students graduation map

Disadvantages:

- Increasing credit load on students does increase expectations for graduation



Visualizing the 9-12 students Schedule for Graduating Class of 2028 with 47 credit requirement (Option 2)

Alg. 1 or Geometry
Earth & Space Science
World History
English 9
P.E. / Huskie Seminar
Elective 1a/1b
Elective 2a/2b

Geometry or Alg. II
Biology
U.S. History
English 10
Health / <i>SAV Prep Optional</i>
Elective 1a/1b
Elective 2a/2b

Alg. II or elective Math
Chemistry or Physics
Human Geography (1 semester) / Elective
English (2)
Personal Finance / <i>SAV Prep Optional</i>
Elective 1a/1b
Elective 2a/2b

Elective 1a/1b
Elective 2a/2b
Government & Citizenship (1 semester) / Economics
English (2)
SAV Prep
Elective 3a/3b
Elective 4a/Capstone



Visualizing the 9-12 students schedule for the Graduating Class of 2028 for a student on a Engineering or Health Science Pathway (Option 2)

Geometry
Earth & Space Science
World History
English 9
P.E. / Huskie Seminar
Band
World language

Alg. II
Biology
U.S. History
English 10
Health / Engineering
Band
World language

Pre-Calc
Chemistry
AP Human Geo
English (2 semesters)
<i>CIS Physiology</i>
Band
Personal Finance / <i>Engineering II</i>

Calc
Physics
Gov & Civ/Economics
English (2 semesters)
Band
Capstone/ SAV Prep
SAV Prep



Option 3

Proposal

- Increase to 48 Graduation Credit Requirement
- Update policy language to include new state statutes
- Add additional graduation requirement that ALL students must either take an AP/CIS, PSEO, 916 CTE course, Internship/Work-Study, or Capstone
- All Seniors complete a semester Capstone course for graduation credit

Considerations:

- Increase 2.0 FTE

Benefits:

- Personal Finance would be the additional graduation credit
- Students continue to have 15 elective credits
- *Results in an mandated increase to fund a fuller 7 period schedule in 12th grade*
- Aligns with our Student Success Metric
- Raises the expectations for what it means to be a successful SAVHS graduate

Disadvantages:

- Increasing credit load on students does increase expectations for graduation
- Possibly decreases flexibility for a seniors course schedule



Credits for Graduation

Overall Picture:

- Current Graduation credit requirement is 46 credits
- Average SAVHS student graduates with roughly 50 credits
- Goal, to create a graduation map for students that leads to our student success outcomes

Things to consider:

- Providing credit flexibility for 916 CTE, PSEO, and Internships
- Providing grace for students to repeat courses they fail
- Providing options for students to have a SAV Prep, early release, or late start



Next Steps

- Board reviews graduation credit requirement portion of policy 613
- High school begins registration process in late January
- Incoming 9th grade body will need clear direction for their graduation map
- District will need clear budget & staffing process to meet credit requirements



Pathways

- Utilize “Guiding Change”
- Work with Jill Stewart-Keller from 916 for pathway guidance
- Gather stakeholder input
 - Course offerings
 - College/Career interests
- Utilize stakeholder input and graduation requirements to match course offerings over time for students
- Timeline
 - January/February - stakeholder input
 - March/April - Craft and present options
 - April-June - Create implementation plan based on School Board direction



School Board Policy 613 Review (Graduation Credit Requirements)

Option 1

VI. GRADUATION CREDIT REQUIREMENTS

A. Students beginning *9th grade in 2024-2025* ~~8th grade in the 2012-2013~~ school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

1. Eight credits of language arts sufficient to satisfy all academic standards in English language arts;
2. Six credits of mathematics, including an algebra II credit or its equivalent, geometry, statistics and probability, or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
3. Students in the graduation class of 2015 and beyond must complete an algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
4. Six credits of science, including at least:
 - (a) two credits of biology; (b) two credits of chemistry or physics; and (c) two ~~elective~~ credits of *earth & space* science. The combination of credits must be sufficient to satisfy
 - (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
5. Seven credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
6. Two credits in the arts sufficient to satisfy all of the state or local 613-7 academic standards in the arts; and
7. One credit of health and one credit of Physical Education
9. A minimum of fifteen elective credits, *one of which must be Personal Finance*.

Option 1 = 46 Credits

Option 2

V. Graduation Assessment Requirements

C. For students enrolled in grade 9 in the 2024-2025 ~~grade 8 in the 2012-2013~~ school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

1. A student's progress toward career and college readiness must be recorded on the student's high school transcript *and a successful SAVHS graduate will have enrolled in one of the following: AP/CIS course, PSEO course, 916 CTE course, Internship/Work-Study, or senior Capstone.*

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 - (ii) all other academic standards in science;
5. Seven credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
6. Two credits in the arts sufficient to satisfy all of the state or local 613-7 academic standards in the arts; and
7. One credit of health and one credit of Physical Education
8. *One credit of Personal Finance*
9. A minimum of fifteen elective credits.

Option 2 = 47 Credits

Option 3

V. Graduation Assessment Requirements

C. For students enrolled in grade 9 in the 2024-2025 ~~grade 8 in the 2012-2013~~ school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

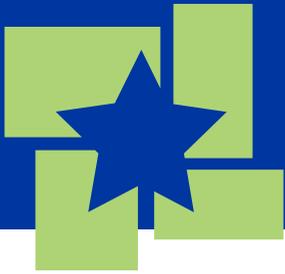
7. A student's progress toward career and college readiness must be recorded on the student's high school transcript *and a successful SAVHS graduate will have enrolled in one of the following: AP/CIS course, PSEO course, 916 CTE course, Internship/Work-Study, or senior Capstone.*

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6. Two credits in the arts sufficient to satisfy all of the state or local 613-7 academic standards in the arts; and
7. One credit of health and one credit of Physical Education
8. *One credit of Personal Finance*
9. *One credit of Senior Capstone*
10. A minimum of fifteen elective credits.

Option 3 = 48 Credits



2024 Legislative Platform

ST. ANTHONY - NEW BRIGHTON SCHOOLS | WE ARE EVER BRIGHTER



Invest in Brilliance

The investment in education during the 2023 Minnesota legislative session is making an impact for St. Anthony - New Brighton Schools. Because of the legislation, the district is able to:

- ✓ *Renew the existing operating levy*
- ✓ *Slightly reduce Special Education and Multi Language Learner cross subsidies*
- ✓ *Serve 1,800 nutritious meals each day to all children who desire them without barriers*
- ✓ *Provide menstrual products to students and support physical health*
- ✓ *More easily fund the implementation of the READ Act*

While great strides were made, there are still issues that are impacting our schools and students each day that need solutions and support from our elected officials.

We are fortunate at St. Anthony - New Brighton Schools to be part of a generous and supportive community. We have stable enrollment and a history of fiscally responsible planning. However, with the rate of inflation, lack of consistently reliable state aid, and underfunded state mandates an inequitable burden is falling on local taxpayers to supplement much needed funding.

Policy Requests:

Enhance Local Control

- Allow school boards to publish school board meeting minutes on a district website to reduce expenses.
- Allow school boards authority to transform and innovate our high schools for the future by providing flexibility in how schools define "instructional hours."
- Eliminate state statute requiring three day notice for remote school board meeting access



As article XIII of the Minnesota Constitution states: *"The stability of a republican form of government depending mainly upon the intelligence of the people, it is the duty of the legislature to establish a general and uniform system of public schools. **The legislature shall make such provisions by taxation or otherwise as will secure a thorough and efficient system of public schools throughout the state.**"* While policy/bonding years are not typically funding years, we are asking for lawmakers to follow through on their constitutional duty by providing complete financial support for all legislative mandates.

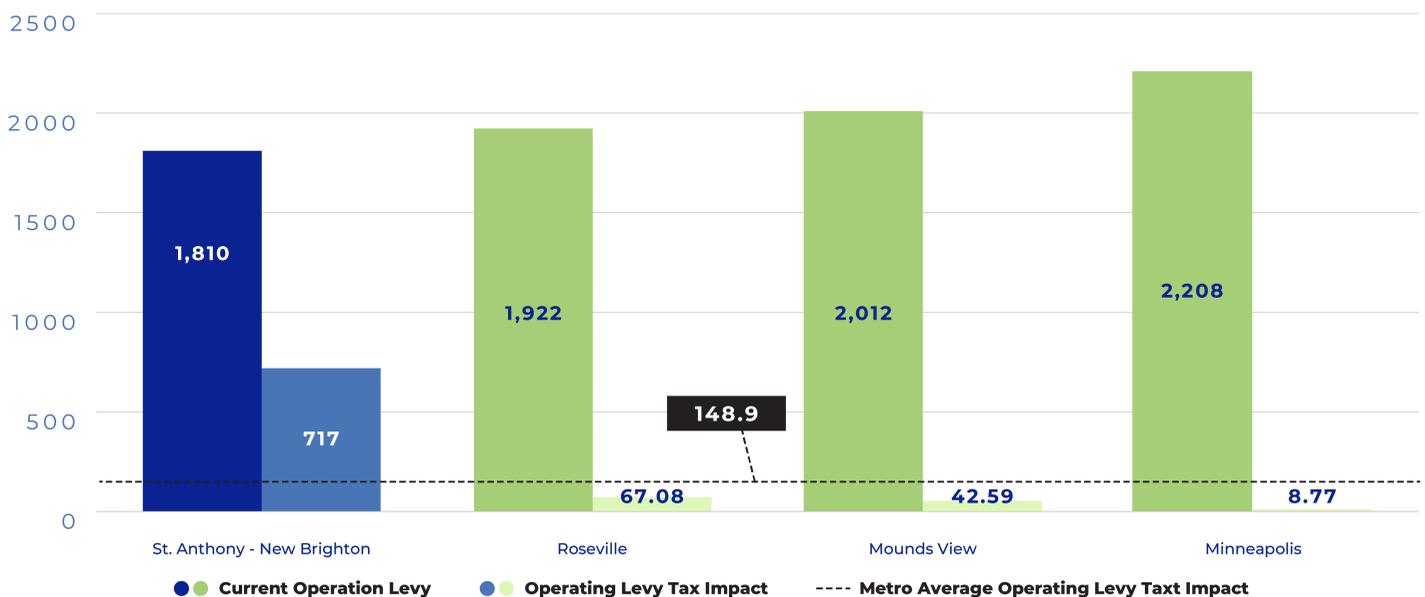
Funding Requests:

Provide Complete Financial Support for all Mandates

- We support and share the legislative platform requests of AMSD and MSBA
- Equalize state funding to prevent uneven distribution of local levies and to ensure comparable taxpayer effort.
- Fund ADA required upgrades to facilities through state aid.

Uneven distribution of local levy taxpayer effort:

Impact of the tax base size of St. Anthony - New Brighton Schools



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. 1942003)

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 (8th 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)