

Tuesday, February 20, 2024

**Media Center**  
**3303 33<sup>rd</sup> Ave NE**  
**St. Anthony, MN 55418**

**7:00 pm Work Session**

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WORK SESSION

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

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**Call to Order**

Board Chair Ben Phillip

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**Approval of Agenda**

Board Chair Ben Phillip

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**Reports:**

**World Savvy - St. Anthony Middle School**

Principal Amy Kujawski and World Savvy Adriana Matzke

Molly Dengler and Amy Kujawski will share context about the World Savvy/St. Anthony-New Brighton partnership. They have both quantitative and qualitative evidence to share about the positive impact of the partnership.

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**Reports:**

**SAVHS Building Update**

Principal Norm Bell

Building Principal Norman Bell will take time to reflect on the school district's achievements, events and stories of staff and students at St. Anthony Village High School.

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**Reports:**

**Superintendent Report**

Superintendent Dr. Renee Corneille

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

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**Approval of Minutes**

School Board Chair Ben Phillip

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**Approval of Consent Agenda**

School Board Chair Ben Phillip

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**Discussion Item:**  
**BeSMART Resolution**

Director Laura Oksnevad and Superintendent Dr. Renee Corneille

St. Anthony - New Brighton (SANB) Schools is a community and district united as a family, and values the safety of our students and staff at all times. As a part of our Whole School, Whole Community, Whole Child Wellness model, in addition to our student wellness Success Metrics, we demonstrate a commitment to health, wellbeing and safety. Unauthorized access to firearms is a major source of today's gun violence, a public health crisis. This is a first reading of the BeSMART Safe Gun Storage Resolution.

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**Discussion Item:**  
**Board Committee Assignments**

Board Chair Ben Phillip

In addition to school board meetings, School Board members are assigned committees and school building representatives by the Board Chair. The board will review the final committee and representation assignments.

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**Discussion Item:**  
**History of Effective Instruction**

Superintendent Dr. Renee Corneille

Superintendent Corneille will provide a brief history of the district's work toward ensuring Effective Instruction is embedded in each classroom by the fall of 2025. The work began in 2014 when the district adopted a new Mission and Vision stating that the district is "committed to the success of all learners".

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**Discussion Item:**  
**Budget Assumptions**

Superintendent Dr. Renee Corneille

Administration will present the initial budget assumption report for fiscal year 2024-2025.

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**Discussion Item:**  
**Enrollment Targets 2024-2025**

Superintendent Dr. Renee Corneille

Minnesota State Statute requires school boards to create enrollment targets to ensure nonresident students have opportunities to enroll in nonresident districts. This is the first review of the enrollment targets for the 2024-2025 school year.

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**School Board Member Reports**

Chair Ben Phillip

Each school board meeting, the School Board members will take time to share information from the meetings, professional learning and events they have attended.

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**Adjourn**

Chair Ben Phillip

Next Meeting(s):

Tuesday, March 12, 2024 – Regular Meeting – Media Center  
Tuesday, March 19, 2024 – Work Session – Media Center  
Tuesday, April 2, 2024 – Regular Meeting – City Council Chambers  
Tuesday, April 16, 2024 – Work Session – Media Center  
Tuesday, April 23, 2024 – School Board Professional Development – Media Center  
Tuesday, April 30, 2024 – Joint Meeting with the City of St. Anthony – City Council Chambers

[School Board Scope and Sequence](#)

## High School Logic Model Goals

### **Goal One:**

For the school year 23/24, the high school administration, Principal Bell and Assistant Principal Ruble have focused their energy to serve as instructional leaders.

To reach this goal, high school administration has identified several strategies to shift into instructional leadership. Those strategies include engaging in staff evaluations, observations, and walkthroughs through a coaching lens.

This includes teachers receiving consistent specific feedback around instruction. Creation of a schedule that reflects the school and district values and vision and allows for department collaboration. Engaging with staff so that they feel supported. Building an effective leadership team that collaborates and makes school-wide decisions.

### **Current Progress:**

#### Strengths:

- Both administrators have created a strong presence in the classroom. Teachers have been receiving regular feedback on their practices.
- Community building has happened at every staff meeting and has become normalized in our culture
- We have created a master schedule that allows for a Leadership Team meeting once a month and Department Collaboration once a week, along with bi-monthly meetings with Union Stewards and Department Chairs. Adaptive Leadership Training has increased skills around collaboration and teachers are starting to use adaptive leadership strategies during meetings.

#### Areas of Growth:

- Continue walkthroughs of classrooms with eventually providing feedback around Effective Instruction
- Staff led community building activities
- Building Funshine committee
- More participation by staff in creating the agenda items of our staff meetings
- Staff led professional development

#### Next Steps:

- Walkthrough feedback includes and focuses on Effective Instruction practices.

#### Progress As Expected:

We are in year one of implementation. We believe that this will become a system that will become a norm. I think we will see more growth around these areas next year.

## Goal Two:

A secondary goal for the high school administration for school year 23/24 is creating a strong system of academic support and SEL support for all students using our WIN system.

To reach this goal, high school administration has identified several steps including establishing a WIN program that is meaningful and engaging for students. As well as establishing a universal protocol for identifying and requesting students (including difference between high, medium, and low priority) for academic support.

Strategies aligned to this goal include creating a collaborative team in which counselors, behavior and academic interventionists meet with identified students for academic or SEL support. In addition, a clear WIN system were students receive academic, behavioral, and social-emotional support. Creating feedback loops so staff give feedback and work with admin to improve WIN program

## Current Progress:

### Strengths:

- Supports decreased our "Fail" rate by roughly 30%
- Wednesday WINs have clear time for teacher collaboration and student supports
- Departments have done a data dig into grades & talked about where we are seeing some DDP in our system

### Areas of Growth:

- We had to readjust our academic interventions with our academic specialist resigning
- Consistent communication by teachers to our families on who needs to attend WIN
- Consistent collaboration with families around students academic progress
- Academic Interventionist provides additional teaching focused on skill building.

### Next Steps:

- Hire academic interventionist with a teaching license with specialties of Math, Science, and literacy.
- Consistency with collaboration times and strategic in how we spend our time together.

## Goal three:

The third goal for the high school administration for school year 23/24 is to create school-wide academic and attendance interventions.

To reach this goal, high school administration has identified several steps including Increasing communication around academic progress between staff and families. Creating a tried academic intervention support system to accurately identify students needing support. Academic interventions are specific to the student and their needs. In addition, there is a stronger communication system around skipping and unexcused absences between school and families.

## Current Progress:

Strengths:

- Refined attendance procedures to be consistent with letter and consistent contacts home from school administration.
- Weekly newsletter provides updates for families on checking attendance and grades
- Weekly staff newsletter to reinforce school-wide expectations
  - Newsletter is posted in dashboard

Growth:

- Teacher communication home when students skip class or are tardy to class
- School-wide tardy policy for consistency
- Teachers marking attendance accurately

Next Steps:

- Beginning of the school year, stronger communication around attendance expectations
- Clear direction for attendance procedures
- Stronger accountability for teachers not following attendance procedures.



**Superintendent Report**  
**February 20, 2024 from Dr. Renee Corneille**  
**Superintendent of St. Anthony - New Brighton Schools**

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

**SAVHS student, Kosei Iwashita, qualifies for individual invitational math competition**

Kosei Iwashita, 12th grader at SAVHS, will qualify for the individual invitational competition! In addition, the math team is headed to the State Meet on March 11! The team scored 66 points, which was enough to overtake Torino-Grace. Kosei was recognized last week as our division's highest scorer. Ben Matre, 12th grader at SAVHS, earned third place in the overall individual scores in the division. Congrats!

**National School Counseling week was Feb. 5-9**

Our school counselors are real-life superheroes – we are so lucky to have them! They support our students in a myriad of ways, from helping plan their coursework to tackling real-world issues, they are there to give our students the care and support they need to thrive. Thank you, Kate, Heather and Renee, for your tireless support of our students!

**Troy Urdahl is a National Baseball Coach of Year Finalist**

Director of Athletics and Activities Troy Urdahl will be honored by the National High School Athletic Coaches Association (NHSACA) at the association's banquet on Thursday, June 28, 2024. Congratulations Troy!

**Coming up: SAMS Day of Belonging!**

Join St. Anthony Middle School (SAMS) on Wednesday, February 28 for a special celebration of community and connection at SAMS. This day is all about promoting a sense of belonging among our students through various engaging activities.

Students will choose from a range of projects, including crafting for seniors, leading activities for younger students, making pet toys, preparing sandwiches for those in need, and more.

Students will also engage in small group discussions, learn from inspiring guest speakers, and enjoy acts of service and play designed to foster connection and understanding.

- Volunteer and contribute: We're seeking family volunteers and donations to make this event a success. Whether you can offer time or resources, your support is invaluable. [Volunteer your time](#) and [donate items](#) to help our students have a great day!





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

**Regular Meeting – Tuesday, February 6, 2024**

**MINUTES**

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

**Members Absent:** Director Laurel Hood

**Staff Present:** Superintendent Dr. Renee Corneille; Executive Director of Academics Hope Fagerland; Director of Athletics, Activities & Facilities Troy Urdahl; SAVHS Student Council Advisor Zach Siggelkow.

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

**APPROVAL OF THE AGENDA**

**A motion was made by Ben Phillip and seconded by Laura Oksnevad to approve the February 6, 2024 agenda, as presented. The motion carries 5/0.**

**FACILITIES REPORT**

Director of Athletics, Activities and Facilities Dr. Troy Urdahl provided a facilities update that included status of custodial staffing and recognition of the team; completed projects and a review of upcoming projects.

**SAVHS STUDENT COUNCIL LEADERSHIP REPORT**

SAVHS Student Council Advisor Zach Siggelkow presented an overview of SAVHS's student-lead events and activities made possible by the efforts of the Student Council.

**AIPAC (American Indian Parent Advisory Committee) REPORT**

Executive Director of Academics Hope Fagerland presented on the American Indian Parent Advisory Committee (AIPAC). The Minnesota Department of Education (MDE) requires all school districts that have ten or more American Indian students to form an American Indian Parent Advisory Committee based on Minnesota Statutes, section 124D.74, subdivision 1.

**SUPERINTENDENT REPORT**

Each school board meeting, the superintendent will take time to reflect on the school district's achievements, events and stories of students and staff. This report highlighted School Board Recognition Month; Paraeducator Recognition Week; Coach Travics MacLeod's 4th grade basketball team's scrimmage at the Target Center; CBS News' interview with Dr. Urdahl; and SAMS teacher Alison Criss will be the keynote speaker at the Minnesota Council of Teachers of English Spring Conference.

## **MONTHLY LEGISLATIVE UPDATE**

The Legislative Liaison, Director Oksnevad, provided an update to the board regarding the advocacy of the SANB Legislative Platform issues; legislative timeline; a Bills update; and opportunities for Advocacy.

### **APPROVAL OF THE MINUTES**

**A motion was made by Mageen Caines and seconded by Laura Oksnevad to approve the minutes from the January 23, 2024, Work Session, as presented. The motion carries 4/0.**

### **APPROVAL OF THE CONSENT AGENDA**

**A motion was made by Laura Oksnevad and Cassandra Palmer to approve the February 6, 2024, Consent Agenda, as presented. The motion carries 4/0.**

### **ACTION**

#### **1. Superintendent Contract**

The Superintendent contract ends on June 30, 2024. Over the fall of 2023 Chair Phillip and Vice Chair Oksnevad met and negotiated with the Superintendent. Changes in the contract for the next three years (2024-2027) were reviewed. The recommendation was to approve the 2024-2027 Superintendent's Contract with Dr. Renee Corneille.

**A motion was made by Laura Oksnevad and seconded by Mageen Caines to approve the 2024-2027 Superintendent's Contract with Dr. Renee Corneille, as presented. The motion carries 4/0.**

#### **2. World's Best Workforce Goals**

District administration, along with the Community Teaching and Learning Committee, recommended the school board approve the goals related to the World's Best Workforce Plan. These goals have been vetted and discussed with the Community Teaching and Learning Community, along with the school board at their January Work Session. The goals have been included within the school board's Success Metric framework.

**A motion was made by Mageen Caines and seconded by Laura Oksnevad to approve the World's Best Workforce goals, as presented. The motion carries 4/0.**

#### **3. Policy Work**

This is the final reading of policy 613. The recommendation was to approve Policy 613, as presented.

**A motion was made by Mageen Caines and seconded by Cassandra Palmer to approve Policy 613, as presented. The motion carries 4/0.**

## **DISCUSSION**

### **1. Enrollment Projections and Initial Budget Discussion**

This was the first review of enrollment projections presented by Superintendent Dr. Renee Corneille. As the school board prepares to develop and approve a budget, the board will determine the projected enrollment target. This target will determine the revenue the district can expect to receive from the state.

## **BOARD MEMBER REPORTS**

School Board members attended the following meetings and events: SEAC; SAMS parent meeting; SAMS spelling bee lunch; AMSD Executive Committee Meetings; 8th grade Capstone project; SAVHS parent meeting; SANBE Foundation meeting; "One Act Play"; Nordic Ski event; Knowledge Works; Girls Varsity Basketball; Sister City Meeting with Finland; and the MSBA Conference.

## **Adjourn**

The Regular Meeting of February 6, 2024 was adjourned at 9:01pm.  
Signed: Cassandra Palmer School Board Clerk  
Attest: April Hindi

The closed session for contract negotiations was called to order at 9:04 pm and adjourned at 10:04 pm.



**SCHOOL BOARD CONSENT AGENDA**  
**February 20, 2024**

PRESENTER(S): School Board Chair

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

**1. Payment of Bills *Checks Paid* – February 20, 2024**

<b>General Fund</b>	<b>\$106,094.50</b>
<b>Food Service Fund</b>	<b>\$31,662.23</b>
<b>Transportation Fund</b>	<b>\$ 3,304.99</b>
<b>Community Service Fund</b>	<b>\$1,595.40</b>
<b>Capital Expenditure Fund</b>	<b>\$105,123.03</b>
<b>Trust Fund</b>	<b>\$719.71</b>

**TOTAL:** **\$ 248,499.86**



### **Secure Storage of Firearms**

St. Anthony - New Brighton (SANB) Schools is a community and district united as a family, and values the safety of our students and staff at all times. As a part of our Whole School, Whole Community, Whole Child Wellness model, in addition to our student wellness Success Metrics, we demonstrate a commitment to health, wellbeing and safety. Unauthorized access to firearms is a major source of today's gun violence, a public health crisis. This is a first reading of the BeSMART Safe Gun Storage Resolution.

Unauthorized access to firearms is a major source of today's gun violence, a public health crisis. This is particularly true when it comes to school gun violence among children and teens. There is a growing number of schools around the country that have passed resolutions requiring that all student households receive information about secure storage. As a result of these efforts, millions of students nationwide attend schools with secure firearm storage policies. Everytown for Gun Safety, the National Education Association, and the American Federation of Teachers released a comprehensive set of proven effective solutions to intervene and prevent school gun violence, and responsible firearm storage. Everytown's Be SMART for Kids Campaign ([BeSmartforKids.org](http://BeSmartforKids.org)) is the model that is presented to the board to build awareness of the importance of secure firearm storage. A final draft of this resolution will come to the board for action on March 12th.

Minnesota does have a law that deals with negligent firearm storage specifying keeping firearms away from where children could gain access. Minnesota has no law that requires unattended firearms to be stored in a certain way. Minnesota also does not require a locking device to accompany the sale of a firearm, and no state statutes require firearm owners to affirmatively lock their weapons. Currently, schools are required to address student safety in a multitude of ways: bike, walking and bus safety, physical and emotional safety of students during emergency simulations, chemical health, and healthy relationships. All of which contribute to keeping students and their communities safe.

**DRAFT**

**Resolution**

School Boards Secure Storage Notification  
Resolution for States with Secure Storage Laws

Whereas, St. Anthony - New Brighton Schools is committed to the safety and security of all people in our school community;

Whereas, Evidence strongly suggests that secure firearm storage is an essential component to any effective strategy to keep schools and students safe;

Whereas, An estimated 4.6 million American children live in households with at least one loaded, unlocked firearm;

Whereas, Every year, roughly 350 children under the age of 18 unintentionally shoot themselves or someone else. That's nearly one unintentional shooting per day, and 70 percent of these incidents take place inside a home;

Whereas, Another 1,200 children and teens die by gun suicide each year, most often using guns belonging to a family member;

Whereas, In incidents of gun violence on school grounds, 75 percent of active shooters were current students or recent graduates;

Whereas, Research shows that secure firearm storage practices are associated with up to an 85 percent reduction in the risk of self-inflicted and unintentional firearm injuries among children and teens;

Whereas, The U.S. Secret Service National Threat Assessment Center recommends the importance of appropriate storage of firearms because 76 percent of school shooters used firearms acquired from the homes of parents or close relatives;

Whereas, Across the country, lawmakers, community members, and local leaders are working together to implement public awareness campaigns, such as the Be SMART program, which is endorsed by the National PTA and which encourages secure gun storage practices and highlights the public safety risks of unsecured guns;

Whereas, School districts across the country have begun to proactively send materials home to parents and guardians informing them of applicable firearm storage laws and firearm secure storage best practices;

Whereas, Keeping students, teachers and staff safe from the threat of gun violence should be the responsibility of all adult stakeholders at each of our school sites;

Whereas, State law requires adults to securely store their firearms where a child may or is likely to gain unauthorized access to a firearm;

Whereas, In order to continue with preventative measures to increase student and school safety we must act now; now therefore, be it

Resolved, That the Board directs the Superintendent and staff to update the Student Handbook to include information about the importance of secure gun storage, the legal requirements of parents and guardians to securely store their firearms, and that the best practice for secure gun storage is to keep all guns unloaded, locked up, and separate from ammunition;

Resolved further, That the Board directs the Superintendent to create an appropriate letter to parents and guardians that explains the importance of secure gun storage in preventing minors from accessing guns, the legal requirements of parents and guardians to securely store their firearms, and that the best practice for secure gun storage is to keep all guns unloaded, locked up, and separate from ammunition, to be included in annual registration materials at each school site, and requiring a signature acknowledging awareness of secure gun storage responsibilities; and, be it finally;

Resolved, That the Board and the Superintendent will continue to work with local law enforcement agencies, health agencies, and non-profits to collaborate and increase efforts to inform District parents of their obligations regarding secure storage of firearms in their homes.

For reference: [AMSD School Safety Position Paper](#)

# School Board Committee and Representation Descriptions

2024 Edition

Title	Board Member	Description	Group Contact	Time Commitment
<b>School Board Leadership</b>				
Chair	Ben Phillip	Preside at all meetings, Represent district in all actions, Countersign orders, Guide board process, Develop agenda with superintendent, First point of contact with superintendent	Ben Phillip	
Vice Chair	Mageen Caines	Performs “chair duties” during absence of the chair or at the request of the chair (Work sessions), Additional duties as assigned by the chair or board, including assisting in developing scope & sequence for meetings	Ben Phillip	
Treasurer	Mike Overman	Financial reporting oversight, Financial procedure and controls oversight	Ben Phillip	
Clerk	Cassandra Palmer	Maintains a check on minutes recording and signs needed documents.	Ben Phillip	
<b>Committees of the Board</b>				
Policy Committee (two board members)	Cassandra Palmer Laura Oksnevad Mageen Caines	Review and suggest changes to all policies with an equity and teaching & learning lens. Bring reviewed policies to board for approval.	Cassandra Palmer	Quarterly meetings
Audit Committee (Chair, Treasurer & one more board member)	Ben Phillip Mike Overman Mageen Caines	Reviews audit results with the auditors to ensure accuracy and accountability before it is brought to	Mike Overman	One annual meeting



		the full board for action.		
<b>Board Task Forces</b>				
Legislative Liaison	Laura Oksnevad	Works with the board and stakeholders to develop and communicate SANB's legislative priorities to our legislators.	Laura Oksnevad	Schedule varies
<a href="#">Superintendent Evaluation Committee</a> (2 board members)	Mageen Caines Ben Phillip	Develops, reviews, disseminates & summarizes the Superintendent Evaluation to the board and Superintendent. Board Chair/Vice Chair	Ben Phillip	Varies, approximately one to two meetings a year
New Board Member Mentor	Mageen Caines	Supports new board members in their school board professional development, answers questions and provides guidance.	Mageen Caines	Time varies
<b>St. Anthony Village High School Representation</b>				
SAAAC: St. Anthony Athletics & Advisory Committee	Cassandra Palmer	Representatives of the varying sports are present, students, Dr. Urdahl, parent reps, coaches, etc... Discussion about student engagement in the activities and athletics, finances, expectations, volunteerism, what's generally going on in St Anthony Activities and Athletics.	Troy Urdahl	Three meetings a year
<a href="#">MSHSL: MN State High School League</a>	Ben Phillip	School Board representative for the district. Attend with Director of Athletics & Activities.	Troy Urdahl	Two meetings a year
SAVHS Parent Meetings	Ben Phillip Cassandra Palmer	Board representative to share updates about board work that is pertinent to SAVHS and gather school/family updates to share with the board.	Norm Bell	

<b>St. Anthony Middle School Representation</b>				
SAMS Parent Meetings	Mageen Caines	Board representative to share updates about board work that is pertinent to SAMS and gather school/family updates to share with the board.	Amy Kujawski	Once a month
<b>Wilshire Park Elementary School Representation</b>				
Wilshire Park Parent/Student Groups	Laurel Hood		Maria Roberts	
WPPA: Wilshire Park Parents Association	Laurel Hood	Board representative to share updates about board work that is pertinent to WPPA and gather school/family updates to share with the board.	Sheri Crane and Stephanie Gingerich <a href="mailto:wppapresident@gmail.com">wppapresident@gmail.com</a>	Once a month or quarterly
<a href="#">Family Services Collaborative</a>	Laurel Hood		Renee Corneille	Quarterly meetings
<b>Community Services Representation</b>				
Community Services Parent/ Student Groups	Mike Overman		Wendy Webster	
Community Services Advisory Committee	Mike Overman	Board representative to share updates about board work that is pertinent to Community Services and gather school/family updates to share with the board.	Wendy Webster	Quarterly
<b>District Task Force/Committee Representation</b>				
SANBE Foundation	Cassandra Palmer	Makes grants to teachers who apply, usually for innovative purposes. Meets with and has some coordination with the Community Fund and members of WPPA. Board rep serves as a resource to provide information if it	Maggie Dreon <a href="mailto:maggiedreon@gmail.com">maggiedreon@gmail.com</a>	Monthly during school year

		would be helpful as they consider uses of funds.		
SANBE Endowment	Ben Phillip	Uses income from investments to grant funds to the district based on recommendations from administration. Currently not actively raising additional funds, but may in the future.	Leah Slye <a href="mailto:tlslye@msn.com">tlslye@msn.com</a>	As called by the Foundation chair when needed; a few a year.
Teaching & Learning (Community)	Ben Phillip Mike Overman Cassandra Palmer	Supports, learns and develops understanding with the community in the Teaching and Learning process	Andrew Hodges	Four yearly meetings
<a href="#">Q-Comp</a>	Mike Overman	Additional revenue to be used for teacher compensation provided to districts which have an MDE-approved agreement between the school board and teachers' union (also known as the "Alternative Teacher Professional Pay System" or "ATPPS").	Renee Corneille	One annual meeting
<a href="#">Wellness Committee</a>	Laurel Hood	Supports and guides the Wellness Committee in developing & implementing wellness goals.	Lori Watzl-King	Quarterly meetings
Calendar Committee	Mike Overman	Meets with staff, administrators and family members to develop a calendar that meets all the agreed upon requirements.	Renee Corneille	One to two meetings a year
Technology Committee	Ben Phillip	Supports staff & administration in areas of technology (policies, changes in software/hardware, etc)	Tim Anderson and Kari Bodurtha	Meetings vary, one to two meetings a year
AIPAC: American Indian Parent Advisory Committee	Mageen Caines	Be present to learn and understand the experiences and needs of Native American students and report back to the board.	Hope Fagerland	Monthly meetings

<a href="#">Special Education Parent Advisory Committee</a>	Laura Oksnevad (Mageen Caines)	This will likely be partnered with the Northeast 916 representation. Be present to learn, understand the experiences and needs of students with special needs and report back to the board.	Hope Fagerland	Two times a year
<a href="#">Northeast Metro 916 Board Member</a>	Laura Oksnevad	916 serves students that have special needs that SANB does not have the capacity to serve. Generally Special Education Federal Setting Levels 3 & 4, and also alternative settings, Career & Tech. A voting member of a board of 13 different districts. Very similar to the SANB board but with much less time commitment.	Val Rae Boe <a href="mailto:vboe@916schools.org">vboe@916schools.org</a>	One meeting a month - 1st Wednesday of the month
<b>Partner Organizations Board Representation</b>				
<a href="#">AMSD: Association of Metro School Districts</a>	Laura Oksvenad	Attends AMSD meetings and reports back to the board.	<b>Scott Croonquist</b> Executive Director/Lobbyist  (office) 612-430-7811 (mobile) 612-203-5631 <a href="mailto:scroonquist@amsd.org">scroonquist@amsd.org</a>	Monthly meetings
<a href="#">BrightWorks (Metro ECSU)</a>	Mageen Caines	Attend BrightWorks meetings as Representative Assembly Member, may be nominated to Executive Board as a school board representative; if serving as Representative Assembly Member, may have fewer meetings; if serving as Executive Board, up to four meetings to pass policies (MSBA models), budget, and other governance functions.	<b>John Schultz</b> , Executive Director, 612-638-1525, <a href="mailto:john.schultz@brightworksmn.org">john.schultz@brightworksmn.org</a>  Angela Skrade, Executive Assistant <a href="mailto:Angela.skrade@brightworksmn.org">Angela.skrade@brightworksmn.org</a>	Quarterly Meetings if Executive Board; annual meeting if Representative Assembly
MSBA Delegate	Laura Oksnevad	MSBA's Legislative Positions are	Direct questions about the	One online meeting

Assembly	Cassandra Palmer	adopted through the Delegate Assembly. School board members are elected for a two-year term by their peers to serve as Delegates. Delegates discuss and vote on various legislative resolutions submitted by school boards and individual school board members.	Delegate Assembly meeting to <b>Jen Ebert</b> at <a href="mailto:teamgr@mnmsba.org">teamgr@mnmsba.org</a>	in November, two days in December, plus time to read resolutions packet.
MSBA - Minnesota School Board Association	All Board Members			
Sister City	Ben Phillip	Sister Cities International (SCI) is a not-for-profit agency, which links communities from the United States with communities worldwide. St. Anthony is connected with Salo, Finland	Chair: Ruth Ann Marks <a href="mailto:ruthannmarks@usfamily.net">ruthannmarks@usfamily.net</a>	
Kiwanis	Mike Overman	Supporting the youth of our community one child and one family at a time.	President: Uriah Blatherwick <a href="mailto:stanthonykiwanis@gmail.com">stanthonykiwanis@gmail.com</a>	
Chamber of Commerce	Mageen Caines	The School District is a member of the St. Anthony Area Chamber of Commerce. The Chamber's Board of Directors consists of nine members. At this time, no school staff or board members serve on the Board.	Executive Director Roberta Colotti  Board President Tom Archibald <a href="mailto:tom@archibaldstudios.com">tom@archibaldstudios.com</a>	Monthly Board meetings  Monthly events for Chamber members and our community

## ST. ANTHONY NEW BRIGHTON MEMORANDUM

**TO:** ISD 282 School Board

**FROM:** Renee Corneille, Superintendent

**SUBJECT:** History of Effective Instruction

**DATE:** Feb. 20, 2024

### **Timeline for Effective Instruction:**

Year	SANB Work	Results
<b>2013</b>	The state of Minnesota adopted the <a href="#">Common Core Reading Standards</a> , which are more rigorous (text complexity, increased cognitive demand) when compared to the previous state reading standards.	<b>Stagnation and Decline in Test Scores:</b> Starting in 2013 SANB test scores started to become stagnant and eventually started to decline.
<b>2014</b>	Superintendent Bob Laney conducted strategic planning for the school district. Mr. Laney and the school board held World Café discussions with over 700 community members, staff, families, and students about the vision of SANB Schools. All discussion comments were documented and then analyzed into key themes by 30-40 stakeholders. A smaller group of stakeholder representatives carefully edited and polished these key themes.	<b>District Mission and Vision:</b> Mission: To educate, prepare, and inspire a community of lifelong learners in our small, caring environment.  Vision: We are committed to the success of all learners. We will engage, inspire, challenge, and support each learner through innovation and collaboration.
<b>2016-2017</b>	Superintendent Bob Laney hired WMEP and Dr. Tamika Fuller from Education Reform Enterprises (ERE) to conduct a Comprehensive Needs Assessment (CNA) of our PreK-12 programming.	<b>Themes of the 2017 CNA Results:</b> -Significant prevalence of disparity, disproportionality, and predictability of student learning and discipline based on demographics. -Stagnation of student achievement on standardized tests. -Evidence of only surface-level, non-rigorous learning -Over-emphasis on student compliance and whole-class instruction
<b>2018-2019</b>	Superintendent Renee Corneille created the District Teaching and Learning Committee (school board members, union leadership, teacher leaders, and administrators).  Superintendent Renee Corneille conducted a survey asking what the vision of a successful SANB graduate should be in ISD282. The survey was given to a randomized sample of the community (with 30% from each demographic group) and all staff members.	<b>Definition of Student Success:</b> 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.
<b>2019-2020</b>	District Teaching and Learning Team spent the year reading and discussing research regarding effective instructional practices and how students learn best. Through this work, they identified the type of	<b>Definition of Effective Instruction:</b> In SANB Schools, effective instruction is grounded in three principles: rigor, relevance, and relationships. Without each of these components, high levels of

	instruction necessary to meet the success definition and respond to the 2017 CNA results.	transferable learning are not possible.
<b>2020-2022</b>	<p>The Teaching and Learning Department is created and charged with operationalizing the definition of effective instruction. The department collaborated with Tamika Fuller from Education Reform Enterprises (ERE) to create the Framework for Effective Instruction.</p> <p>Superintendent Renee Corneille began the process of operationalizing the definition of student success. This work included using research to define each aspect of student success - student wellness, academic skills and love of learning, and positive contributor and thriving citizen - and identifying possible assessment tools. She authored a memo to capture this work.</p>	<p><b>Framework for Effective Instruction:</b> This framework states the required mindsets, instructional goals, and the discrete knowledge and skills expected of district educators. The framework also includes learning progressions that articulate what effective instruction should look like to increase student success.</p> <p><b>School Board Approves Success Metrics:</b> Like other districts' "Portrait of a Graduate," SANB's Success Metrics articulate the broad skills and knowledge all students will have upon graduation from our schools.</p>
<b>2022-2023</b>	<p>The Teaching and Learning Department drafted the plan for professional development required to execute the Framework for Effective Instruction.</p> <p>Dr. Tamika Fuller from Education Reform Enterprises (ERE) and teachers, school board members, and district leadership conducted a follow-up Comprehensive Needs Assessment (CNA).</p>	<p><b>Implementation Plan:</b> This is a draft of the proposed learning for professional development for the 2023-2024 and 2024-2025 school years.</p> <p><b>The 2023 CNA Results will be presented to the school board and building staff in August 2023.</b> Continued prevalence of disparity, disproportionality, and predictability of student success in most areas. Decline in student achievement on standardized tests. Continued evidence of only surface-level, non-rigorous learning</p>
<b>2023-2024</b>	Building leaders and district administration developed student level goals matching the success metrics. The goals are directly tied to the type of programming happening during the 2023-24 School Year.	<p><b>School Board:</b> Approves Success Metric Goals in all areas: Academic Excellence, Love of Learning, Wellness, and Positive Contributor to Society.</p>
<b>2023-2024 2024-2025</b>	Teachers, in collaboration with their PreK-12 department members, start implementing the Framework for Effective Instruction in their classrooms.	<p><b>Fall 2025: Full implementation of the Effective Instruction Framework and shift to proficiency-based learning and grading.</b></p>
<b>2025</b>	All teachers utilize the Framework for Effective Instruction and all school buildings implement proficiency-based learning.	

**MSBA Article By SANB School Board:** *St. Anthony-New Brighton's Journey Toward Rigor, Relevance & Relationships: Board Member Support of District Transformation*

## It Starts With the School Board

*This article is a collaborative effort between the St. Anthony - New Brighton School Board and the St. Anthony - New Brighton Independent School District 282, a small Minnesota district with approximately 1,900 students and 350 staff members. Located between Minneapolis and Roseville, the district serves a diverse student population with varied backgrounds, languages and cultures.*

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School boards have a unique and powerful role in transforming a district's educational system. However, as a school board member or supportive staff to the board, it can seem like day after day, and year after year, attaining the goals we once set for ourselves and for the district starts to become more distant and unattainable.

## So what stands in the way?

Organizational change poses significant challenges. As we initiate change, new complexities emerge, emphasizing the need for effective infrastructure to guide the transformation. People are central to this process, facing obstacles rooted in old habits and traditional views of education. When education focuses on efficiency rather than actual learning, teaching is reduced to a game. This hinders genuine learning and instead teaches students how to play the system.

School board work is further complicated by community resistance to change and competing priorities. Maintaining organization and focus is crucial in navigating these distractions.

Financial constraints add another layer of difficulty. For example, our community overwhelmingly passed a levy in November 2023, despite the considerable tax burden on individual households, aimed at closing the inflationary gap.

## What does St. Anthony - New Brighton Schools stand for?

The goal of our district is to ensure the success of all learners, foundationally meaning ending disparity, disproportionality, and predictability in student outcomes. This is the dream and the promise of public education.

## What is the Board's role in that change?

### **Establish and maintain common contextual understanding**

At St. Anthony - New Brighton Schools, our board governs by setting the direction and the district staff develops and implements a plan. We proudly note our board's first policy, Policy 1.1, which states:

*"We believe that the school exists for the benefit of the students and society. Consistent with the ideals of democracy, the school should provide the opportunity for each student to discover and develop his interests and abilities for a useful and happy life in our society. This school shares this responsibility with the home, church, and other community institutions"*

This policy established the same thinking our community survey confirms 61 years later as community goals and expectations for the school district.

### **Develop guiding principles**

In 2014, the board established district guiding principles by updating the district mission, vision and values following an extensive world café-styled engagement process. Upon hiring our superintendent, she immediately began to work with the St. Anthony - New Brighton Schools Teaching and Learning team and the board to operationalize student success.

The board passed a portrait of a graduate, which we call Success Metrics.

St. Anthony New Brighton defines success as a student who has acquired:

- Academic skills and life skills to positively contribute to society,
- Have a love for learning,
- Are able to meet the social-emotional needs of themselves and others and,
- Become a thriving citizen.



Many school boards adopt a portrait of a graduate – this isn't revolutionary work. However, this was revolutionary for our district by connecting thoroughly defined success metrics to effective instruction and using that to implement system transformation.

The district developed logic models aligning with the board's success metrics, integrating teaching and learning, district guiding principles, and equity assessments to create common understanding.

### **Create a teaching and learning system**

Superintendent Corneille led a teaching and learning team, involving staff, administrators, and board members in a deep dive into the research and science of learning. This required unlearning and relearning established notions.

### **Key questions explored:**

- What is the historical context of our current system?
- Why is the system structured as it is?

Realizing that every system yields its designed results, the focus shifted to making teaching rigorous, relevant, and rooted in developmental relationships.

While the process spanned 2018-2024, marking a rapid shift for the district, it became evident that both the board and the system required education on the necessity of this change. The board committed to success metrics, modeling their use in the transformation process.

Recognizing the need for deep learning to comprehend the governance implications, the board allocated dedicated meeting times and work sessions for board professional development to understand success metrics. More recently, the board actively participated in sections of teaching and learning staff professional development to grasp operational requirements for policies, budgets, and superintendent supervision and support. Continuing to understand this work is currently a multi-year goal for the board.

### **Do intentional assessments to understand current issues**

The board created action plans by directing the superintendent to conduct two distinct inquiries for a comprehensive view of student learning. One was on a comprehensive needs assessment focused on teaching and the other was an equity review of student experience. These ongoing evaluations enrich our nuanced understanding of teaching and learning. We actively contributed to contractor selection, survey design, conversations, classroom observations, data reflection, and collaborative efforts in developing governance recommendations, all processed during dedicated professional development time.

### **Determine the budget**

The superintendent gathered feedback from staff, community members, and students on their experiences at St. Anthony - New Brighton Schools. The data underscored the need for system change, with the school community's input considered crucial. The board reviewed operational plans, teaching and learning strategies, and success metrics, asking for cost estimates for idea implementation and creating a budget.

Prioritizing student education, the board invested in staff to support transformative change. The budget reflects this commitment to a student learning-centered model, shaped through data and co-creation.

Ongoing budget work involves collaboration with the superintendent and business office on developing enrollment forecasts, writing grants, and understanding legislative formulas. The board shares findings and questions with MSBA and legislators, and communicates these with the community.

### **Provide excellent policy review and governance models**

The board ultimately brings all of the previously listed elements together for effective governance. This emphasizes adherence to the governance model, teaching our students, staff, and community members where to ask questions and how to be involved through our teaching and learning committee. We give direction to the superintendent to enhance our governance, especially around output metrics and evaluating inputs. The board's policy committee works with administration and staff to ensure that the supports needed for transformation are embedded within policies.

### **Support the Superintendent**

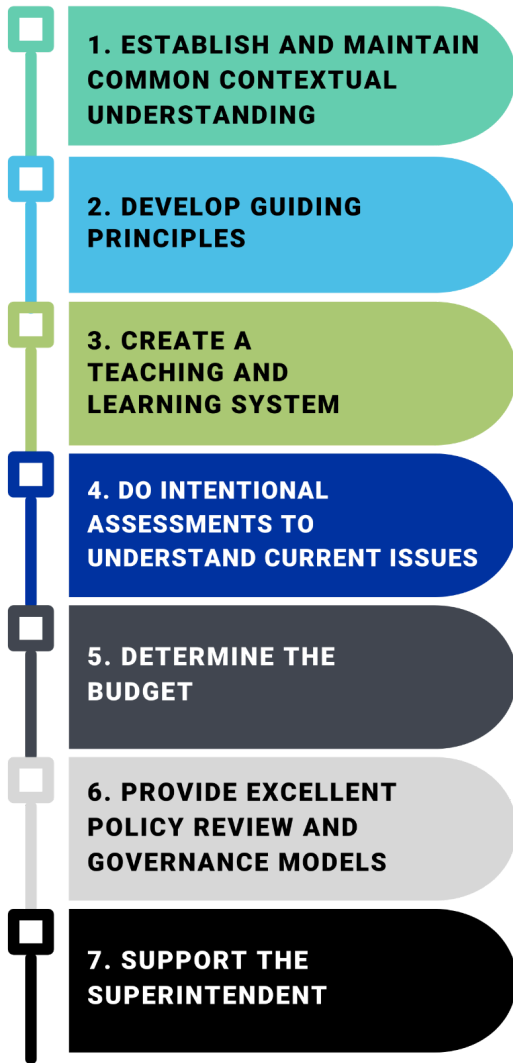
The board has one employee to hire, supervise and evaluate. Superintendent Corneille has an audacious dream for public education and she is building on the good work of others while setting a new course, demanding that we stop avoiding difficult transformative change and proudly commit to see it through. In addition to setting up deadlines, we also encouraged the superintendent to shift from convincing the board of the need for change (setting up dominos) to implementation (knocking over the first domino).

### **What next?**

The district is actively implementing transformative changes, with the board regularly assessing the superintendent's adherence to the plan. Drawing from experiences during COVID-related school changes, we apply those lessons in our efforts. We evaluate and monitor success metrics goals, inputs, and acknowledge and adjust if needed.

Our geographically small district shares commonalities and challenges with other statewide districts. As part of a national education system evolving for the 21st century, we emphasize opportunities and access to academic success for all students.

Close partnership between the board and Superintendent is crucial for this transformation. We strive to meet the Superintendent's expectations, fund, advocate for, and support her plans through governance. Success in this endeavor would fulfill the promise of our education system and indeed, our country, despite the challenges public education faces. We remain confident in our ability to succeed in this transformative process. We will succeed.





**Fiscal Year 2024-25 Initial Budget Assumptions**  
**February 20, 2024**

**Revenues:**

- **Student Enrollment:** We are projecting 1,879 students for the district’s enrollment which includes 14 ECSE and 1,865 K-12. We are also projecting a negative adjustment of 45 ADM due to students participating in the Post Secondary Enrollment Options program. As a result, 1,834 ADM will be used for 2024-25 budget.

<b>Grade Level</b>	<b>Oct 1, 2023 Enrollment</b>	<b>2024-25 Enrollment Target</b>	<b>2024-25 Enrollment Budget</b>
<b>K-5</b>	687	705	679
<b>6-8</b>	447	450	445
<b>9-12</b>	706	780	741
<b>ECSE</b>	17	14	14
<b>PSEO Adj</b>	-45	-45	-45
<b>Total</b>	<b>1,812</b>	<b>1,904</b>	<b>1,834</b>

- **General Education Basic Funding:** The basic general education formula is projected to increase by 2% from \$7,138 to \$7,281 per Adjusted Pupil Unit (APU). Pupil units are calculated using a weighting factor of 1.0 for kindergarten to grade 6 and 1.2 for grades 7-12. The estimated basic general education revenue for 2024-25 is **\$14,802,273** (\$7,281 x 2,033 APU).
- **Special Education Aid:** The district special education aid is estimated to be \$2.3 million and the district cross subsidy aid for Special Education is expected to be 44% or \$920k. Total estimated special education aid is \$3.2 million and around \$850k is for special education transportation.

- **Operating Referendum Levy:** The operating referendum levy will increase by \$890 per APU to \$2,543.86 per APU. The estimated revenue from operating referendum levy is **\$5,171,667.**
- **Professional Development:** The district will continue to set aside 2% of the basic general education state revenue for staff development. This amounts to approximately \$296k for 2024-25.
- **Achievement and Integration Program:** The district will submit an A & I plan and \$295k budget to MDE for approval to continue participation in the A & I Program.
- **Federal Grants:** All ESSER and ARP grants that were awarded to the district will be spent by June 30, 2024. The district will continue to receive ESEA (Title I, II, III and IV) and Federal Special Education Grants in 2024-25.
- **ADSI:** The district will submit 2024-25 ADSIS budget to MDE for approval.

### **Expenditures:**

- **Staffing:** Administration would like to increase staffing by 3.25 FTEs
  - SAVHS Career Coordinator - 1.0 FTE
  - SAMS Para Educator – 1.0 FTE
  - Student Assessment Coordinator - .25 FTE
  - HR/Transportation/Business Office Coordinator - .50 FTE
  - Board/Superintendent/Business Office Administrative Asst- .50 FTE
- **Salaries:** Employee salaries will be budgeted to reflect the bargaining unit contracts that are settled. Salaries for open contracts will be budgeted based on the parameters set by the School Board.
- **Health Insurance:** The district's portion of health insurance premiums is expected to increase by 4.5% in 2024-25.
- **Purchased services:** purchased services contracts will be budgeted based on negotiated contracts and any open contracts will be budgeted to increase by 4%.
- **Utilities:** Utilities such as gas/fuel, electricity and water will be increased by 10% in the budget.
- **Supplies:** Supplies will be budgeted to increase by 3%



**RESOLUTION TO LIMIT THE ENROLLMENT OF NONRESIDENT PUPILS**

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

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

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

THEREFORE, BE IT HEREBY RESOLVED, by the School Board of Independent School District No. 282 that the following limits per class be put in place beginning July 1, 2024 for the 2024-2025 school year; and school district administration will provide the required reporting to the Minnesota Commissioner of Education as required by statute.

Kindergarten Grade Level Capacity: **110 Students**

First Grade Level Capacity: **110 Students**

Second Grade Level Capacity: **110 Students**

Third Grade Level Capacity: **125 Students**

Fourth Grade Level Capacity: **125 Students**

Fifth Grade Level Capacity: **125 Students**

Sixth Grade Level Capacity: **150 Students**

Seventh Grade Level Capacity: **150 Students**

Eighth Grade Level Capacity: **150 Students**

Ninth Grade Level Capacity: **200 Students**

Tenth Grade Level Capacity: **200 Students**

Eleventh Grade Level Capacity: **200 Students**

Twelfth Grade Level Capacity: **180 Students**