

Tuesday, June 18, 2024

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

**7:00 pm Regular Meeting and Work Session**

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REGULAR MEETING AND WORK SESSION

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

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**Call to Order** (2 minutes)  
Chair Ben Phillip

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**Approval of Agenda** (2 minutes)  
Chair Ben Phillip

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**Approval of Minutes** (2 minutes)  
Chair Ben Phillip

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**Approval of Consent Agenda** (2 minutes)  
Chair Ben Phillip

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**Action Item:** (5 minutes)  
**2024-2025 Budget**

Superintendent Dr. Renee Corneille

Minnesota Statute 123B.77 Subd 4 requires school boards to approve and adopt their revenue and expenditure for the next school year prior to July 1. This is the final review for approval.

The recommended motion is to approve the 2024-2025 budget, as presented.

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**Action Item:** (10 minutes)

**Q-Comp MOA**

Superintendent Dr. Renee Corneille

This memorandum of understanding is entered into between ISD282 and St. Anthony Village Education Association (SAVEA) to establish and implement the Alternative Teacher Professional Pay System (ATTP/Q-Comp) for the teachers of ISD282.

The recommendation is to approve the 2025-2026 Q-Comp MOA, as presented.

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**Adjourn Regular Meeting** (2 minutes)  
**Call Work Session to Order**  
Chair Ben Phillip

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**Discussion Item:** (45 minutes)  
**School Board Evaluation**  
Chair Ben Phillip

As the entity legally charged with governing a school district, each school board is responsible to its community for governing efficiently and leading effectively to provide for equitable education, resulting in high student achievement. Effective school boards engage in a continuing process of self-assessment and use the results to identify opportunities for improvement. Using the MSBA five standards of school board leadership (conduct & ethics, vision, structure, accountability, advocacy & communication), an evaluation tool was developed for the St. Anthony-New Brighton school board to identify effectiveness and opportunities for improvement.

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**Discussion Item:** (90 minutes)  
**Data Deep Dive**  
Superintendent Dr. Renee Corneille

Superintendent Corneille will share the results of the 2023-2024 success metric goals. Then the board will review trend line data regarding the district's demographics, academic achievement, student wellness, and contributions to the community. The board will use the protocol attached to process the data to develop success metric goals for the 2024-25 school year.

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**Discussion Item:** (15 minutes)  
**Human Resources Report**  
Executive Director of Human Resources and Operations Dr. Tim Anderson

On a rotational basis, district leaders will update the board about the functions of the district. Executive Director of Human Resources and Operations Dr. Tim Anderson, will provide an end of the year report on operations and human resources.

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**School Board Member Reports:** (10 minutes)  
Chair Ben Phillip

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**Action:** (2 minutes)  
**Closed Session**  
Chair Ben Phillip

The meeting will be closed as permitted by Minnesota Statute section 13D.03, to consider labor negotiations.

Action: The recommendation is to enter into a closed session for labor negotiations.

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**Action:** (2 minutes)  
**Closed Session**  
Board Chair Ben Phillip

The School Board will enter a closed session for the Superintendent Evaluation.

Action: The recommendation is to enter into a closed session for the Superintendent's evaluation results.

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**Adjourn**

Chair Ben Phillip

Next Meeting(s):

Wednesday, July 10, 2024 – School Board Professional Development- Media Center

[School Board Scope and Sequence](#)

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

**Regular Meeting – Tuesday, June 4, 2024**

**MINUTES**

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

**Staff Present:** Superintendent Dr. Renee Corneille; Speech Coach Joan Nelson; Student Council Advisor Zach Siggelkow; and Director of Athletics, Activities and Facilities Troy Urdahl

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 Laura Oksnevad and seconded by Mike Overman to approve the June 4, 2024 agenda, as presented. The motion carries 5/0.**

**STAFF RETIREMENTS**

**A motion was made by Cassandra Palmer and seconded by Laurel Hood to honor our retirees, as presented. The motion carries 5/0.**

Peter Victorine, SAVHS Social Studies -32 years of service; Kirsten Donohue, SAMS-Dean of Students - 25 years of service; Linda Admundsen, SAMS/SAVHS Nutrition Services Cook Manager - 31 years of service; and Cathy Steen, SAMS Special Education Paraprofessional - 20 years of service.

**SPEECH STUDENTS**

The SAVHS Speech team earned recognition at local, state and national levels. Speech Coach Joan Nelson shared the success of the team.

**STUDENT COUNCIL**

The purpose of our student council is to give students the opportunity to create, develop, and lead school activities, events, and service projects. This end of the year report highlighted the council's achievements, guided by Advisor Zach Siggelkow.

**SAMS GARDENING CLUB**

SAMS Gardening Club is a multi-phased project; designed and supported by the students of St. Anthony Middle School. Students shared the progress of the garden projects and next steps.

**COMMUNICATION BREAK**

## **SUPERINTENDENT REPORT**

Each school board meeting, the superintendent will take time to reflect on the school district's achievements, events and stories of students and staff. This report highlighted a number of student achievements including the superintendent council; girls' flag football; SAVHS graduate Ellie Peterson; SAVHS District 916 student of the month, Charles Trombley and the library club. In addition, the SAMS students shared stuffed toys created by the artwork of the 1st graders at Wilshire Park and the chamber choir performed for our community members.

## **APPROVAL OF THE MINUTES**

**A motion was made by Laurel Hood and seconded by Laura Oksnevad to approve the minutes from the May 21, 2024, Regular Meeting and Work Session, with one edit, as presented. The motion carries 5/0.**

## **APPROVAL OF THE CONSENT AGENDA**

**A motion was made by Mike Overman and seconded by Cassandra Palmer to approve the June 4, 2024, Consent Agenda, as presented. The motion carries 5/0.**

## **ACTION**

### **1. Levy Referendum Renewal**

#### **RESOLUTION AUTHORIZING THE RENEWAL OF AN EXPIRING REFERENDUM REVENUE AUTHORIZATION**

BE IT RESOLVED by the School Board (the "Board") of Independent School District No. 282 (St. Anthony-New Brighton School District), Hennepin and Ramsey Counties, Minnesota (the "District"), as follows:

1. **Background.** It is hereby determined that:

(a) Minnesota Statutes, Section 126C.17, subdivision 9b ("Subdivision 9b"), states that a school board may renew an expiring referendum revenue authorization without an election by adopting a written resolution authorizing the renewal, provided that the expiring referendum has not been previously renewed under Subdivision 9b, the term of the renewed referendum is no longer than the initial term approved by the voters, the expiring referendum is within the last two fiscal years of the term of the referendum, and the per pupil amount of the renewed referendum is the same as the amount of expiring referendum, or for an expiring referendum that was adjusted annually by the rate of inflation, the same as the per-pupil amount of the expiring referendum, adjusted annually for inflation in the same manner as if the expiring referendum had continued.

(b) At a duly called and regularly held special election on November 4, 2014, District voters approved a referendum revenue authorization for a term of 10 years, commencing with taxes payable in 2015. The additional revenue from the referendum revenue authorization has been used to finance school operations. The referendum revenue authorization is scheduled to expire after taxes payable in 2024 (the "Expiring Referendum").

(c) On June 4, 2024, the Board convened a regular meeting for the purpose, in part,

of discussing the proposed renewal of the Expiring Referendum in accordance with Subdivision 9b and allowing public testimony on the proposed renewal.

(d) The Expiring Referendum has not been previously renewed under Subdivision 9b.

2. Authorization of Renewal. The Board hereby determines and declares that it is necessary and expedient for the District to renew the Expiring Referendum in the same per pupil amount as is current in the Expiring Referendum. The additional revenue from the renewed referendum revenue authorization will be used to finance school operations. The renewed referendum revenue authorization will be applicable for 10 years beginning with taxes payable 2025, unless otherwise revoked or reduced as provided by law.

3. Notice of Renewed Referendum Revenue Authorization. The Clerk is hereby authorized and directed to submit a copy of this resolution to the Commissioner of Education and the county auditor of each county in which the District is located in whole or in part as soon as practicable, but not later than September 1 of the calendar year in which resolution is adopted.

4. Effective Date. Pursuant to Subdivision 9b, this resolution becomes effective 60 days after its adoption.

**A motion was made by Laura Oksnevad and seconded by Laurel Hood to approve the Levy Referendum Renewal, as presented. With a roll call vote, the motion carries 5/0.**

## **2. ISD282 LTFM 10 Year Plan**

ADOPTING THE SCHOOL DISTRICT'S FISCAL YEAR (FY) 25  
LONG-TERM FACILITIES MAINTENANCE TEN-YEAR PLAN

WHEREAS, to qualify for Long-Term Facilities Maintenance revenue, Minnesota Statutes 2022, section 123B.595, subd. 4 states a school district or intermediate district must annually adopt and approve a ten-year LTFM facilities plan by July 31 for commissioner approval.

WHEREAS, the school district has developed a ten-year Long-Term Facilities Maintenance plan consistent with this law.

**A motion was made by Cassandra Palmer and seconded by Mike Overman to approve ISD282's LTFM Capital Expenditure plan for fiscal years 2024-2034, as presented. With a roll call vote, the motion carries 5/0.**

## **3. LTFM NE Metro 916**

Resolution approving Northeast Metro 916 Intermediate School District's long-term facility maintenance program budget and authorizing the inclusion of a proportionate share of those projects in the district's application for fiscal year (FY) 2026 long-term facility maintenance revenue.

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

1. The school board of Northeast Metro 916 Intermediate School District has approved a long-term facility maintenance program budget for its facilities for the 2025-2026 school year (Pay 2025 Levy) in the amount of \$467,100 of which School District No. 282's proportionate share is \$8,523.00 for pay as you go projects. The various components of this program budget are attached hereto and are incorporated herein by reference. Said budget is hereby approved.

2. Minnesota Statutes, Section 123B.595, subdivision 3, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long-term facility maintenance revenue application.

3. The proportionate share of the costs of the intermediate school district's long-term facility maintenance program for each member school district to be included in its application shall be determined by utilizing a blended rate where 25% of the rate is determined by multiplying the total cost of the intermediate school district long-term facility maintenance times the ratio of the member school district's net tax capacity to the total net tax capacity of the intermediate school district and 75% of the rate is determined by multiplying the total cost of the intermediate school district long-term facility maintenance times the ratio of ADM utilization by district to the total ADM utilization. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application for fiscal year 2026 is hereby approved, subject to approval by the Commissioner of Education. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

**A motion was made by Laura Oksnevad and seconded by Cassandra Palmer to approve the NE Metro 916 LTFM budget , as presented. With a roll call vote, the motion carries 5/0.**

#### **4. MSHSL Membership Annual Renewal**

The Resolution for Membership is an annual resolution adopted by MSHSL member schools to renew their membership with the Minnesota State High School League. Each school's governing board agrees to adopt the Constitution, Bylaws, Policies and Regulations of the League and all amendments as the minimum standards governing participation in said League-sponsored activities and athletics. This membership renewal is processed prior to the start of the upcoming school year. Each member schools Superintendent/Head of School and their Board Clerk must sign the Resolution for Membership Form to renew their membership for the upcoming school year.

**A motion was made by Cassandra Palmer and seconded by Mike Overman to approve the MSHSL Annual Membership, as presented. The motion carries 5/0.**

## 5. BeSmart Resolution

### INDEPENDENT SCHOOL DISTRICT 282, ST. ANTHONY-NEW BRIGHTON Secure Storage Notification Resolution

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, be it finally;

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

**A motion was made by Laura Oksnevad and seconded by Laurel Hood to approve the BeSmart Resolution, as presented. With a roll call vote, the motion carries 5/0.**

## **6. IOWA - Identified Official with Authority**

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOWA) for each local educational agency that uses the Education Identity and Access Management (EDIAM) system. The IOWA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually.

**A motion was made by Cassandra Palmer and seconded by Mike Overman to designate Superintendent Dr. Renee Corneille as the IOWA for ISD282, as presented. The motion carries 5/0.**

## **DISCUSSION**

### **1. Monthly Legislative Update**

Standard 5 for School Board Leadership is Advocacy and Communication. The school board advances its vision at the local, regional, state, and national levels; engages and builds relationships with both public and private stakeholders and advocates on local, state and national levels. The Legislative Liaison, Director Oksnevad, provided an end of session wrap up and the upcoming opportunities to continue advocating on behalf of SANB Legislative platform issues.

## **7. Policy Committee Update**

The policy committee reviewed policy definitions, the use of the consent agenda for adoption of policy and policy timelines. Additionally, a first reading of policies 427 and 606.5 were presented for a first reading.

## **8. 2024-2025 School Board Meeting Dates**

The School Board reviewed potential meeting dates for the 2024-2025 school year.

### **BOARD MEMBER REPORTS**

School Board members attended the following meetings and events: preschool graduation; wellness committee; resilience cohort; WELS North graduation; grade 5 and 8 capstone presentations; policy; AMSD; q-comp; choir concert; jazz and concert band; speech banquet; Knowledge Works; and the MSBA Raed Act webinar.

### **Adjourn**

The Regular Meeting of June 4, 2024 was adjourned at 9:27 pm.

Attest: Kim Lannier

**AMENDED - SCHOOL BOARD CONSENT AGENDA**  
**June 18, 2024**

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
<del>Wagner</del>	<b>Matthew</b>	<del>MARSS/SIS Coordinator</del>	<b>District</b>	<b>July 1, 2024</b>

b.. Resignation(s)

Last Name	First Name	Position	School	Date Effective
<b>Lehman</b>	<b>Ashley</b>	<b>Food Service</b>	<b>SAMS/SAVHS</b>	<b>June 10, 2024</b>
<b>Satterlie</b>	<b>Chris</b>	<b>Special Education Teacher</b>	<b>SAVHS</b>	<b>June 10, 2024</b>
<b>Labandz</b>	<b>Rick</b>	<b>Custodian</b>	<b>Community Services</b>	<b>June 28, 2024</b>

**2. Payment of Bills *Checks Paid* – June 18, 2024**

General Fund	\$245,700.84
Food Service Fund	\$40,902.51
Transportation Fund	\$35,638.95
Community Service Fund	\$10,749.15
Capital Expenditure Fund	\$127,165.41
Trust Fund	\$3,721.76

**TOTAL:     \$ 463,878.62**

**St. Anthony - New Brighton ISD 282 FY2024-25 PROPOSED BUDGET  
1,834 ADM**

	Nonspendable A	Assigned B	Committed C	Restricted D	Unassigned E	General Fund Total F (A+B+C+D+E)	Reserved Capital G	Transportation H
Estimated Revenues	-	1,178,742	-	1,811,283	22,940,562	25,930,587	2,320,263	1,682,847
Estimated Expenditures	-	1,171,742	-	1,622,232	22,812,087	25,606,061	2,378,601	1,711,668
Estimated Fund Balance 7/1/24	34,372	2,392,759	716,921	767,634	2,620,074	6,531,760	1,684,188	779,166
Estimated Fund Balance 6/30/25	34,372	2,399,759	716,921	956,685	2,748,549	6,856,285	1,625,850	750,345
Projected Surplus (Deficit)	-	7,000	-	189,051	128,474	324,526	(58,338)	(28,821)

**EXPLANATION OF COLUMNS**

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

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

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

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

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

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

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

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

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

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

**Debt Service** = Records outstanding indebtedness. Fund 07

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

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

**Internal Service** = Self insurance program. Fund 20

**St. Anthony - New Brighton ISD 282 FY2024-25 PROPOSED BUDGET  
1,834 ADM**

	Food Service I	Community Services J	Debt Service K	Trust Fund L	Agency Fund M	Internal Service N	OPEB Trust O	ALL FUNDS TOTAL
Estimated Revenues	1,250,740	1,769,825	2,374,613	19,820	52,890	171,800	20,000	35,593,385
Estimated Expenditures	1,244,907	1,732,093	2,275,764	30,000	55,000	161,200	40,258	35,235,551
Estimated Fund Balance 7/1/24	493,427	1,274,934	339,772	76,601	-	192,305	1,148,374	12,520,527
Estimated Fund Balance 6/30/25	499,260	1,312,666	438,622	66,421	(2,110)	202,905	1,128,117	12,878,360
Projected Surplus (Deficit)	5,833	37,732	98,850	(10,180)	(2,110)	10,600	(20,258)	357,834

**EXPLANATION OF COLUMNS**

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**General Fund (01)**

<b>Fund Balance</b>	<b>Fund Balance Description</b>	<b>Est. 23-24 Fund Balance</b>	<b>Proposed 24-25 Revenue</b>	<b>Proposed 24-25 Expenditure</b>	<b>Est. 24-25 Ending Fund Balance</b>
Assigned	Severance, Vacation & Sick	\$ 590,377			\$ 590,377
Assigned	COVID-19 Response	200,000			200,000
Assigned	SPED and Federal Programs	650,000			650,000
Assigned	Federal Special Ed Grant	-	390,000	390,000	-
Assigned	ECSE Federal grant		15,500	15,500	-
Assigned	Title I		150,000	150,000	-
Assigned	Title II		32,000	32,000	-
Assigned	Title III/IV		28,000	28,000	-
Assigned	Equity and Instruction	332,550			332,550
Assigned	WMEP for Integration	128,709			128,709
Assigned	ADSI	300,000	271,071	271,071	300,000
Assigned	Achievement & Integration	9,438	285,171	285,171	9,438
Assigned	Device Insurance	14,083	7,000		21,083
Assigned	District Technology	57,602			57,602
Assigned	Legal	110,000			110,000
	<b>Assigned Fund Balance Subtotal</b>	<b>\$ 2,392,759</b>	<b>\$ 1,178,742</b>	<b>\$ 1,171,742</b>	<b>\$ 2,399,759</b>
Board Committed	Capital	\$ 581,046	\$ -	\$ -	\$ 581,046
Board Committed	Technology and Curriculum	135,875	-	-	135,875
	<b>Board Committed Fund Balance Subtotal</b>	<b>\$ 716,921</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 716,921</b>
Restricted	Athletic Trainer	\$ 10,969	\$ -	\$ -	\$ 10,969
Restricted	Career and Tech	-	48,233	48,233	0
Restricted	Compensatory/EL/Basic Skills	253,942	880,871	726,670	408,143
Restricted	Endowment	25,165			25,165
Restricted	Extended Learning Op	4,372			4,372
Restricted	FS Angel Fund	3,715			3,715
Restricted	Gifted & Talented	-	26,432	26,432	(0)
Restricted	Learning & Development	-	357,626	357,626	-
Restricted	Safe Schools	-	102,214	102,214	(0)
Restricted	School Library Aid	-	39,833	39,833	(0)
Restricted	SPED Medical Assistance	237,934	60,000	25,149	272,785
Restricted	Staff Development	231,537	296,075	296,075	231,537
	<b>Restricted Fund Balance Subtotal</b>	<b>\$ 767,634</b>	<b>\$ 1,811,283</b>	<b>\$ 1,622,232</b>	<b>\$ 956,685</b>

NOTE: This is a draft of the 2024-25 budget proposal and the numbers may change

General Fund (01)									
Unassigned	Gen Ed	\$	2,620,074	\$	19,275,346	\$	17,312,657	\$	4,582,763
Unassigned	State Aid Special Education		-		2,577,622		4,054,559		(1,476,936)
Unassigned	Q comp		-		475,741		475,741		(0)
Unassigned	Student Fees Athletics/Activities		-		268,430		969,131		(700,701)
Unassigned	Draw from OPEB Trust		-		40,000				40,000
Unassigned	Other Misc Revenue		-		303,423				303,423
<b>Unassigned Fund Balance Subtotal</b>		<b>\$</b>	<b>2,620,074</b>	<b>\$</b>	<b>22,940,562</b>	<b>\$</b>	<b>22,812,087</b>	<b>\$</b>	<b>2,748,549</b>
<b>General Fund (01) Total Fund Balances</b>		<b>\$</b>	<b>6,497,388</b>	<b>\$</b>	<b>25,930,587</b>	<b>\$</b>	<b>25,606,061</b>	<b>\$</b>	<b>6,821,913</b>

Transportation Fund (3)							
Fund Balance	Fund Balance Description		Est. 23-24 Fund Balance	Proposed 24-25 Revenue	Proposed 24-25 Expenditure	Est. 24-25 Ending Fund Balance	
Transportation	Regular Transportation	\$	779,166	\$	689,854	\$	841,978
Transportation	Special Transportation				934,697		(1)
Transportation	NonPublic Transportation				18,296		(91,633)
Transportation	Out of District Transportation				40,000		(0)
<b>Transportation Fund Balance Subtotal</b>		<b>\$</b>	<b>779,166</b>	<b>\$</b>	<b>1,682,847</b>	<b>\$</b>	<b>750,344</b>

Capital Fund (5)							
Fund Balance	Fund Balance Description		Est. 23-24 Fund Balance	Proposed 24-25 Revenue	Proposed 24-25 Expenditure	Est. 24-25 Ending Fund Balance	
Reserved Capital	Capital Projects Levy	\$	584,603	\$	989,914	\$	618,196
Reserved Capital	Operating Capital		1,021,396		569,850		893,468
Reserved Capital	Long Term Facilities Maintenance		78,189		760,498		114,186
<b>Capital Fund Balance Subtotal</b>		<b>\$</b>	<b>1,684,188</b>	<b>\$</b>	<b>2,320,263</b>	<b>\$</b>	<b>1,625,850</b>

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FUND 01		GENERAL FUND				
PROGRAM:		ADMINISTRATION				
OBJECT	DESCRIPTION	2024-25 PROPOSED BUDGET	2023-24 REVISED BUDGET	\$ DIFFERENCE	% CHANGE	
100'S	SALARIES AND WAGES	\$ 972,751	\$ 897,354	\$ 75,397		
200'S	EMPLOYEE BENEFITS	\$ 296,334	\$ 287,881	\$ 8,453		
300'S	PURCHASED SERVICES	\$ 55,960	\$ 54,330	\$ 1,630		
400'S	SUPPLIES AND MATERIALS	\$ 27,397	\$ 26,599	\$ 798		
500'S	CAPITAL EXPENDITURES	\$ -	\$ -	\$ -		
800'S	OTHER EXPENDITURES	\$ 25,015	\$ 17,636	\$ 7,378		
<b>TOTAL ADMINISTRATION BUDGET</b>		<b>\$ 1,377,456</b>	<b>\$ 1,283,800</b>	<b>\$ 93,656</b>	<b>7.3%</b>	
PROGRAM:		DISTRICT SUPPORT SERVICES				
OBJECT	DESCRIPTION	2024-25 PROPOSED BUDGET	2023-24 REVISED BUDGET	\$ DIFFERENCE	% CHANGE	
100'S	SALARIES AND WAGES	\$ 272,811	\$ 350,038	\$ (77,227)		
200'S	EMPLOYEE BENEFITS	\$ 78,962	\$ 84,255	\$ (5,292)		
300'S	PURCHASED SERVICES	\$ 880,408	\$ 486,071	\$ 394,337		
400'S	SUPPLIES AND MATERIALS	\$ 72,559	\$ 51,028	\$ 21,531		
500'S	CAPITAL EXPENDITURES	\$ -	\$ -	\$ -		
800'S	OTHER EXPENDITURES	\$ 2,756	\$ 3,994	\$ (1,238)		
<b>TOTAL DISTRICT SUPPORT SERVICES</b>		<b>\$ 1,307,497</b>	<b>\$ 975,386</b>	<b>\$ 332,111</b>	<b>34.0%</b>	
PROGRAM:		REGULAR INSTRUCTION				
OBJECT	DESCRIPTION	2024-25 PROPOSED BUDGET	2023-24 REVISED BUDGET	\$ DIFFERENCE	% CHANGE	
100'S	SALARIES AND WAGES	\$ 8,956,567	\$ 8,319,173	\$ 637,395		
200'S	EMPLOYEE BENEFITS	\$ 3,090,742	\$ 2,960,107	\$ 130,635		
300'S	PURCHASED SERVICES	\$ 524,028	\$ 539,528	\$ (15,500)		
400'S	SUPPLIES AND MATERIALS	\$ 148,311	\$ 143,991	\$ 4,320		
500'S	CAPITAL EXPENDITURES	\$ 14,340	\$ 42,984	\$ (28,644)		
800'S	OTHER EXPENDITURES	\$ 25,920	\$ 24,037	\$ 1,883		
<b>TOTAL REGULAR INSTRUCT BUDGET</b>		<b>\$ 12,759,908</b>	<b>\$ 12,029,820</b>	<b>\$ 730,088</b>	<b>6.1%</b>	
PROGRAM:		SPECIAL ED INSTRUCTION				
OBJECT	DESCRIPTION	2024-25 PROPOSED BUDGET	2023-24 REVISED BUDGET	\$ DIFFERENCE	% CHANGE	
100'S	SALARIES AND WAGES	\$ 2,983,483	\$ 2,831,624	\$ 151,858		
200'S	EMPLOYEE BENEFITS	\$ 1,134,900	\$ 956,391	\$ 178,509		
300'S	PURCHASED SERVICES	\$ 513,252	\$ 508,170	\$ 5,082		
400'S	SUPPLIES AND MATERIALS	\$ 40,823	\$ 39,634	\$ 1,189		
500'S	CAPITAL EXPENDITURES	\$ 7,500	\$ 6,200	\$ 1,300		
800'S	OTHER EXPENDITURES	\$ 51,172	\$ 48,003	\$ 3,168		
<b>TOTAL SPECIAL ED BUDGET</b>		<b>\$ 4,731,129</b>	<b>\$ 4,390,023</b>	<b>\$ 341,107</b>	<b>7.8%</b>	

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<b>PROGRAM: INSTRUCTIONAL SUPPORT SERVICES</b>					
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2024-25 PROPOSED BUDGET</u>	<u>2023-24 REVISED BUDGET</u>	<u>\$ DIFFERENCE</u>	<u>% CHANGE</u>
100'S	SALARIES AND WAGES	\$ 1,049,322	\$ 995,284	\$ 54,038	
200'S	EMPLOYEE BENEFITS	\$ 389,595	\$ 324,882	\$ 64,713	
300'S	PURCHASED SERVICES	\$ 411,199	\$ 230,778	\$ 180,421	
400'S	SUPPLIES AND MATERIALS	\$ 16,865	\$ 16,373	\$ 491	
500'S	CAPITAL EXPENDITURES	\$ -	\$ -	\$ -	
800'S	OTHER EXPENDITURES	\$ -	\$ 35	\$ (35)	
<b>TOTAL INSTRUCTIONAL SUPPORT</b>		<b>\$ 1,866,981</b>	<b>\$ 1,567,352</b>	<b>\$ 299,628</b>	<b>19.1%</b>
<b>PROGRAM: PUPIL SUPPORT SERVICES</b>					
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2024-25 PROPOSED BUDGET</u>	<u>2023-24 REVISED BUDGET</u>	<u>\$ DIFFERENCE</u>	<u>% CHANGE</u>
100'S	SALARIES AND WAGES	\$ 817,500	\$ 554,809	\$ 262,691	
200'S	EMPLOYEE BENEFITS	\$ 292,328	\$ 204,155	\$ 88,174	
300'S	PURCHASED SERVICES	\$ 16,040	\$ 15,573	\$ 467	
400'S	SUPPLIES AND MATERIALS	\$ 65,690	\$ 45,517	\$ 20,173	
500'S	CAPITAL EXPENDITURES	\$ -	\$ 158,850	\$ (158,850)	
800'S	OTHER EXPENDITURES	\$ -	\$ 150	\$ (150)	
<b>TOTAL PUPIL SUPPORT SUPPORT</b>		<b>\$ 1,191,558</b>	<b>\$ 979,053</b>	<b>\$ 212,505</b>	<b>21.7%</b>
<b>PROGRAM: SITES AND BUILDINGS</b>					
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2024-25 PROPOSED BUDGET</u>	<u>2023-24 REVISED BUDGET</u>	<u>\$ DIFFERENCE</u>	<u>% CHANGE</u>
100'S	SALARIES AND WAGES	\$ 934,700	\$ 891,010	\$ 43,690	
200'S	EMPLOYEE BENEFITS	\$ 322,638	\$ 302,093	\$ 20,545	
300'S	PURCHASED SERVICES	\$ 550,434	\$ 510,796	\$ 39,639	
400'S	SUPPLIES AND MATERIALS	\$ 273,600	\$ 264,366	\$ 9,234	
500'S	CAPITAL EXPENDITURES	\$ -	\$ 160,000	\$ (160,000)	
800'S	OTHER EXPENDITURES	\$ 5,809	\$ 4,770	\$ 1,039	
<b>TOTAL SITES AND BUILDINGS</b>		<b>\$ 2,087,182</b>	<b>\$ 2,133,035</b>	<b>\$ (45,853)</b>	<b>-2.1%</b>
<b>PROGRAM: FISCAL AND OTHER FIXED COSTS</b>					
<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>2024-25 PROPOSED BUDGET</u>	<u>2023-24 REVISED BUDGET</u>	<u>\$ DIFFERENCE</u>	<u>% CHANGE</u>
	WORK COMP AND PROP INSURANCE	\$ 284,350	\$ 321,960	\$ (37,610)	-11.7%
<b>TOTAL GENERAL FUND BUDGET</b>		<b>\$ 25,606,061</b>	<b>\$ 23,680,428</b>	<b>\$ 1,925,633</b>	<b>8.1%</b>

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<b>FUND 02 FOOD SERVICE</b>						
<u>OBJECT</u>	<u>DESCRIPTION</u>		<u>2024-25 PROPOSED BUDGET</u>		<u>2023-24 REVISED BUDGET</u>	<u>\$ DIFFERENCE</u> <u>% DIFFERENCE</u>
100'S	SALARIES AND WAGES	\$	429,296	\$	414,654	\$ 14,641
200'S	EMPLOYEE BENEFITS	\$	155,618	\$	150,310	\$ 5,307
300'S	PURCHASED SERVICES	\$	61,540	\$	59,173	\$ 2,367
400'S	SUPPLIES AND MATERIALS	\$	586,496	\$	510,864	\$ 75,632
500'S	CAPITAL EXPENDITURES	\$	10,000	\$	44,566	\$ (34,566)
800'S	OTHER EXPENDITURES	\$	1,957	\$	1,900	\$ 57
<b>TOTAL FOOD SERVICE BUDGET</b>		<b>\$</b>	<b>1,244,907</b>	<b>\$</b>	<b>1,181,467</b>	<b>\$ 63,440      5.4%</b>
<b>FUND 03 TRANSPORTATION</b>						
<u>OBJECT</u>	<u>DESCRIPTION</u>		<u>2024-25 PROPOSED BUDGET</u>		<u>2023-24 REVISED BUDGET</u>	<u>\$ DIFFERENCE</u> <u>% DIFFERENCE</u>
100'S	SALARIES AND WAGES	\$	202,190	\$	147,971	\$ 54,219
200'S	EMPLOYEE BENEFITS	\$	76,832	\$	46,643	\$ 30,189
300'S	PURCHASED SERVICES	\$	1,424,646	\$	1,274,699	\$ 149,947
400'S	SUPPLIES AND MATERIALS	\$	8,000	\$	5,000	\$ 3,000
500'S	CAPITAL EXPENDITURES	\$	-	\$	160	\$ (160)
<b>TOTAL TRANSPORTATION</b>		<b>\$</b>	<b>1,711,668</b>	<b>\$</b>	<b>1,474,473</b>	<b>\$ 237,195      16.1%</b>
<b>FUND 04 COMMUNITY SERVICES</b>						
<u>OBJECT</u>	<u>DESCRIPTION</u>		<u>2024-25 PROPOSED BUDGET</u>		<u>2023-24 REVISED BUDGET</u>	<u>\$ DIFFERENCE</u> <u>% DIFFERENCE</u>
100'S	SALARIES AND WAGES	\$	1,020,428	\$	985,886	\$ 34,542
200'S	EMPLOYEE BENEFITS	\$	318,118	\$	292,564	\$ 25,554
300'S	PURCHASED SERVICES	\$	288,138	\$	265,838	\$ 22,300
400'S	SUPPLIES AND MATERIALS	\$	77,487	\$	77,580	\$ (93)
500'S	CAPITAL EXPENDITURES	\$	4,400	\$	4,400	\$ -
800'S	OTHER EXPENDITURES	\$	23,522	\$	2,700	\$ 20,822
<b>TOTAL COMMUNITY SERVICES BUDGET</b>		<b>\$</b>	<b>1,732,093</b>	<b>\$</b>	<b>1,628,968</b>	<b>\$ 103,125      6.3%</b>
<b>FUND 05 CAPITAL</b>						
<u>OBJECT</u>	<u>DESCRIPTION</u>		<u>2024-25 PROPOSED BUDGET</u>		<u>2023-24 REVISED BUDGET</u>	<u>\$ DIFFERENCE</u> <u>% DIFFERENCE</u>
100'S	SALARIES AND WAGES	\$	36,534	\$	35,480	\$ 1,054
200'S	EMPLOYEE BENEFITS	\$	8,332	\$	8,152	\$ 180
300'S	PURCHASED SERVICES	\$	177,716	\$	549,127	\$ (371,411)
400'S	SUPPLIES AND MATERIALS	\$	670,349	\$	202,508	\$ 467,841
500'S	CAPITAL EXPENDITURES	\$	1,485,669	\$	2,584,737	\$ (1,099,067)
800'S	OTHER EXPENDITURES	\$	-	\$	3,500	\$ (3,500)
<b>TOTAL CAPITAL BUDGET</b>		<b>\$</b>	<b>2,378,601</b>	<b>\$</b>	<b>3,383,503</b>	<b>\$ (1,004,902)      -29.7%</b>

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## Memorandum of Understanding **Agreement** regarding “Q-Comp”

This Memorandum of Understanding **Agreement** is entered into between the St. Anthony New Brighton School District, ISD 282, (“the District) and the St. Anthony Village Education Association (“the Union”), to establish and implement the Alternative Teacher Professional Pay System (“ATPPS” or “Q-Comp”) for the teachers of the St. Anthony New Brighton Schools. All teachers, as defined by MN Stat.122A.40 (the Continuing Contract law) and the Master Contract, shall be eligible for and participate in this program.

ATPPS commenced with the 2006-2007 school year, upon approval from the Union general membership and the District School Board. The District and the Union agree to the terms of this Memorandum of Understanding **Agreement** through the conclusion of the **2023-24 2025-26** school year. The District and Union may mutually agree to minor revisions to Q-Comp during this time period without renewing this entire document.

Should there be any change to the alternative teacher professional pay systems statutes (MN Stat.122A.414 or 122A.415), both parties agree to discontinue all provisions of ATPPS unless an alternative agreement is reached. The discontinuation shall occur on June 30, **2024 2026** with all funds accounted for as of that date.

### 1. **Funding**

- a. All alternative compensation funding from the state of Minnesota and from the local alternative compensation levy shall be used exclusively for ATPPS.
- b. The District may, at its discretion, supplement the funding of ATPPS from the general fund or other funding sources.
- c. If the State increases the per capita dollar amount of alternative compensation funding, the extra funds will be allocated by the Q-Comp and Teacher Development Evaluation (TDE) Oversight Committee with a preference given to increasing performance pay. The District will not be required to increase the current local levy for Q-Comp, so if the increase from the State is based on a local levy increase, then no new revenue will be generated.
- d. Any ATPPS funds not used in one school year will automatically carry over to the following year’s ATPPS budget.
- e. The Q-Comp/TDE Oversight Committee will have responsibility for reviewing and approving the annual budget for ATPPS.

### 2. **Participation Requirements**

- a. All teachers paid on the teacher contract **(including full year long-term substitutes)** shall be eligible to participate in Q-Comp.
- b. All teachers will have a minimum of 3 Points of Contact with their building administrator. Points of contact may include formal observations and/or walkthrough observations.
- c. **All teachers must complete a minimum of 5 Points of Contact with their CORE colleague, a student achievement goal, the building goal, and make progress toward or complete their individual goal, to be eligible for the full amount of performance pay.**
- d. **Teachers who work 0.50-1.0 FTE must have an additional 4 events related to their goal. Events can include professional development (district or outside agency), team collaboration / curriculum work, professional learning community meetings, etc.).**
- e. **Teachers who work less than 0.50 FTE must have an additional 2 events related to their goal. Events can include professional development (district or outside agency), team collaboration / curriculum work, professional learning community meetings, etc.).**

- ~~f. Teachers who work 0.8-1.0 FTE must complete a minimum of 9 Points of Contact with a CORE colleague, a student achievement goal, the building goal, and make progress toward or complete their individual goal, to be eligible for the full amount of performance pay.~~
- ~~g. Teachers who work 0.50-0.79 FTE must complete a minimum of 7 Points of Contact with a CORE colleague, a student achievement goal, the building goal, and make progress toward or complete their individual goal, to be eligible for the full amount of performance pay prorated by FTE.~~
- ~~h. Teachers who work less than 0.49 FTE must complete a minimum of 5 Points of Contact with a CORE colleague, a student achievement goal, the building goal, and make progress toward or complete their individual goal, to be eligible for the full amount of performance pay prorated by FTE.~~
- i. Teachers who take statutorily protected leave, such as a Family Medical Leave Act (“FMLA”) leave or Armed Services leave, and who would have met the performance pay criteria laid out in letters a-e but have taken statutory protected leave, will receive the entire portion of the money that would have been earned based on their FTE for the school year.
- j. Teachers who work a partial year due to late hire, severed employment, partial leave, sabbatical, or retirement shall be eligible for all performance pay, prorated according to their FTE for the school year.
- k. CORE Colleagues will meet requirements if they have at least 2 Educators.
- l. No teacher shall receive more than 100 percent of the full incentive amounts.

### 3. Career Ladder Positions:

- Staff members may serve in more than one Career Ladder position at the same time.
- a. Q-Comp Program Advisory Team
  - i. Team Members / Responsibilities
    - 1. District-wide Q-Comp Advisor**
      - a. Complete all MDE required paperwork
      - b. Attend training sessions as provided by MDE
      - c. Provide a review / update of Q-Comp program details for staff during workshop week
      - d. Serve on the Q-Comp/TDE Oversight Committee
      - e. Collect individual teacher’s goal results at the end of each school year and communicate results to payroll for stipend payout
    - 2. Site Specific Q-Comp Advisor**
      - Each building (Wilshire Park, Middle School, High School) will have one site specific Advisor).
        - a. Meet with new staff to explain Q-Comp program in detail
        - b. Attend training sessions provided by MDE as appropriate
        - c. Work with building principals to calculate building wide goals
        - d. Ensure building staff members have completed required Q-comp paperwork
        - e. Provide goal updates to staff
        - f. Complete review process for CORE colleagues with CORE coordinator
  - ii. Qualifications:
    - 1. Continuing contract teacher with a minimum of 7 years of teaching experience including 5 years in the St. Anthony New Brighton School District, can apply during 5th year in the district
    - 2. Advanced Degree preferred
    - 3. Leadership training preferred

4. Training in mentorship preferred
  5. Knowledge and understanding of the Q-Comp system
  6. Experience with school budgeting preferred
  7. Experience with supervision preferred
- iii. Release Time and Compensation:
1. The District-Wide Q-Comp Advisor will receive a stipend of \$1500 per year.
  2. Each Site Specific Q-Comp Advisor will receive a stipend of \$1000 per year.
- iv. Evaluation: The Q-Comp Program Advisory Team will be evaluated annually by district administration **using the checklist provided in Appendix A.**
- v. Length of Position: Hired for a term of three years. Upon completion of a three-year term, can apply for additional three-year terms.
- vi. Hiring Process: ~~Career Ladder positions will be electronically posted and will be emailed by the district to all staff.~~ **Career ladder positions will be posted by the district following the job posting requirements of the SAVEA Master Agreement.**
- vii. **The district Q-Comp/TDE Oversight Committee will meet to review all applicants and determine if interviews are needed.**

**b. CORE Colleague Coordinator**

1. Qualifications:
  - a. Continuing contract teacher with 5 years of completed teaching experience including 5 years completed in the St. Anthony New Brighton District; can apply during 5<sup>th</sup> year
  - b. Experience as a CORE Colleague
  - c. Advanced Degree preferred
  - d. Leadership training preferred
  - e. Training in mentorship preferred
  - f. Training in teacher evaluation preferred
  - g. A working knowledge of a broad base of instructional and classroom management skills and methods
  - h. Willingness to identify CORE Colleague's needs and guide them toward professional development to meet those needs
  - i. Proficiency in communicating instructional methods and skills to other teachers
2. Responsibilities:
  - a. Providing support to CORE colleagues
  - b. Ensuring CORE program completed in a similar manner across buildings
  - c. Complete process for matching educators to CORE colleagues every 3 years.**
  - d. Complete process for matching educators to CORE colleagues following completion of their probationary period within the St. Anthony New Brighton School District.**
  - ~~e. Follow process for recruiting for new CORE colleagues and matching educators to CORE colleagues~~
  - ~~f. Work with District administration along with the Union Leadership to notify staff of their nominations~~
  - g. Work with Human Resources department** to facilitate the process for selecting Building Core Colleague Leads
  - h. Complete annual review process for CORE colleagues
3. Release Time and Compensation (CORE)

- a. The CORE Colleague Coordinator will be paid \$1500 per year
- b. may be eligible to receive up to 3 days of release time for the year.
- 4. Evaluation: The CORE Colleague Coordinator will be evaluated annually by district administration **using the checklist provided in Appendix A.**
- 5. Length of Position: Hired for a term of three years. Upon completion of a three-year term, can apply for additional three-year terms.
- 6. Hiring Process: ~~Career Ladder positions will be electronically posted and will be emailed by the district to all staff.~~ **Career ladder positions will be posted by the district following the job posting requirements of the SAVEA Master Agreement.**
- 7. **The district Q-Comp/TDE Oversight Committee will meet to review all applicants and determine if interviews are needed.**

**c. CORE Colleague**

**i. Qualifications:**

- 1. Continuing contract teacher with 5 years of completed teaching experience including 5 years completed in the St. Anthony New Brighton District before they can become a colleague, can apply during 5<sup>th</sup> year
- 2. Advanced Degree preferred
- 3. **Training or Interest in leadership / mentorship preferred**
- 4. **Ability to complete required training in teacher evaluation / coaching**
- 5. ~~Leadership training preferred~~
- 6. ~~Training in mentorship preferred~~
- 7. ~~Training in teacher evaluation preferred~~
- 8. A working knowledge of a broad base of instructional and classroom management skills and methods
- 9. Willingness to identify teacher's needs and guide them toward professional development to meet those needs
- 10. Show proficiency in communicating instructional methods and skills to other teachers

**ii. Responsibilities:**

- 1. Communicate with Site Specific Q-Comp Advisor to verify Q-Comp goal progress
  - a. Colleagues will verify the number of points of contact have been met.
  - b. Colleagues will verify that growth toward their educator personal **professional growth McREL** goal has occurred.
- 2. Provide feedback to continuing contract teachers on Q-Comp goals and individual teacher professional growth plan
  - a. assist in the development of a **personal** professional growth goal ~~(McREL)~~
  - b. record points of contact
  - c. encourage reflection on personal goal
  - d. collaborate with educators to examine student engagement
  - e. complete **required coaching** ~~Cognitive Coaching~~ training

**iii. Selection (CORE Colleague)**

- 1. **CORE Colleague positions will be posted by the district following the job posting requirements of the SAVEA Master Agreement.**
- 2. **The district Q-Comp/TDE Oversight Committee will meet to review all applicants and determine if interviews are needed.**
- 3. ~~District administration will compile a list of eligible staff members meeting the criteria above every three years or as needed.~~

- ~~4. Building staff will nominate staff members to be colleagues based on the list established by administration~~
- ~~5. District administration along with the Union Leadership and CORE Colleague Coordinator will notify staff of their nominations. Those staff will be encouraged to apply for those positions:~~
- iv. Release Time and Compensation (CORE)
  1. Each CORE Colleague will be responsible for between 2 to 5 Educators
  2. ~~The CORE Colleagues will be paid \$800 per educator served~~ **CORE Colleagues will be paid as follows:**
    - a. **\$1200 per educator in their first year of employment in the SANB school district.**
    - b. **\$1000 per educator in their second or third year of employment who has not received continuing contract status in the SANB school district**
    - c. **\$800 per educator who has continuing contract status in the SANB school district**
  3. CORE Colleagues ~~may be~~ **are** eligible to receive up to 3 days of release time for the year.
- v. Evaluation
  1. **CORE Colleagues will be evaluated annually by the CORE Colleague Coordinator and Site Specific Q-Comp Advisor using the checklist provided in Appendix A.**
- vi. Building Leads
  1. Each building will have a minimum of 2 CORE Colleagues who serve as building leads. Buildings may have additional building leads at the discretion of the Superintendent and CORE Colleague Coordinator.
  2. Each building will receive a total of \$1500 for building leads, which will be divided evenly amongst the building leads.
  3. Building leads are responsible for mentoring new CORE colleagues.
  4. Building leads are responsible for working with the CORE Colleague Coordinator to plan / complete a minimum of 2 CORE communities per year.
  5. Gather individual educator personal **professional growth McREL** goals to allow for like-goal conversations.
  6. One building lead per building will serve on the Q-Comp/TDE Oversight committee
- vii. Evaluation
  1. **The CORE Colleague building leads will be evaluated annually by the CORE Colleague Coordinator and Site Specific Q-Comp Advisor using the checklist provided in Appendix A.**
  - ~~2. The CORE Colleagues will be evaluated by the Site Specific Q-Comp Advisor and CORE Colleague Coordinator at least one time during their three-year term.~~
    - ~~a. During each 3-year term, Colleagues will meet with the Site Specific Q-Comp Advisor and CORE Colleague Coordinator to review the McREL rubric standards 1-B and 1-C.~~
    - ~~b. The CORE Colleague Coordinator will complete an informal survey of educators and share results with the CORE colleague during the second year of their three-year term.~~
- viii. Length of Position: Hired for a term of three years. Upon completion of a three-year term, can apply for additional three-year terms.
- ix. Hiring Process: Career Ladder positions will be electronically posted and will be emailed by the district to all staff.

**d. New Teacher Mentor**

~~i. Qualifications:~~

- ~~1. Continuing contract teacher with 5 years of completed teaching experience including 5 years completed in the St. Anthony New Brighton District before they can coach, can apply during 5<sup>th</sup> year~~
- ~~2. Effective interpersonal and communication skills.~~
- ~~3. Successful teaching experience.~~
- ~~4. Preferred – previous mentoring experience.~~
- ~~5. Experience and training in research-based instructional practices.~~
- ~~6. Advanced Degree preferred~~
- ~~7. Leadership training preferred~~

~~ii. Responsibilities:~~

- ~~1. Organize and direct staff development programs for all instructional staff and new teachers.~~
- ~~2. Lead new teacher workshop days.~~
- ~~3. Continue with established new teacher mentor program and professional development.~~
- ~~4. Complete Cognitive Coaching training~~
- ~~5. Work collaboratively with CORE Colleagues.~~
- ~~6. New Teacher Mentors will serve on the Q-Comp/TDE oversight committee~~

~~iii. Release Time and Compensation: 1.0 FTE combined with AI (Achievement Integration) funding and staff development funding (budget dependant).~~

~~iv. Evaluation: Evaluated annually by district administration.~~

~~v. Length of Position: Hired for a term of three years per funding available. Upon completion of a three year term, can apply for additional three year terms. Upon completion of the New Teacher Mentor position, teachers will be guaranteed their original teaching assignment.~~

~~vi. Hiring Process: Career Ladder positions will be electronically posted and will be emailed by the district to all staff.~~

**e. Teaching and Learning Coordinator**

~~1. Qualifications:~~

- ~~a. Continuing contract teacher with 5 years of completed teaching experience including 5 years completed in the St. Anthony New Brighton District before they can coach, can apply during 5<sup>th</sup> year~~
- ~~b. Service on the district Instructional Leadership Team (ILT) preferred~~
- ~~c. Effective interpersonal and communication skills~~
- ~~d. Successful teaching experience~~
- ~~e. Experience and training in research-based instructional practices~~
- ~~f. Advanced Degree preferred~~
- ~~g. Leadership training preferred~~

~~2. Responsibilities:~~

- ~~a. Organize and direct staff development programs for all instructional staff and new teachers.~~
- ~~b. Help lead district / community teaching and learning teams~~
- ~~c. Ensure additional licensure requirements are offered on a rotating schedule~~

~~3. Release Time and Compensation: \$5000 stipend per year~~



- ~~4. Length of Position: Hired for a term of three years. Upon completion of a three-year term, can apply for additional three-year terms.~~
- ~~5. Hiring Process: Career Ladder positions will be electronically posted and will be emailed by the district to all staff.~~

#### 4. Q-Comp/TDE Oversight Committee:

- i. The Q-Comp / TDE oversight committee will be made up of the Superintendent, the Union President, the District-Wide Q-Comp Advisor, the CORE Colleague Coordinator, one CORE building lead **or site specific Q-Comp Advisor (as determined by the people holding those positions)** per building, ~~New Teacher Mentors~~, and one administrator per building, **and a representative from Department of Effective Instruction.**
- ii. Responsibilities:
  1. The Q-Comp/TDE Oversight Committee will meet a minimum of once a year.
  2. The Q-Comp/TDE Oversight Committee will have responsibility for overseeing the annual budget.
  3. A subsection of the Q-Comp/TDE Oversight Committee will meet once a year with School Board members.
  4. The Q-Comp Oversight Committee will select the interview committee each year in which interviews take place for Career Ladder positions. The interview committee will be made up of three administrators, the District-Wide Q-Comp Advisor, and one teacher per building selected by the Union (except for CORE Colleagues).
  5. The Q-Comp Oversight Committee will be responsible for monitoring the plan, completing annual reviews, and reviewing site goals by Oct.1st each year.

#### 5. Observation/Evaluation Process

- a. Evaluations for both probationary and continuing contract teachers.
  - i. Teachers with continuing contract status will meet the requirements in Section 2. **B**uilding administrators will perform up to 3 (three) points of contact (ex: walk-through, formal observation).
  - ii. Probationary teachers will meet ~~the required points of contact within the new teacher mentor program~~ **the requirements in Section 2.** Three formal observations will be performed by an administrator. A formal observation consists of the administrator scheduled pre-observation meeting with the teacher being observed. After the observation takes place, the administrator will schedule a post-observation meeting to discuss the observation.
- b. All teachers will be observed using the rubrics jointly developed by the District and Union. Expectations are met when 80-100% of the Developing and Proficient boxes are checked on the McREL Rubric.
- c. Points of Contact will be used to monitor professional growth toward an individual goal. Points of Contact may include classroom observations, team meetings, pre and post observation meetings, problem solving conferences, and reflection conferences.
- d. An individual goal will be identified at the beginning of the year using self-assessment and the evaluation rubric for guidance. Goals will be set with the objective of improving teaching performance in an area of need. Growth will be measured using data collected by the colleagues, educator, and administrator as supporting evidence.

#### 6. Performance Pay

- a. For the ~~2022-23 and 2023-24~~ **2024-25 and 2025-26** school years, teachers are eligible for a total of \$2200 based on the following performance measures:
  - i. ~~\$1~~ **\$110** will be awarded to each teacher for student achievement gains at a site that meets the site annual student achievement goal.
  - ii. ~~\$320~~ **\$220** will be awarded to each teacher for demonstrated achievement gains in individual teacher-constructed classroom goals.
  - iii. ~~\$1879~~ **\$1870** will be awarded to each teacher who successfully completes the required observations/evaluations/Points of Contact. “Successful observations/evaluations” is defined as at least 80% of the Developing and Proficient boxes checked on the McREL Rubric. Staff must also demonstrate growth on their individual goal.

## 7. Salary Schedule

- a. The Salary Schedule contained in the Master Contract will continue in full force and effect.
- b. The structure of the Salary Schedule will remain intact. Teachers will continue to make horizontal movements as outlined in Article 7, Section C of the contract.
- c. Vertical movement on the schedule will be as follows:
  - i. Steps are labeled “Performance Incentive”
  - ii. Teachers who have successfully completed the required observations/evaluations/Points of Contact, defined above, will be granted a Performance Incentive at the beginning of the subsequent school year.
  - iii. Once a Performance Incentive is achieved, it becomes a permanent part of a teacher’s salary.
  - iv. The values of the salary schedule shall continue to be negotiated as part of the Master Contract.
  - v. As in current practice, the Superintendent and a newly hired teacher must mutually agree upon initial placement on the Performance Incentive chart.
  - vi. Teachers ineligible for additional performance Incentives because they have already achieved the highest Performance Incentive shall remain eligible for all other incentives.

## 8. Appeals Process: Disagreements about any component of this plan are subject to the Grievance Procedure.

- a. A formal request for appeal must be submitted in writing to the Superintendent and Union President within 10 (ten) working days of the incident in question. The request must include the reason(s) for the concern, any supporting evidence, and the desired remedy.
- b. The superintendent will schedule a meeting with the appeals committee (superintendent / District-Wide Q-comp Advisor / CORE colleague coordinator) within 5 days of receiving the request for appeal. All three must be present to review the appeal. The committee may choose to seek more information and request the Educator or Colleague appear. If the Educator or Colleague chooses, they may include a Union Representative at the appeal meeting who is a non-voting member. A consensus must be met to resolve the appeal.
  - i. Within 24-hours of the meeting, the superintendent will provide the teacher with a written electronic response to their complaint if a consensus has been met.
  - ii. If a consensus is not met, the Superintendent will schedule a meeting with the Q-Comp / TDE committee to review the request of appeal. This meeting will occur within 8 days of the review meeting.
- c. In the case of the Q-Comp / TDE committee meeting, a quorum must be present to discuss the appeal. A quorum will consist of the Superintendent, the District-Wide Q-comp Advisor, the CORE Colleague Coordinator, and an equal number of building leads and administrators. After reviewing the appeal information from the Superintendent, District-Wide Q-comp Advisor, and

CORE Colleague Coordinator, they will decide the outcome by majority vote. The Committee may vote to deny the relief requested, approve the relief requested, or recommend another course for resolution.

- i. Within 24 hours of the meeting, the Superintendent will provide the teacher with a written electronic response to their complaint.
- d. If the matter has not been satisfactorily resolved through this process, the Union may initiate the grievance procedure as contained in the Collective Bargaining Agreement.

In Witness Thereof, the parties have executed this Agreement as follows:

For St. Anthony Village Education Association

By: \_\_\_\_\_  
(President, Nancy Terry)

By: \_\_\_\_\_  
(Lead Negotiator, Steve Rice)

Dated \_\_\_\_\_

For St. Anthony New Brighton School District, ISD #282

By: \_\_\_\_\_  
(Board Chair, Laura Oksnevad)

By: \_\_\_\_\_  
(Superintendent, Renee Corneille)

Dated \_\_\_\_\_

## Appendix A

### Evaluation Checklists for Career Ladder Positions

**a. District-wide Q-Comp Advisor.** (Evaluation: The District-wide Q-Comp Advisor will be evaluated annually by district administration using the agreed upon checklist below):

Check the box if the District-wide Q-Comp Advisor adequately demonstrate (with evidence and/or artifacts) the following position responsibilities:

- Knowledge and understanding of the Q-Comp system
- Complete all MDE required paperwork
- Attend training sessions as provided by MDE
- Provide a review / update of Q-Comp program details for staff during workshop week
- Serve on the Q-Comp/TDE Oversight Committee
- Collect individual teacher's goal results from the Site Specific Q-Comp Advisor at the end of each school year and communicate results to payroll for stipend payout

**b. Site Specific Q-Comp Advisor** (Evaluation: The Site Specific Q-Comp Advisors (Wilshire Park, SAMS, SAVHS) will be evaluated annually by district administration using the agreed upon checklist below):

Check the box if the Site Specific Q-Comp Advisor adequately demonstrate (with evidence and/or artifacts) the following position responsibilities:

- Knowledge and understanding of the Q-Comp system
- In collaboration with the CORE colleague building leads, meet with new staff to explain the Q-Comp program
- Work with building principals / District-wide Q-comp advisor to calculate building wide goals
- Ensure building staff members have completed required Q-comp paperwork
- Provide building goal updates to staff
- Collect individual teacher goal results and provide that information to the District Q-Comp Advisor
- Complete review process for CORE colleagues with CORE coordinator

**c. CORE Colleague Coordinator** (Evaluation: The CORE Colleague Coordinator will be evaluated annually by district administration using the agreed upon checklist below):

Check the box if the CORE Colleague Coordinator adequately demonstrate (with evidence and/or artifacts) the following position responsibilities:

- Provide support to CORE colleagues
- Ensure the CORE program was completed in a similar manner across buildings
- Complete process for matching educators to CORE colleagues
- Demonstrate a willingness to identify CORE Colleague's needs and guide them toward professional development to meet those needs
- Demonstrate proficiency in communicating instructional methods and skills to other teachers
- Complete annual review process for CORE colleagues with site specific Q-comp advisor

**d. CORE Building Leads** (Evaluation: The CORE Colleague building leads will be evaluated annually by the CORE Colleague Coordinator and Site Specific Q-Comp Advisor using the agreed upon checklist below):

Check the box if the **CORE Building Lead** adequately demonstrate (with evidence and/or artifacts) the following position Responsibilities:

- Building leads are responsible for mentoring new CORE colleagues
- Building leads are responsible for working with the CORE Colleague Coordinator to plan / complete a minimum of 2 CORE communities per year
- Gather individual educator personal professional growth goals to allow for like-goal conversations
- (One building lead per building will) Did the lead serve on the Q-Comp/TDE Oversight committee

**e. CORE Colleague** (Evaluation: CORE Colleagues will be evaluated annually by the CORE Colleague Coordinator and Site Specific Q-Comp Advisor using the agreed upon checklist below):

Check the box if the **CORE Colleague** adequately demonstrate (with evidence and/or artifacts) the following position Responsibilities:

- Show proficiency in communicating instructional methods and skills to other teachers
- Communicate with Site Specific Q-Comp Advisor to verify Q-Comp goal progress
  - Verify the number of points of contact have been met.
  - Verify that growth toward their educator personal professional growth goal has occurred.
- Provide feedback to teachers on Q-Comp goals and individual teacher Growth Progression Chart
  - assist in the development of a personal professional growth goal
  - encourage reflection on personal goal
  - collaborate with educators to examine student engagement?
  - complete required coaching training

# 2024 Board Evaluation

## Standard 1: Conduct and Ethics

A. The school board team consists of school board members and the superintendent and evaluates its performance at least annually.

B. Take full responsibility for its activity and behavior at and away from the school board table.

C. Encourage its members to express their individual opinions, respect others' opinions, and vote according to their convictions.

D. Speak with one voice after reaching a decision.

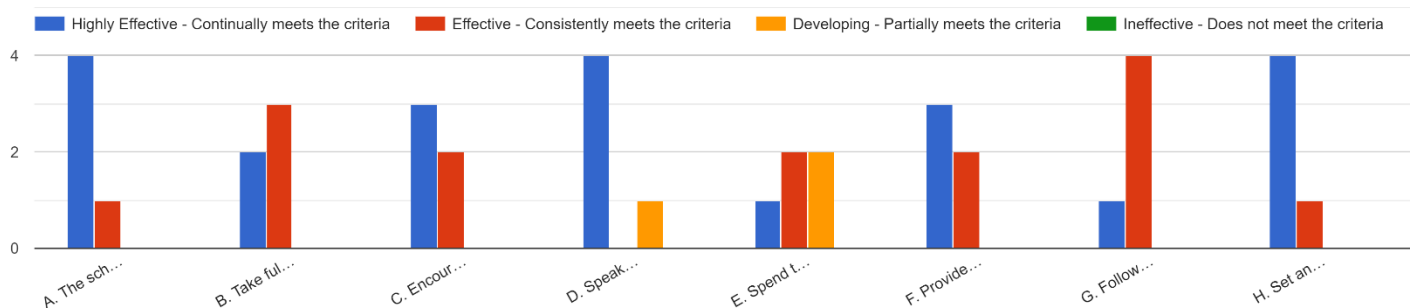
E. Spend time on board governance work rather than staff work — focuses on the ends not the means.

F. Provide for orientation and ongoing training for all school board members.

G. Follow established policies, including the chain-of-command, by directing people with concerns to the appropriate staff.

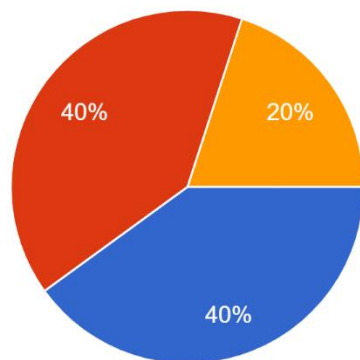
H. Set an example of respectful and civil leadership.

An effective, high-performing school board strives to meet the following benchmarks:



### Overall rating for this standard: Conduct & Ethics

5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

## Comments on Conduct & Ethics:

I think the board has a good handle on this thanks to a solid onboarding process and continued discussions and training.

Overall, I think we interact very respectfully of one another which is a strength. There were times when the desire to get something done superseded process. This did result in serial meeting with emails and use of Goggle Documents. This was an issue with the writing and submission of an article about SANB Board to MSBA. We also need to review the Legislative liaison vs Legislative Committee with respect to our policy and state statute, revisit Negotiation Committee. Committees of the Board need to have meetings posted.

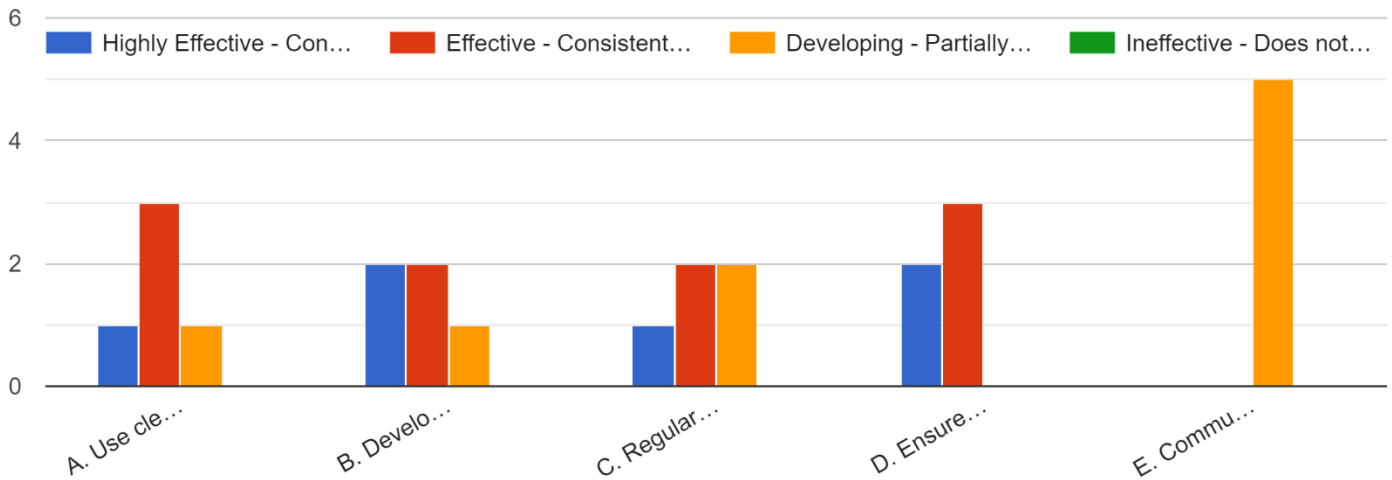
The board could focus more time on governance work specific to student achievement, that is why I chose effective for letter E. I gave us an effective rating for letter G because while we do follow the policies, we often have lengthy conversations about how exactly to do this and whether we need specific instructions about our norms.

The Board is ethical in their day-to-day work as a entity and we all commit to speaking as one voice once a decision is made. While communications is a goal for the board, there seemed to be a confusion in terms of how to communicate effectively that may have dipped into a scope that was beyond the board's purview.

## Standard 2: Vision

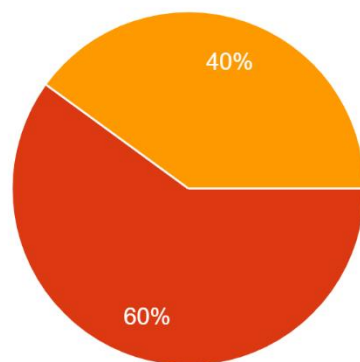
- A. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement.
- B. Develop a strategic plan which includes well-crafted school district belief statements, mission statement, vision statement, goals, and objectives that enable the school board to evaluate school district performance.
- C. Regularly monitor the strategic plan to evaluate progress toward goal achievement and school district success.
- D. Ensure that the school district belief statements, mission statement, vision statement, goals, and objectives are reflected in school board policies, mirrored in the budget planning and implementation efforts, and is supported district-wide.
- E. Communicate the strategic plan and the progress to the community.

An effective, high-performing school board strives to meet the following benchmarks:



Overall rating for this standard: Vision

5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria



## Comments on Vision

I think this board has put a lot of work in on developing goals and working with administration to come up with specific measurables against those goals.

The Board goals might have been a little more tangentially aligned to student success than other goals in years' past, but still in alignment. More conversations have been around success metrics than previously as the Board has given the district more direction in this area. Communicating the success metrics has been a work in progress

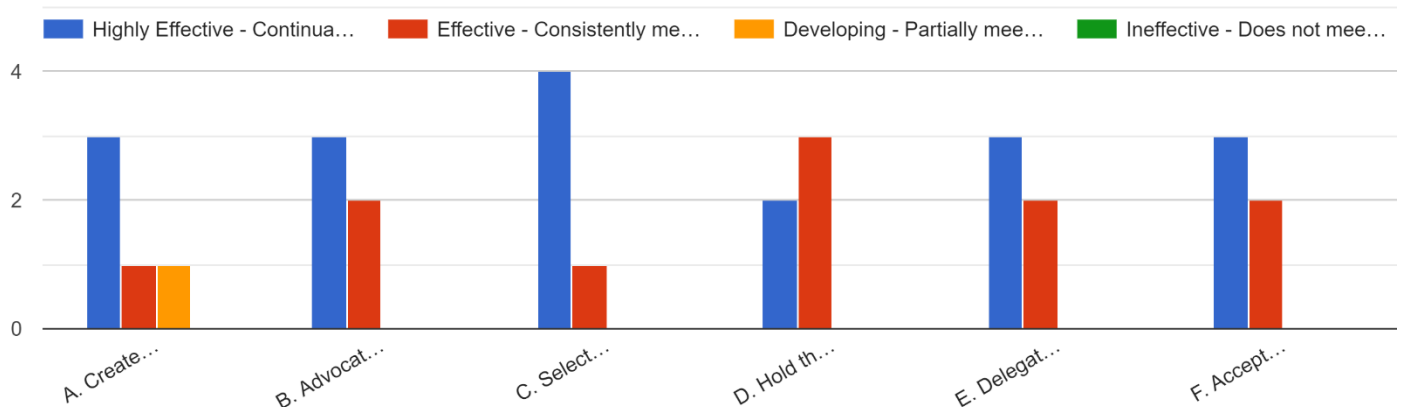
We have set up Success Metrics which is a strength that we were able to accomplish this task. Not sure these are meaningful metrics yet for the school board and/or our community. The school board and district need to have a clearer understanding of what data will be used, how it will be collected, how it will be reported and how it will be interpreted. We currently do not have a shared understanding of data collection, use, and interpretation. not sure that we actually "Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement." Additionally, I was under the impression that DDP (disproportionality, disparity and predictability) would literally be used with empiric collected transparent data that would be used to align with our Success Metrics. Since this is not the case, I would not be inclined to support this language if we aren't measuring and reporting on this data. We can't establish clear attainable goals if we don't have trustworthy data.

While I think we are getting better at letter C, monitoring the strategic plan, I think we still have more improvement on monitoring student achievement related to the operational plan. As always, we have more work to do to communicate our strategic plan and the progress that is being made.

### Standard 3: Structure

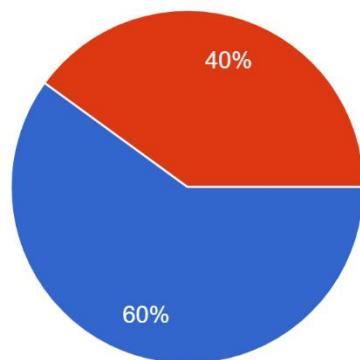
- A. Create organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement.
- B. Advocate and provide for learning through rigorous curriculum, effective technology, and a safe and secure environment.
- C. Select and employ one person — the superintendent — as the school district’s chief executive officer to lead and manage the school district.
- D. Hold the superintendent accountable for school district performance and compliance with written school board policy.
- E. Delegate the authority to the superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.
- F. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the school district while understanding that the day-to-day operations will be conducted by the staff.

An effective, high-performing school board strives to meet the following benchmarks:



### Overall rating for this standard: Structure

5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

## Comments on Structure

Renewed the contract for the superintendent for three more years as an indicator of how we entrust the business of the district in her care.

The board priorities are in line with these goals and I feel we do a good job of maintaining a line between governance and operations.

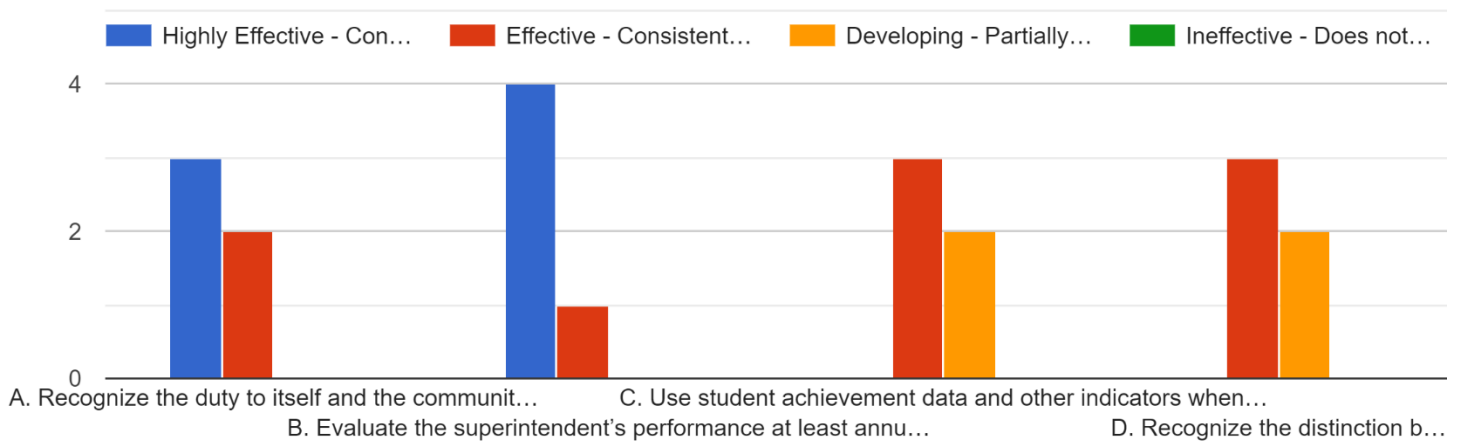
The structures are mostly in place to create transformational systemic changes.

Website maintenance and consistency of information flow in Brighter Bulletin and KDS. Clean audit. Consistently strong finance department and structure. Facilities plan and LTFM. Thanks to great staff work to make the board look good in these respects!! School board professional development time is in need of some overhaul. I wouldn't support continuing to have PD just to say we have PD. Overall, I can't say that I have found the PD to be helpful this past year. I do think that it is good for relationship building, but that's probably the only use for continuing with PD. I think it is hard to set up a good PD meeting and I don't think that I would be any better at it! It's the board just putting in "seat time" not really quality time.

## Standard 4: Accountability

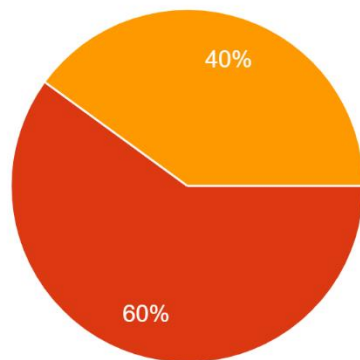
- A. Recognize the duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended.
- B. Evaluate the superintendent's performance at least annually.
- C. Use student achievement data and other indicators when available as the basis for assessing progress toward school district goals and compliance with school board policies and state and federal laws.
- D. Recognize the distinction between "monitoring data" (data used by the school board to address accountability) and "management data" (data used by the staff for operations).

An effective, high-performing school board strives to meet the following benchmarks:



### Overall rating for this standard: Accountability

5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

## Comments on Accountability

This area seems a little black & white. We formally evaluate the superintendent twice a year and have a good working relationship with her so there are always touchpoints along the way. We're developing our practice of data analysis - which is likely to be constantly changing. We've put metrics in place and as we see the data we'll (1) find out how the school is doing with those metrics and (2) decide if they're the appropriate metrics, knowing things aren't always right on the first try.

We do our due diligence to keep the superintendent (and ourselves) accountable through evaluations. Assessing student data seemed to be a moving target this year even after giving the district direction in this area. Some of the assessments used for assessment, such as Fastbridge, did not give us the results we might have desired, so this is still a work in progress.

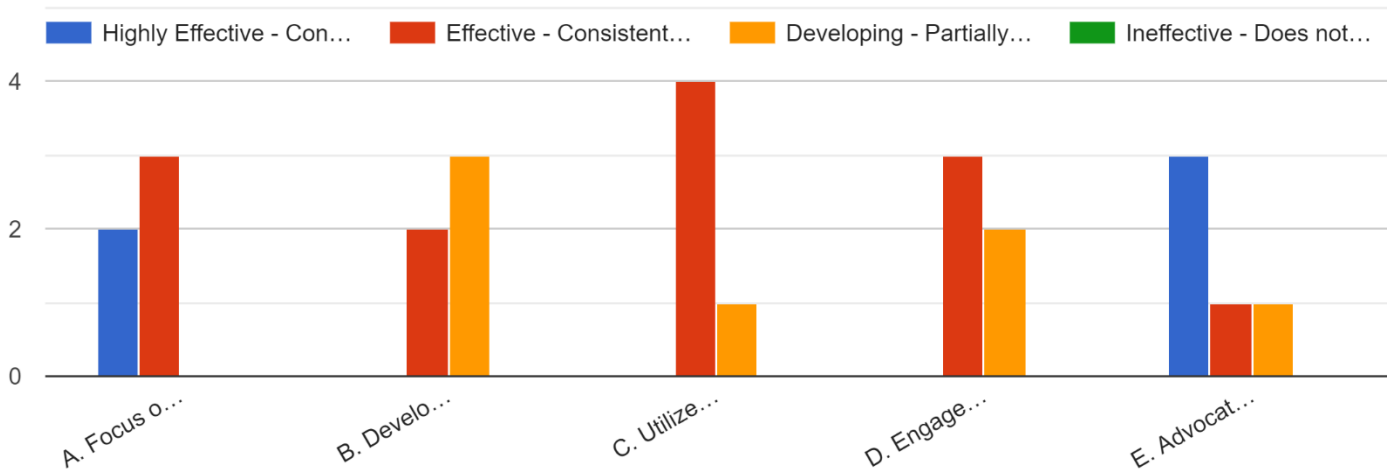
We have systems in place for yearly evaluation of superintendent and board. We need to do a better job of evaluation of data. We are still working on monitoring data vs management data...

We still have work to do to create a system of using student achievement data to assess progress toward our goals. With the Success Metrics Goals we are moving in the right direction. The Great on Their Behalf book provides strategies to move the needle in this area, including monitoring.

## Standard 5: Advocacy and Communication

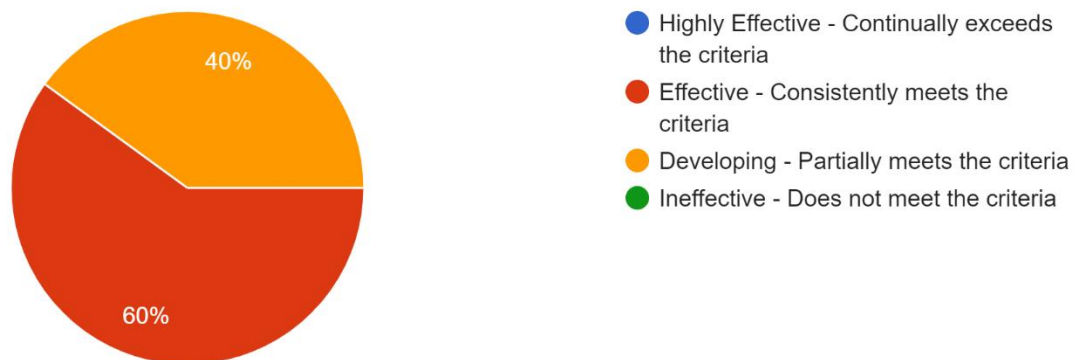
- A. Focus on community-wide concerns and values that best support equity and student achievement rather than being influenced by special interests.
- B. Develop communication strategies to build trust between the school board and the superintendent, staff, students, and community.
- C. Utilize a public relations strategy that supports the flow of information into and out of the school district.
- D. Engage and build relationships with both public and private stakeholders.
- E. Advocate on local, state, and national levels.

An effective, high-performing school board strives to meet the following benchmarks:



Overall rating for this standard: Advocacy & Communication

5 responses



## Comments on Advocacy & Communication

Communication and engagement are perennial areas of improvement for the board. I do believe the board does a good job focusing on the community needs/concerns. The board excels at advocating on local & state levels. There is a fairly effective legislative advocacy system developed and in place. National advocacy is another story that would need more investment by the board.

Disagreement on the direction of communications this year, even with a well-formed communications team ready to help us out. This still needs a lot of development. Major increase of advocating at higher levels, especially at the State Capitol as we built relationships with Legislatures and testified repeatedly, in addition to presenting at state and national conferences.

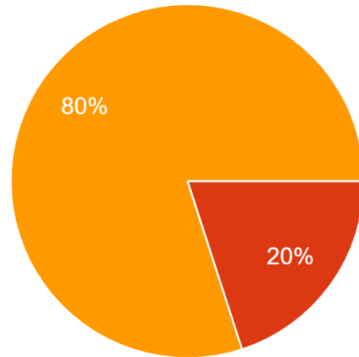
I think this board has a regular presence in the community and is in touch with their concerns and expectations. We're continuing to build our strategies and practices for regular communication. Laura has done an excellent job with advocating to state government and our relationship to the city council is healthy right now.

There was much more coordinated legislative and advocacy work this past year. There was regular updates at board meetings and meeting with our state representatives. However, I do think we need to re-evaluate the structure of the Legislative Action Liaison vs Committee as we enter the 24/25 school year.

## 2023-2024 School Board Goals

The School Board met the following goal/objective: Goal 1: By the end of the 2023-2024 school year the School Board will engage with a communication engagement plan specific to the School Board.

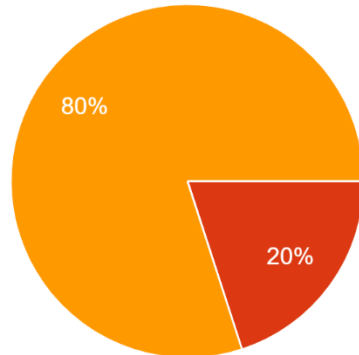
5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

The School Board met the following goal/objective: Goal 2: By the end of the 2025 school year School Board members will be proficient in Board Roles, and SANB specific initiatives such as Literacy

5 responses

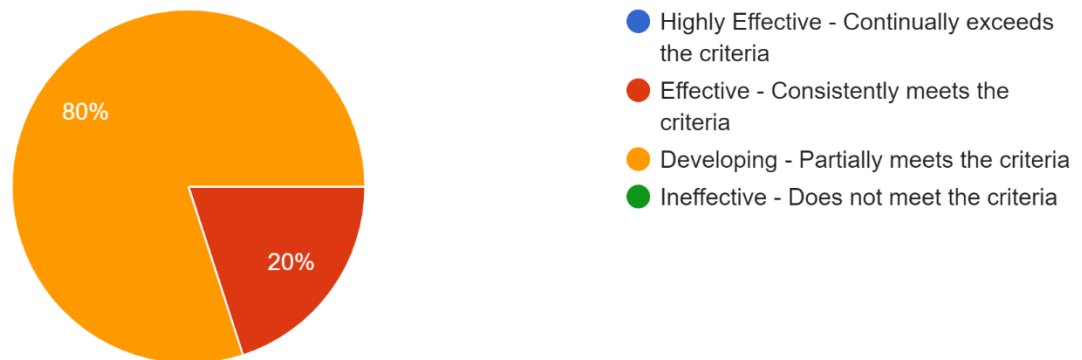


- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria



The School Board met the following goal/objective: Goal 3: By the end of the 2024-2025 school year School Board members will be able to demonstr... 1) to articulate the work of RRR (goal 2) in SANB

5 responses



## Comments on Annual School Board Goals

All of the goals are in progress. Goal 3 specifically won't fully be addressed until goals 1 & 2 are complete.

Goals and goal setting was very awkward this past year. I am not sure what Goal 3 really means with respect to Goal 1. Goal 1: Do we have a written plan? is it just what Liz presented to the board regarding a communication plan? Currently, I am content with the communication going in and out of the district. Goal 2 is too long, too much, too cumbersome. Honestly, I haven't really done much of it.

I actually don't quite know where we're at with goal #1. I know it's been discussed a lot and we've worked with the communications team to get our messages out via the Brighter Bulletin and published in the MSBA journal. But I don't know if we have a formal plan in place. For goal #2, I think the board is generally proficient in our roles & responsibilities. I think we could be better, at least I could, in going into the school to observe and learning how effective instruction looks first hand. For goal #3, each board member is able to articulate why we think RRR is important and the plan to implement and measure via the success metrics.

Still a lot of development needed.

# Logic Model and Success Metrics Update

March 2024

# System of Alignment

ST. ANTHONY - NEW BRIGHTON SCHOOLS  
**SYSTEMIC ALIGNMENT**

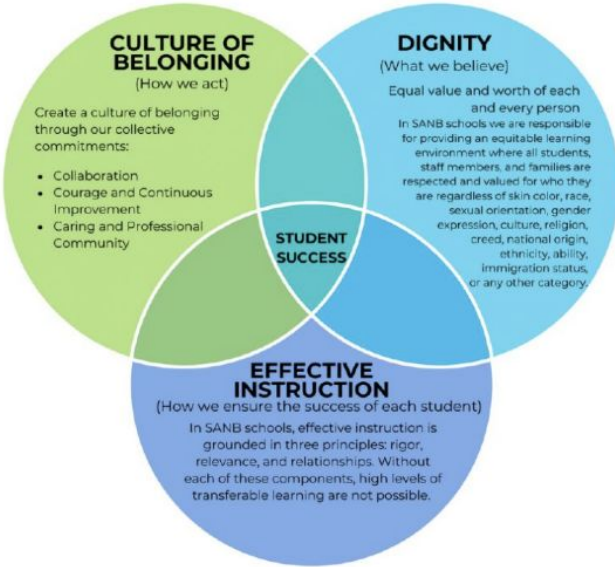
**OUR PURPOSE**

**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**



**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.



**Board Driven Logic Model = Levy**

**Community Driven Success Metrics**

**SANB 2023-2024 Operational Plan Using the Logic Model for the District**  
Draft as of June 16, 2023

**Problems:**

- We are no longer satisfied with our current model's outcomes.
- We do not have the funds to support any desired changes.
- Historically marginalized students are traumatized within traditional school systems.

**Rationale:**

- Students deserve RRR.
- Teachers deserve high support.
- Schools need to support student wellness.

**Goal:** Students are successful as defined by the success metrics.

Inputs	Survey Language	Activities	Participants	Short-Term Outputs	Intermediate Outcomes	Long-Term Impacts
1. Teaching and Learning Department	<b>Attract and Retain Teachers</b>  <b>Variety of Programs for Students</b>	<b>Lead/Co-teach:</b> <ul style="list-style-type: none"> <li>Effective Instruction (including MTSS)</li> <li>Curriculum Review (including literacy)</li> <li>Professional Development (including new teacher Mentor Program)</li> <li>Teacher Evaluation</li> <li>Data and Assessments</li> <li>Instructional Technology (including grading/rostering)</li> <li>Goals (add more here)</li> <li>Implement MTSS</li> </ul>	<b>Direct:</b> Teachers and staff  <b>Indirect:</b> Students, Families, Community	<ul style="list-style-type: none"> <li>Alignment between curriculum and assessments</li> <li>Instruction and support for professional learning</li> <li>Data "response-ability" to impact instruction and mentor student learning</li> <li>PA 12 focus</li> <li>Alignment between curriculum and assessments</li> <li>Teachers receive support to build curriculum grounded in RRR</li> <li>Teachers have funds to update their curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Teacher instruction practices</li> <li>Teachers have skills and support to meet the needs of all students</li> <li>Teachers give support and feedback to meet instructional and curricular improvements</li> <li>Collaborative culture centered on effective instruction is established</li> <li>Student learning increases to deeper/transfer learning</li> </ul>	<p>Implementation of RRR Instructional Framework and the elimination of learning discontinuity and inequity in student outcomes.</p> <p><b>Success Metrics:</b> Students think critically and apply their acquired knowledge and skills to solve problems. Even when confronted with challenges, students have the capacity, motivation, and persistence to acquire new knowledge and skills, creatively seek out solutions, and confidently take action.</p>
2. The PK-12 Student Academic Experience and Supports	<b>Academic Support for Students</b>	<ol style="list-style-type: none"> <li>Design and provide instruction for student learning</li> <li>Provide additional support through co-teaching and co-designing instruction in the general ed classroom</li> </ol>	<b>Direct:</b> Teachers and staff  <b>Indirect:</b> Families, Community	<ul style="list-style-type: none"> <li>Reduced overall student load on high school teachers (number of students each teacher is responsible for)</li> <li>Students receive differentiated instruction</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have the capacity to provide effective instruction</li> <li>Student safety and wellness increases</li> <li>Reduction in teacher burnout</li> <li>Teachers are supported</li> </ul>	<p>Tier 1 is staffed</p> <p>High School model allows for developmentally appropriate career/college pathways.</p>

**Positive Contributor to Society**

Students understand their brilliance as well as their rights and responsibilities as an individual and as a member of society. Students can reflect on the needs of a diverse community, activating their resourcefulness, intellect, and skills to positively and authentically contribute to and serve their community.

Community Services Facilities	Input Progress	Athletic and Activities Department	Input Progress	School-Level	Input Progress	Output	Output Progress
Early Childhood/Community Services program development/launch	Progress Target -	Capture teachable moments using life lessons and model performance excellence using words/lessons.	Green Target -	Create and facilitate placement of literacy/21st century and other programs that serve the needs and capacity of all students.	Orange Target -		
Families able to lobby the goals and priorities of our State, District and Community Services programs	Progress Target -	Develop and implement instructional strategies for students K-12	Progress Target -	All SANB staff share their vision, define school vision and implement them.	Orange Target -		SANB students (evaluated in school level activities) will collectively contribute over 3000 volunteer hours by our community. 2024 school year
Conduct learning environment study to inform facility project design/launch	Progress Target -			All SANB staff have an understanding of the "Why" of our work.	Orange Target -		In addition to the program students in grades K-5 and 7-11 assuming leadership roles during the assessment. Targeted results will be different from our 2022-23 school survey. We will have 75% in 2022 to 70% in 2023. % in 2022 to 70% in 2023. % in 2022 to 70% in 2023.
				All SANB staff follow through with decisions on the 100 day plan of operations.	Orange Target -		
				All SANB staff meet the expectations of SANB objectives.	Orange Target -		
				Staff will use a process to ensure accountability to 100.	Orange Target -		

**Balanced Scorecard Inputs = Outputs**

# Success Metrics - Data Update

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.



# Academic Excellence

***Academic Excellence:*** Students think critically and apply their acquired knowledge and skills to solve problems.

**Goal:** By the spring of 2024, 75% of K-3 students will reach the reading proficiency benchmark as measured by FAST

## Progress Indicators

<b>Fall</b>	<b>63.1%</b> of K-3 Students met proficiency benchmark.
<b>Winter</b>	<b>60.9%</b> of K-3 Students met proficiency benchmark.
<b>Spring</b>	<b>62.2%</b> of K-3 students met proficiency benchmark

By the spring of 2024, 75% of K-3 students will reach the reading proficiency benchmark as measured by FAST

**Goal Not Met**



Caution on the next set of slides.

Number of students is small and we need to be cautious of making inferences on the data.

**Goal:** *We will increase the number of students (2-6) 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 (Fall-Spring*

Grade	Reading Fall	Total Number		Reading Spring	Total Number		
2-6	386	588	65.6%	388	588	66.0%	0.3%
white	288	399	72.2%	292	396	73.7%	1.6%
American In							
Asian	22	45	48.9%	25	46	54.3%	5.5%
Multi	29	44	65.9%	29	44	65.9%	0.0%
Black	24	55	43.6%	23	55	41.8%	-1.8%
Hispanic	21	41	51.2%	15	44	34.1%	-17.1%
EL	17	63	27.0%	20	67	29.9%	2.9%
SPED	33	89	37.1%	31	83	37.3%	0.3%
Female	198	279	71.0%	198	283	70.0%	-1.0%
Male	188	309	60.8%	190	305	62.3%	1.5%

**Goal Not Met**

**Goal:** *We will increase the number of students (2-6) 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 (Fall-Spring).*

Grade	Math Fall	Total Number		Math Spring	Total Number		Change
2-6	410	590	69.5%	414	592	69.9%	0.4%
white	310	396	78.3%	310	398	77.9%	-0.4%
American In							
Asian	26	45	57.8%	27	45	60.0%	2.2%
Multi	30	43	69.8%	33	45	73.3%	3.6%
Black	25	54	46.3%	23	56	41.1%	-5.2%
Hispanic	16	42	38.1%	18	44	40.9%	2.8%
EL	24	64	37.5%	22	66	33.3%	-4.2%
SPED	42	85	49.4%	42	88	47.7%	-1.7%
Female	192	279	68.8%	192	284	67.6%	-1.2%
Male	217	305	71.1%	222	308	72.1%	0.9%

**Goal Not Met**

**Goal:** 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

**Goal:** WBWF Goal: 98% of the students who attend preschool at St. Anthony Community Services and **enter Kindergarten in September of 2024** will meet expectations as measured by the Teaching Strategies Gold Assessment.

<b>TS Gold</b>	<b>Percent Meeting</b>
<b>Social Emotional</b>	63%
<b>Language</b>	63%
<b>Literacy</b>	82%

**Goal Not Met**

**Goal:** WBWF Goal: No achievement gap will exist between grades 3-5 students of color and white students on their Fastbridge Growth Start Score (fall to spring). Math and Reading.

<b>READING and MATH</b>						
Grade Band	Reading Growth: White	Reading Growth: Students of Color	Gap - Reading	Math Growth: White	Math Growth: Students of Color	Gap - Math
3-5	-0.3	-6.9	-6.6	1.2	3.8	+ 2.6

**Goal Not Met**

# Student Wellness

***Student Wellness:*** Students holistically develop an adaptive skill-set that includes empathy, self-advocacy, teamwork, communication, inclusion and interpersonal abilities, and coping skills to thrive in a constantly changing world. Students are equipped to navigate demands and opportunities they encounter, enabling them to enjoy meaningful, productive, healthy lives.

**Goal:** 100% of SANB students (6-12) indicate they have a connection with a caring adult within the school system, beyond their parent or guardian.

**Spring:** 76% 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)

**Goal Not Met**

**Goal:** WBWF Goal: 75% of the children who have an early childhood screening (during the 23-24 School Year) will be 3 and 4 years old.

26 Children Early Childhood Screenings in July and August - (Screener resigned in September).  
3-4 Year olds. 8 (30.7%)  
5-6 Year olds 18

**In-Progress**

Can't report - early childhood screener left in August. Unable to recruit/hire a very part-time screener.



# Love of Learning

**Love of Learning:** Even when confronted with challenges, students have the capacity, motivation, and persistence to acquire new knowledge and skills, creatively seek out solutions, and confidently take action.

**Goal:** *By the end of 9th grade, 100% of students will have used **Xello** to help identify their **interests, goals, and educational purpose.***

188 9th students have logged into xello this past year. **(98.4%)**

**Goal Not Met**

**8th grade:** 144 8th graders used Xello this year. We used it in Capstone class, as well as our Learning Lab. We will also use it the last week of school. So far we've explored the modules of Career matches, Interest Inventory, Jobs and Employers, School Subjects at Work, and Skills. The 8th graders really like using it!

**Goal:** WBWF Goal: Unique student enrollments in CTE (Career and Technical Education) courses will increase from 360 in 2022-23 to **375** in 2024-2025 (4% Growth).

**More to come after  
registration**

**Goal Met**

# Positive Contributor to Society

**Positive Contributor:** Students understand their brilliance as well as their rights and responsibilities as an individual and as a member of society.

Students can reflect on the needs of a diverse community, activating their resourcefulness, intellect, and skills to positively and authentically contribute to and serve their community.

**Goal:** 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.

5922 hours have been volunteered by SANB Students who participate in the following clubs/activities: K-Kids, Builders Club, Key Club, Athletics/Activities and National Honors Society.

**Goal Met**

# School Board Data Analysis and Success Metric Goal Setting

## Objectives:

1. Create SMART goals related to each area of the [success metrics](#).
  - a. Academic Excellence
  - b. Student Wellness
  - c. Positive Contributor to Society
  - d. Love of Learning
2. Use data and data trends to inform the process to develop student success metrics goals.

## Directions:

1. [Review the 2023-2024 Goals](#).
  - a. Questions to consider:
    - i. Were these the right goals?
    - ii. Do these goals match the Success Metrics?
    - iii. Do these goals provide the school board with the information they need to lead the district?
    - iv. What questions do you have after reviewing the data regarding these goals?
2. [Review the District Data packet](#). This is a lot of information and data regarding both current and trend line student academic achievement and demographics. Before the meeting please do the following:
  - a. Step 1: **PREDICT** - Bring out your preconceptions, assumptions, and prior knowledge about the data.
    - i. Before you look at the data finish the following sentences:
      1. I predict...
      2. I assume...
      3. I wonder...
      4. I expect to see...
    - ii. Things to avoid during this step:
      1. Don't attempt to identify the reasons or the causes for the results you see in the data.
      2. Don't jump to "fixing" the problems you see in the data.
      3. Don't blame students, the assessment, COVID, etc... Just review the data.
    - iii. Reflect:
      1. What is the thinking behind the predictions you identified earlier?
      2. What thinking led me to that prediction/assumption?
      3. What do we think we know that led us to that prediction/assumption?
  - b. Step 2: **EXPLORE AND OBSERVE** - Embrace uncertainty and identify what the data is showing, facts.
    - i. While reviewing the data finish the following sentence frames:
      1. It appears...
      2. I see that...
      3. The data show...
      4. Students score above \_\_\_\_ in \_\_\_\_.
      5. Students score below \_\_\_\_ in \_\_\_\_.
    - ii. Things to avoid during this step:
      1. Excuses, reasons, and causes of data trends.

2. Vague statements (students scored low vs. 25% of students scored in the high risk range)
- iii. Reflect:
  1. What important points seem to “pop out”?
  2. What patterns, categories, or trends are emerging?
  3. What seems to be surprising or unexpected?
  4. What are some things we have not yet explored?
- c. Step 3: **EXPLAIN** - This is the explaining phase in one in which we dig deeper to organize and integrate our thoughts, then generate possible theories or causation. We work to stay open to multiple possibilities and to keep multiple perspectives (this can be done in a group) in the conversations. (This will be done together - at the board meeting or data retreat).
  - i. While reviewing the data finish the following sentence frames:
    1. Some conclusions we might make are...
    2. Some problems of practice that may be contributing to this trend/patterns are...
    3. Some explanations for the data results might be...
    4. Some possible reasons (within our control) for the data are...
  - ii. Things to avoid during this step:
    1. Quick closure with one theory may bring the group to faulty conclusions. It is important to take time to gather a variety of potential theories before focusing on one (only) to move to the action phase.
  - iii. Reflective Questions:
    1. Are our conclusions blaming students, families, or other outside factors that are out of our control?
    2. Are there any explanations that may only require a tweak or adjustment to a current solution?
    3. Have we gone to a degree of discomfort that will accelerate student learning the most?
    4. Are our explanations supported by current research?
- d. Step 4: **TAKE ACTION** - Identify solutions and prepare to take action. Then, identify what additional data we will gather and monitor to determine if our action steps are having the intended effect.
  - i. Attempt to finish the following sentence frames:
    1. The problem we are trying to solve is...
    2. The best explanation for the problem we identified is...
    3. We will know the problem is solved when...
    4. The goal we are trying to achieve is...
    5. The steps we have to take to address the problem or work toward the goal are...
    6. Additional data that might be helpful in solving the problem is...
  - ii. Things to avoid during this step:
    1. Make sure that there is a direct, causal link between the goal or solution you are trying to reach and the action steps that are being taken.
    2. State goals in SMART terms.
    3. Clearly define what success looks in terms of data.
  - iii. Reflective Questions:
    1. Are our action steps directly connected to the goal we are trying to achieve?

2. How confident are we that our action is most impactful for student learning and success?

When reviewing the data please stay grounded in the following definitions










**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 and support each learner through innovation and collaboration.

**Success** is defined as: The St. Anthony New Brighton defines success as a student who has acquired both the academic skills and life skills to positively contribute to society. They have a love for learning and are able to meet the social-emotional needs of themselves and others. A successful student becomes a thriving citizen.

**Culture:** At St. Anthony New Brighton Schools we seek to engage each child at a heart level, shine a light on their brilliance and inspire their capacity to thrive in a world that is not yet fully known.

### Types of Trend Data Analysis:

Pattern	Description
	Stable
	Increasing
	Decreasing
	Increasing then decreasing
	Decreasing then increasing
	Stable then increasing
	Stable then decreasing
	Increasing then stable
	Decreasing then stable





**2023-24 Overall Human Resources Update  
from Dr. Tim Anderson  
Executive Director HR and Operations of St. Anthony - New Brighton**

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

**Operations Summary**

SANB Human Resources executed the following this year, working to apply the collective commitment lens of “continuous improvement” to each area.

- Issued compliance training to all staff via google form with contributions from required departments and leaders
- In collaboration with the tech team, assured staff building access, gmail accounts, access to student information system, needed platforms specific to position and printing are ready to use for the start of school
- Assured medical and dental benefits are started for those who enroll
- Issued clear assignment sheets for the school year noting position and rate of pay noting the pay schedule
- Continue the relationship with teachers on call establishing a sub bank for the school year
- Also continued the relationship with ZEN to provide sub coverage and paraprofessional openings unable to hire for - candidates look for short term assignments and/or daily work
- Provided daily support for all staff needing assistance for leaves from work including FMLA; childbirth; family situations; caring for a parent/loved one etc. Issuing paperwork if out more than three days
- As new posting come up and hires are required - continued to support midyear - non start of school year hires - with same commitment as those hired in the fall
- STAR reporting - an MDE requirement to report employment and assignment information
- Completed our first H1B Visa sponsorship
- Navigated labor negotiations with the largest unit in the district the SAVEA Teacher Union Group
- Changes to licensing providing opportunities for learning new requirements as set by PELSB
- Established an relationship with CESO to streamline the district’s new hire paperwork through Frontline - the platform applicants use to apply for a position; requesting a posting; approval for hire

- Assisting with district interviews for new hires
- Explored opportunities for 403 b retirement options for staff; will initiate formal process to update offerings in July (last completed in 2008)
- Participated in numerous webinars regarding new legislation around Earned Sick & Safe Time, paid leave
- Continued to promote/advertise HR update in the District's weekly KDS
- Applied for and received grant for breastfeeding safe room at the MS/HS building

### **Operational Summer goals:**

- Complete job posting--with updated SANB branding--for all positions
- Complete a system for lane changes and approval of credits as outlined in the SAVEA Master contract

### **Employee Experience**

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

### **Operations Efforts Centered on Employee Experience**

- **Welcome week** - collaborated with the teaching and learning team to onboard new teachers and supporting staff
- Introduced the idea of **gratitude grams** - keeping this a focus all year - culture of belonging
- **Developed new health and dental benefit package** with guidance from Gallagher
- Distributed a new District Exit survey to exiting staff also offering in person interviews; in process of collating and coding data for systems improvement purposes
- **Introduced Violet App for staff Wellness** as well as a licensed wellness advisor; in process of reviewing efficacy of these efforts and whether or not to continue.
- Collaborated with outside facilitators to host the **Resilience Cohort** (some board members participated) for the 23-24 school year; plan to continue with some alterations to design
- **Onboarding Efforts.** We know that employees (just like our students) respond well when they feel they belong (are valued, accepted, included and respected). In pursuit of this, we asked employees to share some about their motivation, strengths, struggles and areas that could benefit from support. We then published a summary in KDS, coded the results and gave those results to site and program managers so that they could make plans in response to the data. The strategy to harness data from staff and students, reflect the data back to them--and then make program decisions based on that data--builds trust and models the type of work we encourage in our teaching and

learning spaces. Our office will continue to sponsor this strategy and encourage sites and programs to do the same.

- **30/90 New Hire Rounding Process.** New this year was a 30/90 day “rounding process” we used to check on ways we can best support new staff. Our protocol for conducting these is below. Hiring managers are positioned to conduct these and the data is to be used by direct supervisors in order to increase their capacity to provide high support to our newest staff members.
- **Cultivating a Culture of Belonging.** As you know, we have updated our Systemic Alignment graphic (above) in the attempt to make our system work more “sticky” and more easily communicated and owned by all constituents, including leaders and staff members.
  - We define belonging as two things: a) the extent to which we feel and help others to feel valued, accepted, respected and included, and b) the extent to which we act and encourage others to act in alignment with our collective commitments of collaboration, courage and continuous improvement and caring and professional community.
  - It’s important to acknowledge that belonging is not a static end destination and that leaders need to continually work to uphold cultures of belonging. Drivers of Belonging:
    - 1. establishing inclusive work environments,
    - 2. creating connectivity opportunities,
    - 3. having and living by organizational values and principles,
    - 4. solidifying acknowledgment and accountability structures, and
    - 5. maintaining work-life boundaries.
  - We will work with Communications to determine any updates to the branding, posters, table tents we will use for the 2024-25 school year.

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

Question	What Was Heard	Action Taken	Date Completed or Next Follow-Up
How do we compare with what we said in the interview process?			
How is it going? What’s working well?			
Have there been any individuals who have been helpful to you?			
Based on your prior work, what ideas for improvement do you			

have?			
Is there any reason that you feel this is not the right place for you?			
How might I be helpful to you?			