

Tuesday, February 18, 2025

6:00 PM

**Regular Mtg./Work Session
SANB Media Center, Work Session
3303 33rd Ave NE
Entry available at door #16
St. Anthony, MN 55418**

Call to order Regular School Board Meeting
Ben Phillip, School Board Chair (2 minutes)

Approval of agenda
Ben Phillip, School Board Chair (2 minutes)

Minutes from February 4, 2025, School Board Meeting
Ben Phillip, School Board Chair (2 minutes)

Consent Agenda
Ben Phillip, School Board Chair (2 minutes)

(Action) Discussion Enrollment Target/Projections
Hope Fagerland; Executive Director of Academics (60 minutes)
Minnesota State Statute requires school boards to create enrollment targets to ensure nonresident students have opportunities to enroll in nonresident districts. This is a follow-up review of the enrollment targets for 2025-2026.

(Action) Memorandum of Agreement, Read Act
Dr. Tim Anderson, Executive Director of Human Resources and Operations (5 minutes)
This report will serve to update the board about the recent Memorandum of Agreement. The Memorandum of Agreement constitutes the entire agreement between the parties related to compensation for teachers for completing READ Act training.

(Action) Memorandum of Understanding, Collaborative Process
Dr. Tim Anderson, Executive Director of Human Resources and Operations
(5 minutes)
Moving forward with the implementation of our new Effective Instruction initiative, it is essential that we proactively address any concerns and foster a collaborative environment between the district and our valued teacher union leaders. To that end, we began a structured Collaborative Problem-Solving (CPS) process, facilitated by two highly qualified and experienced individuals: Katie Pratt and Antone Melton-Meaux.

Adjourn Regular School Board Meeting
Ben Phillip, School Board Chair (2 minutes)

Call to order Work Session

Ben Phillip, School Board Chair (2 minutes)

(Discussion) Community Services Report

Wendy Webster, Director of Community Services and Communications (30 minutes)

Twice a year, each program manager and building leader are required to present to the school board regarding their work, program and department goals. Reports by leaders during School Board meetings are informational with no action required by the Board.

(Discussion) - Calendar Committee Update

Mike Overman, School Board Treasurer and Wendy Webster, Director of Community Services and Communication (10 minutes)

Calendar: Every two years, stakeholders from all bargaining groups meet to discuss the school calendar for ISD282. In addition, per SAVEA master contract, the union and the school board determine the breakdown of teacher work days that are not student contact. Tonight the board will engage in discussion and then be asked to take action on the 25-26 and 26-27 calendars at their March 4 Regular Board Meeting.

MSBA Convention share-out

Ben Phillip, School Board Chair (30 minutes)

School Board members engaged in professional development at the MSBA Leadership Conference this past January. Each board member will share their learning with their fellow board meetings.

(Discussion) Policy 202.1 ISD 282 Board Compensation, second reading

Dr. Cassandra Palmer, School Board Vice Chair, (5 minutes)

Background: This is the second Reading of Policy 202.1 ISD 282 Board Compensation. The purpose of this policy is to set the compensation for our elected officials.

(Discussion) Policy 214 Out-of-State Travel by School Board Members, second reading

Dr. Cassandra Palmer, School Board Vice Chair (5 minutes)

Background: This is the second review of Policy 214 regarding travel by School Board members. The purpose of this policy is to control out-of-state travel by school board members as required by law.

(Discussion) Cell Phone Discussion: "Cell Phones: where are we at & where are we going..." and Policy 524.1 Bring Your Own Device (BYOD)

Dr. Cassandra Palmer, School Board Vice Chair, (30 minutes)

ISD282 has a K-12 cell phone procedure. Policy 524.1 discusses cell phones as "Bring Your Own Device. Since cell phones in schools are an administrative procedure, the policy committee wants to discuss with the school board the inclusion of cell phones as a policy or not.

ISD 282 Updates

Hope Fagerland: Executive Director of Academics (10 minutes)

Each school board meeting, updates on the school district's achievements, events and stories of students and staff will be presented.

Board Member Reports

School Board Members (10 minutes)

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

Adjourn Work Session

Ben Phillip, School Board Chair (2 minutes)

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

Regular Meeting–Tuesday, February 4, 2025

MINUTES

Members Present: Board Chair Ben Phillip; Vice Chair Cassandra Palmer; Director Laura Oksnevad; Treasurer Mike Overman; Director PJ Striker; and Clerk Laurel Hood

Staff Present: Hope Fagerland, Dr. Troy Urdahl and Dr. Tim Anderson

Absent: Superintendent Dr. Renee Corneille

CALL TO ORDER REGULAR MEETING

Ben Phillip, School Board Chair

Call to order Regular School Board Meeting at 6:30 pm

APPROVAL OF AMENDED AGENDA

Ben Phillip, School Board Chair

Motion to approve the amended agenda was made by Laura Oksnevad and seconded by Mike Overman

The Motion carried 6/0

APPROVAL OF MINUTES

A motion to approve the 1/21/2025 School Board Meeting minutes was made by Dr. Cassandra Palmer and seconded by Dr. PJ Striker

The Motion carried 6/0

CONSENT AGENDA

Ben Phillip, School Board Chair

Dr. Cassandra Palmer made a motion to approve; and was seconded by Laurel Hood.

The motion carried 6/0.

FACILITIES REPORT

Dr. Troy Urdahl provided an overview of his program and department goals.

ENROLLMENT TARGET

Hope Fagerland presented the projected enrollment target. This target will determine the revenue the district can expect to receive from the state.

Motion to approve as presented, resolution read by: Chair Philip; Maker of the motion: Dr. Cassandra Palmer, seconded by: Laura Oksnevad. Motion stays.

Discussion. Laurel Hood made a motion to postpone until the next meeting, the motion to postpone was seconded by Dr. Striker.

The motion to postpone carried 6/0.

AIPAC CONCURRENCE

Hope Fagerland, Executive Director of Academics

The Board reviewed the vote from AIPAC. Laurel Hood made a motion to approve: Dr. PJ Striker seconded the motion.

The motion carried 6/0.

PARAPROFESSIONAL AND CLERICAL 2024-2026 CONTRACT

Dr. Tim Anderson presented the recent contract negotiations for support staff.

Motion to approve the contract as presented by Dr. Tim Anderson., moved for approval by Dr. Cassandra Palmer. Dr. PJ Striker seconded the motion. All in favor, aye.

The motion carried 6/0.

POLICY 516, FINAL READING

Dr. Cassandra Palmer, School Board Vice Chair

Motion to approve Dr. Cassandra Palmer, seconded by Dr. PJ Striker The motion carried 6/0.

POLICY 530, FINAL READING

\Dr. Cassandra Palmer, School Board Vice Chair

Motion to approve made by Dr. PJ Striker, seconded by Laurel Hood; The motion carried 6/0.

POLICY 202.1, FIRST READING

Dr. Cassandra Palmer, School Board Vice Chair

This is the first Reading of Policy 202.1 ISD 282 Board Compensation. Policy to be brought back for a 2nd reading

POLICY 214, FIRST READING

Dr. Cassandra Palmer, School Board Vice Chair The policy will be brought back for a 2nd reading.

ISD282 BUDGET MODEL

Hope Fagerland, Executive Director of Academics

Overview of next steps: modeling next year's policy and additional budgeting. Budget will be a topic between now and June, 2024.

ISD 282 UPDATES

Hope Fagerland: Executive Director of Academics provided an update on current events.

LEGISLATIVE UPDATES

Laura Oksnevad presented legislative updates.

SCHOOL BOARD MEMBER UPDATES

Board members presented their updates.

Adjourn School Board Meeting

Ben Phillip, School Board Chair

Meeting adjourned at 8:18 pm.

Signed: Laurel Hood - School Board Clerk

Attest: Sally Sawyer

SCHOOL BOARD CONSENT AGENDA
2/18/2025

PRESENTER(S): School Board Chair

1. Personnel

Hire(s)

Last Name	First Name	Position	School	Date Effective
Jones	Kennietha	Effective Instruction Coordinator	District/HS	02.19.25

Resignation(s)

Last Name	First Name	Position	School	Date Effective
Schafer	Jill	SpEd	SAMS	02.21.25
Criss	Allison	8th Grade Seminar	SAMS	06.06.25

Retirement(s)

Last Name	First Name	Position	School	Date Effective

LOA requests:

Last Name	First Name	Position	School	Date Effective
Carlson	Eric	Psychologist	District	Intermittent

c. Payment of Bills Checks Paid 02-04-2025

01- General Fund	\$255,916.12
02- Food Service Fund	\$37,106.78
03- Transportation Fund	\$808.35
04- Community Service Fund	\$8,958.30
05- Capital Expenditure Fund	\$14,938.31
08- Agency Fund	\$2,000.00
Total: \$	\$319,727.86

Enrollment = Budget

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Feb. 18, 2025 School Board Meeting

School Boards Approve School Budgets

School district **revenue** is determined by student **enrollment**.

For every enrolled student ISD282 receives a per pupil allocation.

- Every Student Enrolled in **Grades K-6** ISD282 receives **\$10,000**
- Every Student Enrolled in **Grades 7-12** ISD282 receives **\$12,000**

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School Boards project **student enrollment** to determine **annual budget**.

Enrollment targets allow ISD282 to **meet budget numbers** each school year.



ISD282 School Board Context

January 2022

ISD282 in Budget Deficit

Causes:

- Under funding from the state
- Overstaffing for under enrollment

Solution:

- Increase grade 9 enrollment numbers.
- Do not run courses under 22 students enrolled

January 2022-January 2023

School Board Directed the Superintendent

1. Engage in a demographic study to examine historic and projected enrollment.
2. Engage in a Facilities Study to determine facility capacities in ISD282

Both Completed by January 2023

School Board Approved the Following Enrollment Plan

2023-2026

					ISD 282 2023-24 Enrollment Estimate A											
Grade	Current Target	Current Budget	Current Enrollment	2023-24 Open Enrollment Applications	23-24 Target Estimate A (no change)	23-24 Budget Estimate A (Attrition 2%)	24-25 Target Estimate A (no change)	24-25 Budget Estimate A (Attrition 2%)	25-26 Target Estimate A (no change)	25-26 Budget Estimate A (Attrition 2%)	26-27 Target Estimate A (no change)	26-27 Budget Estimate A (Attrition 2%)	27-28 Target Estimate A (no change)	27-28 Budget Estimate A (Attrition 2%)	28-29 Target Estimate A (no change)	28-29 Budget Estimate A (Attrition 2%)
K	110	110	109	52	110	110	110	110	110	110	110	110	110	110	110	110
1	110	110	108	7	110	110	110	110	110	110	110	110	110	110	110	110
2	110	104	107	7	110	110	110	110	110	110	110	110	110	110	110	110
3	120	110	118	6	120	111	120	114	120	114	120	114	120	114	120	114
4	120	115	114	5	120	120	120	114	120	117	120	117	120	117	120	117
5	125	125	126	2	125	114	125	120	125	114	125	117	125	117	125	117
Total Wilshire			682	79	695	675	695	678	695	675	695	678	695	678	695	678
Building Capacity (799)			85.36%		86.98%	84.48%	86.98%	84.86%	86.98%	84.48%	86.98%	84.86%	86.98%	84.86%	86.98%	84.86%
6	150	145	152	20	150	144	150	132	150	138	150	132	150	135	150	135
7	150	126	144	6	150	150	150	148	150	136	150	142	150	136	150	139
8	150	150	148	2	150	144	150	149	150	148	150	136	150	142	150	136
Total SAMS			444	28	450	438	450	429	450	422	450	410	450	413	450	410
Building Capacity (491)			90.43%		91.65%	89.21%	91.65%	87.37%	91.65%	85.95%	91.65%	83.50%	91.65%	84.11%	91.65%	83.50%
9	200	200	192	41	200	187	200	183	200	188	200	187	200	175	200	181
10	180	175	177	4	200	193	200	188	200	184	200	189	200	188	200	176
11	175	171	165	1	175	175	200	191	200	186	200	182	200	187	200	186
12	175	175	169	0	175	162	175	172	200	188	200	183	200	179	200	184
Total SAVHS			703	46	750	717	775	734	800	746	800	741	800	729	800	727
Building Capacity (750)			93.73%		100.00%	95.60%	103.33%	97.87%	106.67%	99.47%	106.67%	98.80%	106.67%	97.20%	106.67%	96.93%
TOTAL K-12	1,875	1,816	1,829		1,895	1,830	1,920	1,841	1,945	1,843	1,945	1,829	1,945	1,820	1,945	1,815
Est. ADM Adj for PSEO		(40)	(40)			(40)		(40)		(40)		(40)		(40)		(40)
ADM for Revenue		1,776	1,789			1,790	1,920	1,801	1,945	1,803	1,945	1,789	1,945	1,780	1,945	1,775
Est. General Fund Revenue	\$16,937,002	\$16,918,573			\$17,158,940		\$17,264,386		\$17,283,558		\$17,149,354		\$17,063,080		\$17,015,150	
Total Est Gen Rev 2023 - 2029					\$102,934,468											

Built in 2% Attrition Rate
Page 3 in memo

Minnesota Enrollment Trends

The data is clear, **Minnesota public schools are experiencing a trend in declining enrollment**, with a more severe decline since 2019.

Metro Districts, since 2019 have experienced a **negative 3.7% decline** in student enrollment.

St. Anthony New Brighton Schools, since 2019 has experienced a **positive 7.5%**¹² increase in student enrollment.

These 132 students represent an additional roughly **\$1,320,000 dollars** in revenue.

This represents roughly 7.6% of our estimated revenue for 2026.



The Impact of PSEO and CTE

Facts:

1. ISD282 encourages and believes in giving all students opportunities.
2. PSEO and CTE allows students to collect dual enrollment for HS and college. (Financial benefit)
3. PSEO and CTE provides an advanced learning opportunity for students.

Challenges:

1. Loss of revenue.
2. Difficult to predict and staff.
3. Enrollment targets help mitigate changes in PSEO/CTE numbers.

Enrollment Impact on Staffing

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Decreasing the enrollment target or keeping it the same may result in the school board not meeting the budget enrollment number, thus creating a budget deficit.

Enrollment = Budget

If the school board chooses to **decrease or maintain the enrollment target**, it is recommended to **also decrease budget** target - meaning decrease the budget.

Example:

- Board chooses to reduce 40 students in grades 9-12.
- 40 Students equates to roughly \$480,000 loss in revenue.
- Board would need to decrease expenditures by \$480,000.
- More than 80% of the operating budget goes to salary and budget.
- Board would need to reduce staffing.

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**All staff
support
the
education
of a child.**

Budget Reduction Based on Equity of Positions (Reduction of 40 enrolled students at SAVHS)			
<i>Position</i>	Percent of the HS budget	Percent of Budget that can be reduced	Reduction of \$480,000
Principal*	3.99%		
Assistant Principal	3.21%	4.20%	\$20,160
SPED Para*	3.95%		
Clerical/Para	2.63%	3.5%	\$16,800
Teacher Classroom	64.76%	85%	\$408,000
EL/ML*	1.80%		
Counselor	4.41%	5.8%	\$27,840
Interventionists (aca+beh)	1.06%	1.4%	\$6,720
Safe Schools - Desk/Hall*	1.78%		
Health Aide*	0.96%		
SPED Teachers*	11.45%		
*State/Federal required per budget code.	100%	Budget that can be changed: 76%	\$480,000
Budget Not Able to Be Changed:	24%		

Staff Matter - Even Administrators

A narrative often used when reducing budgets is “**reduce administrators**”.

And when reductions have to be made, **administration should be reduced**.

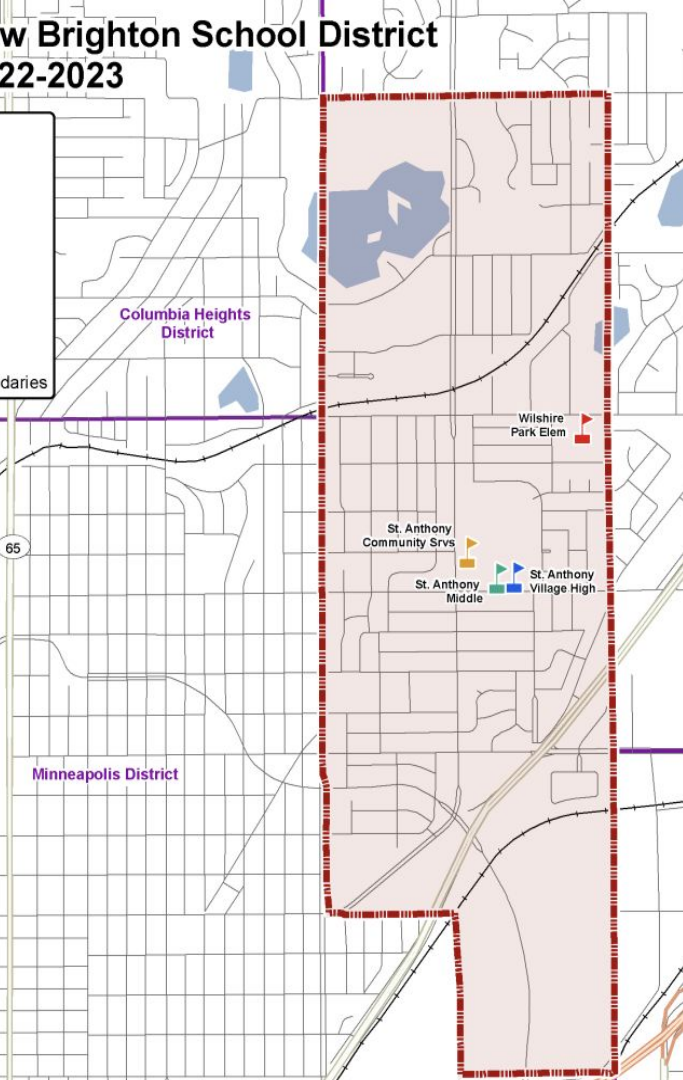
In the example previously, **if you removed both principals** from staffing - the HS would still need to reduce \$230,000.

Administrators - since they only represent 7% of the budget, will never reach the required reduction budgetarily.

Also, **who would do the required duties of administration?**

Administration should be reduced when reductions are made, it should be equitable. Since all staff impact the education of a student.





Data - Enrollment Trends and Demographics

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2010-2025

Enrollment Trendline 2010-2025							
	2010-11	2020-21	21-22	22-23	23-24	24-25	Percent Change
WP	707	656	680	677	688	690	-2.40%
SAMS	414	422	411	437	447	441	6.50%
SAVHS	668	673	683	703	704	752	¹⁹ 14%
<i>Total District</i>	1789	1751	1774	1817	1839	1883	5.30%

As planned enrollment has increased by 5.3% since 2010

Enrollment Changes since 2022

Since 2022 **Wilshire Park** has increased enrollment by **1.2%**. Moving from **682** students to **690**.

Since 2022 **St. Anthony Middle School** has decreased in enrollment by **.59%**. Moving from **444** students to **441**.

Since 2022 **St. Anthony Village High School** has increased in enrollment²⁰ by **8.47%**. Moving from **721** students to **761**.

Since 2022 **PSEO and CTE** has increased in enrollment by **132%**. Moving from **25** equivalent full-time students to **58**.



	2022-2023				2023-2024				2024-2025				2025-2026		Percent Change 2022-2025			Total Percent Change
	22-23 Target	22-23 Budget	22-23 Actual	Difference Budget to Actual	23-24 Target	23-24 Budget	23-24 Actual	Difference Budget to Actual	24-25 Target	24-25 Budget	24-25 Actual	Difference Budget to Actual	25-26 Target	25-26 Budget	Target Percent Change	Budget Percent Change	2024-25 Actual Percent Change	By School
K	110	110	109	-1	110	110	110	0	110	110	106	-4	110	110	0.0	0.0	-2.75	1.20
1	110	110	108	-2	110	110	110	0	110	110	106	-4	110	106	0.0	-3.6	-1.85	
2	110	104	107	3	110	110	114	4	110	110	116	6	115	106	4.5	1.9	8.41	
3	120	110	118	8	125	113	109	-4	125	116	121	5	125	115	4.2	4.5	2.54	
4	120	115	114	-1	125	120	123	3	125	110	115	5	125	119	4.2	3.5	0.88	
5	125	125	126	1	125	116	121	5	125	123	126	3	125	115	0.0	-8.0	0.00	
6	150	145	152	7	150	146	145	-1	150	145	142	-3	150	147	0.0	1.4	-6.58	-0.59
7	150	126	144	18	150	150	149	-1	150	150	148	-2	150	146	0.0	15.9	2.78	
8	150	150	148	-2	150	146	153	7	150	150	151	1	150	149	0.0	-0.7	2.03	
9	200	200	192	-8	200	190	191	1	200	190	196	6	200	190	0.0	-5.0	2.08	8.47
10	180	175	177	2	200	180	191	11	200	190	198	8	200	195	11.1	11.4	11.86	
11	175	171	165	-6	180	175	171	-4	200	190	192	2	200	200	14.3	17.0	16.36	
12	175	175	169	-6	180	165	153	-12	180	171	175	4	200	190	14.3	8.6	3.55	
PSEO			-25	0	-45	-45	-45	0	-45	-45	-58	-13	-58	-58				
Total	1875	1816	1804	13	1870	1786	1795	9	1890	1820	1834	14	1902	1830	1.4	0.8	0.27	3.03

District Teacher FTE Changes Over Time 2010-2025

	2010	2025	Percent Change
Number of FTE	104	135	30%
Enrollment	1789	1883	5.30% ²²

Teacher staffing (Full Time Equivalent FTE) has gone up 30% since 2010, increase of 31 teachers.

District Administration has also increased since 2010

2010-2011 - Eight (8) District Administrators

- Director of Community Services, Athletics/Activities/Facilities, Business/Finance, and SPED (4)
- Principal: WP, SAMS, and SAVHS (3)
- Superintendent (1)

2024-2025 - Ten (10) District Administrators

- Director of Effective Instruction, Community Services, and Athletics/Activities/Facilities (3)
- Principal: WP, SAMS, SAVHS, two Assistant Principals (replace 2 deans - 1 increase in funds) (4)
- Executive Directors: Operations/HR, and Academics (2)
- Superintendent (1)

Administration staffing has increased by 25% since 2010, increase of 2 administrators.

Percent of Open Enrollment in SANB by Racial Demographics

	2010-11	2020-21	2021-22	2022-23	2023-24	2024-25
District	42%	21%	22%	27%	27%	31%
White	46%	19%	17%	19%	18%	24%
Students of Color	54%	81%	83%	81%	82%	76%

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- ISD 282 open enrollment has declined from 42% of total students (2010-11) to 31% (2024-25).
- Open enrolled student demographics have shifted: Students of color made up 54% of open enrollees (2010-11) and now comprise 76% (2024-25).

Grade	Budget Enrollment (2024-25)	Oct 1st Actual Enrollment (2024-25)	Open Enrolled Students	Target (2025-26)	Target Class Size (2025-26)	Budget Enrollment (2025-26)	Actual Class Size (2025-26)
9	190	196	87	200	33	190	31
10	190	198	79	200	33	195	32
11	190	192	76	200	33	200	33
12	171	175	81	200	33	190	25 31
PSEO	-45	-45		-58		-58	
	696	716	323	742		717	

The budget enrollment projection for the 2025-26 school year is only up by one student when compared to the 2024-25 Oct. 1st Actual Enrollment.

The Open Enrollment Column - having a Enrollment Target - allows the Board to ensure ISD282 meets budget numbers.

Facilities - Specifically at the Middle and High School Building

Building	Capacity 2022*	Capacity w/Updates*	2024-25 Target (minus PSEO)	2024-25 Actual (minus PSEO)	2025-26 Target (minus PSEO & CTE)	2025-26 Budget (minus PSEO & CTE)	Current Locker Capacity	Locker Capacity with Updates
MS/HS	1,191	1,241	1,185	1,157	1,192	1,159		
HS Only			735	716	742	717	754	²⁶ 799

Please note, capacities in this study are based on an average of 31 students per classroom.

Class Size and Teacher Overages

Class Size	Percent of Total	Total Number of Classes (excl Sped, ML, Band)		Teacher Overages	Semester 1 2024-25	Semester 2 2024-25
Under 19	12%	153		Art	0.1	0
BTW 20-26	24%			Phy.Ed	0.2	0
BTW 27-29	23%			Math	0.1	0 ₂₇
BTW 30-32	41%					

Class Size Distribution: 36% of high school classes have fewer than 26 students, while 64% have more. Only 41% of courses meet the 31-student per classroom metric used in the 2023 Facilities Study.

Teacher Overage: 0.4 FTE (equivalent to one semester of four classes) in teacher overage was required for the first semester of 2024-25. This overage has been eliminated for the second semester by reducing low-enrollment courses.

Cart Usage: Two teachers are currently using carts, though all cart-based classes are on the same floor as their offices. The board is reminded that cart usage is common in secondary schools, and some districts use trailers as an alternative to reducing enrollment or budget.

Study Halls and Electives

Instructional Time Shortage: In 2018-19, the high school schedule lacked the state-mandated minimum instructional minutes for grades 10-12, due to a six-period day compared to grade 9's seven periods. A new schedule rectified this.

Study Hall Increase: The schedule change necessitated study halls (SAVEA prep) for grades 10-12, *not* due to electives being at capacity.

7th Class Cost: Adding a 7th class for grades 10-12 would require 4-5 FTE staffing, costing \$300,000-\$400,000 annually.

Low-Enrollment Electives: Eight electives in the first semester of 2024-25 had fewer than 19 students, with capacity for 80 more. Increased overall enrollment would expand elective offerings and allow for multiple sections of popular courses, addressing current scheduling conflicts and limited student choice.



Every year the school board reviews the following data.

Demographic Study shows we capture an extremely high majority of our resident students.

Steady increase in students attending school elsewhere - since COVID.

This data shows the importance of managing Enrollment Targets for Open Enrollment (to meet budget)

Resident Students Attending School Elsewhere

[illegible]

PSEO and CTE Impacts Budget and Daily Class Schedule

PSEO Participation: 86 students participate in PSEO (13 full-time, 73 part-time).

PSEO Course Absences: PSEO students miss 229 SAVHS courses daily.

CTE Participation: 25 students participate in CTE courses at 916.

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CTE Course Absences: CTE students miss 50 SAVHS courses daily.

Total Daily Courses: Approximately 4,512 courses are taken daily at SAVHS.

Total Missed Courses (PSEO & CTE): 279 courses are missed daily due to PSEO and CTE.

Overall: 111 students are not engaged with at least one course per day.

Metro District Staff Changes in 2024

District	Percentage of staff leaving
St. Anthony-New Brighton	11%
Mahtomedi	9%
Columbia Heights	16.50%
Roseville	18%
White Bear Lake	13%
Fridley	18%
Centennial	11%
Forest Lake	9%
Edina	9%
Robbinsdale	11%
Average 12.70%	

The school board has been informed that ISD282 **staff are leaving at high rates.** However, data collected from the metro and 916 districts refute this claim. With the ³¹ average change in staffing for the districts listed - being 12.7%, this indicates that **ISD282 is below average in staff departures.**

School Board

Next Steps

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School Board Will Need to Set
Enrollment Targets.



School Board Enrollment Target and Budget Option

Option A

Option B

Option C

Grade	Budget Enrollment (2024-25)	Oct 1st Actual Enrollment (2024-25)	Target A Enrollment (2025-26)	Budget A Enrollment (2025-26)	Target B Enrollment (2025-26)	Budget B Enrollment (2025-26)	Target C Enrollment (2025-26)	Budget C Enrollment (2025-26)
K	110	106	110	110	110	110	110	110
1	110	106	110	106	110	106	110	106
2	110	116	115	106	115	106	115	106
3	116	121	125	115	125	115	125	115
4	110	115	125	119	125	119	125	119
5	123	126	125	115	125	115	125	115
6	145	142	150	147	150	147	150	147
7	150	148	150	146	150	146	150	146
8	150	151	150	149	150	149	150	34 149
9	190	196	200	190	190	180	180	170
10	190	198	200	195	200	195	200	195
11	190	192	200	200	200	200	200	200
12	171	175	200	190	200	190	200	190
PSEO	-45	-45	-58	-58	-58	-58	-58	-58
Total ADM	1820	1847	1902	1830	1892	1820	1882	1810
			Difference From 2024-25 Budget			0		-10
			Difference From 2024-25 Actual			-27		-37
			HS Budget Difference			-\$324,000		-\$444,000

School Board Enrollment Target and Budget Option

Three Options for the School Board to Consider

Option A- Status Quo stay aligned to the plan agreed to in 2023.

Option B - Reduce both the enrollment target and enrollment budget numbers at SAVHS by **10 students**.

Option C - Reduce both the enrollment target and enrollment budget numbers at SAVHS by **20 students**.

Budget Impact

Option A- No Change in Budget

Option B - Reduce **SAVHS budget by \$162,000.**

Option C - Reduce **SAVHS budget by \$222,000.**

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Conservatively we should reduce more, but not knowing how the enrollment targets will impact our enrollment budget, we would recommend reducing by half.

Questions?

To: ISD 282 School Board

From: Superintendent, Renee Corneille and Executive Director Hope Fagerland

Date: Feb. 18, 2025

Subject: Historical Enrollment and Planning for ISD282 Enrollment Targets

Context:

School Boards Approve The Budget

The school board's responsibilities include governing the school district and approving its budget. Minnesota school districts' revenue is determined by student enrollment, with a per-pupil allocation from the state. ISD282 also utilizes an operating levy, generating additional per-pupil funding. Currently, ISD282 receives approximately \$10,000 per pupil unit. Budget development begins with the board establishing enrollment targets. Legally, the board must act on these targets, which define the number of open enrollment students the district can accept.

At the February 4, 2025, regular meeting, the board postponed taking action on setting enrollment targets. This memo provides background information, data requested by the board, and current enrollment trends since the 2021-2022 school year. It also clarifies the distinction between enrollment targets and enrollment for budgeting. Minnesota's open enrollment policy requires districts to establish grade-level enrollment targets. The board also requires grade-level enrollment projections for budgeting and class size determinations. ISD282 uses these budget enrollment projections, not the enrollment targets, to develop the annual budget. Accurate budget enrollment projections are crucial. Overestimating enrollment for budgeting and staffing purposes can lead to budget deficits.

Enrollment targets, unlike budget enrollment projections, are not directly tied to budget constraints. These targets help ensure the district achieves its budget enrollment through open enrollment if resident student enrollment is insufficient. Consistent enrollment targets contribute to budget stability from year to year. Essentially, enrollment targets support meeting budget enrollment projections.

In January 2022, the board began developing the 2022-2023 budget. Following the COVID-19 pandemic and two decades of state underfunding, the district faced a projected deficit. The board reviewed data on high school courses with low enrollment (14-20 students). To ensure fiscal responsibility, the board determined that high school courses should have a minimum enrollment of 22-25 students. This necessitated either staffing adjustments based on building enrollment or identifying new revenue sources. For the 2022-2023 budget, the board approved a 200-student enrollment target for the incoming 9th-grade cohort (a 25-student increase) and mandated a minimum enrollment of 22 students per high school course. These measures reduced the budget gap and allowed the board to continue enrollment discussions. In January 2023, the superintendent subsequently provided data on historical enrollment trends, building capacity, demographics, and housing changes, which informed the development of five-year enrollment projections.

During the 2022-2023 school year, ISD282 engaged Data Analytics (TeamWorks) to analyze demographics, housing, and enrollment within district boundaries (Appendix A). The superintendent also provided historical enrollment trend data and building capacity information (Wold Architect, Ben Beery, Appendix B). Based on this data, the board approved an Enrollment Projection Model to guide ISD282's budget planning for the next five years.

(Chart below)

					ISD 282 2023-24 Enrollment Estimate A											
Grade	Current Target	Current Budget	Current Enrollment	2023-24 Open Enrollment Applications	23-24 Target Estimate A (no change)	23-24 Budget Estimate A (Attrition 2%)	24-25 Target Estimate A (no change)	24-25 Budget Estimate A (Attrition 2%)	25-26 Target Estimate A (no change)	25-26 Budget Estimate A (Attrition 2%)	26-27 Target Estimate A (no change)	26-27 Budget Estimate A (Attrition 2%)	27-28 Target Estimate A (no change)	27-28 Budget Estimate A (Attrition 2%)	28-29 Target Estimate A (no change)	28-29 Budget Estimate A (Attrition 2%)
K	110	110	109	52	110	110	110	110	110	110	110	110	110	110	110	110
1	110	110	108	7	110	110	110	110	110	110	110	110	110	110	110	110
2	110	104	107	7	110	110	110	110	110	110	110	110	110	110	110	110
3	120	110	118	6	120	111	120	114	120	114	120	114	120	114	120	114
4	120	115	114	5	120	120	120	114	120	117	120	117	120	117	120	117
5	125	125	126	2	125	114	125	120	125	114	125	117	125	117	125	117
Total Wilshire			682	79	695	675	695	678	695	675	695	678	695	678	695	678
Building Capacity (799)			85.36%		86.98%	84.48%	86.98%	84.86%	86.98%	84.48%	86.98%	84.86%	86.98%	84.86%	86.98%	84.86%
6	150	145	152	20	150	144	150	132	150	138	150	132	150	135	150	135
7	150	126	144	6	150	150	150	148	150	136	150	142	150	136	150	139
8	150	150	148	2	150	144	150	149	150	148	150	136	150	142	150	136
Total SAMS			444	28	450	438	450	429	450	422	450	410	450	413	450	410
Building Capacity (491)			90.43%		91.65%	89.21%	91.65%	87.37%	91.65%	85.95%	91.65%	83.50%	91.65%	84.11%	91.65%	83.50%
9	200	200	192	41	200	187	200	183	200	188	200	187	200	175	200	181
10	180	175	177	4	200	193	200	188	200	184	200	189	200	188	200	176
11	175	171	165	1	175	175	200	191	200	186	200	182	200	187	200	186
12	175	175	169	0	175	162	175	172	200	188	200	183	200	179	200	184
Total SAVHS			703	46	750	717	775	734	800	746	800	741	800	729	800	727
Building Capacity (750)			93.73%		100.00%	95.60%	103.33%	97.87%	106.67%	99.47%	106.67%	98.80%	106.67%	97.20%	106.67%	96.93%
TOTAL K-12	1,875	1,816	1,829		1,895	1,830	1,920	1,841	1,945	1,843	1,945	1,829	1,945	1,820	1,945	1,815
Est. ADM Adj for PSEO		(40)	(40)			(40)		(40)		(40)		(40)		(40)		(40)
ADM for Revenue		1,776	1,789			1,790	1,920	1,801	1,945	1,803	1,945	1,789	1,945	1,780	1,945	1,775
Est. General Fund Revenue		\$16,937,002	\$16,918,573			\$17,158,940		\$17,264,386		\$17,283,558		\$17,149,354		\$17,063,080		\$17,015,150
Total Est Gen Rev 2023 - 2029					\$102,934,468											

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Per this data, the board had already approved the target of 200 students in 9th grade for the 2022-2023 school year and the ongoing target of 200 9th graders until each grade (9-12) had 200 students enrolled. Furthermore, a 2% enrollment attrition rate was embedded within the model. It is important to remind the School Board that this enrollment plan has been in place since 2022 and further confirmed by the board in 2023.

The overall increase in enrollment would occur by increasing the budgeted 9th grade enrollment per year, with the final year being 2025-26. Increasing the budget enrollment in 9th grade allows for those students to stay in our system until graduation.

One of the reasons the board only discussed enrollment targets and enrollment budget at two meetings in 2025, was due to this plan being in place from 2022.

Per Pupil Funding Clarification

The school board examined alternative enrollment models, such as increasing the kindergarten population within ISD282. This proposal was rejected to maintain small class sizes in grades K-3.

The board instead opted to increase enrollment in grades 6-12, as students in grades 7-12 receive supplementary funding compared to those in grades K-6. The state employs a pupil unit rate based on average daily membership. For students in grades K-6, the pupil unit is 1.0; for students in grades 7-12, a rate of 1.2 is applied. Using the estimated figure of \$10,000 per student enrolled, students in grades K-6 would generate \$10,000 per pupil unit; students in grades 7-12 would generate \$12,000 per pupil unit. The board considered this discrepancy and concluded that increasing enrollment in grades 7-12 would provide additional funds and enable the district to maintain smaller elementary class sizes.

Minnesota Enrollment and Metro Enrollment Trends

The Minnesota Rural Education Association (similar to AMSD but for non-metro districts) produced an [article in 2023](#) discussing the concern of declining student enrollment in Minnesota public schools. In addition, in July 2022 the Minnesota Department of Education (MDE) produced an article called "[History of Declining Enrollment Adjustments in Minnesota School Finance](#)". The data is clear, Minnesota public schools are experiencing a trend in declining enrollment, with a more severe downward trend since 2019.

Chart 1 shows the total number of Pupil Unit decline for all public schools (without charter schools) with roughly 28,000 fewer students in 2025 when compared to 2019.

Chart 2 breaks down the data by district type. ISD282 would fall into the "Other Metro Inner" category - which shows an over 3,600 decline in student enrollment (-3.7%).

Conversely, ISD282 has experienced an increase in enrollment. ISD282 has increased enrollment by 132 students which equates to a roughly 7.5% increase since 2020.

Chart 1

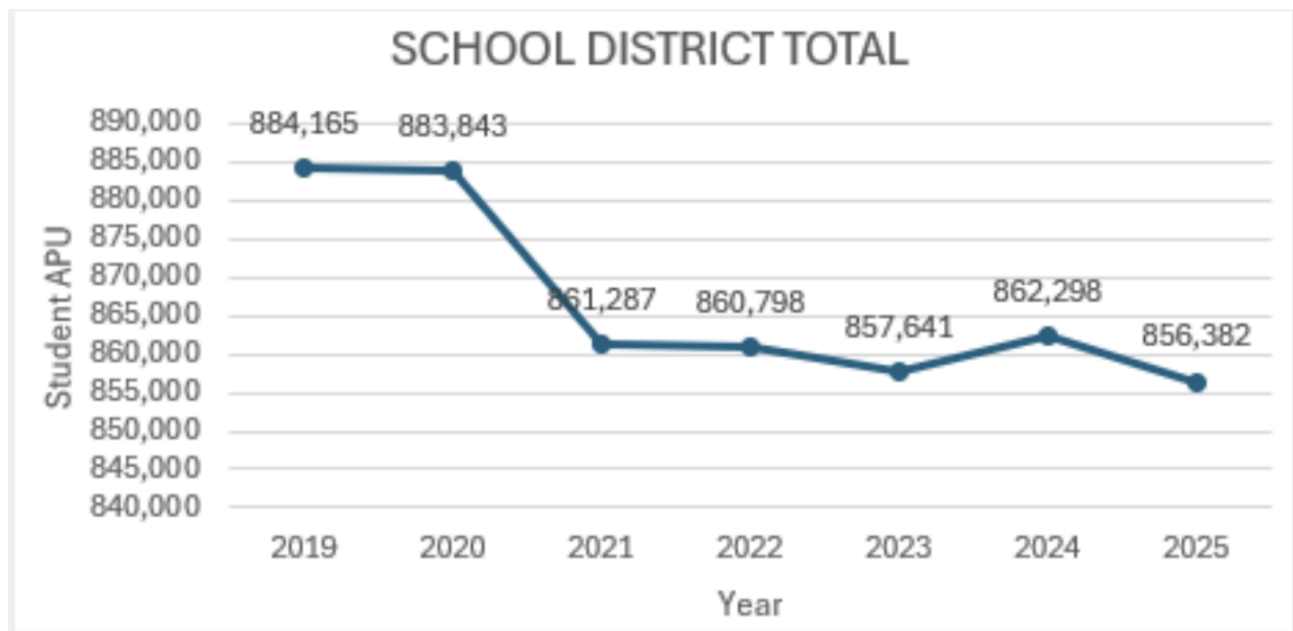


Chart 2

	2019	2020	2021	2022	2023	2024	2025
MPLS & ST PAUL	76,009	74,077	71,295	67,407	65,199	65,054	63,734
OTHER METRO, INNER	97,840	97,684	95,106	94,646	94,459	94,466	94,164
OTHER METRO, OUTER	299,957	300,887	294,101	295,083	295,044	295,494	295,675
NONMET ≥ 2K	223,420	223,773	218,755	220,149	218,942	217,784	216,667
NONMET 1K-2K	84,163	84,408	82,258	83,240	83,504	83,132	82,973
NONMET < 1K	102,775	103,014	99,772	100,272	100,489	99,853	98,961
CHARTER SCHOOLS	63,301	66,499	69,675	70,938	72,311	74,435	77,161
GRAND TOTAL	947,466	950,342	930,962	931,736	929,952	936,734	933,543

ISD 282 Enrollment Proposal for the 2025-2026 School Year

The chart below displays both the Target and Budget Enrollment figures for 2024-25 and the proposed Target and Budget Enrollment figures for 2025-26.

Due to a higher number of students enrolling in both PSEO and CTE courses, the Target Enrollment figure for 2025-2026 is nearly the same as the previous year (an increase equivalent to 13 additional students participating in PSEO/CTE).

Even with the Target Enrollment set at 1901 students, only 1830 students were enrolled in ISD282 on October 1, 2024.

By establishing a higher enrollment target, the school board can ensure the district meets the budget enrollment number - and therefore, their annual budget.

Target and Budget Enrollment Compared to Actuals					
	Target (Enrollment - PSEO/CTE)	Budget (Enrollment - PSEO/CTE)	Actual (Enrollment - PSEO/CTE)	Difference (Actual - Target)	Difference (Actual - Budget)
2024-2025	1901	1797	1858	43	61
2025-2026 (est)	1902	1830			
Difference	1	33			

St. Anthony Village High School's (SAVHS) enrollment numbers have increased, a decision made by the school board in accordance with the rise in per pupil unit of 1.2. The chart illustrates an enrollment increase of approximately 40-45 students over the past two years, specifically in grades 9 and 10. This increase has resulted in a larger FTE allotment for SAVHS. Meaning additional staffing has been provided to SAVHS to accommodate this increase in enrollment.

Impact on Staffing if Enrollment is Reduced at SAVHS

Decreasing the enrollment target or keeping it the same may result in the school board not meeting the budget enrollment number, thus creating a budget deficit (also reference the chart on page 17). If the board chooses to decrease or maintain the enrollment target, it is recommended to also decrease the budget target. For example, a reduction of 40 students in grades 9-12 would result in an estimated \$480,000 loss in revenue. This would necessitate staffing reductions. Given that staffing (salary/benefits) constitutes more than 80 percent of total budget expenditures in the ISD282 annual budget, a reduction of \$480,000 (specifically at SAVHS) would require reductions based on the following distribution of expenditures:

Budget Reduction Based on Equity of Positions (Reduction of 40 enrolled students at SAVHS)			
<i>Position</i>	Percent of the HS budget	Percent of Budget that can be reduced	Reduction of \$480,000
Principal*	3.99%		
Assistant Principal	3.21%	4.20%	\$20,160
SPED Para*	3.95%		
Clerical/Para	2.63%	3.5%	\$16,800
Teacher Classroom	64.76%	85%	\$408,000
EL/ML*	1.80%		
Counselor	4.41%	5.8%	\$27,840
Interventionists (aca+beh)	1.06%	1.4%	\$6,720
Safe Schools - Desk/Hall*	1.78%		
Health Aide*	0.96%		
SPED Teachers*	11.45%		
*State/Federal required per budget code.	100%	Budget that can be changed: 76%	\$480,000
Budget Not Able to Be Changed:	23.93%		

The School Board of ISD282 values all employees of the school district and strives to ensure that all units are treated fairly and equitably in salary, benefits, and employee experience. ISD282's mission is to ensure that students are comprehensively supported; similarly, all employees are valued. Educating a child requires collaboration among teachers, principals, interventionists, clerical staff, and paraprofessionals to ensure that students learn at high levels. As the board has considered in the past, reductions and additional funding should always be distributed equitably. The ISD282 staffing model is comparable to the staffing breakdown of other Minnesota school districts. This chart shows a similar breakdown of funding percentages the school board has used in the past during negotiations with all units.

Data:

Board members have requested additional data regarding student enrollment within ISD282 since February 4, 2025. This section of the memo will share the requested data and provide a brief analysis. The following pages articulate the requested data; please note that some of this data may be repetitive for many board members.

1. Historical Enrollment Trend 2010-2025

Enrollment Trendline 2010-2025							
	2010-11	2020-21	21-22	22-23	23-24	24-25	Percent Change
WP	707	656	680	677	688	690	-2.40%
SAMS	414	422	411	437	447	441	6.50%
SAVHS	668	673	683	703	704	752	14%
Total District	1789	1751	1774	1817	1839	1883	5.30%

As planned enrollment has increased by 5.3% in ISD282 since 2010.

2. District Licensed Teacher Staffing Changes (compared to enrollment changes) 2010-2025

District Teacher FTE Changes Over Time 2010-2025			
	2010	2025	Percent Change
Number of FTE	104	135	30%
Enrollment	1789	1883	5.30%

Independent School District 282 has experienced an enrollment increase of approximately 94 students (5.3% increase), and a 30% increase in teaching staff (31 additional full-time equivalents). This change has occurred since 2010.

3. District Administration Staffing Changes 2010-2025

When comparing teacher increases to district administration (positions that require supervision of staff and/or administration licensure) has gone from:

2010-2011 School Year - Eight (8) District Administrators - Director of Community Services, Athletics/Activities/Facilities, Business/Finance, and SPED (4) - Principal: WP, SAMS, and SAVHS (3) - Superintendent (1)	2024-2025 - Ten (10) District Administrators - Director of Effective Instruction, Community Services, and Athletics/Activities/Facilities (3) - Principal: WP, SAMS, SAVHS, two Assistant Principals (replace 2 deans - 1 increase in funds) (4) - Executive Directors: Operations/HR, and Academics (2) - Superintendent (1)
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4. Percentage of Open Enrolled Students and Demographics of Open Enrolled Students 2010-2025

Percent of Open Enrollment in SANB by Racial Demographics						
	2010-11	2020-21	2021-22	2022-23	2023-24	2024-25
District	42%	21%	22%	27%	27%	31%
White	46%	19%	17%	19%	18%	24%
Students of Color	54%	81%	83%	81%	82%	76%

ISD 282 has experienced an overall decline in open enrolled students, decreasing from 42% of the total enrolled student population in 2010–2011 to 31% in 2024–2025. The demographic composition of open enrolled students has also shifted. Of the total number of open enrolled students in 2010–2011, 54% were students of color; in 2024–2025, 76% of open enrolled students were students of color.

5. Average Class Size Per Grade 2025-2026 Projections

Chart on next page

Potential 2025-2026 Enrollment Projections and Class Size						
Grade	Budget Enrollment (2024-25)	Oct 1st Actual Enrollment (2024-25)	Target (2025-26)	Target Class Size (2025-26)	Budget Enrollment (2025-26)	Actual Class Size (2025-26)
ECSE	14	11			10	
K	110	106	110	22	110	22
1	110	106	110	22	106	21
2	110	116	115	23	106	21
3	116	121	125	25	115	23
4	110	115	125	25	119	24
5	123	126	125	25	115	23
6	145	142	150	30	147	29
7	150	148	150	30	146	29
8	150	151	150	30	149	29
9	190	196	200	33	190	31
10	190	198	200	33	195	32
11	190	192	200	33	200	33
12	171	175	200	33	190	31
PSEO	-45	-45	-58		-58	
Total ADM	1834	1858	1902		1840	

6. Facility Capacity for the Middle School and High School Building along with High School Locker Capacity

Facilities Study 2022-23 (Wold) - Appendix B

Building	Capacity 2022*	Capacity w/Updates*	2024-25 Target (minus PSEO)	2024-25 Actual (minus PSEO)	2025-26 Target (minus PSEO & CTE)	2025-26 Budget (minus PSEO & CTE)	Current Locker Capacity	Locker Capacity with Updates
MS/HS	1,191	1,241	1,185	1,157	1,192	1,159		
HS Only			735	716	742	717	754	799

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Please note, capacities in this study are based on an average of 31 students per classroom.

Postsecondary Enrollment Options (PSEO) and Career and Technical Education (CTE) students result in a decrease in funding. For every full-time equivalent student (58 for the 2025-2026 school year), the district will receive fewer funds. For 58 students, this will result in a reduction of \$580,000. ISD282 will retain approximately \$2,000 per PSEO/CTE full-time equivalent student (state allows districts to retain a portion of the per pupil funding even for full time PSEO/CTE students).

The 2022-2023 Wold and ISD282 Facilities study indicated that the School Board should remain informed about HS/MS capacity. In 2024, the School Board directed district administration to conduct an additional Facilities Study. Directors Webster and Urdhal are currently working with TeamWorks and our architecture firm, Wold, to complete this study.

Concerns were raised regarding locker capacity for students enrolled at SAVHS. Facilities has confirmed that the high school currently has 754 lockers, with the capacity to increase that number to 799.

7. St. Anthony Village High School 2024-25 Semester One Class Sizes - Teacher Overages - Teachers on Carts

Class Size	Percent of Total	Total Number of Classes (excl Sped, ML, Band)	Teacher Overages	Semester 1 2024-25	Semester 2 2024-25
Under 19	12%	153	Art	0.1	0
BTW 20-26	24%		Phy.Ed	0.2	0
BTW 27-29	23%		Math	0.1	0
BTW 30-32	41%				

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The chart to the left provides a breakdown of the 2024-25 Semester One course schedule by enrolled students per course. 36% of high school classes have fewer than 26 students, while 64% of courses have more than 26 students. The 2023 Facilities Study (Appendix B) used 31 enrolled students per classroom as the metric for building capacity. Currently, only approximately 41% of the courses/classrooms have 31 students enrolled.

During the first semester of 2024-2025, SAVHS required a total of 0.4 FTE in teacher overage, which is equivalent to one semester of four classes over the regular schedule. The board should be aware that all overage opportunities are posted internally, and interested teachers are compensated at their equivalent salary. Furthermore, no overages will be required for semester two. By removing courses with only 14, 15, 18, and similarly low student enrollment numbers, the need for overages has been eliminated.

Two teachers are currently utilizing carts for the 2024-2025 school year. All courses taught by teachers, on a cart, are on the same floor as their offices. One teacher requested to have one course relocated to a different floor. The school board should be aware that the utilization of carts by teachers is not an unusual situation in secondary school buildings. Furthermore, many districts utilize trailers rather than decreasing enrollment (or budget).

8. Study Hall - SAVEA Prep - Electives

During the 2018-19 academic year, it was discovered that the high school course schedule did not provide the state-mandated minimum instructional minutes for students in grades 10-12. Schools must meet a minimum of 165 instructional days, and students in grades 7-12 must have a minimum of 1,020 instructional hours. Before the 2019-20 school year, students enrolled in grade 9 at SAVHS were required to attend school for seven periods a day; however, students in grades 10-12 were only required to attend six periods. As a result, grade 9 students arrived at school one hour earlier than students in grades 10-12. This missing hour of instruction meant that students in grades 10-12 did not meet the state-required minimum number of instructional hours. A new schedule was created to ensure that students in grades 10-12 are enrolled in school for the required number of hours.

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The change did not affect the number of credits required for students. Students in grades 10-12 were still only required to take six classes per semester. Therefore, students were required to take a SAVEA prep (study hall). The increase in study halls is due to this change, not due to electives being at capacity.

Allowing students in grades 10-12 to take a 7th class per year would necessitate an increase in full-time equivalent (FTE) teaching staff. As per the Master Contract with SAVEA (teacher's union), teachers are contracted to teach only 5 of 7 classes per day. The addition of one extra course per student in grades 10-12 would require approximately 600 additional classes, and therefore the hiring of 4-5 additional FTEs. The estimated cost for this would be \$300,000-400,000 annually.

During the first semester of the 2024-25 school year, SAVHS offered at least eight elective courses with fewer than 19 students enrolled. These eight courses had the capacity for an additional 80 students. Increased enrollment in the High School would allow for a wider range of electives, and for the same elective courses to be offered multiple times throughout the school day. For example, during the first semester, if a student wished to take both Concert Band and PE Basketball, they could not do so, as these courses were only offered once per day and at the same time. Students with such schedules will have limited elective choices. In 2023, one of the reasons cited by the School Board to increase SAVHS enrollment was to provide additional elective opportunities for students, as increased enrollment correlates with increased elective course offerings. Restricting enrollment will result in fewer elective opportunities for students.

9. Resident Students Attended School Elsewhere

Age	2010- -11	2011- -12	2012- -13	2013- -14	2014- -15	2015- 16	2016- -17	2017- -18	2018- -19	2019- 20	2020- -21	2021- 22	2022- 23	2023- 24	2024- -25
5	4	2	5	0	1	0	5	8	6	5	6	7	4	10	7
6	4	4	10	0	3	0	7	5	4	6	6	7	11	7	11
7	6	4	9	0	3	1	4	7	4	9	9	11	7	11	6
8	3	6	9	0	5	2	6	3	6	5	5	7	9	9	12
9	9	3	7	0	2	4	7	6	2	8	7	10	6	9	11
10	8	9	4	0	3	0	4	4	6	4	3	6	6	6	13
11	4	8	19	0	8	3	5	7	7	9	9	8	7	10	7
12	12	4	12	0	6	2	5	2	4	11	10	7	9	8	10
13	12	12	10	0	16	1	2	5	3	7	9	9	6	8	8
14	2	12	7	0	2	0	0	0	0	0	0	1	1	3	8
15	0	0	7	0	3	0	0	0	0	0	0	0	1	3	5
16	0	0	7	0	1	0	0	0	0	0	0	0	2	2	3
17	0	0	3	0	3	0	0	0	0	0	0	0	1	7	3
18	0	0	0	0	2	0	0	0	0	0	0	0	4	0	3
TTL	64	64	109	0	58	13	45	47	42	64	64	73	74	93	107

10. PSEO and CTE Impact on Enrollment

- 86 students participate in PSEO at SAVHS
- 13 students are full time PSEO
- 73 students are part time PSEO
- PSEO students missed 229 SAVHS courses per day first semester 2024-2025
- 25 Students participate in CTE courses at 916
- These 25 students miss 50 courses per day
- 4512 courses taken daily at SAVHS (same unit as the number of courses/day missed)
- 111 students are not engaging with at minimum 1 course per day

11. Staffing Turnover Compared to other Metro Districts

Metro District Staff Changes in 2024	
District	Percentage of staff leaving
St. Anthony-New Brighton	11%
Mahtomedi	9%
Columbia Heights	16.50%
Roseville	18%
White Bear Lake	13%
Fridley	18%
Centennial	11%
Forest Lake	9%
Edina	9%
Robbinsdale	11%
Average 12.70%	

The school board has been informed that ISD282 staff are leaving at higher rates. However, data collected from the metro and 916 districts refute this claim. With the average change in staffing for the aforementioned districts being 12.7%, this indicates that ISD282 is below average in staff departures.

Next Steps:

After the school board establishes district enrollment targets and budget numbers, district administration will commence budget assumptions and staffing development. This process involves analyzing registration numbers for courses at the high school, open enrollment applications for each grade level, and conferring with each building and program manager to ascertain staffing requirements. Given that a school district's budget is over 80% staffing, the budget serves as an indicator of how the district allocates staffing for each building and program.

As a reminder, when ISD282 successfully passed the 2023 Operating Levy, the majority of those new funds were directed towards the budget deficit (refer to page 2, paragraph 1 of this memo). The school board has been utilizing the following chart to illustrate how a static Local Operating Levy in combination with minimal per-pupil formula funding from the state, coupled with increases in labor contracts, generates

an inherent budget deficit. Below is a ten-year budget outlook for SANB schools using our current enrollment projections for 2023 (refer to page 3, chart labeled ISD282 23-24 Enrollment Estimate A).

Revenue:

- The General Education Formula allocation from the state increases by the minimum allowable 2% per year, as per current law.
- The Referendum funding row shows an increase in Year 1 of the Operating Levy, which then remains static for ten years.
- The total per pupil allocation increases by 2% each year. This is the only increase in revenue.

Expenditures:

- Labor (Benefits and Salary) increases by 4% per year.
- Staffing assumptions - programs, positions.
- Supplies

The school board is responsible for approving the school district's annual budget. To increase revenue, the school board can either seek additional funds from the taxpayers or increase student enrollment. Decreasing student enrollment will necessitate a decrease in expenditures.

Gen Ed Formula	7,138.00	7,281.00	7,463.03	7,649.60	7,840.84	8,036.86	8,237.78	8,443.73	8,654.82	8,871.19	9,092.97
Referendum	1,653.86	2,543.86	2,543.86	2,543.86	2,543.86	2,543.86	2,543.86	2,543.86	2,543.86	2,543.86	2,543.86
Total per pupil	8,791.86	9,824.86	10,006.89	10,193.46	10,384.70	10,580.72	10,781.64	10,987.59	11,198.68	11,415.05	11,636.83
	Base year (23-24)	Year 1 (24-25)	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Local+State	17,495,801.40	19,551,471.40	19,913,701.15	20,284,986.64	20,665,554.27	21,055,636.10	21,455,469.96	21,865,299.68	22,285,375.14	22,715,952.48	23,157,294.26
Labor/Benefits Costs (90%) + expected new positions + increases (4%)	\$16,126,263.25	\$17,911,777.78	\$18,628,248.89	\$19,373,378.84	\$20,148,314.00	\$20,954,246.56	\$21,792,416.42	\$22,664,113.07	\$23,570,677.60	\$24,513,504.70	\$25,494,044.89
Supplies (other)	\$1,318,824.00	\$1,371,576.96	\$1,426,440.04	\$1,483,497.64	\$1,542,837.55	\$1,604,551.05	\$1,668,733.09	\$1,735,482.41	\$1,804,901.71	\$1,877,097.78	\$1,952,181.69
Total	50,714.15	268,116.66	-140,987.78	-571,889.84	-1,025,597.27	-1,503,161.51	-2,005,679.54	-2,534,295.81	-3,090,204.17	-3,674,650.00	-4,288,932.32

Appendix A

[Full Report:](https://drive.google.com/file/d/1ERThdYHTEP2nto97HRfFKUMELYaipbTGq/view?usp=sharing) <https://drive.google.com/file/d/1ERThdYHTEP2nto97HRfFKUMELYaipbTGq/view?usp=sharing>

[Report to the School Board:](https://drive.google.com/file/d/1L1hLgmfoP1UXBmz1N1iVhEJU4L-OBcdT/view?usp=sharing)

<https://drive.google.com/file/d/1L1hLgmfoP1UXBmz1N1iVhEJU4L-OBcdT/view?usp=sharing>

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Appendix B

[Facilities Study:](https://drive.google.com/file/d/1rV7iRU8H64Ktf0CXDTYk5GtKK09Jn1/view?usp=sharing) <https://drive.google.com/file/d/1rV7iRU8H64Ktf0CXDTYk5GtKK09Jn1/view?usp=sharing>



RESOLUTION TO LIMIT THE ENROLLMENT OF NONRESIDENT PUPILS

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

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

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

THEREFORE, BE IT HEREBY RESOLVED, by the School Board of Independent School District No. 282 that the following limits per class be put in place beginning July 1, 2025 for the 2025-2026 school year; and school district administration will provide the required reporting to the Minnesota Commissioner of Education as required by statute.

Kindergarten Grade Level Capacity: **110 Students**

First Grade Level Capacity: **110 Students**

Second Grade Level Capacity: **115 Students**

Third Grade Level Capacity: **125 Students**

Fourth Grade Level Capacity: **125 Students**

Fifth Grade Level Capacity: **125 Students**

Sixth Grade Level Capacity: **150 Students**

Seventh Grade Level Capacity: **150 Students**

Eighth Grade Level Capacity: **150 Students**

Ninth Grade Level Capacity: **200 Students**

Tenth Grade Level Capacity: **200 Students**

Eleventh Grade Level Capacity: **200 Students**

Twelfth Grade Level Capacity: **200 Students**

MEMORANDUM OF AGREEMENT
BETWEEN
Independent School District #282 (hereinafter referred to as “District”)
AND
St. Anthony Village Education Association Education Minnesota, Local #7247 (hereinafter referred to as “Union”)

WHEREAS the District and Union are parties to a collective bargaining agreement (CBA) for the period from July 1, 2023, through June 30, 2025; and,

WHEREAS the District and Union desire to address the time commitment, compensation, schedule, location of training, and deadlines for teachers required to complete the state of Minnesota mandated READ Act training; and,

WHEREAS the District and Union have agreed that teachers will participate in LETRS and OL&LA training, depending on their position. and,

WHEREAS the total anticipated number of hours of training required for LETRS and OL&LA is 137.5 and 57, respectively;

NOW, THEREFORE, be it resolved that the parties agree to the following:

1. Eligibility

The Union and District will establish a list of eligible teachers, who must:

- a. Hold a license issued by the Professional Educator Licensing and Standards Board; and,
- b. Be employed by the District between [July 1, 2023] and [July 1, 2027]; and,
- c. Be required by the District to complete approved training described under Minn. Stat. § 120B.123, subdivision 5.
- d. Be employed under the SAVEA CBA

2. Compensation and board credits applied toward a lane change earned for READ Act training

Teachers will earn compensation of a stipend and board credits as follows:

Training	Stipend	Board Credits
LETRS	\$3500, and	4 Board Credits
OL&LA	\$1750, and	2 Board Credits

The parties agree these credits do not need pre-approval by the school district. A teacher who is on the list as agreed upon by the Union and the District in “1. Eligibility” shall receive credits upon completion of the training. A lane change earned as a result

of the credits shall be effective during the first lane change window (per the CBA) after completion of the training, pursuant to the CBA.

Stipends will be paid out in [2] installments:

- a) Payment of [half the appropriate stipend] after completion of training for half the units, at the next regular pay period date following completion of the first half of the units, and
- b) Payment of [remaining stipend] after successful completion of the full training at the next regular pay period date following completion of the full training.

3. Credit Recognition

[Board credits applied toward a lane change:

The parties agree these credits do not need pre-approval by the school district. A teacher who is on the list as agreed upon by the Union and the District in “1. Eligibility” shall receive credits upon completion of the training. A lane change earned as a result of the credits shall be effective during the first lane change window (per the CBA) after completion of the training, pursuant to the CBA.

4. Proof of completion and payment timeline

In all cases, teachers shall submit proof of training completion to [Director of HR].

5. Contingencies for additional time

If the required training provided exceeds [15% (8 hrs for OL&LA, 20 hrs for LTRS)] hours for teachers completing all modules, the District and Union will reconvene to discuss additional compensation in the form of pay, comp time, or other arrangements.

6. Work Time In addition to the stipends listed above, [2] paid days may be taken to complete the required training.

- a) These days must be scheduled on student instructional days during the 2024-2025 (Phase I or II), 2025 - 2026 (Phase I or II), or 2026-2027 (Phase II) school year. These days shall be considered a teacher contract day; no additional compensation will be paid beyond the teacher’s regular rate of pay.
- b) The cost of the substitute teacher will be paid by the district.
- c) The days must be scheduled at least two weeks in advance to allow for staggering absences in the building.
- d) A substitute teacher must be scheduled in advance. If a substitute is not available, then the teacher will need to reschedule their sub day.

7. Finalization of Funds Both parties agree to meet before the end of this MOA in order to plan and mutually agree upon the appropriate distribution of any remaining excess funds.
8. Failure to comply with the READ Act
Compliance with the Minnesota READ Act (Minn. Stat. § 120B.123) is mandatory for both the District and eligible teachers. Failure by the District to comply with these requirements may result in action taken by the Minnesota Department of Education. Failure by an eligible teacher to comply with the training requirements may result in a teacher being out of compliance with READ Act requirements related to reading instruction in accordance with state statute and could result in discipline pursuant to Article [XIX] of the CBA.
9. Effective Date and Duration
This MOA shall continue in effect until [July 1, 2027].

NOW, THEREFORE, be it further resolved that the parties agree to the following:

Impact on Precedent. Nothing in this MOA may be deemed to establish a precedent or practice or to alter any established precedent or practice arising out of or relating to the CBA between the District and the Union. Neither the District nor the Union may refer to this MOA or submit it in any proceeding or case as evidence of a precedent or practice.

Entire Agreement. This MOA constitutes the entire agreement between the parties related to compensation for teachers for completing READ Act training. Neither party has relied on any statements, promises, or representations that are not stated in this MOA. The terms of this MOA constitute the entire agreement between the parties and supersede any prior written or oral, or other agreement, statement, or practice between the parties relating to the subject matter of this MOA. No changes to this MOA will be valid unless they are in writing and signed by both parties. A copy of this MOA will have the same legal effect as the original.

FOR THE DISTRICT:

Name: Ben Phillilp _____

Title: School Board Chair

Date: _____

FOR THE UNION:

Name:

Title:

Date:

Subject: Update on Process for Addressing Effective Instruction Implementation Concerns

To: Superintendent and Board Members

As we move forward with the implementation of our new Effective Instruction initiative, we know it is essential that we proactively address any concerns and foster a collaborative environment between the district and our valued teacher union leaders. To that end, we began a structured Collaborative Problem-Solving (CPS) process, facilitated by two highly qualified and experienced individuals: Katie Pratt and Antone Melton-Meaux.

Collaborative Problem-Solving Process

The CPS process, facilitated by Katie and Antone, provides a structured framework for addressing the concerns raised by our teacher union leaders as well as concerns raised by the administration. This process is comprised of four phases:

- Phase I: Initial consultations to gather background information and perspectives from both the district and the teacher's union.
 - ***Status-complete***
- Phase II: Individual meetings with representatives from both sides to establish trust, clarify roles, and identify specific concerns and interests.
 - ***Status-complete***
- Phase III: A facilitated in-person session dedicated to open dialogue and collaborative problem-solving, with the goal of reaching a consensus on a plan for implementation.
 - ***Status-first session conducted 2/4/25***
 - ***Next session scheduled for 2/18/25***
- Phase IV: Ongoing facilitation and support as needed during the implementation phase.

This phased approach is designed to allow for a thorough exploration of the issues, ensuring that all voices are heard and that we arrive at a solution that supports both our teachers and the successful implementation of the Effective Instruction initiative.

A Foundation of Collaboration

This collaborative foundation, coupled with our commitment to maintaining administrative managerial rights through a [Memorandum of Understanding](#) (MOU, to be voted on by union leaders before the 2/18/25 board meeting so that the board may take action on 2/18/25), provides a strong framework for productive dialogue and successful implementation of the Effective Instruction initiative.

Investment in Collaboration

I remain hopeful that this collaborative approach, led by these skilled facilitators, will continue to create a productive space for addressing concerns, building understanding, and ultimately reaching a resolution that supports both our teachers and the successful implementation of the Effective Instruction initiative. We are committed to working together to ensure that this important initiative benefits our students, our educators, and our entire school community.

Ever brighter,

Dr. Tim Anderson Executive Director of Human Resources and Operations

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is made and entered into this 18th day of February 2025, by and between Independent School District 282, hereinafter referred to as "the District," and SAVEA, hereinafter referred to as "the Union."

WHEREAS, the District and the Union recognize the importance of effective instruction in ensuring student success; and

WHEREAS, the District School Board directed the Superintendent to implement Effective Instruction in each classroom by the Fall of the 2025-26 school year; and

WHEREAS, the Union has expressed concerns regarding the feasibility of implementing Effective Instruction by the Fall of 2025-26 school year and has submitted a proposal to alter the implementation timeline and process; and

WHEREAS, the District acknowledges the Union's concerns and is committed to engaging in collaborative discussions to address them; and

WHEREAS, both the District and the Union acknowledge past challenges to effective communication and trust-building and desire to engage in a constructive process to reach a mutually agreeable solution;

WHEREAS, the District agrees to be financially responsible for any and all fees associated with the collaborative discussions, including but not limited to the cost of the neutral facilitator, meeting space rental, and materials,

WHEREAS, during this process of collaborative discussions, the [expectation](#) remains that educators will continue to implement effective instructional practices to the best of their ability, with the understanding that ongoing support and professional development will be provided to facilitate the full implementation of Effective Instruction;

NOW, THEREFORE, in consideration of the foregoing premises and the mutual covenants contained herein, the parties agree as follows:

1. Purpose:

The purpose of this MOU is to establish a framework for collaborative discussions between the District and the Union regarding the implementation of Effective Instruction. The goal of this process is to develop a mutually agreeable plan and narrative for the implementation of Effective Instruction.

2. Conflict Resolution Process:

a. **Neutral Facilitator:** The District and the Union agree to jointly select and hire a neutral, trained conflict resolution facilitator to guide the discussions. The facilitator will be responsible for establishing ground rules, facilitating open communication, and helping the parties reach a mutually agreeable solution.

b. **Meeting Schedule:** The District and the Union agree to participate in a series of meetings facilitated by the neutral facilitator. The schedule for these meetings will be mutually agreed upon by both parties.

c. **Good Faith Participation:** Both the District and the Union agree to participate in the conflict resolution process in good faith and with a commitment to finding a mutually agreeable solution.

3. District's Managerial Rights:

The District retains all of its inherent managerial rights, including but not limited to, the right to direct the work of its employees, to determine the methods and means of instruction, and to implement educational programs. The District's participation in this conflict resolution process shall not be construed as a waiver of any of these rights.

4. Union Rights:

The Union retains all of its rights to represent its members and advocate for their interests, including but not limited to, the right to raise concerns regarding working conditions and to negotiate their master contract.

5. Confidentiality:

All discussions and communications that occur during the conflict resolution process will be treated as confidential to the extent permitted by law.

6. Agreement:

The parties agree to work diligently toward reaching a mutually agreeable plan and narrative for the implementation of Effective Instruction. Any agreement reached through this process will be documented in writing and signed by both parties.

7. Implementation Timeline:

While the District acknowledges the Union's proposal to extend the implementation timeline for Effective Instruction, the District remains concerned about current student academic data and the urgency to improve classroom instruction. The District is committed to exploring all options to address the Union's concerns while maintaining the goal of implementing Effective Instruction in a timely manner.

IN WITNESS WHEREOF, the parties have executed this Memorandum of Understanding as of the date first written above.

FOR THE DISTRICT:

Name: Ben Phillip _____

Title: School Board Chair

Date: _____

FOR THE UNION:

Name: _____

Title: _____

Date: _____

Community Services Update

February 18, 2024

65

Wendy Webster

Director of Community Services & Communications

Objectives

Provide an overview of Early Childhood and Community Services Department regarding:

- What goals have you accomplished?
- What goals are you still working toward?
- What roadblocks are you facing?
- How can the School Board support?
- What is the financial status of the department?
- What is upcoming?

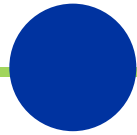




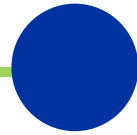
Our Goals



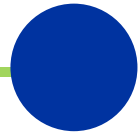
**Early Childhood
SMART Goal**



**Family
Engagement:
supporting and
connecting
parents**



**Adult & Senior
Programs:
building
support and
community**



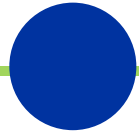
**CS Staff
Members: a
community
of belonging**



Our Goals



**Early Childhood
SMART Goal**



**Family
Engagement:
supporting and
connecting
parents**



What goals have you accomplished?

In order to increase Academic Excellence in SANB students and eliminate DDP in early childhood classrooms by 2028, 100% of students will meet or exceed the learning objectives as measured by Teaching Strategies Gold.

Early Childhood Achievement Goal: Not Yet



What steps are we taking toward that goal?

Teaching the data protocol to classroom teams using the fall Teaching Strategies Gold data

- Practicing how we can use data to inform our instruction

Identifying the skills we want students to learn in the first and second year of preschool that align with the early childhood standards and instructional strategies to teach those skills

Measuring student growth in those skills and learning various instructional moves to use if students



What roadblocks rest stops are you facing?

Remain focused on the success of all learners.

As a leader, I am still growing my instructional leadership skills—both technical and adaptive skills.

Time, consistency and a growth mindset in order to:

- Unlearn and relearn instructional practices
- Be patient, yet persistent



How can the Board support Early Childhood?

- We believe parents are a child's first and most important teacher.
- We believe a child's needs are best met when parents' needs are met.

We structure our year to focus on developing relationships with parents.

Teacher-parent conferences in September, November, May
Three free family nights in fall, winter, spring



What is the financial status of the Early Childhood Department?

2023-2024 Fiscal Year

Early Childhood Family Education (ECFE)

Rev: \$123,808 Exp: \$129,964

Half Day Preschool

Rev: \$101,422 Exp: \$122,138

All Day Preschool

Rev: \$498,108 Exp: \$496,978

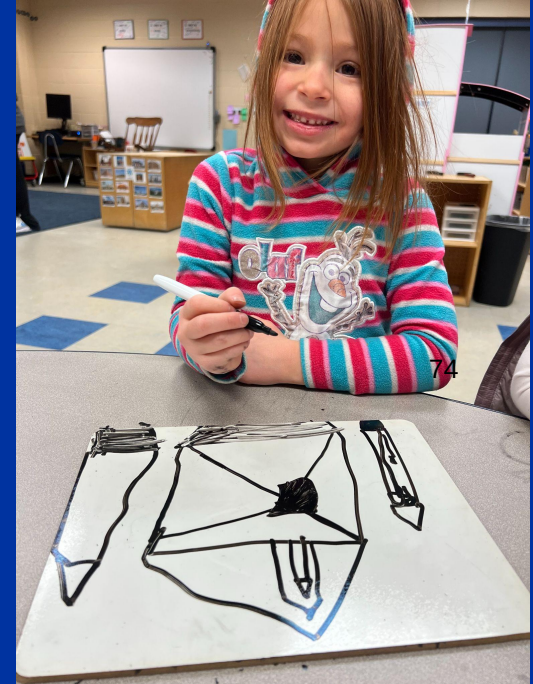
**In 2023-24,
Community
Services served
278⁷³ early childhood
students in classes
and camps.**



What is upcoming?

Hosted an ECFE/Preschool Open House on Saturday Feb. 8 from 9:00-11:00 am

- Enrolling students in All Day and Half Day Preschool for 2025-2026 school year
- Brainstorming how to accommodate families on our waiting list for our Family Learning program





Our Goals



**Adult & Senior
Programs:
building
support and
community**



What goals have you accomplished?

What goals are you still working toward?

We focus on developing classes led by local instructors to make connections among adults in our community.

Continuing to provide opportunities for adults to connect with other adults in our community, learn a new skill or practice an existing skill.



What roadblocks are you facing? How can the Board support Community Services?



124D.18 PURPOSE OF COMMUNITY EDUCATION PROGRAMS.

“Make maximum use of the public schools of Minnesota by the community and to expand utilization by the school of the human resources of the community, by establishing a community school/education program.”



What is the financial status of the Adult and Youth Programs?

2023-2024 Fiscal Year

Adult Enrichment

Rev: \$14,742 Exp: \$41,875

Adult Recreation

Rev: \$34,066 Exp: \$33,771

Youth Enrichment

Rev: \$191,794 Exp: \$152,080

**In 2023-24,
Community
Services served
956 adults⁷⁸
and
1714 youth in
grades K-12 in
classes.**



Questions

In search of ‘third spaces,’ young Minnesotans flock to community education classes

Classes like pottery and pickleball are in high demand among young people looking to make friends and widen their social circles.

By Zoë Jackson

The Minnesota Star Tribune

FEBRUARY 12TH AT 6:00 AM CST



Jamie Tan, left, and Erika Storvick have been friends since high school and signed up together for a pottery class through Minneapolis Community Education. (Jerry Holt / The Minnesota Star Tribune)

Carving knives in hand, a group of students in a South High School classroom watched their instructors demonstrate various cuts on a piece of cedar wood.

“I was like, let me do the community ed thing and see if I can meet people,” said Ryan, 29, as she worked on a wooden bird. “It’s social, they teach us something, but for most of the two hours, I’m sitting, I’m carving, I’m chatting.”

Interest in community education classes in Minnesota is growing among younger participants as more people seek out third spaces – gathering places beyond work and home – and opportunities to connect with their neighbors.

Community education began in Minnesota in 1969 with the formation of the Minneapolis program. The programming was intended to “make maximum use of the public schools of Minnesota by the community,” or to utilize school buildings that would otherwise be empty in summer months and after dark.



Carl Swanson demonstrates how to put a mark on a carving during a community education class at South High School. (Jerry Holt / The Minnesota Star Tribune)



2025-2026 Draft School Calendar

July							August						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
							31						

September							October						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

November							December						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1		1	2	3	4	5	6
2	3	4	5	6	7	8	7	8	9	10	11	12	13
9	10	11	12	13	14	15	14	15	16	17	18	19	20
16	17	18	19	20	21	22	21	22	23	24	25	26	27
23	24	25	26	27	28	29	28	29	30	31			
30													

January							February						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31							

March							April						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30		

May							June						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30				
31													

Aug. 6	District PD or Sept. 23	Sep 23	Rosh Hashanah
Sept. 23	District PD or Aug. 6	Feb 20	Tibetan New Year
Oct 31	School for Gr. 6-12 only	Mar 20	Eid
Nov. 24	½ Grading/ ½ Bldg PD	Apr 3	Good Friday
Nov 25	Conferences		
Nov. 26	District PD	First Day	Sept. 2
Dec. 22	Summer flex day	Qtr 1	Sept. 2-Oct. 31: 41
Jan 26	Semester Grading Day	Qtr 2	Nov. 3-Jan. 23: 44
Feb. 16	District PD Day	Qtr 3	Jan. 27-April 2: 41
Feb. 20	District PD Day	Qtr 4	Apr 6-June 4: 43
April 3	½ Grading/ ½ Bldg PD	Last Day	June 4
April 13	School for Gr. 6-12 only		Total Days: 169
June 5	Semester Grading Day		

Teacher Work Days

5 Workshop Days: Aug. 25-29
 2 Conference Days: Nov. 25
 (plus 8 hours--4 in fall & 4 in spring)
 3 Grading/collaboration days:
 (1/2 day Nov. 24 & April 3, full day Jan. 26 & June 5)
 4 District PD Days:
 (August 6 or Sept. 23, Nov. 26, Feb. 16, Feb. 20)
 2 Building PD Days:
 (½ day Nov. 24 & April 3, Dec. 22-summer flex day)
 16 days (15 in calendar)

2026-2027 Draft Calendar

July						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March						
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	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April						
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25	26	27	28	29	30	

May						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Aug. 12	District PD or Sept. 11
Sept. 11	District PD or Aug. 12
Nov. 2	School for Gr. 6-12 only
Nov. 9	District PD Day
Nov. 23	½ Grading/ ½ Bldg PD
Nov. 24	Conferences
Nov. 25	District PD or Summer date
Jan. 29	Semester Grading Day
Feb. 8	Summer flex day
Feb. 15	District PD Day
Mar. 26	District PD Day
April 5	School for Gr. 6-12 only
April 12	½ Grading/ ½ Bldg PD
June 11	Semester Grading Day

Sept. 11	Rosh Hashanah
Feb. 8	Tibetan New Year
Mar. 10	Eid
Mar. 26	Good Friday
First Day	Sept. 8
Qtr 1	Sept. 8-Nov. 6: 41
Qtr 2	Nov. 10-Jan. 28: 44
Qtr 3	Feb. 1-April 9: 42
Qtr 4	Apr. 13-June 10: 42
Last Day	June 10
Total Days:	169

Teacher Work Days
5 Workshop Days: Aug. 31-Sept. 4
2 Conference Days: Nov. 24 (plus 8 hours--4 in fall & 4 in spring)
3 Grading/collaboration days: 1/2 day Nov. 23 & April 12 Full Day Jan. 29 & June 11
4 District PD Days: (Aug. 12 or Sept. 11), Nov. 9, Feb. 15, Mar 26
2 Building PD Days: ½ day on Nov. 23, April 12, Feb. 8 Summer Flex Day
16 days (15 in calendar)

MSBA Conference Recap

Feb 18, 2025 Working Session



Ben

MSBA Pre-Conference AI Workshop and MNGAIA Workshop Summary

Key Takeaway: AI presents both opportunities and challenges in education. A **balanced, informed approach** ensures ethical, effective implementation while keeping student learning at the center.

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Fun fact: Despite an increase in the use of generative AI, the **rate of student cheating has remained stable**.

MNGAIA Key Takeaway: Schools must **intentionally integrate AI** to enhance learning, ensure digital equity, and prepare students for an AI-driven world.

Ben joined a follow up meeting this past Friday and will be getting more involved.



Ben

MSBA 2025 Workshop Summary: North Branch School District's Approach to Cell Phone Restrictions

Key Takeaway:

North Branch School District's **strategic, student-centered approach to cell phone restrictions** has led to **increased engagement, reduced behavioral issues, and improved academic performance**. By prioritizing **clear communication, structured enforcement, and a focus on “why” before “how”**, the district successfully implemented a policy that balances **technology use, student autonomy, and classroom focus**—without resorting to a full ban.

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Ben

Keynote: [Mickey Smith Jr.](#)

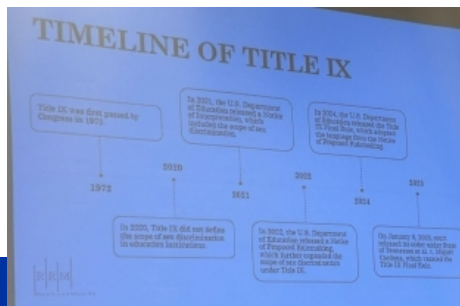
Awesome and
inspirational



Cassandra

1. [Round Table talk](#): How to Jumpstart your recruiting program
2. What is Old is New: Implementing the title IX Final Rule in Minnesota Schools. *Ratwik, Roszak and Maloney, PA*
3. Can you Hear Me Now? Student Cell phone use in schools. *Ratwik, Roszak and Maloney, PA*
4. [What we do at MDE](#) - Director of Special Education, School Finance and Data Practices & Analytics

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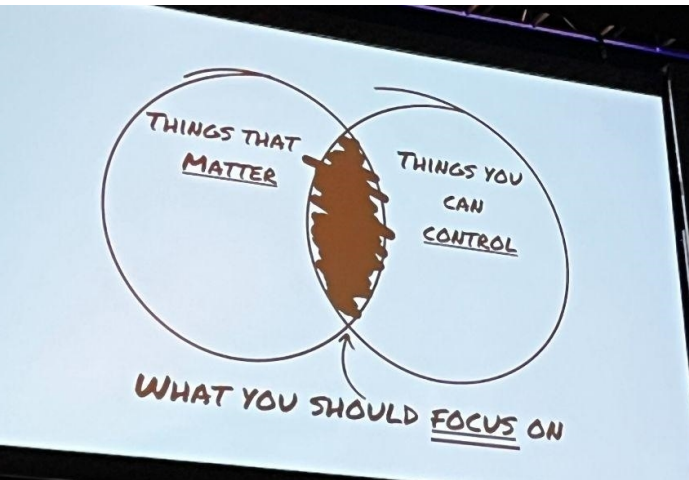
Laura

[The Power of Committees: Understanding Their Role in School Board Development](#) (Duluth Public Schools)

[Strategic Use of AI in Education: Leading the Transformation of Work and Learning](#) (Minnesota Generative AI Alliance)

[Packer Profile: Building for the Future](#) (Austin Public Schools)

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Digital Equity

*Digital equity is a condition in which all individuals and communities have the information technology capacity needed for **full participation** in our society, democracy, and economy. Digital equity is necessary for civic and cultural participation, employment, lifelong learning, and access to essential services.*

~ National Digital Inclusion Alliance Definitions

Mike

Keynote: Mickey Smith, Jr.

Being a thermostat, not a thermometer.

Principal support session - Supporting principals and the challenges they face - they're in a sandwich - can feel like middle managers stuck between directives from above and managing the staff and students in their building.

<https://carei.umn.edu/minnesota-principals-survey>



PJ

Cell Phone Policy: many states and districts in Europe have moved to a no phone in class policy. Hard for teachers/staff to keep up, focus so much time on managing cell phone usage

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Chronic Absenteeism: engagement with student and family is key; looks at referring to Be@School if student is missing numerous days (program through Hennepin County)



Adopted: January 7, 2020

March 2025

Local/Recommended

Policy 202.1 - ISD 282 BOARD COMPENSATION

I. Compensation Philosophy

The School Board of ISD 282 recognizes that board member compensation is a sensitive public policy matter. The Board believes that board members should be reasonably compensated for the time, efforts, and out-of-pocket costs incurred in serving the community as an elected official. The Board aspires to pay its members a wage that is:

- Commensurate with the responsibilities and time commitment of board members
- In alignment with compensation paid to board members at districts with similar characteristics to St. Anthony-New Brighton Schools
- Is reasonable and defensible to taxpayers and the community by demonstrating prudent use of public funds.

II. Board Member Compensation

- Effective on January 1, 2025 board members' annual compensation will increase based on the basic general education formula percentage increase (2-3%).
- The Chair, Vice Chair, and Treasurer will receive an added stipend to reflect additional duties. The stipend will be, approximately, an additional [1]25% for the Chair, and an additional 10% for the Vice Chair, Clerk, and an additional 5% for the Treasurer.
- School board compensation shall be paid in March, June, September and December, and shall have all applicable federal and state deductions withheld.

~~[2]Effective retroactively on January 1, 2025 board members' annual compensation shall be based on the basic general education formula percentage increase for the previous year.~~

~~a. Effective January 1, 2020 board members' annual compensation, shall be based on the average of the compensation paid to board members of the districts that comprise membership in Northeast Metro 916 Intermediate School District.~~

III. Expense Reimbursements

School board members are eligible for reimbursement of expenses incurred that are

directly related to fulfilling a board member's official responsibilities. Reimbursed expenses normally include:

- a. Mileage to and from school board member's home to seminars, committee meetings, association meetings (AMSD, MSBA, etc.), legislative hearings, and other meetings that are directly related to board service. Board members will not be reimbursed for mileage to and from regularly scheduled school board meetings, or mileage to attend school functions and events such as athletic competitions, plays, concerts, etc.
- b. Parking and other required transportation costs will also be reimbursed, based on actual costs incurred.
- c. Meals in conjunction with official school board activities and duties will be reimbursed, based on actual costs ~~not to exceed limits set by the Board at its annual organizational meeting.~~ not to exceed limits consistent with meal reimbursement as stated in Policy 412 Expense Reimbursement.

Adopted: July 7, 2009
Revised: September 17, 2013
March 2025
Mandatory

214 OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS

I. PURPOSE

The purpose of this policy is to control out-of-state travel by school board members as required by law.

II. GENERAL STATEMENT OF POLICY

School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state, and local laws, rules, regulations, and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. ~~Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose.~~ Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the school board.

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

V. REIMBURSEMENT

- A. Any board member wishing to travel out of state for any school related meeting, conference, or other activity where the board member expects the school district to pay for or otherwise provide reimbursement for expenses, must seek prior approval of the board. Such approval must occur during a regularly scheduled School Board meeting.
- B. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.
- C. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- D. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

Legal References: Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)
Minn. Stat. § 471.661 (Out-of-State Travel)
Minn. Stat. § 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)

Cross References: MSBA/MASA Model Policy 212 (School Board Member Development) MSBA/MASA Model Policy 412 (Expense Reimbursement)

Cell Phones: where are we at & where are we going...

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Feb 18, 2025

- Context & background
- What is in our control vs what is not in our control
- Direction from the School Board



Where are we at with cell phones in SANB?

During the 2024 Session, the MN legislature enacted MN Statute 121A.73

“A school district or charter school must adopt a policy on students’ possession and use of cellphones in school by March 15, 2025.”

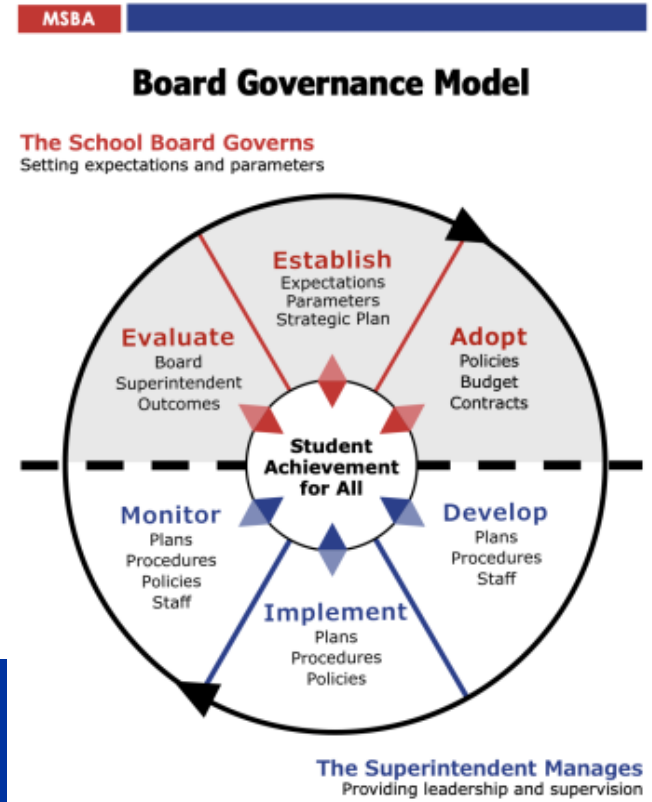
Saint Anthony New Brighton is in compliance with state statute



Where are we at with cell phones in SANB?

School Board

- Policy 524.1 BYOD (revised/adopted 2020)
- Policy 524 Technology Responsible Use and Safety Policy (revised/adopted 2022)
- needs updating and work on language



Administration

- Currently, each building Principal has “local control” over implementation and management.

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District Student Rights and Responsibilities Handbook: 24-25

Messages to Students

Office telephones are not for students' personal use. Students will not be called out of class to receive phone messages except in the event of an emergency. Personal cell phone use during the instructional day is prohibited.

Cell Phone Policy (middle school and high school only)

St. Anthony Village High School students will be expected to place their cell phones in a cell-phone caddy at the beginning of each class. Cell phone caddies will be monitored by each teacher. Students will only be permitted to have their cell phone during passing periods and during the Win period and lunch.

St. Anthony Middle School students will power off phones and keep them in their lockers from the 7:55 a.m. bell until after the 2:45 p.m. bell. Students who need to contact home or other individuals can use the office phones between classes or they may ask for a Smartpass to the office from any of their teachers at appropriate times during class.



WP 24-25 Family Handbook

Cell Phones and Electronic Devices: Responsible Use

Cellular phones and other personal electronic devices shall remain silent and be kept out of sight during instructional time. Students shall not use any electronic device that in any way disrupts or detracts from the educational environment. Accessing inappropriate material, on a school bus, or at a school activity shall result in disciplinary action. Parents are encouraged to monitor and/or restrict cellular internet access for students.



SAMS Cellphone procedure

SAMS Practice and Methods of Implementation

To promote belonging, self-discovery, and school community where we prioritize learning *together* every student who has a cell phone at school is expected to keep their phone in their locker and powered off from the hours of 7:55-2:45. In short, personal phones should be **“off and out of sight” for the school day.** Phones are not to be powered on or in sight in any classroom, hallway, bathroom, lunchroom, or any school space.

- Families will sign a contract before the school year acknowledging they understand our new “off and out of sight” personal device policy.
- Students will power off phones and keep them in their lockers from the 7:55 bell to after the 2:45 bell.
- Students who need to contact home or other individuals can use the office phones between classes or they may ask for a Smartpass to the office from any of their teachers at appropriate times.
- Families needing to get a message to their children can call the middle school office at 612.706.1032 or email msoffice@isd282.org. There is always office staff available for urgent message.
- Staff will implement the “off and out of sight” policy by teaching lessons during Lab during the first few weeks of school, using shared, predictable responses to students who have their phones out, and working with families to help ensure the school environment is positive and focused on learning and relationship-building.

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SAVHS procedure

Cell Phone Expectations

Goal: To promote an academic focus, a distraction-free learning environment while fostering stronger student-teacher and student-student relationships.

Expectations:

- Every student who has a cell phone at school is expected to check-in their phone to the teacher caddy at the beginning of each class.
 - Cell Phones will not be allowed in backpacks or pockets.
- Phones are expected to remain in the caddy until class ends
- Students will be allowed to check their cell phones during passing time, lunch, and WIN.

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First Offense	Teachers will take the student's phone and place it in the caddy. Teacher will have a conversation with the student reteaching the expectation.
Second Offense	Teachers will take the student's phone and place it in the caddy. Teacher will call and/or email home to the parents.
Continued Offenses	Teacher will reach out to the administrator and the administration will conference with both teacher & student. Administration will notify families.



Where are we going with cell phones in SANB?

What is NOT in our control?

Legislation has been introduced in MN Legislature : SF 508

“(b) **Beginning in the 2026-2027** school year, the school district or charter school's school cell phone policy **must prohibit cell phones and smart watches in school for students in grades kindergarten through 8 and prohibit cell phones and smart watches in classrooms for students in grades 9 through 12.** The policy must provide exceptions for devices necessary for medical use, exceptions for¹⁰² devices included in an individualized education program for a student with a disability, or other exceptions at the discretion of the school principal.”

End of MN 2025 Session: May 19th, 2025

States with cell phone bans: Florida, Louisiana and South Carolina



considerations

–Negative effects of student cell phone use

- Distraction
- Academic performance
- Mental health

–Options:

- Total ban
- Prohibit use from “bell to bell”
- Restricted use during instructional day
- Designated storage spaces (lockers)

–[Parent Support \(Pew Research\)](#)

- 68% of Americans support cell phone ban during class time
- Only 36% of Americans support banning MS and HS cellphones for entire school day.

–Exceptions:

- Special education and medical (IEP/504 plan)

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Monica Anderson et al., Most Americans Back Cellphone Bans During Class, But Fewer Support All-Day Restrictions, Pew Research Center, Oct. 14, 2024





Personal Electronic Communication Devices

February 13, 2025

The Minnesota School Boards Association conducted a statewide survey on the current personal electronic communication devices (PECD) practices employed in member school districts. The survey was open for 10 days the beginning of February 2025. The survey was sent to all 331 member school districts of MSBA. The responding 154 independent school districts (ISD), represents 40% of Minnesota's ISD student enrollment.

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	Statewide	Responding
ISD	331	154
Enrollment	796,599	320,418



PECD Practices

ISD's were asked to identify the PECD practices they currently have in place. Please note that varying practices based on student population is the most common response. The second chart below provides a detailed breakdown of this response.

Practice	# of ISD's	
Each building population (elementary, middle school, high school, ...) has a different set of restrictions.	70	45%
PECDs are banned during class time but available the remainder of the day.	50	32%
PECDs are banned bell to bell throughout the school district.	22	14%
Other—PECDs banned with varied exceptions	6	4%
PECDs restrictions are determined by the individual classrooms.	4	3%
Our school district does not have PECD usage practices in force at this time.	2	1%

A breakout of the PECD practices' characteristics for the 70 ISD's above who indicated their practices are based on building populations (elementary, middle school, high school) follows.

Practice	E		MS		HS	
PECDs are banned bell to bell.	65	93%	48	69%	2	3%
PECDs are banned during class time but available the remainder of the day.	4	6%	21	30%	65	93%
PECDs restrictions are determined by the individual classrooms.			1	1%	2	3%
Stated practice does not restrict usage.	1	1%				
PECDs are not allowed during testing.					1	1%

Storage

When asked if they require a centralized storage of student PECDs, only 20 ISDs followed that practice.



Where are we going with cell phones in SANB?

The issues to consider

1. Does the board want a policy which is more explicit about cell phone use across ALL buildings.
 - a. For example: no cell phones during the school day bell to bell
 - b. The practical effect is at SAVHS (more “oomph” for enforcement)
 - c. it removes “local control” at each building for the future
2. If no change is made, how does the School Board support the SAVHS Administration to ensure “compliance” with the current procedure?
3. What is the Administration recommendation?
4. Does the School Board want a survey of staff?
5. Does the School Board want a survey of parents?

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Questions?





Adopted: February 7, 2017

Revised: 2020

Adopted: June 16, 2020

524.1 Bring Your Own Device (BYOD) Policy

I. Purpose

The purpose of this policy is to set expectations for appropriate use of existing and emerging technologies which students may possess, including but not limited to cellular phones and other personal electronic devices capable of recording and/or transmitting data or images.

II. General Statement of Policy

The St. Anthony-New Brighton School District holds high expectations for student behavior, academic integrity and responsible use of technology. Students who possess and/or use such technology devices at school, on school buses or school sponsored events shall demonstrate the greatest respect for the educational environment and the rights and privacy of all individuals within the school community. State laws provide employees and students with certain privacy rights.

III. Definitions

Electronic Device

- An "electronic device", as part of this protocol, is a piece of non district owned electronic technology that includes but is not limited to emerging mobile communication systems and smart technologies, laptops, netbooks, tablets, eReaders, smartphones, smart watches, and any technology that can be used for wired or wireless internet access, word processing, image capture/recording, sound recording and information transmitting, receiving, and storing.

IV. Standards for Responsible Use at School, On Buses or at School Activities

A. Respect for the educational environment

1. The district provides appropriate technology devices for learning when specific devices are required. Teachers may permit, but not require, students to use personal

electronic devices in support of learning, at the discretion of the teacher or other school staff.

2. Cellular phones and other personal electronic devices shall remain silent and be kept out of sight during instructional time, unless specifically allowed by the teacher or other school staff. Students will not be allowed to leave class in response to any electronic device, excluding those with approved health plans.
3. Students shall not use any electronic device in any way that disrupts or detracts from the educational environment or for inappropriate, unethical, or illegal purposes, including but not limited to, transmission or viewing of inappropriate or pornographic material, violations of others privacy rights, cheating harassing or bullying behavior. Accessing inappropriate material on school property, on a school bus, or at a school activity may result in disciplinary action. Parents are encouraged to monitor and/or restrict cellular internet access for students.
4. Electronic devices may be used appropriately and respectfully before and after each class or in approved common areas, such as near lockers or in the cafeteria-or outside on school grounds, throughout the day. (See School Board Policy 524, Section V, Unacceptable Uses)

B. Respect for privacy rights:

1. Students shall not record, photograph or video other individuals on school property, on a school bus or at school sponsored activities without that individual's knowledge and written consent, except for activities considered to be in the public arena such as sporting events, public meetings, academic competitions and/or public performances. School social events, activities sponsored by student clubs, team building retreats and activities that take place during the school day are not considered to be public arena.
2. Students shall not email, text or post to the Internet, or social media, or transmit electronic images of other individuals taken at school without the individuals expressed written consent.
3. Recording, photographing, or making video of others is strictly prohibited in locker rooms, restrooms, dressing rooms and health offices, where individuals have every expectation of privacy. (See School Board Policy 524, Section V, A6)

C. Assuring academic integrity: Students shall not use electronic devices in any way that may cause a teacher or staff member to question whether the student may be cheating on tests or academic work or violating copyright policy. Students are advised that the use of transmission through any electronic device during testing events (including but not limited to ACT, Advanced Placement and state MCA exams) will result in the student being removed from the room and immediate cancellation of the student's exams and/or may result in the cancellation of all student's exams in that testing session.

D. Compliance with Other District Policies: Use of cellular phones or other personal electronic devices must not violate any other District policies, including those regarding

student privacy, copyright, cheating, plagiarism, civility, student code of conduct, electronic technologies acceptable use, harassment or bullying prohibition. If a violation occurs involving more than one District policy, consequences for each policy will apply.

E. Responsibility for Personal Property

1. Students who choose to bring a personal device to school assume all responsibility and risks relating to the possession and use of personal devices including internet access and data transmission.
2. Parents are advised that student devices connected to personal cellular networks are not subject to the District's Internet filters and responsibility for ensuring appropriate access to the Internet rests with the individual student and family.
3. Network access is provided via wireless access only. Personal devices may not be connected to the network by network cable plugged into a data outlet.
4. District employees will not be responsible for safeguarding, repairing or troubleshooting any student's personal electronic devices.
5. Neither the District nor its employees will be responsible or liable for the theft, loss, data loss, damage, destruction, misuse or vandalism of any student personal electronic device brought into the District or on school property or on a school bus.
6. Student devices may not be used to establish a wireless ad-hoc or peer-to-peer network using his/her device while connected to the school district's network unless with staff approved legitimate educational purposes. This includes, but is not limited to, using a personal device as a cabled or wireless hotspot.
7. District-owned academic, instructional, or productivity software and apps shall not be installed on personal devices unless expressly permitted by district licenses.

V. Consistency with other School Policies

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VI. Violations of this Policy

See School Board Policy 506, Student Discipline

VII. Dissemination of Policy

This policy shall be included in the Students' Rights and Responsibilities Handbook, posted to the District website and otherwise distributed upon request.

Legal References:

15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 6751 *et seq.* (Enhancing Education through Technology Act of 2001)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
Policy 524 (Technology Responsible Use and Safety Policy)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)