Regular Meeting
Tuesday, April 1, 2025 6:30 PM

Listening Session and Regular Meeting
Community Services
3301 Silver Lake Road NE
St. Anthony , MN 55418

Agenda

1. Call to order Regular School Board Meeting (2 minutes)
   Speaker(s): Ben Phillip - School Board Chair
2. Approval of agenda (2 minutes)
   Speaker(s): Ben Phillip - School Board Chair
3. Community Update (15 minutes)
   Speaker(s): Ben Phillip, School Board Chair
4. Approval of Consent Agenda (2 minutes)
   Speaker(s): Ben Phillip - School Board Chair
   4.1. Minutes from March 18, 2025 School Board Work Session Meeting
   Speaker(s): Ben Phillip - School Board Chair
   4.2. Personnel and Payment of Bills
   Speaker(s): Ben Phillip - School Board Chair
   4.3. Policy Approval - Consent Agenda
   Speaker(s): Ben Phillip - School Board Chair
   4.4. Business Services Coordinator Contract
5. Action Items
   5.1. Policy Approval (5 minutes)
   Speaker(s): Dr. Cassandra Palmer - Policy Committee Chair
   5.1.a. Policy 405 - Veteran's Preference
   Speaker(s): Dr. Cassandra Palmer, Vice Chair
   5.1.b. Policy 509 - Enrollment of Nonresident Students
   Speaker(s): Dr. Cassandra Palmer, Vice Chair
   5.1.c. Policy 903 - Visitors to School District Buildings and Sites
   Speaker(s): Dr. Cassandra Palmer, Vice Chair and Hope Fagerland, Executive Director
   5.2. Unrequested Leaves of Absence and Non Renewals (15 minutes)
   Speaker(s): Dr. Tim Anderson - Executive Director of Human Resources and Operations
   5.3. 2026-2027 School Calendar Approval (5 minutes)
   Speaker(s): Dr. Renee Corneille, Superintendent
6. Presentations and Discussion Items
   6.1. Collaborative Process Update (15 minutes)
   Speaker(s): Dr. Tim Anderson, Executive Director of Human Resources and Operations and Beth Rehfuss, Union President
   6.2. Operations Update - Success Metrics (60 minutes)
   Speaker(s): Dr. Renee Corneille - Superintendent
   6.3. FY 25-26 Budget Assumptions (45 minutes)

Speaker(s): Dr. Renee Corneille, Superintendent and Hope Fagerland, Executive Director

6.4. Policy 205 - Open and Closed Meetings (5 minutes)
Speaker(s): Dr. Cassandra Palmer, Vice Chair

6.5. Policy 512 - School-Sponsored Student Publications and Activities (5 minutes)
Speaker(s): Dr. Cassandra Palmer, Vice Chair

6.6. Policy 806 - Crisis Management Policy (15 minutes)
Speaker(s): Dr. Cassandra Palmer, Vice Chair and Hope Fagerland, Executive Director

7. Reports

7.1. Update on ISD282 (10 minutes)
Speaker(s): Hope Fagerland, Executive Director

7.2. School Board Member Reports (10 minutes)
Speaker(s): Ben Phillip, School Board Chair

8. Adjourn School Board Meeting
Speaker(s): Ben Phillip, School Board Chair

Work Session - Amended
Tuesday, March 18, 2025 6:00 PM Central

Media Center
3303 33rd Ave NE
Entry available at door #16
St. Anthony, MN 55418

Renee Corneille:	Present
Laurel Hood:	Present
Laura Oksnevad:	Present
Mike Overman:	Absent
Cassandra Palmer:	Present
Ben Phillip:	Absent
PJ Striker:	Present

Present: 5, Absent: 2.
Mike Overman is running late.

Mike Overman:	Present

Present: 6, Absent: 1.
Mike Overman arrived.

Call to order Work Session School Board Meeting
Ben Phillip, School Board Chair
Staff present: Dr. Renee Corneille, Superintendent; Hope Fagerland; Executive Director of Academics; Wendy Webster, Director of Community Education and Communications; Jada Richard, Communications Coordinator; Anna Randt, Family and Student Support Coordinator; Lori Watzl-King, Wellness Coordinator; Jenny Kuykendall, Special Education Coordinator; Viviana Chavez-Garcia, Multilingual Coordinator; Tim Leverentz, Multilingual Teacher; Phan Tu, Controller

Dr. Cassandra Palmer, School Board Vice Chair called the meeting to order at 6:01 pm.

Approval of Amended agenda (2 minutes)
Ben Phillip, School Board Chair
The recommended motion is to approve the Agenda as presented. This motion, made by PJ Striker and seconded by Laura Oksnevad, Carried.
Mike Overman: Absent, Ben Phillip: Absent, Laurel Hood: Yea, Laura Oksnevad: Yea, Cassandra Palmer: Yea, PJ Striker: Yea
Yea: 4, Nay: 0, Absent: 2

Minutes from March 4, 2025 Board Meeting (2 minutes)
Ben Phillip, School Board Chair
The recommended motion is to approve the Minutes from March 4, 2025 Board Meeting as presented. This motion, made by PJ Striker and seconded by Laura Oksnevad, Carried.
Mike Overman: Absent, Ben Phillip: Absent, Laurel Hood: Yea, Laura Oksnevad: Yea,

Cassandra Palmer: Yea, PJ Striker: Yea
Yea: 4, Nay: 0, Absent: 2

Minutes from March 11, 2025 Professional Development Board Meeting (2 minutes)
Ben Phillip, School Board Chair
The recommended motion is to approve the Minutes from March 11, 2025 Professional Development Board Meeting as presented. This motion, made by PJ Striker and seconded by Laura Oksnevad, Carried.
Ben Phillip: Absent, Laurel Hood: Yea, Laura Oksnevad: Yea, Mike Overman: Yea, Cassandra Palmer: Yea, PJ Striker: Yea
Yea: 5, Nay: 0, Absent: 1

Approval of Consent Agenda (2 minutes)
Ben Phillip, School Board Chair
The recommended motion is to approve the Consent Agenda as presented. This motion, made by Mike Overman and seconded by PJ Striker, Carried.
Ben Phillip: Absent, Laurel Hood: Yea, Laura Oksnevad: Yea, Mike Overman: Yea, Cassandra Palmer: Yea, PJ Striker: Yea
Yea: 5, Nay: 0, Absent: 1

Guests: Kiwanis (30 minutes)
K-Kids Advisors: Carol Dunn, Rick Dunn, Tim Leverantz; Key Club Advisors: Gayle Anttila and Kim Pavelka
K-Kids and Key Club shared their experience in the St. Anthony Kiwanis organization.

Communications Break (10 minutes)

Discussion - 2026-2027 School Calendar (5 min)
Wendy Webster, Director of Community Services and Communication (10 minutes)
Director Wendy Webster presented the draft 2026-2027 school calendar as developed by the calendar committee.

Update Student Services Report (30 min)
Hope Fagerland, Executive Director of Academics; Viviana Chavez Garcia, EL Coordinator; Jenny Kuykendall, Special Education Coordinator; Anna Randt, Family and Student Support Coordinator; Lori Watzl-King, Wellness Coordinator

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Discussion: Second reading: Policy 405 - Veteran's Preference (2 min)
Dr. Cassandra Palmer, School Board Vice Chair
Dr. Palmer, Board Vice Chair presented Policy 405 for a second reading. There were no changes from the first reading.

Discussion: Second reading: Policy 509 - Enrollment of Nonresident Students (2 min)
Dr. Cassandra Palmer, School Board Vice Chair

Dr. Palmer, Board Vice Chair presented Policy 509 for a second reading. There were no changes from the first reading.

Discussion: Second reading: Policy 903 - Visitors to School District Buildings and Sites (2 minutes)
Dr. Cassandra Palmer, School Board Vice Chair

Dr. Palmer, Board Vice Chair presented Policy 903 for a second reading. There were no changes from the first reading.

2025-2026 Budget Assumptions - Discussion (30 minutes)
Dr. Renee Corneille, Superintendent and Phan Tu, Controller
Controller Tu and Superintendent Corneille presented the initial revenue and expenditures for the 2025-2026 school year. The Board directed the Controller and Superintendent to explore reduction of the general fund.

Facility Utilization Task Force Update (5 min)
Ben Phillip; School Board Chair
Dr. Cassandra Palmer, Board Vice Chair presented information from Ben Phillip, Board Chair regarding the first Facility Utilization Task Force meeting.

ISD 282 Updates (10 minutes)
Hope Fagerland, Executive Director of Academics
Hope Fagerland, Executive Director presented updates from District programs and buildings.

School Board Member Updates (10 minutes)
School Board members provided an update on their recent events at ISD282.

Adjourn School Board Meeting
Ben Phillip, School Board Chair
Dr. Cassandra Palmer, School Board Vice Chair adjorned the meeting at 9:29 pm.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

SCHOOL BOARD CONSENT AGENDA
04/01/2025

PRESENTER(S): School Board Chair

1. Personnel

Hire(s):

Last Name	First Name	Position	School	Date Effective
Brady	June	Village Kids Aide	Community Services	03.31.2025

Resignation(s):

Last Name	First Name	Position	School	Date Effective
McCallister	Daniell	SpEd Teacher	WP	06.09.25

LOA requests:

Last Name	First Name	Position	School	Date Effective
Rice	Amber	Social Studies Teacher	SAMS	08.25.25
Heath	Lauren	Vocal Music Teacher	MS/HS	05.27.25-10.01.25
Randt	Anna	Family & Student Support Coordinator	District Office	05.27.25
Kujawa-Smith	Megan	.2 Speech Language Pathologist	District	08.25.25

Contract Updates:

Taylor Freund has received an updated contract moving him from the District Accountant to Business Services Coordinator.

2. Use of Consent Agenda: *Policy 208 Development, Adoption, and Implementation of Policies Section IV Adoption of Policy, Letter D:* In Policy 208 it states: *D. If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.*

Policy	Type of Policy	Update
413 - Harassment and Violence 413 Form	Mandatory	Updates “familial status” definition; other minor updates to align with statute

		language.
416 - Drug and Alcohol Testing 416 Form	Legal	Adds “oral fluid testing”; other minor updates to align with statute language.
418 - Drug-Free Workplace/ Drug-Free School 418 Form	Mandatory	Adds protection for persons in MN Patient Registry Program; other minor updates to align with statute language.

3. Payment of Bills 03/19/25

01- General Fund	$156,070.91
02- Food Service Fund	$26,838.16
03- Transportation Fund	$147,450.31
04- Community Service Fund	$2,817.53
05- Capital Expenditure Fund	$122,168.07
25- Student Activities	$1,202.72
Total: $	$456,547.70

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Adopted: November 3, 2009
Revised: March 2025
Legal

405 VETERAN'S PREFERENCE

I. PURPOSE

The purpose of this policy is to comply with Minnesota law mandating preference points for veterans applying for employment with political subdivisions.

II. GENERAL STATEMENT OF POLICY

A. It is the school district's policy to comply with Minnesota law regarding veteran's preference rights and the mandating of preference points to veterans and spouses of deceased veterans or disabled veterans.

B. The school district's policy is also to comply with the VPA requirement that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing upon due notice, upon stated charges, and in writing. This paragraph does not apply to the position of teacher.

C. Veteran's preference points will be applied pursuant to applicable law as follows:
   a. A credit of ten points shall be added to the competitive open examination rating of a non-disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
   b. A credit of fifteen points shall be added to the competitive open examination rating of a disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.
   c. A credit of five points shall be added to the competitive promotional examination rating of a disabled veteran, who so elects, provided that (a) the veteran obtained a passing rating on the examination without the addition of the credit points and (b) the veteran is applying for a first promotion after securing public employment.
   d. A preference may be used by the surviving spouse of a deceased veteran and by the spouse of a disabled veteran who, because of the disability, is unable to qualify.

D. Eligibility for and application of veteran's preference, the definition of a veteran, and the definition of a disabled veteran for purposes of this policy will be pursuant to the VPA.

E. When notifying applicants that they have been accepted into the selection process, the

school district shall notify applicants that they may elect to use veteran's preference.

F. It is the school district's policy to use a 100-point hiring system to enable allocation of veteran preference points. The school district may or may not use a 100-point hiring system for filling teaching positions. If a 100-point hiring system is not used for filling a teaching position, preference points will not be added, but all veteran applicants who have proper licensure for the teaching position will be granted an interview for the position.

G. If the school district rejects a member of the finalist pool who has claimed veteran's preference, the school district shall notify the finalist in writing of the reasons for the rejection and file the notice with the school district's personnel officer.

H. In accordance with the VPA, no honorably discharged veteran shall be removed from a position of employment except for incompetency, misconduct, or good faith abolishment of position.
   a. Incompetency or misconduct must be shown after a hearing, upon due notice, upon stated charges, in writing.

   b. A veteran must irrevocably elect to be governed either by the VPA or by arbitration provisions set forth in a collective bargaining agreement in the event of a discharge.

I. The VPA and the provisions of this policy do not apply to the position of private secretary, superintendent, head of a department, or any person holding a strictly confidential relation to the school board or school district. The VPA and the provisions of this policy apply to teachers only with respect to the hiring process, as set forth in Paragraph F., above.

Legal References: Minn. Stat. § 43A.11 (Veteran's Preference)
Minn. Stat. § 197.455 (Veteran's Preference Applied)
Minn. Stat. § 197.46 (Veterans Preference Act)
Hall v. City of Champlin, 463 N.W.2d 502 (Minn. 1990)
Young v. City of Duluth, 410 N.W.2d 27 (Minn. Ct. App. 1987)

Cross References: MSBA/MASA Model Policy 401 (Equal Employment Opportunity)

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Orig. 1995
Revised: October 2023
March 2025
Legal

509 ENROLLMENT OF NONRESIDENT STUDENTS

I. PURPOSE

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes, section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

The school board adopts specific standards for acceptance and rejection of Open Enrollment applications.

III. OPEN ENROLLMENT PROCESS

A. Open Enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and

2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minnesota Statutes, section 124D.03.

3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. If the school district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied

admission due to the limitations on the enrollment of nonresident pupils.

C. The parent of a student with a disability not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect, in the same manner as the parent of a resident student with a disability, a school in the nonresident district where the child is enrolled in a Head Start program or a licensed child care setting in the nonresident district, provided the child can be served in the same setting as other children in the nonresident district with the same level of disability.

Under this paragraph, parents must demonstrate enrollment in a community preschool or childcare setting.

D. A nonresident preschool aged child with a disability can continue enrollment status without completing another application to open enroll for kindergarten.

IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application

In addition to the provisions above, the school district may refuse to allow a pupil who is expelled under Minnesota Statutes, section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

B. Standards that may not be used for rejection of application

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;

4. a student's proficiency in the English language;

5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or

6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in this policy.

C. Application

The student and parent or guardian must complete and submit the "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) Application if applicable) developed by MDE and available on its website.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

D. Lotteries

If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. the student's resident district does not operate a school building;

2. the municipality is located partially or fully within the boundaries of at

least five school districts;

3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and

4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website.

E. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.

2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes, section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minnesota Statutes, chapter 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not

lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Legal References: Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 125A.13 (School of Parents' Choice)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Definitions)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)
18 U.S.C. 930, para. (g)(2) (Definition of weapon)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline) MSBA/MASA Model Policy 517 (Student Recruiting)

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Original 1995
Revised 2017, 2018, 2023
March 2025
Mandatory

903 VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES

I. PURPOSE

The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property.

II. GENERAL STATEMENT OF POLICY

A. The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.

B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

III. OFF-CAMPUS LEARNING STUDENTS

A. A student enrolled in off-campus learning, such as post-secondary enrollment options, career and technology education, or other off-campus courses related to their formally established learning plan, may remain at the school site during regular school hours in accordance with established procedures.

B. A student enrolled in an off-site learning course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for the off-campus learning course in accordance with established procedures.

IV. RESPONSIBILITY

A. The school district administration shall establish visitor and off-campus learning student procedures and requirements. The procedures should reflect input from employees, students and advisory groups, and shall be communicated to the school community and the general public.

B. The Superintendent shall be responsible for providing coordination that may be needed throughout the process and for providing a yearly review of the procedures to the School Board every fall at the start of the school year.

V. VISITOR LIMITATIONS

A. An individual, off-campus learning student, or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.

B. Visitors, including off-campus learning students with valid parking passes, are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements which are an addendum to this policy or as otherwise specifically authorized by school officials. When unauthorized vehicles of visitors are parked on school property, school officials may:

1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or

2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.

C. An individual, off-campus learning student, or group who enters school property without complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

Legal References: Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)
Minn. Stat. § 609.605, Subd. 4 (Trespass)

Cross References: None

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

SCHOOL BOARD AGENDA ANALYSIS FORM

April 1, 2025

Title: Certified Probationary Non-Renewal

Submitted by: Executive Director of Human Resources Dr. Tim Anderson

Meeting: April 1, 2025

Background Information:

Administration recommends that the contract for ***Tyler Flory*** *one* (1) probationary teacher be terminated on June 9, 2025.

A. Resolution Procedures

With regard to the action required, the following steps are recommended:

1. A Board Member makes a motion to adopt the resolution proposing the non-renewal, reading the entire resolution through once.

2. Another Board Member will second the motion.

3. Call for discussion, if any.

4. Call the vote. Roll call vote must be taken.

   a. Resolution relating to the Non-Renewal of one (1) Certified Probationary Teacher Contract.

RECOMMENDATION:

To approve.

RESOLUTION RELATING TO THE NON-RENEWAL OF A TEACHING CONTRACT

EFFECTIVE AT THE END OF THE 2023-2024 SCHOOL YEAR

AND

NON-RENEWAL OF A TEACHING CONTRACT FOR THE 2024 - 2025 SCHOOL YEAR

OF

PROBATIONARY TEACHER

PURSUANT TO MINNESOTA STATUTES 122A.40 Subd. 5

WHEREAS, ***Tyler Flory*** *(1.0 FTE)* was employed as teacher in Independent School District No. 282 for the 2024 - 2025 school year, and;

BE IT RESOLVED, by the School Board of Independent School District No. 282 that pursuant to Minnesota Statutes 122A.40 Subd. 5, the teaching contract of probationary teacher ***Tyler Flory*** *(1.0 FTE)* in Independent School District 282 is hereby terminated at the close of the current session and are not renewed for the 2025 - 2026 school year.

BE IT FURTHER RESOLVED, by the School Board of Independent School District No. 282, that written notice be provided to said teacher regarding the termination and non-renewal of said teaching contract as provided by law, and shall be substantiated by letter form.

DISPOSITION BY BOARD OF EDUCATION

Motion by: **Seconded by:**

With a roll call vote, the motion carries

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

SCHOOL BOARD AGENDA ANALYSIS FORM

April 1, 2025

Title: Certified Probationary Non-Renewal

Submitted by: Executive Director of Human Resources Dr. Tim Anderson

Meeting: April 1, 2025

Background Information:

Administration recommends that the contract for ***Nicole Ford*** *one* (1) probationary teacher be terminated on June 9, 2025.

A. Resolution Procedures

With regard to the action required, the following steps are recommended:

1. A Board Member makes a motion to adopt the resolution proposing the non-renewal, reading the entire resolution through once.

2. Another Board Member will second the motion.

3. Call for discussion, if any.

4. Call the vote. Roll call vote must be taken.

   a. Resolution relating to the Non-Renewal of one (1) Certified Probationary Teacher Contract.

RECOMMENDATION:

To approve.

RESOLUTION RELATING TO THE NON-RENEWAL OF A TEACHING CONTRACT

EFFECTIVE AT THE END OF THE 2023-2024 SCHOOL YEAR

AND

NON-RENEWAL OF A TEACHING CONTRACT FOR THE 2024 - 2025 SCHOOL YEAR

OF

PROBATIONARY TEACHER

PURSUANT TO MINNESOTA STATUTES 122A.40 Subd. 5

WHEREAS, ***Nicole Ford*** *(1.0 FTE)* was employed as teacher in Independent School District No. 282 for the 2024 - 2025 school year, and;

BE IT RESOLVED, by the School Board of Independent School District No. 282 that pursuant to Minnesota Statutes 122A.40 Subd. 5, the teaching contract of probationary teacher ***Nicole Ford*** *(1.0 FTE)* in Independent School District 282 is hereby terminated at the close of the current session and is not renewed for the 2025 - 2026 school year.

BE IT FURTHER RESOLVED, by the School Board of Independent School District No. 282, that written notice be provided to said teacher regarding the termination and non-renewal of said teaching contract as provided by law, and shall be substantiated by letter form.

DISPOSITION BY BOARD OF EDUCATION

Motion by: **Seconded by:**

With a roll call vote, the motion carries

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

SCHOOL BOARD AGENDA ANALYSIS FORM

April 1, 2025

Title: Certified Probationary Non-Renewal

Submitted by: Executive Director of Human Resources Dr. Tim Anderson

Meeting: April 1, 2025

Background Information:

Administration recommends that the contract for ***Miranda Schultz*** *one* (1) probationary teacher be terminated on June 9, 2025.

A. Resolution Procedures

With regard to the action required, the following steps are recommended:

1. A Board Member makes a motion to adopt the resolution proposing the non-renewal, reading the entire resolution through once.

2. Another Board Member will second the motion.

3. Call for discussion, if any.

4. Call the vote. Roll call vote must be taken.

   a. Resolution relating to the Non-Renewal of one (1) Certified Probationary Teacher Contract.

RECOMMENDATION:

To approve.

RESOLUTION RELATING TO THE NON-RENEWAL OF A TEACHING CONTRACT

EFFECTIVE AT THE END OF THE 2023-2024 SCHOOL YEAR

AND

NON-RENEWAL OF A TEACHING CONTRACT FOR THE 2024 - 2025 SCHOOL YEAR

OF

PROBATIONARY TEACHER

PURSUANT TO MINNESOTA STATUTES 122A.40 Subd. 5

WHEREAS, ***Miranda Schultz*** *(1.0 FTE)* was employed as teacher in Independent School District No. 282 for the 2024 - 2025 school year, and;

BE IT RESOLVED, by the School Board of Independent School District No. 282 that pursuant to Minnesota Statutes 122A.40 Subd. 5, the teaching contract of probationary teacher ***Miranda Schultz*** *(1.0 FTE)* in Independent School District 282 is hereby terminated at the close of the current session and is not renewed for the 2025 - 2026 school year.

BE IT FURTHER RESOLVED, by the School Board of Independent School District No. 282, that written notice be provided to said teacher regarding the termination and non-renewal of said teaching contract as provided by law, and shall be substantiated by letter form.

DISPOSITION BY BOARD OF EDUCATION

Motion by: **Seconded by:**

With a roll call vote, the motion carries

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

SCHOOL BOARD AGENDA ANALYSIS FORM

April 1, 2025

Title: Certified Probationary Non-Renewal

Submitted by: Executive Director of Human Resources Dr. Tim Anderson

Meeting: April 1, 2025

Background Information:

Administration recommends that the contract for ***Angela Houlahan*** *one* (1) probationary teacher be terminated on June 9, 2025.

A. Resolution Procedures

With regard to the action required, the following steps are recommended:

1. A Board Member makes a motion to adopt the resolution proposing the non-renewal, reading the entire resolution through once.

2. Another Board Member will second the motion.

3. Call for discussion, if any.

4. Call the vote. Roll call vote must be taken.

   a. Resolution relating to the Non-Renewal of one (1) Certified Probationary Teacher Contract.

RECOMMENDATION:

To approve.

RESOLUTION RELATING TO THE NON-RENEWAL OF A TEACHING CONTRACT

EFFECTIVE AT THE END OF THE 2023-2024 SCHOOL YEAR

AND

NON-RENEWAL OF A TEACHING CONTRACT FOR THE 2024 - 2025 SCHOOL YEAR

OF

PROBATIONARY TEACHER

PURSUANT TO MINNESOTA STATUTES 122A.40 Subd. 5

WHEREAS, ***Angela Houlahan*** *(1.0 FTE)* was employed as teacher in Independent School District No. 282 for the 2024 - 2025 school year, and;

BE IT RESOLVED, by the School Board of Independent School District No. 282 that pursuant to Minnesota Statutes 122A.40 Subd. 5, the teaching contract of probationary teacher ***Angela Houlahan*** *(1.0 FTE)* in Independent School District 282 is hereby terminated at the close of the current session and is not renewed for the 2025 - 2026 school year.

BE IT FURTHER RESOLVED, by the School Board of Independent School District No. 282, that written notice be provided to said teacher regarding the termination and non-renewal of said teaching contract as provided by law, and shall be substantiated by letter form.

DISPOSITION BY BOARD OF EDUCATION

Motion by: **Seconded by:**

With a roll call vote, the motion carries

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

SCHOOL BOARD AGENDA ANALYSIS FORM

April 1, 2025

Title: Certified Probationary Non-Renewal

Submitted by: Executive Director of Human Resources Dr. Tim Anderson

Meeting: April 1, 2025

Background Information:

Administration recommends that the contract for ***David Soltero*** *one* (1) probationary teacher be terminated on June 9, 2025.

A. Resolution Procedures

With regard to the action required, the following steps are recommended:

1. A Board Member makes a motion to adopt the resolution proposing the non-renewal, reading the entire resolution through once.

2. Another Board Member will second the motion.

3. Call for discussion, if any.

4. Call the vote. Roll call vote must be taken.

   a. Resolution relating to the Non-Renewal of one (1) Certified Probationary Teacher Contract.

RECOMMENDATION:

To approve.

RESOLUTION RELATING TO THE NON-RENEWAL OF A TEACHING CONTRACT

EFFECTIVE AT THE END OF THE 2023-2024 SCHOOL YEAR

AND

NON-RENEWAL OF A TEACHING CONTRACT FOR THE 2024 - 2025 SCHOOL YEAR

OF

PROBATIONARY TEACHER

PURSUANT TO MINNESOTA STATUTES 122A.40 Subd. 5

WHEREAS, ***David Soltero*** *(1.0 FTE)* was employed as teacher in Independent School District No. 282 for the 2024 - 2025 school year, and;

BE IT RESOLVED, by the School Board of Independent School District No. 282 that pursuant to Minnesota Statutes 122A.40 Subd. 5, the teaching contract of probationary teacher ***David Soltero*** *(1.0 FTE)* in Independent School District 282 is hereby terminated at the close of the current session and is not renewed for the 2025 - 2026 school year.

BE IT FURTHER RESOLVED, by the School Board of Independent School District No. 282, that written notice be provided to said teacher regarding the termination and non-renewal of said teaching contract as provided by law, and shall be substantiated by letter form.

DISPOSITION BY BOARD OF EDUCATION

Motion by: **Seconded by:**

With a roll call vote, the motion carries

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

SCHOOL BOARD AGENDA ANALYSIS FORM

April 1, 2025

Title: Certified Probationary Non-Renewal

Submitted by: Executive Director of Human Resources Dr. Tim Anderson

Meeting: April 1, 2025

Background Information:

Administration recommends that the contract for ***Tyler Flory; Nicole Ford; Miranda Schultz; Angela Houlahan, and David Soltero*** *,five* (5) probationary teachers be nonrenewed.

Whereas, ***Tyler Flory; Nicole Ford; Miranda Schultz; Angela Houlahan, and David Soltero*** are probationary teachers in ISD282, that pursuant to Minn. Stst. 122A.40, sub 5.1 and the District master agreement, the teaching contracts of ***Tyler Flory; Nicole Ford; Miranda Schultz; Angela Houlahan, and David Soltero***, probationary teachers in ISD282, shall be nonrenewed at the end of the 2024-2025 school year effective June 9, 2025.

Be it further resolved, that written notice be sent to said teachers regarding nonrenewal of their teaching contracts.

Name		***Subject***	***School***
Tyler	Flory	English	SAVHS
Nicole	Ford	Kindergarten	WP
Miranda	Schultz	Science	SAVHS
Angela	Houlahan	Health	SAVHS
David	Soltero	Science	SAMS

RECOMMENDATION:

To approve

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

SCHOOL BOARD AGENDA ANALYSIS FORM
April 1, 2025

Title: Unrequested Leave Placement – Teaching Overages

Submitted by: Executive Director of Human Resources Dr. Tim Anderson

Meeting: April 1, 2025

Background Information:

The Administration recommends that the Board place four (4) continuing contract teachers named in the attached documents on Unrequested Leave of Absence, from their 2024-25 teaching overage. The teachers will remain teaching at their continuing contract status.

A. Resolution Procedures

With regard to the action required, the following steps are recommended:

1. A Board Member makes a motion to adopt the resolution proposing placement on unrequested leave, reading the entire resolution through once.

2. Another Board Member second the motion.

3. Call for discussion, if any.

4. Call the vote. Roll call vote must be taken.

   a. Resolution relating to the Placement of four (4) Teachers (**Emilie Hackbarth; Sarah Hample; Natalie Schalow; and LukeTressel**) on Unrequested Leave of Absence for an overage taught during the 2024-25 school year.

Recommendation
To approve.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Resolution Placing ***Four (4) Continuing Contract Teachers***
On Unrequested Leave of Absence – Teaching Overages

RESOLUTION PLACING ***Four (4) Continuing Contract Teachers*** ON UNREQUESTED LEAVE OF ABSENCE – Teaching Overages

WHEREAS, the School Board of Independent School District No. 282 adopted a resolution proposing placement of ***Four (4) Continuing Contract Teachers*** on unrequested leave of absence – teaching overages - on April 1, 2025, on the grounds of discontinuance of position and financial limitations; and

WHEREAS, said written notice of the proposed placement on unrequested leave was received by **Emilie Hackbarth; Sarah Hample; Natalie Schalow; and LukeTressel** by email and paper copy, and

WHEREAS, said written notice of the proposed placement on unrequested leave contained a statement setting forth the reasons for the proposed placement as well as a statement that the teacher was entitled to a hearing before the school board provided the teacher make a request in writing within fourteen days of receipt of said notice, and that if no hearing was requested within said fourteen day period it constituted acquiescence by **Emilie Hackbarth; Sarah Hample; Natalie Schalow; and LukeTressel** to the school board's proposed action, and

WHEREAS, said failure to make a written request for a hearing within fourteen days after receipt of notice of proposed placement on unrequested leave constitutes acquiescence by **Emilie Hackbarth; Sarah Hample; Natalie Schalow; and LukeTressel** to the placement on unrequested leave.

BE IT HEREBY RESOLVED, by the School Board of Independent School District No. 282 that **Emilie Hackbarth; Sarah Hample; Natalie Schalow; and LukeTressel** are placed on an unrequested leave of absence – teaching overages- as a teacher of Independent School District No. 282 on the grounds of discontinuance of position and financial limitations, effective at the end of the 2024-2025 school year on June 9, 2025 pursuant to M.S. 122A.40, subdivision 10, with proportionate reduction in pay and fringe benefits.

Name		***Subject***	***School***	***Tenured FTE***	***Proposed 25-26***	***URL FTE***
Emilie	Hackbarth	Music	WP	1.0	1.0	.02
Sarah	Hample	Art	SAVHS	1.0	1.0	.1
Natalie	Schalow	Math	SAVHS	1.0	1.0	.1
Luke	Tressel	DAPE	SAVHS	1.0	1.0	.1

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						
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			

April						
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	

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
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)

Student Learning

Winter Update on ISD282
Inputs and Outputs

Success Metrics

What success looks like at St. Anthony-New Brighton Schools

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

Student Wellness	Academic Skills & Love of Learning	Positive Contributor & Thriving Citizen
Students holistically develop an adaptive skill-set that includes empathy, self-advocacy, teamwork, communication, inclusion and interpersonal abilities, and coping skills to thrive in a constantly changing world. Students are equipped to navigate demands and opportunities they encounter, enabling them to enjoy meaningful, productive, healthy lives.	Students think critically and apply their acquired knowledge and skills to solve problems. Even when confronted with challenges, students have the capacity, motivation, and persistence to acquire new knowledge and skills, creatively seek out solutions, and confidently take action.	Students understand their brilliance as well as their rights and responsibilities as an individual, and as a member of society. Students can reflect on the needs of a diverse community, activating their resourcefulness, intellect, and skills to positively and authentically contribute to and serve their community.

Scan the QR code to learn how we nurture the brilliance of every child.

St. Anthony New Brighton will provide an inclusive educational environment so each student knows they belong; this will provide students the support they need to be successful.

St. Anthony-New Brighton Success Metrics Goals for Students.

Daggett: (Superintendent Griffin - Alexander, NC)

“Please note that, in order to do this work, it’s like turning the course of an aircraft carrier — you have to do it very, very slowly,” said Superintendent Griffin. “We know there has to be change. We know our students are coming to us differently. But in the classroom, we can’t just make that change overnight. But shame on us if we don’t at least start having that conversation.”

School System - Shared Beliefs (admin/teachers)

- All students deserve high-quality education.
- All school employees deserve to develop their practice in a growth mindset environment.
- Data requires textual context and multiple perspectives.
- Student learning and achievement are our main priority . Everyone in the system has an impact on student achievement. (Effective Instruction)
- We believe in the equal value and worth of each and every person. (Dignity)
- We act with collaboration, continuous improvement, in a caring and professional community. (Culture of Belonging)

Ultimate Outcomes

Student Success on Metrics

Board Student Success Metrics Goals

Link above to entire document for goals.

Goal Narratives: Academics

3rd Grade:

- **Goal 1a:** In order to increase Academic Excellence in SANB students, by 2028 3rd grade MCA **reading** will increase from 49% to 70% proficiency, while also decreasing the achievement gaps between all demographic groups by 25% through effective instruction**.**
- **Goal 1b:** In order to increase Academic Excellence in SANB students, by 2028 - 3rd grade MCA **math** will increase from 61% to 80% proficiency, while also decreasing the achievement gaps between all demographic groups by 20% through effective instruction.

5th Grade:

- **Goal 1a:** In order to increase Academic Excellence in SANB students, by 2028 - 5th grade MCA **reading** will increase from 60% to 80% proficiency, while also decreasing the achievement gaps between all demographic groups by 35% through effective instruction.
- **Goal 1b:** In order to increase Academic Excellence in SANB students, by 2028 - 5th grade MCA **math** will increase from 52% to 70% proficiency, while also decreasing the achievement gaps between all demographic groups by 32% through effective instruction.
- **Goal 1c:** In order to increase Academic Excellence in SANB students, by 2028 - 5th grade MCA **science** will increase from 52% to 70% proficiency, while also decreasing the achievement gaps between all demographic groups by 18% through effective instruction.

8th Grade:

- **Goal 1a:** In order to increase Academic Excellence in SANB students, by 2028 8th grade MCA reading will increase the percentage of students proficient from 49% to 70%, while also decreasing the achievement gaps between all demographic groups by 25% through effective instruction.
- **Goal 1b:** In order to increase Academic Excellence in SANB students, by 2028 8th grade MCA math will increase the percentage of students proficient from 39% to 60%, while also decreasing the achievement gaps between all demographic groups by 20% through effective instruction.
- **Goal 1c:** In order to increase Academic Excellence in SANB students, by 2028 8th grade MCA science will increase the percentage of students proficient from 34% to 55%, while also decreasing the achievement gaps between all demographic groups by 25% through effective instruction.

Goal Narratives: Academics

11th Grade:

- **Goal 2a:** In order to increase Academic Excellence in SANB students, by 2028 11 grade ACT average composite score will increase from 21.6 to 23, while also decreasing the achievement gaps between all demographic groups by an average of 5 points (the average composite scores between demographics group will be reduced by 5 points) through effective instruction.
- **Goal 2b:** In order to increase Academic Excellence in SANB students, by 2028 11 grade ACT average math score will increase from 20.7 to 23 through effective instruction.
- **Goal 2c:** In order to increase Academic Excellence in SANB students, by 2028 11 grade ACT average reading score will increase from 23.1 to 25 through effective instruction.
- **Goal 2d:** In order to increase Academic Excellence in SANB students, by 2028 11 grade ACT average English score will increase from 20.5 to 23 through effective instruction.
- **Goal 2e:** In order to increase Academic Excellence in SANB students, by 2028 11 grade ACT average Science score will increase from 21.9 to 23 through effective instruction.

Goal Narratives: Social and Physical Wellness

Goal Narrative: ***Student Wellness***

Goal 3: In order to increase overall student wellness at SANB schools, by 2028 students in grades 6-12 will increase from the Panorama 38th National Percentile to the 72nd National Percentile while eliminating the gap in their social and emotional skills and competencies.

Goal Narratives: Positive Contributor

Goal Narrative: ***Positive Contributor***

Goal 4: To increase the positive contributions students add into the community, SANB students will increase the accumulated hours of service from 5922 to 10,000, while student participation demographics in our activities/clubs will mirror our school district demographic breakdown.

Inputs - Adult Work

Daggett: (Superintendent Griffin - Alexander, NC)

“Please note that, in order to do this work, it’s like turning the course of an aircraft carrier — you have to do it very, very slowly,” said Superintendent Griffin. “We know there has to be change. We know our students are coming to us differently. But in the classroom, we can’t just make that change overnight. **But shame on us if we don’t at least start having that conversation**.”

Professional Development Opportunities - Mini Sessions

Effective Instruction Adult Work:

Date	PD Title/Topic	Audience
June 11	SAVVAS Training	WP, SAMS, and SAVHS
July 22	SAVVAS Training	WP, SAMS, and SAVHS
August 13	SAVVAS Admin Training	WP, SAMS, & SAVHS Admin

Effective Instruction Adult Work:

August 14	Review of RRR & C4	SANB DIstrict All-Day PD
August 27	World Savvy Launch	SAVHS staff
August 28	World Savvy Launch	SAMS staff
August 29	World Savvy Launch	EC/WP Staff
August 29	Lexia Core 5 Virtual Training	WP Staff
August 30	Read180	SAMS

Effective Instruction Adult Work:

September 18	Making Learning Progressions Visible	SAMS staff
September 25	FastBridge Data Dive	SAVHS Math and English teams
October 2	FastBridge Data Dive	SAMS staff
October 8	Strategic Grouping and Differentiated Instruction	SAVHS
October 16	Weekly Plan Modeling/ Case Study Approach to C4, RRR	SANB District All-Day PD
October 23	FastBridge Q&A and data introduction	Wilshire Park staff

Effective Instruction Adult Work:

November 1	SAVVAS Training	WP, SAMS, and SAVHS
November 4	Strategic Grouping and Differentiated Instruction	SAVHS
November 4	SAVVAS Training	WP, SAMS, and SAVHS
November 25	World Savvy Deep Dive	All district staff, site-based

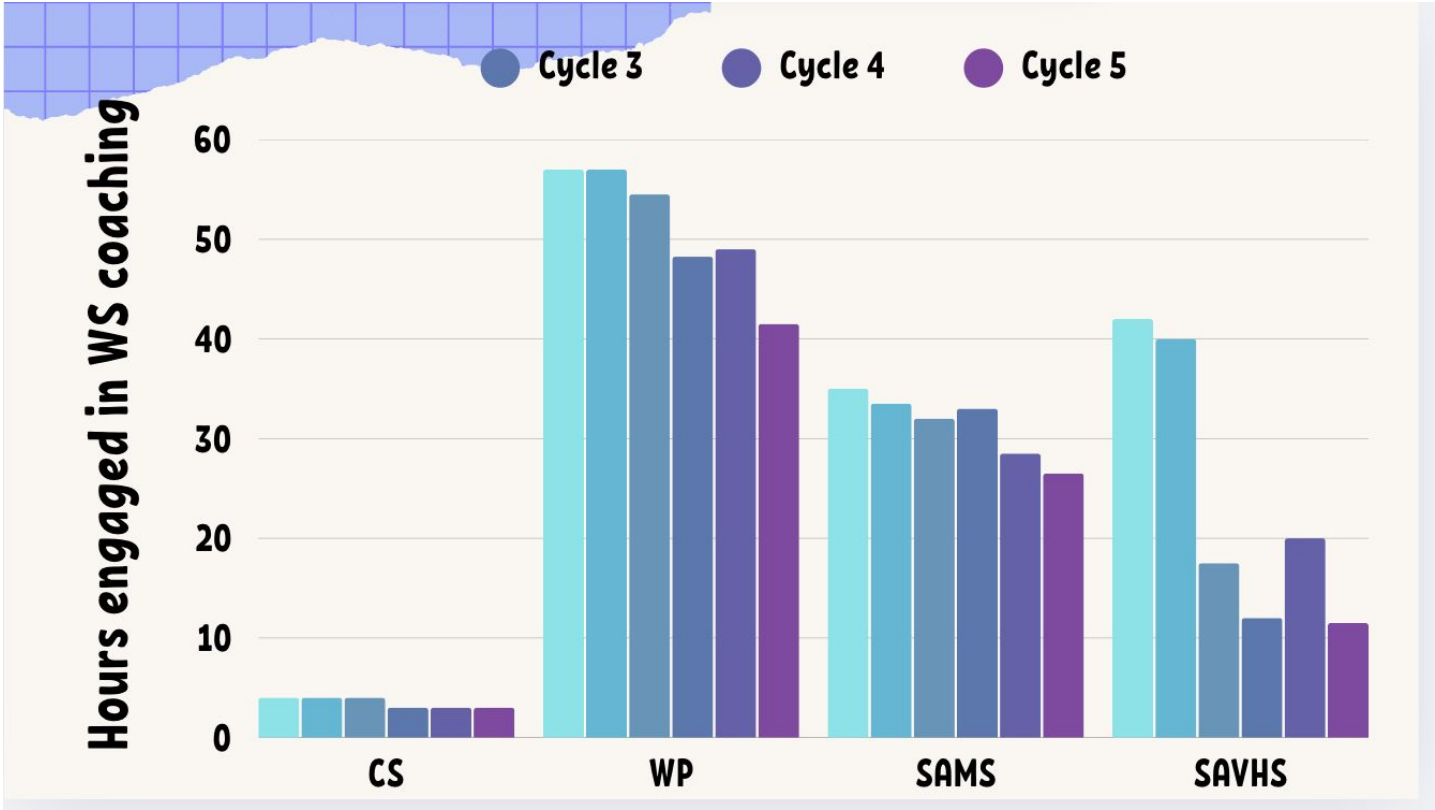
Effective Instruction Adult Work:

January 15	Read 180	SPED and HS Intervention
January 30	Math 180	WP interventionists, SPED and HS Intervention
February 4	FastBridge Data Dive	SAMS 7th and 8th grade

Effective Instruction Adult Work:

February 11	FastBridge Data Dive	SAMS 6th grade team
February 12	Mini SAVVAS PD - EI and SAVVAS Instructional Study Trends and Implementation	WP grade level teams and interventionist
February 12	FastBridge Data Dive	SAVHS English and Math Dept.
February 17	Site-based Effective Instruction PD	All district staff

Effective Instruction: World Savvy Coaching



First bar - number of coaching opportunities available.

Second bar are the number of actual coaching sessions.

Positive Impacts from Coaching: Both WS and EI

Strengths

Growing comfort with EI experimentation (ELTs, learning progressions, 3 prong planning)

Growing comfort with language & application of Daggett's Framework and Hess Matrices

Growth

Compliant implementation rather than deep understanding - commitment

Evidence of Transfer

Experimentation with group work allowed some teachers to shift into analytic stance

Themes from EI

Seeing compliance more often than before

ELTs posted

Some ELTs posted and student-facing LPs
Inconsistencies in planning & implementation

Growth:
Implementation, of global competencies within EI frameworks

Secondary Principals: Classroom Observations:

1. The high school and the middle school principal have conducted a combined 62+80 classroom observations (since the start of the school year).
2. Each of the principals are collecting data on the following "look fors":
   a. Is the academic standard visible?
   b. Is there a learning progression?
   c. In which quad are the students being asked to engage via instruction?
   d. What instructional stance is most prominent?

Secondary Principals: Classroom Observations:

Data: Based on 80 total observations.

- 44% of the observations saw a visible academic standard.
- 61% of the observations saw a learning progression.
- 49% of the observations saw Quad A learning for students.
- 50% of the observations saw Quad B learning for students.
- 31% of the observations saw Quad C learning for students.
- 4% of the observations saw Quad D learning for students.
- 54% of the observations saw Surface level instruction.
- 61% of the observations saw Procedural level instruction.
- 30% of the observations saw Analytical level instruction.
- 4% of the observations saw Dynamic level instruction.

Almost all these values went up since the Fall Data Analysis

Adult Use of SAVVAS Literacy Curriculum:

The implementation of SAVVAS across the district is inconsistent.

Teachers are using *teacher* created materials and/or continue to use other resources that compromise the integrity of SAVVAS and reduce the rigor.

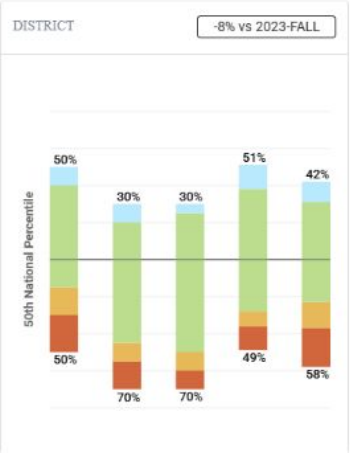
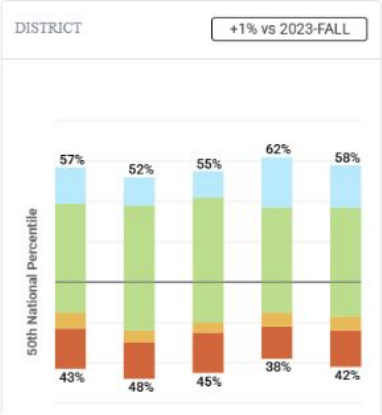
To truly judge the effectiveness of SAVVAS we need consistent implementation of the curriculum in classrooms.

Outputs - Student Learning

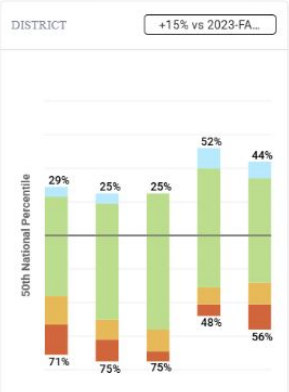
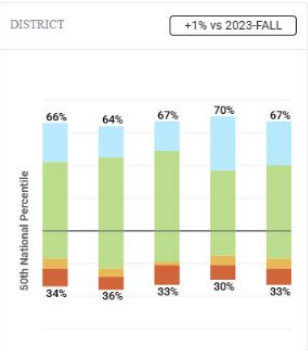
FASTBridge Reading

Data Tied Directly to Success Metrics Goals

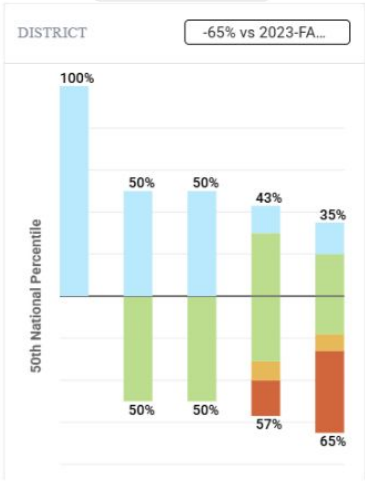
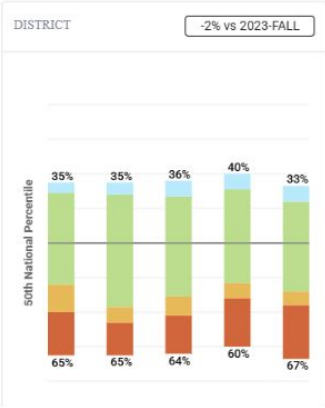
FAST Bridge Reading

	Reading		Summary
	earlyReading	**aReading**	
District- Wide			**District-Wide: earlyReading** Over the previous 5 testing sessions (Fall 2023- Winter 2025) there is significant regression in scores. From Session 1 to Session 5, there is a 8 point decrease in students above the 50th percentile. **District-Wide: aReading** Over the previous 5 testing sessions (Fall 2023- Winter 2025) there is stagnation in scores. From Session 1 to Session 5, there is a +1 increase in students above the 50th percentile.

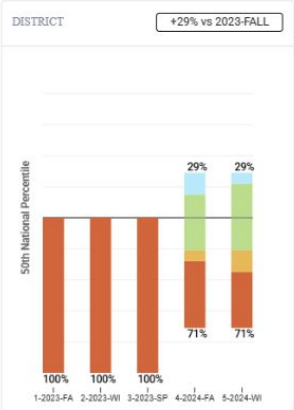
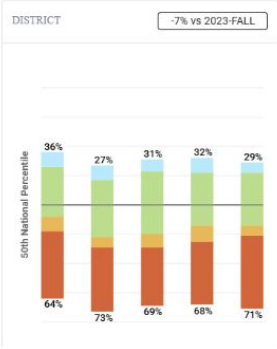
FAST Bridge Reading

White			**District-Wide earlyReading White** Over the previous 5 testing windows, the first 3 showed between 16-17 White students were tested and 71-75% were maintained at or below the 50th percentile. The last 2 testing sessions showed 128 students were tested and 48-56% were maintained at or below the 50th percentile. **District-Wide: aReading White** Over the previous 5 testing windows, the first 3 showed between 186-213 White students were tested and 64-67% were maintained at or above the 50th percentile. The last 2 testing sessions showed 791-799 students were tested and 67-70% were maintained at or above the 50th percentile.

FAST Bridge Reading

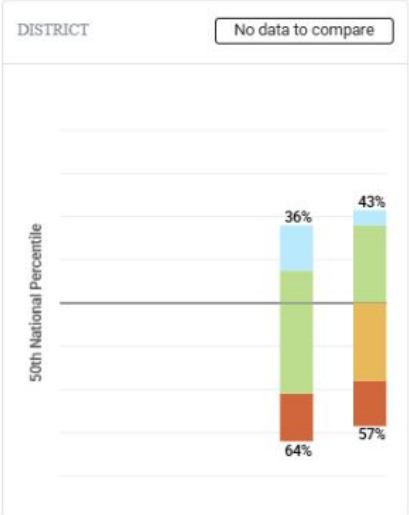
Black/ African American	 *Not confident in 100%		**District-Wide: earlyReading Black/African American** Over the previous 5 testing sessions, the first 3 showed between 1-2 African American students were tested and 50% were maintained below the 50th percentile. The last 2 testing sessions showed 23-26 students were tested and 57-65% were maintained below the 50th percentile. **District-Wide: aReading Black/African American** Over the previous 5 testing sessions, the first 3 showed between 45-54 African American students were tested and 64-65% were maintained below the 50th percentile. The last 2 testing sessions showed 141-162 students were tested and 60-67% were maintained below the 50th percentile.

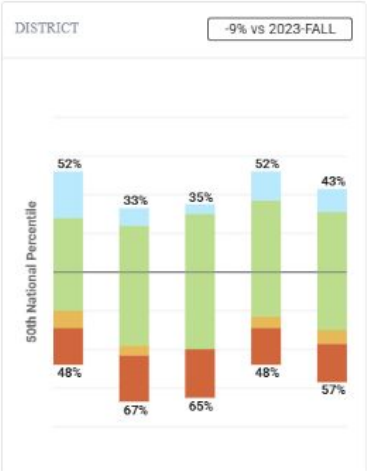
FAST Bridge Reading

Hispanic/ Latino	 ***Not confident in 100%**		**District-Wide: earlyReading Hispanic/Latino** Over the previous 5 testing sessions, the first 3 showed 1 Hispanic student was tested and was maintained below the 50th percentile. The last 2 testing sessions showed that 14 students were tested and 71% was maintained below the 50th percentile with a high percentage of students scoring between the 1st and the 19th percentile. **District-Wide: aReading Hispanic/Latino** Over the previous 5 testing sessions, the first 3 showed between 35-41 Hispanic students were tested and 64-73% were maintained below the 50th percentile. The last 2 testing sessions showed 126-140 students were tested and 68-71% were maintained below the 50th percentile with a high percentage of students scoring between the 1st and the 19th percentile.

FAST Bridge Reading

Asian





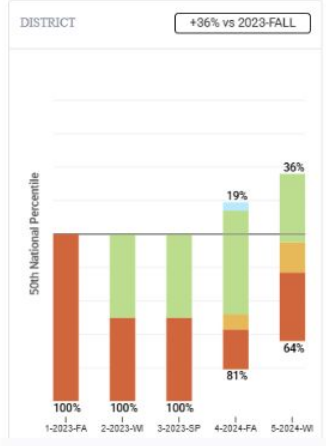
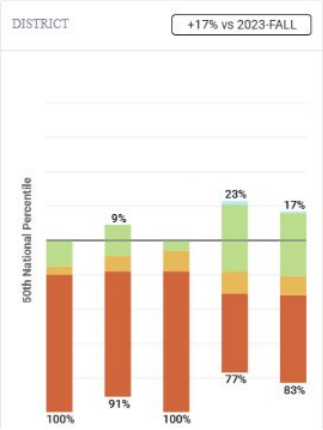
District-Wide: earlyReading Asian

Over the previous 5 testing sessions, the first 3 showed 0 Asian students were tested. The last 2 testing sessions showed 14 students were tested and 57-64% were maintained below the 50th percentile

District-Wide: aReading Asian

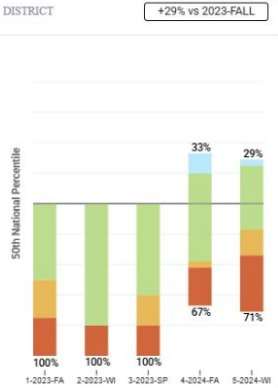
Over the previous 5 testing sessions, the first 3 showed between 20-21 Asian students were tested and 48-67% were maintained below the 50th percentile. The last 2 testing sessions showed 71-73 students were tested and 48-57% were maintained below the 50th percentile.

FAST Bridge Reading

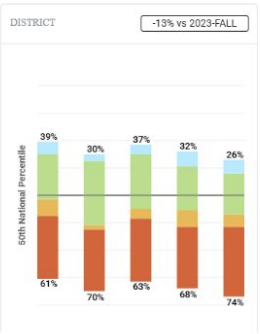
ML	 ***Not confident in 100%**		**District-Wide: earlyReading Multilingual** Over the previous 5 testing sessions, the first 3 showed 1-2 students were tested with 100% maintained below the 50th percentile. The last 2 testing sessions showed 21-22 students were tested and between 81-64% were maintained below the 50th percentile, with high percentages of students ranking between the 1st and 19th percentile. **District-Wide: aReading Multilingual** Over the previous 5 testing sessions, the first 3 showed between 17-22 Limited English proficient/English learner students were tested and 91-100% were maintained below the 50th percentile. The last 2 testing sessions showed between 128-148 students were tested and 76-81% were maintained

FAST Bridge Reading

SPED



*Not confident in 100%



District-Wide: earlyReading Special Education

Over the previous 5 testing sessions, the first 3 showed 1 student was tested and maintained below the 50th percentile. The last 2 sessions showed 24 students were tested and 67-71% were maintained below the 50th percentile, with a high percentage of students ranking in the 1st to 19th percentile

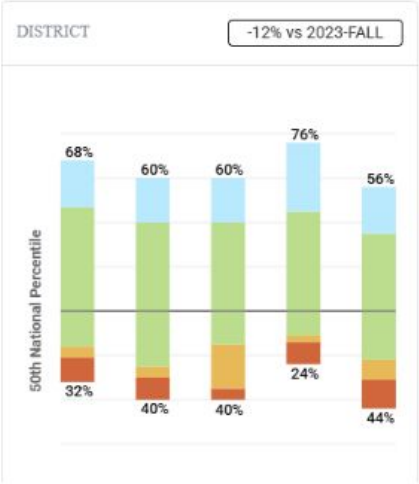
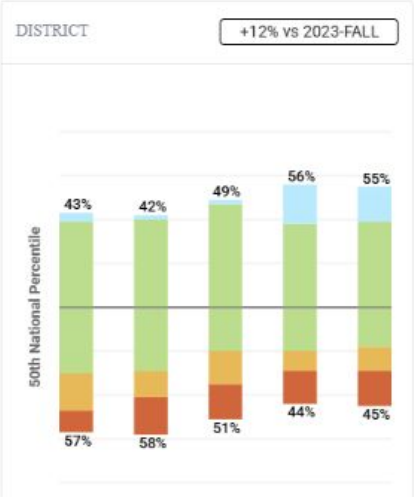
District-Wide: aReading Special Education

Over the previous 5 testing sessions, the first 3 showed between 30-40 Special Education students were tested and 61-70% were maintained below the 50th percentile with a high percentage of students ranking from the 1st to the 19th percentile. The last 2 testing sessions showed 171-172 students were tested and 68-74% were maintained below the 50th percentile with a high percentage of students ranking from the 1st to the 19th percentile.

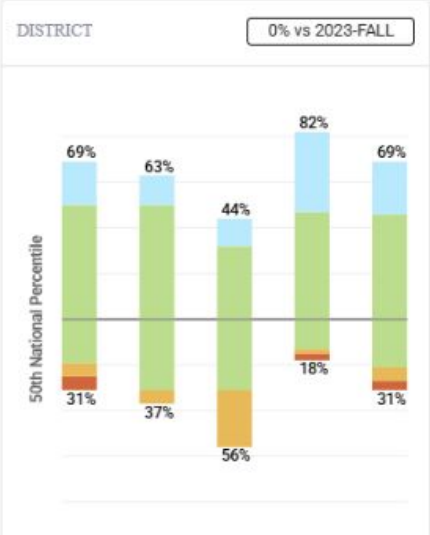
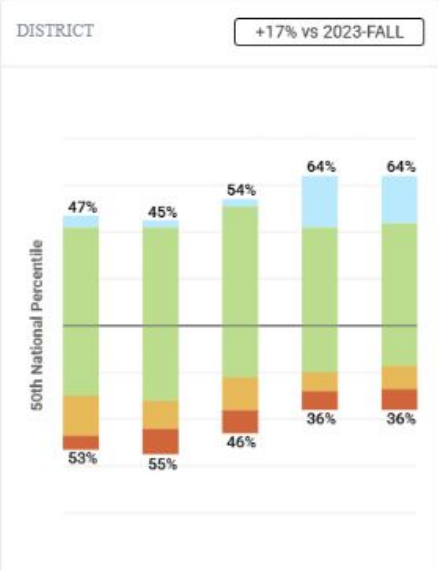
FASTBridge Math

Data Tied Directly to Success Metrics Goals

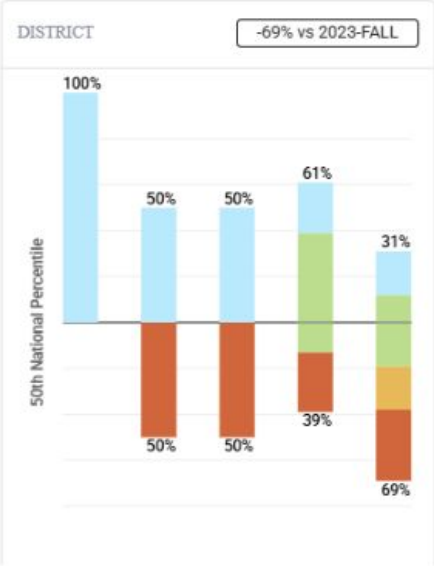
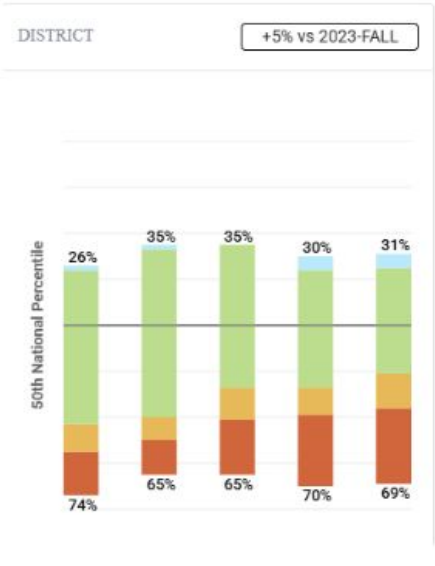
FAST Bridge Math

	Math		Summary
	earlyMath	**aMath**	
District- Wide			earlyMath: Over the previous 5 testing sessions (Fall 2023-Winter 2025) there is significant regression in scores. From Session 1 to Session 5, there is a 12 point decrease in students above the 50th percentile. aMath: Over the previous 5 testing sessions (Fall 2023-Winter 2025) there is significant growth in scores. From Session 1 to Session 5, there is a 12 point increase in students above the 50th percentile. This growth, however, is limited to certain predictable student groups, while other student demographic groups are experiencing regression or stagnation, as shown in the following slides.

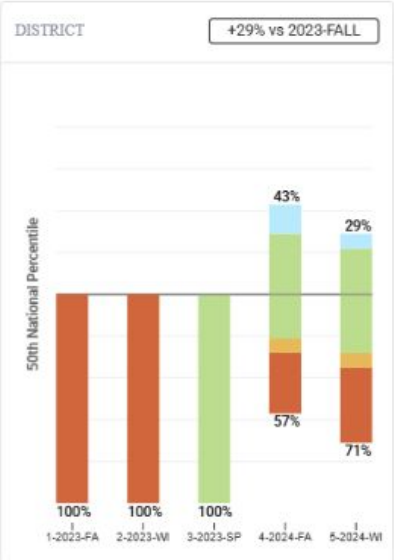
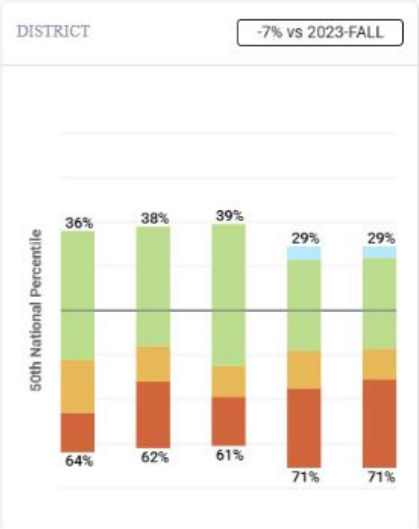
FASTBridge Math

White			earlyMath: Over the previous 5 testing sessions, the first 3 showed 16 White students were tested and 31-56% were maintained below the 50th percentile. The last 2 testing sessions showed 128 students were tested and between 18-31% were maintained below the 50th percentile. aMath: Over the previous 5 testing sessions, the first 3 showed between 144-158 White students were tested and 45-54% were maintained above the 50th percentile. The last 2 testing sessions showed significant growth as 746-754 students were tested and 64% were maintained above the 50th percentile.

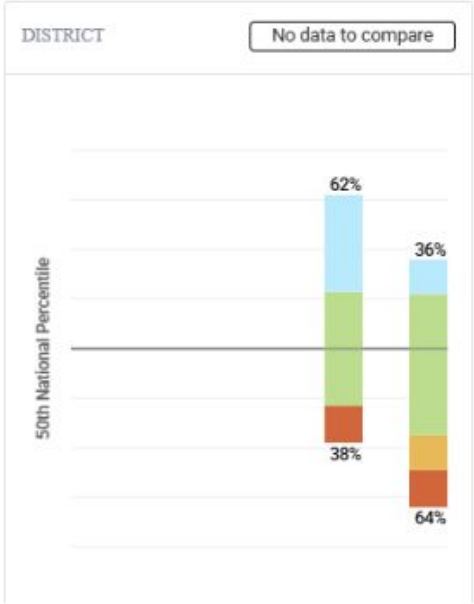
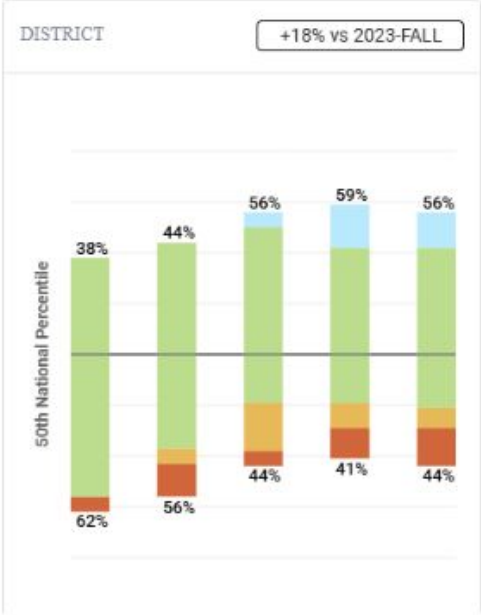
FAST Bridge Math

Black/ African American			earlyMath: Over the previous 5 testing sessions, the first 3 showed between 1-2 Black/African American students were tested and between 0-50% were maintained below the 50th percentile. The last 2 testing sessions showed significant regression, with 23-26 students tested and between 39-69% were maintained below the 50th percentile. aMath: Over the previous 5 testing sessions, the first 3 showed between 37-42 Black/African American students were tested and 65-74% were maintained below the 50th percentile. The last 2 testing sessions showed 137-153 students were tested and 69-70% were maintained below the 50th percentile.

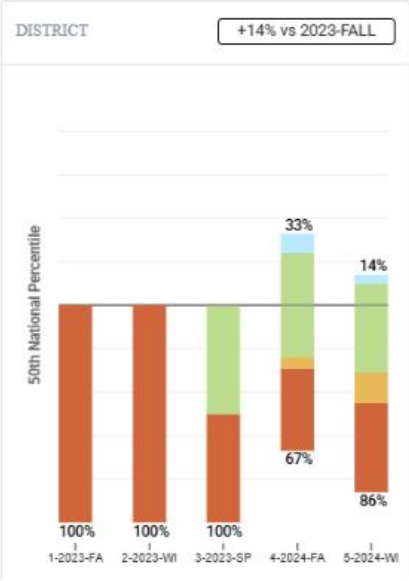
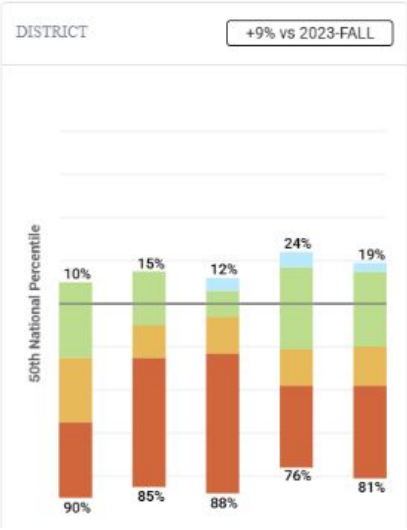
FASTBridge Math

Hispanic/ Latino	 *Not confident in 100%		earlyMath: Over the previous 5 testing sessions, the first 3 showed 1 Hispanic/Latino student was tested and was maintained below the 50th percentile. The last 2 testing sessions showed significant regression, with 14 students tested and 57-71% maintained below the 50th percentile. aMath: Over the previous 5 testing sessions, the first 3 showed between 28-37 Hispanic/Latino students were tested and 61-64% were maintained below the 50th percentile. The last 2 testing sessions showed 123-129 Hispanic/Latino students were tested and 71% were maintained below the 50th percentile, with a significant percentage in the 1-19th

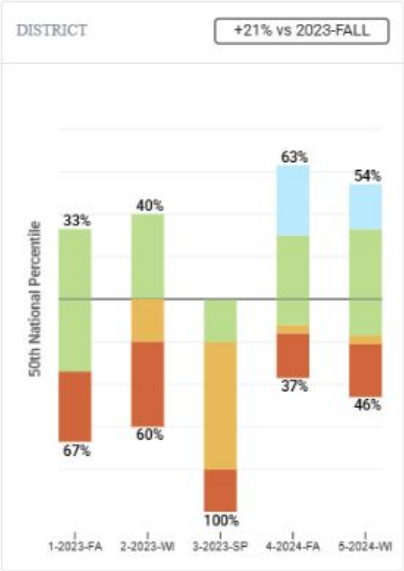
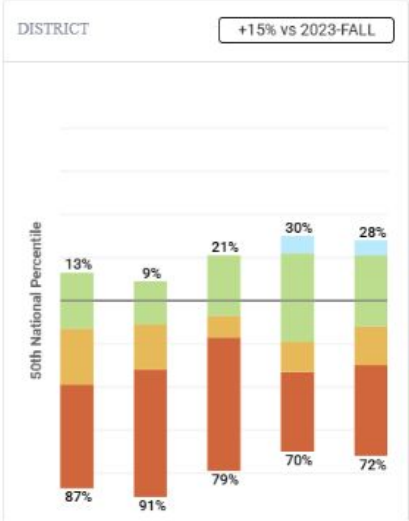
FASTBridge Math

Asian			earlyMath: The last 2 testing sessions showed between 13-14 Asian students were tested and 38-64 were maintained below the 50th percentile. aMath: Over the previous 5 testing sessions, the first 3 showed 16 Asian students were tested and 44-62% were maintained below the 50th percentile. The last 2 testing sessions showed 63 Asian students were tested and 41-44% were maintained below the 50th percentile.

FAST Bridge Math

ML	 *Not confident in 100%		earlyMath: Over the previous 5 testing sessions, the first 3 showed 1-2 multilingual students were tested and 100% were maintained below the 50th percentile. The last 2 sessions showed significant regression, with 21-22 students tested and 67-86% maintained below the 50th percentile. aMath: Over the previous 5 testing sessions, the first 3 showed between 17-20 students receiving ML services that were tested and 85-90% were maintained below the 50th percentile, with a significant percentage in the 1-19th percentile. The last 2 testing sessions showed 132-145 students receiving ML services that were tested and 73-79% were maintained below the 50th percentile, with a significant percentage in the 1-19th percentile.

FASTBridge Math

SPED			earlyMath: Over the previous 5 testing sessions, the first 3 showed between 3-5 students tested and between 60-100% were maintained below the 50th percentile. The last 2 sessions showed 24 students were tested with 37-46% maintained below the 50th percentile. aMath: Over the previous 5 testing sessions, the first 3 showed between 23-34 students receiving SPED services that were tested and 79-91% were maintained below the 50th percentile, with a significant percentage in the 1-19th percentile. The last 2 testing sessions showed 161-173 students receiving SPED services that were

Overall: FastBridge Math and Reading

We continue to observe pervasive stagnation and regression in both reading and math scores across the district.

There are statistically significant and predictable disparities in student growth and proficiency across social categories.

White students score predictably higher than other social groups, with multilingual students and those receiving special education services scoring with significantly higher percentages in the 1st-19th percentile range.

Daggett: (Superintendent Griffin - Alexander, NC)

“Please note that, in order to do this work, it’s like turning the course of an aircraft carrier — you have to do it very, very slowly,” said Superintendent Griffin. “We know there has to be change. We know our students are coming to us differently. But in the classroom, we can’t just make that change overnight. But shame on us if we don’t at least start having that conversation.”

District Response:

Support educators in best practices in data analysis, design and delivery of effective instruction to ensure transfer to student outcomes.

Continue to focus on data to planning to pedagogy - Data Analysis

Collective implementation of SAVVAS curriculum.

Third Grade Case Study

aMath		
Grade	**Fall Benchmark**	**Winter Benchmark**
2nd	69%	76%
3rd	65%	76%
4th	66%	76%
5th	71%	76%
% Proficient FastBridge Benchmark		

Case Study - Third Grade Math

Collaborative Data-Driven Practice: 3rd-grade team exemplifies collaborative use of data (IXL, FastBridge aMath, unit assessments) to inform Tier 1 interventions.

Iterative Intervention Planning: The team used a cyclical process of data analysis, intervention planning, implementation, and data review to adjust strategies.

Flexible & Differentiated Instruction: Diagnostic tools were leveraged to identify student proficiency and target instruction, optimizing learning time and individualizing support.

Focus on Student Needs: The team's collaborative and data-informed approach prioritized meeting diverse learning needs within the classroom.

Bottomline - The 3rd Grade Team Learned

- Data informs instruction
- Formative and summative unit assessments, and FastBridge amath determine specific learning needs to take place for individual students.
- Working collaboratively
- Data Protocol
- Data informs instruction moves!

Early Childhood - TS Gold

TS Gold - Early Childhood

TS Gold is an observational assessment designed for children from birth through kindergarten.

Purpose - allow educators to observe, document, and analyze children's development in learning. The information is then used to plan individualized instruction for each child.

Assessment happens naturally within the classroom environment - via observation using a checklist. The following domains are observed/assessed: social emotional, physical, cognitive, language, literacy, and mathematics development.

Early childhood students are observed Fall-Winter-Spring, with each assessment getting increasingly more rigorous - showing a progression toward proficiency that increases with time.

TS Gold - SEL, Physical, Language

Table 1: Social-Emotional by Program

Program	Percent of Students Below Standard	Percent of Students Meeting Standard	Percent of Students Exceeding Standard
ST ANTHONY COMM SERV	17%	76%	7%

Table 2: Physical by Program

Program	Percent of Students Below Standard	Percent of Students Meeting Standard	Percent of Students Exceeding Standard
ST ANTHONY COMM SERV		93%	8%

Table 3: Language by Program

Program Name	Percent of Students Below Standard	Percent of Students Meeting Standard	Percent of Students Exceeding Standard
ST ANTHONY COMM SERV	32%	66%	2%

TS Gold - Cognitive, Literacy, Math

Table 5: Cognitive by Program

Program Name	Percent of Students Below Standard	Percent of Students Meeting Standard	Percent of Students Exceeding Standard
ST ANTHONY COMM SERV		93%	7%

Table 6: Literacy by Program

Program Name	Percent of Students Below Standard	Percent of Students Meeting Standard	Percent of Students Exceeding Standard
ST ANTHONY COMM SERV	21%	68%	11%

Table 8: Mathematics by Program

Program Name	Percent of Students Below Standard	Percent of Students Meeting Standard	Percent of Students Exceeding Standard
ST ANTHONY COMM SERV	21%	72%	7%

Secondary Students: Grades 6-12
Panorama Data

Panorama Data: Student Self Assessment

SANB schools utilize Panorama data to better understand student experiences (socially, emotionally, and academically), instructional planning, along with student performance.

Students in grades 6-12 are asked to take Panorama surveys three times a year, similar to FASTBridge math and reading assessments.

Student Panorama data triangulates with other data sources: FASTBridge, learning walks, and principal weekly observations.

Student report low levels of engagement and learning transfer.

6-12 Panorama: Positive student reported data

Topic	Percent Favorable	Compared to others nationally	Change since SANB 2024 Fall
Supportive Relationships	84%	60th–79th percentile	0
Self-Management	74%	60th–79th percentile	▼ 4
Classroom Effort	64%	20th–39th percentile	▼ 6 Explore
Social Awareness	60%	20th–39th percentile	▲ 1 Greatest increase
Perseverance	58%	20th–39th percentile	▼ 3
Positive Feelings	56%	40th–59th percentile	▼ 4

6-12 Panorama: Engagement with school

Topic	Percent Favorable	Compared to others nationally	Change since SANB 2024 Fall
School Rigorous Expectations	58%	0th–19th percentile	▼ 2
School Teacher-Student Relationships	48%	0th–19th percentile	▼ 2
School Belonging	47%	20th–39th percentile	▼ 3
School Engagement	26%	0th–19th percentile	▼ 3

Areas of Improvement:

Students are reporting less than positive feelings regarding their ***engagement*** in school directed experiences.

These scores went down from the Fall assessment.

6-12 Panorama: Academic Engagement

QUESTION		
How much do your teachers encourage you to do your best?	65 % responded favorably	0 from SANB 2024 Fall
How often do your teachers ask you to explain your answers?	61 % responded favorably	▼ 4 from SANB 2024 Fall
How often do your teachers take time to make sure you understand your schoolwork?	51 % responded favorably	▼ 1 from SANB 2024 Fall
How high are your teachers' expectations of you?	53 % responded favorably	▲ 1 from SANB 2024 Fall
When you feel like giving up, how likely is it that your teachers will ask you to keep trying?	62 % responded favorably	▼ 4 from SANB 2024 Fall

Notes:

Students indicate a desire for increased rigor and relevance in their classroom experiences.

Student Discipline and Student Attendance

Student Discipline by Building

A	B	C	D	E	F	G
BUILDING	ACTIONS			SKYWARD ENTRY DATES		Total Referrals
	Admin. Dis.	ISS	OSS	1st Referral	Most Recent Referral	
WP	1	12	0	10/2/2024	3/13/2025	28
SAMS	5	34	9	9/12/2024	3/20/2025	292
SAVHS	4	0	19	9/10/2024	3/18/2025	76

Admin. Dis = Administrative Dismissal (student removed from school for a day or less).
ISS = In School Suspension
OSS = Out of School Suspension (student removed from school for more than a day).
Total Referrals = Office Visit

Restrictive Procedures:

What is Restrictive Procedures: means the use of physical holding or seclusion of children in an emergency in Minnesota schools. “Emergency” means a situation where immediate intervention is needed to protect a child or other individual from physical injury. Restrictive procedures must not be used to punish or otherwise discipline a child. Minnesota Statutes, section 125A.0941 and 125A.0942 govern the use of restrictive procedures. Only staff trained in Crisis Prevention Institute (CPI) can provide a restrictive procedure.

Number of Restrictive Procedures	Students Receiving Special Education	General Education Students
2	2	0

Student Attendance by Building

Percentage of Average Attendance - start of the school year

	All	White	Students of Color	Male	Female
WP	94	94	92	94	93
SAMS	93	93	93	93	93
SAVHS	91	87	86	87	86

	NonELL	ELL	NonF/RL	F/RL	NonSPED	SPED
WP	94	94	95	91	94	91
SAMS	93	93	93	92	93	90
SAVHS	87	87	87	85	87	83

Questions?

Memorandum

To: St. Anthony New Brighton School Board

From: Superintendent Corneille

Date: April 1, 2025

Subject: Winter Data Report and Goals Update

This memo provides a summary of the winter data report and outlines the district's progress in implementing instructional improvements. It addresses both adult work (professional development and implementation) and student learning outcomes.

Shared Values and Desires to Do Good Work *Together* for Students: Union/Admin:

Superintendent Griffin's (North Carolina) quote, "Please note that, in order to do this work, it's like turning the course of an aircraft carrier — you have to do it very, very slowly," said Superintendent Griffin. "We know there has to be change. We know our students are coming to us differently. But in the classroom, we can't just make that change overnight. But shame on us if we don't at least start having that conversation," encapsulates the understanding that meaningful and lasting change within a school system is a gradual process. This deliberate approach aligns with the district's shared values, which emphasize a "growth mindset environment" for **all** school employees. It acknowledges that developing practice and implementing new instructional models requires time, support, and ongoing professional development, as evidenced by the various training sessions and coaching opportunities provided to staff . Furthermore, the emphasis on data analysis and multiple perspectives reflects the value placed on informed decision-making and continuous improvement. This methodical approach, grounded in the belief that in"all students deserve a high-quality education" and recognizing the "equal value and worth of each and every person," seeks to foster a "caring and professional community" where collaboration drives positive change in student learning and achievement. This meaningful and important work must be accomplished in **partnership**.

Key Findings:

- **Student Learning:**
  - There is a trend of stagnation and regression in both FastBridge reading and math scores across the district.
  - Significant disparities in student growth and proficiency exist across demographic categories.
  - White students consistently score higher than other demographic groups.
  - Multilingual learners and students receiving special education services show a higher percentage of students in the 1st-19th percentile range.
  - Specifically in reading, earlyReading assessments show an 8-point decrease in students above the 50th percentile, while aReading shows stagnation.
  - Math scores also indicate stagnation.

- **Adult Work:**
  - The district has focused on providing professional development opportunities for staff, including mini-sessions and coaching.
  - Professional development topics have included SAVVAS curriculum implementation, effective instruction strategies, and data analysis.
  - Coaching opportunities were provided, focusing on areas like World Savvy. However, there are inconsistencies in planning and implementation.
  - Observations by secondary principals indicate varying levels of implementation of effective instruction strategies.
    - For example, a combined 142 classroom observations were conducted by the high school and middle school principal.
    - A visible academic standard was observed in 44% of classrooms.
    - Learning progressions were observed in 61% of classrooms.
    - A majority of observed student engagement was at the surface and procedural levels.
  - There is inconsistent implementation of the SAVVAS literacy curriculum, with teachers using varied materials and resources.

Student Experience:

- Panorama data indicates that secondary students (grades 6-12) report low levels of engagement and learning transfer.

- Students express a desire for increased rigor and relevance in their classroom experiences.

Areas of Focus and Next Steps:

- The district's goals for student success include academic skills, student wellness, and positive contribution to the community.
- The district has established specific academic goals, including targets for increased proficiency in MCA reading and math, and ACT scores.
- To improve student outcomes, the district will focus on:
    - Supporting educators in data analysis and effective instructional practices.
    - Ensuring consistent implementation of the SAVVAS curriculum.
    - Using data to inform instruction and optimize learning time.
- The district is also focusing on early childhood development through TS Gold assessments.
- Student wellness is being addressed through Panorama data and efforts to improve student engagement.
- The district aims to increase student contributions to the community through service hours and inclusive participation in activities and clubs.

One positive case study by the Third Grade team at WIlshire Park. The 3rd-grade team provides an exemplary effective instruction model of how collaborative practices and data-driven decision-making can transform student learning. This team engaged in a sustained collaborative effort, utilizing a data review protocol that incorporated IXL diagnostic math data, unit assessments, and FastBridge aMath scores. Through this collaborative approach, teachers worked together to analyze student data, identify individual learning needs, and strategically plan Tier 1 interventions. Their process was iterative and flexible; at each meeting, the team reviewed the effectiveness of interventions, using data to inform adjustments and determine next steps. Furthermore, the team leveraged diagnostic tools to pinpoint student proficiency, allowing them to differentiate instruction and optimize learning time by focusing on specific areas of need. By working collaboratively and systematically using data to drive flexible effective instruction practices, this 3rd-grade team demonstrated a powerful approach to meeting the diverse learning needs of their students. These efforts allowed for an increase in student proficiency in aMath from 65% proficient in the Fall to 76% proficient in the WInter assessment.

School Board Goals - Success Metrics - Academic Excellence

aMath

Grade	Fall Benchmark	Winter Benchmark	Spring Benchmark	%Some Risk	%High Risk
2nd	69%	76%		15%	9%
3rd	65%	76%		8%	16%
4th	66%	76%		22%	6%
5th	71%	76%		20%	8%

% Proficient FastBridge Benchmark

aMath

Grade	Fall Benchmark	Winter	Spring benchmark	White	American Indian	Asian	Multi-racial	Black	Hispanic	SPED	Female	Male	EL
2nd	69%	76%		83%		57%	73.00%	58%	50%	33%	71%	80%	42%
3rd	65%	76%		79%		73%	88%	62.00%	70%	50%	71%	81%	53%
4th	66%	76%		83%		43%	63%	54%	36%	50%	65%	78%	39%
5th	71%	76%		83%		83%	75%	22%	17%	42%	64%	80%	59%

aReading

Grade	Fall Benchmark	Winter Benchmark	Spring Benchmark	%Some Risk	%High Risk
2nd	62%	75%		13%	13%
3rd	66%	69%		16%	15%
4th	68%	59%		23%	18%
5th	74%	67%		20%	13%

aReading

Grade	Fall Benchmark	Winter	Spring benchmark	White	American Indian	Asian	Multi-racial	Black	Hispanic	SPED	Female	Male	EL
2nd	62%	75%		81%		57%	90%	50%	50%	27%	71%	78%	42%
3rd	66%	69%		75%		64%	88%	50%	40%	38%	74%	65%	20%
4th	68%	59%		70%		28%	56%	50%	27%	33%	62%	56%	33%
5th	74%	67%		81%		29%	75%	22%	8%	50%	69%	65%	23%

earlymath

Grade	Fall Benchmark	Winter Benchmark	Spring Benchmark	%Some Risk	%High Risk
District	83%	69%		21%	10%
kindergarten	81%	65%		25%	11%
first	77%	74%		17%	9.00%

earlymath

Grade	Fall Benchmark	Winter Benchmark	White	American Indian	Asian	Multi-racial	Black	Hispanic	SPED	Female	Male	EL
kindergarten	81%	65%	75%		50%	67%	40%	40%	82%	51%	75%	27%
first	77%	74%	87%		33%	43%	58%	25%	50%	67%	82%	27%

earlyreading

Grade	Fall Benchmark	Winter Benchmark	Spring Benchmark	%Some Risk	%High Risk
District	66%	54%		32%	13%
kindergarten	72%	57%		30%	12%
first	55%	51%		35%	14%

earlyreading

Grade	Fall Benchmark	Winter Benchmark	White	American Indian	Asian	Multi-racial	Black	Hispanic	SPED	Female	Male	EL
kindergarten	72%	57%	67%		36%	53%	47%	40%	45%	55%	59%	36%
first	55%	51%	54%		67%	29%	58%	33%	38%	49%	55%	45%

aMath

Grade	Fall Benchmark	Winter Benchmark	Spring Benchmark	%Some Risk	%High Risk
6th	75%	70%		22%	8%
7th	74%	62%		26%	12%
8th	62%	62%		29%	9%

% Proficient FastBridge Benchmark

aMath

Grade	Fall Benchmark	Winter	Spring benchmark	White	American Indian	Asian	Multi-racial	Black	Hispanic	SPED	Female	Male	EL
6th	75%	70%		78%		71%	77%	40%	29%	25%	67%	74%	43%
7th	74%	62%		72%		70%	50%	50%	40%	33%	61%	63%	23%
8th	62%	62%		72%		83%	54%	24%	38%	19%	63%	62%	41%

aReading

Grade	Fall Benchmark	Winter Benchmark	Spring Benchmark	%Some Risk	%High Risk
6th	75%	71%		19%	11%
7th	74%	67%		15%	18%
8th	62%	73%		18%	9%

aReading

Grade	Fall Benchmark	Winter	Spring benchmark	White	American Indian	Asian	Multi-racial	Black	Hispanic	SPED	Female	Male	EL
6th	72%	71%		75%		71%	77%	53%	29%	20%	71%	70%	29%
7th	70%	67%		76%		60%	42%	63%	56%	46%	73%	61%	36%
8th	70%	73%		84%		83%	69%	35%	38%	38%	76%	70%	41%

aMath

Grade	Fall Benchmark	Winter Benchmark	Spring Benchmark	%Some Risk	%High Risk
9th	59.80%	64.00%		26%	11%
10th	50%	49%		38%	14%

% Proficient FastBridge Benchmark

aMath

Grade	Fall Benchmark	Winter	Spring benchmark	White	American Indian	Asian	Multi-racial	Black	Hispanic	SPED	Female	Male	EL
9th	59.80%	64%		75%		67%	75%	54%	32%	29%	61%	66%	14%

10th	50%	49%		58%		75%	18%	27%	55%	13%	40%	55%	18%

aReading

Grade	Fall Benchmark	Winter Benchmark	Spring Benchmark	%Some Risk	%High Risk
9th	73%	75%		13%	13%
10th	69%	66%		22%	12%

aReading

Grade	Fall Benchmark	Winter	Spring benchmark	White	American Indian	Asian	Multi-racial	Black	Hispanic	SPED	Female	Male	EL
9th	73%	75%		85%		71%	88%	68%	43%	44%	76%	73%	25%
10th	69%	66%		76%		80%	64%	46%	37%	20%	63%	69%	23%

Memorandum

To: St. Anthony New Brighton School Board

From: Superintendent Corneille and Executive Director Fagerland

Date: April 1, 2025

Subject: Budget assumptions, budget unknowns, and possible reductions to the General Fund.

As the ISD282 School Board is aware, the foundation of the school district budget begins with projected student enrollment (Feb. 28, 2025 school board meeting). Accurate enrollment figures are crucial, as they directly influence the allocation of state funding and other resources. With the board approved enrollment projections in place, the district can then develop a budget that addresses the various needs of our students and schools. It's important to note that even with the successful operating levy passed in 2023, ISD282 faced projected budget deficits. Long-term financial planning, projecting over a ten-year period, indicated that with a static levy and state funding, rising costs associated with staff salaries, benefits, and supplies would lead to fiscal challenges by the 2025-26 school year. Furthermore, the State of Minnesota is confronted with a general state deficit, the federal government has indicated potential reductions in federal funding, and Independent School District 282 awaits notification regarding the acceptance of its Alternative Delivery of Specialized Instructional Services (ADSIS) application.

In anticipation of these projected deficits and to ensure responsible fiscal management, the school board directed Superintendent Corneille to identify areas for expenditure reduction within the general fund. A key directive in this process was to minimize any impact on Component 1 of the ISD282 Budget Model. This means the district prioritized finding cost-saving measures that would not directly affect classroom resources or student instruction. This approach reflects the district's commitment to financial sustainability while safeguarding the core educational experiences of our students.

Assumptions: 2025-2026 Budget. Below are the assumptions presented to the board at the March 18 school board work session.

Revenues:

- **Student Enrollment**: We are projecting 1,898 students for the district's enrollment which includes 10 ECSE and 1,888 K-12. We are also projecting a negative adjustment of 58 ADM due to students participating in the Post Secondary Enrollment Options program. As a result, 1,840 ADM will be used for the 2025-26 budget.

Grade Level	Oct 1, 2024 Enrollment	2025-26 Enrollment Target	2025-26 Enrollment Budget
K-5	690	710	671
6-8	441	450	442
9-12	761	800	775
ECSE	11	_	10
PSEO Adj	-45	-58	-58
Total	**1,858**	**1,902**	**1,840**

- **General Education Basic Funding:** The basic general education formula is projected to increase by 2.74% from $7,281 to $7,480.50 per Adjusted Pupil Unit (APU). Pupil units are calculated using a weighting factor of 1.0 for kindergarten to grade 6 and 1.2 for grades 7-12. The estimated basic general education revenue for 2025-26 is **$15,278,172** ($7,480.50 x 2,042.40 APU).

- **Special Education Aid:** The district special education aid is estimated to be $2.9 million and the district cross subsidy aid for Special Education is estimated at $935k. Total estimated special education aid is $3.8 million and around $865k is for transportation.

- **Operating Referendum Levy:** The operating referendum levy remains at $2,543.86 per APU. The estimated revenue from the operating referendum levy is **$5,743,810.**

- **Capital Projects Referendum Levy:** The approved capital projects referendum levy revenue for 2025-26 is **$1,031,760**. This revenue will be spent on technology and curriculum needs.

- **Professional Development:** The district will continue to set aside 2% of the basic general education state revenue for staff development. This amounts to approximately **$305,000** for 2025-26.

- **Achievement and Integration Program:** This is the 2nd year of the two-year A&I plan that was approved by MDE for 2024-26. A budget of **$303,000** will be submitted to MDE.

- **Federal Grants:** The district will continue to receive ESEA (Title I, II, III and IV) and Federal Special Education Grants in 2025-26.

- **ADSIS:** The district will submit a new ADSIS plan and budget to MDE for approval. The estimated budget for 2025-26 is **$651,069** which includes an increase for instructional materials and an overall 1.60 teacher FTE increase (1 FTE at SAVHS and .60 FTE at SAMS).

Expenditures:

- **Staffing:** Administration would like to increase staffing by 3.60 FTEs
  - Student Information Systems/MARS Coordinator - .50 FTE
  - SAVHS ADSIS Teacher – 1.0 FTE
  - SAMS ADSIS Teacher - .60 FTE
  - SAVHS EL Teacher - .50 FTE
  - WP Special Ed Teacher – 1.0 FTE
- **Salaries:** Employee salaries will be budgeted to reflect the bargaining unit contracts that are settled. Salaries for open contracts will be budgeted based on the parameters set by the School Board.
- **Health Insurance:** The district's portion of health insurance premiums is expected to increase by 5% in 2025-26.
- **Purchased services:** purchased services contracts will be budgeted based on negotiated contracts and any open contracts will be budgeted to increase by 3%.
- **Utilities:** Utilities such as gas/fuel, electricity and water will be increased by 6% in the budget.
- **Supplies:** Supplies will be budgeted to increase by 2.5%.

The state legislature's budget deliberations may remain incomplete, presenting potential budgetary uncertainties. In conjunction with federal regulatory shifts and ADSIS, several unknown factors could significantly influence the 2025-2026 school district budget.

Unknowns:

- **Special Education Transportation:** Governor's budget indicates a move from 100% reimbursement to 95%. 2023-2024 ISD 282 was reimbursed $788,917 (reimbursement always comes the following school year). So far, from July - Jan 2024-2025 was $543,000. Using $1,000, 000 as an estimated budget, with the governor's budget, ISD282 would lose **$50,000**
- **Federal Changes:** Title and Federal SPED would equate to a reduction of 2.74% of our total budget - estimation: **$795,000**.
- **QComp Budget:** Currently the district receives $478,000 in QComp funds from the state. Of the **$478,000**, $295,000 goes directly to teachers as part of their salary (if

they accomplish the goals associated with QComp). In the Governor's budget - he is proposing an end to QComp.

- **ADSIS**: If ISD282 would not receive ADSIS funding, the district could consider funding one year of ADSIS programing, this would cost the district **$278,000**.

- **Compensatory Changes**: If the governor's budget passes, it would cost ISD282 **$123,000**.

- **Contract Approvals**: Every two years the district negotiates with each of the collected bargaining units. The percent increase in these contracts will impact the general fund. The teacher unit could begin negotiations in Summer 2025.

In accordance with the School Board's directive to the Superintendent, which seeks to reduce the general fund budget and address potential fiscal challenges, the following options are presented for Board consideration. These options exclude Component 1 (classroom) and allow for either a comprehensive reduction across all areas or a selective implementation of specific measures. The options below are funded by the general fund - without any braiding of funding sources. The District Administration recommends a reduction of **$350,000**. Given the uncertainties facing the ISD282 board, including the Governor's budget proposal, the pending passage of the state budget by the Minnesota Legislature, federal funds, the ADSIS program, and the already determined deficit, such a reduction is deemed necessary.

Potential General Fund Decreases:

Program Area	Reduction	Component
District Office	$195,000	Component 4
World Savvy (one year)	$264,000	Component 4
Know the Truth and School Based Mental Health	$49,500	Component 3
Increase Fees Athletics and Activities	$9,800	Component 3
Reduce Executive Assistant Business Office Assistant	$40,000	Component 4
Reduce CESO SIS Hours	$33,500	Component 4
No increase in Supplies	$6,250	Component 4
TOTAL	**$598,050**	

Below is a reminder to the school board regarding the ISD282 Budget Model. Each component provides a specific and important aspect of providing a well-rounded education for students in ISD282. This model was presented to the school board at the March 1st board meeting.

Component 1: Building Staffing Allocations:

- This component represents the majority of school district funding. The first step in creating these allocations comes from the school board's approval of grade level budget enrollment targets. Building Staffing Allocations are then determined by district administration, and each building is required to operate within these allocations and established frameworks. This component funds 100% of the general education program (e.g., classroom teachers, principals). While the district determines the allocation and funding levels, principals are responsible for staff recruitment and placement. Alternative terms for the Building Staffing Allocations component include: Base and Tier 1 programming.

Component 2: Planned Program Staffing:

- Allocations within this component are program-specific. The district and program managers collaboratively determine the allocation type and staffing requirements for each program. These allocations support specialized educational programs (e.g., ADSIS, A&I). This staffing is supplemental to the general education program and cannot replace general education staffing as many of the funds are restricted. Alternative terms for the Planned Program Staffing component include: Tier 2, Tier 3, specialized, and specific programming.

Component 3: Ancillary Programs:

- Allocations in this component are designated for programs outside of the K-12 classroom setting. Staffing allocations for Ancillary Programs are determined based on prior Schedule C and current Schedule D criteria. These programs encompass student programs such as PSEO and CIS. Funding for these programs often involves a combination of fees and general fund cross-subsidies. Alternative terms for the Ancillary Program component include: Co-curricular and enrichment programs.

Component 4: District-Wide Services:

- These allocations are based on district infrastructure and staff support needs. This component encompasses both staffing and funding. These services support Required Building Staff, Planned Programs Staff, and Ancillary Programs. Alternative terms for District-Wide Services include: operations, support services, and contract

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

~~MSBA/MASA Model Policy 205~~
Orig. 1995 Rev. 2017, 2019
March 5, 2019
April, 2025
Legal

205 OPEN MEETINGS AND CLOSED MEETINGS

~~[Note: The provisions of this policy accurately reflect Minnesota's Open Meeting Law statutes and are not discretionary in nature.]~~

I. PURPOSE

A. The school board embraces ~~the philosophy of openness~~accountability and transparency in the conduct of its business, in the belief that openness produces better programs, more ~~efficiency in~~efficient administration of programs, and an organization more responsive to public interest and less susceptible to private interest. The school board shall conduct its business under a presumption of openness. At the same time, the school board recognizes and respects the privacy rights of individuals as provided by law. The school board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the school board.

B. The purpose of this policy is to provide guidelines to assure the rights of the public to be present at school board meetings, while also protecting ~~the~~an individual's rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

II. GENERAL STATEMENT OF POLICY

A. Except as otherwise expressly provided by statute, all meetings of the school board, including executive sessions, shall be open to the public.

B. Meetings shall be closed only when expressly authorized by law.

III. DEFINITION

"Meeting" means a gathering of at least a quorum ~~or more members of the~~of school board~~,~~ members or quorum of a committee or subcommittee of school board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the school board. The term does not include a chance or social gathering or the use of social media by members of a public body so long as the social media use is limited to exchanges with all members of the general public. For purposes of the Open Meeting

Law, social media does not include e-mail.

IV. PROCEDURES

A. Meetings

1. Regular Meetings

A schedule of the regular meetings of the school board shall be kept on file at ~~its primary offices.~~ the school district office. If the school board decides to hold a regular meeting at a time or place different from the time or place stated in its regular meeting schedule, it shall give the same notice of the meeting as for a special meeting.

2. Special Meetings

a. For a special meeting, the school board shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the school district or on the door of the school board's usual meeting room if there is no principal bulletin board. The school board's actions at the special meeting are limited to those topics included in the notice.

b. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings. This notice shall be posted and mailed or delivered at least three days before the date of the meeting.

c. As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the school board may publish the notice once, at least three days before the meeting, in the official newspaper of the school district or, if none, in a qualified newspaper of general circulation within the area of the school district.

d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the school board is required to send notice to that person only concerning those particular subjects.

e. The school board will establish an expiration date on requests for notice of special meetings and require refiling once each year. Not more than sixty (60) days before the expiration date of request for notice, the school board shall send notice of the refiling requirement to each person who filed during the preceding year.

3. Emergency Meetings

a. An emergency meeting is a special meeting called because of circumstances that, in the school board's judgment ~~of the school board~~, require immediate consideration.

~~*[Note: While the statute leaves the question to the board of whether the circumstances require immediate consideration at an emergency meeting, advisory opinions of the Minnesota Commissioner of Administration would limit such meetings to responding to natural disasters or health epidemics caused by an event such as an accident or terrorist attack.]*~~

b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.

c. The school board shall make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news medium's telephone number.

d. Notice of the emergency meeting shall be given by telephone or any other method used to notify the members of the school board.

e. Notice shall be provided to each news medium which has filed a written request for notice as soon as reasonably practicable after notice has been given to the school board members.

f. Notice shall include the subject of the meeting.

g. Posted or published notice of an emergency meeting shall not be required.

h. The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a special meeting that is an emergency meeting.

4. Recessed or Continued Meetings

If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.

5. Closed Meetings

The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

6. Actual Notice

If a person receives actual notice of a meeting of the school board at least twenty-four (24) hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of notice.

~~Health~~7. Meetings during Pandemic or ~~Declared~~Chapter 12 Emergency

In the event of a health pandemic or an emergency declared under Minn. Stat. Ch. 12, a meeting may be conducted by telephone or ~~other electronic means~~interactive technology in compliance with Minn. Stat. § 13D.021.

8. Meetings ~~Conducted~~ by Interactive Technology

A meeting may be conducted by interactive technology, Zoom, Skype, or other similar electronic means in compliance with Minn. Stat. § 13D.02.

B. Votes

The votes of school board members shall be recorded in a journal or minutes kept for that purpose~~, and the~~. The journal ~~shall~~or any minutes used to record votes of a meeting must be ~~available~~open to the public during all normal business hours at the school district's administrative offices ~~of the school district~~.

C. Written Materials

1. In any open meeting, a copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and distributed to or available to all school board members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.

2. This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.

D. Open Meetings and Data

1. Meetings may not be closed ~~merely because the~~to discuss data ~~to be discussed~~that are not public data, except as provided under Minnesota law.

2. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the school board's authority and is reasonably necessary to conduct the business or agenda item before the school board.

3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

E. Closed Meetings

1. Labor Negotiations Strategy

a. The school board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals~~.~~, conducted pursuant to Minnesota's Public Employment Labor Relations Act (PELRA)

b. The time and place of the closed meeting shall be announced at the public meeting. A written roll of school board members and all other persons present at the closed meeting shall be made available to the public after the closed meeting. The proceedings of a closed meeting to discuss negotiation strategies shall be tape recorded, and the tape recording shall be preserved for two years after the contract discussed at the meeting is signed. The recording shall be made available to the public after all labor contracts are signed by the school board for the current budget period.

2. Sessions Closed by Bureau of Mediation Services

All negotiations, mediation ~~sessions~~meetings, and hearings between the school board and its employees or their respective representatives are public meetings. ~~These~~ Mediation meetings may be closed only by the Commissioner of the Bureau of Mediation Services (BMS). The use of recording devices, stenographic records, or other recording methods is prohibited in mediation meetings closed by the BMS.

3. Preliminary Consideration of Allegations or Charges

The school board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the school board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

4. Performance Evaluations

The school board may close a meeting to evaluate the performance of an individual who is subject to its authority. The school board shall identify the individual to be evaluated prior to closing a meeting. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting. A closed meeting for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

5. Attorney-Client Privilege Meeting

A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the school board needs advice above the level of general legal advice, ~~i.e.,~~for example, regarding specific acts and their legal consequences. A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the matter to be discussed at the closed meeting, subject to relevant privacy and confidentiality considerations under state and federal law. The law does not require that such a meeting be recorded.

6. Dismissal Hearing

a. A hearing on ~~the~~ dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public.

b. A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent, or guardian requests an open hearing.

c. To the extent a teacher or student dismissal hearing is held before the school board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

7. Coaches; Opportunity to Respond

a. If the school board has declined to renew the coaching contract of a licensed or nonlicensed head varsity coach, it must notify the coach within fourteen (14) days of that decision.

b. If the coach requests the reasons for the nonrenewal, the school board must give the coach ~~the~~its reasons in writing within ten (10) days of receiving the request. The existence of parent complaints must not be the sole reason for the school board not to renew a coaching contract.

c. On the request of the coach, the school board must provide the coach with a reasonable opportunity to respond to the reasons at a school board meeting.

d. The meeting may be open or closed at the election of the coach unless the meeting is closed as required by Minn. Stat. § 13D.05, Subd. 2, to discuss educational or certain other nonpublic data.

e. A meeting closed ~~meeting~~for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

8. Meetings to Discuss Certain Not Public Data

a. Any portion of a meeting must be closed if the following types of data are discussed:

(1) data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults;

(2) active investigative data collected or created by a law enforcement agency;

(3) educational data, health data, medical data, welfare data, or mental health data that are not public data; or

(4) an individual's personal medical records.

b. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

9. Purchase and Sale of Property

a. The school board may close a meeting:

(1) to determine the asking price for real or personal property to

be sold by the school district;

(2) to review confidential or nonpublic appraisal data; and

(3) to develop or consider offers or counteroffers for the purchase or sale of real or personal property.

b. Before closing the meeting, the school board must identify on the record the particular real or personal property that is the subject of the closed meeting.

c. The closed meeting must be tape recorded at the expense of the school district. The tape must be preserved for eight years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the tape. A list of school board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.

d. An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the school board at an open meeting. The actual purchase or sale must be approved at an open meeting and the purchase price or sale price is public data.

10. Security Matters

a. The school board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.

b. Financial issues related to security matters must be discussed and all related financial decisions must be made at an open meeting.

c. Before closing a meeting, the school board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.

d. The closed meeting must be tape recorded at the expense of the school district and the recording must be preserved for at least four years.

11. Other Meetings

Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

F. Procedures for Closing a Meeting

The school board shall provide notice of a closed meeting just as for an open meeting. A school board meeting may be closed only after a majority vote at a public meeting. Before closing a meeting, the school board shall state on the record the specific authority permitting the meeting to be closed and shall describe the subject to be discussed.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 121A.47, Subd. ~~5 (Student Dismissal Hearing)~~5 (Exclusion and Expulsion Procedures))
Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)
Minn. Stat. § 179A.14, Subd. 3 (Labor Negotiations)
Minn. Rules Part 5510.2810 (Bureau of Mediation Services)
Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainerd Daily Dispatch v. Dehen, 693 N.W.2d 435 (Minn. App. 2005)
The Free Press v. County of Blue Earth, 677 N.W.2d 471 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 729 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App. 1993)
Minnesota Daily v. University of Minnesota, 432 N.W.2d 189 (Minn. App. 1988)
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn. 1983)
Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied*. (Minn. 1993)
Dept. of Admin. Advisory Op. No. ~~13-009 (March~~21-003 (April 19, ~~2013)~~ 2021)
Dept. of Admin. Advisory Op. No. ~~12-004 (March 8, 2012)~~ 21-002 (January 13, 2021)
Dept. of Admin. Advisory Op. No. ~~11-004 (April 18, 2011)~~ 19-012 (October 24, 2019)
Dept. of Admin. Advisory Op. No. ~~10-020 (September 23, 2010)~~ 19-008 (May 22, 2019)
Dept. of Admin. Advisory Op. No. 19-006 (April 9, 2019)
Dept. of Admin. Advisory Op. No. 18-019 (December 28, 2018)

Dept. of Admin. Advisory Op. No. 17-005 (June 22, 2017)
Dept. of Admin. Advisory Op. No. 13-009 (March 19, 2013)
Dept. of Admin. Advisory Op. No. 12-004 (March 8, 2012)
Dept. of Admin. Advisory Op. No. 11-004 (April 18, 2011)
Dept. of Admin. Advisory Op. No. 10-020 (September 23, 2010)
Dept. of Admin. Advisory Op. No. 09-020 (September 8, 2009)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 06-027 (September 28, 2006)
Dept. of Admin. Advisory Op. No. 04-004 (February 3, 2004)

Cross References: MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 207 (Public Hearings)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
~~MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)~~
MSBA ~~ServiceManual, Chapter 13, School~~ /MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA Law Bulletin "C" (Minnesota's Open Meeting Law)

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Adopted: 2010
Revised: 2023
Revised: April 2025
Local Control/Recommended

512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

I. PURPOSE

The purpose of this policy is to protect students' rights to free speech in production of ~~official~~ school-sponsored media ~~publications and~~ activities while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

II. GENERAL STATEMENT OF POLICY

~~A. The school district may exercise editorial control over the style and content student expression in school-sponsored publications and activities.~~

A. ~~B.~~ Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.

B. ~~C.~~ Students who believe their right to free expression has been unreasonably restricted in an official student media ~~publication~~ or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.

1. Students producing official school media ~~publications~~ and activities shall be under the supervision of a faculty advisor and the school principal. School-sponsored ~~Official publications~~ media and activities shall be subject to the guidelines set forth below.

2. School-sponsored media ~~Official school publications~~ may be distributed at reasonable times and locations.

III. DEFINITIONS

A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing materials in internal staff or student mailboxes.

~~B. "Official school publications" means school newspapers, yearbooks or material produced in communications, journalism or other writing classes as a part of the curriculum.~~

B. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

C. "Minor" means any person under the age of eighteen (18).

D. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

~~D. "Minor" means any person under the age of eighteen (18).~~

E. "School activities" means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band

concerts, school plays and other theatrical productions, and in-school lunch periods.

F. "School-sponsored media" means material that is:

1. prepared, wholly or substantially written, published, broadcast, or otherwise disseminated by a student journalist enrolled in the school district;

2. distributed or generally made available to students in the school; and

3. prepared by a student journalist under the supervision of a student media adviser.

School-sponsored media does not include material prepared solely for distribution or transmission in the classroom in which the material is produced, or a yearbook.

G. "Student journalist" means a school district student in grades 6 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares information for dissemination in school-sponsored media.

H. "Student media adviser" means a qualified teacher, as defined in Minnesota Statutes, section 122A.16, that the school district employs, appoints, or designates to supervise student journalists or provide instruction relating to school-sponsored media.

~~E.~~

~~"Material and substantial disruption" of a normal school activity means:~~

~~1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.~~

~~2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, or conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.~~

~~In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.~~

~~F. "School activities" means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education~~

~~classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in school lunch periods.~~

~~G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.~~

IV. GUIDELINES

A. Except as provided in paragraph B below, a student journalist has the right to exercise freedom of speech and freedom of the press in school-sponsored media regardless of whether the school-sponsored media receives financial support from the school or district, uses school equipment or facilities in its production, or is produced as part of a class or course in which the student journalist is enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent with paragraph B below, a student journalist has the right to determine the news, opinion, feature, and advertising content of school-sponsored media. The school district must not discipline a student journalist for exercising rights or freedoms under this paragraph or the First Amendment of the United States Constitution.

B. Student e~~E~~xpression in a~~n~~ ~~official~~ school-sponsored media~~publication~~ a yearbook, or school-sponsored activity is prohibited when the material:

1. is obscene to minors;

2. is defamatory;

3. is profane, harassing, threatening, or intimidating;~~is libelous or slanderous~~;

~~3. advertises or promotes any product or service not permitted for minors by law;~~

4. constitutes an unwarranted invasion of privacy; ~~encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;~~

5. violates federal or state law; ~~expresses or advocates sexual, racial or religious harassment or violence or prejudice;~~

6. causes a material and substantial disruption of school activities;

7. ~~is distributed or displayed in violation of time, place and manner regulations.~~ is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;

8. advertises or promotes any product or service not permitted for minors by

law;

9. advocates sexual, racial, or religious harassment or violence or prejudice; or

10. is distributed or displayed in violation of time, place, and manner regulations.

C. The school district must not retaliate or take adverse employment action against a student media adviser for supporting a student journalist exercising rights or freedoms under paragraph A above or the First Amendment of the United States Constitution. ~~B~~.

D. Notwithstanding the rights or freedoms of this Article or the First Amendment of the United States Constitution, nothing in this Article inhibits a student media adviser from teaching professional standards of English and journalism to student journalists.

These professional standards may include, but are not limited to, the following:

~~Expression in an official school publication or school-sponsored activity is subject to editorial control by the school district over the style and content so long as the school district's actions are reasonably related to legitimate pedagogical concerns. These may include, but are not limited to, the following:~~

1. assuring that participants learn whatever lessons the activity is designed to teach;

2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;

3. assuring that the views of the individual speaker are not erroneously attributed to the school;

4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;

5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;

6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

E. Time, Place and Manner of Distribution

Students shall be permitted to distribute written materials at school as follows:

1. Time

   Distribution shall be limited to the hours before the school day begins, during lunch hour and after school is dismissed.

2. Place

   Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entry ways and parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

3. Manner

   No one shall induce or coerce a student or staff member to accept a student publication.

V. POSTING

The school district must adopt a student journalist policy consistent with Minnesota Statutes, section 121A.80 and post it on the district website.

Legal References: U. S. Const., amend. I

Morse v. Frederick, 551 U.S. 393 (2007)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260~~, 108 S.Ct. 562, 98 L.Ed. 2d 592~~ (1988)
Bystrom v. Fridley High School, I.S.D. No. 14, 822 F. 2d 747 (8th Cir. 1987)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (Student Bullying Policy)
Minn. Stat. § 121A.80 (Student Journalism; Student Expression)
~~*Morse v. Frederick*, ___ U.S. ___, 127 S.Ct. 2618, 168 L.Ed. 2d 290 (2007)~~

Cross References: 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 904 (Distribution of Materials on School District Property by Nonschool Persons)

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Orig. 1999
Rev. October 2023
April 2025
Mandatory -Annual

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

Commented [1]: 916 language

~~The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include~~

~~general crisis procedures and crisis specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.~~

Commented [2]: We do not share this information publicly. We do share that we have adopted the Standard Response Protocol from The I Love You Guys Foundation.

B. Elements of the District Crisis Management Policy

~~1.~~ General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. ~~Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.~~

Commented [3]: We use the I Love You Guys information, not the Comprehensive School Safety Guide (outdated)

1. All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

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a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

Commented [4]: will follow the same lock-down procedures as outlined in the Standard Response Protocols.

Commented [5R4]: 916 Language: Lockdown procedures will be used when there is a threat or hazard inside the school building. This could include a shooting, hostage incident, intruder, trespassing, disturbance, or at the discretion of the building administrator or designee. Lockdown uses classroom security to protect students and staff from a threat. Each building administrator will submit lockdown procedures for their building as part of their building specific crisis management plan.

b. Secure procedures. Secure is used when there is a threat or hazard outside of the school building. This could include violence or criminal activity in the immediate neighborhood, policy activity or a dangerous animal near the building. Secure uses the security of the physical facility to act as protection. Each building administrator will submit Secure procedures for their building as

part of their building specific crisis management plan.

c.~~b.~~ Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

d~~e~~. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

e. Hold Procedures. Hold provides a response when there is a need to control/limit traffic in the hallways to allow staff or first responders to manage a situation within the school building. Situations such as a medical emergency, escalated student in crisis, or at the discretion of the building administrator or designee. Each building administrator will submit Holdin-Place procedures as part of their building specific crisis management plan.

2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

~~[NOTE: The 2024 Minnesota legislature enacted permissive language stating that a school board "may adopt the model cardiac emergency response plan provided by" the Commissioner (as of June 4, 2024, a response plan is not yet available.]~~

3. School Emergency Response Teams

Commented [6]: 916 Language - do we want to add this in alignment with SRP

Commented [7]: 916 language: Evacuation is used when there is a need to move students and staff from one location to another. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from
harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency
situation. Building plans should include specific evacuation procedures for individuals with special needs including those with limited mobility
(wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

Commented [8]: 916 language: Shelter is called when the need for personal protection is necessary. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change depending on the specific emergency. Each building administrator will submit sheltering procedures as part of their building specific crisis management plan.

Commented [9]: In alignment with SRP - not included in MSBA policy

Commented [10]: CERP will kept in the Health Office as a procedure instead of in the policy.

a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis

management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

Commented [11]: We do not have to specify a specific distance if we don't want to

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.

3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.

4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.

5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes section 299F.30. See Minnesota Statutes, section 121A.035.

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.

8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building

engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff

and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.

2. Designate specific rooms as private counseling areas.

3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.

4. Prohibit media from interviewing or questioning students or staff.

5. Provide follow-up services to students and staff who receive counseling.

6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.

2. Fiscal recovery.

3. Academic recovery.

4. Social/emotional recovery.

~~*[Note: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]*~~

IV. ACTIVE SHOOTER DRILL

Commented [12]: We do NOT active shooter drills. Intermediate District 916 completely removed this from their policy.

Commented [13R12]: Keep in with a note for the board to discuss.

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.

3. "Evidence-based" means a program or practice that demonstrates any of the following:

   a. a statistically significant effect on relevant outcomes based on any of the following:

      i. strong evidence from one or more well designed and well implemented experimental studies;

      ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

      iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or

   b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;

2 developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. culturally aware;

4. trauma-informed; and

5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.

3. The Commissioner ~~of the Minnesota Department of Education~~ must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to

opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:

   a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;

   b. the importance of taking threats seriously and seeking help; and

   c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.

3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:

   a. student opportunities for leadership related to prevention and safety;

   b. encouragement and support to students in establishing clubs and programs focused on safety; and

   c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and

2. the effect of active shooter drills on the mental health and wellness of students and staff.

Commented [14]: 916 added this: SCHOOL SAFETY DRILLS
To increase emergency preparedness each year, the school district will conduct at least five Lockdown drills, five school fire drills (Evacuation), and one Tornado drill (Shelter) at each school consistent with Minnesota Statutes 121A.35. Records of the date and time of each drill shall be maintained by an administrator at each site.

~~IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY~~

~~Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the *Comprehensive School Safety Guide* (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.~~

~~A. Fire~~

~~B. Hazardous Materials~~

~~C. Severe Weather: Tornado/Severe Thunderstorm/Flooding~~

~~D. Medical Emergency~~

~~E. Fight/Disturbance~~

~~F. Assault~~

~~G. Intruder~~

~~H. Weapons~~

~~I. Shooting~~

~~J. Hostage~~

~~K. Bomb Threat~~

~~L. Chemical or Biological Threat~~

~~M. Checklist for Telephone Threats~~

~~N. Demonstration~~

~~O. Suicide~~

~~P. Lock-down Procedures~~

~~Q. Shelter-In-Place Procedures~~

~~R. Evacuation/Relocation~~

~~S. Media Procedures~~

~~T. Post-Crisis Procedures~~

~~U. School Emergency Response Team~~

~~V. Emergency Phone Numbers~~

~~W. Highly Contagious Serious Illness or Pandemic Flu~~

Commented [15]: We do not attach our emergency plan to the policy for safety reasons

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

~~*[Note: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]*~~

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. ~~Student Victims of Criminal Offenses at or on School Property~~

~~The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.~~

D. ~~Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]~~

~~School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.~~

~~Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.~~

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat.§ 121A.037 (School Safety Drills)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)

Commented [16R15]: Show the procedures we HAVE in red binder - but eliminate that these procedures are attached to the policy. We need language in the policy to indicate we "have procedures" but we will not attach the procedures (for the safety of students/staff).

add 5 lock down/fire/one weather...compliant with law

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Commented [17]: We don't have another school in the district for students to transfer to.

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Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites
Comprehensive School Safety Guide
Minnesota School Safety Center - Resources (mn.gov)