

Tuesday, March 18, 2025

**Media Center
3303 33rd Ave NE
Door 16
St. Anthony, MN.
6:00 PM Work Session**

WORK SESSION

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

Call to order Work Session School Board Meeting
Ben Phillip, School Board Chair

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

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

Minutes from March 11, 2025 Professional Development Board Meeting (2 minutes)
Ben Phillip, School Board Chair

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

Guests: Kiwanis (30 minutes)

K-Kids Advisors: Carol Dunn, Rick Dunn, Tim Leverantz; Key Club Advisors: Gayle Anttila and Kim Pave

Kiwanis is an organization with a mission to support youth around the world. Our St. Anthony Kiwanis organization is an incredible partner to ISD282. They run three student programs: K-Kids at Wilshire Park Builders Club at St. Anthony Middle School, and Key Club at St. Anthony Village High School. In each of our clubs service and leadership for youth is at the core. Tonight we will hear from our student leaders within Kiwanis groups and the ways in which they have positively contributed to our community. This agenda item is to provide the School Board with an opportunity to recognize both our students and the St. Anthony Kiwanis organization.

Communications Break (10 minutes)

Discussion - 2026-2027 School Calendar (5 min)

Mindy Webster, Director of Community Services and Communication (10 minutes)

Calendar: Every two years, stakeholders from all bargaining groups meet to discuss the school calendar for ISD282. In addition, per SAVEA master contract, the union and the school board determine the breakdown of the calendar.

teacher work days that are not student contact. Tonight the board will engage in discussion and then be to take action on the 26-27 calendar at their April 1 Regular Board Meeting.

Update Student Services Report (30 min)

Hope Fagerland, Executive Director of Academics; Viviana Chavez Garcia, EL Coordinator; Jenny Kuyke, Special Education Coordinator; Anna Randt, Family and Student Support Coordinator; Lori Watzl-King, Wellness Coordinator

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

Discussion: Second reading: Policy 405 - Veteran's Preference (2 min)

Dr. Cassandra Palmer, School Board Vice Chair

The purpose of this policy is to comply with the Minnesota Veterans Preference Act (VPA) which provides preference points for veterans applying for employment with political subdivisions, including school districts, as well as additional rights for veterans in the discharge process.

Discussion: Second reading: Policy 509 - Enrollment of Nonresident Students (2 min)

Dr. Cassandra Palmer, School Board Vice Chair

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.

Discussion: Second reading: Policy 903 - Visitors to School District Buildings and Sites (2 minutes)

Dr. Cassandra Palmer, School Board Vice Chair

The school board will review Policy 903 for the second time. This policy articulates statute regarding visitor access to school buildings and/or sites. At the last school board meeting the board also reviewed the protocols and administrative uses for visitors.

25-2026 Budget Assumptions - Discussion (30 minutes)

Dr. Renee Corneille, Superintendent and Phan Tu, Controller

Administration will discuss the initial budget assumptions report for fiscal year 2025-2026.

Facility Utilization Task Force Update (5 min)

Ben Phillip, School Board Chair

During the discussion on open enrollment at a previous Board meeting and after three years of increasing enrollment specifically at the high school, the Board is seeking a task force to study the utilization of space. This is informational only.

D 282 Updates (10 minutes)

Hope Fagerland, Executive Director of Academics

Each school board meeting, time is taken to reflect on the school district's achievements, events and stories.

students and staff. The idea of these notes is to keep the board both informed and inspired about all the amazing work our school community has done over the past two weeks.

School Board Member Updates (10 minutes)

Journal School Board Meeting
Ben Phillip, School Board Chair

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

Regular Meeting–Tuesday, March 4, 2025

MINUTES

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

Staff Present: Dr. Renee Corneille, Hope Fagerland, Dr. Troy Urdahl and Dr. Tim Anderson, staff members of ISD 282.

CALL TO ORDER REGULAR MEETING

Ben Phillip, School Board Chair called the meeting to order at 6:30 pm

APPROVAL OF AGENDA

Ben Phillip, School Board Chair

A motion was made by Dr. Cassandra Palmer and seconded by Mike Overman

Motion carried 6/0.

APPROVAL OF FEBRUARY 18, 2025 MINUTES

Ben Phillip, School Board Chair

Motion to approve the 2/18/2025 School Board Meeting minutes was made by Laura Oksnevad and seconded by Laurel Hood.

Motion carried 6/0.

CONSENT AGENDA

Ben Phillip, School Board Chair

A motion was made by Mike Overman to approve the Consent Agenda and was seconded by Dr. Cassandra Palmer.

The motion carried 6/0.

WINTER SPORTS RECOGNITION

Dr. Troy Urdahl, Amy Caldwell and Steven Rice presented the winter athletics & activities recognitions.

COMMUNICATIONS BREAK

6:45 pm communications break

Board reconvened at 6:58 pm

2025-2026 SCHOOL CALENDAR

Wendy Webster, Director of Community Services & Communications

A motion to approve the calendar was made by Laura Oksnevad and 2nd by Dr. PJ Striker

Motion carried 6/0.

POLICY 202.1 FINAL READING

Action: Policy 202.1 - ISD 282 Board Compensation. Dr. Cassandra Palmer presented the policy, Laura Oksnevad made a motion to approve, the motion was seconded by Dr. Cassandra Palmer

Motion carried 6/0.

POLICY 214 FINAL READING

Action: Policy 214 - Out of State Travel by Board Members. Dr. Cassandra Palmer, presented the policy for the final reading, Laurel Hood made a motion to approve, the motion was seconded by Mike Overman. Board travel will be added to each consent agenda moving forward.

Motion carried 6/0.

POLICY 405 FIRST READING

Discussion: First reading: Policy 405 - Veteran's Preference

We could go to a final reading, add to the consent agenda for the next meeting. If Terry Morrow agrees that we could move this to the consent agenda. To be moved, with approval as an action item at the April 1, 2025 meeting.

POLICY 509 FIRST READING

Discussion: First reading: Policy 509 - Enrollment of Nonresident Students. This is an update in alignment with the policy. Dr. Palmer will clarify the enrollment process with Terry Morrow.

FIRST READING: POLICY 903

Discussion: First reading: Policy 903 - Visitors to School District Buildings and Sites was reviewed. The Board will be looking at policies as policy is the foundation and procedures come from the policy. Policy/procedure review takes place at the fall Board meeting.

STAFFING UPDATE

Dr. Tim Anderson, Executive Director of Human Resources and Operations.

Dr. Anderson updated the Board and reviewed the governance of the April 1st staffing. Actions to be taken at the upcoming April meeting.

2025-2026 BUDGET MODEL ASSUMPTIONS

Dr. Corneille and Hope Fagerland provided an overview of the budget model.

Additional information will be presented at the next Board Meeting with an initial draft of the budget.

ISD 282 UPDATES

Hope Fagerland, Executive Director of Academics
Hope provided updates from the ISD 282.

SCHOOL BOARD MEMBER UPDATES

Board members provided an update on their recent events throughout ISD 282.

ADJOURN SCHOOL BOARD MEETING

Ben Phillip, School Board Chair
Board meeting was adjourned at 9:29 PM

March 11, 2025 at 6:00 PM

Professional Development

Tuesday, March 11, 2025

SANB Media Center

3303 33rd Avenue NE

Entry: Door #16

6:00 pm

Members Present: Chair: Ben Phillip, Laurel Hood, Laura Oksnevad., Dr. Cassandra Palmer,
Michael Overman, and Dr. PJ Striker

Staff Present: Superintendents Dr. Renee Corneille; Hope Fagerland, Executive Director of
Academics

Call to order, Professional Development Session

Ben Phillip, Board Chair - 6:03 pm meeting called to order

The School Board engaged in an Ice-Breaker activity using Artificial Intelligence

The School Board worked collaboratively on the School Board Handbook - Board Goal #1

The School Board discussed and brainstormed additional ways to engage the community - Board
Goal #4

Professional Development meeting was adjourned at 9:00 pm

Ben Phillip, Board Chair

SCHOOL BOARD CONSENT AGENDA
3/18/2025

PRESENTER(S): School Board Chair

1. Personnel

Hire(s)

Last Name	First Name	Position	School	Date Effective
Anderson	Barb	SpEd Teacher	SAMS	02.17.25
Aitchison	McKinnley	SpEd Para	SAVHS	03.11.25
Stuart Gunay	Anne	4th Grade Teacher	WP	03.17.25

Resignation(s)

Last Name	First Name	Position	School	Date Effective
Sawyer	Sally	District Admin Assistant	District Office	03.21.25
Sigglekow	Zach	Athletics & Activities Coordinator	SAVHS	03.26.25

LOA requests:

Last Name	First Name	Position	School	Date Effective
Lawson	Robert	Van Driver	Cmtly Svs	03.10.25

Board travel requests:

Last Name	First Name	Position	School	Date Effective
Palmer	Cassandra	Board Vice Chair	ISD282 School Board	COSSBA, Atlanta, GA, 3/21/25-3/23/2025
Hood	Laurel	School Board Clerk	ISD282 School Board	COSSBA, Atlanta, GA, 3/21/25-3/23/2025

c. Payment of Bills 03/05/25

01- General Fund	\$184,772.58
02- Food Service Fund	\$28,135.28
03- Transportation Fund	\$5,814.79
04- Community Service Fund	\$3,865.81
05- Capital Expenditure Fund	\$20,297.20

08- Agency Fund	\$1,500.00
09- Trust Fund	\$172.23
25- Student Activities	\$7,655.40
Total: \$	\$252,213.29

March 18, 2025

School Board Work Session

Student Recognition: **Kiwanis**

K-Kids: Advisors - *Rick and Carol Dunn, Tim Leverentz*

- Vedant Thyagarajan
- Calvin Bainbridge
- Maisie Stadem

Key Club: Advisors - *Gayle Anttila and Kim Pavelka*

- Shatrah Nampijja
- Soneti Andea
- Anna Tsukamoto
- Metok Lhazom
- Brandon Plaza

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						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September						
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October						
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November						
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29	30					

December						
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27	28	29	30	31		

January						
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24	25	26	27	28	29	30
31						

February						
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28						

March						
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28	29	30	31			

April						
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May						
Su	Mo	Tu	We	Th	Fr	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June						
Su	Mo	Tu	We	Th	Fr	Sa
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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)

Memorandum

To: ISD 282 School Board
From: Executive Director Hope Fagerland
Date: March 18, 2025
Subject: Student Services Report

This memo provides an overview of the activities, achievements, and ongoing efforts of the Student Services Department. Our work is centered on supporting the diverse needs of our students and staff through a variety of programs and initiatives. We strive to bring a unique and equity-focused lens to our service, working collaboratively to continually improve systems and support individual needs across the district. The Student Services Department will be reporting out on Wellness Supports, Family and Student Supports, Multilingual Supports, as well as Special Education Supports.

In supporting students and teachers, each building has a Student Support Team (SST) or a Student Assistance Team (SAT). These teams meet weekly to review data, interventions, and collaborate on student and teacher support. Team members include building administration, school psychologists, school counselors, the district nurse, the Family and Student Support Coordinator, a behavior specialist, and a mental health therapist, with special education staff, multilingual staff, teachers, or interventionists included as needed.

A budget update includes the following: Special Education (Component 2; 30% cross-subsidy; Sped/homeless transportation; 23-24: \$788,917; 24-25 through January: \$543k), Multilingual (Component 2; 47% reimbursed; Compensatory pays the rest), Family/Student Support (Component 2, 4; \$40k - Student Support Aid; General Fund), and Wellness (Component 1, 4; General Fund).

Wellness Supports

Lori Watzl-King is our District Wellness Coordinator, as well as one of our Licensed School Nurses. The Employee Wellness program has been focusing on several key areas, including facilitating access to flu and COVID-19 vaccinations through onsite health services, implementing a Wellness Cohort program and monthly wellness challenges to promote employee well-being, and supporting nursing mothers through the SHIPmates Grant, which is being utilized to establish a lactation room at the middle and high schools. Additionally, Lori and Anna are offering “pop-up” resilience professional development sessions. Challenges in this area include funding, encouraging participation, and fostering collaboration, with upcoming plans potentially including a Resilience Cohort and pursuing additional SHIPmates grants.

The Student Health and Wellness team is involved in data collection, contributing to the Every Student Counts initiative, conducting health screenings for students, managing infectious disease issues, providing immunizations for newcomer students, and supporting the dental clinic at Wilshire. Current challenges involve increasing PCA and Nursing MA billing for special education, navigating healthcare with families new to the country, and addressing backlogs in screenings due to early-year staffing issues.

The Wellness Committee has goals for a Community Wellness Fair (October) with Flu/Covid shot clinics, Family Engagement with a St. Anthony Puzzle Showdown collaboration (February) and Multilingual Family Night (April), and Employee Wellness.

Family and Student Supports (Social Worker)

Anna Randt, is new to our District this year and has been an exceptional addition to our Student Services team. She helps students, families, and staff as they navigate an array of additional supports. School-based mental health services aim to provide developmentally appropriate therapy within the school setting, ensuring regular access to support and crisis intervention for students. Services are provided across the district. Overall, 2 full-time therapists serve 59 students. At SAMS, 1 full-time therapist serves 24 students, with 7 on the waitlist. At WP, 1 full-time therapist serves 25 students, with 9 on the waitlist. SAMS also has 1 mental health group with 6 students. According to new legislation enacted in October 2024, secondary buildings, to the extent available, need to allow space to be used by students who wish to engage in tele mental health services.

Know the Truth is an organization we partner with that focuses on youth preventions services, peer support services, community education and awareness. Their mission is to come alongside Minnesota youth and adults facing the impact of substance use and related mental health issues, and to provide resources that educate, engage, and empower a life of recovery. SAVHS and SAMS each have 6 students involved in these services.

The SANB Community Closet provides immediate access to food, hygiene items, and other basic needs to the Saint Anthony-New Brighton community. The closet has received 4 large donations, and current efforts are focused on family outreach.

Regarding attendance, efforts are underway to create a district-wide process to monitor attendance and to develop consistent intervention strategies for students with high absenteeism. Process development varies across schools. SAVHS has weekly meetings with a solidified process, SAMS has bi-weekly meetings with a solidified process, and WP has monthly attendance check-ins with a process that is still developing.

Sources of Strength is a youth mental health promotion and suicide prevention program. Key components include peer mentors, peer-identified trusted adults, club model campaigns, and Teen Mental Health First Aid. SAVHS and SAMS are in the process of getting training scheduled. Sources of Strength. SANB schools is able to access this program through our membership in Intermediate District 916.

Multilingual

The EL/ML District Coordinator, Viviana Chavez Garcia, has been focusing on asset-based profiles, scaffolding examples, and family engagement events this school year.

Initial information on Asset-Based Profiles (ABPs) is gathered through family interviews, conducted over the phone or in person. ABPs are used in Student Support Team (SST) meetings, and staff report that the profiles help promote an asset-based mindset and facilitate a focus on students' strengths. Scaffold examples are something that teachers have expressed interest in receiving. The ML team was responsive to that and examples of scaffolds created/used by staff are documented and shared with all staff via email. An example of visual scaffolds was sent in November through the principals' communication.

Family Engagement Events include collaboration with Wellness for the Wellness Fair (October 1st), which involved translating flyers into the top 7 languages, sending translated information through ParentSquare, and attending the Wellness Fair. Partnership with Athletics and Activities for the Co-curricular Registration Meeting held on November 4th involved sending translated information through ParentSquare, talking to families with questions before the event, and attending the event to provide interpretation support. Upcoming Family Engagement Events include Multilingual Family Night on April 10th, with goals of building community and

connecting families with information and resources, a Multicultural Celebration on May 2nd, with the goal of celebrating the cultural wealth of students and families, and a Wilshire Park Multilingual Family Celebration (TBD), with the goal of building community and continuing an end-of-year tradition.

Additional focus areas for EL/ML Support include testing (WP having 300 tests, SAMS having 160 tests, and SAVHS having 220 tests), club meetings (currently once a month), ACCESS testing, Kindergarten ML, Latino Club, Bilingual Seals, Curriculum Renewal, alignment with WIDA Standards, and the Language Access Plan.

Special Education

Jenny Kuykendall is the Special Education Coordinator. The percentage of students with special needs in SANB schools continues to grow with our current child count at 15.2%. In comparison with state averages, SANB has higher percentages in the categorical areas of Autism Spectrum Disorders, Other Health Disorders, and Speech Language Impairments.

Special Education's areas of focus and progress include team data discussions, due process, and program needs. Team data discussions involve monthly meetings to increase data literacy knowledge, promote data-based decisions, and ensure accountability, in collaboration with the EI team. Due process review and training are in progress, along with training and coaching. This year training days were added for new staff during workshop week. Program needs efforts are focused on establishing a center-based ASD classroom at Wilshire, aligning curriculum with general education, co-teaching, data-based decision-making, increasing collaboration and consultation between general education and special education, increasing the number of co-taught classes, implementing standards-based IEPs, and continuing collaboration and alignment with EI. Upcoming programming includes Extended School Year (ESY) in June, a Center-Based Classroom at Wilshire in the fall, and more learning opportunities across the district related to special education in the 25-26 school year.

The department is continually evaluating its progress, challenges, and needs, considering what goals have been accomplished, what goals are still being worked toward, what roadblocks are being faced, and what support is needed to enhance Special Education.

Student Services Board Report

March 18, 2025

Student Services

Executive Director of Academics, Hope Fagerland

Wellness Coordinator: Lori Watzl-King

Family and Services Coordinator: Anna Randt

Multilingual Coordinator: Viviana Chavez-Garcia

Special Education Coordinator: Jenny Kuykendall





Student Services Purpose

We bring a unique and equity-focused lens as we serve alongside others to support the needs of individuals through the continual improvement of systems.



Supporting Students and Staff:

The role of Student Services!

Multilingual Support

504 Support

Homeless and
Highly Mobile
Support

Academic Support

Social Emotional
Support

Family Support

Special Education
Support

Wellness and Health
Support

Mental Health
Support

Supporting Students and Supporting Teachers

Each building has either a SST (Student Support Team) or a SAT (Student Assistance Team). These teams meet weekly to review data, interventions, and collaborate on student and teacher support. The following are team members:

- Building administration
- School psychologists
- School counselor
- District Nurse
- Family and Student Support Coordinator
- Behavior Specialist
- Mental Health Therapist
- As needed: Special Education, Multilingual, teachers, or interventionists

Supporting Student Success: A Step-by-Step Process



Budget Update

Special Education

Component 2

- 30% cross-subsidy
- Sped/homeless transportation
 - 23-24: \$788,917
 - 24-25 through January: \$543k

Multilingual

Component 2

- 47% reimbursed
- Compensatory pays the rest

Family/Student Support

Component 2, 4

- \$40k - Student Support Aid
- General Fund

Wellness

Component 1, 4

- General Fund





Wellness Coordinator

Lori Watzl-King

Wellness Committee

Employee Wellness

Student Health and Wellness

Wellness Committee

GOALS:

#1 Community Wellness Fair (October)

- Flu/Covid shot clinics

#2 Family Engagement

- St. Anthony Puzzle Showdown collaboration (Feb)
- Multilingual Family Night (April)

#3 Employee Wellness (see next slide)



Employee Wellness



Working on:

Flu and Covid shots onsite

Wellness Cohort

Monthly Wellness Challenges

SHIPmates Grant (Lactation Room MS/HS)

Pop-up Resilience PD

Challenges:

Funding

Participation

Collaboration

Upcoming:

Resilience Cohort?

Additional SHIPmates grant?



Student Health and Wellness

Working on:

Data collection

Every Student Counts (National data)

Screenings

Infectious diseases (busy Fall and Winter)

Immunizations for newcomer students

Dental clinic: Wilshire

Challenges:

Increasing PCA & Nursing MA billing for Special Education (time consuming)

Navigating healthcare with new to country families

Catching up from early year staffing issues (screenings)



District Family & Student Support Coordinator

Anna Randt

- School based mental health
- Know the Truth
- SANB Community Closet
- Attendance
- Sources of Strength



School Based Mental Health

Purpose: provide developmentally-targeted therapy in a school setting where students have the greatest opportunity to regularly access the help they need and receive support when in crisis.



Students Served



Overall

2 Full-time Therapists
59 students



WP

1 Full-time Therapist
25 students
9 on waitlist



SAMS

1 Mental Health Group
6 students



SAMS

1 Full-time Therapist
24 students
7 on waitlist

Know the Truth



Our mission is to come alongside Minnesota youth and adults facing the impact of substance use and related mental health issues, and to provide resources that educate, engage, and empower a life of recovery.



**Youth
Prevention
Services**

**Peer
Support
Services**

**Community
Education
and
Awareness**

SAVHS: 6 students
SAMS: 6 students

SANB Community Closet

Purpose: to provide immediate access to food, hygiene items, and other basic needs to the Saint Anthony-New Brighton community.



4 large donations

Working on family outreach

Goals

Attendance



For my logic model this year, I am working on creating a district wide process to monitor attendance. I am also working alongside school attendance teams on a consistent process to intervene with students who have a high number of absences.

SAVHS

Weekly Meetings,
Process solidified

SAMS

Bi-weekly Meetings,
Process solidified

WP

Monthly attendance check ins, still developing process

Sources of Strength



SAVHS and SAMS are in the process of getting trained in Sources of Strength. Sources of Strength is a youth mental health promotion and suicide prevention program. designed to harness the power of peer social networks to create healthy norms and culture, ultimately preventing suicide, violence, bullying, and substance misuse. - SourcesofStrength.org



Peer
mentors

Peer
identified
trusted
adults

Club model
-
campaigns

Teen
Mental
Health First
Aid

EL/ML District Coordinator

Viviana Chavez Garcia

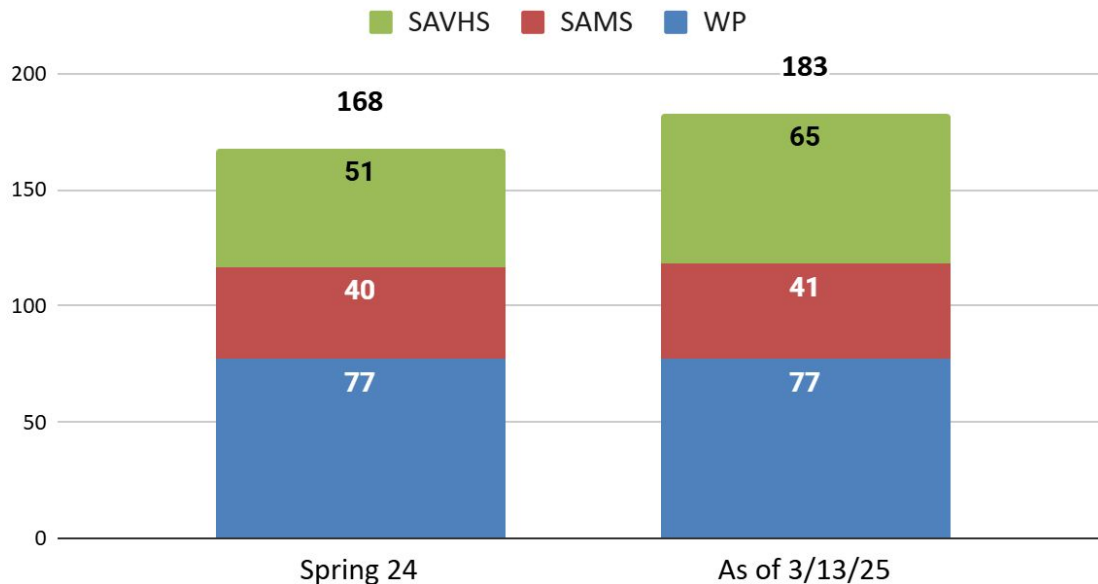
Asset-based Profiles

Scaffolding Examples

Family Engagement Events



EL/ML Enrollment



Asset-Based Profiles - [Link to Template](#)



Basic Information		Student/Family Information & Prior Schooling
Grade	K	- Mom () is a nurse and Arabic teacher - Dad () is a doctor (general practitioner) - Brother is () (2nd) - Lived in Somalia and then a short time in Indonesia - Family concerned that () doesn't eat much - Expectations for school: eventually going to university to help support family
Native Language	()	
Literacy in 1st language	None	
Family's Country of Origin	()	
Family's Preferred Communication	English	
US Enrollment	K ()	
Scaffolds in Place		Interests & Skills
Listening	Visuals through flashcards	- Loves to play with others and play outside - Can easily make friends
Reading	Letter board	
Speaking	Sentence frames	
Writing		
Assessments		

Asset-Based Profiles Cont. - [Link to Template](#)

WIDA Language Proficiency Scores	
Test: _____ Date: _____	Scores and What they mean
Overall	/ 6
Listening	/ 6
Speaking	/ 6
Reading	/ 6
Writing	/ 6
What Teachers Can Do	

Asset Based Profiles (ABPs) Data

- Initial Information on ABPs gathered through family interviews done over the phone or in person
 - [Link to Questions](#)
- Realized need to extend timeline
- ABPs used in Student Support Team (SST) meetings
 - Staff have said the profiles help to have an asset-based mindset and start with students strengths



Scaffolding Examples

- Documenting examples of scaffolds created/used by SANB staff and sharing them with all staff through email
- Visual scaffolds example sent in November through Principals' communication - [Link](#)
- Roadblocks:
 - Finding best ways to gather more examples

Beth Reh fuss

2. Growth and Development

Change in size, shape, and complexity



Bailey Seward and David Soltero

Living



HAS cells

Nonliving



NO cells



Family Engagement Events

- Partnered with Lori for Wellness Fair (Oct. 1st)
 - Translated flyers into top 7 languages,
 - Sent translated information through ParentSquare
 - Attended Wellness Fair
- Partnered with Troy and Zach for Co-curricular Registration Meeting (Nov. 4th)
 - Send translated information through ParentSquare
 - Talked to families who had questions before the event
 - Attended the event to provide interpretation support



Upcoming Family Engagement Events

- Multilingual Family Night - April 10th
 - Goals: Building community and connecting families with information and resources
- Multicultural Celebration - May 2nd
 - Goal: Celebrate cultural wealth of students and families
- Wilshire Park Multilingual Family Celebration - TBD
 - Goal: Building community and continuing an end of the year tradition (will be 3rd year)



Working On

- ACCESS testing
- Kindergarten ML
- Latino Club
- Bilingual Seals
- Curriculum Renewal
 - Alignment with WIDA Standards

Challenges

- Testing amount
 - WP - 300
 - SAMS - 160
 - SAVHS - 220
- Club meetings currently once a month
- Balancing everything

Upcoming

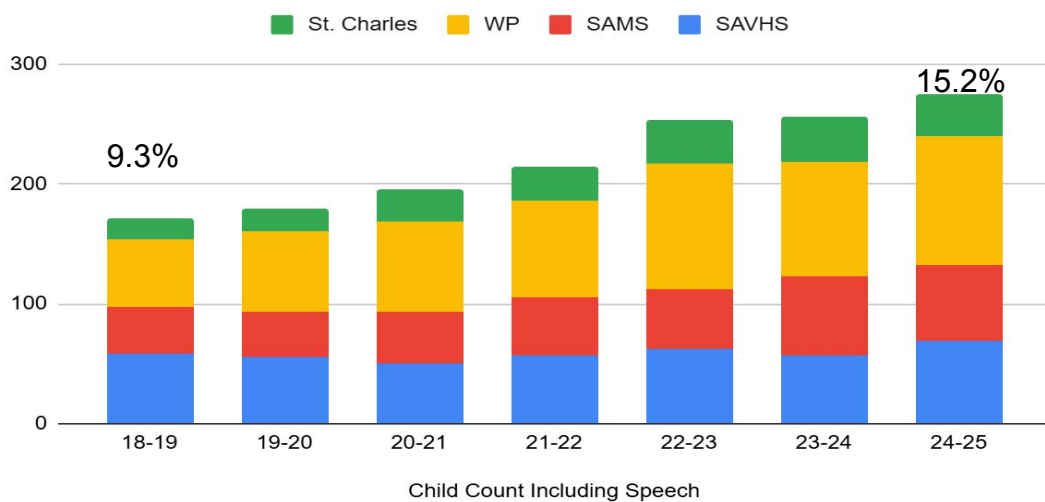
- Language Access Plan
- Multilingual Family Night - April 10th
- Multicultural Celebration - May 2nd
- Wilshire Multilingual Family Celebration - TBD

Special Education

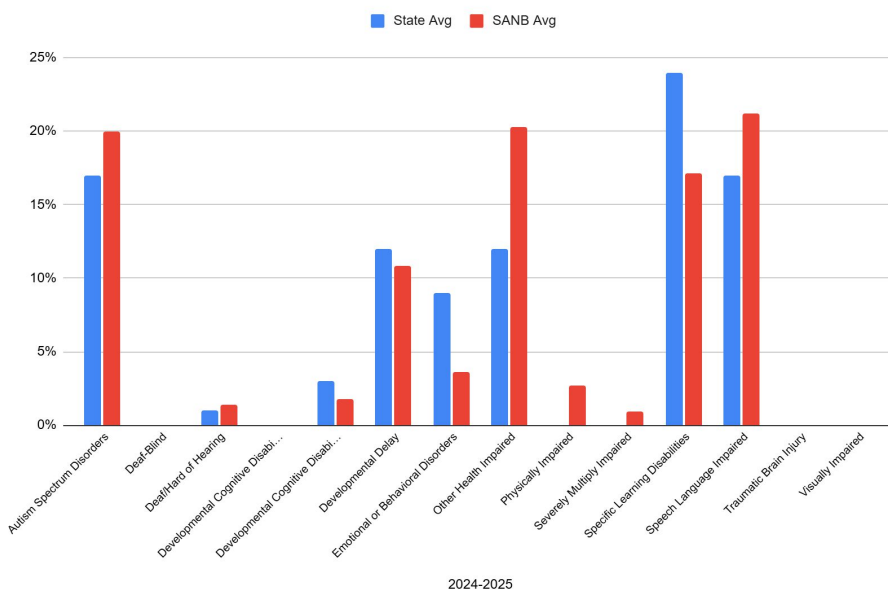
Jenny Kuykendall - Coordinator



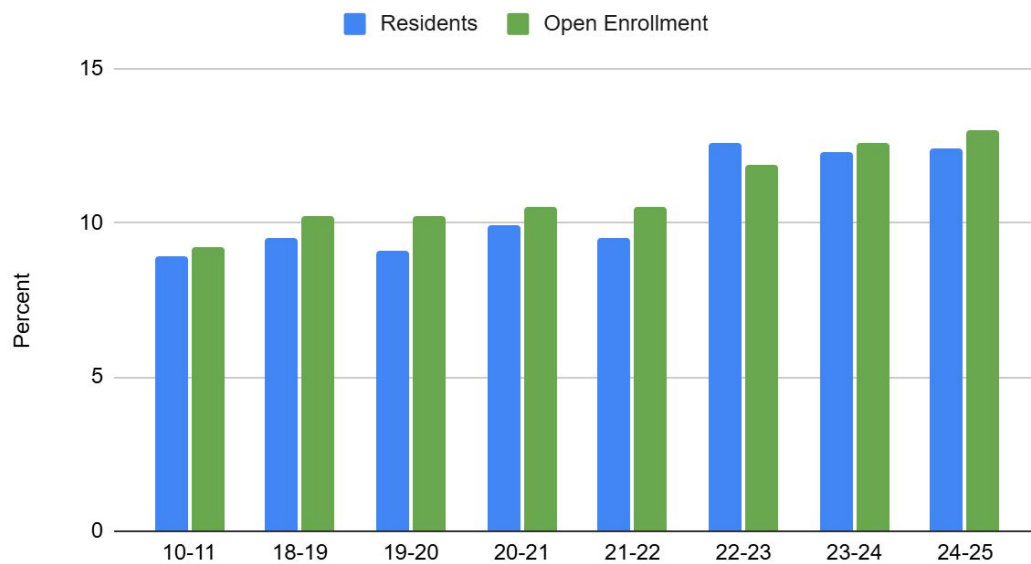
SAVHS, SAMS, WP and St. Charles



Special Education Disability Categories



SANB Special Education





NORTHEAST METRO
Intermediate School District

916

partners in education

916 Services

Itinerant Services

Orientation and Mobility (O&M)
Deaf/Hard of Hearing (DHH)
Developmental Cognitive Delay (DCD)
Physical/Health Disabilities (P/HD)
Physical Therapy (PT)
Behavior Analyst
Intervener
Blind Visually Impaired (BVI)

These services are contracted as partial FTEs to provide services in areas in which we do not need to hire a full time position.

Consultation Team

Available to consult on specific students with special needs and special education programs facing challenging situations in which conventional methods have not been successful, or for which teams would like specialized support. Provides innovative, research-based interventions geared toward achieving success for the student or program.

Some things SANB has used the consultation team for:
Students exhibiting significant disruptive, aggressive, or other unsafe behavior for which interventions have not been effective, facing an acute, sudden onset of a crisis situation, has a significant mental health concern, has significant social communication impairments, has a sudden onset of behavioral or disability symptoms, developing new programs, and brainstorming/support for next steps in situations.

Setting IV & Transition Services

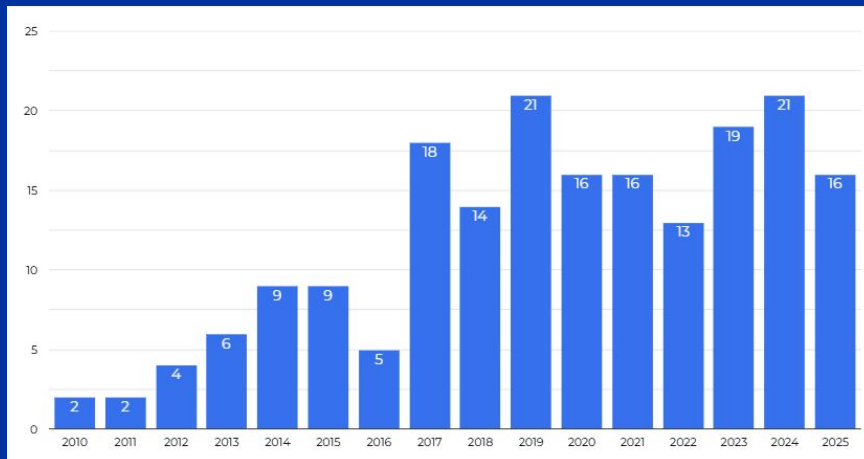
Students who need Setting IV as determined by the IEP team will attend a program in one of the seven locations.

Transition services are provided for students ages 18-22 as determined by the IEP team.



Intermediate District 916 Special Education Enrollment

- Includes Setting IV, as well as transition services. These numbers do not include our Career and Tech students.



SANB became a member district in 2015-2016 school year.

Areas of Focus

1. Team Data Discussions
2. Due Process
3. Program Needs



In Progress



Team Data Discussions

- Monthly team data discussions
 - Increase data literacy knowledge
 - Data based decisions
 - Accountability
 - Collaborating with EI team

Due Process

- Due process review and training
 - Provide training and coaching
 - Addition of training days for new staff during workshop week
 - File Reviews

Program Needs

- Center-based ASD classroom at Wilshire
- Curriculum alignment with general education
- Co-teaching

Continuing to Working Towards

- Data based decision making
- Increased collaboration and consultation opportunities between general education and special education
- Increasing the number of co-taught classes
- Standards based IEPs
- Continued collaboration and alignment with EI



Upcoming: Summer and 25-26

- ★ June - Extended School Year (ESY)
- ★ Fall - Center Based Classroom (Wilshire)
- ★ 25-26 - Provide more learning opportunities across the district related to special education





Thank you!

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:

1. 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.
2. 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.
3. 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.
4. 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.

~~B. Veteran preference points will be applied pursuant to applicable law as follows:~~

- ~~1. There shall be added to the competitive open examination rating of a non-disabled veteran, who so elects, a credit of five points provided that the veteran obtained a passing rating on the examination without the addition of the credit points.~~
- ~~2. There shall be added to the competitive open examination rating of a disabled veteran, who so elects, a credit of ten points provided that the veteran obtained a passing~~

~~rating on the examination without the addition of the credit points.~~

- ~~3. There shall be added to the competitive promotional examination rating of a disabled veteran, who so elects, a credit of five points 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~~C. Eligibility for and application of veteran's preference, ~~and~~ the definition of a veteran, ~~and the definition of a disabled veteran~~ for purposes of ~~this policy~~preference will be pursuant to ~~the VPA~~applicable law.

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~~E. 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~~F. 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.

1. Incompetency or misconduct must be shown after a hearing, upon due notice, upon stated charges, in writing.
2. 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.

III. 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)

Legal References: ~~Minn. Stat. § 43A.11 (Veteran's Preference)~~

~~Minn. Stat. § 197.455 (Veteran's Preference Applied)~~

~~Minn. Stat. § 197.46 *et seq.* (Veterans Preference Act)~~

~~*Hall v. City of Champlin*, 463 N.W.2d 502 (1990)~~

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

~~MSBA Research Bulletin 91-6~~

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 ~~offe~~ 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.

~~For Board Discussion: MDE states: "There is no standard set for how parents must demonstrate enrollment in a community preschool or childcare setting. We recommend a written policy for this process." A district may choose to insert applicable local provisions here.]~~

~~[NOTE: MDE offers the following recommendation: "the non-resident district may elect to allow the child's enrollment status to continue without completing another application. We recommend that districts create policies around this election which must be non-discriminatory and in writing." A district may choose to insert applicable local provisions here.]~~

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.

- BC. 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.

CD. 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) ~~or School Readiness Plus (SRP)~~ 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 ~~or Laws 2017, First Special Session chapter 5, article 8, section 9,~~ 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 ~~or Laws 2017, First Special Session chapter 5, article 8, section 9,~~ 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.

DE. 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.

EF. 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.

FG. 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)

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. ~~Upon approval by the school board, such procedures and requirements shall be an addendum to this policy.~~

~~The superintendent shall be responsible for providing coordination that may be needed throughout the process and providing for periodic school board review of the procedures.~~

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
ActProgram)
Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

Cross References: None