Regular Meeting (Amended 12/2/2024)
Tuesday, December 3, 2024 6:00 PM Central

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

6:00-6:30 pm, Truth in Taxation Presentation
Jason Mutzenberger, SFO CESO

The 2024 Payable 2025 Property Tax Hearing was conducted at 6:00 pm on December 3, 2024. Information on the 2024 Pay 2025 Levy and current year budget was presented to the School Board and community members.

The recommended motion, pursuant to Minnesota Statutes, the School Board of Independent School District 282 St. Anthony New Brighton, Minnesota is authorized to make the following proposed tax levies for general purposes:

General Fund	$8,544,205.75
Community Services	$ 150,436.65
General Debt Service	$1,720,137.56
Total Proposed Levy	$10,414,779.96

Therefore, be it resolved by the School Board of Independent School District 282 St. Anthony New Brighton, Minnesota, that the levy be levied in 2024 to be collected in 2025 is set at $10,414,779.96. The clerk of the ISD 282 School Board is authorized to certify the proposed levy to the County Auditors of Hennepin County and Ramsey County, Minnesota.

6:30-6:50 pm Listening Session

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

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

Minutes from November 19, 2024 School Board Meeting
Ben Phillip, School Board Chair (2 minutes)

Approval of Consent Agenda (amended 12/2/2024)
Ben Phillip, School Board Chair (2 minutes)

Approve and Certify the Levy
Jason Mutzenberger, SFO, CESO

Superintendent Report
Dr. Renee Corneille (10 minutes)

Legislative Platform
Laura Oksnevad (10 minutes)
Standard 5 for School Board Leadership is Advocacy and Communication. The school board advances its vision at the local, regional, state, and national levels; engages and builds relationships with both public and private stakeholders and advocates on local, state and national levels. The Legislative Liaison, Director Oksnevad, will provide an update to the board regarding the advocacy of the SANB Legislative Platform issues. Recommendation is to approve as presented.

Approve Compulsory Attendance Report
Dr. Renee Corneille, Superintendent (10 minutes)

Resolution regarding weighted grades at SAVHS
Dr. Renee Corneille

Communications Report
Wendy Webster, Director of Community Services & Communications
and Jada Richards, Communications Coordinator (15 minutes)

Second reading, Policy 606.5 Library Materials
Dr. Cassandra Palmer, Policy Committee Chair (15 minutes)

Effective Instruction Report

- Dr. Renee Corneille, Superintendent ISD282
- Dr. Tamika Fuller, Director of Effective Instruction
- Beth Rehfuss, SAVEA Union President

School Board Member Updates (10 minutes)

Superintendent Mid-Year Review Reminder
Ben Phillip, School Board Chair (2 minutes)

Adjourn (2 minutes)
Board Chair Ben Phillip

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

2024 Payable 2025 Truth in Taxation

For the school year July 1, 2025 to June 30, 2026

Presented on December 3, 2024
Jason Mutzenberger, CESO

Truth In Taxation hearing requirements

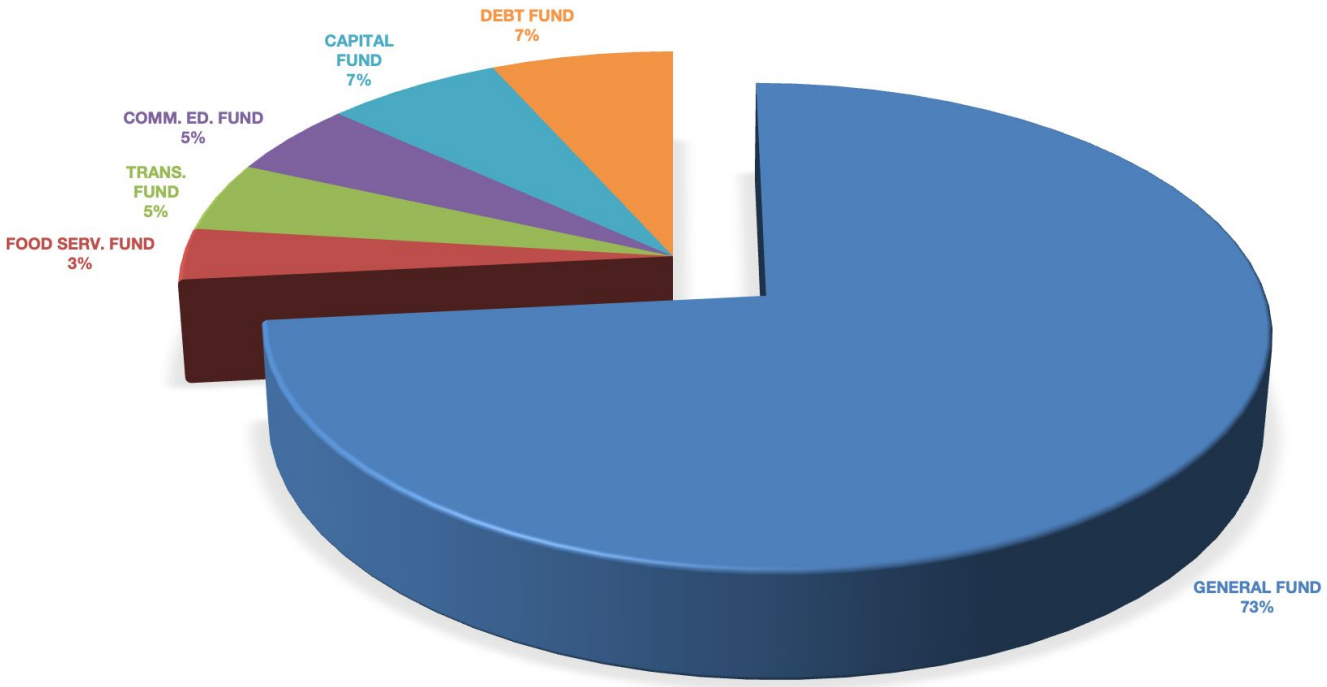
- **Current Year Budget**
  - Distribution of revenues by revenue source
  - Spending by program area
- **2024 Payable 2025 proposed property tax levy**
  - Proposed change
  - Specific reasons for proposed change
- **Public Comments and Questions**

Fiscal Year 2024-25
Board Adopted Budget

Fiscal Year 2024-25 board adopted budget

REVENUES							
SOURCE	GENERAL FUND	FOOD SERV. FUND	TRANS. FUND	COMM. ED. FUND	CAPITAL FUND	DEBT FUND	TOTALS
Levy	$5,683,457	$0	$0	$191,720	$1,941,456	$2,030,841	$9,847,475
Misc Local	679,860	80,400	40,000	1,432,920	76,000	43,000	$2,352,180
State Aid	18,944,771	665,905	1,642,847	145,185	302,806	300,772	$22,002,286
Federal Aid	622,500	504,435	0	0	0	0	$1,126,935
TOTALS	$25,930,587	$1,250,740	$1,682,847	$1,769,825	$2,320,263	$2,374,613	$35,328,875

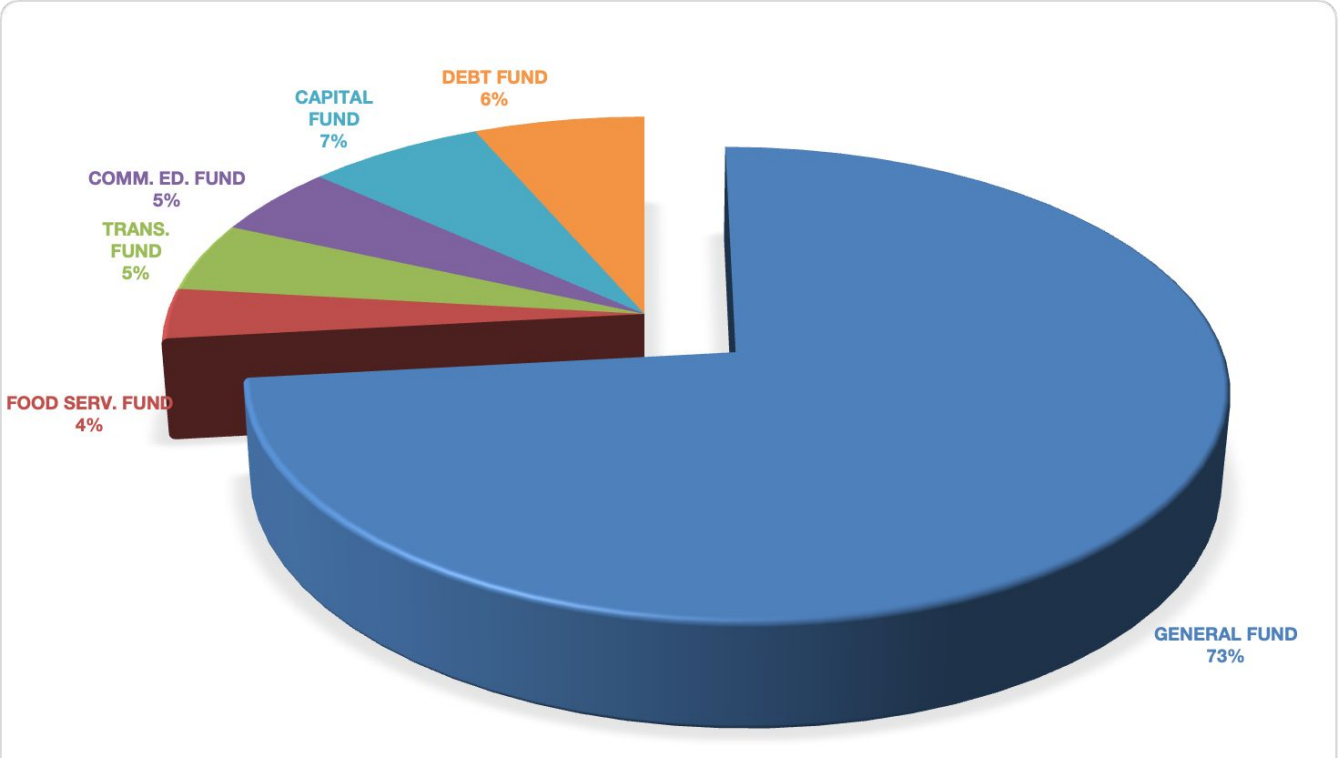
Fiscal Year 2024-25 board adopted budget revenue by fund comparison



Fiscal Year 2024-25 board adopted budget

EXPENSES							
EXPENSE TYPE	GENERAL FUND	FOOD SERV. FUND	TRANS. FUND	COMM. ED. FUND	CAPITAL FUND	DEBT FUND	TOTALS
Salaries/Benefits	$21,716,982	$584,914	$279,022	$1,359,368	$44,866	$0	$23,985,153
Purchased Services	3,111,322	61,539	1,424,646	288,138	177,716	0	$5,063,361
Supplies	645,246	586,496	8,000	77,487	683,349	0	$2,000,577
Capital Expenditures	21,840	10,000	0	4,400	1,472,669	0	$1,508,909
Debt Service	0	0	0	0	0	2,275,764	$2,275,764
Misc.	110,671	1,957	0	2,700	0	0	$115,328
TOTALS	$25,606,061	$1,244,906	$1,711,668	$1,732,093	$2,378,601	$2,275,764	$34,949,093

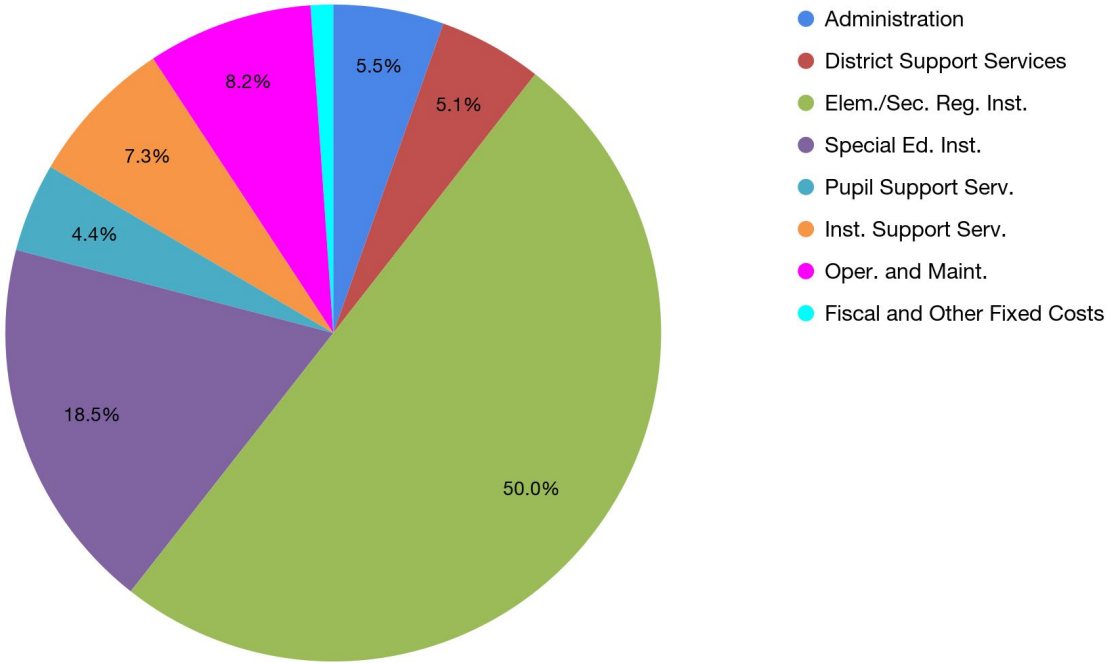
Fiscal Year 2024-25 board adopted budget expenditure by fund comparison



Fiscal Year 2024-25 board adopted budget general fund program expenditures

GENERAL FUND PROGRAM	EXPENDITURES
Administration	$1,396,205
District Support Services	1,307,496
Elem./Sec. Reg. Inst.	12,812,480
Special Ed. Inst.	4,731,131
Pupil Support Serv.	1,118,557
Inst. Support Serv.	1,868,659
Oper. and Maint.	2,087,183
Fiscal and Other Fixed Costs	284,350
TOTAL EXPENDITURES	$25,606,061

Fiscal Year 2024-25 board adopted budget general fund program expenditures

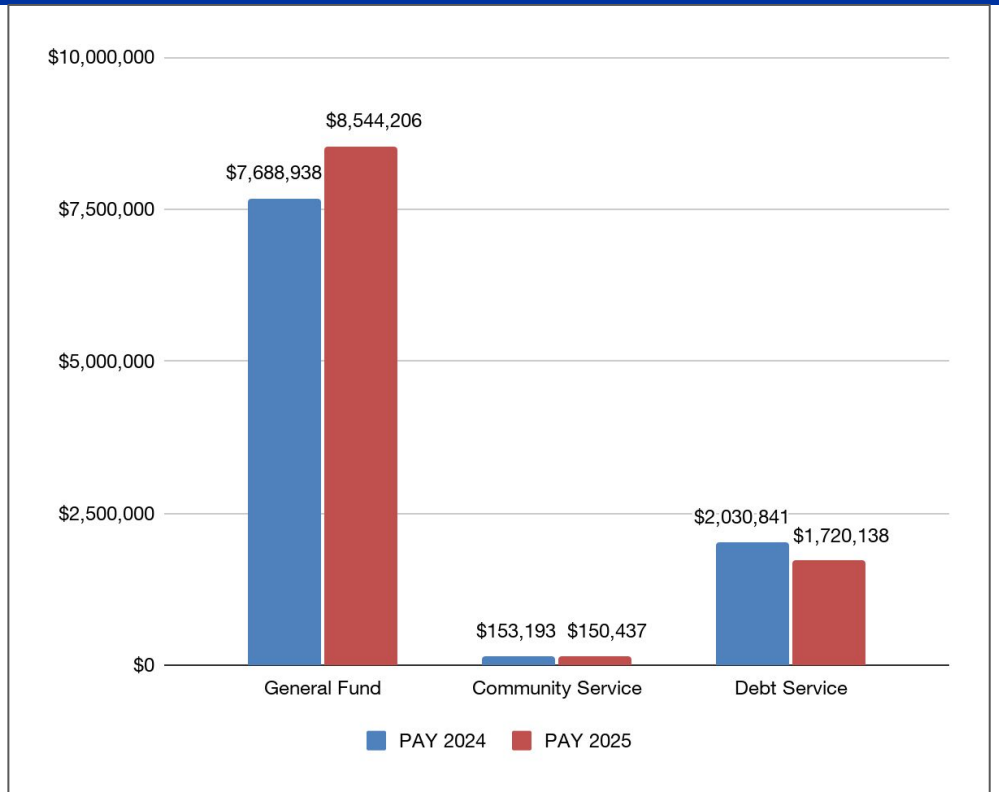


2024 Payable 2025 Levy Information

2024 payable 2025 gross levy comparison

Total % Increase = 5.49%			
Fund	**Actual 2023 Payable 2024**	**Proposed 2024 Payable 2025**	**Dollar Difference**
General Fund	$7,688,937.51	$8,544,205.75	$855,268.24
Community Education	153,193.34	150,436.65	(2,756.69)
Debt Service	2,030,841.06	1,720,137.56	(310,703.50)
Total Tax Levy	**$9,872,971.91**	**$10,414,779.96**	**$541,808.05**

School levy comparison
pay 2024 versus payable 2025



2024 payable 2025 general fund gross levy comparison

Total % Increase = 11.12%			
Levy Components	**Actual 2023 Payable 2024**	**Proposed 2024 Payable 2025**	**Difference**
Referendum	$3,679,078	$3,922,971	$243,893
Equity	$166,067	$184,210	$18,143
Local Optional	$1,455,819	$1,509,540	$53,721
Transition	$5,932	$6,151	$219
Capital Project Referendum	$989,914	$1,031,760	$41,845
Operating Capital	$180,734	$182,748	$2,014

Levy Components	Actual 2023 Payable 2024	Proposed 2024 Payable 2025	Difference
Q-Comp	$170,031	$174,121	$4,090
Achievement & Integration	$88,566	$85,475	($3,091)
Re-Employment	$20,000	$40,000	$20,000
Safe Schools	$72,389	$75,060	$2,671
Safe Schools Intermediate	$30,162	$31,275	$1,113
Career Technical	$61,520	$72,599	$11,080
Long Term Facilities Maintenance	$772,054	$800,823	$28,769
Lease Levy	$317,200	$317,200	$0
Lease Levy - Intermediate	$116,925	$116,153	($772)
Abatement	$29,003	($42,894)	($71,898)
Levy Adjustment	($466,456)	$37,014	$503,471
TOTAL GROSS LEVY	**$7,688,938**	**$8,544,206**	**$855,268**

2024 Payable 2025 Community Service gross levy comparison

Total % Increase = -1.80%			
Levy Components	**Actual 2023 Payable 2024**	**Proposed 2024 Payable 2025**	**Difference**
Basis Community Ed. Levy	$65,880	$58,540	($7,340)
Early Childhood Levy	$35,184	$35,420	$236
Home Visit Levy	$798	$713	($85)
School Age Care	$55,000	$55,000	($0)
Abatement/Other Adj	($3,669)	$764	$4,432
TOTAL GROSS LEVY	**$153,193**	**$150,437**	**($2,756)**

2024 Payable 2025 debt service fund gross levy comparison

Total % Increase = -15.30%			
Levy Components	**Actual 2023 Payable 2024**	**Proposed 2024 Payable 2025**	**DIFFERENCE**
Debt Service	$1,307,120	$1,303,859	($3,261)
Long Term Facilities Debt Service	$773,394	$699,899	($73,495)
Reduction for Debt Excess	($63,799)	($292,839)	($229,040)
Abatement	$14,126	$9,220	($4,907)
TOTAL GROSS LEVY	**$2,030,841**	**$1,720,138**	**($310,704)**

What are the main variables that may cause property tax increases and decreases?

1. Changes in market values
2. Changes in class rates/history
3. Voter approved referendums
4. State Adjustments

Referendum market value 15-year history

Assessment Year	Referendum Market Value	% Change
2010	896,829,100	-5.77%
2011	871,528,030	-2.82%
2012	825,487,150	-5.28%
2013	818,080,100	-0.90%
2014	866,534,850	5.92%
2015	967,451,278	11.65%
2016	1,021,079,100	5.54%
2017	1,075,718,800	5.35%
2018	1,152,947,000	7.18%

Assessment Year	Referendum Market Value	% Change
2019	1,235,545,600	7.16%
2020	1,325,632,100	7.29%
2021	1,380,389,850	4.13%
2022	1,532,433,910	11.01%
2023	1,668,998,960	8.91%
Estimated 2024	1,643,963,976	-1.50%
15-year Average Percentage Change		**4.24%**

Property Tax Impact W/Increased Levy

Spread levy from $9.87M to $10.41M with no change in Assessed Valuation

Type of Property	Estimated Market Value - Taxes Payable 2024	Estimated Market Value - Taxes Payable 2025	Actual Pay 2024 School Portion of Taxes	Prelim. Pay 2025 School Portion of Taxes	Estimated Tax Increase / (Decrease) - Pay 2024 vs Pay 2025	Estimated Percent Change
Residential Homestead	150,000	150,000	783.73	775.40	(8.33)	-1.06%
	200,000	200,000	1,080.44	1,077.22	(3.22)	-0.30%
	250,000	250,000	1,377.15	1,379.04	1.90	0.14%
	300,000	300,000	1,673.85	1,680.87	7.01	0.42%
	365,083	**365,083**	**2,059.95**	**2,073.62**	**13.67**	**0.66%**
	400,000	400,000	2,267.27	2,284.51	17.24	0.76%
	500,000	500,000	2,838.37	2,888.15	49.78	1.75%
	750,000	750,000	4,436.31	4,513.34	77.04	1.74%
Commercial Industrial	250,000	250,000	1,919.68	1,935.67	15.99	0.83%
	500,000	500,000	4,053.85	4,081.12	27.27	0.67%
	1,000,000	1,000,000	8,322.20	8,372.02	49.82	0.60%
	2,000,000	2,000,000	16,858.89	16,953.82	94.93	0.56%
	3,000,000	3,000,000	25,395.58	25,535.62	140.04	0.55%

**Information taken from Robert W. Baird & Co*

2024 payable 2025 levy overview

Whereas, Pursuant to Minnesota Statutes the School Board of Independent School District 282, St. Anthony New Brighton, Minnesota, is authorized to make the following proposed tax levies for general purposes:

General Fund	$8,544,205.75
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Now Therefore, Be it resolved by the School Board of Independent School District 282 St. Anthony New Brighton, Minnesota, that the levy to be levied in 2024 to be collected in 2025 is set at $10,414,779.96. The clerk of the ISD282 School Board is authorized to certify the proposed levy to the County Auditors of Hennepin County and Ramsey County, Minnesota.

School Board Regular Meeting
Tuesday, November 19, 2024 7:00 PM
Media Center 3303 33rd Ave NE
Entry available at door #16 St. Anthony, MN 55418

Attendees:
Members Present:: Ben Phillip, Laurel Hood, Laura Oksnevad: Dr. Cassandra Palmer, Michael Overman Dr. PJ Striker
Staff Present: Superintendent Dr. Renee Corneille, ex-officio, staff and students.

Called to order at 7:00 p.m.
Chair Ben Phillip.

APPROVAL OF THE AMENDED AGENDA

A motion was made by Laura Oksnevad and seconded by Mike Overman to approve the November 19, 2024 amended agenda.
The motion carried 6/0.

APPROVAL OF THE MINUTES FROM THE NOVEMBER 6, 22024 BOARD MEETING

A motion was made by Dr. Cassandra Palmer and seconded by Mike Overman to approve the November 6, 2024 minutes.
The motion carried 6/0.

APPROVAL OF 11/19/2024 AMENDED CONSENT AGENDA

A motion was made by Laurel Hood and seconded by Dr. PJ Striker to approve the AMENDED Consent Agenda.
The motion carried 6/0.

ATHLETICS FALL RECOGNITIONS

Athletics Fall Recognitions were presented by Dr. Troy Urdahl, Zach Siggelkow and coaching staff. Coaches recognized the amazing athletes.

GENDER NEUTRAL BATHROOM GRANT DISCUSSION

Presented by Dr. Troy Urdahl.

COMMUNITY SERVICES PRESENTATION

Presented by Wendy Webster.

REVIEW ORGANIZATIONAL MEETING

In January of each year the Board does an organizational meeting. Today's meeting was to review how the meeting is organized for a first read.

DISCUSSION REGARDING WEIGHTED GRADES

The agenda was amended to remove the weighted grades policy. The topic to be added to a future meeting.

ASSESSMENT OVERVIEW (WBWF,ADSIS, A&i) AND SUCCESS METRICS 1ST QUARTER REVIEW

Presented by Dr. Renee Corneille.

LEGISLATIVE PLATFORM, SECOND READING

Presented by Laura Oknevad.

SCHOOL BOARD MEMBER UPDATES

School Board members attended the following meetings and events: Kiwanis banquet; policy committee; pre-delegate meeting; AMSD conference; family services collaborative; endowment foundation; section dive meet; READ program listening session, soccer tournament and meeting regarding the 40th anniversary of our sister city in 2025.

ADJOURN MEETING

The meeting was adjourned at 10:33 pm.

Signed: Dr. Cassandra Palmer - School Board Clerk
Attest: Sally Sawyer

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

DR. RENEE CORNEILLE
SCHOOL BOARD BRIEF

- City Manager Meeting
- Superintendent Council w/Students
- ASMD Conference

- Teacher's Union
- World Savvy & EI Meetings

City Manager Meeting

Facilities Discussion

Commitment to City and School District partnership

Superintendent Council with Students

Weighted Grades Discussion

Purpose of School

How SANB measures time, learning

ASMD Conference

DR. STANLEY (UMN): COMMUNITY ENGAGEMENT KEYNOTE

BREAKOUT SESSIONS

Teacher’s Union

- District Admin + Union collaboration on Effective Instruction
- READ Act Training / Professional Development

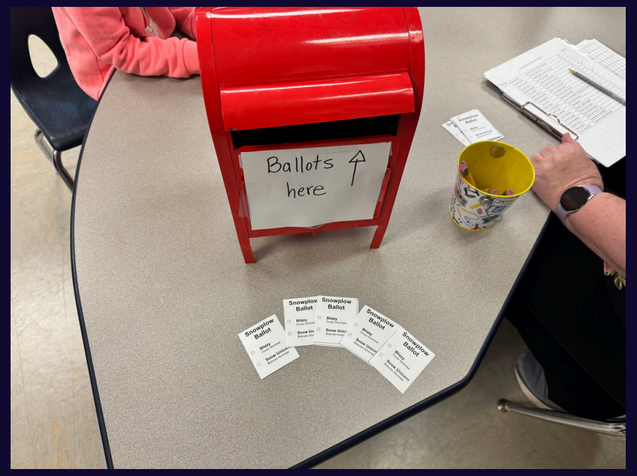
World Savvy & EI Meetings

- Continuous meetings with both teams for alignment
- Teacher Support

THANK YOU FOR YOUR ATTENTION

Preschoolers voted on SANB snow plow name!

Snow Unicorn vs. Blizzy



2025 Legislative Platform

ST. ANTHONY - NEW BRIGHTON SCHOOLS | *WE ARE EVER BRIGHTER*

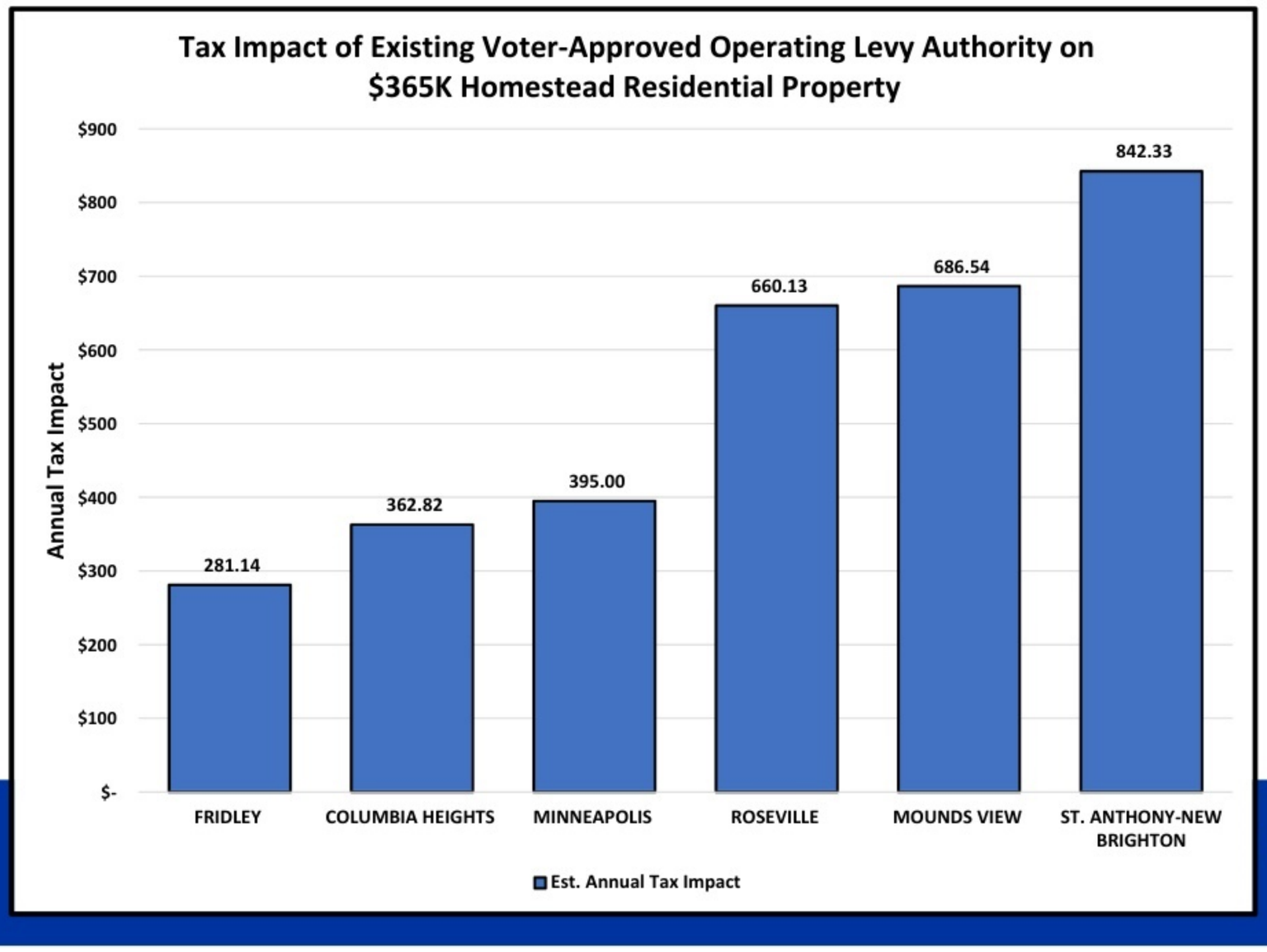
Investments for the Future

- **Increase funding on the general education formula and remove/raise cap on inflation.**
- Referendum equalization between districts and between state and local is uneven and inequitable. **All education funding should be equalized to ensure comparable taxpayer effort.**
- American Indian Funding - **remove the minimum number of students to receive aid to close the unfunded mandate gap.**
- **Expand use for Long-Term Facilities Maintenance.**

SANB is committed to the success of all learners. We will engage, inspire and support each learner through innovation and collaboration. Support from our state legislature is critical in realizing this vision.

Neither ISD 282, nor its neighbor districts shown in the graph to the right receive state aid under the current operating levy equalization formula

Local taxpayers pick up 100% of the tax effort for voter-approved operating levy



Scan the QR code to view tax impact breakdown.

Note, est. tax impact is prior to fiscal disparity levy offset.

Policy Improvements

- Allow school boards authority to transform and innovate our high schools for the future by **providing flexibility in how schools define "instructional hours."**
- **Eliminate state statute requiring three day notice** for remote school board meeting access.
- Allow school boards to **publish school board meeting minutes on the official district website** to reduce expenses.
- Allow students to **take milk for lunch without charging for a full meal.**

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.

Compulsory Yearly Report: Nonpublic + Homeschool

Nonpublic (Private schools)

Age	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
5	10	15	7	12	5	8	4	4	2	5	0	1	0	5	8	6	5	6	7	4	10	7
6	9	11	16	9	12	4	8	4	4	10	0	3	0	7	5	4	6	6	7	11	7	11
7	18	10	11	13	10	16	4	6	4	9	0	3	1	4	7	4	9	9	11	7	11	6
8	8	16	9	10	12	8	17	3	6	9	0	5	2	6	3	6	5	5	7	9	9	12
9	7	12	17	10	10	11	10	9	3	7	0	2	4	7	6	2	8	7	10	6	9	11
10	15	9	7	17	12	10	13	8	9	4	0	3	0	4	4	6	4	3	6	6	6	13
11	13	13	7	10	17	12	8	4	8	19	0	8	3	5	7	7	9	9	8	7	10	7
12	7	15	14	7	7	17	12	12	4	12	0	6	2	5	2	4	11	10	7	9	8	10
13	10	10	14	16	8	9	18	12	12	10	0	16	1	2	5	3	7	9	9	6	8	8
14	4	2	1	5	0	0	1	2	12	7	0	2	0	0	0	0	0	0	1	1	3	8
15	3	4	1	1	0	0	0	0	0	7	0	3	0	0	0	0	0	0	0	1	3	5
16	2	4	2	2	0	0	1	0	0	7	0	1	0	0	0	0	0	0	0	2	2	3
17	3	2	4	0	0	0	0	0	0	3	0	3	0	0	0	0	0	0	0	1	7	3
18	0	1	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	4	0	3
TTL	**109**	**124**	**110**	**112**	**93**	**95**	**96**	**64**	**64**	**109**	**0**	**58**	**13**	**45**	**47**	**42**	**64**	**64**	**73**	**74**	**93**	107

	2022-23	2023-24	2024-25
Breck	1	1	0
Groves Academy	1	1	1
St. Odilia	3	1	1
Totino Grace	4	5	8
St. Agnes	4	8	9
St. Charles	61	73	78
Cretin-Derham Hall		1	0
Providence		1	3
Minnehaha Academy		1	1
Liberty Academy		1	1
Northside Christian School			2
Concordia Academy			1
St. Paul Academy			1
Franklin Academy			1
HOMESCHOOL	25	25	28
TOTAL Nonpublic + Homeschool	**99**	**118**	**135**

RESOLUTION WEIGHTED GRADES

A RESOLUTION OF THE ST. ANTHONY NEW BRIGHTON BOARD OF EDUCATION REGARDING THE ELIMINATION OF WEIGHTED GRADES IN THE HIGH SCHOOL

WHEREAS, the St. Anthony New Brighton Board of Education (the “Board”) is committed to providing a high-quality education for all students; and

WHEREAS, the Board regularly reviews and evaluates its academic policies and practices to ensure they are effective and equitable; and

WHEREAS, the state of Minnesota, in 2024, changed legislative statute requiring high schools to weight the grades of all concurrent enrollment courses if one concurrent enrollment course is weighted; and

WHEREAS, the Board has reviewed the current system of weighted grades at St. Anthony Village High School and considered its impact on student learning, college admissions, and overall fairness; and

WHEREAS, the Board finds that the current weighted grading system presents certain inequities and complexities; and

WHEREAS, the Board desires to implement a simpler, more transparent grading system that promotes a consistent understanding of student achievement; and

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby adopts the following policy changes regarding the grading system at St. Anthony Village High School:

1. Phase-Out of Weighted Grades: Effective the beginning of the 2024-2025 school year, the high school will transition to a non-weighted grading system for all courses.

2. Pre-Existing Provision Current Juniors and Seniors: Students currently enrolled as juniors and seniors in the 2024-2025 school year will continue to have their grades calculated under the existing weighted grading system. This applies only to grades earned during their junior and senior years.

3. Implementation for Underclassmen and New Students: Beginning with the of the 2024-2025 school year, all incoming freshmen, current sophomores, and any new students entering St. Anthony Village High School will be subject to the non-weighted grading system.

4. Communication and Support: The administration of St. Anthony Village High School shall develop and implement a comprehensive communication plan to inform students, parents, and staff about the transition to the non-weighted grading system, including details about the

calculation of GPAs under both systems. Support will be provided to students and staff to facilitate a smooth transition.

5. Policy: The Board shall implant these changes as part of policy 620 and include in policy language moving forward.

BE IT FURTHER RESOLVED, that the Superintendent of Schools is hereby directed to implement this resolution.

PASSED this 3rd] day of December, 2024.

_____
[Name of Board chair]

_____
[Name of Board clerk]

Attest:

_____
[School District Clerk/Secretary]

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Communications Update

Dec 3, 2024

Jada Richard, Communications Specialist
Wendy Webster, Director of Community Services and Communications

OUR MISSION

To educate, prepare and inspire a community of lifelong learners in our small, caring environment.

OUR VISION

We are committed to the success of all learners.
We will engage, inspire and support each learner through innovation and collaboration.

WHO WE ARE

We are a community and district united as a family

WHAT WE BELIEVE

We believe in the brilliance of each student and embrace them with audacious love and uncommon trust

HOW WE DO THIS

To engage each child at heart level, shine a light on their brilliance and inspire the capacity to thrive in a world that is not yet fully known

24-25 Goals

Exploring programs that support our multilingual families

Ever Brighter staff and student feature stories

ParentSquare Training & Use by Building Admins

ParentSquare Home Admin Add-ons

St. Anthony - New Brighton School District

Schools

COMMUNICATE

Posts

Scheduled & Draft Posts

Alerts and Notices

EXPLORE

PARTICIPATE

St. Anthony - New Brighton School District

WE SEEK TO ENGAGE EACH CHILD AT HEART LEVEL, SHINE A LIGHT ON THEIR BRILLIANCE AND IS NOT YET FULLY KNOWN

99.7%

CONTACTABLE

2,067 STUDENTS' FAMILIES →

CONTACTABLE **2,061** →

At least one student contact is contactable

NON-CONTACTABLE **6** →

No student contact is contactable

NO CONTACT INFO **0** →

There are no student contacts listed

Communication Platform to Support Unified SANB Comms

Looking ahead 25-26

StudentSquare & Direct Messaging

Explore Instagram with other departments

Build relationships with local reporters

KNOW. DO. SHARE

K.D.S.

The Brighter Bulletin

St. Anthony - New Brighton School Newsletter

Upcoming Articles / Stories

2024 Election Related Stories

2 SAVHS Juniors

Composer & Conductor: Dr. Kevin Day

1 SAVHS Junior

Margie Jones: Effective Instructor

All about her experience with EI

Our successes this year

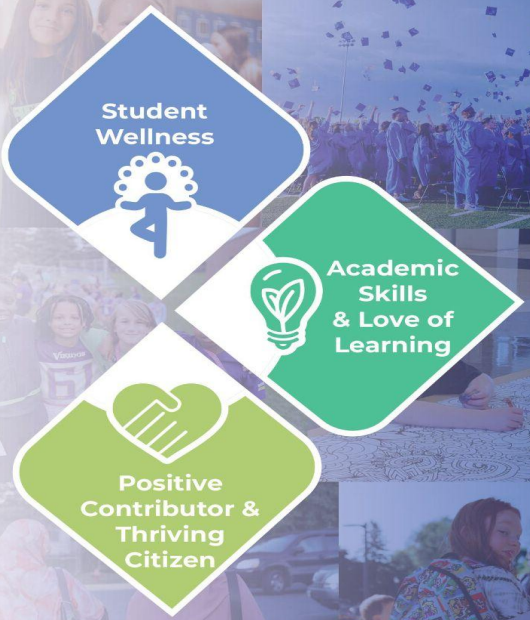
- WP and SAVHS Admins have sent ParentSquare newsletters
- Created templates for each admin, Special Education Staff Newsletter , and College & Career Newsletter
- Updated Success Metrics design
- 2025 Legislative Platform design

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.

2025 Legislative Platform

ST. ANTHONY - NEW BRIGHTON SCHOOLS | *WE ARE EVER BRIGHTER*

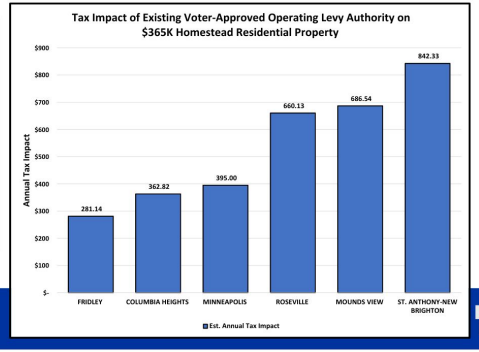
Investments for the Future

- **Increase funding on the general education formula and remove/raise cap on inflation.**
- Referendum equalization between districts and between state and local is uneven and inequitable. **All education funding should be equalized to ensure comparable taxpayer effort.**
- American Indian Funding - **remove the minimum number of students to receive aid to close the unfunded mandate gap.**
- **Expand use for Long-Term Facilities Maintenance.**

SANB is committed to the success of all learners. We will engage, inspire and support each learner through innovation and collaboration. Support from our state legislature is critical in realizing this vision.

Neither ISD 282, nor its neighbor districts shown in the graph to the right receive state aid under the current operating levy equalization formula

Local taxpayers pick up 100% of the tax effort for voter-approved operating levy



Scan the QR code to view tax impact breakdown.

Note, est. tax impact is prior to fiscal disparity levy offset.

Policy Improvements

- Allow school boards authority to transform and innovate our high schools for the future by **providing flexibility in how schools define "instructional hours."**
- **Eliminate state statute requiring three day notice** for remote school board meeting access.
- Allow school boards to **publish school board meeting minutes on the official district website** to reduce expenses.
- Allow students to **take milk for lunch without charging for a full meal.**

Success Metrics

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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.

Opportunities for improvement

Make ParentSquare direct messaging available to teachers

Collaborate with other departments on Instagram launch in 2025

Update School Board member bios with January assignments

Draft 2025-2026 Communications Strategic Plan

Effective Instruction Communication Campaign (Internal + External)

Questions

Commented [1]: Renee will rename this document - "Second Reading"

606.5 LIBRARY MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction and to delegate responsibility for selection and reconsideration of library materials.

II. GENERAL STATEMENT OF PURPOSE

The school board recognizes that library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The purpose of library materials is to meet the needs of all students. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials.

To ensure that library materials fulfill this role, the school board delegates to the superintendent or the superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection shall rest with professionally trained School Library Media Specialists ~~professionally trained school district staff,~~ with recognition that the school board has the final authority on selection of library materials. Parents and guardians have the right and the responsibility to determine their children's access to library materials.

~~**[NOTE: The school board may choose to revise the General Statement of Purpose.]**~~

III. DEFINITIONS

A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

For school districts with multiple school buildings, the term "library" refers to the resource within a specific school building.

Minnesota Statutes, section 124D.901, states that a school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators and that a school library or school library media center must have the following characteristics:

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;
2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement (The district upholds the principles of intellectual freedom as codified in the Library Bill of Rights and the Freedom to Read Statement.)
3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
4. has technology and Internet access; and
5. is served by a licensed school library media specialist or licensed school librarian.

~~**[NOTE: The school board may add a sentence that incorporates the term(s) used to identify libraries in the school district, such as "The school district's libraries are commonly referred to as _____.]**~~

B. "Library collection" consists of the library materials made available to students.

C. "Library materials" are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials This term does not include materials made available to students as part of the curriculum.

D. "Library media specialist" is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.

E. The term media center is used interchangeably with library.

~~**[NOTE: The specific titles of the school district's library staff should be used for this definition and substituted for "library media specialist" throughout this model policy.]**~~

IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

A. The school board recognizes the expertise of the school district's professional staff and the vital need of such staff to be responsible for selection of library materials.

B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.

C. The procedures for selection and reconsideration set forth in this policy will be administered by:

1. a licensed library media specialist under Minnesota Rules, part 8710.4550;

2. an individual with a master's degree in library science or library and information science; or

3. a professional librarian or a person trained in library collection management.

D. The school board may decline to purchase, lend, or shelve or remove access to library materials legitimately based on:

1. practical reasons, including but not limited to shelf space limitations, rare or antiquarian status, damage, or obsolescence;

2. legitimate pedagogical concerns, including but not limited to the appropriateness of potentially sensitive topics for the library's intended audience, the selection of library materials for a curated collection, or the likelihood of causing a material and substantial disruption of the work and discipline of the school; or

3. compliance with state or federal law.

Commented [2]: Are C & D MSBA recommendations or our own additions?

Commented [3R2]: MSBA recommendations

Commented [4R2]: Thank you. I just checked their website and it appears it is all based on the 2024 legislation. We probably don't have much latitude to change these. Not that I want to do any changes.

V. SELECTION OF LIBRARY MATERIALS

A. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:

1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;

2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;

3. Library materials shall not be excluded because of the race, nationality, religion, sex, gender, or political views of the writer;

4. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;

5. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):

   a. Artistic quality and/or literary style;

   b. Authenticity;

   c. Critical thinking;

   d. Educational significance;

   e. Factual content;

   f. High interest for intended audience; and

   g. Readability.

6. The selection of library materials shall conform to the constraints of the school district budget.

~~**[NOTE: Before adopting selection criteria, the school board is strongly encouraged to consult with the licensed library media specialist, who possesses professional expertise and experience in selecting appropriate library materials. The school board may choose to adopt selection criteria specifically designed for each school building.]**~~

~~**[NOTE: A school board may choose to adopt similar selection criteria for classroom library materials, with the classroom teacher making selection decisions. If a school board chooses to address classroom libraries, the board can decide whether to follow the reconsideration process in this model policy or to create a different process for classroom library materials.]**~~

B. The library media specialist shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.

~~**[NOTE: The school board may choose to identify specific sources and specialists that satisfy this paragraph.]**~~

C. The superintendent or the superintendent's designee shall be responsible for keeping the school board informed of progress on review and selection of each building's library materials.

D. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist or the Director of Effective Instruction~~principal~~.

E. Gifts and Donations of Library Materials

Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist. The school district's libraries welcome donations of books and other resource materials from individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection. In addition, financial donations to benefit school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

VI. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school shall take reasonable steps to fulfill this request, but can not guarantee if the request of books exceeds a manageable amount for the media specialist. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials. Parents are required to make their requests in writing on an annual basis.

VII. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL

A. The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy.

B. A school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness. Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made.

~~**[NOTE: The school board may decide whether to allow a building principal to remove library materials pending completion of the reconsideration process.]**~~

C. Informal Request for Reconsideration of Specific Library Material

1. Requests for reconsideration of specific library material shall be directed to the library media specialist and the director of effective instruction~~building principal~~. The director of effective instruction~~building principal~~ and the library media specialist shall assume responsibility for processing the request on an informal basis.

2. The director of effective instruction~~building principal~~ and/or the library media specialist shall provide an explanation to the individual who submitted the request. The explanation shall include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.

3. If the request is not resolved informally, the director of effective

instructionprincipal shall submit a report on the matter to the superintendent or the superintendent's designee. The requestor will have an option to initiate a Formal Request for Reconsideration.

D. Formal Request for Reconsideration of Specific Library Collection Material

1. A Formal Request for Reconsideration of specific library material is initiated upon submission of a completed *Formal Request for Reconsideration of Specific Library Collection Material* form. The form must be completed in its entirety for each work that is subject to a request for reconsideration. The director of effective instructionprincipal shall notify the superintendent or the superintendent's designee and the library media specialist of receipt of a completed Formal Request form.

   If specific library material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific library material, then the specific library material shall not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial Formal Request for Reconsideration.

2. On an as needed basisan annual , the Superintendent or the superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). This committee shall include an odd number of members with the following stakeholders:as a minimum:

   a. One member of the school district or building administration

   b. One principal

   c. One to Two Two teachers

   d. One library media specialist (or district media specialist or public librarian if the school district does not have a library media specialist)

   e. One to Two Two members of the school district community/School Board member with expertise with no direct connection with the request for reconsideration

   f. One to Two Two student representatives (as appropriate to the specific request).

   [NOTE: This list of Review Committee members is an example. The school board may alter this list. The school district may decide to create Review Committees for individual schools.]

3. The Review Committee shall establish a date upon which it will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy. The complainant may not participate in or observe the committee's deliberations unless invited to do so by the committee. The committee chair may choose to give committee members time to ask questions.

4. The Review Committee

   a. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;

   b. shall examine the specific library material as a whole;

Commented [5]: I don't know if this is appropriate to include in this bullet. If anything add it on it's own as a letter g. And I'd be inclined to make it specific and say it should be the School Board policy chair.

c. shall examine the specific library material as to its conformance with the criteria for selection of library materials; and

d. shall submit a written report to the superintendent or the superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library material.

5. The superintendent or the superintendent's designee shall inform the requestor and the school board of the Review Committee's decision. ~~The requestor may appeal the Review Committee's decision to the superintendent or the superintendent's designee by submitting a written appeal to the superintendent or the superintendent's designee within fourteen (14) days of submission of the Review Committee's decision to the requestor. The superintendent or the superintendent's designee shall provide a written decision on a requestor's appeal within a reasonable time period.~~

~~**[NOTE: The school board can decide whether to allow appeal of a Review Committee decision to the superintendent or the superintendent's designee. If appeal to the superintendent or the superintendent's designee is permitted, the school board may direct the superintendent or the superintendent's designee to craft an appeal process or the board may choose to create the process itself.]**~~

6. The requestor shall have the right to appeal the decision of the superintendent or the superintendent's designee to the school board. ~~**{If the board decides to have an appeal process}**~~
The requestor may appeal the Review Committee's decision to the superintendent or the superintendent's designee by submitting a written appeal to the superintendent or the superintendent's designee within fourteen (14) days of submission of the Review Committee's decision to the requestor. The superintendent or the superintendent's designee shall provide a written decision on a requestor's appeal within a reasonable time period.

~~**[NOTE: The school board may decide whether to allow an appeal of a Review Committee decision directly to the school board or whether the appeal to the superintendent or the superintendent's designee is a required intermediary step. If appeal to the school board is permitted, the school board may direct the superintendent or the superintendent's designee or designee to craft an appeal process or the board may choose to create the process itself.]**~~

VIII. CHALLENGE REPORT

Upon the completion of a content challenge or reconsideration process in accordance with this policy, the school board must submit a report of the challenge to the Commissioner of the Minnesota Department of Education that includes:

A. the title, author, and other relevant identifying information about the material being challenged;

B. the date, time, and location of any public hearing held on the challenge in question, including minutes or transcripts;

C. the result of the challenge or reconsideration request; and

D. accurate and timely information on who from the school district the Department of Education may contact with questions or follow-up.

Commented [6]: Do we want to keep an appeal process?

Commented [7R6]: If the superintendent had already reviewed the review committee's report and approved it (which isn't clear in d. above) then I don't think this appeal process is necessary. So maybe in d. above there should be some language saying the superintendent either approves/denies the report?

Commented [8R6]: I hear you and MSBA in their note says that. So question for the policy committee is do we want an appeal or not from the committee and superintendents final decision.

Commented [9]: Do we want to keep an appeal process?

Commented [10R9]: This isn't a clear sentence. It should just say that the requestor has the right to appeal to the school board. I could go either way. I would think the board would use the review committee's report as a guiding document and defer to that.

Commented [11]: Do we want to keep an appeal process?

Commented [12R11]: If the superintendent had already reviewed the review committee's report and approved it (which isn't clear in d. above) then I don't think this appeal process is necessary. So maybe in d. above there should be some language saying the superintendent either approves/denies the report?

Commented [13R11]: I hear you and MSBA in their note says that. So question for the policy committee is do we want an appeal or not from the committee and superintendents final decision.

IX. PROHIBITION ON RETALIATION

The school district may not discriminate against or discipline an employee for complying with Minnesota Statutes, section 134.51.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (School Board Responsibilities)
Minn. Stat. § 124D.991 (Public School Libraries and Media Centers)
Minn. Stat. § 134.51 (Access to Library Materials and Rights Protected)
Minn. Rules Part 8710.4550 (Library Media Specialists)
Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico, 457 U.S. 853 (1982)
Virginia State Bd. of Educ. v. Barnette, 319 U.S. 624, 642 (1943)

Cross References: MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)

Commented [14]: This is interesting - I see it is based on the legislative changes, so we don't have any latitude to change it. Correct?

Commented [15R14]: I think if the board chooses to deny or approve either in #5 above or if the board has an appeal and that upholds the denial or the approval- the board must submit a report.

Sample Form: Formal Request for Reconsideration of Specific Library Collection Material

The St. Anthony-New Brighton ~~(name of district)~~ school board adopted Policy 606.5 (Library Materials), under which the school board delegated responsibility for selection and evaluation of library materials to school district staff. This policy establishes procedures for Formal Reconsideration of specific library collection material.

A St. Anthony-New Brighton ~~(name of district)~~ school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness. A separate request form must be completed per individual book title. An individual may request one challenge at a time to allow for the review committee to complete the process. The requestor must read the entire library material before submitting this form.

A requestor has the option to request Formal Reconsideration if the informal process set forth in Policy 606.5 has not resolved the matter.

The first step in the Formal Reconsideration process is submission of a fully completed Formal Request for Reconsideration form. A separate form must be completed in full for each library material item for which Formal Reconsideration is requested.

If you wish to request formal reconsideration of specific library collection material, please return a completed form to:

Director of Effective Instruction
3303 33rd Ave NE
St. Anthony MN 55418 ~~(name of school district employee)~~

~~(location/email address/other)~~

Date

Name of Requestor

Address

Phone Email

Type of Library Material (please check)

Book (e-book)	
Movie	
Magazine	
Database	
Newspaper	

Audio Recording	
Digital Resource	
App	
Streaming Media	
Other	

Commented [16]: The first redlined sentence makes sense. But I don't understand why we would say "may" in the second sentence. The second sentence needs to be more clear. Also it says "A separate form must be completed in full for each library material item for which formal reconsideration is requested." below. I think we should just stick with that.

Commented [17]: Why does the form go to the EI director and not someone specific in the Review Committee? Should the EI director be specifically listed on the Review Committee then?

Title: _____

Author/Producer: _____

Please explain the concern you have concerning this Library Material.

_____

_____

Please explain the circumstances that brought this Library Material to your attention.

_____

_____

After you have **Have you examined the entire Library Material ? If not, Pplease identify the concerning sections.sections you have concerns.**

_____

_____

Please identify resources that may provide additional information and/or other viewpoints regarding this Library Material.

_____

_____

Please set forth the ways in which you believe this Library Material does not comply with the selection objectives and criteria set forth in Policy 606.5

_____

_____

Please set forth the resolution that you seek.

_____

_____

[Note: Minnesota school districts and charter schools may revise this sample form as they deem appropriate.]

An acknowledgement of receipt of the request to review will be provided to the complainant within two days. Due to the complexity of the text/material a reasonable time frame will be used to review the material and provided to the complainant.

THE

Library BILL of RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and ***enlightenment of all people*** of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information ***presenting all points of view*** on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should ***challenge censorship*** in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with ***resisting abridgment of free expression and free access to ideas***.

V. ***A person's right to use a library should not be denied*** or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such ***facilities available on an equitable basis***, regardless of the beliefs or affiliations of individuals or groups requesting their use.

VII. All people, regardless of origin, age, background, or views, possess a ***right to privacy and confidentiality in their library use***. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.
Inclusion of "age" reaffirmed January 23, 1996.

THE

Library BILL of RIGHTS

& THE

Freedom to Read STATEMENT

BROUGHT TO YOU BY THE

ALA American Library Association

OFFICE FOR *Intellectual Freedom* American Library Association

OFFICE FOR *Intellectual Freedom* American Library Association

THE

Freedom to Read STATEMENT

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

> ***We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free.***

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

To read the full Freedom to Read Statement, visit ala.org/intellectualfreedom

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

EI Department Progress

A Journey to Systems Transformation
December 3, 2024

What is our why?
SANB Values

Relationships

We **value humanity and equity** which **transfers** from ways of knowing to ways of being that **fosters reciprocity, empowerment, and agency.**

Relevance

We **value inclusiveness and center diverse identities, backgrounds, experiences, gifts, and interests.**

Rigor

We **value criticality for innovation** and **establish intercultural, interdisciplinary, and cross-contextual** learning environments.

What are our methods?
How we operationalize our values

1 Anchor Standards

The transferable knowledge and skills as defined across disciplines and grade levels (EC-12)

2 Essential Learning Targets

Student-friendly translation of bundled anchor standards.

C4

3 Learning Progressions

A tool that provides for multiple entry points, based on students' Zone of Proximal Development (Vygotsky, 2004).

4 Performance Tasks

These are tasks in which students demonstrate their learning. They are driven by anchor standards, ELTs and incorporate learning progressions.

Relationships to Establish Relevance in a Professional Learning Organization

"Learning organizations," are where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.

Senge, Peter M.. The Fifth Discipline: The Art & Practice of The Learning Organization (p. 14). Crown. Kindle Edition.

Essential Question

Are we a viable learning organization who leverages equity innovation in a future forward direction?

Core Principles of Relationships

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Transparency: Learning aligned to the mission to eliminate DDP in SANB by accomplishing our goal of all educators proficient in effective instruction by Fall of 2025

Accountability: Collective implementation of learning by fulfilling our professional roles through capacity building for acceleration

Reciprocity: Consistent transfer of learning from all educators in the system to students, families and community to facilitate empowered practice for life agency.

In SANB, **professional relationships are fostered through job embedded coaching** opportunities provided by designated coaches (EI & WS), district coordinators (SPED, MLL, Social Work), site and district administrators, along with peer mentors employing models of practice.

Essential Questions: How are we building *relationship bridges* to foster collective efficacy for systemic change in our district? What is the impact of *relationship gaps* on our capacity to accelerate systems change?

During the <u>2024-2025</u> School Year What is <u>recommended</u> for teachers - but not yet required.
1. Utilizing the Effective Instruction framework for all units and instruction. 2. Upload EI planning documents into folders - to receive feedback from EI Coordinators. Each building coordinator has a different approach to providing feedback, but all who enter documents will receive feedback. 3. Participate in Effective Instruction Coaching Cycles. 4. Participate in World Savvy Coaching Cycles.

Coaching Data as of 11/5

- 100% of EC teachers have signed up for individual coaching with their EI coordinator and have reached out for individual assistance or consultation (planning help, etc).
- 100% of EC teachers have signed up for World Savvy coaching during cycles 1 and 2
- 89% of WP teachers have signed up for individual coaching with their EI coordinator or reached out in any way for individual assistance or consultation (planning help, etc).
- 100% of WP teachers have signed up for World Savvy coaching during cycles 1 and 2

Coaching Data as of 11/5

- 81% of SAMS teachers have signed up for individual coaching with their EI coordinator or reached out for individual assistance or consultation (planning help, etc)
- 100% of SAMS teachers have signed up for World Savvy coaching during cycles 1 and 2
- 33% of SAVHS teachers have signed up for individual coaching with their EI coordinator or reached out in any way for individual assistance or consultation (planning help, etc).
- 19% of SAVHS teachers signed up for World Savvy coaching in cycle 2

EC Coaching Data as of 11/27/24

- 100% of EC educators responded to survey

Of the 4 educators at EC

- 75% opted in to EI coaching and have participated in at least 1 session
- 25% opted in to EI coaching but have not had their scheduled session yet
- Therefore **in total 100%** have chosen to take advantage of coaching opportunities

WP Coaching Data as of 11/27

- 50% of WP educators responded to survey
- 11% have not yet responded to the survey nor signed up for a coaching session

Of the 52 educators at WP

- **65% are choosing to take advantage of EI coaching** and have participated in at least 1 session
- **19% are choosing to take advantage of EI coaching but have not had their scheduled session yet**
- Therefore **in total 84% have chosen to take advantage of coaching**

SAMS Coaching Data as of 11/27

According to SAMS Coach Records:

- EI coach has started **at least one coaching cycle with 20 of the 33 educators** at SAMS
- **2 of the 33 educators i**ndicated on the Coaching Survey that they **would not be taking advantage of coaching**, and **7 of 33 educators have not yet completed the coaching survey**
- EI coach provided group coaching to ELA, Science, Math, Social Studies, and SPED teams and a specific session with SAMS/SAVHS music specialists (band and choir).

SAVHS Coaching Data as of 11/27

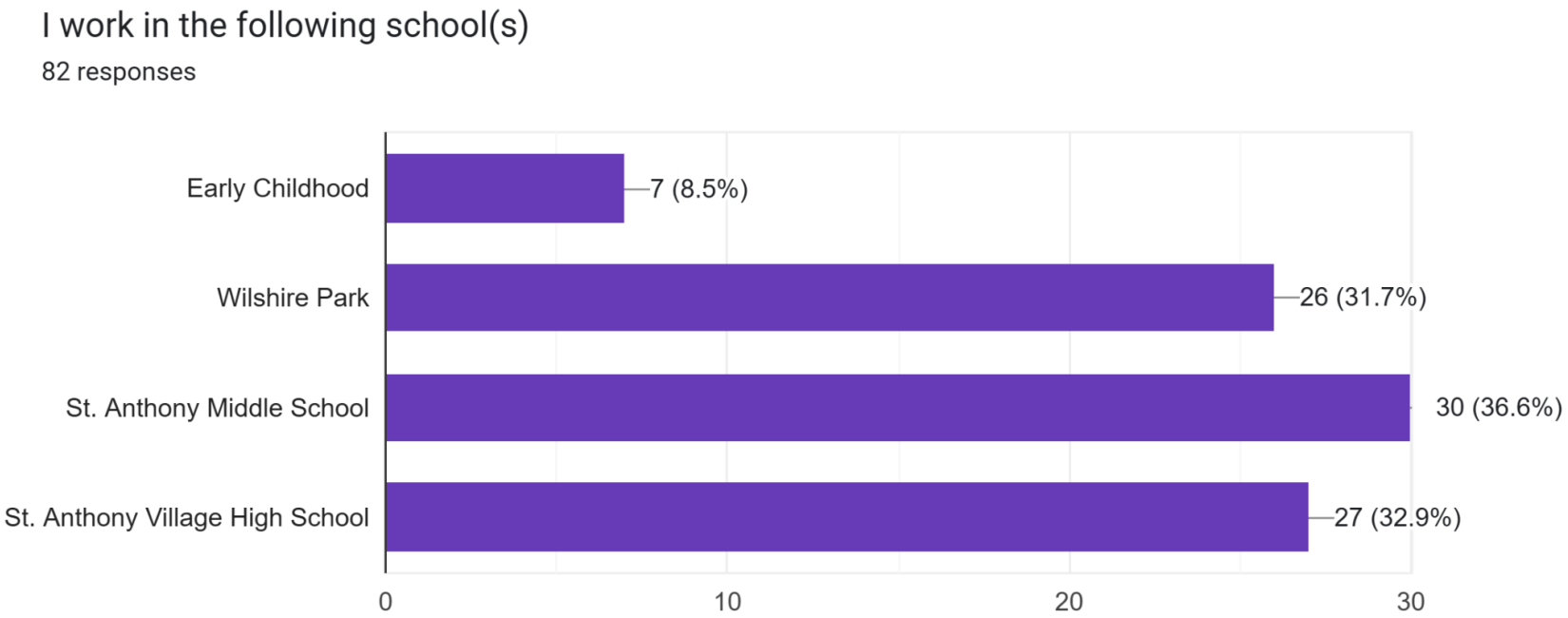
According to SAVHS Coach Records:

- Have coached **22.5% of SAVHS teachers at least once**

  (Note 2 teachers who did not respond to survey did receive coaching)

- Provided **coaching in science/ STEM at WP** (2 sessions) and SAMS (1 session)

Coaching for Effective Instruction Survey (as of 12/01/24)



Of 4 total educators at EC and 3 service providers

Of 52 total educators at WP

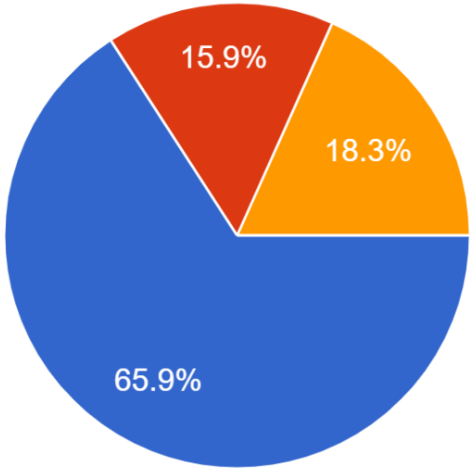
Of 33 total educators at SAMS

Of 41 total educator at SAVHS

Coaching for Effective Instruction Survey (as of 12/01/24)

Effective Instruction Coaching

82 responses

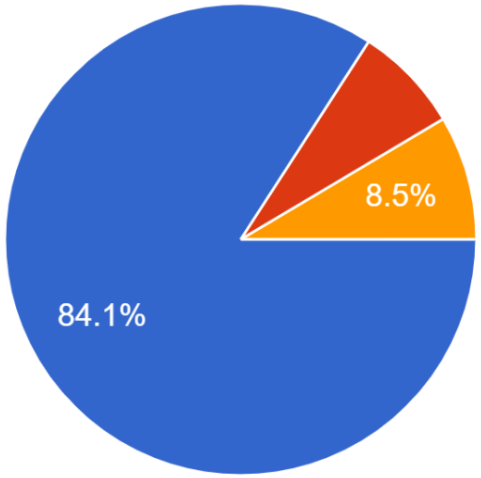


- I am choosing to take advantage of effective instruction coaching for the 2024-25 school year and have participated in at least one coaching s…
- I am choosing to take advantage of effective instruction coaching for the 2024-25 school year and have not scheduled a coaching session with Jai…
- I am choosing to not take advantage of effective instruction coaching for the 2024-25 school year.

Coaching for Effective Instruction Survey/WS Partnership (as of 12/01/24)

World Savvy Coaching

82 responses



- I am choosing to take advantage of World Savvy coaching for the 2024-25 school year and have participated in at least two coaching sessions with a W…
- I am choosing to take advantage of World Savvy coaching for the 2024-25 school year and have not scheduled a coaching session with a World Savvy…
- I am choosing to not take advantage of World Savvy coaching for the 2024-25 school year.

Core Principles of Relevance

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Reflective Modeling: The professional learning framework mirrors RRR and C4 principles and methodology

Customized Learning: Professional development experiences are designed in alignment with specific data trends regarding planning and pedagogy that impact student outcomes

Responsive Practice: Capacity building opportunities account for expressed needs of educators alongside informal observations, coaching cycle outcomes and monitoring the status of professional learning implementation

In SANB, **relevance is fostered through customized professional development experiences** tailored for inclusion of diverse entry points according to the professional learning progression, responsive to a range of internal experiences and geared toward accelerated capacity building for focused innovation practice.

Essential Questions: How well are meeting the requirements for systems innovation?

During the 2024-2025 School Year The following are **teacher requirements**:
All regular job duty requirements.

1) Attend all required professional development days + the converted teacher Flex day dedicated to Effective Instruction learning.
2) Spend, at a minimum, 45 minutes a week working with your collaborative department/team.
3) Implement SAVVAS Curriculum (for ELA and Literacy teachers) - The SAVVAS curriculum will support the planning and instructional execution that is required in the Effective Instruction Framework. These two requirements are helpful to each other.
4) Phase 1 Teachers - participate in the Read Act literacy training - required by the state.
5) Participate in a curriculum review process (Science this year).
6) Allow principals and Effective Instruction teammates to conduct Learning Walks in your classroom along with analysis of what has been put into the planning folders.
7) Do all the required Q-Comp and TDE (teacher evaluation) program components.

EI Professional Learning Progression & Arc 1 Data

Staff completion of arcs/ progression- Early Childhood

August

Present - 4

Of the 4 teachers present

- **Completed Both Self Assessments - 100%**

October

Present - 3

Of the 3 teachers present

- **Completed both Self Assessments - 100%**

Staff completion of arcs/ progression- Wilshire Park

August

Present - 45
Of the 45 teachers present

- **Completed Both Self Assessments - 98%**
- **Did not complete with self assessment - 2%**

October

Present - 48

Of the 48 teachers present

- **Completed both Self Assessments - 77%**
- **Completed 1 Self Assessment but not the other - 17%**
- **Did not complete either self assessment - 6%**

Staff completion of arcs/ progression- SAMS

81% of SAMS staff attended EI PD in **August**
97% of SAMS staff attended EI PD in **October**

94% of staff who were present completed the learning progression self assessment on August 14
81% of staff who were present completed the learning progression self assessment on October 16
*1 staff member was present but works part time so left before completing self assessments.

94% of staff who were present completed the learning arc self assessment in August
88% of staff who were present completed the learning arc self assessment in October
*1 staff member was present but works part time so left before completing self assessments.

1**00% of staff** who did not complete the assessment but were present on Oct. 16 **completed the learning progression self assessment after the reminder email. (6/6)**
75% of staff who did not complete the assessment but were present on Oct. 16 c**ompleted the learning arc self assessment after the reminder email. (3/4)**

Staff completion of arcs/ progression- SAVHS

August
33 present, 5 excused absent

Of the 33 who were present...
54.5% completed both self-assessments during the session
18% completed 1, but not the other self-assessment
27% did not complete either
Note: We did have some technical difficulties during the August session that impeded completion,and we weren't authorized to send out reminder emails

October
38 present, 1 excused absence, 2 unexcused (to my knowledge) absences

Of the 38 who were present
66% completed both self-assessments
24% completed one but not both
10% did not complete either

Of the individuals who received reminder emails about completion of forms, either due to absence or lack of completion (**14 individuals in total), 8 completed the required forms between 10/18 and 10/21, which is 57%.**

Planning Transfer Data: Evidence of RRR Principles & C4 Methodology

EC Planning Data as of 11/27

- Of 4 teachers, 25% have an instructional map completed, another 25% have a portions of the map completed.
- Of 4 teachers, 25% have a unit plan completed, another 25% have portions of the unit plan completed.
- Of 4 teachers, 75% have a weekly plan completed.

EC Planning Qualitative Summary

- Teachers have weekly plans that are aligned to the standards. Weekly plans identify ELTs and learning progressions.
- Learning progressions are visible in some classrooms/centers for student and assistant teacher interaction.
- Teachers who have engaged in coaching are continuing to work on making learning progressions visible and student facing.
- Weekly plans include anchor standards, ELTs, learning progressions, and performance task however, some plans are missing the connection between the activities/centers and the skills in the standards.

WP Planning Data as of 11/27

- Of 10 teams 7 teams, or 70% have an instructional map completed for at least 1 subject taught
- Of 10 teams 8 teams, or 80% have a unit plan completed for at least 1 subject taught
- Of 10 teams 5 teams, or 50% have a weekly plan completed for at least 1 subject taught
- 100% of instructional maps present have defined anchor standard bundles
- 100% of unit plans present have learning progressions however, there is a discrepancy in the implementation/use of the progressions in the classroom with students.

WP Planning Data as of 11/27

K-5 Teams	Reading	Math	Science/Social Studies
Instructional Map	**3 of 6**	**5 of 6**	**0 of 6**
Unit Plan	**3 of 6**	**6 of 6**	**0 of 6**
Weekly Plan	**2 of 6**	**2 of 6**	**0 of 6**

- 100% of specialist have an instructional map
- 33% of specialist have a unit plan
- Many special educators have weekly plans in the format of slides or activities

WP Planning Qualitative Summary

- Of the weekly plans that are present (2 of 5), 40% are in the form of a slide deck or calendar with no reference to the EI weekly planning template.
- Performance task are identifies as activities that partially address skills indicated in the standards
- Of the Instructional Maps and Unit Plans reviewed, the majority of the work is in Unit 1.
- For many of the learning progressions present, there is a misalignment to the level of DOK.
- Many special educators have weekly plans in the format of slides or activities

SAMS Planning Data as of 11/27

Three Prong Planning Approach	**SAMS**
Instructional Map	70% submitted
Unit 1 Plan	73% submitted
Unit 2 Plan	33% submitted
Weekly Plan	43% submitted

SAMS Planning Qualitative Summary

- 76% of educators have defined anchor standards.
- 66% of educators have an ELT and learning progression created, although there is still some discrepancy in the skills asked of students in both and the connection to the anchor standards.
- Of the weekly plans that are present, 71% are in the form of a slide deck or calendar with no reference to the EI weekly planning template.
- 55% of educators have an identified performance task, but often there is a lack of correlation to the skills identified in the anchor standards and learning progression.

SAVHS Plan Completion Data as of 11/27

- 24 of 38 teachers, or 63% of teachers have an instructional map completed for at least 1 course taught
- 55% of teachers have a unit plan completed for at least 1 course taught
- Of 68 total courses offered in the high school, 50% have an instructional map shared.
- Of the Instructional Maps and Unit Plans reviewed, the majority of the work is in Unit 1.
    - Very few have identified dates to be able to tell if planning is continuing throughout the year.

% of SAVHS Teachers Who Have an Instructional Map For At East One Course

% of SAVHS Teachers Who Have A Unit Plan For At Least One Course

% of SAVHS Courses Offered That Have an Instructional Map

SAVHS Planning Qualitative Summary

- Individuals who have attended at least one coaching session, and departments engaging in collaborative work are creating instructional maps and unit plans with
  - ELTs aligned to anchor standards, KLUs and Global Competencies
  - Annotation suggesting reflection, questioning, and improvement over time
- Courses that are taught by more than one teacher or that are core curriculum/ required of all students are more likely to have instructional maps and at least one or two unit plans complete
- AP, CIS, CTE, and other courses that adhere to a set of standards outside of core curriculum, MDE are less likely to have instructional maps and unit plans

SAVHS Planning Qualitative Summary Continued

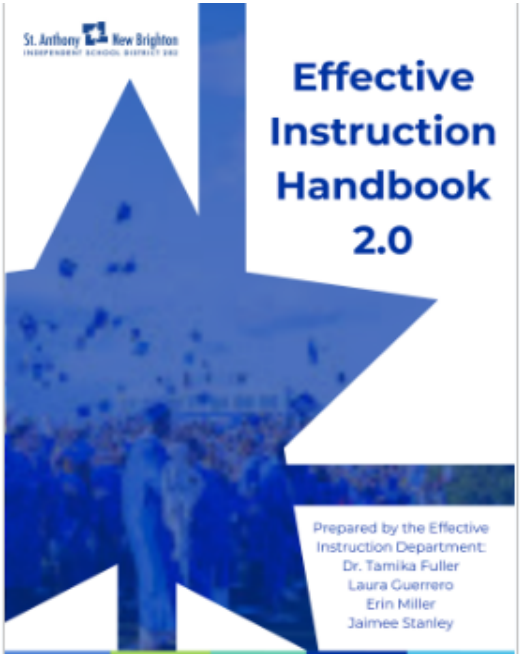
- Educators who are practicing planning are becoming more skilled in creating ELTs and are posting them in classrooms
- A few educators are mis-identifying anchor standards or making other errors in applying the Core 4.Primary errors noted:
  - Selecting strands instead of anchor standards
  - Creating learning progressions and performance tasks without any identified standards

Evidence of Relevant Professional Learning: Mirror Modeling with Diverse Opportunities for Capacity Building

PD One: August 14, 2024

EI Overview with grounding in EI Handbook 2.0

Introduced the EI Department, concepts of EI design and execution.

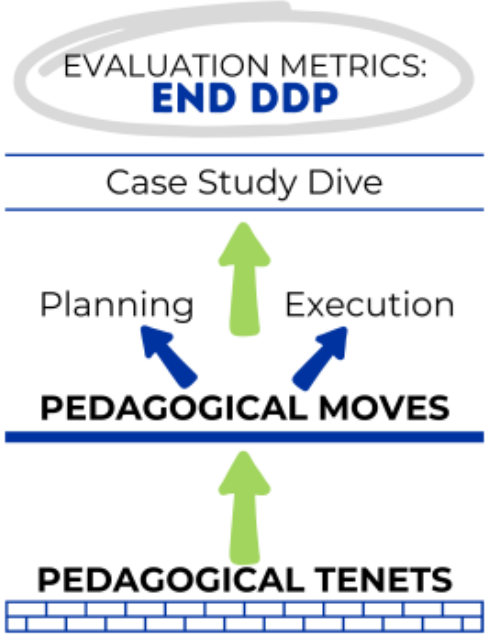


PD Two: October 16, 2024

EI misconception analysis with a case study approach for applied practice and individual/collective transfer

PD Three: February 17, 2025

A focus on pedagogical foundations for transfer to practical moves in planning and practice, optimizing student learning experiences to ensure equitable outcomes



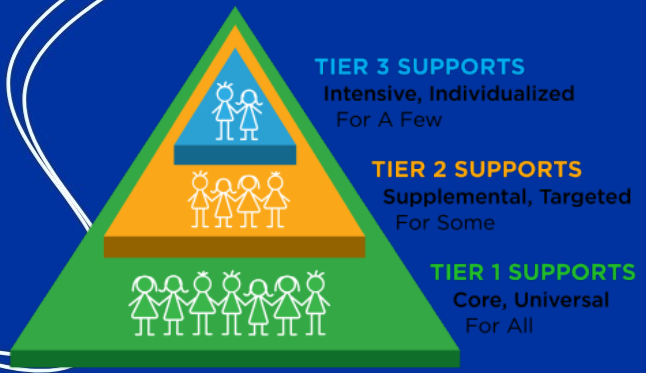
Professional Development Opportunities

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
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	Read 180	SAMS
September 18	Making Learning Progressions Visible	SAMS staff

Professional Development Opportunities

Date	PD Title/Topic	Audience
September 25	FastBridge Data Dive	SAVHS Math and English teams
October 2	FastBridge Data Dive	SAMS staff
October 16	Weekly Plan Modeling/ Case Study Approach to C4, RRR	SANB District All-Day PD
October 23	FastBridge Clarifying & Data Introduction	Wilshire Park staff
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: Universal Entry	All district staff, site-based

Professional Learning Supplements



Guidance on Lexile.com and Progress Monitoring

Read Act and Literacy in SANB

4th Grade Area Project Resource

DOK in Phonics

1st Grade SAVVAS Mapping

SAVHS Collaboration Time Process

Timely Scaffolding

Critical Inquiry

Are we collectively transferring professional learning to enhance effective leadership and instructional practices that improve student learning outcomes?

Core Principle of Rigor

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

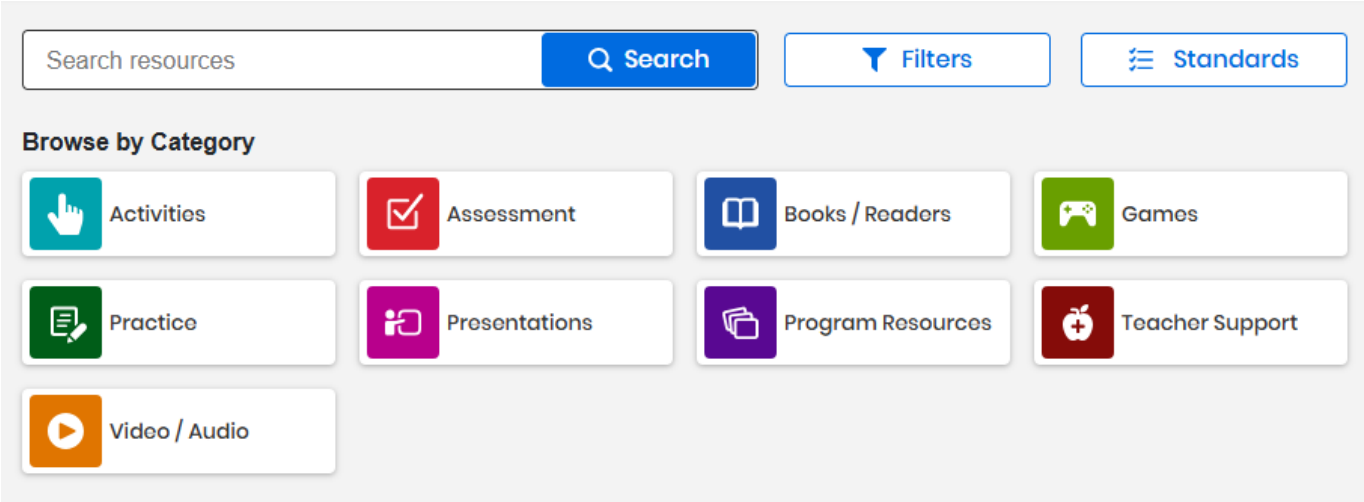
Innovation Synthesis: Rigorous professional learning experiences are meant to evoke the same for student learning environments, where a synthesis of skill building and learning transfer equates to collective best practices that address the complex change of a new time in education, that keeps students at the center and their diverse needs as the metric for the rate of change demanded in the system.

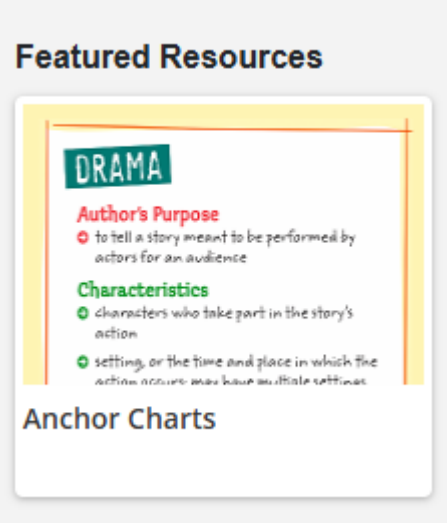
In SANB, **rigor is fostered through innovation synthesis** in response to the comprehensive support model embedded in our system to ensure staff capacity to transfer cross-contextual learning for accelerated instructional effectiveness that transforms student outcomes.

SAVVAS Online Synthesis with EI Framework Implementation & Read Act Requirements

- A district must use evidence-based curriculum and intervention materials to ensure student mastery of The Big Five.
- The curricula must reflect culturally and linguistically responsive materials that represent diverse populations and experiences of students from diverse backgrounds.

SAVVAS MyView (K-5) Available Resources





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SAVVAS MyPerspectives (6-10) Available Resources

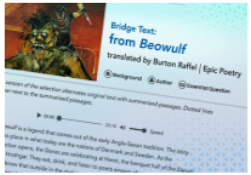
Browse by Category

- Activities
- Assessment
- Presentations
- Program Resources
- Books / Readers
- Practice
- Teacher Support
- Video / Audio

Featured Resources

Background Connections

Book Club Study Guides



Bridge Texts

Extra Reads

Grammar Center

Hook & Inspire

Listenwise Current Events

Media Studio

Professional Learning Library

Standards Practice

Turnitin Simcheck

Writing and Research Center

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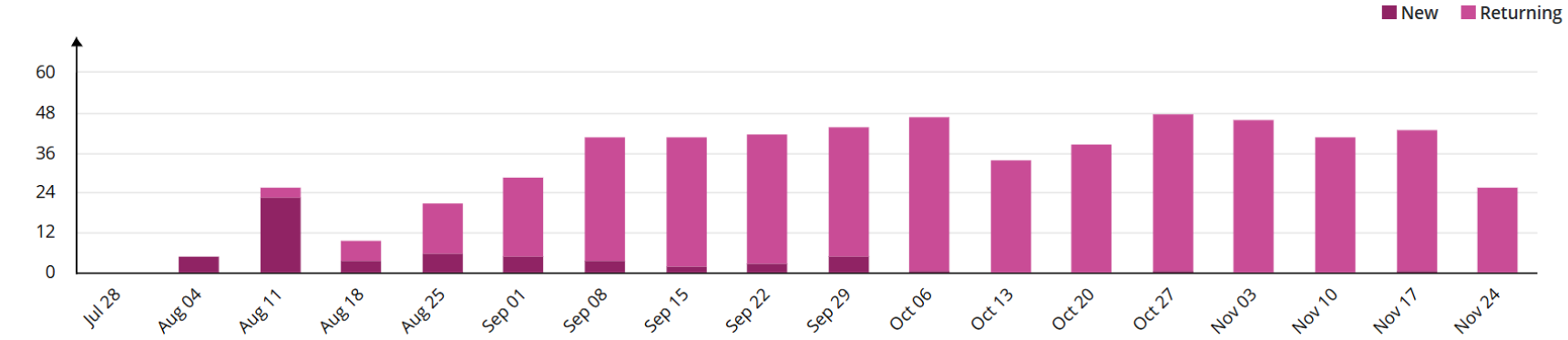
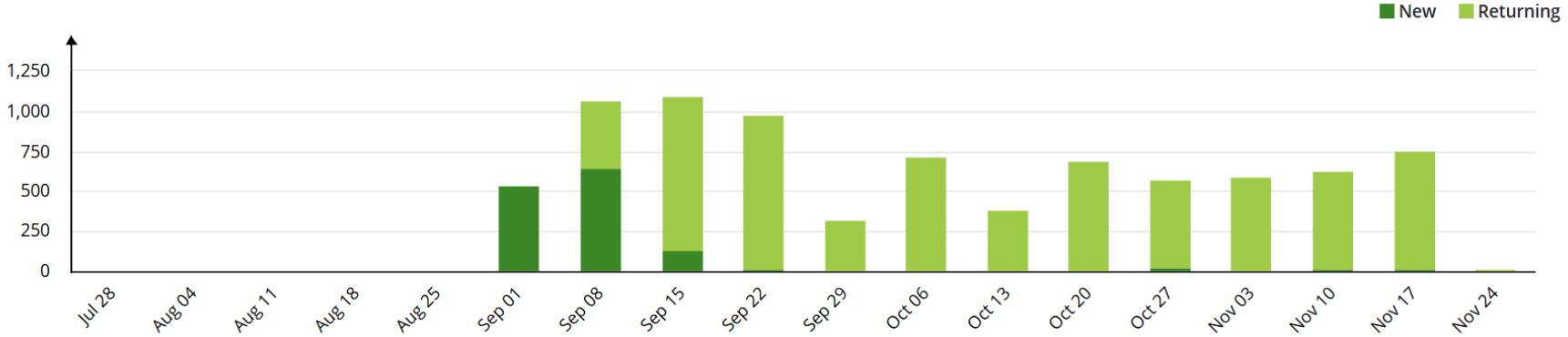
Teacher Usage

Active Teachers per Week



Student Usage

Active Students per Week



Goal: To leverage both online & paper resources to provide a comprehensive set of of learning experiences that are complementary.

Data: SAVVAS online data outcomes confirm that of planning, when the curricular resource consists of plans that address the EI Three Prong approach.

Embedded Rigor in Curricular Resources

Both planning and online usage confirm observations during the baseline learning walks, with inconsistencies apparent across K-12 classrooms, reflecting implementation integrity. Observation feedback was provided to all resource implementers.These data points further triangulate with ongoing observations/conversations during planning/department/team meetings.

Note: SAVVAS implementation checks coming soon in December.

Critical Inquiry

Are we finding bridges for cross-contextual rigor or noticing gaps?

What is the equity impact?

Synthesis of EI Framework, SAVVAS Implementation & Lexia Acceleration Resource

READ ACT REQUIREMENTS

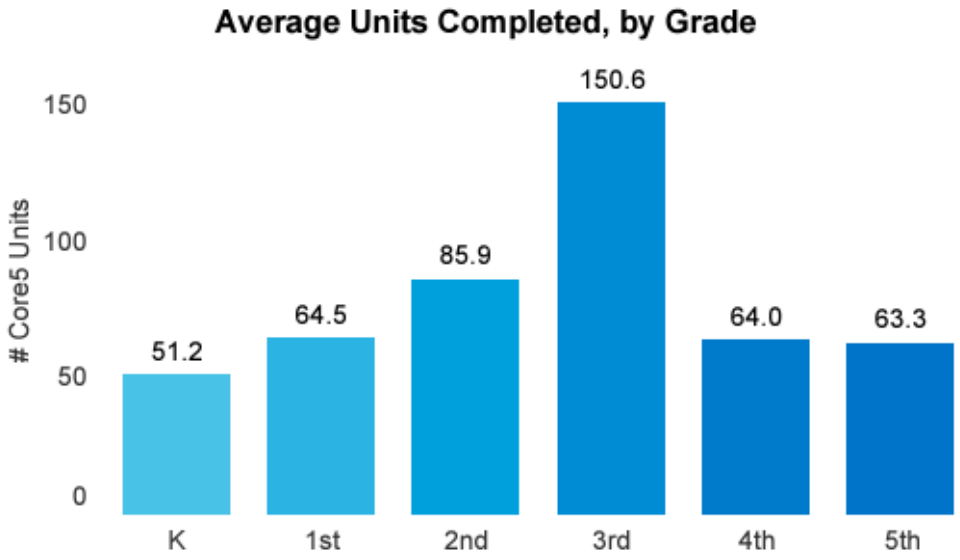
- K-3 students must be screened three times a year (SANB Screener is FastBridge)
- Reading intervention must be provided to accelerate growth to proficiency (K-5 Lexia)

Outcomes

Levels in Core5 consist of 57-93 units, which are sets of tasks that cover specific literacy skills. Grades K-5 each span 3-4 levels.

The typical student reflected in this report spent **399 minutes** in the Core5 program and completed **82 units** over the course of this implementation. In addition, **347 students** advanced at least one level in Core5, with students in the reporting population completing an average of **0.81 levels**.

Each students has a weekly target for unit completion to reach mastery of grade level material. The weekly unit target goal ranges form 4-16 units depending on student performance in the program. 1 unit takes 5 minutes to complete.



Implementation Triangulates with Multiple Student Measures

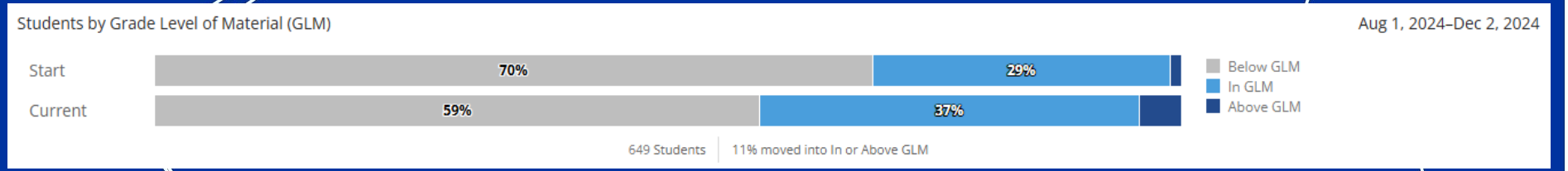
Lexia, SAVVAS, Creative Curriculum, TS Gold, Fast Bridge, & MCA

Critical Inquiry

Does the data triangulate (leadership, instruction, and student outcomes)?

What are the findings regarding the “fierce urgency of now (MLK)” for systems change on behalf of our students?

LEXIA Grade Level Material



Start

Above GLM: 1% -(3 students)

In GLM: 28% (189 students)

Below GLM: 70% (457 students)

Current

Above GLM: 4% -(23 students)

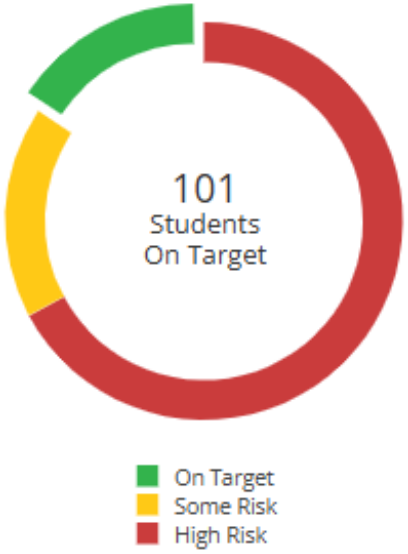
In GLM: 37% (242 students)

Below GLM: 59% (384 students)

Of the 649 students working in Lexia CORE 5 11% have moved into in or above grade level measures since the start of the school year.

K - 5th Grade Students

Likelihood of meeting end-of-year, grade-level benchmark.



Dec 1, 2024

Performance During: Nov 1-30, 2024

Next Update: Jan 1, 2025

Based on grade level standards, benchmarks, student usage (minutes), and units gained (completed) there are 101 students that are on target, 111 students with some risk, and 433 students who are at high risk of not meeting grade level skill mastery by the end of the school year.

October 2024

485 Students

On target: 11% -(55 students)

Some Risk: 19% (94 students)

High Risk: 69% (336 students)

November 2024

642 Students

On target: 15% -(95 students)

Some Risk: 18% (113 students)

High Risk: 69% (434 students)

Standards Assessed by Grade: SAVVAS Online

Standards Performance by Programs

Standards with 70% or more of students showing proficiency | Standards with less than 70% of students showing proficiency

Program	Total number of standards assessed	% of Assessed Standards Mastered
myPerspectives 2025 Grade 8	38	29%
myPerspectives 2025 Grade 7	38	13%
myPerspectives 2025 Grade 6	38	18%
myView Literacy 2025 Grade 2	16	38%
myPerspectives 2025 Grade 9	7	57%
myPerspectives 2025 Grade ...	6	17%

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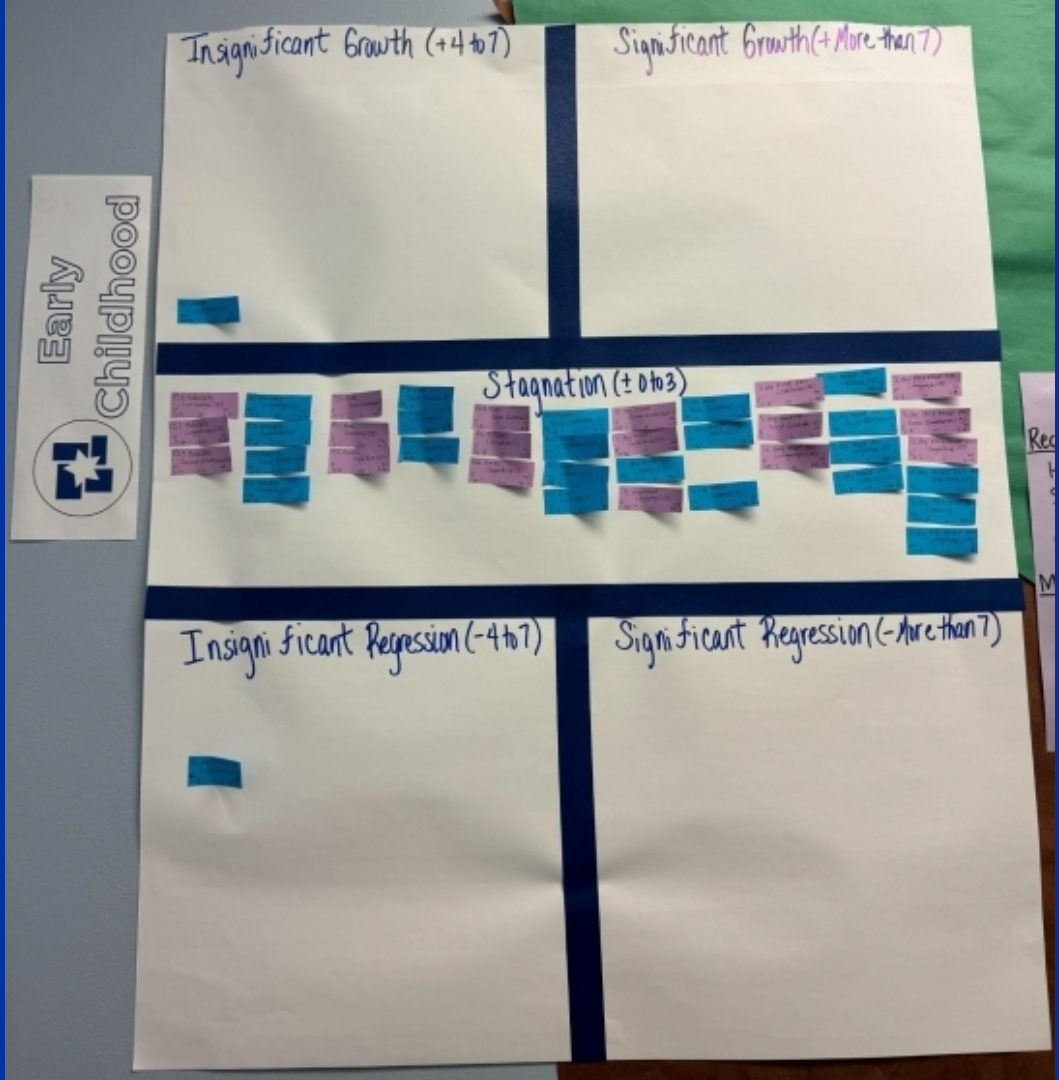
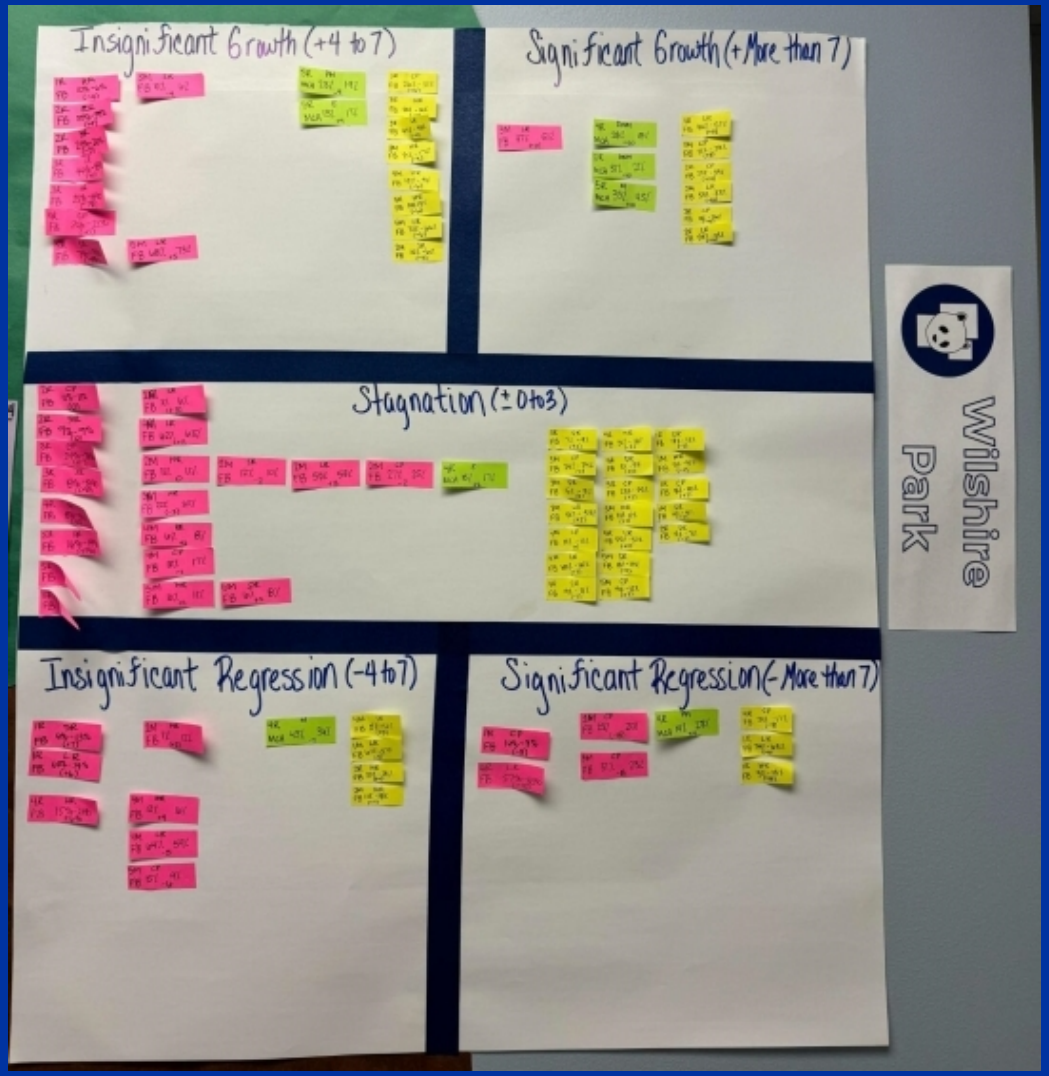
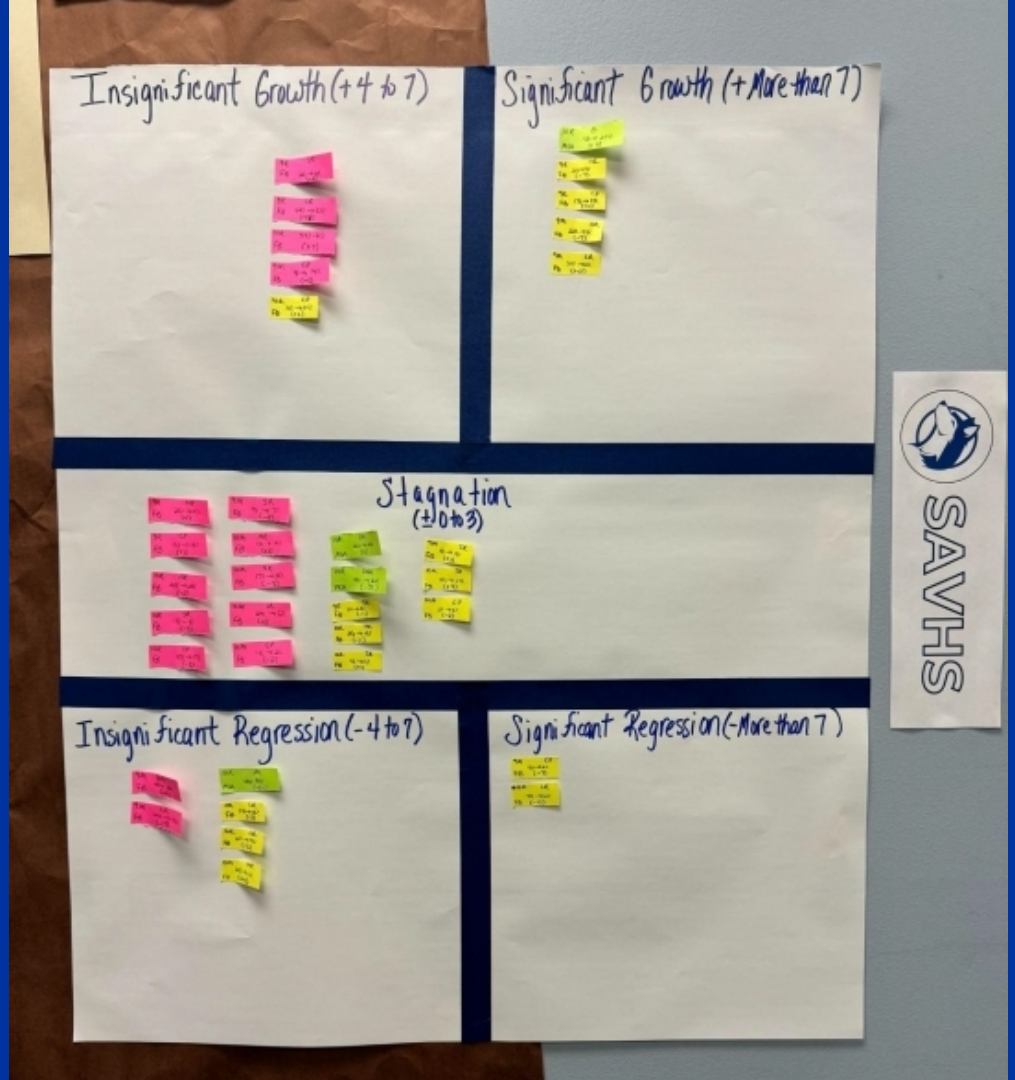
TS Gold Data Across 4 of 6 Domains: Social Emotional, Cognitive , Language & Literacy



	FastBridge Fall 2023-Spring 2024
	MCA 2023-24
	Fastbridge Spring 2024-Fall 2024



	FastBridge Fall 2023-Spring 2024
	MCA 2023-24
	Fastbridge Spring 2024-Fall 2024



“We are now faced with the fact that tomorrow is today. We are confronted with the fierce urgency of now. In this unfolding conundrum of life and history there is such a thing as being too late. Procrastination is still the thief of time. Life often leaves us standing bare, naked and dejected with a lost opportunity. The 'tide in the affairs of men' does not remain at the flood; it ebbs. We may cry out desperately for time to pause in her passage, but time is deaf to every plea and rushes on. Over the bleached bones and jumbled residue of numerous civilizations are written the pathetic words: 'Too late.”

— Martin Luther King

December 3, 2024

SAVEA Effective Instruction Update

SAVEA's Goal: To provide equitable learning opportunities to all students within a sustainable workload as agreed upon in our contract.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Recommendation 1:
Active Engagement in the Process

SAVEA Survey Fall 2024

81% of SAVEA respondents have started or completed at least one EI unit. (Avg. 1.72 units)

Opportunities:

Relevant exemplars

Consistent feedback

Recommendation 2:
Focus on Relationship-Building

65% of SAVEA respondents have scheduled or completed a coaching cycle.

Opportunities:

Coaching availability

Correct context for data/accurate collection and reporting

Recommendation 3:
Provide Feedback for Continuous Improvement

SAVEA drafted a proposal to address many of the challenges created by this significant increase in workload.

We are currently discussing this with the District and EI leaders.

<u>Opportunities:</u>

Allowing multiple narratives.