AMENDED Work Session of the St. Anthony-New Brighton School Board
Tuesday, October 21, 2025 6:00 PM

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

Agenda

1. Call to Order School Board Work Session
   Speaker(s): Barry Kinsey - School Board Chair
2. Approval of AMENDED Agenda
   Speaker(s): Barry Kinsey - School Board Chair
3. Approval of AMENDED Consent Agenda
   Speaker(s): Barry Kinsey - School Board Chair
4. Report: Community Services
   Speaker(s): Wendy Webster - Director of Community Services and Communication
5. Discussion Items
   5.1. Science Curriculum Review
      Speaker(s): Dr. Kennietha Jones - High School Effective Instruction
   5.2. Pre-Audit Budget
      Speaker(s): Phan Tu - Controller
   5.3. Current Year Budget Draft and Legislative Impacts on Budget
      Speaker(s): Phan Tu - Controller
   5.4. Policies - 2nd Reading
      806 - Crisis Management
      Speaker(s): Dr. Cassandra Palmer - Policy Committee Chair
   5.5. Administrative Contracts Update
      Speaker(s): Dr. Renee Corneille - Superintendent
   5.6. School Board Goals Draft
      Speaker(s): Barry Kinsey - School Board Chair
6. Reports
   6.1. ISD282 District, Program, and Building Report
      Speaker(s): Hope Fagerland - Executive Director of Academics
   6.2. Board Reports
      Speaker(s): Barry Kinsey - School Board Chair
7. Adjourn School Board Meeting
   Speaker(s): Barry Kinsey - School Board Chair

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

AMENDED SCHOOL BOARD CONSENT AGENDA
10/21/2025

PRESENTER(S): School Board Chair

1. Personnel

Hire(s)

Last Name	First Name	Position	School	Date Effective
Baumgartner	Elizabeth	Family & Student Support Coordinator	District-wide	10.20.2025
Hein	Katherine	Asst Preschool Teacher	CS	10.08.2025
Selsback	Braden	Custodian	HS/MS	9.30.25

2. Payment of Bills Checks Paid 10/09/2025

01- General Fund	$168,398.18
02- Food Service Fund	$24,341.35
03- Transportation Fund	$3,988.74
04- Community Serv Fund	$122,194.78
05- Capital Expenditure Fund	$126,426.56
08- Agency Fund	$3,000.00
09- Trust Fund	$3,555.70
25 - Student Activities	$7,943.85
Total: $	$459,849.16

3. Minutes

10/7/25 Regular Meeting Minutes (see BoardBook for document)

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Listening Session + Regular Meeting of the St. Anthony-New Brighton School Board

Tuesday, October 7, 2025
St. Anthony Community Services (Council Chambers), Community Services, 3301 Silver Lake Road NE, St. Anthony , MN 55418
Listening Session 6:00pm
Regular Meeting 6:30pm
www.isd282.org/discover/school-board

Minutes

Attendance Taken at 6:30 PM.

Laurel Hood:	Present
Barry Kinsey:	Present
Laura Oksnevad:	Present
Mike Overman:	Present
Cassandra Palmer:	Present
PJ Striker:	Present

1. **Listening Session (6:00 pm)**
2. **Call to Order School Board Regular Meeting (6:30pm)**
   Discussion: Chair Kinsey called the meeting to order at 6:30pm.
3. **Approval of Agenda**
   Action(s):
   The recommended motion is to approve the October 7, 2025 Regular Meeting agenda as presented. This motion, made by Hood and seconded by Overman, Carried.
   Voting Detail:

Laurel Hood:	Yea
Barry Kinsey:	Yea
Laura Oksnevad:	Yea
Mike Overman:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea

   Voting Summary: Yea: 6, Nay: 0
4. **Approval of AMENDED Consent Agenda**
   Action(s):
   The recommended motion is to approve the consent agenda as presented, including: minutes from the September 16, 2025 Work Session, September 30, 2025 Joint City Council Meeting, and Board Professional Meeting, personnel, and payment of bills. This motion, made by Oksnevad and seconded by Palmer, Carried.

Voting Detail:

Laurel Hood:	Yea
Barry Kinsey:	Yea
Laura Oksnevad:	Yea
Mike Overman:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea

Voting Summary: Yea: 6, Nay: 0

5. **Report: Patriots Marching Band**
   Discussion: Patriots Marching Band Director, Chris Ravndal, shared an overview of the 2025 season including a recap of the band's trip to Pittsfield, MA . Staffing was stable, and student participation increased.
6. **Report: Student Services**
   Discussion: Executive Director of Academics, Hope Fagerland, provided an operational update of the Student Services programs, including Special Education, Wellness, Multilingual Program, and Family & Student Support.
7. **Action Items**
   7.1. Food Service Debt Cancelation
   Action(s):
   The recommended motion is to approve the use of the general fund to write off $11,564.19 of bad debt for Food Service uncollectible meal balances. This motion, made by Overman and seconded by Striker, Carried.
   Voting Detail:

Laurel Hood:	Yea
Barry Kinsey:	Yea
Laura Oksnevad:	Yea
Mike Overman:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea

   Voting Summary: Yea: 6, Nay: 0

   7.2. Assurance of Compliance
   Action(s):
   The recommended motion is to approve the annual MDE Assurance of Compliance and Mandated Reporting, as presented. This motion, made by Kinsey and seconded by Palmer, Carried.
   Voting Detail:

Laurel Hood:	Yea
Barry Kinsey:	Yea
Laura Oksnevad:	Yea
Mike Overman:	Yea
Cassandra Palmer:	Yea

PJ Striker: Yea

Voting Summary: Yea: 6, Nay: 0

7.3. Language Action Plan

Action(s):

The recommended motion is to approve the SANB Language Access Plan as presented. This motion, made by Striker and seconded by Palmer, Carried.

Voting Detail:

Laurel Hood: Yea

Barry Kinsey: Yea

Laura Oksnevad: Yea

Mike Overman: Yea

Cassandra Palmer: Yea

PJ Striker: Yea

Voting Summary: Yea: 6, Nay: 0

7.4. Policies - Final Reading

Action(s):

The recommended motion is to approve policies 506 as presented. This motion, made by Striker and seconded by Palmer, Carried.

Voting Detail:

Laurel Hood: Yea

Barry Kinsey: Yea

Laura Oksnevad: Yea

Mike Overman: Yea

Cassandra Palmer: Yea

PJ Striker: Yea

Voting Summary: Yea: 6, Nay: 0

The recommended motion is to approve policy 606.5 as presented. This motion, made by Palmer and seconded by Oksnevad, Carried.

Voting Detail:

Laurel Hood: Nay

Barry Kinsey: Yea

Laura Oksnevad: Yea

Mike Overman: Yea

Cassandra Palmer: Yea

PJ Striker: Yea

Voting Summary: Yea: 5, Nay: 1

The recommended motion is to approve policy 722 as presented. This motion, made by Palmer and seconded by Overman, Carried.

Voting Detail:

Laurel Hood: Yea

Barry Kinsey: Yea

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Laura Oksnevad: Yea
Mike Overman: Yea
Cassandra Palmer: Yea
PJ Striker: Yea
Voting Summary: Yea: 6, Nay: 0

8. **Discussion Items**
   8.1. Enrollment Update
   Discussion: Executive Director of Academics, Hope Fagerland, provided the board with an October 1 update on district enrollment. The district met the budgetary enrollment target of 1840. The current enrollment, with the reduction of 58 full-time equivalent PSEO students, is at 1866. This provides a budgetary buffer.
   8.2. Policies - First Reading
   Discussion: The board had a first reading of policy 806 and Safe Gun Storage Resolution. They will both come back to the board for further review and action.
9. **Reports**
   9.1. ISD282 Program and Building Report
   Discussion: Executive Director of Academics, Hope Fagerland, provided the board with the many events and activities in the buildings and programs of SANB.
   9.2. Board Reports
   Discussion: School Board members shared information from the meetings, professional learning and events they attended since the last meeting.
10. **Adjourn School Board Meeting**
   Discussion: Chair Kinsey adjourned the regular meeting at 8:32pm.

Approved by: School Board Clerk or Board Chair

Signature: _____ Date: _____

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Community Services Update

October 21, 2025

Wendy Webster
Director of Community Services & Communications

Objectives

- Purpose of Community Services
- Our Values and Beliefs
- Our Focus and its Alignment with Success Metrics
- Our Goals



Our Purpose since 1971

CHAPTER 900—H.F.No.1353

[Coded]

An act establishing a community school program; appropriating money therefor.

Be it enacted by the Legislature of the State of Minnesota:

Section 1. **[121.85] EDUCATION; COMMUNITY SCHOOL PROGRAMS; APPROPRIATION; PURPOSE.** The purpose of this act is to make maximum use of the public schools of Minnesota by the community and to expand utilization by the school of the human resources of the community, by establishing a community school program.

The purpose of Community Education Programs is to make maximum use of the public schools by the community and to expand utilization by the school of the human resources of the community.

PURPOSE OF COMMUNITY EDUCATION PROGRAMS, Minn. Stat. § 124D.18 (2024)

Our Values at Community Services

Teamwork

We cannot do this work alone; we need each other.

Caring

We are a school that cares deeply for all children and families.



Belonging

We are a school where children can show up as their beautiful bright selves and feel valued as they learn new skills and grow.

Our Beliefs at Community Services

Parents are a child's first and most important teacher.

We build communities of learning and belonging with children, families and adults.



Kids see all adults in a classroom as teachers.
We do too.

Our Focus and Alignment to Success Metrics

- Students thrive emotionally and socially in adaptive environments
- Students harness academic skills and a love of learning
- Students positively contribute as a thriving citizen to their community



Our Goals

Early Childhood Goals and SMART Goal

Family Engagement: connecting parents to other parents

Adult & Senior Programs: building support and community



Early Childhood

- Early Childhood Screening
- Help Me Grow Referrals
- Early Childhood Family Education (ECFE) and Family Learning
- Early Childhood Special Education
- All Day and Half Day Preschool

Early Childhood Instructional Goals



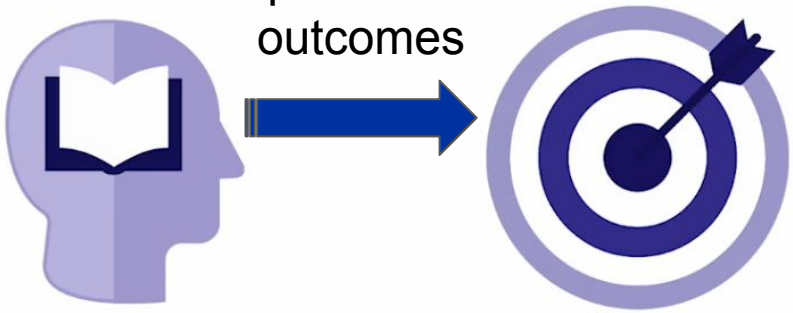
- EC LTRS Training for Early Childhood Teachers
- Communicating essential learning targets with students and documenting learning of skills
- Learning how to review data at weekly classroom meetings to improve instructional practices and outcomes for all students

Four Essential Elements for Literacy Success

Critical step is changing our instructional practices to improve student outcomes



TEACHES SCIENCE OF READING

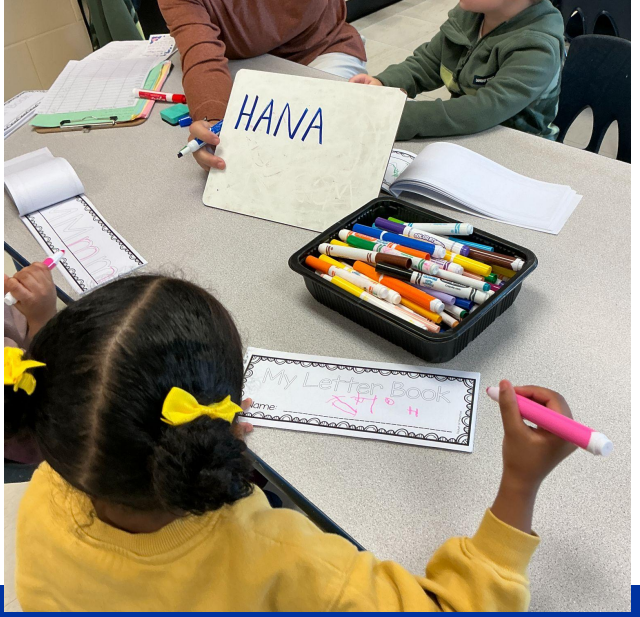


CONVERTS RESEARCH TO PRACTICE

ENHANCES TEACHER EFFECTIVENESS



TRANSFORMS INSTRUCTION



Early Childhood SMART Goal

To increase Academic Excellence in SANB students and eliminate disproportionality, disparities and predictability in early childhood classrooms by 2028,
100% of students will meet or exceed the learning objectives as measured by Teaching Strategies Gold.

Spring 24 Benchmarks	3-4 yrs	4-5 yrs	All
Social Emotional	85%	63%	75%
Language	74%	63%	69%
Literacy	83%	82%	82%

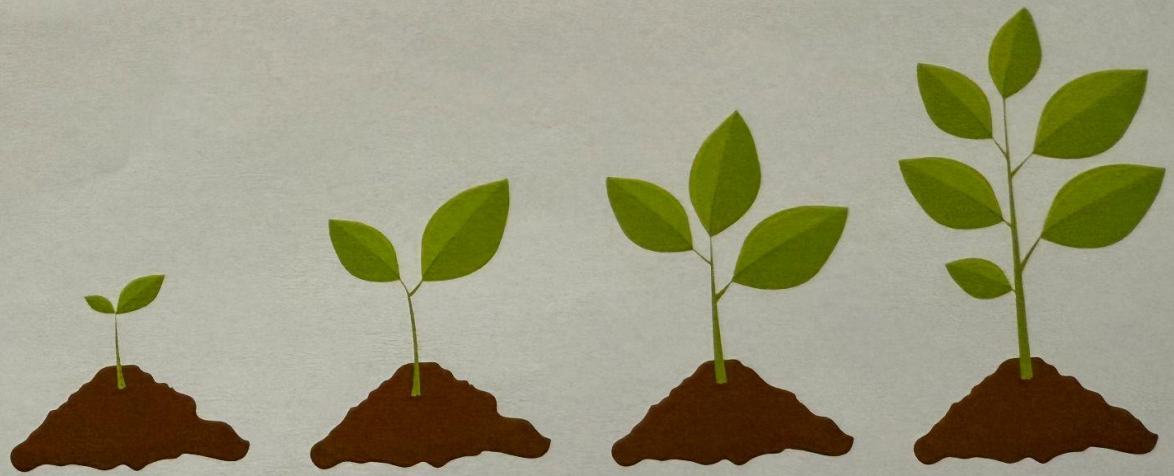
Spring 25 Benchmarks	3-4 yrs	4-5 yrs	All
Social Emotional	88%	93%	90%
Language	76%	89%	82%
Literacy	96%	97%	96%

Family Engagement Goals



- Three Family Nights a Year
- Four Early Childhood Parent Advisory Council meetings
- Year 2 of our Family Learning Program
- Weekly communication with parents to help them learn about Essential Learning Targets and skills children are learning in ECFE and Preschool

Learning target with progression for THIS WEEK:

1.7 Sort	→
1.7 - We can sort objects in different ways -color -size -shape	
	I sort 2 or 3 types of objects by color
	I sort 2 or 3 types of objects by size
	I sort 3-4 types of objects by shape
	I choose my own way to sort objects and can explain why



We can show evidence of our understanding





Adult and Senior Program Goals

- Our focus is classes led by local instructors to make connections among adults in our community
- Second year of our monthly caregiver support group
- Senior luncheons with entertainment provided by high school choir
- Collaborate with Silverwood Park on shared programming

Questions



St. Anthony Community Services

We Educate and Inspire a Community of Lifelong Learners

WHAT IS COMMUNITY SERVICES?

THE PURPOSE OF COMMUNITY EDUCATION PROGRAMS IS TO MAKE MAXIMUM USE OF THE PUBLIC SCHOOLS BY THE COMMUNITY AND TO EXPAND UTILIZATION BY THE SCHOOL OF THE HUMAN RESOURCES OF THE COMMUNITY.

PURPOSE OF COMMUNITY EDUCATION PROGRAMS, MINN. STAT. § 124D.18 (2024)

Family and Youth Engagement

Supporting and connecting parents and the development of their children through:

- Early Childhood Family Education (ECFE) and Family Learning (English classes)
- Preschool Classes
- Early Childhood Screening
- Village Kids (before and after school care)
- Youth Enrichment Classes
- Learn to Swim and Aquatics Programs







In the 2024-25 School Year,

- **702 early childhood students** attended Early Childhood Family Education (ECFE) classes with their parents, preschool classes and enrichment camps
- **298 students in grades K-6** participated in Village Kids school year and summer programs
- **1151 students in grade K-5** attended school year and summer enrichment and learn to swim classes
- **465 students in grades 6-12** participated in after school & summer enrichment and learn to swim classes







Adult and Senior Engagement

Building connections and reducing isolation among adults in our community through:

- Adult Enrichment Classes
- Adult Recreation
- Senior Programming
- Scheduling Use and Rentals of City and School Facilities

In the 2024-25 School Year,

- **740 adults** engaged in adult classes and programs
- **154 user groups residing within St. Anthony** utilized our school and city facilities, park shelters and fields for **41,688 hours**
- **91 groups residing outside of St. Anthony** utilized our school and city facilities, park shelters and fields for **6495 hours**

Did You Know?

Early Childhood Screening is required to begin kindergarten in Minnesota.
In the 2024-25 school year, St. Anthony Community Services conducted **early childhood screenings for 103 children** ages 3-5.

Of the 88 preschoolers who attended **preschool at Community Services, 96% of preschoolers** met or exceeded literacy benchmarks, **88% of preschoolers** met or exceeded social emotional benchmarks and **76% of preschoolers** met or exceeded language benchmarks in 2024-25.

Adults who participate in Community Education classes and programs are **14% more likely to support** school district operating levy or bond referendums.

St. Anthony Community Services budget is $1.8 million.
In 2024-25, **80% of revenue was participant fees**, 9% was state aid and 8% was local tax levy. By statute, state aid and local levy funding is required to be used for specific programs such as ECFE.





Success Metrics

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

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

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



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

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

St. Anthony-New Brighton School District is committed to the success of all learners. We will engage, inspire and support each learner through innovation and collaboration.

St. Anthony New Brighton ISD 282 Public Schools
Teaching & Learning Work Session: Curriculum Adoption - McGraw-Hill Inspire Science K-12
October 21, 2025

Overview
The Science Curriculum Adoption Team's task was to evaluate science curricular resources against national standards and district instructional priorities, recommending high-quality instructional materials (HQIM) to be implemented in SY2025-26 in conjunction with updated Minnesota Comprehensive Assessments (MCA) and state standards, as well as best practices for effective instruction, ensuring equitable student access to a guaranteed and viable curriculum. The following presentation also outlines our process, adoption timeline, top choice for adoption, and a brief explanation of other curricula reviewed, as well as next steps for district-wide professional learning. The appendix includes the team's rationale for selecting the integrated curriculum option at the middle school level.

Effective Instruction Presentation
Science Curriculum Adoption Recommendations for SY25-26 Implementation

District Instructional Priorities
Science Curriculum Review Checklist

Student and Leader Feedback*
McGraw Hill Science Curriculum Adoption MS/HS Student Leader Feedback
*Wilshire Park Feedback from Mr. Lee integrated into feedback.**

McGraw-Hill Inspire Science MN Standards Crosswalk (sample)
Gr 6 MN New Science Standards Inspire Earth Science 2020 Correlation.pdf
Inspire Biology 2020 MN New Science Standards Correlation.pdf

Professional Learning Implementation Plan
McGraw Hill Science Summer/Fall 2025 Professional Learning Requirements

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Effective Instruction

Science Curriculum Adoption Recommendations for SY25-26 Implementation

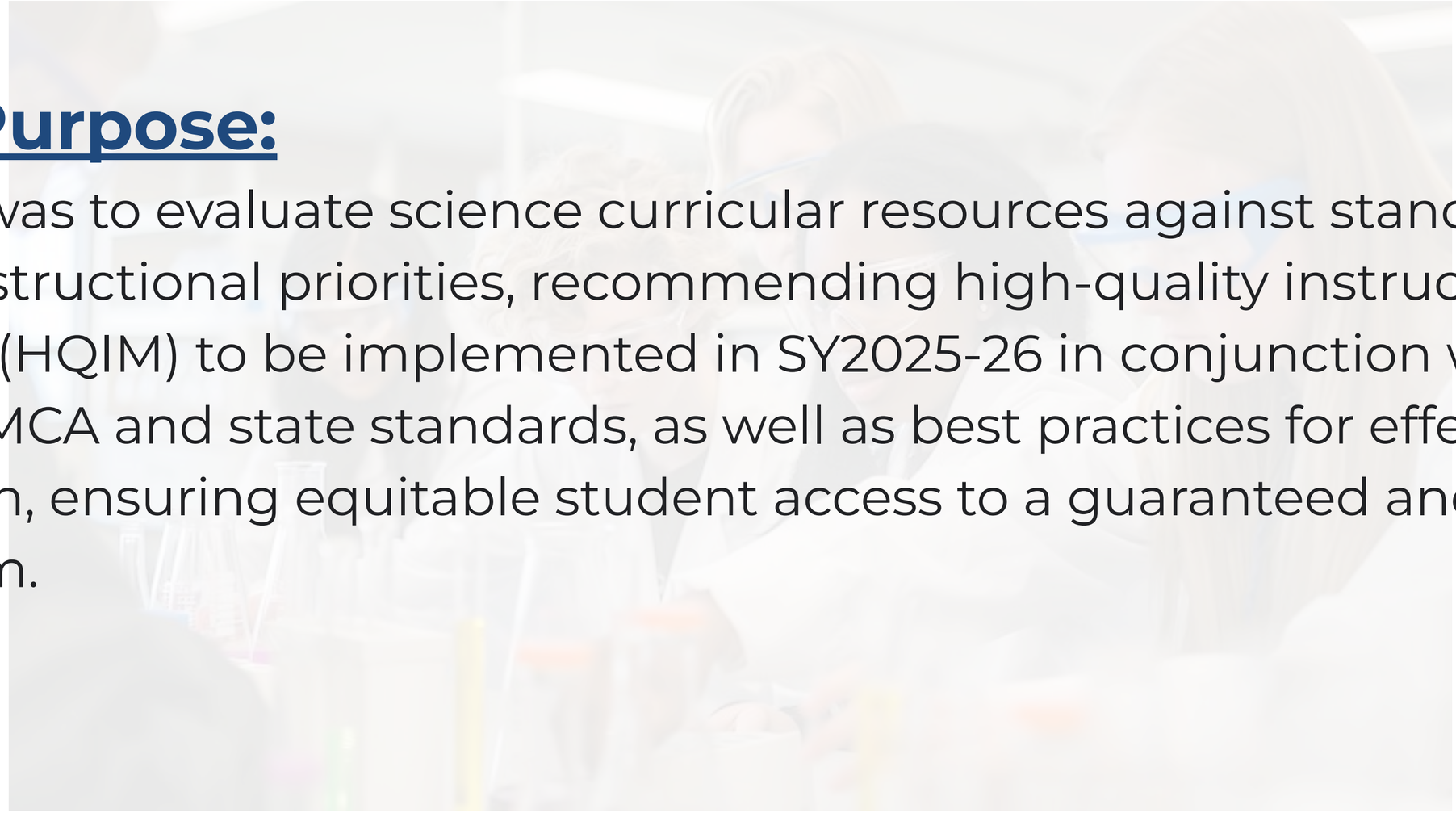
May 29, 2025

The Science Curriculum Review Team

Our Team was composed of:

Steve Rice, SAVHS (9-12)
Lena Pivec, SAMS (6-8)
Bailey Seward, SAMS MLL (6-8)
Alli Downing, WPES (K-5)
Scott Springman, WPES (K-5)
Lisa Cartwright, WPES (K-5 STEM Specialist)
Viviana Chavez Garcia, WPES MLL (K-5), District MLL Coordinator
Kristen Schwintek, SAMS Dean
Dr. Tamika Fuller, Director of Effective Instruction
Jaimee Stanley, District Literacy/EI ELE Coordinator
Laura Guerrero, District Assessment/EI MS Coordinator
Dr. Kennietha Jones, District Curriculum Adoption/EI HS Coordinator

Our Process



Team Purpose:

Our task was to evaluate science curricular resources against standards and district instructional priorities, recommending high-quality instructional materials (HQIM) to be implemented in SY2025-26 in conjunction with updated MCA and state standards, as well as best practices for effective instruction, ensuring equitable student access to a guaranteed and viable curriculum.

Our Process

Process:

Critical curriculum alignment indicators were developed to ensure the selection process was governed by the newly adopted Next Generation Science Standards in MN, EI Frameworks, MN Read Act, and SANB systemic change models rooted in dignity and belonging. Those indicators were integrated into a checklist format that included the following domains: Standards, RRR & C4 Alignment, Assessment, Belonging and Relevance, Technology Features, the 3D Science Learning Model and cross-contextual literacy supports.

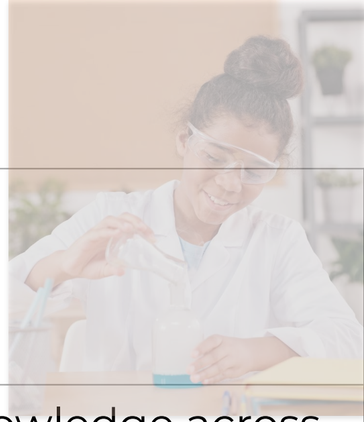
The committee also looked for a curriculum that ensured optimal science instruction across the district. This included identifying a motivating, inspiring, and representative curriculum that could be consistently and easily implemented, also allowing cross-curricular integration.

Our Process

Timeline:

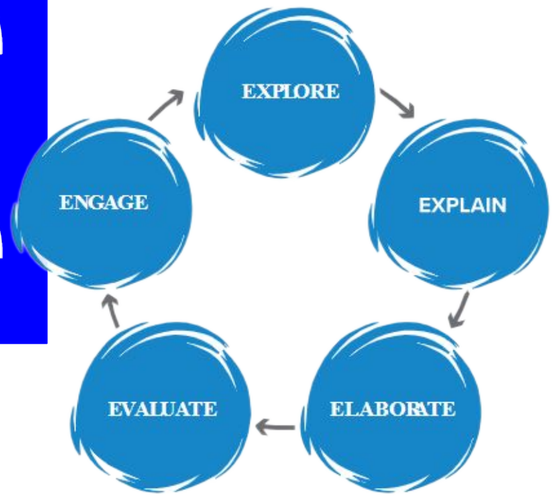
- November 2024: met to internalize the review process and establish teaming and collaboration norms among committee members.
- December 16-17: committee members evaluated select materials using the SANB *Science Curriculum Review Checklist*.
- January/February: committee members shared the review process and science resources with site-based teams to gain broader educator input.
- April 14th: committee members determined which science curriculum vendors to bring in for presentations.
- May 5th: presentations from Discovery Education, Twig Science Imagine Learning, HMH Science Dimensions, and Kendall Hunt.
- May 14th: presentations from SAVVAS, McGraw Hill Inspire Science, and Amplify.
- May 27th: final science adoption decision and recommendation prepared.

The Checklist



Standards, RRR, and C4 Alignment	Alignment to Anchor Standards; Learning Targets High rigor, high relevance performance tasks DOK 1-4 and hands-on learning/labs
Assessment	Supports various means for student demonstration of proficiency based knowledge across DOK levels
Belonging and Relevance	Variation of instruction/materials to support & include diverse student groups/ perspectives Plans facilitate explicit instruction (I do, you do, we do) Strong supports for diverse teachers Differentiation and culturally competent instructional practices.
Technology Features	Real-time data of mastery of learning targets (progress monitoring) Integration with Google Classroom, Clever, etc. on Chromebooks + iPads Editable assessments and assignments
Science Skills and Crosscutting Concepts	Meets NGSS 3-Dimensional Learning and MN Standards
Science Practices	Meets NGSS 3-Dimensional Learning and MN Standards
Disciplinary Core Ideas	Meets NGSS 3-Dimensional Learning and MN Standards
Literary Support	Supports for diversity of reading skill levels (vocabulary strategies, writing supports, etc)

Top Choice: McGraw Hill (K-12)



Resource Evaluation

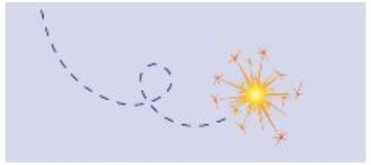
- MN standards integrated
- Phenomenon-based
- Some Indigenous standards integrated
- Different options for timing (Full track, flex tracks, etc) and flexibility in module timing
- Digital and print access two grade levels behind for scaffolding
- Multilingual supports (levels of support, sentence frames and example questions, etc.)
- *Actively Learn* online resource allows for differentiation and data analysis (robust data analysis platform)

Rigor, Relevance, Relationships

- Explicit Articulation of different DOK levels
- Performance-based Assessments along with interactive assessments similar to MCA structure.
- Supports for diverse learners
- Integration of MN Science Standards involving Minnesota American Indian Tribe (though not complete)
- Grade-band (K-5 to 6-8 to 9-12) learning progressions
- MS: Option to deliver integrated science instruction (which we like)

McGraw Hill (K-12)

Additional Resources



Inspire Sparks



Inspire Science Teacher Community



McGraw Hill Communities



Program Guide



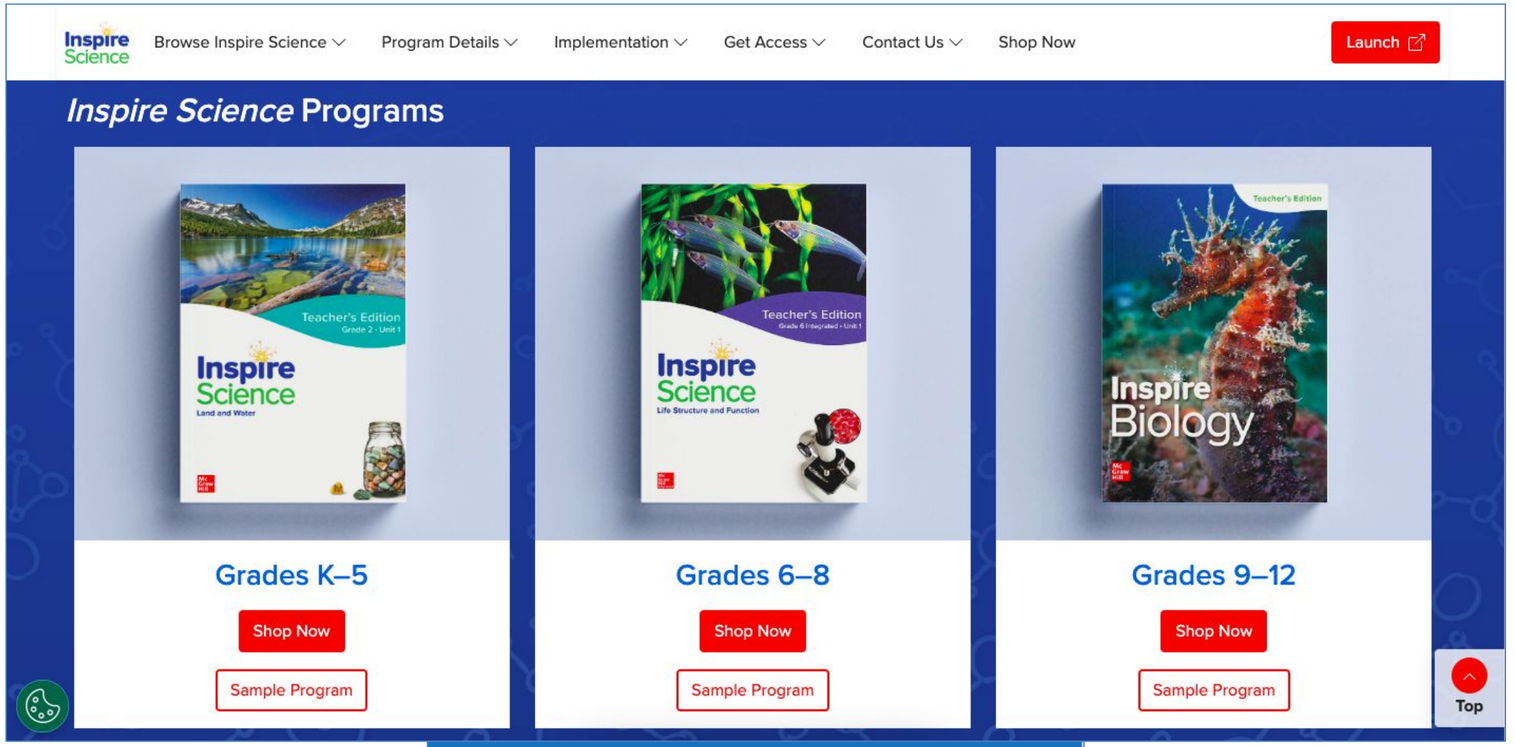
Reading Essentials: Grade 8



Storylines: Grade 8



Planning Instruction in Different Learning





Top Choice: McGraw Hill (K-12) but....

We need additional support and time to:

- Build learning progressions for standards/standard bundles outlined in each unit
- Explicitly build student skills using the gradual release model (HS)
- Integrate phenomena through storylining and intentional instructional mapping
- Utilize and connect the online and additional resources to support the core textbook (integrating multicultural images, real-world phenomena, and MN Indigenous standards resources, etc)
- Ensure a variety of assessment types and performance-based measures throughout the unit.

Other Curriculum Reviews

Discovery

- Not selected because HS is not an aligned curriculum (basically a list of links)
- Concerns regarding the organization of units to build–how are the domains and standards connected
- Lacks engagement for students and teachers.
- Questions about support for teacher, (no videos for example)

SAVVAS

- Not selected because at the HS level, disjointed and inconsistent (Earth Science was after-thought)
- Weaker online platform and tools
- Felt more like literacy curriculum, not science first
- ML supports are superficial

Other Curriculum Reviews

Amplify

- Not selected because feels like literacy curriculum, not science first
- Lacks RRR
- Only K-8
- Not customizable/ lacks differentiated assignments.
- Lacks real-time data collection for K-5

Kendall Hunt

- Biology only available for HS; Open SciEd only for MS; no ES available
- No support for diverse learners
- Materials are “static” (PDF/zip drive downloads)
- No online data collection tools

Other Curriculum Reviews

HMH

- Not selected because McGraw Hill has the same tools but better (HS)
- Emphasis on traditional historical scientists with a lack of representation
- Hands on labs were low quality (Dollar General)
- Lack of DOK levels.
- MLL translation tools were not strong

Twig

- Not selected because we had concerns about rigor; lower level DOK
- Lack of flexibility in timing of modules (Driving Questions need to stay in order)
- Seems like there are better supports from McGraw Hill.
- Only K-8 resources
- Minimal affirming multicultural images

Next Steps

- Meeting to engage the principals and 1-2 students from each site before a final decision is made
- Present McGraw Hill’s quote to the superintendent
- Organize purchase for the district
- Organize the professional learning for teachers; confirm possibility of summer training in line with contractual agreements
  - 2 hour summer session: K-5 and 6-12 introduction McGraw Hill
  - 3 hour in person implementation: K-5 and 6-12

Appendix- Integrated Science

Our MS science department, (well the 2 of us that are returning next year) are interested in switching to an integrated approach to teaching science. How this differs from what we are currently doing is that Units are grouped with similar themes and could incorporate Earth, Life, and Physical science standards. For example, 8th grade has a unit Called Change Over Time, this would include Geologic Time (earth), Natural Selection (life), and Evidence of Evolution (Life).

Learning theory research shows that expert knowledge is developed more effectively when learning is contextualized in interdisciplinary real-world connections than through isolated content or practice (e.g., NRC, 2012; Schwartz et al., 2009). An integrated STE curriculum that reflects what we know about the learning of science and how mastery develops over time promotes deeper learning in science (e.g., Wilson et al., 2010). Students develop understanding more effectively while learning content and practices together (e.g., NRC, 2005, 2009, 2012). Learning progressions recognize that learning requires revision of networks of understanding, not revision of individual concepts (or misconceptions) (e.g., Alonzo & Gotwals, 2012; Corcoran et al., 2009; NRC, 2012). If teachers understand where their students are in their understanding of core ideas, and anticipate what students' misconceptions and struggles may be (e.g., Banilower et al., 2010; Driver et al., 1985, 1994; Keeley et al., 2005; Stanford University, 2012), they can better differentiate instruction and provide scaffolding that allows students to develop an integrated, deeper understanding of the STE content (Massachusetts DOE).

Additional research for Integrated Middle School approach:

- This article, "The effectiveness of an integrated STEM curriculum unit on middle school students' life science learning." Shared that using an integrated science model, students retained the science knowledge longer, and overall performed significantly better.
- This chapter of "Science Teachers' Learning: Enhancing Opportunities, Creating Supportive Contexts (2015)"speaks to the overall importance of high quality science instruction.

I would be happy to discuss further with whomever needs to approve the decision for this change.

St. Anthony - New Brighton ISD 282 FY2024-25 FUND BALANCE SUMMARY (UNAUDITED)
1,837 ADM

	Nonspendable A	Assigned B	Committed C	Restricted D	Unassigned E	General Fund Total F (A+B+C+D+E)	Reserved Capital G	Transportation H
Estimated Revenues	$ -	$ 2,019,837	$ -	$ 2,190,459	$ 22,205,182	$ 26,415,477	$ 2,488,994	$ 1,779,052
Estimated Expenditures	$ (305,205)	$ 2,130,732	$ -	$ 1,815,301	$ 21,915,701	$ 25,556,529	$ 1,962,116	$ 1,705,073
Fund Balance 7/1/24	$ 34,765	$ 2,581,480	$ 716,921	$ 1,094,802	$ 2,963,087	$ 7,391,054	$ 1,570,046	$ 917,376
Estimated Fund Balance 6/30/25	$ 339,970	$ 2,470,585	$ 716,921	$ 1,469,959	$ 3,252,567	$ 8,250,002	$ 2,096,924	$ 991,354
Estimated Surplus (Deficit)	$ 305,205	$ (110,895)	$ -	$ 375,158	$ 289,480	$ 858,948	$ 526,878	$ 73,978

EXPLANATION OF COLUMNS

Nonspendable = Amounts that cannot be spent due to form such as inventories and prepaid amounts.
Assigned = Money received that has a designation of how it is spent. Severance, vacation, sick, and OPEB, federal, integration
Committed = Amounts constrained for a specific purpose by the district using the highest level of decision making authority. Capital and technology and curriculum
Restricted = Available resources deidcated by statute for specific purposes. Staff Development, Gifted & Talented, Career & Tech, etc.
Unassigned = Money that has no specific designation on how it is spent.
Reserved Capital = Includes operating capital, LTFM, and capital projects levy. Referred to as Fund 05.
Transportation = Busing to bring children to and from school. Does not include most activities/athletic/field trip transportation. Referred to as Fund 03
Total General State Reporting Unappropriated = Column used to identify where we would be for SOD purposes
Food Service = All financial activities of our food service program. Fund 02
Community Services = All function related to our community services program. Fund 04
Debt Service = Records outstanding indebtedness. Fund 07
Trust = District acts as trustee, in our case used for scholarships. Fund 08
Agency = Formal agency agreements with other gov't units, employees, students. Examples are SANBE and Patriots. Fund 09
Internal Service = Self insurance program. Fund 20

St. Anthony - New Brighton ISD 282 FY2024-25 FUND BALANCE SUMMARY (UNAUDITED)
1,837 ADM

	Food Service I	Community Services J	Construction Fund K	Debt Service L	Trust Fund M	Agency Fund N	Internal Service O	OPEB Trust P	ALL FUNDS TOTAL
Estimated Revenues	$ 1,439,162	$ 2,161,614	$ 144	$ 2,430,469	$ 74,205	$ 69,480	$ 186,487	$ 92,406	$ 37,137,490
Estimated Expenditures	$ 1,401,573	$ 2,062,941	$ 16,775	$ 2,276,307	$ 55,150	$ 69,480	$ 197,054	$ 30,374	$ 35,333,372
Fund Balance 7/1/24	$ 427,806	$ 1,257,490	$ 16,631	$ 720,006	$ 90,160	$ -	$ 154,759	$ 1,170,705	$ 13,716,033
Estimated Fund Balance 6/30/25	$ 465,396	$ 1,356,163	$ 0	$ 874,168	$ 109,215	$ -	$ 144,192	$ 1,232,737	$ 15,520,151
Projected Surplus (Deficit)	$ 37,590	$ 98,673	$ (16,631)	$ 154,162	$ 19,055	$ -	$ (10,567)	$ 62,032	$ 1,804,118

EXPLANATION OF COLUMNS

Nonspendable = Amounts that cannot be spent due to form such as inventories and prepaid amounts.
Assigned = Money received that has a designation of how it is spent. Severance, vacation, sick, and OPEB, federal, integration
Committed = Amounts constrained for a specific purpose by the district using the highest level of decision making authority. Capital and technology and curriculum
Restricted = Available resources deidcated by statute for specific purposes. Staff Development, Gifted & Talented, Career & Tech, etc.
Unassigned = Money that has no specific designation on how it is spent.
Reserved Capital = Includes operating capital, LTFM, and capital projects levy. Referred to as Fund 05.
Transportation = Busing to bring children to and from school. Does not include most activities/athletic/field trip transportation. Referred to as Fund 03
Total General State Reporting Unappropriated = Column used to identify where we would be for SOD purposes
Food Service = All financial activities of our food service program. Fund 02
Community Services = All function related to our community services program. Fund 04
Debt Service = Records outstanding indebtedness. Fund 07
Trust = District acts as trustee, in our case used for scholarships. Fund 08
Agency = Formal agency agreements with other gov't units, employees, students. Examples are SANBE and Patriots. Fund 09
Internal Service = Self insurance program. Fund 20

ISD282 - FUNDS 01, 03 AND 05
FUND BALANCE DETAIL (UNAUDITED)
FOR FISCAL YEAR 2024-2025
General Fund (01)

Fund Balance	Fund Balance Description	24-25 Beg Fund Balance	24-25 Revenue	24-25 Expenditure	24-25 Ending Fund Balance
Assigned	Severance, Vacation & Sick	$ 590,377			$ 590,377
Assigned	COVID-19 Response	200,000			200,000
Assigned	SPED and Federal Programs	650,000	698,961	698,961	650,000
Assigned	Federal Special Ed Grant	-	424,116	424,116	-
Assigned	ECSE Federal grant		10,730	10,730	-
Assigned	Title I		192,025	192,025	-
Assigned	Title II		49,454	49,454	-
Assigned	Title III		21,656	21,656	-
Assigned	Equity and Instruction	332,550		26,578	305,972
Assigned	WMEP for Integration	90,751		90,751	-
Assigned	ADSIS	300,000	344,686	344,686	300,000
Assigned	Achievement & Integration	-	271,018	271,018	(0)
Assigned	Eagle Bluff Fundraising	758		758	-
Assigned	Device Insurance	15,715	7,192	-	22,907
Assigned	District Technology	53,371			53,371
Assigned	Effective Instr & Read Act	237,958			237,958
Assigned	Legal	110,000			110,000
	Assigned Fund Balance Subtotal	**$ 2,581,480**	**$ 2,019,837**	**$ 2,130,732**	**$ 2,470,585**
Board Committed	Capital	$ 581,046	$ -	$ -	$ 581,046
Board Committed	Technology and Curriculum	135,875	-	-	135,875
	Board Committed Fund Balance Subtotal	**$ 716,921**	**$ -**	**$ -**	**$ 716,921**
Restricted	Staff Development	231,537	296,169	354,999	172,707
Restricted	Literacy Incentive	73,288	76,304	76,664	72,928
Restricted	American Indian Education		40,000	3,462	36,538
Restricted	Learning & Development	10,401	365,523	375,923	-
Restricted	Gifted & Talented		26,461	26,461	0
Restricted	Reserved for English Learner		339,190	339,190	-
Restricted	Compensatory/EL/Basic Skills	394,447	663,687	379,069	679,065
Restricted	School Library Aid		40,000	40,000	-
Restricted	Career and Tech		35,853	35,853	-
Restricted	Safe Schools	57,069	72,151	49,082	80,138
Restricted	READ Act Literacy Aid		74,129	-	74,129
Restricted	READ Act Teacher Compensation for PD		66,927	32,592	34,335
Restricted	Athletic Trainer	944	4,301	-	5,245
Restricted	Endowment	25,165	5,000	-	30,165
Restricted	FS Angel Fund	3,557	300	-	3,857
Restricted	Extended Learning Op	7,072	-	450	6,622
Restricted	Student Support	40,000	40,000	80,000	0
Restricted	SPED Medical Assistance	251,322	44,465	21,557	274,230
	Restricted Fund Balance Subtotal	**$ 1,094,802**	**$ 2,190,459**	**$ 1,815,301**	**$ 1,469,959**

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

ISD282 - FUNDS 01, 03 AND 05
FUND BALANCE DETAIL (UNAUDITED)
FOR FISCAL YEAR 2024-2025

General Fund (01)

Unassigned	Gen Ed	$	2,963,087	$	18,666,511	$	16,529,466	$ 5,100,133
Unassigned	State Aid Special Education		-		2,252,629		3,910,620	(1,657,992)
Unassigned	Q comp		-		479,832		479,832	-
Unassigned	Student Fees Athletics/Activities		-		300,920		995,783	(694,864)
Unassigned	Draw from OPEB Trust				30,124			30,124
Unassigned	Other Misc Revenue				475,166			475,166
	Unassigned Fund Balance Subtotal	**$**	**2,963,087**	**$**	**22,205,182**	**$**	**21,915,701**	**$ 3,252,567**
	Non Spendable	**$**	**34,765**			**$**	**(305,205)**	**$ 339,970**
	General Fund (01) Total Fund Balances	**$**	**7,391,054**	**$**	**26,415,477**	**$**	**25,556,529**	**$ 8,250,002**

Transportation Fund (3)

Fund Balance	Fund Balance Description	24-25 Beg Fund Balance	24-25 Revenue	24-25 Expenditure	24-25 Ending Fund Balance
Transportation	Regular Transportation	$ 917,376	$ 658,632	$ 412,264	$ 1,163,744
Transportation	Special Transportation		1,046,756	1,046,756	(0)
Transportation	NonPublic/Out of District Transportation		73,663	246,053	(172,390)
	Transportation Fund Balance Subtotal	**$ 917,376**	**$ 1,779,052**	**$ 1,705,073**	**$ 991,354**

Capital Fund (5)

Fund Balance	Fund Balance Description	24-25 Beg Fund Balance	24-25 Revenue	24-25 Expenditure	24-25 Ending Fund Balance
Reserved Capital	Capital Projects Levy	$ 631,746	$ 1,050,267	$ 1,349,040	$ 332,973
Reserved Capital	Operating Capital	874,918	$ 244,103	$ 180,021	939,000
Reserved Capital	Long Term Facilities Maintenance	60,494	$ 760,498	$ 385,269	435,724
Reserved Capital	Lease Levy	-	434,125	434,125	0
Reserved Capital	Non Spendable	2,888		(386,339)	389,227
	Capital Fund Balance Subtotal	**$ 1,570,046**	**$ 2,488,994**	**$ 1,962,116**	**$ 2,096,924**

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

ISD282 - St. Anthony-New Brighton Schools
Budget to Actual Expenditures (UNAUDITED)
July 2024 to June 2025

FUND 01 GENERAL FUND
PROGRAM: ADMINISTRATION

		CURRENT FISCAL YEAR 2025-26			PRIOR FISCAL YEAR 2024-25		
OBJECT	DESCRIPTION	2024-25 BUDGET	EXPENDITURES AS OF 6/30/25	% SPENT	2023-24 BUDGET	EXPENDITURES AS OF 6/30/24	% SPENT
100'S	SALARIES AND WAGES	$ 972,751	$ 1,049,144		$ 897,354	$ 909,193	
200'S	EMPLOYEE BENEFITS	$ 296,333	$ 323,276		$ 287,881	$ 279,688	
300'S	PURCHASED SERVICES	$ 55,960	$ 32,039		$ 54,330	$ 50,433	
400'S	SUPPLIES AND MATERIALS	$ 46,147	$ 40,317		$ 26,599	$ 17,573	
500'S	CAPITAL EXPENDITURES	$ -	$ -		$ -	$ -	
800'S	OTHER EXPENDITURES	$ 25,014	$ 12,630		$ 17,636	$ 16,351	
	TOTAL ADMINISTRATION BUDGET	$ 1,396,205	$ 1,457,407	104%	$ 1,283,800	$ 1,273,238	99%

PROGRAM: DISTRICT SUPPORT SERVICES

OBJECT	DESCRIPTION	2024-25 BUDGET	EXPENDITURES AS OF 6/30/25	% SPENT	2023-24 BUDGET	EXPENDITURES AS OF 6/30/24	% SPENT
100'S	SALARIES AND WAGES	$ 272,811	$ 345,036		$ 350,038	$ 318,095	
200'S	EMPLOYEE BENEFITS	$ 78,962	$ 89,531		$ 84,255	$ 85,877	
300'S	PURCHASED SERVICES	$ 880,408	$ 954,870		$ 486,071	$ 499,787	
400'S	SUPPLIES AND MATERIALS	$ 72,559	$ 59,483		$ 51,028	$ 89,606	
500'S	CAPITAL EXPENDITURES	$ -	$ 581		$ -	$ -	
800'S	OTHER EXPENDITURES	$ 2,756	$ 5,925		$ 3,994	$ 4,437	
	TOTAL DISTRICT SUPPORT SERVICES	$ 1,307,496	$ 1,455,426	111%	$ 975,386	$ 997,802	102%

PROGRAM: REGULAR INSTRUCTION

OBJECT	DESCRIPTION	2024-25 BUDGET	EXPENDITURES AS OF 6/30/25	% SPENT	2023-24 BUDGET	EXPENDITURES AS OF 6/30/24	% SPENT
100'S	SALARIES AND WAGES	$ 9,029,567	$ 8,605,446		$ 8,319,173	$ 8,340,684	
200'S	EMPLOYEE BENEFITS	$ 3,090,742	$ 3,124,713		$ 2,960,107	$ 2,895,455	
300'S	PURCHASED SERVICES	$ 524,028	$ 633,963		$ 539,528	$ 555,301	
400'S	SUPPLIES AND MATERIALS	$ 127,883	$ 141,334		$ 143,991	$ 158,393	
500'S	CAPITAL EXPENDITURES	$ 14,340	$ 890		$ 42,984	$ 34,427	
800'S	OTHER EXPENDITURES	$ 25,920	$ 21,251		$ 24,037	$ 16,538	
900'S	FUND TRANSFER/OTHER FINANCING USES	$ -	$ 133,292		$ -	$ -	
	TOTAL REGULAR INSTRUCT BUDGET	$ 12,812,480	$ 12,660,889	99%	$ 12,029,820	$ 12,000,799	100%

PROGRAM: SPECIAL ED INSTRUCTION

OBJECT	DESCRIPTION	2024-25 BUDGET	EXPENDITURES AS OF 6/30/25	% SPENT	2023-24 BUDGET	EXPENDITURES AS OF 6/30/24	% SPENT
100'S	SALARIES AND WAGES	$ 2,983,483	$ 3,012,298		$ 2,831,624	$ 2,860,418	
200'S	EMPLOYEE BENEFITS	$ 1,134,900	$ 1,067,125		$ 956,391	$ 997,242	
300'S	PURCHASED SERVICES	$ 513,252	$ 615,334		$ 508,170	$ 459,028	
400'S	SUPPLIES AND MATERIALS	$ 40,823	$ 37,219		$ 39,634	$ 43,452	
500'S	CAPITAL EXPENDITURES	$ 7,500	$ 3,348		$ 6,200	$ 5,896	
800'S	OTHER EXPENDITURES	$ 51,172	$ 51,428		$ 48,003	$ 48,322	
	TOTAL SPECIAL ED BUDGET	$ 4,731,131	$ 4,786,752	101%	$ 4,390,023	$ 4,414,358	101%

ISD282 - St. Anthony-New Brighton Schools
Budget to Actual Expenditures (UNAUDITED)
July 2024 to June 2025

FUND 01 GENERAL FUND

PROGRAM: INSTRUCTIONAL SUPPORT SERVICES

OBJECT	DESCRIPTION	2024-25 BUDGET	EXPENDITURES AS OF 6/30/25	% SPENT	2023-24 BUDGET	EXPENDITURES AS OF 6/30/24	% SPENT
100'S	SALARIES AND WAGES	$ 1,049,322	$ 1,091,443		$ 995,284	$ 945,519	
200'S	EMPLOYEE BENEFITS	$ 389,595	$ 318,363		$ 324,882	$ 334,785	
300'S	PURCHASED SERVICES	$ 411,199	$ 344,142		$ 230,778	$ 265,941	
400'S	SUPPLIES AND MATERIALS	$ 18,543	$ 20,461		$ 16,373	$ 22,432	
500'S	CAPITAL EXPENDITURES	$ -	$ -		$ -	$ -	
800'S	OTHER EXPENDITURES	$ -	$ 1,439		$ 35	$ -	
	TOTAL INSTRUCTIONAL SUPPORT	$ 1,868,659	$ 1,775,847	95%	$ 1,567,352	$ 1,568,678	100%

PROGRAM: PUPIL SUPPORT SERVICES

OBJECT	DESCRIPTION	2024-25 BUDGET	EXPENDITURES AS OF 6/30/25	% SPENT	2023-24 BUDGET	EXPENDITURES AS OF 6/30/24	% SPENT
100'S	SALARIES AND WAGES	$ 744,500	$ 697,634		$ 554,809	$ 569,940	
200'S	EMPLOYEE BENEFITS	$ 292,328	$ 262,234		$ 204,155	$ 199,577	
300'S	PURCHASED SERVICES	$ 16,040	$ 118,737		$ 15,573	$ 61,422	
400'S	SUPPLIES AND MATERIALS	$ 65,690	$ 24,503		$ 45,517	$ 16,443	
500'S	CAPITAL EXPENDITURES	$ -	$ -		$ 158,850	$ 158,850	
800'S	OTHER EXPENDITURES	$ -	$ 10,068		$ 150	$ 319	
	TOTAL PUPIL SUPPORT SUPPORT	$ 1,118,557	$ 1,113,177	100%	$ 979,053	$ 1,006,551	103%

PROGRAM: SITES AND BUILDINGS

OBJECT	DESCRIPTION	2024-25 BUDGET	EXPENDITURES AS OF 6/30/25	% SPENT	2023-24 BUDGET	EXPENDITURES AS OF 6/30/24	% SPENT
100'S	SALARIES AND WAGES	$ 934,700	$ 947,998		$ 891,010	$ 816,684	
200'S	EMPLOYEE BENEFITS	$ 322,638	$ 282,711		$ 302,093	$ 269,545	
300'S	PURCHASED SERVICES	$ 550,434	$ 522,805		$ 510,796	$ 524,180	
400'S	SUPPLIES AND MATERIALS	$ 273,600	$ 271,928		$ 264,366	$ 227,338	
500'S	CAPITAL EXPENDITURES	$ -	$ -		$ 160,000	$ 160,000	
800'S	OTHER EXPENDITURES	$ 5,809	$ 1,766		$ 4,770	$ 1,941	
	TOTAL SITES AND BUILDINGS	$ 2,087,183	$ 2,027,208	97%	$ 2,133,035	$ 1,999,688	94%

PROGRAM: FISCAL AND OTHER FIXED COSTS

OBJECT	DESCRIPTION	2024-25 BUDGET	EXPENDITURES AS OF 6/30/25	% SPENT	2023-24 BUDGET	EXPENDITURES AS OF 6/30/24	% SPENT
200'S	WORK COMP AND PROP INSURANCE	$ 284,350	$ 279,824	98%	$ 321,960	$ 309,108	96%
	TOTAL GENERAL FUND BUDGET	$ 25,606,061	$ 25,556,529	100%	$ 23,680,428	$ 23,570,221	100%

ISD282 - St. Anthony-New Brighton Schools
Budget to Actual Expenditures (UNAUDITED)
July 2024 to June 2025

FUND 02	FOOD SERVICE	CURRENT FISCAL YEAR 2024-25			PRIOR FISCAL YEAR 2023-24		
OBJECT	DESCRIPTION	2024-25 BUDGET	EXPENDITURES AS OF 6/30/25	% SPENT	2023-24 BUDGET	EXPENDITURES AS OF 6/30/24	% SPENT
100'S	SALARIES AND WAGES	$ 429,296	$ 469,023		$ 414,654	$ 489,338	
200'S	EMPLOYEE BENEFITS	$ 155,618	$ 161,650		$ 150,310	$ 157,143	
300'S	PURCHASED SERVICES	$ 61,539	$ 63,849		$ 59,173	$ 62,958	
400'S	SUPPLIES AND MATERIALS	$ 586,496	$ 652,984		$ 510,864	$ 665,391	
500'S	CAPITAL EXPENDITURES	$ 10,000	$ 52,085		$ 44,566	$ 28,914	
800'S	OTHER EXPENDITURES	$ 1,957	$ 1,982		$ 1,900	$ 1,834	
	TOTAL FOOD SERVICE BUDGET	$ 1,244,906	$ 1,401,573	113%	$ 1,181,467	$ 1,405,577	119%

FUND 03	TRANSPORTATION						
OBJECT	DESCRIPTION	2024-25 BUDGET	EXPENDITURES AS OF 6/30/25		2023-24 BUDGET	EXPENDITURES AS OF 6/30/24	
100'S	SALARIES AND WAGES	$ 202,190	$ 126,510		$ 147,971	$ 121,536	
200'S	EMPLOYEE BENEFITS	$ 76,832	$ 42,065		$ 46,643	$ 40,212	
300'S	PURCHASED SERVICES	$ 1,424,646	$ 1,472,518		$ 1,274,699	$ 1,123,873	
400'S	SUPPLIES AND MATERIALS	$ 8,000	$ 11,676		$ 5,000	$ 12,790	
500'S	CAPITAL EXPENDITURES	$ -	$ 52,304		$ 12,365	$ 6,914	
800'S	OTHER EXPENDITURES	$ -	$ -		$ 160	$ 161	
	TOTAL TRANSPORTATION	$ 1,711,668	$ 1,705,073	100%	$ 1,486,838	$ 1,305,485	88%

FUND 04	COMMUNITY SERVICES						
OBJECT	DESCRIPTION	2024-25 BUDGET	EXPENDITURES AS OF 6/30/25		2023-24 BUDGET	EXPENDITURES AS OF 6/30/24	
100'S	SALARIES AND WAGES	$ 1,041,251	$ 1,182,924		$ 985,886	$ 1,123,920	
200'S	EMPLOYEE BENEFITS	$ 318,118	$ 376,377		$ 292,564	$ 299,424	
300'S	PURCHASED SERVICES	$ 288,138	$ 351,873		$ 265,838	$ 333,538	
400'S	SUPPLIES AND MATERIALS	$ 77,487	$ 146,443		$ 77,580	$ 100,077	
500'S	CAPITAL EXPENDITURES	$ 4,400	$ 2,749		$ 4,400	$ 34,852	
800'S	OTHER EXPENDITURES	$ 2,700	$ 2,575		$ 2,700	$ 1,566	
	TOTAL COMMUNITY SERVICES BUDGET	$ 1,732,093	$ 2,062,941	119%	$ 1,628,968	$ 1,893,377	116%

FUND 05	CAPITAL						
OBJECT	DESCRIPTION	2024-25 BUDGET	EXPENDITURES AS OF 6/30/25		2023-24 BUDGET	EXPENDITURES AS OF 6/30/24	
100'S	SALARIES AND WAGES	$ 36,534	$ 14,567		$ 35,480	$ 37,349	
200'S	EMPLOYEE BENEFITS	$ 8,332	$ 1,209		$ 8,152	$ 15,857	
300'S	PURCHASED SERVICES	$ 177,716	$ 166,285		$ 549,127	$ 544,892	
400'S	SUPPLIES AND MATERIALS	$ 683,349	$ 273,159		$ 202,508	$ 203,592	
500'S	CAPITAL EXPENDITURES	$ 1,472,669	$ 1,506,896		$ 2,584,737	$ 2,886,824	
800'S	OTHER EXPENDITURES	$ -	$ -		$ 3,500	$ 3,500	
	TOTAL CAPITAL BUDGET	$ 2,378,601	$ 1,962,116	82%	$ 3,383,503	$ 3,692,013	109%

FUND 06	CONSTRUCTION						
OBJECT	DESCRIPTION	2024-25 BUDGET	EXPENDITURES AS OF 6/30/25		2023-24 BUDGET	EXPENDITURES AS OF 6/30/24	
100'S	SALARIES AND WAGES	$ -	$ -		$ -	$ -	
200'S	EMPLOYEE BENEFITS	$ -	$ -		$ -	$ -	
300'S	PURCHASED SERVICES	$ -	$ -		$ -	$ -	
400'S	SUPPLIES AND MATERIALS	$ -	$ -		$ -	$ -	
500'S	CAPITAL EXPENDITURES	$ -	$ 16,775		$ -	$ -	
800'S	OTHER EXPENDITURES	$ -	$ -		$ -	$ -	
	TOTAL CAPITAL BUDGET	$ -	$ 16,775		$ -	$ -	

ISD282 - St. Anthony-New Brighton Schools
Student Activity Account Balances (UNAUDITED)
As of June 30, 2025

Activities Account	Beginning Account Balance	Receipts as of June 30, 2025	Expenditures as of June 30, 2025	Ending Balance as of June 30, 2025
BASEBALL	$ 274	$ 3,075	$ 2,945	$ 405
BASKETBALL BOYS	3658	0	308	3350
BASKETBALL GIRLS	244	1320	1260	304
BOYS GOLF	1116	4400	2218	3298
BOYS SOCCER	812	585	772	624
BOYS SWIMMING	762	1206	1229	739
BOYS TENNIS	38	3707	1184	2561
BOYS VOLLEYBALL	1583	0	1575	7
CHEERLEADING	241	3186	3427	0
CHOIR	567	1334	1650	251
Class of 2026	53	0	53	0
CLASS OF 2027	41	0	41	0
CLASS OF 2024	266	0	266	0
CLASS OF 2025	721	0	721	0
CONNECTION CREW	538	0	0	538
CROSS COUNTRY	1466	8160	2939	6688
DANCE TEAM	89	0	0	89
DARE 2 B REAL	626	0	0	626
FOOTBALL CLUB	3876	1130	209	4797
FRENCH CLUB	103	0	0	103
GIRL'S GOLF	3426	1587	2001	3012
GIRLS SOCCER	1079	1164	1173	1070
GIRL'S TENNIS	6215	4122	5838	4499
GIRLS VOLLEYBALL	135	0	0	135
GSA	1319	0	312	1008
GYMNASTICS	897	0	0	897
HOSA	126	1445	1280	291
HS DRAMA	8898	1351	8183	2066
HS GREEN TEAM	2559	410	1036	1933
HS MARCHING BAND	161335	144100	178307	127128
HS STUDENT COUNCIL	22231	15976	11966	26241
HS STUDENT FUNDRAISING	5466	0	0	5466
HUSKIEPRENEUR	1770	4972	5934	808
KEY CLUB	1911	260	711	1461
LEGO LEAGUE	1067	0	0	1067
LETTERWINNERS CLUB	12250	7237	12456	7032
LITERARY ARTS	419	0	0	419
MATHLETES	6	0	0	6
MS CAMPUS CLUB MAGAZINE	9796	7607	9376	8027
MS DANCELINE (HUSKETTES)	295	0	0	295
MS DRAMA	10296	5275	2376	13195
MS KNOWLEDGE BOWL	3030	1230	1312	2948
MS STUDENT COUNCIL	5501	6335	4906	6930
MS TRACK	4669	464	5133	0
NATIONAL HONOR SOCIETY	2332	1060	187	3205
ROBO HUSKIE	6686	3500	2330	7856
SADD	400	0	0	400
SCHOOL STORE	2610	335	1167	1779
SCIENCE BOWL	989	0	0	989
SCIENCE OLYMPIAD	379	100	0	479
SOFTBALL CLUB	698	1564	1009	1253
SPANISH CLUB	130	0	0	130
SPANISH TRIP MS	3	0	0	3
SPEECH	1481	505	835	1151
SUPER HIGH MILEAGE	84	0	0	84
SWIMMING	3893	4102	2832	5163
YEARBOOK	7548	1140	0	8688
MS BEST BUDDIES	532	204	596	140
Total	**$ 309,535**	**$ 244,149**	**$ 282,051**	**$ 271,633**

ISD282 - St. Anthony-New Brighton Schools
Budget to Actual
July 2025 to September 2025

FUND 01	GENERAL FUND							
PROGRAM:	ADMINISTRATION	CURRENT FISCAL YEAR 2025-26			PRIOR FISCAL YEAR 2025-26			
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES	% SPENT	2024-25 BUDGET	EXPENDITURES	% SPENT	
100'S	SALARIES AND WAGES	$ 954,815	$ 267,940		$ 972,751	$ 225,007		
200'S	EMPLOYEE BENEFITS	$ 300,182	$ 86,112		$ 296,333	$ 77,929		
300'S	PURCHASED SERVICES	$ 57,639	$ 10,014		$ 55,960	$ 2,507		
400'S	SUPPLIES AND MATERIALS	$ 47,461	$ 19,807		$ 46,147	$ 17,658		
500'S	CAPITAL EXPENDITURES	$ -	$ -		$ -	$ -		
800'S	OTHER EXPENDITURES	$ 25,765	$ 10,739		$ 25,014	$ 10,219		
	TOTAL ADMINISTRATION BUDGET	$ 1,385,861	$ 394,612	28%	$ 1,396,205	$ 333,320	24%	
PROGRAM:	DISTRICT SUPPORT SERVICES							
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES	% SPENT	2024-25 BUDGET	EXPENDITURES	% SPENT	
100'S	SALARIES AND WAGES	$ 503,276	$ 75,023		$ 272,811	$ 79,641		
200'S	EMPLOYEE BENEFITS	$ 177,264	$ 14,065		$ 78,962	$ 20,449		
300'S	PURCHASED SERVICES	$ 808,466	$ 207,826		$ 880,408	$ 95,180		
400'S	SUPPLIES AND MATERIALS	$ 112,381	$ 47,462		$ 72,559	$ 23,091		
500'S	CAPITAL EXPENDITURES	$ -	$ -		$ -	$ -		
800'S	OTHER EXPENDITURES	$ 5,242	$ 5,702		$ 2,756	$ 5,524		
	TOTAL DISTRICT SUPPORT SERVICES	$ 1,606,629	$ 350,079	22%	$ 1,307,496	$ 223,883	17%	
PROGRAM:	REGULAR INSTRUCTION							
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES	% SPENT	2024-25 BUDGET	EXPENDITURES	% SPENT	
100'S	SALARIES AND WAGES	$ 9,106,203	$ 766,511		$ 9,029,567	$ 743,061		
200'S	EMPLOYEE BENEFITS	$ 3,359,975	$ 306,281		$ 3,090,742	$ 294,120		
300'S	PURCHASED SERVICES	$ 532,913	$ 55,768		$ 524,028	$ 26,272		
400'S	SUPPLIES AND MATERIALS	$ 131,080	$ 33,862		$ 127,883	$ 29,965		
500'S	CAPITAL EXPENDITURES	$ 14,698	$ 215		$ 14,340	$ 1,161		
800'S	OTHER EXPENDITURES	$ 26,697	$ 14,896		$ 25,920	$ 8,778		
	TOTAL REGULAR INSTRUCT BUDGET	$ 13,171,568	$ 1,177,534	9%	$ 12,812,480	$ 1,103,357	9%	
PROGRAM:	SPECIAL ED INSTRUCTION							
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES	% SPENT	2024-25 BUDGET	EXPENDITURES	% SPENT	
100'S	SALARIES AND WAGES	$ 3,634,932	$ 287,874		$ 2,983,483	$ 262,313		
200'S	EMPLOYEE BENEFITS	$ 1,469,404	$ 109,813		$ 1,134,900	$ 99,891		
300'S	PURCHASED SERVICES	$ 400,663	$ 45,506		$ 513,252	$ 10,253		
400'S	SUPPLIES AND MATERIALS	$ 50,793	$ 14,665		$ 40,823	$ 13,995		
500'S	CAPITAL EXPENDITURES	$ 7,688	$ -		$ 7,500	$ 2,774		
800'S	OTHER EXPENDITURES	$ 52,707	$ 14,343		$ 51,172	$ 13,902		
	TOTAL SPECIAL ED BUDGET	$ 5,616,186	$ 472,202	8%	$ 4,731,131	$ 403,129	9%	

ISD282 - St. Anthony-New Brighton Schools
Budget to Actual
July 2025 to September 2025

PROGRAM:	INSTRUCTIONAL SUPPORT SERVICES						
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES	% SPENT	2024-25 BUDGET	EXPENDITURES	% SPENT
100'S	SALARIES AND WAGES	$ 714,148	$ 177,133		$ 1,049,322	$ 197,422	
200'S	EMPLOYEE BENEFITS	$ 187,431	$ 48,205		$ 389,595	$ 66,405	
300'S	PURCHASED SERVICES	$ 383,887	$ 34,598		$ 411,199	$ 3,354	
400'S	SUPPLIES AND MATERIALS	$ 19,007	$ 6,004		$ 18,543	$ 1,230	
500'S	CAPITAL EXPENDITURES	$ -	$ -		$ -	$ -	
800'S	OTHER EXPENDITURES	$ -	$ 2,068		$ -	$ -	
	TOTAL INSTRUCTIONAL SUPPORT	$ 1,304,472	$ 268,007	21%	$ 1,868,659	$ 268,412	14%

PROGRAM:	PUPIL SUPPORT SERVICES						
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES	% SPENT	2024-25 BUDGET	EXPENDITURES	% SPENT
100'S	SALARIES AND WAGES	$ 739,466	$ 81,707		$ 744,500	$ 103,558	
200'S	EMPLOYEE BENEFITS	$ 282,481	$ 35,615		$ 292,328	$ 41,634	
300'S	PURCHASED SERVICES	$ 16,521	$ 20,573		$ 16,040	$ 199	
400'S	SUPPLIES AND MATERIALS	$ 67,332	$ 349		$ 65,690	$ (106)	
500'S	CAPITAL EXPENDITURES	$ -	$ -		$ -	$ -	
800'S	OTHER EXPENDITURES	$ -	$ 150		$ -	$ 150	
	TOTAL PUPIL SUPPORT SUPPORT	$ 1,105,801	$ 138,394	13%	$ 1,118,557	$ 145,435	13%

PROGRAM:	SITES AND BUILDINGS						
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES	% SPENT	2024-25 BUDGET	EXPENDITURES	% SPENT
100'S	SALARIES AND WAGES	$ 879,308	$ 252,744		$ 934,700	$ 247,734	
200'S	EMPLOYEE BENEFITS	$ 315,583	$ 78,576		$ 322,638	$ 77,913	
300'S	PURCHASED SERVICES	$ 586,488	$ 116,177		$ 550,434	$ 91,060	
400'S	SUPPLIES AND MATERIALS	$ 287,064	$ 44,589		$ 273,600	$ 45,118	
500'S	CAPITAL EXPENDITURES	$ -	$ -		$ -	$ -	
800'S	OTHER EXPENDITURES	$ 1,809	$ 673		$ 5,809	$ 423	
	TOTAL SITES AND BUILDINGS	$ 2,070,252	$ 492,759	24%	$ 2,087,183	$ 462,247	22%

PROGRAM:	FISCAL AND OTHER FIXED COSTS						
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES	% SPENT	2024-25 BUDGET	EXPENDITURES	% SPENT
200'S	WORK COMP AND PROP INSURANCE	$ 321,134	$ 14,754	5%	$ 284,350	$ 16,113	6%
	TOTAL GENERAL FUND BUDGET	$ 26,581,903	$ 3,308,340	12%	$ 25,606,061	$ 2,955,896	12%

ISD282 - St. Anthony-New Brighton Schools
Budget to Actual
July 2025 to September 2025

FUND 02	FOOD SERVICE	CURRENT FISCAL YEAR 2025-26			PRIOR FISCAL YEAR 2024-25		
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES	% SPENT	2024-25 BUDGET	EXPENDITURES	% SPENT
100'S	SALARIES AND WAGES	$ 493,015	$ 33,033		$ 429,296	$ 32,720	
200'S	EMPLOYEE BENEFITS	$ 162,933	$ 11,929		$ 155,618	$ 9,833	
300'S	PURCHASED SERVICES	$ 68,424	$ 1,808		$ 61,539	$ 3,256	
400'S	SUPPLIES AND MATERIALS	$ 742,722	$ 76,474		$ 586,496	$ 62,054	
500'S	CAPITAL EXPENDITURES	$ 10,250	$ 3,696		$ 10,000	$ -	
800'S	OTHER EXPENDITURES	$ 1,960	$ 974		$ 1,957	$ 450	
	TOTAL FOOD SERVICE BUDGET	$ 1,479,303	$ 127,913	9%	$ 1,244,906	$ 108,314	9%

FUND 03	TRANSPORTATION						
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES		2024-25 BUDGET	EXPENDITURES	
100'S	SALARIES AND WAGES	$ 214,840	$ 7,082		$ 202,190	$ 15,076	
200'S	EMPLOYEE BENEFITS	$ 71,317	$ 1,777		$ 76,832	$ 7,249	
300'S	PURCHASED SERVICES	$ 1,527,472	$ 32,268		$ 1,424,646	$ 38,309	
400'S	SUPPLIES AND MATERIALS	$ 8,200	$ 380		$ 8,000	$ 553	
500'S	CAPITAL EXPENDITURES	$ -	$ -		$ -	$ 47,039	
800'S	OTHER EXPENDITURES	$ -	$ -		$ -	$ -	
	TOTAL TRANSPORTATION	$ 1,821,829	$ 41,507	2%	$ 1,711,668	$ 108,226	6%

FUND 04	COMMUNITY SERVICES						
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES		2024-25 BUDGET	EXPENDITURES	
100'S	SALARIES AND WAGES	$ 1,087,530	$ 263,923		$ 1,041,251	$ 252,161	
200'S	EMPLOYEE BENEFITS	$ 314,549	$ 87,344		$ 318,118	$ 69,209	
300'S	PURCHASED SERVICES	$ 283,050	$ 42,663		$ 288,138	$ 53,707	
400'S	SUPPLIES AND MATERIALS	$ 77,227	$ 38,312		$ 77,487	$ 37,021	
500'S	CAPITAL EXPENDITURES	$ 4,400	$ 5,344		$ 4,400	$ -	
800'S	OTHER EXPENDITURES	$ 2,700	$ 971		$ 2,700	$ -	
	TOTAL COMMUNITY SERVICES BUDGET	$ 1,769,456	$ 438,557	25%	$ 1,732,093	$ 412,098	24%

FUND 05	CAPITAL						
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES		2024-25 BUDGET	EXPENDITURES	
100'S	SALARIES AND WAGES	$ 1,114	$ -		$ 36,534	$ 1,105	
200'S	EMPLOYEE BENEFITS	$ 195	$ -		$ 8,332	$ 85	
300'S	PURCHASED SERVICES	$ 222,224	$ 50,385		$ 177,716	$ 137,045	
400'S	SUPPLIES AND MATERIALS	$ 492,175	$ 695,693		$ 683,349	$ 143,063	
500'S	CAPITAL EXPENDITURES	$ 2,170,644	$ 510,075		$ 1,472,669	$ 930,080	
800'S	OTHER EXPENDITURES	$ -	$ -		$ -	$ -	
	TOTAL CAPITAL BUDGET	$ 2,886,352	$ 1,256,153	44%	$ 2,378,601	$ 1,211,378	51%

ISD282 - St. Anthony-New Brighton Schools
Student Activity Account Balances
As of September 30, 2025

Activities Account	Beginning Account Balance	Receipts as of September 30, 2025	Expenditures as of September 30, 2025	Ending Balance as of September 30, 2025
BASEBALL	$ 405	$ 1,000	$ -	$ 1,405
BASKETBALL BOYS	3,350	-	-	3,350
BASKETBALL GIRLS	304	2,060	865	1,499
BOYS GOLF	3,298	-	-	3,298
BOYS SOCCER	624	-	160	465
BOYS SWIMMING	739	-	-	739
BOYS TENNIS	2,561	-	-	2,561
BOYS VOLLEYBALL	7	-	-	7
CHEERLEADING	-	915	-	915
CHOIR	251	-	-	251
CONNECTION CREW	538	-	-	538
CROSS COUNTRY	6,688	4,942	1,248	10,382
DANCE TEAM	89	-	-	89
DARE 2 B REAL	626	-	-	626
FOOTBALL CLUB	4,797	-	-	4,797
FRENCH CLUB	103	-	-	103
GIRL'S GOLF	3,012	-	-	3,012
GIRLS SOCCER	1,070	-	669	402
GIRL'S TENNIS	4,499	-	1,423	3,076
GIRLS VOLLEYBALL	135	-	135	-
GSA	1,008	-	-	1,008
GYMNASTICS	897	-	-	897
HOSA	291	-	-	291
HS DRAMA	2,066	-	-	2,066
HS GREEN TEAM	1,933	-	-	1,933
HS MARCHING BAND	127,128	21,660	65,709	83,079
HS STUDENT COUNCIL	26,241	-	1,346	24,895
HS STUDENT FUNDRAISING	5,466	-	-	5,466
HUSKIEPRENEUR	808	1,105	2,011	(98)
KEY CLUB	1,461	-	-	1,461
LEGO LEAGUE	1,067	-	-	1,067
LETTERWINNERS CLUB	7,032	-	2,404	4,628
LITERARY ARTS	419	-	-	419
MATHLETES	6	-	-	6
MS CAMPUS CLUB MAGAZINE	8,027	2,093	2,157	7,962
MS DANCELINE (HUSKETTES)	295	-	-	295
MS DRAMA	13,195	-	-	13,195
MS KNOWLEDGE BOWL	2,948	-	-	2,948
MS STUDENT COUNCIL	6,930	-	-	6,930
NATIONAL HONOR SOCIETY	3,205	-	385	2,820
ROBO HUSKIE	7,856	-	-	7,856
SADD	400	-	-	400
SCHOOL STORE	1,779	-	-	1,779
SCIENCE BOWL	989	-	-	989
SCIENCE OLYMPIAD	479	-	-	479
SOFTBALL CLUB	1,253	-	-	1,253
SPANISH CLUB	130	-	-	130
SPANISH TRIP MS	3	-	-	3
SPEECH	1,151	-	-	1,151
SUPER HIGH MILEAGE	84	-	-	84
SWIMMING	5,163	-	-	5,163
YEARBOOK	8,688	-	362	8,325
MS BEST BUDDIES	140	-	-	140
Total	**$ 271,633**	**$ 33,775**	**$ 78,873**	**$ 226,535**

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

To: St. Anthony New Brighton School Board

From: Superintendent, Renee Corneille and Finance Director, Phan Tu

Date: October 16, 2025

Subject: 2025 Legislative impact on FY 26 Budget

Background

During the 2025 legislative session, several legislations changes affect the K-12 funding formulas starting in FY 2026. These changes were made after the School Board approved the district's FY 2026 budget. The most significant changes affect Compensatory Revenue, Student Support Personnel Aid, School Library Aid, and allowable uses of Nutrition Fund balances. The following summary outlines anticipated financial impacts for St. Anthony–New Brighton Schools based on the most recent Minnesota Department of Education (MDE) data.

Summary of Impacts

Funding Category	Budgeted Amount	Proposed FY 2026 Allocation	Estimated Change	Notes
Compensatory Revenue	$835,781	$728,893	Decrease $106,888	Proposed formula changes reduce total aid. At the end of FY25, we estimate a reserved fund balance of $679k in compensatory, which would help offset this change.
Student Support Personnel Aid	$40,000	$61,374	Increase $21,374	This additional revenue can be used to help offset the use of unassigned fund.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

School Library Aid	$40,000	$20,771	Decrease $19,229	Reduction offset by available unassigned fund balance
Nutrition Fund Balance Use	Per USDA guidance, school food service (Fund 02) net cash resource can not exceed three months of operating expenses. In recent years, Minnesota increased the net cash resource limitation in Fund 02 from three months to six months due to the increased funds available to schools because of the pandemic. This limitation will revert back to three months of operating expenses in 25-26 school year unless justification for higher balances is submitted and approved by MDE. At the end of FY25, FD 02 balance is approx. $45k more than the three-month limitation. Administration will work on a plan to spend down the fund balance in the current school year.			
Long-Term Facilities Maintenance (LTFM)	The updated LTFM legislation allows school districts to include roof repair and replacement cost totaling $100k or more per site in the annual LTFM revenue authority starting FY2027. The current language only allows replacement, not repairs. Our district currently has roof replacement in the LTFM plan.			

Next Steps:

- Continue to monitor legislative updates and MDE guidance.
- Review allowable uses of Nutrition Fund reserves and discuss plans to spend down FD 02 fund balance with Nutrition Services.
- Update FY 26 budget projections and present a revised summary after the FY 25 audit is completed.
- Review the district's LTFM plan regarding roof replacement with Facilities.

DEPARTMENT OF EDUCATION

Tracking federal education investments in your community

St. Anthony-New Brighton Schools students depend on the stable partnerships that have existed between your school community, the State of Minnesota, and the U.S. Department of Education for decades. Across administrations, federal investments facilitated through these partnerships have played an essential role in ensuring every child—of every race, zip code, and ability—has the opportunity to learn and thrive at school.

Now, federal cuts and uncertainty are threatening supports for some of Minnesota's most vulnerable kids, including students with disabilities, students whose families are struggling financially, and students who attend St. Anthony-New Brighton Schools. Here's what's at stake:

St. Anthony-New Brighton Schools

$2,022,605*
6.2% of total budget

Annual federal investments help Minnesota schools provide…

- Mental health supports, career and technical education, science, math, and technology education, and more
- Quality, accessible special education for students with disabilities
- Nutritious, free school breakfast and lunch for every child
- Access to broadband and transportation to school

$1,589,923 Classroom Supports

Federal investments support academics, health, and safety for district kids, educators, and schools.

291,827 Free School Meals

$432,681 in USDA investments helped provide 84,025 breakfasts and 207,802 lunches to St. Anthony-New Brighton Schools students in 2023-24, ensuring every child is fed and ready to learn.

22 Teacher Salaries

The total amount of federal education investments the district receives every year is equal to this many teacher salaries.

*Estimated annual federal investments for this district based on operating cost reimbursements or direct federal allocation reported through Uniform Financial Accounting and Reporting Standards (UFARS) and nutrition data for the 2023-24 school year. **Visit education.mn.gov for more information and to share your story.**

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Orig. 1999
Rev. October 2023
May 6, 2025
October 2025
Mandatory - Annual

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

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

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

II. GENERAL INFORMATION

A. The Policy and Plans

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

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Superintendent or

Superintendent designee will designate the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable.

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

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

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

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

procedures should also address transporting necessary medications for students that take medications during the school day. Each building administrator is responsible for evacuation procedures for their building as part of their building specific crisis management plan.

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

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

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

3. School Emergency Response Teams

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

district office, or in a secondary location in single building school districts.

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

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

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

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

B. Planning and Preparing for Fire

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

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

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

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

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

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

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

8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

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

D. Emergency Telephone Numbers

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

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

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

E. Warning and Notification Systems

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

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

F. Early School Closure Procedures

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

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

G. Media Procedures

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

H. Behavioral Health Crisis Intervention Procedures

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

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

2. Designate specific rooms as private counseling areas.

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

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

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

6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

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

1. Physical/structural recovery.

2. Fiscal recovery.

3. Academic recovery.

4. Social/emotional recovery.

IV. SAMPLE PROCEDURES

The District's emergency procedures will be kept on file with the superintendent's office and in our building offices on file in the building specific emergency procedure binder.

The following are a list of hazards/emergency procedures that are addressed in the District's emergency procedure binder:

1. Building Security
2. Evacuation/Relocation
3. Student Release/Reunification
4. Lockdown/Secure
5. Media Inquiries
6. Post-Crisis Intervention
7. Sexual Assault
8. Bomb Threat
9. Bus Accidents
10. Child Abuse/Abandonment
11. Fights/Disturbances/Demonstrations
12. Fire
13. Medical Emergency
14. Severe Weather
15. Suicide Threat or Attempt
16. Utility Emergencies
17. Weapons
18. Disease Outbreak

V. SCHOOL SAFETY DRILLS

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

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such

as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

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

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

Legal References:
Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat.§ 121A.037 (School Safety Drills)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

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

Resources
I Love U Guys Foundation Standard Response Protocol~~:~~
https://iloveuguys.org/The-Standard-Response-Protocol.html (01/23/25)

Safe and Sound Schools
https://safeandsoundschools.org/ (01/23/25)

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

To: ISD 282 School Board

From: Superintendent Renee Corneille

Date: October 21, 2025

Subject: District Office Contracts and the Principal Contract

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Context:

I wanted to share an update on upcoming contract negotiations with our Executive Director of Academics, our Director of Athletics, Activities, and Facilities, our Director of Community Services and Communications, and Principals.

Our Shared Priority

In my meetings with Board Chair Kinsey and Vice Chair Palmer we have discussed the need to ensure contracts with directors and principals are in place to attract the very best candidates and to retain the talent we have. Board leadership has asked me to do a comparative analysis at our current director and principal contracts. This analysis is incredibly important at this moment - with the need to hire two new principals. Market driven contracts will allow our district to not only attract, but secure, high quality candidates. In addition, all director and principal contracts must fit together logically ensuring that compensation matches job duties, requirements of supervision and management. This will require the system to be examined and built in connection together. Furthermore:

- Learning from the Past: In the last few years, we saw firsthand how our current contracts were sometimes falling short at the Director and Executive Director level, requiring us to increase compensation just to secure quality employees. Now is the time to fix this systemically.
- A Clear Runway: With the recent transition in our Human Resources and Operations leadership, and before SAVEA request to begin teacher contract negotiations, we have a clear window to focus our energy. This timing allows us to concentrate on updating our Director and Principal contracts, which need to be finalized by June 30, 2026.

Process:

Taking directives from board leadership I have started to analyze and structure our current organizational system, internal contracts, and conduct a comparative analysis. For example:

1. District Office Structure: I have started analyzing and developing a proposed District Office structure that clearly aligns compensation with the level of responsibility for all directors and executive directors. This new structure takes into consideration the elimination of one full-time director level position (elimination of Director of Effective Instruction and the

resignation of the Executive Director of Human Resources and Operations). It is crucial to increase compensation and duties within a comprehensive system.
2. No new positions will be created, but rather an overall examination of job responsibilities and compensation.
3. Principal Contract Attractiveness: I am starting to establish principal contract compensation proposals that are highly desirable, ensuring we attract the best candidates for our open positions and retain the talent we have.
4. It is also important to align contract language to allow for efficiencies in payroll, HR, and other internal systems.

SMART Goal 1: Strengthen Board Use of Data to Drive Student Success

Goal Statement:
By June 2026, the school board will strengthen its ability to understand, interpret, and use district data to guide policy, budget, and strategic decisions that support improved student outcomes.

Specific & Measurable:
The school board will:

1. Review one key student success metric (e.g., academic proficiency, attendance, belonging, behavior) at (monthly, monthly work session, quarterly, other) board meeting.

2. Participate in at least one professional development session on data literacy (what is school level data and why/how is it relevant to the work the board does) and governance-level data interpretation.

3. Collaborate with the superintendent and staff to refine a district data dashboard for use in board discussions and public reporting.

4. Incorporate student success metric data references into **major board decisions** (policy, budget, or strategic plan updates).

Achievable:
District leadership will provide clear, accessible data summaries and professional learning to ensure board members can effectively use information to inform governance.

Relevant:
Grounding board decisions in data advances accountability, transparency, and equitable outcomes for all students.

Time-Bound:
Progress will be monitored through monthly board agendas and a final review of board work through June 2026.

Measures of Success:

- (monthly, monthly work session, quarterly, other) board meetings include a data review item

- At least one professional development sessions completed
- Data dashboard refined and in active use
- Begin to reference relevant data during major board decisions.

SMART Goal 2: Deepen Community Engagement and Build Shared Understanding of Student Outcomes

Goal Statement:
By June 2026, the school board will strengthen authentic, two-way engagement with families, staff, and community members to build shared understanding of student success data and district priorities.

Specific & Measurable:
The school board will:

1. Host **four quarterly, topic-driven community conversations** to share student data insights, gather feedback, and promote transparency.
2. Pilot a **Board Engagement Committee** by November 2025 to coordinate outreach, track participation, and recommend improvements.
3. Conduct **monthly engagement visits** attended by 2–3 board members with underrepresented community groups (e.g., multilingual families, apartment communities, early childhood programs). (starting January 2026)
4. Produce an **annual public engagement report** summarizing participation, feedback themes, and resulting school board considerations.

Achievable:
Board members will coordinate with district communications staff, interpreters, and community partners to ensure inclusive access and participation.

Relevant:
This goal supports the district's commitment to equity, transparency, and collaborative governance, ensuring board decisions reflect the voices of the full SANB community.

Time-Bound:
The engagement plan will launch by **November 2025**, with quarterly forums beginning **January 2026** and the end-of-year engagement report through **June 2026**.

Measures of Success:

- ≥4 community conversations held annually (2 for 2026)
- Engagement Committee establishment and review for process change and Engagement Committee continuation
- Increasing community participation through monthly engagement
- Annual end of school year public engagement report

SMART Goal 3: Strengthen School Board Cohesion and Governance Norms

Goal Statement:
By June 2026, the school board will strengthen its cohesion, clarity of roles, and shared governance practices through the development of board norms, structured mentorship, and participation in professional learning.

Specific & Measurable:
The school board will:

1. Attend Professional Development during which the board will review the **Board Handbook** and discuss agreed-upon governance norms and expectations for communication, decision-making, and conduct by **March 2026**.
2. Participate in a **Board Team-Building professional development session** facilitated by the Minnesota School Boards Association (MSBA) or a comparable governance organization by **June 2026**.
3. Establish a **Board Mentorship Program** pairing each new board member with an experienced member within **30 days of taking office**.

Achievable:
The board chair, superintendent, and MSBA (or equivalent facilitator) will collaborate to design relevant, efficient professional learning and provide the handbook as a template for board norms and mentorship.

Relevant:
This goal supports effective governance by fostering trust, consistent communication, and shared understanding of the board's collective responsibilities—key elements for stability and strategic decision-making.

Time-Bound:
All components of the goal will be completed by **June 30, 2026**, with progress checkpoints after each milestone (handbook review and update, training session, mentorship implementation).

Measures of Success:

- Updated and board-approved handbook with defined norms
- Completion of at least one team-building PD session
- 100% of new board members assigned a mentor within 30 days