St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

AMENDED SANB School Board Listening Session & Regular Meeting

Tuesday, October 28, 2025
MS/HS Media Center, 3303 33rd Ave NE, Entry available at door #16, St. Anthony, MN 55418
Listening Session 6:00pm
Regular Meeting 6:30pm
www.isd282.org/discover/school-board

School Board Members may attend meeting remotely via interactive technology.

Agenda

1. **Listening Session (6:00 pm)**
2. **Call to Order School Board Regular Meeting (6:30pm)**
3. **Approval of AMENDED Agenda**
4. **Approval of Consent Agenda**
5. **Report: Food Services and Transportation**
6. **Action Items**
   - 6.1. Policies - Final Reading
     806 - Crisis Management
     BeSmart Resolution
   - 6.2. AMENDED: MSHSL Foundation Resolution Action
7. **Discussion Items**
   - 7.1. Community Teaching & Learning Committee: Strategic Plan 2025-2026
   - 7.2. Administration Contracts Discussion
   - 7.3. Policies - 1st Reading
   - 7.4. Draft 2026 Legislative Platform
8. **Reports**
   - 8.1. ISD282 Program and Building Report
   - 8.2. Board Reports
9. **Adjourn School Board Meeting**

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SCHOOL BOARD CONSENT AGENDA
10/28/2025

PRESENTER(S): School Board Chair

1. Personnel

Hire(s)

Last Name	First Name	Position	School	Date Effective
Bassett	Barbara	Asst Preschool Sub	CS	10.15.25
Pauly	Olivia	Asst Village Kids Sub	CS	10.20.25
Frank	Caleb	Building Supervisor	CS	10.21.25

Leave Request

Last Name	First Name	Position	School	Date Effective
Nelson	Cole	Math Teacher	SAVHS	3.12.26-5.1.26

2. Payment of Bills Checks Paid 10/22/2025

01- General Fund	$153,264.45
02- Food Service Fund	$31,502.67
03- Transportation Fund	$145,277.62
04- Community Serv Fund	$1,510.79
05- Capital Expenditure Fund	$9,322.79
09- Trust Fund	$1,985.86
Total: $	$343,864.18

3. Minutes

10/21/25 Regular Meeting Minutes (see BoardBook for document)

St. Anthony New Brighton
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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
www.isd282.org/discover/school-board

Minutes

Attendance Taken at 6:00 PM.

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

1. **Call to Order School Board Work Session**
   Discussion: Chair Kinsey called the meeting to order at 6:01pm.

   Staff: Superintendent Dr. Renee Corneille, Jada Richard, Wendy Webster, Dr. Kennietha Jones, Steve Rice, Lisa Cartwright, Kristen Schwintek, Phan Tu.
2. **Approval of AMENDED Agenda**
   Action(s):
   The recommended motion is to approve the 10/21/25 agenda 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
3. **Approval of AMENDED Consent Agenda**
   Action(s):
   The recommended motion is to approve the consent agenda as presented, including: minutes from 10/7/25 Board meeting, personnel, and payment of bills. This motion, made by Palmer 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. **Report: Community Services**
   Discussion: Director of Community Services, Wendy Webter, presented the purpose, values & beliefs, alignment to success metrics, and a goals update of the Community Services programs.
5. **Discussion Items**
   5.1. Science Curriculum Review
   Discussion: Dr. Kennietha Jones, High School Effective Instruction, and members of the Science Curriculum Review Committee presented the committee's membership, purpose, process, checklist, and implementation of the top choice, MacGraw Hill (k-12), for the SANB Science Curriculum.
   5.2. Pre-Audit Budget
   Discussion: Controller, Phan Tu, provided the board with a pre-audit 2024-25 budget report. The final audit will be presented to the board in December.
   5.3. Current Year Budget Draft and Legislative Impacts on Budget
   Discussion: Controller, Phan Tu, shared the status of expenditures for the first quarter of the 2025-26 year and legislative impacts on the budget.
   5.4. Policies - 2nd Reading
   806 - Crisis Management
   Discussion: The board discussed a second reading of Policy 806. The only change from the first reading was the addition of a resource at the end of the policy. This will come back to the board for action on 10/28/25.
   5.5. Administrative Contracts Update
   Discussion: Superintendent Corneille provided background for district office and principal contracts and negotiations.
   5.6. School Board Goals Draft
   Discussion: The school board discussed draft goals on data for decision making, community engagement, and school board cohesion & governance norms. These goals will come back for action at a future meeting in 2026.
6. **Reports**
   6.1. ISD282 District, Program, and Building Report
   Discussion: Superintendent Corneille provided highlights from each program throughout the district.
   6.2. Board Reports
   Discussion: School Board members shared information from the meetings, professional learning and events they attended since the

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

last meeting.

7. **Adjourn School Board Meeting**
   Discussion: Chair Kinsey adjourned the meeting at 9:18pm.

Approved by: School Board Clerk or Board Chair

Signature: _____ Date: _____

October 28, 2025

Operations Report

Food Service- Transportation

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Food Service

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Overall Food Service Update - Recipe for Success

- **Student participation remains <u>steady</u>** for both breakfast and lunch, reflecting continued engagement and satisfaction with our meal programs.
- **Strong, consistent staffing** across both kitchens allows for high quality, consistent meal service. We have the best staff!
- **New recipes, menu items** introduced at all levels to intertwine scratch cooking and student favorites
  - <u>Celebrated the Great Lakes Apple Crunch on October 9th!</u>
- **Kinda New Nutrition Services Supervisor**-Maria Amerman MS RD SNS
  - Previously Interim Supervisor and Nutrition Coordinator
  - With the department since Summer 2019

MN Thursdays - Local Food, Local Kids

Bimonthly menu days that highlight local producers and farmers and scratch cooking. Menus feature seasonal, local ingredients and represent a diverse cultural cuisine. Upcoming Minnesota Thursdays include:

November 13th: Bison Nachos, Three Sisters Salad, Wild Rice Pilaf

November 20th: Diced Turkey and Gravy, Maple Roasted Koginut Squash, Homemade Pumpkin Bar

December 4th: Turkey Banh Mi, Pickled Watermelon Radish and Carrots

December 18th: Mega Swedish Meatballs, Mashed Potatoes, Cranberry Sauce and Corn

FRESH, LOCAL LUNCH
MN
THURSDAYS
FOR GREAT, LOCAL KIDS

Wilshire Park - Celebrating Success

- In response to shortened lunch schedules, a second lunch service line was added
- Additional hallway breakfast cart added to accelerate breakfast service
- 100% staff retention rate!
    - Fantastic staff-focused on student experience and high quality food service.

WILSHIRE PARK ELEMENTARY SCHOOL

Wilshire Park - Addressing Challenges

- Kitchen continue to operate with aging equipment, looking to update and replace items to keep up with high production demands
- Storage space (dry, cooler, freezer) continues to be tight, adjusting delivery schedules and menus to better accommodate tight kitchen and storage areas.

WILSHIRE PARK ELEMENTARY SCHOOL

SAMS/SAVHS

ST. ANTHONY MIDDLE SCHOOL

- The **increase in meals served last year** has remained consistent
- We are **fully staffed** after welcoming a great new team member in August!
- Continue to elevate recipes and ingredients to meet our **students' preferences**

Continuous Improvement

ST. ANTHONY VILLAGE HIGH SCHOOL

- Goal to **increase breakfast participation** to 20% (Currently about 15%)
  - Continuing to revamp menu and service operations
- Diversify menu options to reflect student preferences and cultural cuisines
  - New Items: Homemade lasagna, Korean bulgogi meatballs, chicken tikka masala, upgraded crispy chicken filet

Gratitude to Food Service Team

- Innovation - MN Thursday Initiative
- Increased meal counts
- Strong culture of high quality customer service and continued improvements

Transportation

St. Anthony New Brighton
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CESO & Monarch: Partnering for Success

- A positive partnership with Monarch Bus Service established
- Well founded partnership with ISD 282 and CESO through open communication and collaboration.
- These partnerships have been instrumental in our successful start to the school year!

Enhancing Efficiency & Student Management

1. Driver retention is high, resulting in increased driver efficiency and student management.

2. Positive relationships built between drivers, students and staff, promoting positive bus riding etiquette

Monarch Bus Service Makes Community Connections

1. Proud sponsor (again) of Village Fest Petting zoo and parade participant
2. Continuing to become a familiar and trusted presence within the St. Anthony community.
3. Excited to participate in other local events
4. We welcome suggestions for future community partnerships

School Bus Updates

Propane Fueled Buses

- All buses propane fueled
- Increased Fuel Efficiency
- Better heating
- Reliable start in cold weather

Camera System Upgraded

- All buses equipped with new camera system
- Gen Ed buses include stop arm cameras
- Video request form and remote download capabilities for quicker response times

Bus Quest Parent App

- 452 bus riders linked to Parent Accounts, out of 1025 scheduled riders
- Up from 378 linked accounts last year

Capabilities

- Review student's transportation schedule
- Live GPS tracking of student's bus
- Receive Push Notification updates for route delays

Gratitude for CESO/Monarch

- Effective Partnerships
- Open, collaborative approach and communication
- Commitment to continuous improvement

Class III Van Team for our Five Vans

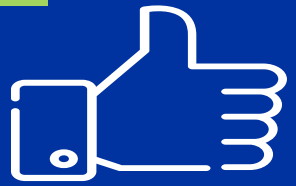
Goals Accomplished

1. Strong partnership built with Monarch Bus Services
2. Another smooth start to school year, with minimal route delays
3. Increased awareness of Bus Quest Parent App
4. Successful annual Type III driver retraining

Upcoming work

1. Gen Ed bus load counts and route optimization
2. Van 12 lease and mileage management (partner with athletics/activities department)
3. Repainting lines WP bus loop (partner with facilities department)
4. Assessment of whether we can *afford to add another van* to our fleet (will require investment)

Gratitude for Van Driver Team



- Teamwork
- Flexibility
- Commitment to safety, care and continuous improvement
- And to Wendy, Kristen and April in our offices for all their efforts to support our work!

Thank you and Questions?

St. Anthony New Brighton
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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

October 2025

INDEPENDENT SCHOOL DISTRICT 282, ST. ANTHONY-NEW BRIGHTON
Secure Storage Notification Resolution

Whereas, St. Anthony - New Brighton Schools is committed to the safety and security of all people in our school community;

Whereas, Evidence strongly suggests that secure firearm storage is an essential component to any effective strategy to keep schools and students safe;

Whereas, An estimated 4.6 million American children live in households with at least one loaded, unlocked firearm;

Whereas, Every year, roughly 360 children (350 in 2024) under the age of 18 unintentionally shoot themselves or someone else. That's nearly one unintentional shooting per day, and 70 percent of these incidents take place inside a home;

Whereas, Another 700 (1200 in 2024) children and teens die by gun suicide each year, most often using guns belonging to a family member;

Whereas, In incidents of gun violence on school grounds, 75 percent of active shooters were current students or recent graduates;

Whereas, Research shows that secure firearm storage practices are associated with up to an 85 percent reduction in the risk of self-inflicted and unintentional firearm injuries among children and teens;

Whereas, The U.S. Secret Service National Threat Assessment Center recommends the importance of appropriate storage of firearms because 76 percent of school shooters used firearms acquired from the homes of parents or close relatives;

Whereas, Across the country, lawmakers, community members, and local leaders are working together to implement public awareness campaigns, such as the Be SMART program, which is endorsed by the National PTA and which encourages secure gun storage practices and highlights the public safety risks of unsecured guns;

Whereas, School districts across the country have begun to proactively send materials home to parents and guardians informing them of applicable firearm storage laws and firearm secure storage best practices;

Whereas, Keeping students, teachers and staff safe from the threat of gun violence should be the responsibility of all adult stakeholders at each of our school sites;

Whereas, State law requires adults to securely store their firearms where a child may or is likely to gain unauthorized access to a firearm;

Whereas, In order to continue with preventative measures to increase student and school safety we must act now; now therefore, be it

Resolved, That the Board directs the Superintendent and staff to update the Student Handbook to include information about the importance of secure gun storage, the legal requirements of parents and guardians to securely store their firearms, and that the best practice for secure gun storage is to keep all guns unloaded, locked up, and separate from ammunition;

Resolved further, That the Board directs the Superintendent to create an appropriate letter to parents and guardians that explains the importance of secure gun storage in preventing minors from accessing guns, the legal requirements of parents and guardians to securely store their firearms, and that the best practice for secure gun storage is to keep all guns unloaded, locked up, and separate from ammunition, to be included in annual registration materials at each school site, and, be it finally;

Resolved, That the Board and the Superintendent will continue to work with local law enforcement agencies, health agencies, and nonprofits to collaborate and increase efforts to inform District parents of their obligations regarding secure storage of firearms in their homes.

References:

- Minnesota Statute 606.666 - https://www.revisor.mn.gov/statutes/cite/609.666
- https://everytownresearch.org/stat/4-6-million-children-live-in-a-home-with-at-least-one-unlocked-and-loaded-firearm/?_gl=1*1jpn1ql*_ga*OTE5NjEyNjguMTcwOTkyMzI2OA..*_ga_LT0FWV3EK3*MTcwOTkyMzI2OS4xLjEuMTcwOTkyMzI4MS4wLjAuMA..
- https://everytownresearch.org/stat/every-year-nearly-350-children-under-the-age-of-18-unintentionally-shoot-themselves-or-someone-else-this-equates-to-one-unintentional-shooting-per-day-and-nearly-77-percent-of-these-incidents-take/?_gl=1*rw2603*_ga*OTE5NjEyNjguMTcwOTkyMzI2OA..*_ga_LT0FWV3EK3*MTcwOTkyMzI2OS4xLjEuMTcwOTkyMzI4MS4wLjAuMA..

- https://everytownresearch.org/report/the-impact-of-gun-violence-on-children-and-teens/
- https://everytownresearch.org/stat/three-quarters-of-school-shooters-acquired-their-firearm-from-the-home-of-a-parent-or-close-relative/?_gl=1*10fr1r8*_ga*OTE5NjEyNjguMTcwOTkyMzI2OA..*_ga_LT0FWV3EK3*MTcwOTkyMzI2OS4xLjEuMTcwOTkyMzI4MS4wLjAuMA..

FORM A

RESOLUTION OF GOVERNING BOARD SUPPORTING
FORM A APPLICATION TO MINNESOTA
STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of the St. Anthony – New Brighton School District recognizes the value of student participation in co-curricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of the St. Anthony – New Brighton School District supports the school's application to the Minnesota State High School League Foundation for a FORM A grant to offset costs for participation.

Barry Kinsey _____
Date Board Chair/Head of School

Laura Oksnevad _____
Date Board Clerk – Treasurer/ Finance Director

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Memorandum

To:	St. Anthony-New Brighton School Board
From:	Matt Menier, Director of Principal Leadership and Learning
Date:	10/24/2025
Subject:	Community Teaching & Learning Committee: Strategic Plan 2025-2026

Context
This memo and the attached strategic plan are for presentation to the School Board on October 28. The purpose is to introduce the plan, provide key context for its development, and invite questions and input as we prepare to launch this work.

Overview
This plan directly responds to the superintendent's charge to unify our compliance and engagement efforts across Policies 425 (Staff Development), 603 (Curriculum Development), 612.1 (Title I Family Engagement), and 616 (System of Teaching and Learning) under a single structure: the Teaching and Learning Community Committee.

The committee will serve both a technical function—ensuring the district meets all statutory and programmatic requirements—and an adaptive function—building a shared district vision for teaching and learning through the lens of Multi-Tiered Systems of Support (MTSS).

Purpose of the Presentation

- Share the structure, purpose, and objectives of the proposed committee.
- Outline the plan for community engagement, meeting cadence, and deliverables.
- Invite board input before officially launching the committee later this fall.

Next Steps
Pending feedback and approval from the board, the first meeting will be scheduled before winter break to begin the MTSS visioning process.

Request
For your consideration, review, and feedback.

Purpose
The Teaching and Learning (T&L) Community Committee (name TBD) will engage educators, families, and community members in shaping a coherent system for high-quality teaching and learning. The committee unifies district policies 425, 603, 612.1, and 616 to meet compliance requirements while building an adaptive framework for a districtwide Multi-Tiered System of Supports (MTSS).

Objectives

1. **Compliance and Accountability:** Fulfill state and federal requirements for Staff Development, Curriculum Development, Title I, ADSIS, A & I, Family Engagement, and System Accountability.
2. **System Building:** Co-develop a shared MTSS mission and guiding principles to align instructional, behavioral, and social-emotional supports.
3. **Community Partnership:** Create authentic channels for families, students, and staff to provide input and feedback on district priorities.
4. **Continuous Improvement:** Monitor and communicate progress on student learning and professional development goals.

Committee Composition

Membership will include teachers, administrators, EI coaches, support staff, students, and parents/community members. Members will represent each school and key programs (Title I, ADSIS, Achievement and Integration, MultiLingual Learners).

Our Guiding Framework: MnMTSS (Minnesota Multi-Tiered System of Supports)

To unite our work, we will adopt the Minnesota Multi-Tiered System of Supports (MNMTSS) framework. This state-endorsed, research-based model will provide the common language and structure for all committee work, ensuring coherence.

Our final deliverable will be a single, unified district plan organized by the five components of this framework.

Action Plan (November 2025 - May 2026)
Tentative

Launch & Visioning (Nov - Dec 2025)

- **Define purpose**, review policies, and begin MTSS vision
- **Community Forum #1 (Early Dec):** The public launch event. We will introduce the MnMTSS framework and gather input from the broader community on our vision for student support.
- **Asynchronous Work:** CTLC drafts the "Version 1.0" MTSS Mission based on community feedback.

Listening Session? (Dec/Jan?)

- Gather additional feedback from community members/families?

Alignment and Planning - Mid-Point Check-In (Jan - Mar 2026)

- **CTLC Meeting #2 (Mid-Jan):** Workgroup Planning Intensive. The CTLC approves the draft MTSS vision. All Workgroups meet to receive their charge and map their plans to the MnMTSS framework.
- **Asynchronous Work (Jan - Mar):** Workgroups draft their technical plans (e.g., A&I, Staff Dev) using shared documents.
- **Community Forum #2 (Late Mar):** Mid-Point Draft Review. The public is invited to review the initial drafts and provide "on the right track" feedback.

Finalization & Recommendation (Apr - May 2026)

- **Asynchronous Work (Apr):** Workgroups refine their plans based on the March community feedback. The CTLC assembles all components into a single, unified MTSS plan.
- **Community Forum #3 (Late Apr / Early May):** Presentation of a draft of an integrated plan for final feedback and validation.
- **CTLC Meeting #3 (Mid-May):** Final Recommendation Meeting. The CTLC holds its final vote to formally recommend the unified plan to the superintendent and School Board.

5. Summary of Deliverables & Success

- **Primary Deliverable (June 2026):** A single, comprehensive District MTSS Plan, organized by the MnMTSS components, which integrates and fulfills the requirements for Staff Development, Title I, A&I, and ADSIS.
- **Measures of Success:**
    1. **Compliance:** All technical plans are completed, compliant, and submitted on time.
    2. **Alignment:** The final plan clearly and explicitly connects the technical plans to the district's MTSS vision.
    3. **Engagement:** We successfully host three to five well-attended community forums and maintain active participation from all committee members.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

To: ISD 282 School Board

From: Superintendent Renee Corneille

Date: October 28, 2025

Subject: District Office Contracts

Director of Community Services and Communications, Executive Director of Academics, and Director of Athletics, Activities, and Facilities contracts will end on June 30, 2026. Over the summer and fall I have met and negotiated with each of the stated employees. The memo will outline the changes in their contracts for the next three years (2026-2029).

The School Board is well aware of the major shifts that have occurred in leadership at SANB schools. Since April 2025 we have lost two principals, an executive director, and our school board chair. In this moment of leadership change it is crucial to secure and retain our current leadership and update contracts to ensure recruitment of leadership talent for the future.

In conversations with Board leadership, I am proposing the following updates to the contracts for the Director of Community Services and Communications, Executive Director of Academics, and Director of Athletics, Activities, and Facilities. Those updates can be categorized in the following themes.

- **Compensation and Job Duties:** to retain and recruit quality leadership each contract will have a market driven financial increase to salary. With the increase to salary will come an increase in job duties and responsibilities. Each contract will be aligned financially, using an algorithm based on the variables of responsibility, supervision, and duties. With the increase to duties and salary will come a change in job title. Similar to how the school board approved the increase in responsibilities to the Executive DIrector of Academics to Assistant Superintendent, each of the directors will become as follows:
    - **Executive Director of Community Services and Human Resources** (formerly Director of Community Services and Communications)
    - **Executive Director of Operations** (formerly Director of Athletics, Activities, and Facilities)
    - **Assistant Superintendent** (formerly the Executive Director of Academics - this change has already occurred).

- **Language Alignment:** Since each of the contracts will follow the same algorithm, the language associated with retirement, vacation, long-term disability, severance, discipline/grievance procedures, and insurance will also be aligned. These language

updates also support the efficiency of the business office. Removing outdated language and creating alignment between contracts will support both the district and the employee.

The updated contracts and structure have taken 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). This moment permits the opportunity to create purposeful structural changes and an alignment in both compensation and responsibilities. The school board was able to discuss these contracts and the principal contract at a previous board meeting (Oct. 21). The board will also have had the opportunity to review the draft of each of the contracts and will then take action on these contracts at a November school board meeting.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Orig. 1995 Rev. 2015, 2013, 2018
Adopted March 27, 2018
Rev. Oct 2025
Legal

503 STUDENT ATTENDANCE

I. PURPOSE

A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also

the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance. Finally, it is the administrator's responsibility to work cooperatively with students and their parents or guardians to solve attendance problems.

b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota. Statutes, section 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

a. A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to a truant officer, or the school official designated by the principal. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.

b. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school.

c. The board of the district in which the child resides may approve

the application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.

d. Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

(1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:

(a) child illness, medical, dental, orthodontic, or counseling appointments; including appointments conducted through telehealth;

(b) family emergencies;

(c) the death or serious illness or funeral of an immediate family member;

(d) active duty in any military branch of the United States;

(e) the child has a condition that requires ongoing treatment for a mental health diagnosis; or

(f) other exemptions included in this attendance policy.

(2) that the child has already completed state and district standards required for graduation from high school; or

(3) that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be

conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause

(4) The District allows for 12 parent-verified absences per year after which a doctor's note may be required to excuse additional absences.

e. Consequences of Excused Absences

(1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

(2) Work missed because of absence must be made up within 2 days from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

a. The following are examples of absences which will not be excused:

(1) Truancy. An absence by a student which was not approved by the parent and/or the school district.

(2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.

(3) Work at home.

(4) Work at a business, except under a school-sponsored work release program.

(5) Vacations with family except when approved by administration.

(6) Personal trips to schools or colleges.

(7) Absences resulting from cumulated unexcused tardies (3 tardies equal one unexcused absence).

(8) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

(1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

(2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.

(3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

(4) Students with unexcused absences shall be subject to discipline in the following manner:

(a) After 7 days of cumulated unexcused absence in a semester, the student may not be allowed to make up work missed due to such absence.

(b) After 3 days of cumulated unexcused absence in a semester, a student's parent or guardian will be notified by certified mail.

(c) After such notification, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to initiate a conference with school administration.

(d) After 20 cumulated unexcused absences in a semester, the administration may impose the loss of academic credit in the class or classes from which the student has been absent.

(e) After 15 consecutive days of unexcused absences, an open enrollment student will be dropped from the district.

Commented [1]: Board needs to weigh in on # of cumulated unexcused absences for the loss of academic credit in a class.

Commented [2]: BOARD needs to weigh in on number of days for OE student to be dropping

(f) The District will follow MN State High School League guidelines when limiting students after school or extra curricular activities due to unexcused absences.

(g) If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

?

Commented [3]: Do we want to include this language for Open Enrollment families that end up with county filing for truancy because of transportation reasons?

A district may terminate the enrollment of a nonresident student enrolled under Minnesota Statutes, section 124D.03 or section 124D.08 at the end of a year
if the student meets the definition of a habitual truant under section 260C.007, subdivision 19, the student has
been provided appropriate services under chapter 260A, and the student's case has been referred to juvenile
court. A district may also terminate the enrollment of a nonresident student over the age of 17 enrolled under Minnesota Statutes, section 124D.03 if the student is absent without lawful excuse for one or more periods on
15 school days and has not lawfully withdrawn from school under section 120A.22, subdivision 8. Minn. Stat. §
124D.03, subd. 12

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

2. Procedures for Reporting Tardiness

a. Wilshire Park and St. Anthony Middle School students tardy at the start of school must report to the school office for an admission slip.

b. St. Anthony Village High School students tardy at the start of school must create a virtual pass from the Welcome Desk.

c. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

a. Illness.

b. Serious illness in the student's immediate family.

c. A death or funeral in the student's immediate family or of a close friend or relative.

d. Medical, dental, orthodontic, or mental health treatment.

e. Court appearances occasioned by family or personal action.

f. Physical emergency conditions such as fire, flood, storm, etc.

g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.

b. Consequences of tardiness may include detention, among other things.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.

2. School-initiated absences will be accepted and participation permitted.

3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.

4. If a student is suspended from any class, he or she may not participate in any activity or program that day.

5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodations should be directed to the building principal.

IV. DISSEMINATION OF POLICY

1. Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

2. The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for religious observance.

V. REQUIRED REPORTING

A. Continuing Truant

Minnesota Statutes section 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minnesota Statutes section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes section 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or

2. Three or more class periods on three days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minnesota Statutes section 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;

2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;

3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minnesota Statutes section 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minnesota Statutes section 120A.34;

4. That this notification serves as the notification required by Minnesota Statutes section 120A.34;

5. That alternative educational programs and services may be available in the child's enrolling or resident district;

6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;

7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minnesota Statutes Chapter 260C;

8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minnesota Statutes section 260C.201; and

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.

2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minnesota Statutes Chapter 260A.

Legal References: Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. § 120A.35 (Absence from School for Religious Observance)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565 (1975)
Slocum v. Holton Bd. of Educ., 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Bd. of Educ. of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Bd. of Educ. of Twp. High Sch. Dist. No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. Sch. Dist. R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Bd. of Educ., 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

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

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Orig. 2017
Rev. 2023
October 2025
Mandatory

534 SCHOOL MEALS POLICY

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

A. Students have use of a meal account. When the balance reaches zero, a student's parents are notified via email, Skyward, or other established school notification routes, such as letters home or phone calls. Students may get a regular meal, an extra entree, or extra meals and their account will be charged at the regular rate for whatever food they take. The school will not take any food from students. When an account gets to negative $200, the student's principals are notified for resolution.

If the school district participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

B. Free School Meals Program

1. The free school meals program is created within the Minnesota Department of Education
2. Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free

school meals program.

3. Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.

4. Each school that participates in the free school meals program must:

a. participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

b. provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.

c. A student who has been determined eligible for free and reduced-price meals must always be served a reimbursable meal even if the student has an outstanding debt.

[NOTE: While subparagraph 3. above is inherent given subparagraph 2., MSBA recommends that school boards consider including subparagraph 3., which is stated in Minnesota Statutes, section 124D.111.]

5.

C. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meal balance.

D. . When a student has a negative account balance, the student will not be allowed to charge a snack item.

E. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.

B. Families will be notified of an outstanding negative balance once the negative balance is incurred. Families will be notified by established school notification

routes, which may include Skyward email notifications, email, or letters and phone calls home.

C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing nonreimbursable meals; or affixing stickers, stamps, or pins.

IV. UNPAID MEAL CHARGES

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free or and reduced-price meals for their children.

B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

C. Negative balances of more than $200, not paid prior to end of the school year, will be turned over to the superintendent or superintendent's designee for resolution.

The superintendent will exhaust all possible options to resolve the issue to avoid resorting to collection.

In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.

D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

E. The school district will not impose any other restriction prohibited under Minnesota Statutes section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

V. COMMUNICATION OF POLICY

A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:

1. all households at or before the start of each school year;

2. students and families who transfer into the school district, at the time of enrollment; and

3. all school district personnel who are responsible for enforcing this policy.

B. The school district will post this policy on the school district's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.

C. Student-level appropriate communication may be made so that students understand that they will not have food taken from them while the school works to resolve the issue.

D. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

Legal References: Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 124D.111 (School Meals Policies; Lunch Aid; Food Service Accounting)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

Cross References: None

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Org. 1995
Rev. 2012
Rev. Aug 18, 2015
Rev October 2025
Legal

707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

[Note: The obligations stated in this policy are largely governed by statute. Statutory references are included throughout the policy. A school district may choose to add obligations to the model policy.]

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.

B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

A. "Child with a disability" includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deaf, blind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Education ("Commissionier"). A licensed physician, an advanced practice nurse, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district's discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness

or disability, as determined by the rules of the Commissioner, is not a child with a disability. ~~(Minn. Stat. § 125A.02)~~

B. "Home" is the legal residence of the child. In the discretion of the school district, "home" also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. ~~(Minn. Stat. § 123B.92, Subd. 1(b)(1); Minn. Stat. § 127A.47, Subd. 2)~~

C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings~~,~~, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances. ~~(42 U.S.C. § 11434a)~~

D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minnesota~~.~~ Statutes,~~.~~ section~~§~~120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964 ~~(42 U.S.C. § 2000d, *et seq.*)~~. ~~(Minn. Stat. §123B.41, Subd. 9)~~

E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. ~~(Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3)~~

F. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located. ~~(Minn. Stat. § 123B.41, Subd. 4)~~

G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. ~~(42 U.S.C. § 11432(g)(3)(G))~~

H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minnesota~~.~~ Statutes, section~~.~~ ~~§~~ 120A.22 by attendance at a nonpublic school. \~~(Minn. Stat. § 126C.01, Subd. 8)~~

I. "Student" means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. ~~(Minn. Stat. § 123B.41, Subd. 11)~~

~~Minnesota. (Minn. Stat. § 123B.41, Subd. 11)~~

IV. ELIGIBILITY

A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian. ~~(Minn. Stat. § 123B.88, Subd. 1)~~

B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.

[Note: In this section, school districts may wish to outline those discretionary areas where they intend to provide transportation. For example, some school districts may provide that transportation shall be provided for all resident elementary students who reside one mile or more from the school.]

C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district's expenditures for transportation. ~~(Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13)~~

D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area

with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students. ~~(Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3)~~

B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. ~~(Minn. Stat. § 123B.88, Subd. 6)~~

C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the ~~nonresident parent shall be responsible for the nonresident fee.~~parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. ~~(Minn. Stat. § 127A.47, Subd. 3(b))~~

D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. ~~(Minn. Stat. § 123B.92, Subd. 3(b))~~

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. ~~(Minn. Stat. § 124D.03, Subd. 8)~~

B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for

grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. ~~(Minn. Stat. § 123B.88, Subds. 1 and 4)~~
~~§ 123B.88, Subds. 1 and 4)~~

C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion. ~~(Minn. Stat. § 124D.041)~~

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/ STUDENTS WITH TEMPORARY DISABILITIES

A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minnesota~~.~~ Statutes~~.~~, section~~§~~ 123B.92, Subd. 1(b)(4), for a resident ~~student~~child with ~~a~~ disabilities~~y~~ ~~who is~~ not yet enrolled in kindergarten~~, who requires~~ for the provision of special instruction and services. Special instruction and services for a child with ~~a~~ disabilities~~y~~ not yet enrolled in kindergarten include an individualized education ~~services in a location other than the student's home, shall be provided transportation~~program (IEP) team placement in an early childhood program when that placement is necessary to ~~and from the student's home at~~address the ~~expense of the school district and shall not be subject to any distance requirement.~~child's level of functioning and needs. ~~(Minn. Stat. § 123B.88, Subd. 1)~~

B. Resident students with ~~a~~ disabilities~~y~~ who are ~~whose handicapped conditions are such that the student cannot be safely~~ transported on a special route for the purpose of attending an approved special education program shall be entitled to a special transportation at the expense of the school district or the day training and the habilitiation pogram attended by the student. The school district shall determine the type of vehicle used to transport the students with a disability on the basis of the disabling condition and applicable laws. The provision shall not be applicable to parents who transport their own child under contract with the school district. ~~the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600)~~

C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district.

~~(Minn. Stat. § 125A.65)~~

D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. (Minn. Stat. § 125A.12)

E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district. ~~(Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))~~

F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. ~~(Minn. Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e))~~

G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. ~~(Minn. Rules Part 7470.1700)~~

H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minnesota~~n.~~ Statatues~~.~~ c~~C~~hapter~~.~~ 125A. ~~(Minn. Rules Part 7470.1600, Subd. 2)~~

VIII. HOMELESS STUDENTS

A. Homeless students shall be provided with transportation services comparable to other students in the school district. ~~(42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))~~

B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:

1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location ~~if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked.~~on the same basis as transportation services are provided to other students in the school district. ~~(42 U.S.C. § 11432(g)(1)(J)(iii)(I))~~

2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location ~~if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked~~on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. ~~(Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II))~~

3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. ~~(Minn. Stat. § 125A.51(f))~~

4. A homeless nonresident student enrolled under Minnesota~~,~~ Statutes, ~~,~~ section~~§~~ 124D.08, subdivision~~Subd~~. 2a, must be provided transportation from the student's district of residence to and from the school of enrollment~~. (Minn. Stat. § 123B.92, Subd. 3(c))~~.

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days.

~~(Minn. Stat. § 123B.88, Subd. 21)~~

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means. ~~(Minn. Stat. § 123B.88, Subd. 1)~~

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 United States Code, section ~~U.S.C. §~~ 1415 (Individuals with Disabilities Act), 29 United States Code, section ~~U.S.C. §~~ 794 (the Rehabilitation Act), and 42 United States Code, section ~~U.S.C. §~~ 12132, (Americans with Disabilities Act) are governed by these provisions. ~~(Minn. Stat. § 121A.59)~~

XII. FEES

A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional. ~~(Minn. Stat. § 123B.36, Subd. 1(10))~~

B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minnesota~~.~~ Statutes, section~~. §~~ 190.05. ~~(Minn. Stat. § 123B.36, Subds. 1(11) and 6)~~
~~§ 123B.36, Subds. 1(11) and 6)~~

C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. ~~(Minn. Stat. § 123B.36, Subd. 1(13))~~

D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved

occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. ~~(Minn. Stat. § 123B.36, Subd. 3)~~

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Educational Aids for Nonpublic School Children; Definitions)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation) ~~Minn. Stat. § 123B.92 (Transportation Aid Entitlement)~~
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.04 (Enrollment Options Programs in Border States) ~~Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)~~
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District)
Minn. Stat. Ch. 125A (Children With a Disability)
Minn. Stat. § 125A.02 (Child~~ren~~ With a Disability, Defined)
Minn. Stat. § 125A.12 (Attendance in Another District)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
Minn. Stat. § 126C.01 (General Education Revenue - Definitions)
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
Minn. Stat. § 190.05 (Definitions)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
20 U.S.C. § 1415 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under

Federally Assisted Programs on Ground of Race, Color, or National Origin)
42 U.S.C. § 11431, *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)
42 U.S.C. § 12132, *et seq.* (Americans With Disabilities Act)

Cross References:

MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)
MSBA Service Manual, Chapter 2, Transportation

2026 Legislative Platform

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

Policy Improvements

- Allow school board's authority to transform and innovate our high schools for the future by **providing flexibility in how schools define "instructional hours."**
- **Replace high school MCAs with ACT** for English, Math & Science.
- Allow school boards to **publish school board meeting minutes on the official district website** to reduce expenses.
- **Close the state special education funding gap.** SANB faces nearly **$2 million in unfunded** mandates.

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.

2026 Legislative Platform

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

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.

Comms Suggestions for Back:

- **Relating previous legislative policies to current school data and implementation (increasing standards of rigor, etc.)**
- **Student achievement data**
- **Fiscal responsibility and how SANB is planning for deficits**
- **Public Data Requests**