Work Session of the St. Anthony-New Brighton School Board
Tuesday, November 18, 2025 6:00 PM

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

Agenda

1. Call to Order School Board Work Session
   Speaker(s): Barry Kinsey - School Board Chair
2. Approval of Agenda
   Speaker(s): Barry Kinsey - School Board Chair
3. Approval of Amended Consent Agenda
   Speaker(s): Barry Kinsey - School Board Chair
4. Fall Sports Recognitions
   Speaker(s): Dr. Troy Urdahl - Director of Athletics, Activities, Facilities
5. Captain's Council and Student Council Update
   Speaker(s): Dr. Troy Urdahl - Director of Athletics, Activities, Facilities
6. Report: Media Center Year-End-Review
   Speaker(s): Elizabeth Potts, Lynda Brock - Media Specialists
7. Report: Communications
   Speaker(s): Jada Richard - CESO Communication Specialist
8. Discussion Items
   8.1. Review of Educational Programming at St. Anthony-New Brighton Schools (Achievement & Integration AI, Alternative Delivery of Specialized Instructional Services ADSIS, Comprehensive Achievement & Civic Readiness CACR)
   Speaker(s): Dr. Renee Corneille - Superintendent, Laura Guerrero
   8.2. 2026-2027 Calendar
   Speaker(s): Dr. Renee Corneille - Superintendent
   8.3. Data Request Practices
   Speaker(s): Dr. Renee Corneille - Superintendent
   8.4. Draft 2026 Legislative Platform
   Speaker(s): Laura Oksnevad - Legislative Liaison
   8.5. Policies - 2nd Reading
   Speaker(s): Dr. Cassandra Palmer - Policy Committee Chair
9. Reports
   9.1. ISD282 District, Program, and Building Report
   Speaker(s): Hope Fagerland - Assistant Superintendent
   9.2. Board Reports
   Speaker(s): Barry Kinsey - School Board Chair
10. Adjourn School Board Meeting
    Speaker(s): Barry Kinsey - School Board Chair

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

AMENDED SCHOOL BOARD CONSENT AGENDA
11/18/2025

PRESENTER(S): School Board Chair

1. Personnel

Hire(s)

Last Name	First Name	Position	School	Date Effective
Spiegel	Sara	Village Kids-Asst Tchr Sub	WP	10.30.2025
Donohue	Cullen	SpEd Para	WP	10.30.2025
Vang	Addin	Building Supervisor	District	11.12.25
Page	Marie	Building Supervisor	District	11.14.25

Leave of Absence Request(s)

Last Name	First Name	Position	School	Dates Effective
Heath	Lauren	Choir .6	SAMS	01/13/26-05/29/26
Ruble	Paul	Asst Principal	SAVHS	04/03/26-05/01/26
Kujawski	Amy	Principal	SAMS	12/02/25-01/02/26
Haugen	Jason	English	SAVHS	12/10/25-12/19/25

Contract Updates

Last Name	First Name	Position	Dates Effective
Fagerland	Hope	Assistant Superintendent	July 1, 2026
Urdahl	Troy	Executive Director of Athletics, Activities, and Operations	July 1, 2026
Webster	Wendy	Executive Director of Community Services and Human Resources	July 1, 2026

Contractor

Company Name	Purpose	Date Effective
Sun River Marketing	Negotiations Support	November 18, 2025

2. Payment of Bills Checks Paid 11/05/2025

01- General Fund	$223,405.46
02- Food Service Fund	$44,980.11

03- Transportation Fund	$3,938.11
04- Community Serv Fund	$11,812.80
05- Capital Expenditure Fund	$26,110.06
09- Trust Fund	$2,172.26
25 - Student Activities	$12,336.23
Total: $	$324,755.03

3. Minutes - 10/28/25 Regular Meeting Minutes, 11/13/25 Special Meeting Minutes (see BoardBook for document)

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

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

Attendance Update Taken at 6:40 PM.

Laurel Hood: Absent

Clerk Hood left at 6:40pm.

Attendance Update Taken at 8:09 PM.

Laurel Hood: Present

1. **Listening Session (6:00 pm)**
2. **Call to Order School Board Regular Meeting (6:30pm)**
   Discussion:
   Chair Kinsey called the meeting to order at 6:30pm.
   Staff in attendance: Superintendent Dr. Renee Corneille, Hope Fagerland, Matt Menier, Jada Richard
3. **Approval of AMENDED Agenda**
   Action(s):
   The recommended motion is to approve the 10/28/25 Regular Meeting Amended agenda as presented. This motion, made by Overman 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

4. **Approval of Consent Agenda**

Action(s):

The recommended motion is to approve the consent agenda as presented, including: minutes from the 10/21/25 Meeting, personnel, and payment of bills. 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

5. **Report: Food Services and Transportation**

Discussion:

Clerk Hood left the meeting at 6:40pm.
Superintendent Dr. Corneille shared an operations report detailing the current status and improvements in both Food Service and Transportation. The Food Service section highlights steady student participation, strong staffing, and other initiatives like the "MN Thursdays" local food program, while also noting challenges with aging kitchen equipment and storage space. The Transportation section reports on successful partnerships with Monarch Bus Service and CESO, high driver retention, the upgrade to propane-fueled buses and camera systems, and the goals accomplished with the Bus Quest Parent App.

6. **Action Items**

6.1. Policies - Final Reading
806 - Crisis Management
BeSmart Resolution

Action(s):

The recommended motion is to approve policy 806 - Crisis Management - as presented. This motion, made by Palmer and seconded by Oksnevad, Carried.

Voting Detail:

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

Voting Summary: Yea: 5, Nay: 0, Absent: 1

The recommended motion is to approve the BeSmart Resolution as presented. This motion, made by Oksnevad and seconded by Striker, Carried.

Voting Detail:

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

Voting Summary: Yea: 5, Nay: 0, Absent: 1

6.2. AMENDED: MSHSL Foundation Resolution Action

Action(s):

The recommended motion is to approve the MSHSL Foundation resolution as presented. This motion, made by Striker and seconded by Overman, Carried.

Voting Detail:

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

Voting Summary: Yea: 5, Nay: 0, Absent: 1

7. **Discussion Items**

7.1. Community Teaching & Learning Committee: Strategic Plan 2025-2026

Action(s):

The motion is to formally approve the Community Teaching & Learning Committee Strategic Plan 2025-26 as presented with quarterly updates to the board on the committee. This motion, made by Oksnevad and seconded by Striker, Carried.

Voting Detail:

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

Voting Summary: Yea: 5, Nay: 0, Absent: 1

Discussion:

Matt Menier, Director of Principal Leadership & Learning, provided the board with a strategic plan and overview of the Community Teaching & Learning Committee, its purpose, objectives, composition & guiding framework (MnMTSS). The board took action on formally voting on the strategic plan.

7.2. Administration Contracts Discussion

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Discussion: Superintendent Corneille outlined the strategic context and process for contract negotiations with District Office Directors, driven by the need to attract and retain high-quality candidates and ensure compensation aligns with market value and job responsibilities.

7.3. Policies - 1st Reading

Discussion:

The school board had a first reading and discussion of policies 503, 534, and 707. These will come back for a second reading in November.

Clerk Hood arrived back to the meeting at 8:09pm.

7.4. Draft 2026 Legislative Platform

Discussion:

Laura Oksnevad, Legislative Liaison, shared a first reading of the 2026 Legislative Platform. The school board discussed and suggested edits to be discussed at a second reading in November.

8. **Reports**

8.1. ISD282 Program and Building Report

Discussion: Hope Fagerland shared the school district's achievements, events and stories of students and staff over the last week.

8.2. Board Reports

Discussion: School Board members shared information from the meetings, professional learning and events they have attended over the last week.

9. **Adjourn School Board Meeting**

Discussion:

Chair Kinsey adjourned the meeting at 8:40pm.

Approved by: School Board Clerk or Board Chair

Signature: _____ Date: _____

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Special Meeting of the St. Anthony-New Brighton School Board

Thursday, November 13, 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: Staff in attendance: Superintendent Renee Corneille
   Chair Kinsey called the meeting to order at 6:00pm
2. **Approval of Agenda**
   Action(s):
   The recommended motion is to approve the 11/13/25 Special Meeting agenda as presented. This motion, made by Hood and seconded by Striker, Carried.
   Voting Detail:

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

   Voting Summary: Yea: 6, Nay: 0
3. **RESOLUTION CANVASSING RETURNS OF VOTES OF SCHOOL DISTRICT GENERAL AND SPECIAL ELECTION**
   Action(s):
   RECOMMENDATION: To approve the results of the November 4, 2025 School Board Member Election as outlined in the RESOLUTION CANVASSING RETURNS OF VOTES OF SCHOOL DISTRICT GENERAL AND SPECIAL ELECTION. This motion, made by Overman and seconded by Oksnevad, 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

Discussion:

RESOLUTION CANVASSING RETURNS
OF VOTES OF SCHOOL DISTRICT GENERAL AND SPECIAL ELECTION
BE IT RESOLVED by the School Board of Independent School District No. 282, State of Minnesota, as follows:

1. It is hereby found, determined, and declared that the general and special election of the voters of this School District held on November 4, 2025, was in all respects duly and legally called and held.
2. As specified in the attached Abstract and Return of Votes Cast, a total of _1578_voters of the School District voted at said general election on the election of three (3) School Board members for four (4) year term vacancies on the School Board caused by expiration of term on the first Monday in January next following the general election as follows:

Annie Bosmans 1545
Laura Haas 1578
Prachi Striker 1551
WRITE-IN 121

3. Annie Bosmans, Laura Haas, and Prachi Striker, having received the highest number of votes, are elected to four (4) year terms beginning on the first Monday in January, 2026.
4. As specified in the attached Abstract and Return of Votes Cast, a total of _1152_ voters of the School District voted at said special election on the election of one (1) individual to fill the vacancy in the term of School Board member expiring January 3, 2028, as follows:

Daniel Turner 1152
Michael Overman 915
WRITE-IN 10

5. Daniel Turner having received the highest number of votes, is elected to fill the vacancy in the term of school board member expiring January 3, 2028. Said individual shall take office as soon as he qualifies.
6. The Clerk is hereby directed to certify the results of the election to the county auditor of each county in which the School District is located in whole or in part.

4. **RESOLUTION AUTHORIZING THE ISSUANCE OF CERTIFICATES OF ELECTION**

Action(s):

The recommended motion is to approve the RESOLUTION AUTHORIZING THE ISSUANCE OF CERTIFICATES OF ELECTION as presented. This motion, made by

Overman and seconded by Oksnevad, 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

Discussion:

RESOLUTION AUTHORIZING THE ISSUANCE OF CERTIFICATES
OF ELECTION AND DIRECTING THE SCHOOL DISTRICT CLERK
TO PERFORM OTHER ELECTION RELATED DUTIES

WHEREAS, the School Board canvassed the general election and special election for school board members on November 4, 2025.

NOW THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 282, State of Minnesota, as follows:

1. The Board Chair and Clerk are hereby authorized to execute Certificates of Election on behalf of the School Board of Independent School District No. 282 to the following candidates:

a. Annie Bosmans
b. Laura Haas
c. Prachi Striker

who have received a sufficiently large number of votes to be elected to fill vacancies on the School Board caused by expiration of term on the first Monday in January next following the election, based on the results of the canvass.

2. The Board Chair and Clerk are hereby authorized to execute the Certificate of Election on behalf of the School Board of Independent School District No. 282 to Daniel Turner who has received a sufficiently large number of votes to fill the vacancy in the term of School Board member expiring January 3, 2028. Such individual shall take office as soon as he or she qualifies.

3. The Certificate of Election shall be in substantially the form attached hereto.

4. After the time for contesting the election has passed and the candidate has filed all campaign financial reports required by Minnesota Statutes, Chapter 211A, the Clerk of the School Board is hereby directed to deliver a certificate to each person entitled thereto personally or by certified mail.

5. The Clerk is hereby directed to enclose with the certificate a form of acceptance of office and oath of office in substantially the form attached hereto.

5. **Adjourn School Board Meeting**

Discussion: Chair Kinsey adjourned the special meeting at 6:07pm

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Approved by: School Board Clerk or Board Chair

Signature: _____ Date: _____

SAVHS Student Leadership: Captains Council & Student Council

SANB School Board

November 18, 2025

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Captains Council Update

Working with Purpose

I serve to use the power of school activities to make the world a better place, working alongside coaches and advisors to help fulfill their purpose.

Collective Transformational Purpose

Hard work
Empathy
Attitude
Respect
Teamwork



To Capture the HEART of All Participants

Captains Council Update

Captains Council









TMC Student Leadership Conference

TRI-METRO
CONFERENCE

Captains Council Update

Jeremy Boone and Jamie Sheetz

What's going to make this season amazing?

- **Why do people follow YOU?** - We accept responsibility, we help people get to their 'promise land,' we spearhead risks, and bring people together.
- **What is the invitation YOU give? -** Reflection on your invitation you give to others, how you fill someone's bucket, is the first step in being a better leader.
- **BE > AVG**

Captains Council Update

Captains Council Finding Your Leadership Voice

5 Voices

- **Every leader has a natural voice** - and every voice adds value

- **What is your voice? How does it impact others?** Self-awareness increases confidence, communication, and decision-making

- Communicate with teammates who think and speak differently
- Strong leadership means using our strengths AND managing our blind spots
- Communication and relationships builds a stronger team culture

Captains Council Update

Captains Council Finding Your Leadership Purpose

What is a leader's purpose?

- Definition & Responsibility of a leader
- A leader's purpose
- What "success" means
- The mindset of a leader

Student Council Update

Lots going on!

- **Powderpuff, Pepfest, Parade, Homecoming Dance -**

  75 women powderpuff game, 15 floats, 700 student pepfest, 400 student dance, over 60 volunteers, $4,000 Raised, and a great time :)

- **Movie Night** - We 125 student movie with apple cider and popcorn.
- **Blood Drive** - 32/32 Spots filled $250 Scholarship for one student

Student Council Update

Here are some memories :)















Questions?

Thank you!

24-25 STATE OF THE LIBRARY

7651 TOTAL SMARTPASSES TO LIBRARY

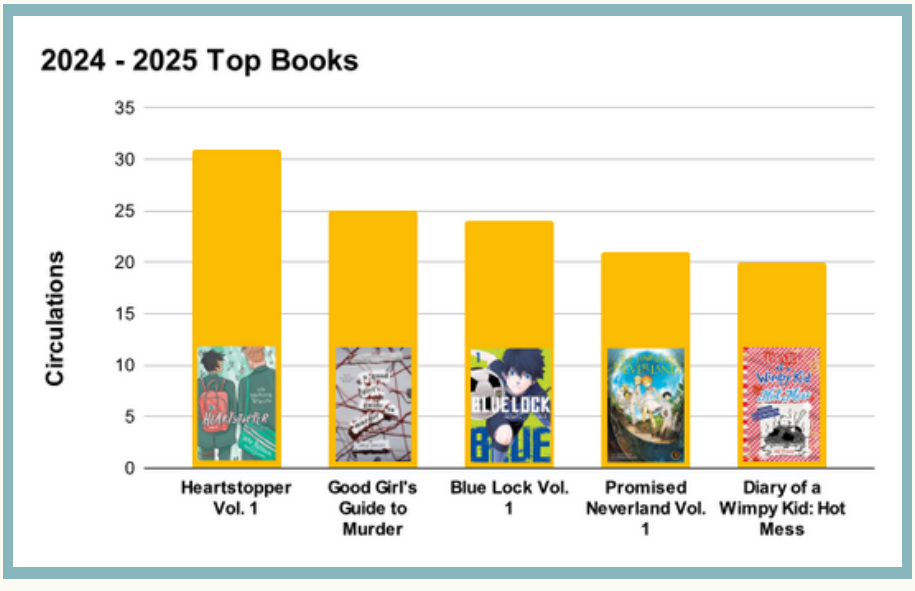
251 MOST BOOKS CHECKED OUT BY ONE PERSON

STUDENTS THAT CHECKED OUT OVER 50 BOOKS **23**

WHAT ARE WE READING?

Most popular genres: graphic novels and mystery

BOOKS WITH THE MOST CHECKOUTS



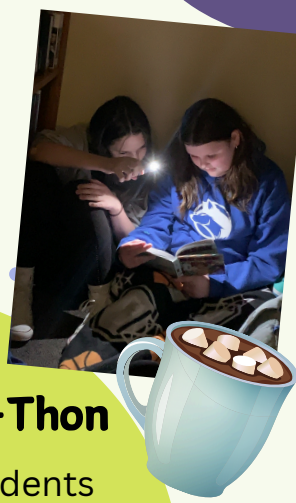
24-25 LIBRARY HIGHLIGHTS!



Collaboration!

The library worked with teachers and staff over 75 times, including research support, book recommendations, technology integration, and more!





Interactive Programming

Monthly themed activities included community sticker posters, paper stars, and blackout poetry.

SAMS Read-A-Thon

Middle school students read over **45,000** minutes as part of a month-long reading celebration. **70** students read **600+** minutes to earn a pancake breakfast!

Author Visit

Multiple award-winning author Kyle Lukoff visited SAMS students to talk about his new book *A World Worth Saving*. Students were able to ask questions and hear what it takes to write a book.





Student Choice

Popular returning displays included Books to Go and Manga March Madness, 84 book requests submitted by students and staff





Uber Reads

WILSHIRE PARK
MEDIA CENTER
2024-2025

Lynda Brock, MLIS

lbrock@isd282.org

Maud Hart Lovelace Book Award Voting and Breakfast




READ


READ
Magazines!
Highlights
Fresh
Fun
NEW YORK CITY


READ
THE WILD ROBOT


READ


HARRY Potter
EXCELLENCE


READ

Scholastic Book Fairs in November and May



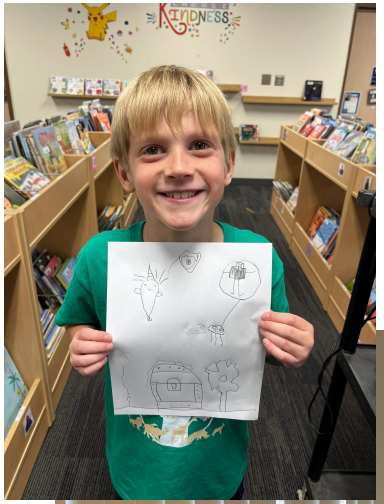
SANBE Small Grant - Wall Display Shelves and Book Boxes



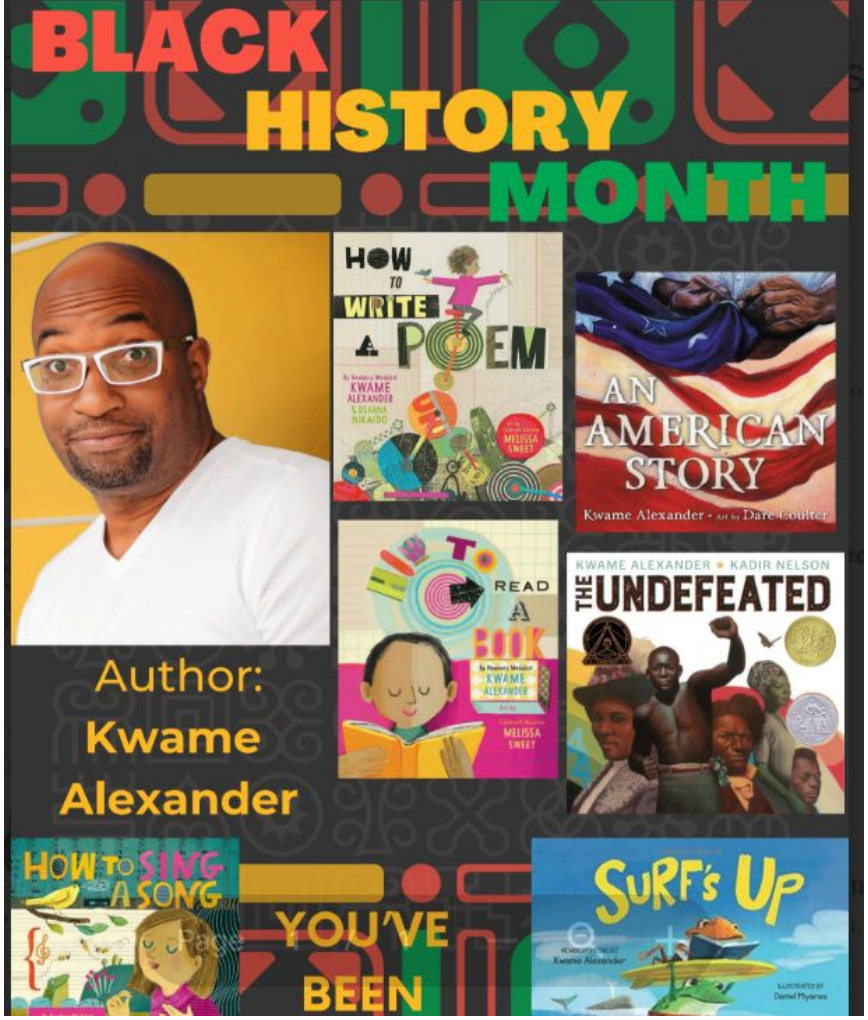
SANBE Large Grant

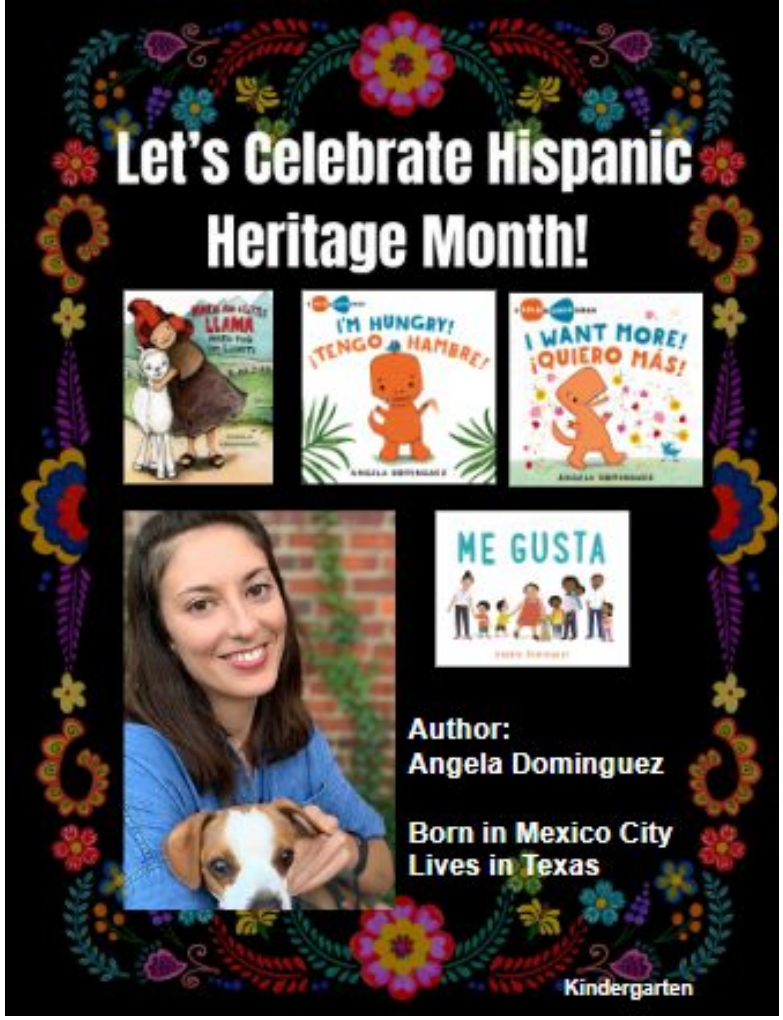
“Book Break” Virtual Author Visits



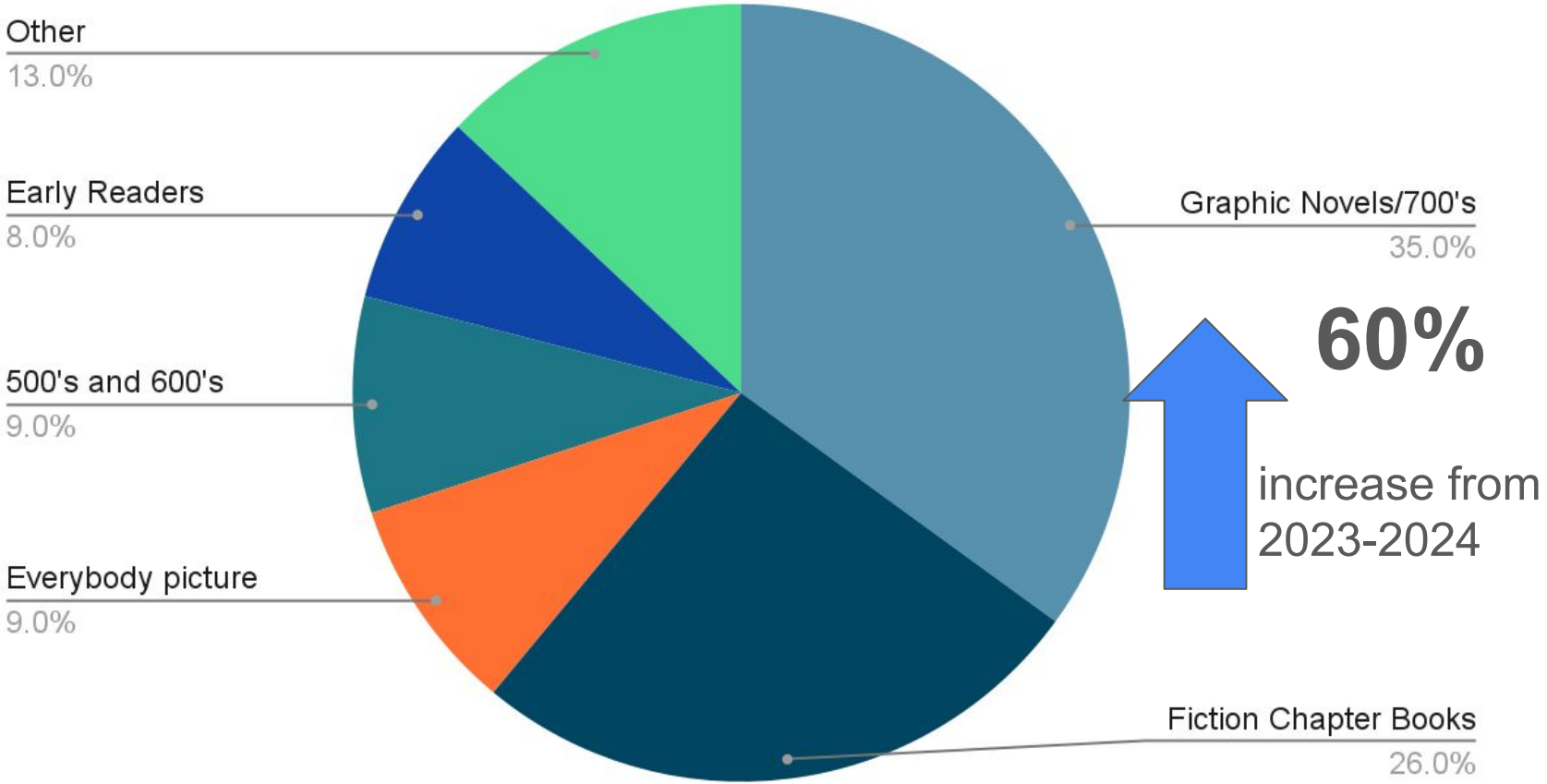





BLACK HISTORY MONTH
HOW TO WRITE A POEM
KWAME ALEXANDER
AN AMERICAN STORY
Kwame Alexander
HOW TO READ A BOOK
KWAME ALEXANDER
MELISSA SWEET
KWAME ALEXANDER ★ KADIR NELSON
THE UNDEFEATED
Author:
Kwame
Alexander
HOW TO SING A SONG
YOU'VE
BEEN
SURF'S UP
Kwame Alexander


Let's Celebrate Hispanic Heritage Month!
I'M HUNGRY!
¡TENGO HAMBRE!
I WANT MORE!
¡QUIERO MÁS!
ME GUSTA
Author:
Angela Dominguez
Born in Mexico City
Lives in Texas
Kindergarten

23,362 Books Checked Out



1,150 classes

7 classes per day

Three Collection Management Goals for 2025-2026

Weed Collection

- Average publication year 2012
- Average age of nonfiction 2011
- Average age of fiction is 2013

Genrefy MG Fiction

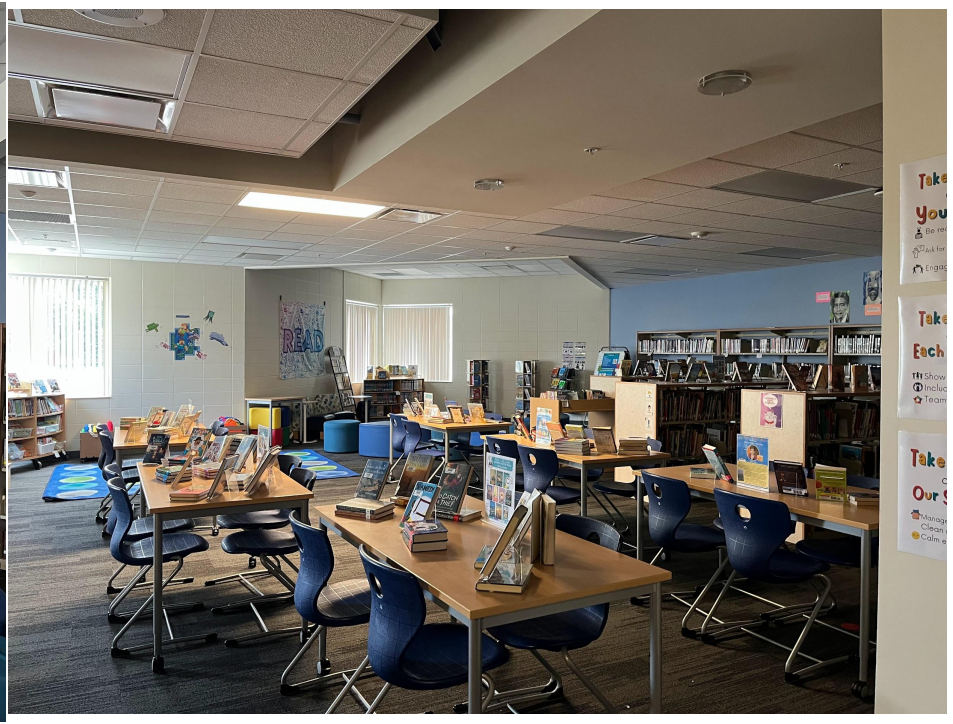
- Increase circulation by making fiction more browsable and accessible

NF Browsing Bins

- Arrange popular topics in browsing bins so that students can easily find books that they are interested in reading

Thank you for supporting Wilshire Park's Media Center!





24-25 Secondary Library Summary

Where are we now? Where can we go?

Prepared by Lizzy Potts, MLIS
Spring 2025

By the numbers...

115

Average number of Smart Passes to the library per day*



6584

Total books checked out

Holds placed **340**

75

Number of collaborations between library and teachers/staff.



SmartPass

*does not include PSEO/online students, students that come before/after school or during passing time, students traveling through the library to meet with staff or go to class, or students sent to print.



Successes
2024-2025

Focus/Goals

Build on success of 23-24 school year - engage school community with displays, activities, and themes.

Increase high school communication: **filmed for broadcasting 15 times**. Topics included featured books, events, and library updates.

Expand collaboration to include wider variety of support

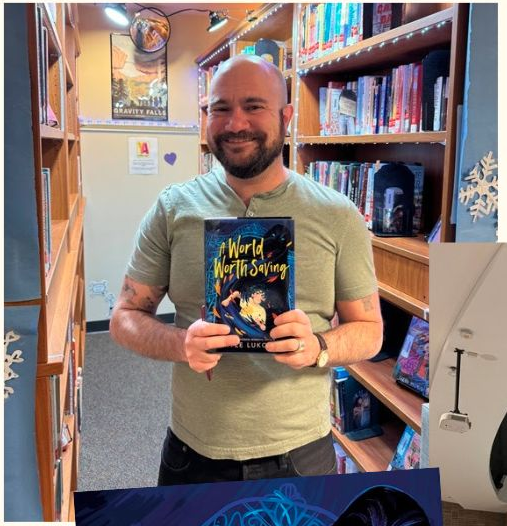
- Whole class tours, research support, infographics, grant collaboration, book lists

Complete and implement Policy 606.5.

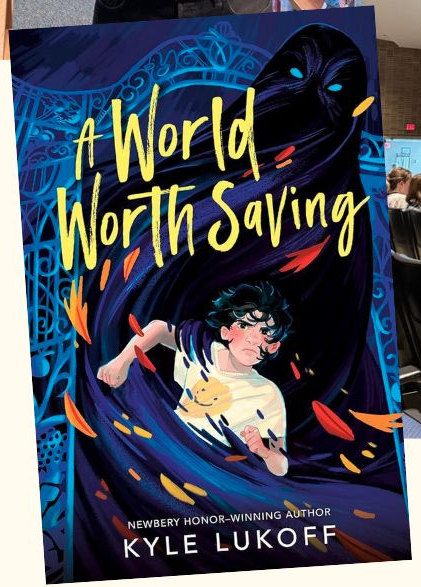
Kyle Lukoff Author Visit

National Book Award finalist, Newbery honoree, and Stonewall award-winning author Kyle Lukoff stopped at SAMS as part of his tour for his new release *A World Worth Saving.*

75+ students in grades 6-8 attended a presentation and Q+A. Students were also able to sign up for a second smaller session where they asked questions about what it's like to be an author, how Lukoff comes up with ideas for his stories, and more!







SAMS Read-a-Thon

A few of the ways the library supported the school-wide reading celebration:

- Prepared materials for **One SAMS, One Read** (schoolwide shared read-aloud)
- Coordinated with Wilshire Park to share **read-aloud videos** made by SAMS students
- Created calendar and **promotional materials** for both students and families
- Hosted Lights Out in the Library, an **after-school reading event** where students could get cozy with a book and hot chocolate!

Lights Out in the Library



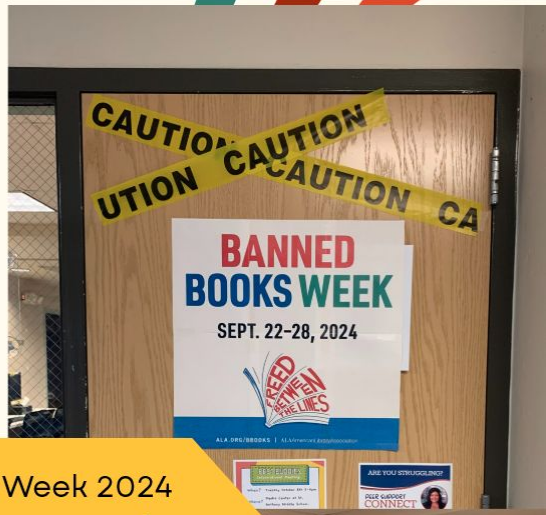


Programming & Displays

Both students and staff participated in library programming that rotated along with the monthly theme. Average of **135** participants per month.

84 book requests received.

Themes and displays encourage students to interact with the library in a new way. They help **build community** and motivate students to return to the library regularly to see what's new!





295 stars were added to the Galaxy of Books - each one has a book or author that is "out of this world"!

Banned Books Week 2024 spread awareness and celebrated the freedom to read!



Programming & Displays ctd.

Students could pick a wrapped book based on a short description during the **“Books to Go”** display.



20 SAMS students stayed after school for a “Fill a Star Jar” event.







Just a few of the 103 marshmallows that were created during December’s **Cozy in the Library** theme.



500+ participants in 2 community sticker posters.

Programming & Displays ctd.





Students used pages from recycled books to create Blackout Poems.

Library Club members helped maintain monthly displays by putting up decorations, finding books, and suggesting titles.

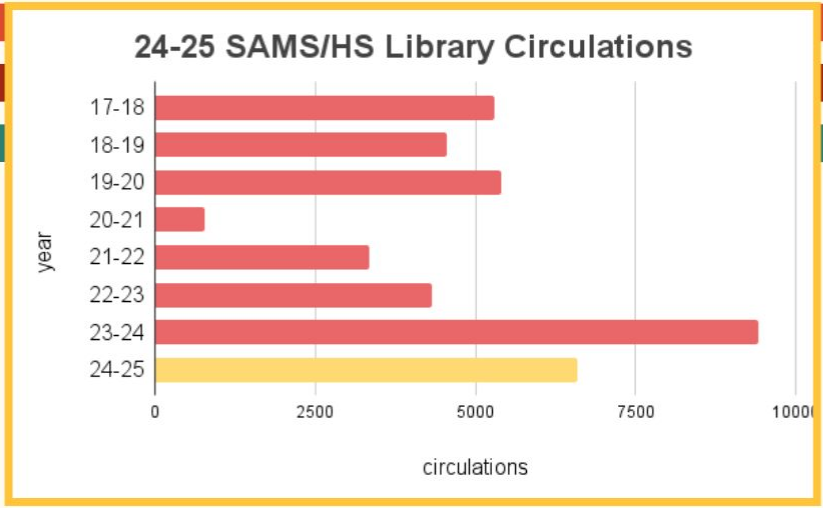
During Manga March Madness, 204 students voted to select which new manga series the library should buy.

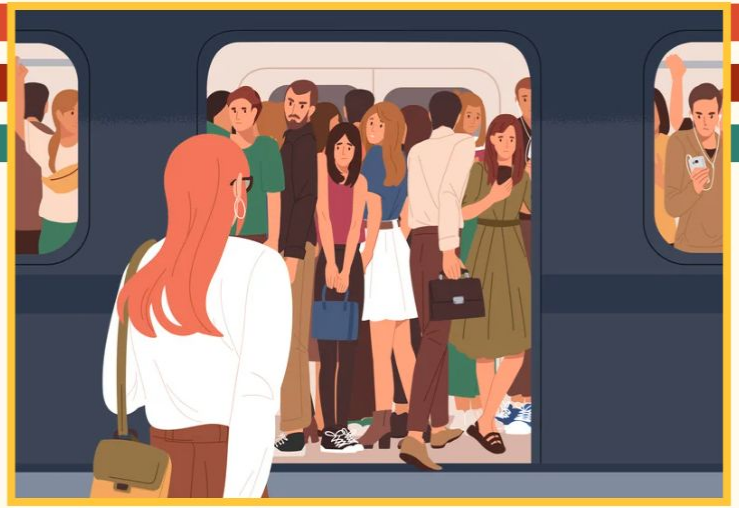




Challenges

Opportunities for Growth





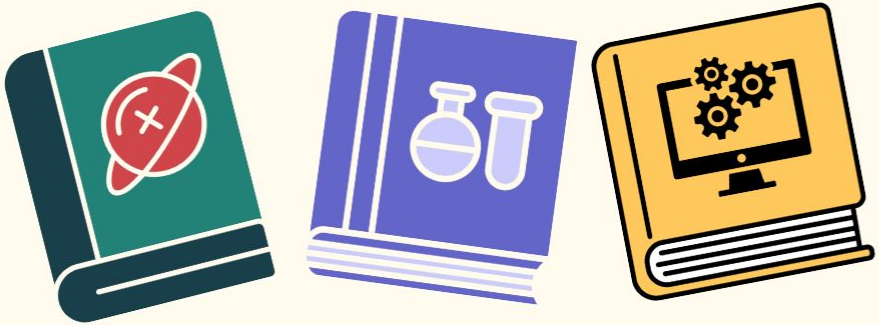
Limited new materials led to drop in circulations and stagnation of collection development targets.

Physical space - large numbers of students that want to use the space but are limited by size of library, inefficient **shelving on upper level**: open-backed shelving is safer and provides more storage.

2025-2026

Ongoing Projects

- Targeted focus on Nonfiction materials - **decrease age of collection**, increase high-quality books
- Continue to maintain and update Fiction
- Expand selection of books in **Spanish**, add to picture book collection
- Promote **independent use** - signage, passive reader's advisory
- EI - purchases in alignment with **Essential Questions** for ELA + Social Studies depts





Library Club, Spring 2025

What's next?

25-26 and Beyond!

Here is a glimpse into what the next school year will hold...



Community Engagement

I want to find more ways to **connect** with the SANB community and involve **more stakeholders** in the library.

As part of a grant award, there will be new and exciting ways to engage with reading goals using Beanstack software.

beanstack

Build on the foundation I started with as a technology integration lead to provide **increased staff support** and **targeted PD** for things like Canva and Beanstack



Continuing the conversation

The information in this presentation is just the beginning! There is so much more that happened this school year than what can fit in a few slides.

It would be my absolute pleasure to talk more about the secondary library at any time.

Remember this? Look how far we've come!



August, 2023

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Communications Report

November 18, 2025

Keep families informed about district decisions, happenings, and highlights throughout the school year. My goal is to help families feel connected to and engaged in the life and culture of our schools.

25-26 Strategic Goals & Objectives

Goal		Objective
I.	Enhance Brand Alignment	Promote visual and narrative consistency across all platforms by producing regular branded publications
II.	Strengthen Internal Communication	Provide regular, clear and coordinated updates to all staff through regular and consistent internal communications
III.	Elevate External Communication	Ensure families and community members receive timely, accurate and inspiring information via district communication channels, including electronic and mailed communications, an updated website, short "reel" style videos, and enhanced social media presence
IV.	Foster Family Partnerships	Increase two-way communication and resource-sharing that supports student success
V.	Build Community Confidence	Address misinformation, elevate transparency, and tell a more complete story of SANB's excellence
VI.	Expand Engagement	Create proactive, authentic opportunities for students, staff, families, and community members to feel informed, involved, and valued through meaningful communication touchpoints.

I Know You Love Data

70% Open Rate

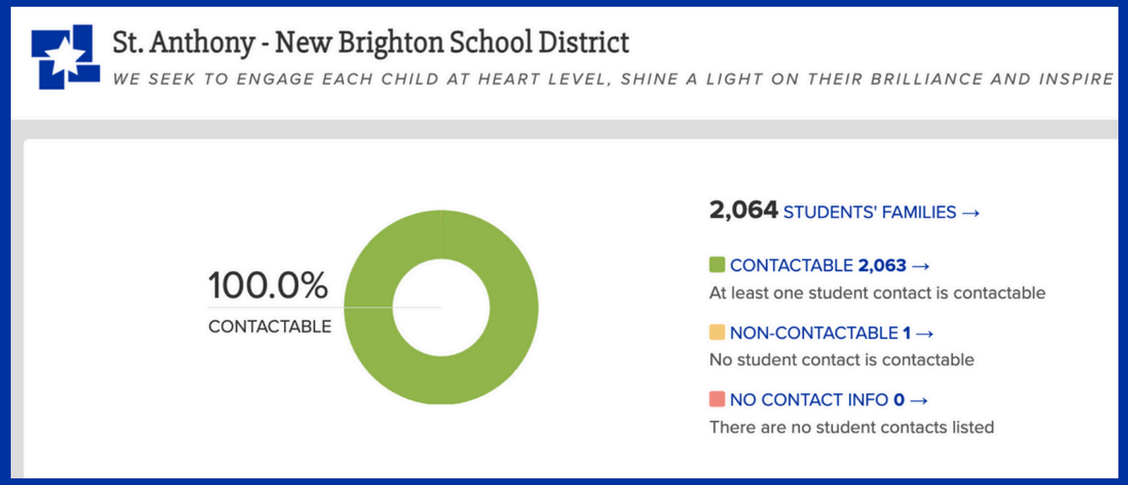
***The Brighter Bulletin*: District Family Newsletter**

82% Open Rate

***Know. Do. Share*: All Staff Newsletter**

75% Open Rate

School Board Meeting Tomorrow Message



Communications Advisory Group

A small group of parents/guardians who review district and school-based communications. Members highlight strengths, give feedback, and make suggestions for improving comms.

CLARITY

RELEVANCE

CONTENT GAPS

USEFULNESS

What's Next

Implementing Board Community Engagement



Targeted Outreach for Next CAG Meeting

Nurturing Brilliance



Questions



THANK YOU

Memorandum

To: St. Anthony New Brighton School Board

From:

- Superintendent Renee Corneille
- District Assessment Coordinator & Effective Instruction Coordinator Laura Guerrero

Date: November 18, 2025

Subject: Summary of 24-25 CACR, AI, ADSIS Programs

This memo summarizes the key findings and progress status for the 2024-2025 Annual Reports, covering grant goals for Achievement and Integration (AI), the Alternative Delivery of Specialized Instructional Services (ADSIS) plan, and the district's Comprehensive Achievement and Civic Readiness (CACR) goals. Overall, the district achieved several important milestones in targeted academic interventions (ADSIS Math/SAMS Reading) while highlighting areas, particularly in equitable access and ACT performance, that require renewed strategic focus.

1. Achievement and Integration (AI) Annual Report (Year 2 of 3)

The AI plan focuses on reducing achievement disparities, increasing equitable access to effective and diverse teachers, and promoting integration.

AI Goal	Status & Key Finding	Next Steps/Focus
Goal 1: Reading/Math Achievement Gap (ROI)	**On-Track.** Baseline data (2023-2024) established a 6.8% reading gap and a 6.4% math gap between Students of Color (SOC) and White students (grades 3-6).	Continue to implement strategies, including academic planning, interventions in K-5, and Middle School Math Co-Teaching, to achieve the 8% reduction target by the end of Year 3.
Goal 2: Equitable Access & Diverse Teachers	**Partially Met/Needs Focus.** Students' access to effective instruction (rigor, relevance, relationships) is between **40-50%** (Target 85%). The number of	Aggressively accelerate recruitment and retention strategies for diverse educators and ensure full integrity of Effective

	Teachers of Color increased from 5 to **6** (Target 14).	Instruction training and implementation across the district.
Goal 3: Integrated Learning	**Needs Focus. 10 students participated** in integrated summer programming between Columbia Heights and St. Anthony New Brighton Public Schools.	Fully implement integration strategies like shared journal writing and Capstone participation to further build bridges between Columbia Heights and St. Anthony New Brighton schools in an effort to increase enrollment in summer programming and overall beliefs around integration and connection across communities.

2. Alternative Delivery of Specialized Instructional Services (ADSIS)

The ADSIS program provides early academic and behavioral support to struggling students to reduce inappropriate special education referrals.

ADSIS Academic Goals	Wilshire Park (WP, K-5)	St. Anthony Middle School (SAMS, 6-8)
Special Education Referral Success Rate (Goal 90%)	**Goal Met (92%).** 12 of 13 referrals qualified.	**Goal Not Met (66%).** 4 of 6 referrals qualified.
Reading Proficiency	**Goal Not Met.** Spring 2025 FastBridge was **67%** (Target 80%).	**Goal Met.** Spring 2025 FastBridge was **70%** (Target 75%).
Math Proficiency	**Goal Met.** Spring 2025 FastBridge was **71%** (Target 70%).	*Data not specified in presentation.*

Behavioral Data: We note a total of 24 disciplinary incidents (Administrative Dismissal, In-School Suspension, TIO) at Wilshire Park and 62 incidents (Administrative Dismissal, In-School Suspension, Out-of-School Suspension) at St. Anthony Middle School. This data will inform our ongoing Behavioral Interventions and Supports strategies.

3. Comprehensive Achievement and Civic Readiness (CACR)

The CACR goals measure district-wide progress toward Kindergarten Readiness, closing gaps, and post-secondary readiness.

CACR Goal	Status & Key Finding	Next Steps/Focus
Kindergarten Readiness (TS Gold)	**On-Track.** Spring 2025 Benchmarks were high: Literacy at 96%, Social Emotional at 90%, and Language at 82%.	Continue focus on high quality early childhood programs to meet the 98% expectation target.
Kindergarten Readiness (Screening Age)	**Goal Not Met.** 71% of screened children were ages 3 or 4 (Target 75%).	Increase targeted outreach to parents of 3 and 4-year-olds to promote early screening.
Close Achievement Gaps (MCA)	**Mixed Progress.** The 3rd Grade Math gap is notably small (0%), and 5th Grade Math gap is 3%. Other areas are closer to the 2028 reduction target (e.g., 8th Grade Reading gap is 4%).	Continue to analyze and address areas with larger gaps (e.g., 3rd/5th Grade Reading) to meet the 25% reduction goal.
Career/College Ready (ACT Composite Score)	**Goal Not on Track.** The average composite score for 11th-grade students declined to **20.5** in 2025 (Goal 23 by 2028).	Launch a specific, high-priority initiative focused on improving ACT readiness in Math and English/Reading, the areas of greatest decline.

Conclusion and Recommendations

The 2024-2025 data shows both significant success—particularly the closure of the math proficiency gap at Wilshire Park (71% proficient) and the high success rate for ADSIS-referred students—and critical challenges. The most immediate areas requiring board discussion and strategic alignment are:

1. **ACT Performance:** Reversing the five-year trend of declining ACT composite scores.
2. **Equitable Access to Diverse Educators:** Developing an aggressive plan to reach the goal of 14 teachers of color and create opportunities (through dignity and belonging) for retention. Continuing to increase ALL educator effectiveness through Effective Instruction strategies and implementation.
3. **SAMS Special Education Referrals:** Reviewing the middle school referral process (66% success rate) to better align with the elementary school's success (92%), and ensuring that appropriate intervention practices are in place at all levels (tier 1, tier 2, tier 2) so that supports meet students' needs and

inappropriate referrals are reduced. Strengthening the district's MTSS process will strengthen instruction and acceleration in all tiers.

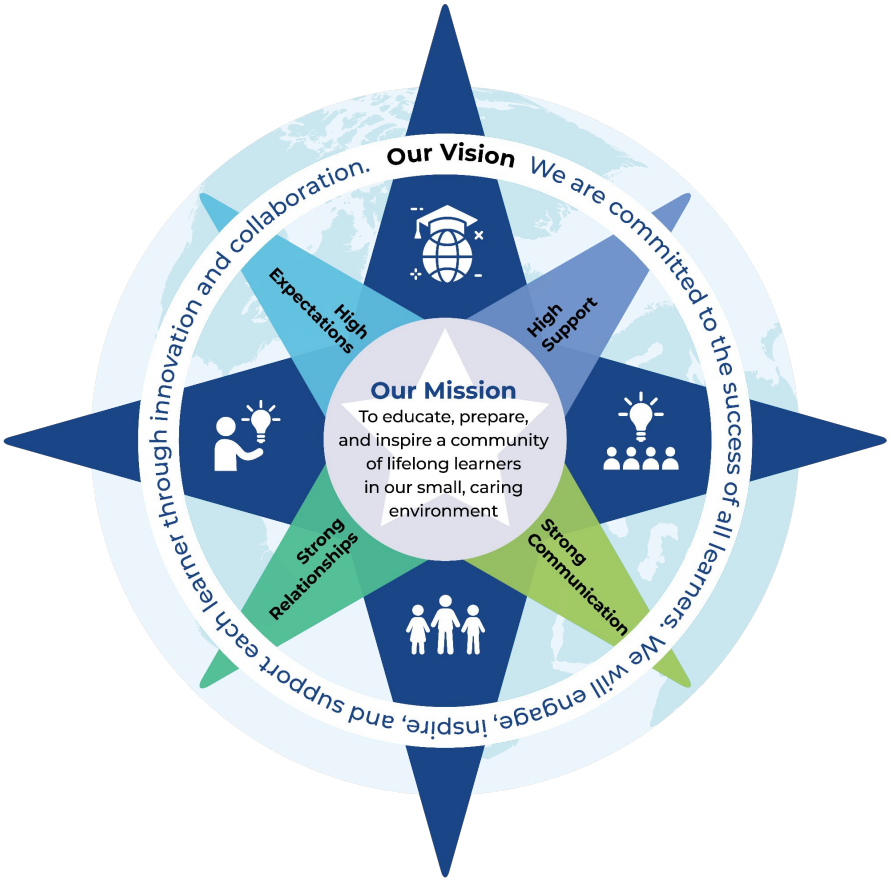
We look forward to presenting these findings in detail and discussing the proposed action plans to address these key areas in the coming year.

***Summary supported by Gemini AI*

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

2024-2025 Annual Reports

Laura Guerrero - Effective Instruction Coordinator
Renee Corneille - Superintendent


Our Vision
We are committed to the success of all learners. We will engage, inspire, and support each learner through innovation and collaboration.
High Expectations
High Support
Strong Relationships
Strong Communication
Our Mission
To educate, prepare, and inspire a community of lifelong learners in our small, caring environment

Our Mission and Vision

Mission

We *Educate*, *Prepare*, and *Inspire* a *Community* of lifelong learners in our small, caring environment.

Vision

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

Objectives

To provide an annual report on the following program/grant goals

1. **Achievement and Integration**
2. **ADSIS**
3. **Comprehensive Achievement and Civic Readiness**

Achievement and Integration

Purpose of Achievement and Integration is to:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration

Year 1= 2023-2024 Year 2 = 2024-2025 Year 3 =2025-2026

Achievement and Integration

Goal 1

Decrease the achievement gap between grades 3-6 students of color and white students on their average reading and math ROI (Rate of Improvement) scores by 8% over 3 years. ROI is calculated by taking the (ending score-baseline score)/(number of weeks). We will use the **23-24 school year to calculate baseline data as this was the first year ISD282 used FastBridge as the Universal Screener.**

Strategies: Goal 1

1. Academic Planning and Interventions in K-5
2. Co-Teaching Middle School Math
3. Student Engagement and Achievement Initiative
4. Equity and Instructional Coaching

Goal 1 - Progress

Decrease the achievement gap between grades 3-6 students of color and white students on their average reading and math ROI (Rate of Improvement) scores by 8% over 3 years. ROI is calculated by taking the (ending score-baseline score)/(number of weeks).

2023-2024 - Baseline Data

Rate of Improvement: Fall to Spring
Reading: White students ROI: **28.6%** SOC ROI: **21.8%** Difference: **6.8%**
Math: White Students ROI: **19.3%** SOC ROI: **12.9%** Difference: **6.4%**

Goal Progress: *On Track*

Achievement and Integration

Goal 2

Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners. St. Anthony New Brighton students' access to educators utilizing Effective Instruction grounded in rigor, relevance, and relationships will increase from 8.9% to 85%. SANB students access to educators of color will increase from 5 teachers to 14.

Strategies: Goal 2

1. Recruiting diverse educators
2. Retaining diverse and equity-minded educators

Goal 2 - Progress

Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners. St. Anthony New Brighton students' access to educators **utilizing Effective Instruction grounded in rigor, relevance, and relationships will increase from 8.9% to 85%**. SANB students access to educators of color will increase from **5 teachers to 14.**

Goal Progress:

EI: Between 40-50% (as measured by completion of planning documents and data collected in coaching cycles)
Teachers of Color: 6

Achievement and Integration

Goal 3

To increase the number of students participating in integrated learning environments for both Columbia Heights and St. Anthony New Brighton Public Schools as measured by participation in summer programming

Strategies: Goal 3

1. Summer Seminar Writing - Research
2. Summer Seminar Math
3. Journal Writing-Classroom Partnership
4. Eighth Grade Capstone Course

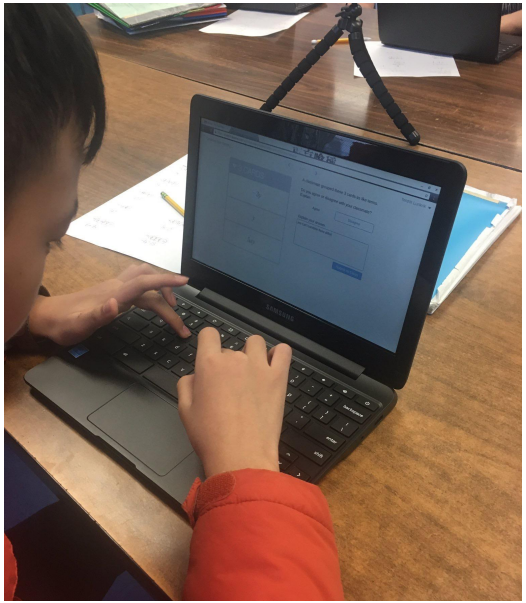
Goal 3 - Progress

To **increase the number of students participating** in integrated learning environments for both Columbia Heights and St. Anthony New Brighton Public Schools as measured by participation in summer programming journal writing classroom partnership, advanced coursework in high school and academic growth from 15 to 30.

Goal Progress: *10 Students Participated*

Questions?

Alternative Delivery of Specialized Instructional Services (ADSIS)



- **ADSIS** is an application process for districts and charter schools to apply for ***state special education aid***.
- The purpose of ADSIS is to provide instruction to assist students who need additional academic or behavioral support ***to succeed in the general education environment***. The ***goal is to reduce the number of inappropriate referrals to special education by providing supports early to struggling students***.
- Second year of the 23-25 plan.

ADSIS Reading Program at SANB

Grade Level	Universal Screener	Progress Monitoring	Program
K-5	FASTBridge	FASTBridge Curriculum Based Monitoring Oral Reading Fluency	Heggerty, Lexia, SAVVAS MyFoundations, UFLI
6	FASTBridge	FASTBridge Read180 Progress Monitoring	Read 180

ADSIS Math Program at SANB

Grade Level	Universal Screen	Progress Monitoring	Program
K-5	FASTBridge	FASTBridge IXL Math	IXL

Special Education Referrals

Special Education - WP

The percentage of students qualifying for special education that were referred by the school in grades 1-5 will increase from 80% by the end of the state year 2020-2021 school year to 90% of students who were referred by the school qualifying by the end of the 2024-2025 state year.

- *13 Students Referred and 12 Students Met Criteria (92%)*
  - ***Goal Met***

Special Education - SAMS

The percentage of students qualifying for special education that were referred by the school in grades 6-8 will increase from 80% by the end of the state year 2020-2021 school year to 90% of students who were referred by the school qualifying by the end of the 2024-2025 state year.

- *6 Students Referred and 4 Students Met Criteria (66%)*
  - ***Goal Not Met***

Reading - Wilshire Park

The percentage of students in grades K-5 at Wilshire Park who score at or above benchmarks as measured by FASTbridge reading assessment will increase from 65% in 2022-2023 to 80% by end of 2024-2025 school year.

Goal Progress:

- Spring **2025 - 67%** of students in grades K-5 scored at or above benchmarks as measured by FASTbridge reading.
- *Goal Not Met*

Reading - SAMS

The percentage of students in grades 6-8 at SAMS who score at or above grade level targets as measured by MCA reading assessment will increase from 53% in 2022-2023 to 75% by end of 2024-2025 school year.

Goal Progress:

- Spring **2025 - 60.8%** of students in grades 6-8 scored at or above benchmarks as measured by FASTbridge reading.
- *Goal Not Met*

Math - Wilshire Park

The percentage of students in grades K-5 at Wilshire Park who score at or above benchmark targets as measured by FASTBridge math assessment will increase from 58% in 2022-2023 to 70% in 2024-2025.

Goal Progress:

- Spring **2025 - 71%** of students in grades K-5 scored at or above benchmarks as measured by FASTbridge Math.
- *Goal Met*

Behavior - Wilshire Park + SAMS

The percentage of students receiving ADSIS direct services for behavior in grades K-5 at Wilshire Park Elementary or 6-8 at SAMS who are referred to the school office for discipline referrals and/or behavior incidents will decrease by 50% by 2023-24.

Goal Progress: *Goal Not Met*

2023-2024

Discipline	All
Wilshire Park	
Administrative Dismissal	**1**
In School Suspension	**1**
Out of School Suspension	**0**
St. Anthony Middle School	
Administrative Dismissal	**12**
In School Suspension	**38**
Out of School Suspension	**29**

2024-2025

Discipline	All
Wilshire Park	
Administrative Dismissal	**1**
In School Suspension	**13**
TIO (similar to ISS at WP)	**10**
Out of School Suspension	**0**
St. Anthony Middle School	
Administrative Dismissal	**9**
In School Suspension	**42**
Out of School Suspension	**11**

Questions?

2024-2025 **Comprehensive Achievement and Civic Readiness**



- Legislation passed In 2013*
- It requires school districts to identify:
  - Clearly defined goals and benchmarks for all student groups
  - A process for evaluating students' progress.
- Community will provide input:
  - To the school board to assist with the decision making process
  - On information shared to help make it understandable for the entire community

Comprehensive Achievement and Civic Readiness



- All students ready for Kindergarten.
- Close the achievement gaps among all groups.
- All students career and college ready by graduation.
- All students graduate.

All students ready for Kindergarten

Teaching Strategies Gold Assessment

<u>Goal</u>: WBWF Goal 1: 98% of the students who attend preschool at St. Anthony Community Services and **enter Kindergarten in September of 2025** will meet expectations as measured by the Teaching Strategies Gold Assessment.

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

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

Early Childhood Screening



Goal: WBWF Goal 2:
75% of the children who have an early childhood screening (during the 24-25 School Year) will be 3 and 4 years old.

2024-2025 Data:

Age 3	29	32%
Age 4	36	39%
Age 5	27	29%
Total Screenings	**92**	

Goal Not Met: 71% of children were ages 3 or 4

Goal: By the spring 2028, the gap between students of color and white students will be reduced by 25% (percent proficient) for students in grades 3, 5, and 8 on their Math and Reading Minnesota Comprehensive Assessments.

	Gap Actual 2025	Gap Actual Average 2025
3rd Grade Reading	10%	23%
	29%	
	37%	
	16%	
3rd Grade Math	11%	24%
	37%	
	0%	
5th Grade Reading	39%	21%
	5%	
	45%	
	13%	
5th Grade Math	33%	20%
	3%	
	39%	
	3%	

	Gap Actual 2025	Gap Actual Average 2025
8th Grade Reading	26%	27%
	41%	
	37%	
	4%	
8th Grade Math	35%	21%
	23%	
	6%	

Goal - Some on track - Some not

Goal: In order to ensure career and college ready students, by 2028 students in 11th grade will score, on average, a 23 composite score on the ACT.

	2021	*2022*	*2023*	*2024*	*2025*
Composite	23.4	22	21.6	21.2	20.5
Math	22.6	21.4	20.7	20.7	20.1
Science	23.1	21.8	21.9	21.4	20.6
STEM	23.1	21.8	21.5	21.3	20.6
English	22.8	21.2	20.5	20.3	19.7
Reading	24.5	23.1	23.1	21.9	21.3

Goal Not on Track

Goal: 95% of the students in the class of 2025 will graduate- as measured by the 4-year graduation rate measurement on MDE. report card.

No Data Yet

Questions?

Thank You

isd282.org

School Board Data Analysis Protocol: Data Packet Review

School Board Members

Purpose/Objective: To establish a clear, objective, and structured protocol for analyzing the provided data packet in preparation for the Nov. 18th board meeting. This process is designed to ensure all members approach the data with thoughtful preparation and focus on evidence-based observations.

Data Packet Contents Overview

The data packet provides a comprehensive snapshot of district performance, demographics, and instructional practices. Please note the following specific data sets included for your review:

Category	Specific Data Sets
Instructional Effectiveness	Teacher Coaching Data, Teacher Curriculum Use, Instructional Time (increases/decreases)
Student Support & Climate	Student Support/Interventions, Discipline and attendance data, Overall demographics
Early Childhood & Readiness	TS Gold Early Childhood Academic data
Formative/Perceptual Data (Fall 2025)	FastBridge Math/Reading/SEL (Fall 2025), Panorama Student Engagement data (Fall 2025)
State & Achievement Trends	MCA Math, Reading, Science, and Cohort data, ACT Trend Data

Data Analysis Protocol - Complete prior to the meeting.

Part 1: Preliminary Review and Preparation

A: Review the list of data sets provided (above).
B: Understand the scope of the information you are about to receive.

Part 2: Prediction and Belief Check

A: Before opening the data packet, take a few moments to jot down your current predictions or beliefs about what you expect to see in the data.

- *Example Question:* Do you believe Instructional Time has increased or decreased in secondary schools?

- *Example Question:* Do you predict Student Engagement (Panorama) scores will be higher or lower than last year?
- *Example Question:* What do you expect the trend in MCA Reading scores to be for the past three years?

Part 3: Data Review

A: Review the data packet in full.

B: Data Set Review: Go through each data set focusing on understanding the information being shared.

Part 4: Compare Predictions to Reality

You will need your notes from Part 2.

A. Determine: Did your predictions hold true based on the evidence presented?
B. Identify: Which data points surprised you the most, and why?
C. Note: Use this step to recognize and set aside any pre-existing biases or assumptions that were not supported by the data.

Part 5: Data-Driven Statements of Fact

Based *only* on the data you reviewed, develop a minimum of 5-7 clear, concise, and factual statements. Do not attempt to explain the 'why' or offer solutions at this stage.

A. Example (Acceptable): "MCA Reading proficiency for the 5th Grade cohort increased from 58% in 2024 to 63% in 2025."
B. Example (Unacceptable - Explanation): "MCA Reading increased because teachers implemented the new curriculum with high fidelity." (This explains the 'why' and is not a factual statement from the data itself).
C. Focus: Ensure every statement is directly verifiable using a chart, graph, or number within the packet.

Part 6: Formulate Data-Driven Questions

Action: Based on the statements of fact (Part 5) and the areas that surprised you (Part 4), develop 3-5 questions for discussion at the board meeting. These questions should seek clarification, deeper context, or suggest areas for administrative investigation.

- *Example Question:* "The Discipline Data shows a 15% increase in referrals at School X, but a 5% decrease at School Y. What specific changes were implemented at School Y that may account for this difference?"

Framework: Balanced Scorecard Model

Model - building a cause-and-effect relationship, where the leading measures are expected to drive the lagging measures.

Lagging Measures (The Final Result)		Lead Measures / Leading Indicators (The Predictor)
Success Metrics are a Lagging Measure		**Vital Behaviors are a Lagging Measure**
Definition: The ultimate academic or organizational goals that measure the final outcome of the educational process. These results have already happened and tell you where you finished.		**Definition**: The critical, high-leverage activities that are proven to predict the final academic outcome (the Lagging Measure). Focusing on these helps the school, teachers, and students proactively drive the desired results.
***Characteristics**: These are the traditional report card metrics. They are easy to measure but impossible to directly change after the fact.*		**Characteristics**: They are predictive and influencable. Teachers and students have direct control over these actions.

St. Anthony New Brighton Model

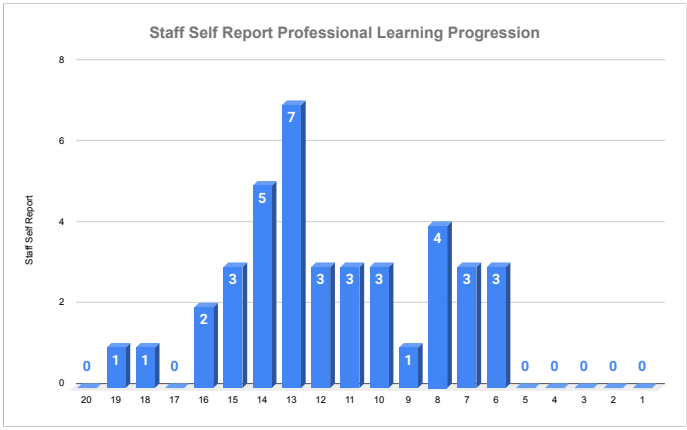
Lagging Measures = Success Metrics		Leading Measures
MCAs		FastBridge
ACTs		Instructional Time
Graduation		Interventions - Progress Monitoring
Service Hours		SAEBRS
Elimination of Gaps		Vital Behaviors - Operational Plans

Leading Measures - 2025-2026
FastBridge: Math and Reading (Fall, Winter, Spring) **Instructional Time:** Schedule, Nurse Visits, Hall Passes, School Days **Interventions**: ADSIS, AI, Title, Math, Reading, Behavior, Progress Monitoring, Student Assistance Team **SAEBERS**: Social Emotional (Fall, Winter, Spring) **Vital Behaviors/Operational and Logic Models**: Examples - Weekly Classroom Walkthroughs - Data Meetings - Knowledge to Action Teams - Gradebook alignment - Vocabulary for all disciplines - Effective Instruction Core 4

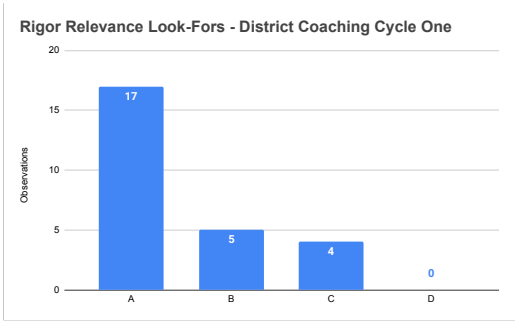
Professional Learning Progression

DOK 4 Exceed Proficiency and Innovate	20. Sustains a climate of rigorous and relevant learning, inquiry and innovation in support of individual, as well as collective capacity building, for ongoing elimination of barriers in a shared commitment to end inequities. 19. Engages collaboratively in district-wide efforts toward a shared vision and common goals for systems alignment and transformation in the development of a culture of appreciation of diverse backgrounds and perspectives, promotes educational justice and realizes equitable outcomes. 18. Develops and amplifies teacher voice and agency to establish authentic academic relationships with students, families and community in advocacy for collective empowerment.
DOK 3 Proficient in Skills, Knowledge, Content: Synthesis	17. Creates a flexible learning environment that facilitates universal entry by applying methods of inquiry so that students understand, question, analyze and challenge assumptions to develop diverse social and cultural perspectives, foster innovation and solve problems in local and global contexts. 16. Evaluates multiple sources of evidence to analyze collective impact, draw equity-centered conclusions regarding systemic gaps and take shared responsibility for new challenges to make adjustments, address a range of strengths and needs, and implement solutions that continuously improve educational effectiveness that fosters belonging and dignity for every student served. 15. Works collaboratively with learners and their families to establish mutual expectations for progress according to learning progressions and facilitates ongoing communication to support learner development and accelerated achievement. 14. Effectively builds on prior learner knowledge and interest, uses relevant representations and explanations that capture key ideas across disciplines, guide learners through learning progressions, and ensure each learner's mastery of rigorous content standards. 13. Plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, media specialists, community organizations) to design and jointly deliver inclusive learning experiences to meet unique learning needs.
Floor	

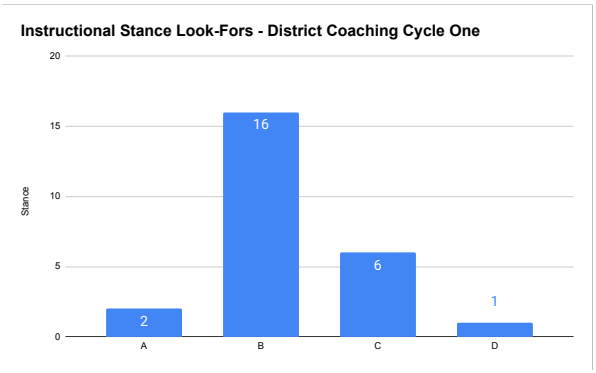
DOK 2 Applying Foundational Skills	12. Incorporates and assesses evidence-based and inclusive instructional strategies, accommodations, resources, materials, and technological tools to differentiate instruction and achieve the goal of academic success for each student. 11. Designs instruction that uses understanding of student assets to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understanding. 10. Plans and develops instruction for appropriate sequencing of learning experiences, analyzes data from formative and summative assessments, and makes timely adaptations. 9. Integrates knowledge of historical inequities with the use of continuous improvement frameworks, tools, and resources to identify common challenges and propose strategies for equitable instructional design. 8. Connects interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) to core subjects and weaves them into meaningful experiences that supports learner literacy development for expression across diverse contexts. 7. Creates diverse opportunities and experiences for students to learn, practice, and master academic language to engage in academic dialogue and reflect on prior content knowledge.
DOK 1 Acquiring Foundational Skills and Knowledge	6. Appreciates multiple perspectives within the discipline and is committed to work toward each learner's mastery of disciplinary content and skills using deep knowledge of content standards and learning progressions. 5. Participates in school-based collaborative inquiry teams and makes one's own practice visible to improve the collective efficacy of all educators to ensure all students experience academic success. 4. Knows that communication modes and skills are vehicles for learning and uses information about the values of diverse cultures and communities to incorporate learners' experiences, cultures, and community resources into instruction. 3. Understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, peer and social interactions, language, culture, family, and community. 2. Acknowledges historical, social and educational policies and practices that benefit groups considered dominant and created gaps in access, opportunity and experiences for those considered nondominant. 1. Understands critical thinking processes, learning theory, human development, cultural diversity, and individual differences and how this knowledge can help learners develop high level questioning skills to promote their independent learning.



Rigor/Relevance Look-Fors	
Quad	Evidence of...
A	Students gather and store knowledge and information. Students are primarily expected to remember or understand.
B	Students use acquired knowledge to solve problems, design solutions, and complete work in new and unpredictable situations.
C	Students extend and refine their acquired knowledge to use that knowledge automatically and routinely to analyze, synthesize, solve problems, and create solutions.
D	Students think in complex ways to further authentic engagement of their skills and knowledge to innovate in cross-contextual ways and take action that extends to complex and challenging circumstances for optimal transfer to the real world.

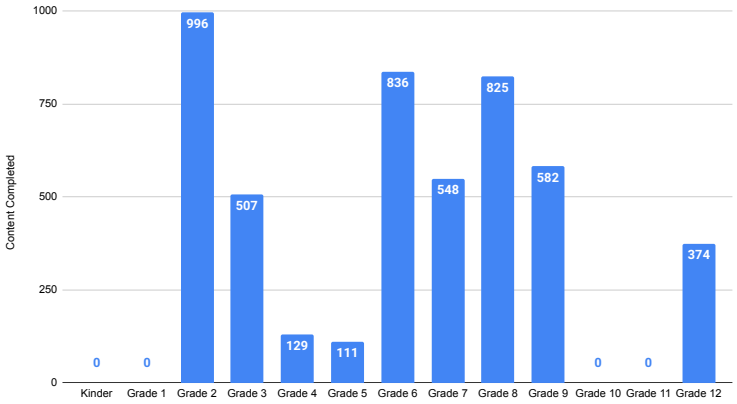


Instructional Stance Look-Fors	
Stance	Evidence of...
A	**Surface Instruction**: Educator in presenter stance to cover content. Majority whole group instruction with students in the passive learning state. Students memorize content and may participate in a call and response process.
B	**Procedural Instruction:** Teacher in modeling stance Focuses on content related processes and procedures Learners acquire skill sets in isolation. Students practice routines from the recall stance; in a whole group setting. Emphasis on content presentation, all students completing the same work.
C	**Analytical Instruction:** Educators respond instructionally based upon analysis of student evidence, by using the formative assessment process. Both the facilitative and supportive stances are utilized while students actively apply knowledge, self-assess, question and make connections across skill sets and content areas. Students work independently as well as in small groups to demonstrate individualized understanding and engage in collaborative practice.
D	**Dynamic Instruction:** Educators shift stance flexibly and incorporate collaborative instruction; which includes peer teaching. Students complete differentiated tasks at varying levels of cognitive demand to creatively approach global concepts, questions and problems. Students demonstrate the use of a variety of skills and thought processes to clearly communicate ideas.



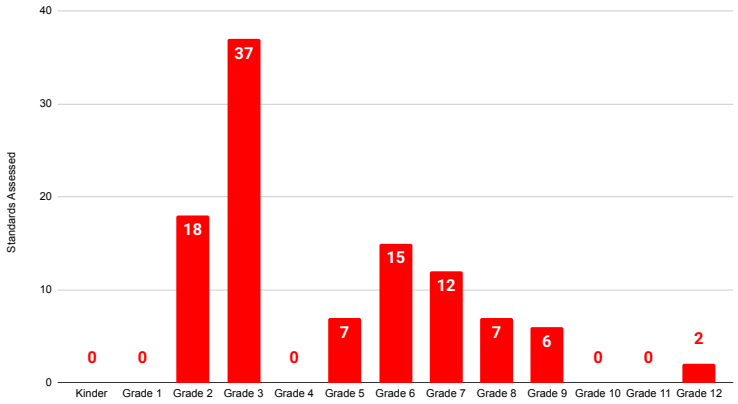
Use of High Quality Instructional Curriculum - SAVVAS

Content Completed* in SAVVAS



*assignments/tests/quizzes etc actually turned in by students (vs just opened or viewed)

Number of Standards Assessed



Actions to Increase Instructonal Time

St. Anthony New Brighton School Calendar 2025-26

Increased one student day.

Wilshire Park 2025-26

Reduced second recess from Kinder

Eliminated tranisitions - to *increase* instructional time

St. Anthony Middle School 2025-26

Shifted to the HS weekly schedule - fewer transistions *increase* in instructional time

SMART Pass* Data: SAMS/SAVHS - interventions to reduce time spent in hallways by students.

SAMS 7 students have been **out** of class for between 2 hours and 40 minutes to 4 hours

SAMS 40 students have been **out** of class for between 6 hours and 50 minutes to 11 hours and 30 minutes

*The "Smart Pass" system is a digital hall pass and student accountability platform

Health Office - Reduction* in Time Spent in Health Office

Each school reduced average visit times. Ranging from 19.6% to 28.5% decrease in time

101 hours saved across all health offices in just two months.

This means students are back to classes faster

Average health office visit time, on average reduced by 4.5 minutes per visit (-25.4% reduction)

*Reduction is comparing September-October 2024 to September-October 2025

The "SMART Pass" system is a digital platform designed for K-12 education, primarily acting as a digital hall pass and student accountability system to manage student time in hallways - out of class.

It replaces traditional paper hall passes and sign-out sheets with an **electronic, data-driven solution aimed at maximizing instructional time,** enhancing safety, and providing administrators with actionable data on student behavior.

Actions to Support Students and Staff (Interventions/SAT)

Student Assistant Teams + Interventions

WP: 174 Students receiving Intervention in either Math, Reading, and/or Behavior

SAMS: 73 Students receiving Intervention in either Math, Reading, and/or Behavior

SAVHS: 32 Students receiving Intervention in either Math, Reading, and/or Behavior

Panorama Definitions

The **Panorama Student Survey** is a comprehensive, digital tool used by K-12 school districts to **gather data on students' social-emotional learning (SEL) and school climate perceptions**.

It is not an assessment of academic knowledge, but rather a **diagnostic tool for understanding the student experience**.

The primary value of the Panorama survey is its ability to **link student perceptions directly to school and classroom practices:**

Identifies Gaps: Data can highlight specific areas where students feel unsupported (e.g., a low Sense of Belonging score in one grade level).

Guides Professional Development: Results are used to select targeted professional development for teachers (e.g., training on how to improve Teacher-Student Relationships).

Informs Intervention: Teachers and counselors use individual student data to identify students who may need Tier 2 or Tier 3 SEL interventions (e.g., small groups for students with low Self-Efficacy).

Measures Program Effectiveness: Schools can use the data over time (longitudinally) to determine if new SEL programs or school-wide initiatives are actually improving student perceptions and outcomes.

Fall Panorama Assessment 2025 Grades 6-12

Topic	Percent Favorable	Favorable Black	Favorable Hispanic	Favorable Two or More Races	Favorable White	Favorable NonEL	Favorable EL	Favorable NonSPED	Favorable SPED	Favorable Female	Favorable Male
Classroom Effort	**72%**	**73%**	**64%**	**80%**	**71%**	**71%**	**73%**	**72%**	**65%**	**74%**	**69%**
Self-Efficacy	**47%**	**48%**	**47%**	**43%**	**47%**	**47%**	**45%**	**47%**	**42%**	**45%**	**49%**
Challenging Feelings	**67%**	**64%**	**62%**	**62%**	**68%**	**67%**	**67%**	**66%**	**71%**	**57%**	**77%**
School Engagement	**32%**	**34%**	**31%**	**24%**	**32%**	**32%**	**38%**	**33%**	**30%**	**30%**	**35%**
Teacher-Student Relationships	**57%**	**65%**	**54%**	**61%**	**55%**	**56%**	**61%**	**57%**	**54%**	**53%**	**60%**
Rigorous Expectations	**62%**	**66%**	**53%**		**62%**	**62%**	**60%**	**63%**	**58%**	**58%**	**66%**
Sense of Belonging	**55%**	**52%**	**50%**		**55%**	**55%**	**55%**	**54%**	**60%**	**51%**	**55%**

District-Wide topics
SAVHS only topics
SAMS only topics

Greater than 70%
Less than 50%

FastBridge Definitions

Benchmarks are points along a performance continuum that represent key milestones.

FastBridge benchmarks divide **performance into levels of risk, where risk is defined by a probability of not meeting end of grade expectations**.

The use of risk levels originated within the **Response-to-Intervention framework (MTSS),** which used performance tiers of low risk, some risk, and high risk.

Although the naming convention may not be ideal for all situations, it serves as an **indicator to help educators determine the intensity of instructional support** each student needs to meet performance expectations.

Empirical studies were conducted to establish risk benchmarks. In these studies, a **well-established standardized test with strong psychometric characteristics was used as the criterion to be predicted** from FastBridge measures.

The following national percentile ranges are used as default benchmarks within the FastBridge system.

High-Risk: 1st to 14th percentile
Some-Risk: 15th–39th percentile
Low-Risk: 40th–99th percentile

FastBridge Reading Fall 2025

Assessment	Grade	Percent Low/No Risk	Percent Some Risk	Percent High Risk
	District	69%	22%	9%
	K	76%	16%	8%
earlyReading	1	61%	28%	11%
	2	64%	20%	16%
	3	77%	16%	12%
	4	69%	15%	16%
	5	67%	19%	14%
	6	76%	14%	10%
	7	67%	20%	13%
	8	69%	19%	12%
	9	76%	13%	11%
	10	74%	17%	9%
	11	76%	10%	14%
	12	73%	14%	13%
aReading	District	72%	16%	12%

FastBridge Math Fall 2025

Assessment	Grade	Percent Low/No Risk	ercent Some Ris	rcent High R
	District	81%	10%	9%
	K	84%	7%	9%
earlyMath	1	78%	13%	9%
	2	70%	21%	9%
	3	73%	18%	9%
	4	73%	18%	9%
	5	67%	29%	4%
	6	76%	18%	6%
	7	73%	15%	12%
	8	67%	19%	14%
	9	60%	32%	8%
	10	43%	45%	12%
	11*	18%	41%	41%
	12**	40%	20%	40%
aMath	District	66%	24%	10%

FastBridge Reading Fall 2025

Percent Low/No Risk:

	White	Asian	Multi-Racial	Black	Hispanic	Male	Female	SPED	ML
earlyReading	79%	36%	67%	45%	45%	71%	66%	62%	41%
aReading	83%	69%	72%	56%	38%	69%	75%	46%	30%

FastBridge Math Fall 2025

Percent Low/No Risk:

	White	Asian	Multi-Racial	Black	Hispanic	Male	Female	SPED	ML
earlyReading	89%	69%	79%	60%	61%	87%	75%	63%	64%
aReading	78%	61%	59%	46%	39%	69%	64%	43%	28%

SAEBRS Definitions

Social, **A**cademic, and **E**motional **B**ehavior **R**isk **S**creener

SAEBRS is used as a component of a school's Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, specifically for the behavioral and emotional domain.

The data provides a Risk Score for each student in all three domains (Social, Academic, Emotional) and a combined Total Behavior Score.

spotHigh-Risk: 1st to 14th percentile
Some-Risk: 15th–39th percentile
Low-Risk: 40th–99th percentile

SAEBRS Fall 2025

Assessment	Grade	Percent Low/No Risk	Percent Some Risk	Percent High Risk
SAEBRS (teacher assessment)*	District			
	K			
	1			
	2	69%	31%	0%
	3	81%	16%	3%
	4	83%	16%	1%
	5	86%	12%	2%
	6	89%	10%	1%
	7	83%	16%	1%
mySAEBRS (self-assessment)	8	89%	10%	1%
	District	84%	15%	1%

Demographics - SAEBRS Fall 2025

	Percent Low/No Risk:								
	White	**Asian**	**Multi-Racial**	**Black**	**Hispanic**	**Male**	**Female**	**SPED**	**ML**
District	88%	84%	78%	80%	67%	82%	85%	70%	70%

Teaching Strategies Gold Definitions

The Teaching Strategies Gold (TS Gold) system is an observation-based assessment, curriculum, and reporting system designed for children from birth through kindergarten (or age 5).

It is specifically designed to **assess children's progress across all areas of development and learning,** supporting teachers in making informed decisions about instruction.

TS Gold is unique because it is **not a standardized test taken by the child; rather, it is a formative, criterion-referenced assessment based on ongoing, authentic teacher observation**.

Objective: To track and document a child's development over time and connect assessment directly to classroom practice.

Method: Teachers collect anecdotal records, photos, videos, and samples of children's work throughout the year. They use these observations to rate the child's demonstrated skills and behaviors against specific developmental milestones.

Frequency: The data is usually compiled and submitted three times per year (Fall, Winter, Spring) for formal reporting.

	TS Gold	Fall 2025 (85 children)		
	% meeting or exceeding	***Social Emotional***	***Language***	***Literacy***
	3 & 4 year old	88% (35)	76% (30)	96% (38)
	4 & 5 year old	93% (41)	89% (39)	97% (41)
	All Preschoolers	90% (76)	82% (69)	96% (79)
	White students (64)	96% (61)	85% (55)	96% (61)
	Students of Color (13)	61% (8)	58% (7)	91% (10)
Gap		35%	27%	5%
	DNQ (75)	95% (71)	88% (66)	98% (73)
	Sped	50% (5)	33% (3)	75% (6)
Gap		45%	55%	23%
	English (74)	92% (68)	85% (62)	97% (69)
	EL/ML (11)	73% (8)	64% (7)	91% (10)
Gap		19%	21%	6%
	Male (47)	85% (40)	80% (37)	93% (41)
	Female (38)	94% (36)	85% (32)	100 (38)
Gap		9%	5%	7%

American College Testing (ACT) Definitions

The ACT (American College Testing) is a standardized test used for college admissions in the United States. Its primary purpose is to **measure a high school student's general educational development and their ability to complete college-level work.**

The ACT consists of four mandatory, multiple-choice sections and one optional writing section (Essay). The total composite **score ranges from 1 to 36**.

English: Measures proficiency in standard written English and rhetorical skills.

Math: Measures mathematical skills acquired up through the beginning of grade 12.

Reading: Measures reading comprehension skills, including referring and reasoning.

Science: Measures the skills required to interpret, analyze, evaluate, and reason effectively in the natural sciences. It does not test specific science content knowledge.

ACT Average Scores (1-36) 2022-2025					
	2022	***2023***	***2024***	***2025***	**Trend Down**
Composite	22.0	21.6	21.2	20.5	*-1.5*
Math	21.4	20.7	20.7	20.1	*-1.3*
Science	21.8	21.9	21.4	20.6	*-1.2*
STEM	21.8	21.5	21.3	20.6	*-1.2*
English	21.2	20.5	20.3	19.7	*-1.5*
Reading	23.1	23.1	21.9	21.3	*-1.8*

Minnesota Comprehensive Assessment (MCA) Definitions

The Minnesota Comprehensive Assessments (MCAs) are standardized, criterion-referenced tests administered annually to students in Minnesota public schools.

They are required by state and federal law (the Elementary and Secondary Education Act, or ESEA) to measure student progress toward meeting Minnesota's academic standards.

Students are assessed in Math, Reading, and Science. In grades 3-8 and once in HS.

MCA Proficency	**2022**		**2023**		**2024**		**2025**	
	Math	*Reading*	*Math*	*Reading*	*Math*	*Reading*	*Math*	*Reading*
Grade 3	67%	56%	65%	58%	61%	49%	70%	60%
Grade 5	60%	70%	52%	66%	52%	60%	52%	65%
Grade 8	29%	51%	33%	46%	39%	49%	41%	64%
Grade 10 and Grade 11	46%	58%	48%	54%	33%	57%	34%	55%

Year of Year MCA Changes	**MCA 2024 to 2025 Change in Percent Proficient**					
	2024		2025		Change	
Grade	MCA Reading	MCA Math	MCA Reading	MCA Math	Reading	Math
3	49%	61%	60%	70%	11%	9%
4	54%	66%	47%	50%	-7%	-16%
5	60%	52%	65%	52%	5%	0%
6	61%	51%	67%	51%	6%	0%
7	58%	50%	50%	49%	-8%	-1%
8	49%	39%	64%	41%	15%	2%
HS	57%	33%	55%	34%	-2%	1%

MCA Cohort Model - Student Cohorts by Grade Level

Cohort Model										
	Math	**2021**		**2022**		**2023**		**2024**		**2025**	
		Grade 3	**71.0%**	Grade 4	**61.0%**	Grade 5	**53.0%**	Grade 6	**51%**	Grade 7	**49%**
	Reading	2021		2022		2023		2024		2025	
		Grade 3	**59.00%**	Grade 4	**54.0%**	Grade 5	66.00%	Grade 6	**61%**	Grade 7	**50%**

Cohort Model								
	Math	**2022**		**2023**		**2024**		2025	
		Grade 3	**67.0%**	Grade 4	**56.0%**	Grade 5	**52.0%**	Grade 6	**51%**
	Reading	**2022**		**2023**		**2024**		2025	
		Grade 3	**56.0%**	Grade 4	**46.0%**	Grade 5	**60.0%**	Grade 6	**67%**

Cohort Model							
	Math	**2023**		**2024**		**2025**	
		Grade 3	**65.0%**	Grade 4	**66.0%**	Grade 5	**52.0%**
	Reading	**2023**		**2024**		**2025**	
		Grade 3	**58.0%**	Grade 4	**54.0%**	Grade 5	**64.0%**

	MCA 2025 Science Percent Proficient
	2025 - New Standards
Grade	**MCA Science**
5	**27%**
8	**21%**
HS	**29%**

MCA Percent Proficient - Demographic Breakdown Spring 2025

2025

	Math (White)	*Math (SOC)*	*Reading (White)*	*Reading (SOC)*	Gap Math	Gap Reading
Grade 3	74.0%	63.0%	63.0%	53.0%	11.0%	10.0%
Grade 5	61%	28.0%	75.0%	36.0%	33%	39.0%
Grade 8	52.0%	17.0%	72.0%	46.0%	35.0%	26.0%

2025

	Math (NonSped)	*Math (Sped)*	*Reading (NonSped)*	*Reading (Sped)*	Gap Math	Gap Reading
Grade 3	77.0%	N/A	64.0%	35.0%	X	29.0%
Grade 5	63.0%	60.0%	64.0%	59.0%	3.0%	5.0%
Grade 8	55.0%	N/A	68.0%	27.0%	X	41.0%

2025

	Math (NonEL)	*Math (EL)*	*Reading (NonEL)*	*Reading (EL)*	Gap Math	Gap Reading
Grade 3	77.0%	40%	64.0%	27.0%	37.0%	37.0%
Grade 5	62.0%	23%	68.0%	23.0%	39.0%	45.0%
Grade 8	48.0%	25%	68.0%	31.0%	23.0%	37.0%

2025

	Math (NonFRL)	*Math (FRL)*	*Reading (NonFRL)*	*Reading (FRL)*	Gap Math	Gap Reading
Grade 3						
Grade 5						
Grade 8						

2025

	Math (Male)	*Math (Female)*	*Reading (Male)*	*Reading (Female)*	Gap Math	Gap Reading
Grade 3	70.0%	70.0%	52.0%	68.0%	0.0%	16.0%
Grade 5	40.0%	43.0%	57.0%	70.0%	3%	13.0%
Grade 8	38.0%	44.0%	62.0%	66.0%	6%	4.0%
					*Girls Higher	*Girls Higher

Attendance and Discipline 2024-25 Schooy Year and Fall of 2025

Attendance and discipline are widely recognized as leading indicators that are highly predictive of lagging academic outcomes and overall student learning. They are essential components of a student's engagement and school climate, which directly affect their ability to access and process instruction.

2024-2025 Discipline Data	Types of Discipline Consequence 2024-2025										
Discipline	**All**	**White**	**Students of Color**	**Male**	**Female**	**NonELL**	**ELL**	**NonF/RL**	**F/RL**	**NonSPED**	**SPED**
Wilshire Park											
Admistrative Dismissal	1	1	0	1	0	1	0	0	1	0	1
In School Suspension	13	7	6	10	3	8	5	5	8	11	2
TIO (similar to ISS at WP)	10	6	4	10	0	7	3	5	5	9	1
Out of School Suspenion	0	0	0	0	0	0	0	0	0	0	0
St. Anthony Middle School											
Admistrative Dismissal	9	2	7	7	2	7	2	3	6	7	2
In School Suspension	42	20	22	32	10	39	3	21	21	34	6
Out of School Suspenion	11	4	7	7	3	6	5	2	9	6	5
St. Anthony Village High School											
Admistrative Dismissal	6	3	3	1	5	5	1	2	4	4	2
In School Suspension	2	0	2	0	2	2	0	0	2	1	1
Out of School Suspenion	25	8	17*	19	5	17	7	7	17	20	5

*16 Black or African American

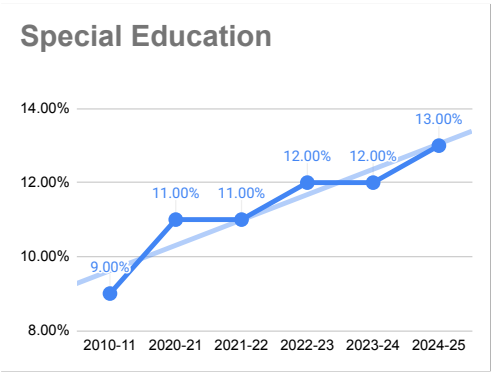
2024-2025 Attendance:	Average Daily Attendance
	Attendance Rate
Wilshire Park	94.00%
St. Anthony Middle School	92.90%
St. Anthony Village High School	90.00%

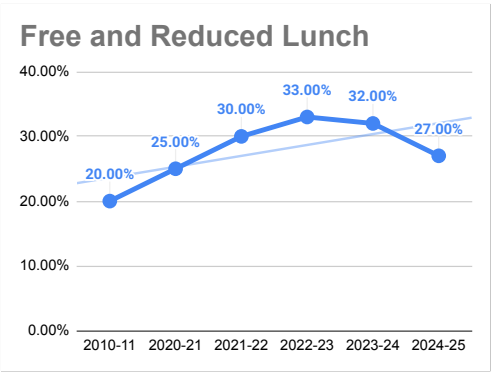
2025-2026 Discipline Data	FALL (as of 10/30/25) Types of Discipline Consequence 2025-2026										
Discipline	**All**	**White**	**Students of Color**	**Male**	**Female**	**NonELL**	**ELL**	**NonF/RL**	**F/RL**	**NonSPED**	**SPED**
Wilshire Park											
Admistrative Dismissal	0	0	0	0	0	0	0	0		0	0
In School Suspension	1	0	1	1	0	1	0	1	0	1	0
Out of School Suspenion	0	0	0	0	0	0	0	0	0	0	0
St. Anthony Middle School	**All**	**White**	**Students of Color**	**Male**	**Female**	**NonELL**	**ELL**	**NonF/RL**	**F/RL**	**NonSPED**	**SPED**
Admistrative Dismissal	0	0	0	0	0	0	0	0	0	0	0
In School Suspension	1	1	0	1	0	1	0	0	1	0	1
Out of School Suspenion	4	3	1	2	2	2	2	2	2	4	0
St. Anthony Village High Scho	**All**	**White**	**Students of Color**	**Male**	**Female**	**NonELL**	**ELL**	**NonF/RL**	**F/RL**	**NonSPED**	**SPED**
Admistrative Dismissal	4	3	1	2	2	4	0	1	3	1	3
In School Suspension	1	0	1	1	0	0	1	1	0	1	0
Out of School Suspenion	4	4	0	0	4	4	0	3	1	3	1

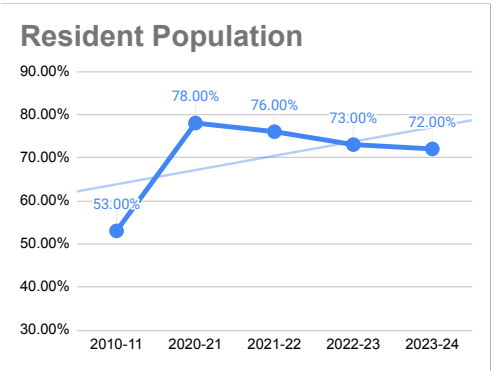
2025-2026 Attendance:	FALL (as of 10/30/25) Attendance 2025-2026										
	All	**White**	**Students of Color**	**Male**	**Female**	**NonELL**	**ELL**	**NonF/RL**	**F/RL**	**NonSPED**	**SPED**
Wilshire Park	95%	95%	95%	95%	95%	95%	95%	96%	94%	96%	93%
St. Anthony Middle School	94%	94%	94%	94%	94%	94%	93%	94%	93%	94%	92%
St. Anthony Village High School	93%	93%	92%	93%	92%	92%	93%	93%	92%	93%	89%

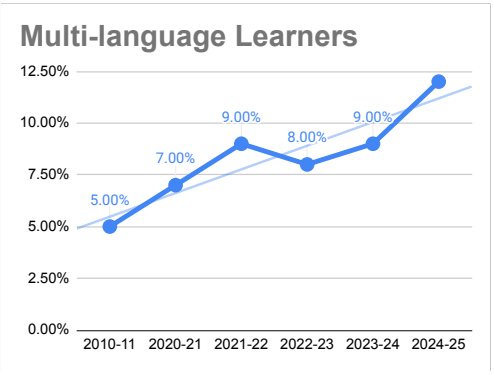
Demographic Changes Since 2010

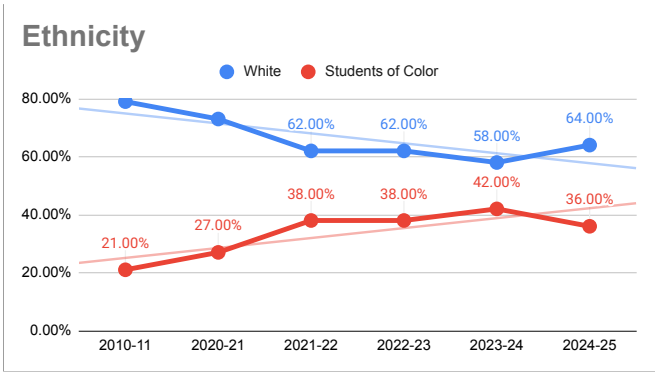
	2010-11	2020-21	2021-22	2022-23	2023-24	2024-25
Ethnicity						
White	79.00%	73.00%	62.00%	62.00%	58.00%	64%
Students of Color	21.00%	27.00%	38.00%	38.00%	42.00%	36%
ELL	**2010-11**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
Yes	5.00%	7.00%	9.00%	8.00%	9.00%	12%
No	95.00%	93.00%	91.00%	92.00%	91.00%	88%
Free and Reduced	**2010-11**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
Yes	20.00%	25.00%	30%	33.00%	32.00%	27%
No	80.00%	75.00%	x	67.00%	68.00%	73%
Special Education	**2010-11**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
Yes	9.00%	11.00%	11.00%	12.00%	12.00%	13%
No	91.00%	89.00%	89.00%	88.00%	88.00%	87%
Resident	**2010-11**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
Yes	53.00%	78.00%	76.00%	73.00%	72.00%	
No	47.00%	22.00%	24.00%	27.00%	28.00%	
	1815	1842	1887	1886	1887	1935











Memorandum

To: St. Anthony New Brighton School Board

From: Superintendent Renee Corneille

Date: November 18, 2025

Subject: Calendar Committee - 2026-27 and 2027-28 Calendars

Context:

I am formally requesting the School Board's approval to reopen the District Calendar Committee for the purpose of reassessing the previously approved 2026-2027 school year calendar. This request is prompted by a recent change in state law allowing school districts to start school for students, prior to Labor Day for the 2026-2027 and 2027-2028 school years. The current approved 2026-2027 calendar does not reflect this new opportunity. Reopening the committee will allow the district to create a more integrated and equitable calendar that better serves our students, staff, and families.

Background on Calendar Development

The District Calendar Committee is comprised of multiple stakeholders (administrators, teachers, parents, community members, board members etc.) and is responsible for developing draft school year calendars. These drafts are then presented to the School Board for formal review and approval.

Last year, the committee successfully convened and developed both the 2025-2026 and 2026-2027 school year calendars. These calendars were subsequently approved by the School Board. The current approved 2026-2027 calendar sets the first day of school for Tuesday, September 8. This calendar is also provided for the Board's review.

Impact of State Legislative Change

After the Board's approval of the calendars, state legislators passed a law that temporarily permits school districts to begin the school year prior to Labor Day for the 2026-2027 and 2027-2028 school years.

- *Reference:* (See Law: https://www.revisor.mn.gov/bills/94/2025/0/HF/1124/versions/1/pdf/)

District Administration is seeking the opportunity to reconvene the committee to leverage this legislative change and explore the potential benefits of an earlier start date.

> Section 1. **SCHOOL START DATE FOR THE 2026-2027 AND 2027-2028 SCHOOL YEARS ONLY.**
>
> Notwithstanding Minnesota Statutes, section 120A.40, paragraph (a), or other law to the contrary, for the 2026-2027 and 2027-2028 school years only, a school board may vote to begin the school year on September 1 or later. Nothing in this section limits a district's authority to begin the school year on any day before Labor Day under section 120A.40, paragraph (b).
>
> **EFFECTIVE DATE.** This section is effective the day following final enactment.

Stakeholder Input for Reassessment

Initial input gathered from key departments and the Calendar Committee Chair strongly supports reopening the committee:

I. Athletics/Activities and Facilities

Starting the 2026-2027 school year before Labor Day would better align the academic calendar with the fall sports season.

- The 2026 fall sports season officially begins on August 17.
- Under the current calendar, this creates a three-week gap between the start of athletics (hundreds of student-athletes and staff are engaged in practices/competitions) and the start of the academic year.
- Beginning the school year one week earlier would provide better alignment for academic, athletic, staff, and family calendars, supporting our student-athletes and staff.
- The Facilities staff confirmed they are able to clean and prepare our buildings for a new school year on either timeline.

II. Calendar Committee Chair Perspective

The committee chair highlighted a desire to meet original scheduling goals while addressing an existing equity concern regarding staff professional development (PD) days:

- Original Calendar Preferences: The committee had a strong preference for a two-week Winter Break, ending school on the first Thursday in June, and scheduling the teacher work day on the first Friday in June.

- Equity Concern (2025-2026 Example): The 2025-2026 calendar scheduled a PD day on August 6 and an alternate date on September 23 (Rosh Hashanah). Staff members who are Jewish were placed in the inequitable position of either attending training on their holiday or taking a personal day.
- 2026-2027 Concern: The current approved 2026-2027 calendar has the first day of school on Tuesday, September 8, and a PD day scheduled for Friday, September 11, which is Rosh Hashanah.

Opportunity to Meet Committee Goals and Address Equity:

By opening the calendar and beginning school on Tuesday, September 1, the committee can work toward two significant goals:

1. PD Day Shift: Moving the professional development day to another day (instead of the current August 12/September 11 options) would ensure more staff availability and prevent the scheduling of required staff development on a religious holiday.
2. Earlier End Date: Moving the last day of school to Thursday, June 3, with the teacher work day on Friday, June 4, meeting the committee's preference for an earlier end to the school year.

Recommendation

Based on the alignment benefits for athletics, the opportunity to address an equity concern for staff professional development, and the ability to meet the committee's original scheduling preferences, I recommend the Board approve the request to reopen the District Calendar Committee to revise the 2026-2027 school year calendar.

***Summary supported by Gemini AI*

2026-2027 Draft Calendar

July

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Aug. 12	District PD or Sept. 11
Sept. 11	District PD or Aug. 12
Nov. 2	School for Gr. 6-12 only
Nov. 9	District PD Day
Nov. 23	½ Grading/ ½ Bldg PD
Nov 24	Conferences
Jan 29	Semester Grading Day
Feb. 8	Summer flex day
Feb. 15	District PD Day
Mar. 26	District PD Day
April 5	School for Gr. 6-12 only
April 12	½ Grading/ ½ Bldg PD
June 11	Semester Grading Day

Sept. 11	Rosh Hashanah
Feb. 8	Tibetan New Year
Mar. 10	Eid
Mar. 26	Good Friday
First Day	Sept. 8
Qtr 1	Sept. 8-Nov. 6: 41
Qtr 2	Nov. 10-Jan. 28: 44
Qtr 3	Feb. 1-April 9: 42
Qtr 4	Apr. 13-June 10: 42
Last Day	June 10
	Total Days: 169

Teacher Work Days

5 Workshop Days: Aug. 31-Sept. 4
2 Conference Days: Nov. 24
(plus 8 hours--4 in fall & 4 in spring)
3 Grading/collaboration days:
1/2 day Nov. 23 & April 12
Full Day Jan. 29 & June 11
4 District PD Days:
(Aug. 12 or Sept. 11), Nov. 9, Feb. 15, Mar 26
2 Building PD Days:
½ day on Nov. 23, April 12, Feb. 8 Summer Flex Day
16 days (15 in calendar)

This Document can be made available
in alternative formats upon request

State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-FOURTH SESSION

H. F. No. 1124

02/19/2025 Authored by Youakim, Bennett, Jordan, Clardy, Virnig and others
The bill was read for the first time and referred to the Committee on Education Policy
04/07/2025 Adoption of Report: Placed on the General Register as Amended
Read for the Second Time
05/19/2025 Pursuant to Rule 4.20, returned to the Committee on Education Policy

A bill for an act

relating to education; allowing modified school year start dates.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. **SCHOOL START DATE FOR THE 2026-2027 AND 2027-2028 SCHOOL YEARS ONLY.**

Notwithstanding Minnesota Statutes, section 120A.40, paragraph (a), or other law to the contrary, for the 2026-2027 and 2027-2028 school years only, a school board may vote to begin the school year on September 1 or later. Nothing in this section limits a district's authority to begin the school year on any day before Labor Day under section 120A.40, paragraph (b).

EFFECTIVE DATE. This section is effective the day following final enactment.

Memorandum

To: St. Anthony New Brighton School Board

From: Superintendent Renee Corneille

Date: November 18, 2025

Subject: Update on Data Requests

Context: The district has received and has processed 21 separate public data requests or follow-ups between the request dates of February 27, 2025 to November 14, 2025.

Financial Impact:

The total incurred cost to the district to date is documented as $17,221. The total expected estimated cost for all requests is $48,386. This does not count the increase in staff hours and duties dedicated to data request fulfillment vs. normal job duties.

As the board can recall, the district needed to increase hours and duties of specific staff members to ensure prompt attention to the number and volume of data requests. Currently, the district dedicates a minimum of 3 hours a week to fulfill data requests.

Status Breakdown: As of Nov. 14, 2024, a majority of the entries are resolved:

- *Completed*: 14 requests/entries.
- *In Process/Partially Completed:* 6 requests/entries.
- *Non-public Data*: 1 request.

Other Information:

The single most expensive single request to date, DR-SY2024-25-003, which concerns personnel, investigation, and board records related to a previous staff member, has a significant budgetary impact. Two additional requests will include significant district financial impact if the requester chooses to inspect the data.

Recurring Active Requestor - Requestor #2 is the most frequent requestor, being associated with six separate data request entries, including comprehensive requests and multiple repeated follow-ups regarding Title IX data.

The district frequently encountered challenges in fulfilling requests due to limits on available public data and data that is not held by the district in the requestors preferred format.

- Data Not Maintained: The district confirmed that certain requested data does not exist or is not maintained.

- Statutory Changes: Recent statutory changes were cited as the reason for denying requests for parent contact information and email addresses divided by grade level. In contrast, a request for a senior student list from the U.S. Army Recruiting Battalion was fulfilled as it was data required to be shared under federal and state law.

Next Steps The school board and superintendent have received emails and verbal feedback at listening sessions regarding how long it is taking the district to fulfill data requests. District administration agrees - it has and continues to take time to ensure a legal response to all data requests. Currently district administration is dedicating a minimum of 3 hours a week (of administrator time) on fulfilling data requests. ***Would the school board like to increase the number of hours of administrator time to fulfill current and upcoming data requests? This would speed up the district's response time, but would result in less attention to other job duties.***

***Summary supported by Gemini AI*

Requester ID	Request Date	Requestor	Request Summary	Response Summary	Status	Incurred Cost by the District to Date	Expected Estimated Cost to District
DR-SY2024-25-001	2/27/2025	Requestor #1	Requested public personnel data for a teacher (name, salary, education/training, job location, work phone, terms of employment, complaints/discipline) along with all emails sent/received between Feb. 20–26, 2025 from the Superintendent, Principal, and teacher accounts.	District provided public personnel data, resume (with redactions), and contract link. Confirmed no data on complaints/discipline. Approximately 1,949 emails were reviewed and redacted as appropriate and made available for inspection in August 2025	Completed	$2,300	$2,300
DR-SY2024-25-002	3/24/2025	Anonymous	Comprehensive request (18 sections) covering staff data, investigations, complaints, policies (529, 514, 413, 506, 509), hiring of administrators, contracts, consultants, revenues, legal proceedings, records retention, and staff emails (2015–2025).	First batch (staff data) prepared in August with redactions and legacy data limitations. Some items not maintained or classified as private. District continues to work through additional requests items.	Partially completed	$4,000	$17,000
DR-SY2024-25-003	4/18/2025	Requestor #2	Personnel, investigation, board communications, and meeting records related to Norman Bell; including employment history, disciplinary actions, investigation records, April 6–10, 2025 board communications, and closed session minutes.	District provided limited public personnel data; confirmed no responsive data for investigations; redacted board communications per legal review; provided April 15 open meeting minutes with closure justification; clarified it had fully complied and considered request closed.	Completed	$400	$400
DR-SY2024-25-004	5/1/2025	Requestor #3	Requested line-item budgets for each fiscal year 2015–2025, including budgeted and actual expenditures by general ledger account, subtotaled by object code, plus the proposed FY25–26 budget. Also requested a list of district employee salaries by job title for FY2015–2025. Preferred electronic format (PDF/Excel).	Initial production was prepared as printed reports for inspection at no cost (Aug. 2025). Following inspection, the requestor asked for electronic copies. District responded it could provide the data electronically in existing formats, but not convert to formats not maintained, and calculated $533 in actual costs for retrieval and preparation, given some data contained in legacy systems no longer maintained by district. Prepayment is required before electronic copies would be provided.	Completed	$530	$530
DR-SY2024-25-005	5/20/2025	Requestor #2	Ten-year request (2015–2025) for staff separations, complaints/grievances, exit interviews, settlements/legal claims, board closed sessions, and instructional vs. administrative staffing and spending (including four-part budget model, central office staffing, FTE ratios, and external contracts).	Directed requestor to STAR reports and consent agendas for separations; stated no data maintained for complaints, grievances, settlements, or legal claims; confirmed exit interview process only began 2025–26; referred to board minutes and finance site for budget/spending; clarified the four-part budget model only discussed starting March 2025 and not maintained historically. Provided unemployment expense data.	Completed	$400	$400
DR-SY2024-25-006	6/5/2025	Anonymous	Inspection of all legal services contracts, invoices, and billing statements (Jan 1, 2024–present).	Initial inspection arranged July 2025 but withdrawn due to unredacted invoices; requestor refused to show ID. Later rescheduled at Community Services Office without ID requirement. Redacted versions provided. Request considered fulfilled.	Completed	$325	$325
DR-SY2024-25-007	6/5/2025	Requestor #2	Title IX data (Aug 2020–present): annual complaint summaries, investigative outcomes, referrals, personnel lists, training materials, policy review documentation, and communications.	June response provided training materials and identified personnel. Final response (Aug 2025) confirmed no formal Title IX complaints filed since 2020, so no responsive data for outcomes. Listed Title IX personnel, provided training materials, noted Policy 522 reaffirmed annually, and cited board communications. Request closed.	Completed	$400	$400
DR-SY2024-25-008	6/24/2025	Requestor #2	Follow-up to Title IX request: asked when outstanding data would be provided; requested meeting with Human Rights Officer; sought documentation on Policy 522 reviews.	District declined meeting, citing legal requirement to process via written request. Confirmed Policy 522 was reaffirmed Oct. 2021, Oct. 2022, and Oct. 2023 in board records. Reiterated obligation to provide only maintained public data.	Completed	$400	$400
DR-SY2024-25-008	6/26/2025	Requestor #2	Further data requested regarding Title IX.	District continued to decline meeting. Requestor continues to request data that does not exist.	Completed	$400	$400
DR-SY2025-26-001	7/1/2025	Requestor #4	Requested general ledger data for the most recent completed school year, including fund numbers, account codes, object/program codes, dates, descriptions, amounts, balances, and school/district identifiers. Asked for machine-readable format (Excel/CSV).	District acknowledged and logged the request, sent message noting that the requested information was 16,465 pages in length and would be charged for copies if they chose to inspect the data in person,	In process	$4,116	$4,116
DR-SY2025-26-001-1	7/1/2025	Requestor #4	Resubmoitted requested access to general ledger financial data for the past five to ten school years (FY2014–2015 through FY2023–2024). The request specified inclusion of detailed accounting information such as fund numbers, account codes, transaction details, and balances, seeking electornic version.	District acknowledged and logged the request, confirming it would respond within the statutory timeframe.	In process	$400	$16,465

DR-SY2025-26-002	7/1/2025	Requestor #5	Requested all Non-Disclosure Agreements (NDAs), confidentiality agreements, and separation agreements from July 1, 2015–present; list of employees asked to sign; related policies/templates; legal costs; and board minutes discussing use of NDAs.	The district, with legal counsel review, responded that it does not have any Non-Disclosure or Confidentiality Agreements for licensed or non-licensed staff during the requested period. It noted that separation agreements have been executed with certain employees since 2015 and that those records were being reviewed by counsel for redaction prior to release. The district further clarified that: It does not maintain a list of employees who signed such agreements. It has no policies, templates, or internal guidelines specific to NDAs or separation agreements. It does not track legal fees associated with separation agreements. Board meeting minutes related to separations are publicly available on the district website. Several of the requester's follow-up items were questions, not data requests, and therefore not subject to response under the MGDPA.	Completed	$2,500	$2,500
DR-SY2025-26-003	7/7/2025	Requestor #6	Requested an electronic list of all current employees with name, job title, work email, school/department, and work location.	Data provided for inspection	Completed	$400	$400
DR-SY2025-26-004	7/23/2025	Requestor #7	Requested parent names, addresses, and grade level for students in grades 1–8 for use by the Boosters Basketball program, consistent with prior years' requests.	District explained recent statutory changes prohibit classifying parent contact info as directory information, and thus could not release the data. Booster program sought clarification, and the district followed up citing Minnesota School Board Association guidance from the 2025 session confirming the change.	Completed	$50	$50
DR-SY2025-26-005	8/19/2025	Requestor #2	Requested compliance training data (2018–2025), including training descriptions, providers, delivery method, dates, completion records, agendas/modules, and related board minutes.	District confirmed receipt and logged the request, stating a response would be provided within statutory timeframe.	In process	$0	$700
DR-SY2025-26-006	8/10/2025	Requestor #8	Requested purchasing records from May 12, 2025–present, including PO number, date, line item details, price, and vendor information.	District confirmed receipt; later provided responsive purchasing records for May 12–Aug. 11, 2025 in PDF format consistent with how they are maintained.	Completed	$200	$200
DR-SY2025-26-007	8/26/2025	Requestor 12	Requested all records related to the separation of the high school principal, including agreement, payout, funding source, board oversight, legal/consulting costs, confidentiality provisions, and comparison to prior separation agreements.	District acknowledged and logged the request, confirming responsive records would be provided within statutory timeframe.	In process	$0	$1,000
DR-SY2025-26-08	8/14/2025	Requestor #9	Request public records detailing financial transactions made by Saint Anthony-New Brighton School District 282, specifically: A report (such as a check register, expenditure report, or purchase order history) reflecting all transactions from January 1, 2022 to date of request (8/14/25)	District provided available data including check and invoice date, vendor name, description of goods/services purchased, total invoice amount	Completed	$0	$400
DR-SY2025-26-09	9/22/2025	Requestor #10	List of email addresses divided by grade level.	Cannot fulfill due to changes in state statue; no longer public data	Non-public data	$0	$0
DR-SY2025-26-10	10/28/2025	Requestor #11	The U.S. Army's Minneapolis Recruiting Battalion requested the senior (12th grade) student list from St. Anthony Village High School.	The district acknowledged the request, asked for clarification on the specific data being sought, and confirmed on November 6, 2025, that the requester was seeking contact information for 12th grade students. The district then fulfilled the request by providing a file containing names, addresses, and home telephone numbers of senior students, consistent with data that may be shared under federal and state law.	Completed	$0	$0
DR-SY2025-26-11	11/8/2025	Requestor #8	Request seeking all purchasing records from August 20, 2025, to present (11/8/25), including purchase order numbers, purchase dates, detailed line item descriptions, quantities, prices, and vendor information (including contact details).	District acknowledeged receipt and is currently working on request.	In process	$400	$400
	m/d/yyyy			**Please note, costs are estimated.*	TOTAL	$17,221	$48,386

2026 Legislative Platform

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

- ✓ 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 nationally recognized college entrance exam** for English, Math & Science.
- ✓ Allow school boards to **publish school board official proceedings on the official district website** to reduce expenses.
- ✓ **Close the state special education funding gap.** SANB faces nearly **$2 million in unfunded** mandates.
- ✓ **Earned Sick and Safe Time** point with additional information on this point by the school district.





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.

Instructional Hours

EMPHASIZE MASTERY

Minnesota's Legislature should define key terms like "instructional time" in ways that are inclusive of all educational experiences that take place in a student's life and delegate freedom to local districts to design innovative learning experiences.



Replace MCAs

High school students currently take 3 separate MCA exams (Language Arts, Math, and Science) that primarily assess school systems. As a result, their relevance to individual students has diminished, with opt-out rates steadily increasing. Minnesota should consider transitioning to a single accountability measure aligned to state standards that evaluates both systems and individual students, such as the ACT.



Earned Sick and Safe Time

INFORMATION THAT SPANS 3 LINES.
INFORMATION THAT SPANS 3 LINES.
INFORMATION THAT SPANS 3 LINES.

Newspaper Publishing

School district communities have access to up-to-date minutes and other school board publications on the district's official website. SANB spends over $1,000/month on publishing minutes that are easily accessible on the district website.

Special Education Cross Subsidy

Without full funding of Special Education mandates, a significant burden to the general of the district is created. The potential Blue Ribbon Commission Special Education reduction of $250 million will have a devastating impact on the SANB budget.



FINANCE GRAPH ON SPED FUNDING

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Orig. 1995 Rev. 2015, 2013, 2018
Adopted March 27, 2018
Rev. Nov 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 will be presented by the principals to the superintendent for review and approval. When approved by the superintendent, the attendance procedures will be attached as Appendix I of this policy and included in the Student Rights and Responsibilities Handbook.

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 10 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 15 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.

(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.

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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)
MSBA/MASA Model Policy 509 (Enrollment of Non Resident Students)

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Orig. 2017
Rev. 2023
November 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.

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.

F. A student may purchase a second breakfast at the nonprogram price if the student has already selected a reimbursable breakfast.

G. A student may purchase a second lunch at the nonprogram price if the student has already selected a reimbursable lunch.

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

Org. 1995
Rev. 2012
Rev. Aug 18, 2015
Rev November 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.

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.

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.

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.

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.

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.

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.

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. \

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.

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.

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.

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.

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.

C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the 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.

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.

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.

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.

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.

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 child with disabilites not yet enrolled in kindergarten for the

provision of special instruction and services. Special instruction and services for a child with disabilities not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs.

B. Resident students with disabilites who are 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.

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.

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.

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.

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.

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 Statatues chapter 125A.

VIII. HOMELESS STUDENTS

A. Homeless students shall be provided with transportation services comparable to other students in the school district.

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 on the same basis as transportation services are provided to other students in the school district.

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 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.

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.

4. A homeless nonresident student enrolled under Minnesota Statutes, section 124D.08, subdivision. 2a, must be provided transportation from the student's district of residence to and from the school of enrollment.

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.

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.

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 1415 (Individuals with Disabilities Act), 29 United States Code, section 794 (the Rehabilitation Act), and 42 United States Code, section 12132, (Americans with Disabilities Act) are governed by these provisions.

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.

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.

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.

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.

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. § 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.08 (School Board's Approval to Enroll in Nonresident District)
Minn. Stat. Ch. 125A (Children With a Disability)
Minn. Stat. § 125A.02 (Child 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