AMENDED Work Session of the St. Anthony-New Brighton School Board
Tuesday, January 20, 2026 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): Dr. Cassandra Palmer - Chair
2. Approval of Agenda
   Speaker(s): Dr. Cassandra Palmer - Chair
3. Approval of Consent Agenda
   Speaker(s): Dr. Cassandra Palmer - Chair
4. Updates
   4.1. Principal hiring update
      Speaker(s): Laurel Anderson (ceso), Susan Brott (ceso), Destiny Sparks
   4.2. AIPAC Concurrence
      Speaker(s): Hope Fagerland
   4.3. School Board Goals
      Speaker(s): Dr. Cassandra Palmer - Chair
5. Discussion Items
   5.1. MN Student Survey Results
      Speaker(s): Laura Guerrero - Effective Instruction Coordinator and Liz Baumgartner - Family and Student Support Coordinator
   5.2. Mid-Year Budget to Actual budget update
      Speaker(s): Controller Phan Tu
   5.3. Budget enrollment projection update
      Speaker(s): Dr. Renee Corneille - Superintendent
   5.4. Board Committee Assignments
      Speaker(s): Dr. Cassandra Palmer - Chair
   5.5. 2nd Reading: Policy 522.
      Speaker(s): Chair Laurel Hood
6. Reports
   6.1. ISD282 District, Program, and Building Report
      Speaker(s): Hope Fagerland, Assistant Superintendent
   6.2. MSBA Convention Share Out
      Speaker(s): Dr. Cassandra Palmer - Chair
   6.3. Board Reports
7. Adjourn School Board Meeting

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

SCHOOL BOARD CONSENT AGENDA
01/20/2026

PRESENTER(S): School Board Chair

1. Personnel

Hire(s)

Last Name	First Name	Position	School	Dates Effective
Cabanela-Leiseth	Carolina	Language Arts Teacher	SAMS	01.20.26
Molina	Flor Marienela	SpEd Para	SAVHS	01.12.26
McCollow	Kelly	SpEd Teacher	WP	02.02.06

Leave of Absence Request(s)

Last Name	First Name	Position	School	Dates Effective
Toney	Inmani	Lunch/Playground Para	WP	09.02.25-6.6.26

Resignation/Separation(s)

Last Name	First Name	Position	School	Date Effective
Brooks	Breanna	Health/Huskie Seminar	SAVHS	01.23.2026
Cronk	Vincent	Custodian	SAVHS/SAMS	12.09.2025

Retirement

Last Name	First Name	Position	School	Date Effective
Schafer	Jill	Reading Intervention	SAMS	06.05.2026

Contract(s)

Last Name	First Name	Position	School	Date Effective

2. Payment of Bills Checks Paid 01/06/2026

01- General Fund	$173,844.70
02- Food Service Fund	$20,813.60
03- Transportation Fund	$135,421.95
04- Community Serv Fund	$14,087.35
05- Capital Expenditure Fund	$70,727.89
08- Agency Fund	$2,000.00

25 - Student Activities	$853.92
Total: $	$417,749.41

3. Minutes - Regular Meeting Minutes of January 6, 2026 meeting and January 13, 2025 Policy Meeting Minutes.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Organizational Meeting of the St. Anthony-New Brighton School Board, Regular School Board Meeting

Tuesday, January 6, 2026
St. Anthony Community Services (Council Chambers), Community Services, 3301 Silver Lake Road NE, St. Anthony , MN 55418
Listening Session 6:00pm
Regular Meeting 6:30pm
www.isd282.org/discover/school-board

Minutes

Attendance Taken at 6:30 PM.

Annie Bosmans:	Present
Laura Haas:	Present
Laurel Hood:	Present
Cassandra Palmer:	Present
PJ Striker:	Present
Daniel Turner:	Present

1. **Listening Session (6:00 pm)**
2. **Call to Order the Organizational Meeting (6:30 pm)**
   Discussion: Chair Palmer called the meeting at 6:30 p.m. Staff in attendance: Laura Haupt-Coleman; Wendy Webster; Jada Richard
   2.1. Ceremonial Oath of Office
      Discussion: Board Members Bosmans, Haas and Turner read the Ceremonial Oath of Office
3. **Approve the Organizational Meeting Agenda**
   Action(s):
   to approve the agenda for the January 6, 2026, Organizational Meeting of the School Board, as presented. This motion, made by Striker and seconded by Hood, Carried.
   Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

   Voting Summary: Yea: 6, Nay: 0
4. **Election of Officers**
   4.1. Election of Chair
      Discussion: The Office of Chair nomination: Dr. Cassandra Palmer

Made by: Dr. Daniel Turner; Approval by acclamation

4.2. Election of Vice Chair

Discussion: The Office of Vice Chair nomination: Dr. PJ Striker
Made by: Laurel Hood; Approval by acclamation

4.3. Election of Clerk

Discussion: The Office of Clerk nomination: Laurel Hood
Made by: Dr. PJ Striker; Approval by acclamation

4.4. Election of Treasurer

Discussion: The Office of Treasurer nomination: Dr. Daniel Turner
Made by: Laura Haas; Approval by acclamation

5. **Reaffirmation**

Action(s):

The recommended motion is to approve the reaffirmation of the following: a. The role as school board members in the St. Anthony-New Brighton School District as it pertains to the ISD #282 Code of Ethics Policy 209, b. School Board Handbook. This motion, made by Hood and seconded by Turner, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

6. **Organizational Business**

6.1. Regular Meetings

Action(s):

The recommended motion to set regular business meetings on the first Tuesday of each month when school is being conducted. As much as possible and practical, these meetings will be held in the St. Anthony Village City Council Chambers or via ZOOM teleconference per Minnesota Statutes 13D.021 or other location as announced. Additional regular business meetings may be set as needed or as warranted by items requiring board action that surface throughout the fiscal year. These additional regular meetings will be formally set as a Regular Meeting and held in the HS/MS Media Center and streamed via ZOOM. School Board members may participate in the meeting remotely by interactive technology. All regular school board meetings are time certain to 10:00 pm unless a motion is duly made, seconded and approved by the board to suspend the board policy for that meeting only. There may be a 10-minute Communications Break following recognitions. All items requiring action by the School Board shall, when at all possible, be placed at the beginning of the agenda. This motion, made by Haas and seconded by Hood, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

6.2. Work Sessions

Action(s):

The recommended motion is to hold work sessions on the third Tuesday of each month when school is in session and at other times as needed. Work sessions will be held in the HS/MS Media Center and streamed via ZOOM will begin at 6:00 p.m. or at a time of day as arranged that best suits the topics planned for discussion. School Board members may participate in the meeting remotely by interactive technology. This motion, made by Bosmans and seconded by Striker, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

6.3. Listening Sessions

Action(s):

The recommended motion is to approve Regular Listening Sessions for Members of the School Board to listen to the public in advance of the first Regular board meeting of each month 30 minutes prior to the meeting, as defined in 5.1, for a period of time not to exceed 20 minutes in length. This motion, made by Haas and seconded by Hood, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

6.4. Consent Agenda

Action(s):

The recommended motion is that the Consent Agenda will include routine agenda items. This motion, made by Striker and seconded by Bosmans, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

6.5. Payment of Bills

Action(s):

The recommended motion is that Payment of Bills will be approved by the board as part of the Consent Agenda at School Board Meetings. At times when this practice is not timely or practical, Payment of Bills and other routine business actions may be authorized by the Superintendent of Schools or the Controller. This motion, made by Bosmans and seconded by Hood, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

6.6. Meeting Minutes

Action(s):

The recommended motion is that the School Board Secretary shall keep an accurate record of all minutes electronically on file. Minutes must be posted on the District website and in the newspaper designated by the School District. This motion, made by Striker and seconded by Turner, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

6.7. Official Newspaper

Action(s):
The recommended motion is to designate the Northeaster as the official newspaper of the School District. This motion, made by Hood and seconded by Bosmans, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

6.8. Bank Depositories

Action(s):
The recommended motion is to designate M.S.D.L.A.F., U.S. Bank Minneapolis, N.A., MN Trust, PMA Financial Network, and Associated Bank, as bank depositories for the School District. This motion, made by Bosmans and seconded by Turner, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

6.9. Electronic Transfers

Action(s):
The recommended motion is to authorize the Superintendent and/or the Controller to make electronic transfers. This motion, made by Haas and seconded by Bosmans, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

6.10. Authorization to Invest Funds

Action(s):
The recommended motion is to authorize the Superintendent and/or the Controller to invest funds. This motion, made by Turner and

seconded by Striker, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

6.11. Committee Appointments

Action(s):

The recommended motion is to designate the Chairperson of the Board to review all member appointments, including MSHSL, Brightworks, AMSD and NE Metro 916, in January and identify positions which require new appointments prior to the first February board meeting. This motion, made by Hood and seconded by Bosmans, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

6.12. Mileage Reimbursement

Action(s):

The recommended motion is to authorize mileage reimbursement paid at the current Internal Revenue Service rate. This motion, made by Haas and seconded by Hood, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

6.13. Member Compensation

Action(s):

The recommended motion is to authorize Board Member compensation as follows: Chair = $6,976, Vice Chair = $6,139, Clerk = $6,139, Treasurer = $5,860, Directors = $5,581. During the Organizational Meeting, members of the school board will review Policy 202.1. The

policy is attached for review. All members of the Board may receive expense reimbursement over the salaries established by the School Board policy 202.1. This motion, made by Hood and seconded by Bosmans, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

6.14. Authorization to Use Electronic Signatures

Action(s):

The recommended motion is to authorize the use of facsimile signatures pursuant to Minnesota Statute 47.41 and 47.42. The Board Chairperson, Clerk, and Treasurer are hereby authorized to sign checks, drafts, warrants, vouchers or other orders on public funds. The school district's depository banks are hereby authorized to honor any instrument bearing the facsimile signature of said officers and to charge the instrument to the account on which it is drawn as fully as though the same bore the manually written signature of such officers. The School Board hereby determines to insure the school district against the loss of any public funds withdrawn upon unauthorized use of facsimile signatures. This motion, made by Hood and seconded by Striker, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

6.15. Authorizing the Use of District Credit Card

Action(s):

The recommended motion is to to authorize the use of the Home Depot credit card ending in 2385 with a credit limit of $23,500 by Patrick Gibbs, Custodian; Mark Gibbs, Facilities Coordinator, Gilbert Hanson, Custodian; Mike Ramm, Custodian; Troy Urdahl, Director of Facilities. This motion, made by Striker and seconded by Haas, Carried.

Voting Detail:

Annie Bosmans:	Yea

Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

6.16. Authorizing the Superintendent or School Board Chair to Hire Legal Counsel

Action(s):

The recommended motion is to designate Kennedy and Graven Chartered as the general legal counsel of the School District. The School Board Chairperson and Superintendent are authorized to seek legal counsel. This motion, made by Striker and seconded by Hood, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

Discussion: Discussion was had regarding the desire to have additional law firms available.

7. **Adjournment of Organizational Meeting**

Discussion: The Organizational Meeting was adjourned at 7:05 pm by Chair Palmer

8. **Call to Order School Board Regular Meeting (7:00 pm or immediately after Organizational Meeting)**

Discussion: Chair Palmer called the meeting to order at 7:06 p.m.

9. **Approval of January 6, 2026 Regular Meeting *AMENDED* Agenda**

Action(s):

The recommended motion is to approve the January 6, 2026 regular meeting amended agenda as presented. This motion, made by Striker and seconded by Bosmans, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

10. **Approval of *AMENDED* Consent Agenda**

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Action(s):
The recommended motion is to approve the amended consent agenda as presented, including: minutes from the December 16, 2025 Meeting, personnel, and payment of bills. This motion, made by Haas and seconded by Striker, Carried.
Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

11. **Action Items**

11.1. Laura Oksnevad Extension Contract

Action(s):
The recommended motion is to approve Laura Oksnevad's extension contract as presented. This motion, made by Striker and seconded by Hood, Carried.
Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0
Discussion: Discussion was had regarding the needed length of the contract.

11.2. Comprehensive Achievement and Civic Readiness (CACR) Goals

Action(s):
Recommended motion is to approve the Comprehensive Achievement and Civic Readiness goals as presented. This motion, made by Haas and seconded by Striker, Carried.
Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0
Discussion: Discussion was had regarding goals and the need to

revisit the goals throughout the year.

11.3. Policy Final Reading: 704 - Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System

Action(s):

The Recommended motion is to approve Policy 704 Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System as presented. This motion, made by Turner and seconded by Striker, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

12. **Discussion Items**

12.1. FY2026-27 Enrollment Projection/Target

Discussion: Dr. Renee Corneille presented information and recommendations regarding enrollment, budget and target projection for the fiscal year 2026-2027.

12.2. Policy Second Reading: 213 School Board Committees.

Discussion: Second reading of Policy 213: School Board Committee. A vote will be held on January 27, 2026.

12.3. Policy First Reading: 522 - Nondiscrimination of students based on sex (Title IX)

Discussion: First reading of Policy 522: Nondiscrimination of students based on sex (Title IX). A second reading will be held on January 20, 2026 with a vote and final action at the January 27, 2026 meeting.

12.4. Policy 522: Procedure/Practice Update

Discussion: Policy 522: Procedure/Practice Update. Discussion was held regarding training, concept issues and supportive measures. Discussion to continue at a future meeting.

13. **Reports**

13.1. ISD282 Program and Building Report

Discussion: School district achievements, events, and stories of students and staff were presented by Assistant Superintendent Hope Fagerland.

13.2. Board Reports

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

14. **Closed Session in compliance with Minnesota Statute section 13D.03, to consider labor negotiations.**

Action(s):

The recommendation is to enter into a closed session for labor negotiations pursuant to Minnesota Statute section 13D.03, to consider

labor negotiations. This motion, made by Striker and seconded by Hood, Carried.

Voting Detail:

Annie Bosmans:	Yea
Laura Haas:	Yea
Laurel Hood:	Yea
Cassandra Palmer:	Yea
PJ Striker:	Yea
Daniel Turner:	Yea

Voting Summary: Yea: 6, Nay: 0

Discussion: The board moved to closed session at 9:23 pm. and concluded at 10:21 pm.

15. **Adjourn School Board Meeting**

    Discussion: The board moved back to the regular meeting room at 10:21 pm. Chair Palmer adjourned the regular meeting at 10:21 pm.

Approved by: School Board Clerk or Board Chair

Signature: _____ Date: _____

Policy Committee Meeting
Tuesday, January 13, 2026 8:00am

SANB District Office Conference Room
3303 33rd Ave NE
Entry Door #1
St. Anthony, MN 55418

1. Call to order
Policy Chair Laurel Hood called the meeting to order at 8:01 am.

2. School Board Policy Discussion
Items discussed were: proposed schedule to review remaining policies, Title IX and methods of ensuring communication is shared appropriately.

3. Adjourn Policy Committee Meeting
Policy Chair Laurel Hood adjourned meeting at 8:55 a.m.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

MEMORANDUM

TO: St. Anthony-New Brighton School Board n

FROM: Matt Meiner, Director of Principal Leadership & Learning
Susan Brott, Senior Strategist, CESO Communications
Destiny Sparks, Human Resources & Operations Coordinator
Laurel Anderson, Senior Employee Experience Consultant, CESO HR

DATE: Wednesday, Jan. 14, 2026

RE: Principal Hiring Process

Included in this board packet are materials outlining the principal hiring engagement plan as well as the Human Resources process and interview framework for the upcoming searches at Wilshire Park Elementary and St. Anthony Village High School.

These documents are provided for board information and transparency. They describe how the administration is approaching the principal hiring process with intentionality, consistency, and fidelity to board-approved policy and district values.

Specifically, the materials detail:

- How students, families, and staff will be engaged to inform leadership profiles for each school
- The role of community input in shaping candidate criteria and entry plans
- The Human Resources–led recruitment, screening, and interview process
- The use of independent facilitation to ensure fairness, objectivity, and legal compliance
- Protocols related to confidentiality, bias mitigation, and documentation

As part of the established administrative process, the superintendent or designee is responsible for the recruitment, selection, and appointment of building principals. Consistent with board policy and practice, principal appointments are included on the board's consent agenda for approval. The materials in this packet are provided to keep board members informed about the process and support transparency.

We look forward to answering any process-level questions you may have.

OVERVIEW

St. Anthony-New Brighton

Principal Hiring Engagement Plan

January 2026

Principal Hiring Engagement Plan

Purpose

St. Anthony–New Brighton Schools (SANB) is preparing to hire two key building leaders — one for Wilshire Park Elementary (WP) and one for St. Anthony Village High School (SAVHS) — at a moment when community trust, belonging, and stability matter more than ever. The selection of these principals will shape not only the daily experience of students and staff, but also the district's ability to lean into its strategic commitments around dignity, belonging, and effective instruction. For this reason, SANB is approaching the principal hiring process with intentionality, transparency, and a deep commitment to listening.

The purpose of this engagement plan is to ensure that students, families, and staff are meaningfully involved in shaping the leadership profile for each school. Their voices will inform a clear and community-rooted understanding of what each building needs academically, culturally, and relationally in its next principal. Throughout January, the district will gather broad and diverse perspectives that reflect both the shared values of SANB and the unique identities of the elementary and high school communities.

The input collected will serve two essential functions:

1. First, it will guide the creation of a **candidate profile** for each school, providing a clear, values-aligned framework for screening, interviewing, and ultimately selecting leaders who can best support the success of every learner.
2. Second, the insights will form the foundation of a **strong entry plan** for the individuals who are hired.

These entry plans will be grounded in what the community says it needs most, ensuring that each new leader begins their tenure prepared to build trust, establish relationships, and respond to the hopes and concerns of their school community.

Rooted in SANB's updated brand architecture, which emphasizes authenticity, compassion, cooperation, and a belief in nurturing the brilliance of every child, this engagement process will model the very leadership qualities the district seeks to cultivate. By listening deeply, communicating clearly, and centering community

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voice, SANB affirms its commitment to selecting principals who reflect its purpose, understand its people, and will lead with both head and heart.

Engagement Audiences & Goals

Audience	Primary Goals for Engagement
STUDENTS	Understand their lived experience, sense of belonging, what helps them thrive, and the qualities of a leader who helps them feel seen, safe, and supported.
FAMILIES	Surface hopes and expectations for leadership; identify communication needs; understand what builds trust; explore school-specific culture and academic priorities.
STAFF	Identify what leadership qualities support instructional excellence, culture, and collaboration; assess building-level needs; define expectations for relationships, communication, and decision-making.

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Engagement by Audience

STUDENT ENGAGEMENTS			
Audience	**Engagement Activity**	**Details**	**Schedule (Date/Time/Location)**
Willshire Park FOCUS: Belonging, safety, joy, what helps them learn, and how adults build trust.			
Grades 1-2	Facilitated Student Groups ● Two grade level focus groups (15-20 per group) ○ Three to four students from each classroom ● 30-45 minutes each ● Students participate in a developmentally appropriate drawing and writing activity focused on what makes a great principal, including how principals help students feel safe, supported, and excited to learn ● Sessions are facilitated outside the classroom to minimize instructional disruption and support consistent facilitation	Output is artifacts + brief reflection, not open discussion	Week of Jan. 20
Grades 3-5	Representative Focus Groups ● Three grade level focus groups (15-20 per group) ○ Three to four students from each classroom ● 30-45 minutes each	Age appropriate questions about role of principal	Early February
Grade 3-5 only	● Short Student Survey via Google Forms		Survey Window TBD
SAVHS FOCUS: Belonging, Safety, and School Climate; Academic Experience and Instructional Expectations; Relationships with Adults; Leadership Actions and Visibility; and Student Voice, Engagement and Opportunities			

STUDENT ENGAGEMENTS			
Audience	**Engagement Activity**	**Details**	**Schedule (Date/Time/Location)**
Grade 8-12 students	Representative Focus Groups (45 min each) • Three grade level focus groups: Gr. 8, Gr. 9-10, Gr. 11-12 (12-15 per group) • One to two affinity or experience-based groups (students of color, LGBTQ+ students, SPED/EL students) • One student leadership group (Student Council, NHS, activities, athletics, arts)	Will determine what focus groups are needed based on survey results • WHO - target audiences • WHAT - insights to probe further	February as needed
Grade 9-12 students	• Open Student Forum (sticky wall during lunch periods with posted questions)	What skills, attributes, qualities are important in the next principal	Late January / Early February
Grade 9-12 students	• Short Student Survey via Google Forms		Survey Window: TBD

FAMILY ENGAGEMENTS			
Audience	**Engagement Activity**	**Details**	**Schedule (Date/Time/Location)**
NOTE: We will be surveying families for current PreK-5 and grades 8-12 only (rather than all SANB families). Doing so ensures feedback is timely, relevant, and forward-looking. We are looking for input from families who are currently experiencing — or are preparing to experience — leadership at Wilshire Park or St. Anthony Village High School. This targeted approach supports meaningful, school-specific input while avoiding the reintroduction of past concerns that are not relevant to the current hiring process.			
Community Learning Committee	District committee – tap into this representative group	Matt will incorporate into their previously schedule meeting	Jan. 22
Willshire Park FOCUS: Belonging and emotional safety for young learners; family–school relationships and communication; early learning and developmental support; predictability, fairness, and routines; and what families need from the principal to build trust and stability during a period of change.			
Family Survey	Distributed to current PreK–Grade 5 families, whose children are directly experiencing the elementary school environment and leadership context.		Survey Window: Jan. 22 - 30

Grades PreK-5	Representative Focus Groups
	• Six family focus groups
	  ◦ Grade Level (12-15 people)
	  ▪ PreK families
	  ▪ Grades K-2
	  ▪ Grades 3-5
	  ◦ Underrepresented Families (8-10 people)
	  ▪ SpEd
	  ▪ Multilingual
	  ▪ Families of Color
	• 45-60 minutes each
		Jan. 7 - Coffee w/ Principal
		
		Will determine what focus groups are needed based on survey results
		• WHO - target audiences
		• WHAT - insights to probe further	

FAMILY ENGAGEMENTS			
Audience	**Engagement Activity**	**Details**	**Schedule (Date/Time/Location)**
SAVHS FOCUS: Student belonging, safety, and school climate; communication, transparency, and trust; academic rigor, pathways, and postsecondary readiness; student well-being and support systems; and leadership qualities that promote consistency, fairness, and confidence in the school's direction.			
Family Survey	Distributed to current Grades 8–12 families, including incoming 9th grade families, to capture perspectives related to high school culture, academic expectations, communication, and transition needs.		Survey Window: Jan. 22 -30
Grades 8-12 Families	Representative Focus Groups ● Five to six family focus groups ○ Grade Level (12-15 people) ■ Grade 8 ■ Grades 9-10 ■ Grades 11-12 ○ Targeted groups (8-10 people) ■ SpEd/504 ■ Multilingual (?) ■ Families of Color ● 45-60 minutes each	Will determine what focus groups are needed based on survey results ● WHO - target audiences ● WHAT - insights to probe further	

STAFF ENGAGEMENTS			
Audience	**Engagement Activity**	**Details**	**Schedule (Date/Time/Location)**
District-wide Staff	Leadership Partners Input Form (via Google Forms) for districtwide staff who collaborate closely with building principals.	Directors, EI, Operations (HR, Tech, Transportation, Finance, Comms), Community Ed,	Survey Window: Jan. 22 - 30
Willshire Park FOCUS: School culture and adult collaboration; instructional leadership and support for early learning; communication, clarity, and decision-making; student behavior and social-emotional supports; and leadership qualities that help staff feel supported, aligned, and effective.			
WP Staff	Staff Meeting	Jan. 14	
WP Staff	Representative Focus Groups ● Two staff focus groups (8-10 people) ○ Certified Staff ○ Non-Certified Staff ● 45-60 minutes each	Will determine what focus groups are needed based on survey results ● WHO - paras? ● WHAT - insights to probe further	February as needed
WP Staff	Staff Survey for all WP staff via Survey Monkey		Survey Window: Jan. 22 - 30
SAVHS FOCUS: School climate and adult culture; instructional coherence and academic expectations; communication, consistency, and collaboration; student support and behavior systems; and leadership actions that build trust, accountability, and shared ownership of student success.			
SAVHS Staff	Staff Meeting	Jan. 21	

STAFF ENGAGEMENTS			
Audience	**Engagement Activity**	**Details**	**Schedule (Date/Time/Location)**
SAVHS Staff	Representative Focus Groups ● Two staff focus groups (8-10 people) ○ Certified Staff ○ Non-Certified Staff ● 45-60 minutes each	Will determine what focus groups are needed based on survey results ● WHO - paras? ● WHAT - insights to probe further	February as needed
SAVHS Staff	Staff Survey for all SAVHS staff via Survey Monkey		Survey Window: Jan. 22 - 30

STUDENT FACILITATION

Wilshire Park

GRADES 1-2 Focus Group

PURPOSE

The drawing and writing prompt is designed to give younger students a developmentally appropriate, engaging way to share their perspectives on what helps them feel safe, loved, seen, and supported at school. Children often express insights through imagery and simple language that reveal essential truths about belonging, relationships, and what they need from the adults who lead their school.

This activity aligns directly with SANB's brand promise to "embrace each child with audacious love" and its focus on dignity, belonging, and effective instruction. Young students' authentic voices offer powerful guidance in shaping the Wilshire Park principal profile and the entry plan for the hired leader.

Option 1: Drawing Prompt

Draw a picture of a great principal. Show what they do, how they help kids, or how they make school a better place.

Students can depict scenes such as:

- A principal greeting them at the door
- Helping a friend
- Reading in classrooms
- Playing at recess
- Solving problems or calming conflicts
- Celebrating successes
- Creating a safe, joyful, caring environment

Option 2: Writing Prompt (simple sentence frames)

Depending on writing ability:

- A great principal is someone who _____.
- A great principal helps kids by _____.
- I feel safe at school when the principal _____.
- A great principal makes our school better when they _____.
- If I could tell our new principal one thing, I would say _____.
- The most important thing for a principal to do is _____ because _____.

GRADES 3-5 Focus Groups

PURPOSE

The Grades 3–5 student focus groups provide older elementary students with a structured opportunity to share their experiences and perspectives on school climate, belonging, learning, and leadership. Students at this age are able to reflect more deeply on what helps them feel supported, how adults build trust, and what leadership actions make school a positive place to learn.

These conversations are designed to surface authentic student voice that will inform both the Wilshire Park principal candidate profile and the entry plan for the newly hired principal, ensuring leadership decisions reflect what students say they need most.

This engagement aligns with SANB's commitment to dignity, belonging, and effective instruction, and honors the belief that students are knowledgeable partners in shaping their school community.

SESSION STRUCTURE

- Group size: 15–20 students
- Group types:
    - Three Grade-level groups (3, 4, 5)
- Length: 30–45 minutes
- Facilitation: CESO (Susan) / SANB (Matt)
- Tone: Warm, calm, curious, student-centered
- Ground rules (shared verbally):
    - There are no right or wrong answers
    - You don't have to share if you don't want to
    - We are listening to learn, not to judge
    - We won't use names in what we report

FACILITATOR QUESTIONS

Warm-Up (5 minutes)

- What is one thing you like about being a student at Wilshire Park?
  (Purpose: build comfort and positive framing)

Belonging & Safety (8 minutes)

1. When do you feel like you really belong at school?
2. What helps kids feel safe or calm during the school day?

3. What makes school feel welcoming to you?
4. *Optional probe:* Are there times when kids might feel left out or uncomfortable?

Learning & Engagement (8 minutes)

5. What helps you learn best at school?
6. What makes learning fun or exciting for you?
7. What helps you feel proud of your learning?

Adults & Trust (8 minutes)

8. What do adults at school do that helps kids trust them?
9. If a student has a problem, what should a principal do to help?
10. How should a principal talk to kids?

Leadership & School Improvement (6 minutes)

11. What does a great principal do every day?
12. How can a principal make Wilshire Park an even better place?

Closing Reflection (5 minutes)

13. If you could tell the new principal one thing, what would you want them to know about students here?
    - *Students may respond verbally or write a sentence on a notecard if preferred.*

GRADES 3-5 Survey (Google Form)

PURPOSE

The Grades 3–5 student survey provides all upper elementary students an opportunity to share their voice, including students who may feel less comfortable speaking in groups. The survey complements focus group findings and ensures broad representation.

Time to complete: 3–5 minutes
Administration: During class or advisory time

SURVEY QUESTIONS

1. What grade are you in?
    - Grade 3
    - Grade 4
    - Grade 5

Belonging & Safety

2. I feel like I belong at Wilshire Park.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

3. What helps you feel safe at school?

Learning

4. What helps you learn best at school?

5. What makes learning fun or interesting for you?

Adults & Leadership

6. A great principal is someone who...

7. A principal helps kids by...

Student Voice

8. If you could tell the new principal one thing, what would it be?

OPTIONAL CLOSING

9. Is there anything else you want us to know about being a student at Wilshire Park? (Optional short answer)

SAVHS

GRADES 8-12 Focus Groups

PURPOSE

The SAVHS student focus groups provide high school students with structured opportunities to share their perspectives on school climate, belonging, safety, academic experience, relationships with adults, and leadership practices. High school students are uniquely positioned to articulate how leadership decisions affect their daily experience, motivation, and sense of trust within the school.

These conversations are designed to surface honest, forward-looking student insight that will inform:

- The SAVHS principal candidate profile, and
- The entry plan for the newly hired principal.

This engagement aligns with SANB's commitment to dignity, belonging, and effective instruction, and affirms that student voice is essential to building a healthy, inclusive high school culture.

STRUCTURE

- Group size: 10–15 students
- Length: 45 minutes
- Facilitation: CESO (Susan) / SANB (Matt)
- Group types:
    - Three Grade-level groups (8, 9-10, 11-12)
    - One or two affinity or experience-based groups (students of color, LGBTQ+ students, SPED/EL students)
    - One student leadership group (Student Council, NHS, activities, athletics, arts)

OPENING & NORMS (5 minutes)

Facilitator framing

We're here to listen and learn from you. This conversation is about what students need from the *next* principal so that SAVHS can be a great place to learn and belong. This is not an evaluation of individuals. There are no right or wrong answers, and you may choose how much you want to share. What we hear will be shared in themes, not names."

Norms

- Speak from your own experience
- Respect different perspectives

- One person speaks at a time
- You may pass on any question

CORE FACILITATION QUESTIONS

These questions are used across **all groups**, with optional probes depending on the audience.

Warm-Up (5 minutes)

1. What is one thing you appreciate about being a student at SAVHS?
   (Purpose: ease into conversation and ground in lived experience.)

Belonging, Safety & School Climate (7 minutes)

2. When do students feel like they belong at SAVHS?
3. What helps students feel safe — physically and emotionally — during the school day?
4. Where do students feel most connected? Least connected?
5. *Optional probes (especially for affinity groups):*
   - Do some students experience school differently than others?
   - What helps or hurts that sense of belonging?

Academic Experience & Learning (7 minutes)

6. When does learning feel meaningful or motivating at SAVHS?
7. What helps students succeed academically?
8. What gets in the way of learning?
9. *Leadership group probe:*
   - Where do you see inconsistencies in expectations or support?

Relationships with Adults (7 minutes)

10. What helps students trust adults at school?
11. When students are struggling, what kind of adult support matters most?
12. How should administrators talk with students when there's a problem?
13. *Grade 8 probe:*
    - What would help incoming students feel supported right away?

Leadership Actions & Visibility (7 minutes)

14. What does a great high school principal do on a daily basis?
15. Where should a principal be visible?
16. What leadership actions build trust with students?
17. *Leadership group probe:*
    - What does effective student–administrator partnership look like?

Student Voice & Opportunities (5 minutes)

18. When do students feel heard at SAVHS?
19. How could student voice be stronger or more meaningful?
20. What opportunities should be protected or expanded?

Closing Reflection (5 minutes)

21. If you could give the new principal one piece of advice, what would it be?
    - *Students may respond:*
        - Verbally
        - In writing (index card / exit slip)
          (Writing option is especially helpful for quieter students.)

GRADES 9-12 Sticky Wall (during lunch periods)

PURPOSE

The SAVHS student sticky wall provides an informal, highly accessible way for students to share their perspectives during the school day. By inviting students to respond to a simple prompt in a familiar setting, this activity creates space for voices that may not participate in surveys or focus groups, including students who are less likely to self-select into structured engagement opportunities.

The sticky wall is designed to capture authentic, student-generated language about the skills, qualities, and actions students believe are most important in the next SAVHS principal. These responses will complement insights gathered through student focus groups and the Grades 9–12 student survey, helping to identify shared themes, reinforce patterns, and surface perspectives across a broad cross-section of the student body.

This engagement aligns with SANB's commitment to dignity, belonging, and student voice, and ensures that the principal candidate profile and entry plan reflect how students experience leadership and what they believe will help SAVHS be a place where all students feel supported, respected, and able to succeed.

STRUCTURE

- Location: High-traffic area near the cafeteria during lunch periods
- Timing: Open during multiple lunch periods across 1–2 school days
- Participants: All SAVHS students (Grades 9–12)
- Format:
    - Large poster with one primary prompt
    - Students write brief responses and stick on the wall
    - One idea per sticky note
    - Responses are anonymous
- Prompt Displayed:
    - **What qualities or actions are most important in the next SAVHS principal?**

- Facilitation:
    - Light-touch facilitation by CESO or designated staff
    - Encourage participation without discussion or debate
    - No names or identifying information collected
    - Reward for participation (snack, candy)

GRADES 9-12 Survey (Google Form)

PURPOSE

We want to hear from students as we prepare to hire a new principal for SAVHS. Your responses will help us understand what students need to feel safe, supported, and successful at school. There are no right or wrong answers. Your responses are anonymous and will be shared only as themes, not names.

Time to complete: 5-7 minutes
Administration: Designated advisory, homeroom, or class period

SURVEY QUESTIONS

1. What grade are you in?
    - Grade 8
    - Grade 9
    - Grade 10

- Grade 11
- Grade 12

Belonging & Safety

2. I feel like I belong at SAVHS.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

3. I feel safe at school.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

4. Students are treated with respect at SAVHS.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

Academic Experience

5. Learning at SAVHS feels meaningful and challenging.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

6. I know where to get help if I am struggling academically.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

Relationships & Leadership

7. Adults at SAVHS listen to students.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

8. School leaders are visible and approachable.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

9. When there is a problem, school leaders handle it fairly.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

Student Voice

10. Students have opportunities to share ideas and concerns at SAVHS.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

Open-Ended Reflection

11. A great high school principal is someone who...
12. If you could tell the new principal one thing, what would it be?
13. Is there anything else you want us to know about being a student at SAVHS?

FAMILY FACILITATION

Wilshire Park & SAVHS

Family Focus Groups

PURPOSE

The family focus groups are designed to gather meaningful, forward-looking input from families as the district prepares to hire new principals at Wilshire Park and St. Anthony Village High School. Families bring valuable perspectives on belonging, communication, academic expectations, school climate, and the leadership practices that build trust and confidence in schools.

These conversations will inform both the principal candidate profiles and the entry plans for the newly hired leaders, ensuring that principal leadership reflects what families say they need most to support their children's success.

This engagement aligns with SANB's commitment to dignity, belonging, effective instruction, and authentic partnership with families.

STRUCTURE

- Group size:
    - Grade Level Groups: 12-15 parents
        - Wilshire Park: PreK; gr. K-2; gr. 3-5
        - SAVHS: gr. 8; gr. 9-10, gr. 11-12
    - Targeted Groups: 8-10 parents
        - Wilshire Park: Targeted Family Groups
        - SAVHS: Targeted Family Groups
- Length: 45-60 minutes
- Facilitation: CESO (Susan) / SANB (Matt)

OPENING & NORMS (5 minutes)

Facilitator Framing:

Thank you for being here. This conversation is about the future and what families want and need from the next principal. This is not an evaluation of individuals or past leadership. There are no right or wrong answers, and you are welcome to share as much or as little as you'd like. What we hear will be summarized as themes, not attributed to individuals.

Norms:

- Speak from your own experience
- Respect different perspectives
- Allow space for all voices
- Maintain confidentiality
- Focus on the future

QUESTIONS

Warm-Up (5 minutes)

- What is one thing you appreciate about your school community?

Belonging & School Climate (10 minutes)

- When does your child feel most connected or supported at school?
- What helps families feel welcome and included?
- Where do you see opportunities to strengthen belonging or trust?

Communication & Relationships (10 minutes)

- What communication practices from school leadership are most helpful to your family?
- What builds trust between families and school leaders?
- How should a principal communicate during times of concern or uncertainty?

Academic Experience & Support (10 minutes)

- What helps your child succeed academically?
- What supports or expectations are most important for a principal to understand?
- *School Specific Probes*
    - WP: early learning, developmental needs, consistency
    - SAVHS: academic pathways, rigor, postsecondary readiness

Leadership Expectations (10 minutes)

- What qualities or actions matter most in the next principal?
- What should the principal prioritize in their first year?

Closing Reflection (5 minutes)

- If you could offer one piece of advice to the new principal, what would it be?

Wilshire Park

Family Survey (Survey Monkey)

PURPOSE

To understand family perspectives on belonging, safety, communication, early learning, and leadership priorities that should guide the Wilshire Park principal

search and entry plan. All responses are confidential. Results will be summarized in aggregate form only

Time to complete: 5-7 minutes
Administration: Jan. 14-23, 2026

SURVEY QUESTIONS

10. In what grade(s) do you have children enrolled at Wilshire Park?
    - PreK
    - Kindergarten
    - Grade 1
    - Grade 2
    - Grade 3
    - Grade 4
    - Grade 5

Belonging & Safety

11. My child feels a sense of belonging at Wilshire Park.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

12. My child feels safe at school.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

13. Adults at school treat students with care and respect
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

Communication & Relationships

14. Communication from school leadership is clear and helpful.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

15. When concerns arise, school leadership responds in a timely and respectful way.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

Learning & Support

16. My child's learning needs are understood and supported at school.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

Leadership Priorities

17. What qualities or actions are most important in the next Wilshire Park principal?

18. What should the new principal prioritize in their first year?

SAVHS

Family Survey (Google Form)

PURPOSE

To understand family perspectives on student belonging, safety, academic experience, communication, and leadership priorities at the high school level. All responses are confidential. Results will be summarized in aggregate form only

Time to complete: 5-7 minutes
Administration: Jan. 14-23, 2026

SURVEY QUESTIONS

1. In what grade(s) do you have children enrolled in SANB?
    - Grade 8
    - Grade 9
    - Grade 10
    - Grade 11
    - Grade 12

Belonging & Climate

2. My student feels a sense of belonging at SAVHS.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

3. My child feels safe at school.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

4. AStudents are treated fairly and with respect at SAVHS.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

Communication & Trust

5. Communication from school leadership is clear and transparent.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

6. During times of concern, leadership communication builds trust.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

Academic Experience & Support

7. SAVHS provides appropriate academic challenge and support for students.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

8. Students know where to get help when they are struggling.
    - Strongly Agree
    - Agree
    - Disagree

- Strongly Disagree

Leadership Priorities

9. What qualities or actions are most important in the next SAVHS principal?
10. What should the new principal prioritize in their first year?

STAFF FACILITATION

Wilshire Park & SAVHS

Staff Focus Groups

PURPOSE

The staff listening sessions provide educators and school-based staff with structured opportunities to share their perspectives on school culture, instructional leadership, communication, student support systems, and leadership practices. Staff insights are critical to understanding how principal leadership affects daily operations, teaching and learning, and adult collaboration within the building.

These sessions will inform the principal candidate profiles and entry plans, ensuring that new leaders are responsive to the professional needs of staff and prepared to support strong, cohesive school communities.

This engagement reflects SANB's commitment to dignity, belonging, collaboration, and effective instruction.

STRUCTURE

- Group size: 8-10 participants
    - WP: Certified Staff; Non-Certified Staff
    - SAVHS: Certified Staff; Non-Certified Staff
- Length: 45-60 minutes
- Facilitation: CESO (Susan) / SANB (Matt)

OPENING & NORMS (5 minutes)

Facilitator Framing:

Thank you for being here. This conversation is about the future and what families want and need from the next principal. This is not an evaluation of individuals or past leadership. There are no right or wrong answers, and you are welcome to share as much or as little as you'd like. What we hear will be summarized as themes, not attributed to individuals.

Norms:

- Speak from your own role and experience
- Respect differing perspectives
- Focus on systems and practices, not individuals
- Maintain confidentiality

QUESTIONS

Warm-Up (5 minutes)

- What is one strength of this school community?

School Culture & Adult Collaboration (8 minutes)

- What helps create a positive, collaborative culture among staff?
- What gets in the way of that culture?

Instructional Leadership & Support (8 minutes)

- What instructional leadership do staff most need from a principal?
- How can a principal best support teaching and learning?

Communication & Decision-Making (8 minutes)

- What communication practices from leadership build trust with staff?
- How should decisions be communicated and implemented?

Student Support & Systems (8 minutes)

- What systems best support students' academic, behavioral, and social-emotional needs?
- Where does leadership play the most important role in supporting students?

Leadership Expectations (5 minutes)

- What qualities or actions are essential in the next principal?

Closing Reflection (10 minutes)

- *School Specific Reflections:*
    - Wilshire Park
        - What does the next principal need to understand about supporting *young learners* and the adults who serve them?
        - What role should the principal play in building strong, productive relationships with families at Wilshire Park?
    - SAVHS
        - What leadership actions are most needed to support student behavior, mental health, and belonging at SAVHS?
        - How can the principal's visibility and communication strengthen trust with staff and students at SAVHS?
- What should the new principal understand about this school before their first day?

Wilshire Park

Staff Survey (Survey Monkey)

PURPOSE

To gather staff input on school culture, instructional leadership, communication, and leadership priorities that will inform the Wilshire Park principal search. All responses are confidential. Responses will be analyzed for patterns and themes. Findings will help to build a principal candidate profile and entry plan. Results will be summarized in aggregate form only

Time to complete: 7-10 minutes
Administration: Jan. 14-23, 2026

SURVEY QUESTIONS

19. Which of the following best describes your role at Wilshire Park?
    - Licensed Teacher
    - Other Licensed Staff *(counselor, social worker, psychologist, instructional coach, etc.)*
    - Paraprofessional
    - Clerical Staff
    - Nutrition Services
    - Custodian/Maintenance
    - Technology
    - Other (please specify)

School Culture

20. Wilshire Park has a positive, collaborative adult culture.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

21. Staff feel respected and valued by school leadership.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

Instructional Leadership

22. Instructional expectations are clear and consistent.
    - Strongly Agree

- Agree
- Disagree
- Strongly Disagree

23. Staff receive the support they need to meet students' academic and developmental needs.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

Communication & Decision-Making

24. School leadership communication is clear and timely.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

25. School decisions are communicated in a way that builds understanding and trust.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

Leadership Needs

26. What does the next principal need to understand about supporting young learners and staff at Wilshire Park?

27. What should the new principal prioritize in their first 90 days?

SAVHS

Staff Survey (Survey Monkey)

PURPOSE

To understand family perspectives on student belonging, safety, academic experience, communication, and leadership priorities at the high school level. Responses will be analyzed for patterns and themes. Findings will help to build a principal candidate profile and entry plan. Results will be summarized in aggregate form only

Time to complete: 7-10 minutes
Administration: Jan. 14-23, 2026

SURVEY QUESTIONS

1. Which of the following best describes your role at Wilshire Park?
    - Licensed Teacher
    - Other Licensed Staff *(counselor, social worker, psychologist, instructional coach, etc.)*
    - Paraprofessional
    - Clerical Staff
    - Nutrition Services
    - Custodian/Maintenance
    - Technology
    - Other (please specify)

School Culture

2. SAVHS has a positive and respectful adult culture.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

3. Staff feel supported by school leadership.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

Instructional Coherence

4. Academic expectations are consistent across classrooms and departments.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

5. Building leadership supports high-quality teaching and learning.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

Communication & Leadership

6. Leadership communication is clear, transparent, and timely.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

7. School leaders are visible and accessible to staff.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

Student Support & Systems

8. School systems effectively support student behavior, well-being, and mental health.
    - Strongly Agree
    - Agree
    - Disagree
    - Strongly Disagree

Leadership Priorities

9. What leadership actions are most needed to strengthen SAVHS moving forward?

10. What should the new principal prioritize in their first 90 days?

OVERVIEW

St. Anthony-New Brighton

Principal Hiring: HR Process & Interview Framework

January 2026

Principal Hiring: HR Process & Interview Framework

Purpose

St. Anthony–New Brighton Schools (SANB) is approaching the hiring of two key building leaders, one for Wilshire Park Elementary (WP) and one for St. Anthony Village High School (SAVHS), with a commitment to intentionality, transparency, and process fidelity.

To ensure the highest level of objectivity and integrity, this search is facilitated and managed by the Department of Human Resources in partnership with an independent consultant from the Center for Effective School Operations (CESO). This external oversight ensures that the process remains focused on standardized criteria, legal compliance, and community-rooted needs, providing an impartial framework for selecting the best leaders for our students.

Professional Hiring Standards

The following standards define the framework for the recruitment and selection process. These requirements ensure that every phase is professional, objective, and aligned with district values.

Standard	Operational Focus
LEGAL & ETHICAL	Ensure a fair, non-discriminatory process that adheres to documentation retention laws and strict confidentiality
LEADERSHIP PROFILE	Evaluate candidates through the lens of SANB's core values: Dignity, Effective Instruction, and Belonging.
INDEPENDENT FACILITATION	Utilization of an Independent Consultant to manage the process, mitigate bias, and ensure legal and ethical standards are adhered to.

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Recruitment and HR Screening Process

The recruitment phase ensures that only candidates who meet both the job requirements and the community's specific "profile" move forward		
Component	**Engagement Activity**	**Details**
POSTING	Targeted Recruitment	Posted for three weeks on the SANB website, social media, and professional boards.
INITIAL SCREENING	HR & Consultant Review	HR and the Independent Consultant review all applications to ensure candidates meet minimum qualifications and align with criteria from the Engagement Survey.
HR SCREENER	Preliminary Interview	HR/Consultant may conduct phone screeners to verify experience, leadership philosophy, and alignment with strategic commitments.

Facilitated Interview Day: Multi-Component Insight

To ensure a holistic view, the interview day consists of multiple simultaneous components. This allows for diverse perspectives to be gathered in a single high-fidelity day.

Component	Focus Area	Participant Groups
BUILDING STAKEHOLDER SESSION	School Culture & Community Fit	Students (HS) Parents/Guardians/Community Members Building Staff (up to one per dept/grade level).
DISTRICT AND UNION STAKEHOLDER SESSION	District & Union Leaders	District Office and Union Leadership Representatives.
PROFESSIONAL PERFORMANCE TASK	Analytical & Communication Competency: Evaluation of the candidate's ability to synthesize information and communicate effectively via a Written Exercise and/or a Live Presentation.	To be determined based on task: May include any combination of Stakeholder Groups or District Leadership.

Process & Recommendation Framework

HR and the Independent Consultant manage the transition from stakeholder insights to the final recommendation, ensuring every step is documented, objective, and verified.	
Process Step	**Action and Oversight**
COMMITTEE FORMATION	HR sends an "interest call" to all building staff. To keep committees effective (10-12 members), HR selects a representative group ensuring one per department or grade-level band.
REPRESENTATION REVIEW	The HR Facilitation team reviews all rosters and works to ensure diversity across gender, race, age, and subject matter.
INDEPENDENT FACILITATION	The Independent Consultant and HR Director lead all sessions to provide objective oversight and ensure process fidelity.
FEEDBACK & ASSESSMENT SYNTHESIS	The HR Facilitation Team synthesizes all feedback from the two interview teams and the results of the Practitioner Assessment.
REFERENCE CHECKS	HR conducts professional reference checks for the top candidate(s) to verify past performance and leadership impact.
RECOMMENDATION	The HR Facilitation Team presents the complete, data-backed portfolio to the Superintendent for final selection and recommendation to the School Board.

Committee Requirements and Logistics

To maintain high standards of professionalism and equity, all interview team members must adhere to specific operational protocols.	
Requirement	**Standards of Conduct**
CONFIDENTIALITY	No details may be shared with peers, friends, or colleagues outside the committee; only finalist names become public.
DOCUMENTATION RETENTION	All notes are collected by HR and kept per retention policies. Notes must be professional and objective.
NON-DISCRIMINATION	Questions regarding marital status, children, religion, age, or national origin are strictly forbidden.
BIAS MITIGATION	The orientation includes a Briefing on Unconscious Bias, focusing on recognizing "Mental Shortcuts" (e.g., Affinity Bias, Halo/Horn Effect) to ensure every candidate is evaluated on their merits.
PROCESS FIDELITY	No discussion of candidates occurs between members. To ensure consistency and fairness, members must use only approved questions. All individual feedback must be submitted directly to HR via the designated process.

STAKEHOLDER PARTICIPATION

Stakeholder Recruitment & Participation Groups

To ensure transparency and build community trust, HR issues a formal invitation to all eligible stakeholders. This process ensures that committee membership is based on interest and representative balance rather than internal appointment.

- **Communication Channels:** Email via District and Building listservs, social media platforms, and the SANB website.
- **The Invitation Content:** The invitation will clearly state the commitment required (full interview day and orientation), the values-alignment sought (Dignity, Belonging, and Effective Instruction), and the link to the Expression of Interest form.
- **Selection Logic:** To keep committees effective (targeting 10–12 members per team), HR will select participants from those who submitted an Expression of Interest form with a focus on:
    - *Instructional & Operational Balance:* Ensuring representation from various grade levels and departments, while intentionally balancing certified and non-certified staff perspectives.
    - *Organizational Perspective (Tenure):* Selecting a mix of staff based on Length of Tenure in the district—including both long-term "institutional veterans" and those with "fresh perspectives" who are newer to SANB.
    - *Diverse Lived Experiences:* Prioritizing individuals who bring a variety of personal and professional backgrounds to the table to support our DDP goals.
    - *Elevating Community & Family Voice:* Actively working to recruit a broad range of Family and Community members, including outreach beyond established advisory groups to ensure the committee reflects the diversity of the entire school population.

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Stakeholder Participation Groups

The recruitment phase ensures that only candidates who meet both the job requirements and the community's specific "profile" move forward		
Participation Group	**Recruitment Source**	**Area of insight**
Student Group (SAVHS)	Student Leadership & Open Application	Belonging: The candidate's ability to connect with students and foster a safe, inclusive school environment.
Family & Community Group	CLC, SEAC, and Parent Advisory Committees	Culture & Values: Alignment with the building-specific needs identified in the Community Engagement Survey.
Staff, Union, and Leadership Groups	Building-wide email & Union Leadership; Email to District Leadership	Instructional Leadership: Ability to support high-quality teaching, staff morale, and systemic collaboration.

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STAKEHOLDER INTERVIEW COMMUNICATIONS

Stakeholder Interview Communications

Sample Invitation

Subject: Seeking Representatives for the [School Name] Principal Interview Committee

Dear SANB Staff and Community,

St. Anthony–New Brighton Schools is currently seeking dedicated representatives to serve on the interview committees for our next leader at [Wilshire Park Elementary / St. Anthony Village High School].

As part of our Professional Hiring Standards, we are committed to a selection process that is inclusive, transparent, and data-driven. We are looking for a diverse group of voices, including staff, students, and family members, who are committed to our district values of Dignity, Effective Instruction, and Belonging.

Role of the Committee: Committee members will participate in a Facilitated Interview Day, where they will observe candidate interviews and provide individual feedback. To ensure the integrity of the search, all participants will be trained in bias mitigation and follow a standardized evaluation process.

Participation Requirements: To ensure a fair and consistent experience for all candidates, members must commit to the following:

- **Mandatory Orientation:** Attendance at a 30-minute orientation on [Date/Time] regarding confidentiality, bias mitigation and structured interview processes..
- **Full Interview Day:** Availability for the duration of the interview day on [Date] from [Start Time] to [End Time].
- **Process Integrity:** Agreement to follow all HR protocols, including the use of approved questions and maintaining strict confidentiality.

How to Apply: If you are interested in representing your stakeholder group (Student, Family, Staff, or District Leadership), please complete the brief Expression of Interest Form at the link below:

[Link to Google Form: Expression of Interest]

Deadline for Submission: [Date/Time]

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Please Note: To maintain an effective and manageable committee size (10–12 members), HR will select representatives from the interest pool to ensure a broad balance of perspectives, grade levels, and subject-matter expertise across the team.

Thank you for your partnership in selecting the next leader for our students and our community.

Sincerely,

The SANB Human Resources Team

Sample Expression of Interest Form: Principal Selection Committee

St. Anthony–New Brighton Schools (SANB) is seeking dedicated individuals to participate in the interview process for our new building leadership. Please complete this form to express your interest in serving on the selection committee.

I. Contact Information

- Full Name:
- Email Address:
- Phone Number:

II. Stakeholder Group

Please select the group you primarily represent:

- Student (SAVHS only)
- Parent / Guardian
- Staff Member (Certified)
- Staff Member (Non-Certified)
- Union Leadership
- Community Member / Partner
- District Leadership

III. Representation Details

- Grade Level or Department: (e.g., 2nd Grade, Math Department, Special Education, etc.)
- School Site: [ ] Wilshire Park [ ] SAVHS [ ] Both

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IV. Commitment & Values

- **Statement of Interest:** In 1–2 sentences, please share why you are interested in serving on this selection committee.
- **Core Values:** How do you see the values of **Dignity, Belonging, and Effective Instruction** showing up in a strong principal?
- Availability Confirmation:
    - I confirm I am available for the full interview day on [Date].
    - I confirm I will attend the mandatory 30-minute HR Orientation on [Date/Time].

V. Agreement

By submitting this form, I understand that HR selects committee members to ensure a balanced and diverse representation of the school community. If selected, I agree to adhere to all Professional Hiring Standards, including strict confidentiality.

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CONFIDENTIALITY AGREEMENT

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Principal Selection Committee: Confidentiality & Integrity Agreement

I. Confidentiality Commitment

I understand that as a member of this committee, I will have access to non-public, "private" data regarding candidates as defined by the Minnesota Government Data Practices Act.

- Candidate Privacy: I agree to keep the names and current employment status of all candidates strictly confidential. I will not disclose candidate identities to colleagues, family members, or the media.
- Deliberations: I agree that all feedback, internal committee discussions, and facilitator notes are confidential and shall not be shared outside of the facilitated interview environment.
- Finalists: I understand that only the Superintendent or her designee is authorized to make public announcements regarding finalists or the final selection.

II. Documentation & Legal Standards

- Note-Taking: I understand that any written notes I take during the interview process are considered official district records. I agree to keep my notes professional, objective, and focused strictly on the candidate's responses and qualifications.
- Record Retention: At the conclusion of the interview day, I will surrender all notes and candidate materials to the HR Facilitator. These records will be maintained by the District in accordance with retention regulations.
- Non-Discrimination: I commit to a fair process and will not allow factors such as race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, or age to influence my evaluation.

III. Process Integrity & Bias Mitigation

- Independent Evaluation: I agree to complete my feedback independently. I will refrain from discussing candidates with other committee members during or between interviews to avoid "group-think" and ensure every member's unique perspective is captured.
- Standardized Questioning: I agree to use only the HR-approved interview questions. I will not ask "off-script" follow-up questions that could create an inconsistent experience for candidates.
- Conflict of Interest: I certify that I do not have a personal or financial relationship with any of the candidates that would prevent me from providing a fair and impartial evaluation. If I recognize a candidate, I will notify the HR Facilitator immediately.

Acknowledgement: By signing below, I acknowledge that I have received the SANB Orientation and Bias Mitigation training. I understand that a breach of this agreement may result in my removal from the committee and may have further professional implications.

Printed Name: _____

Role (eg: Staff/Parent/Student/Admin): _____

Signature: _____ Date: _____

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

To:	St. Anthony-New Brighton School Board
From:	Assistant Superintendent Hope Fagerland
Date:	January 2026
Subject:	American Indian Parent Advisory Committee (AIPAC)

Purpose

The purpose of this memo is to outline our district's statutory obligations regarding the American Indian Parent Advisory Committee (AIPAC) and to address current gaps in our compliance and community engagement. Under Minnesota Statutes 2024, section 124D.78, any district with 10 or more American Indian students must maintain an active AIPAC to ensure the maximum involvement of parents in the education of their children. Currently, St. Anthony-New Brighton has over 10 students enrolled who report that they are American Indian students. The previous year's October 1 numbers are always used to determine the AIPAC numbers.

The Challenge

While the district has worked earnestly to foster a connected and engaged AIPAC, we must candidly address that we have not yet successfully formed a committee that is active, consistent, or engaged in the statutory process. Despite our outreach efforts, we have encountered significant barriers in securing the necessary family participation to drive this work forward.

This presents a unique administrative challenge because the structure of AIPAC is legally distinct from other district committees. By design, the AIPAC is intended to be community-led, with the district's role strictly limited to providing support, data, and resources rather than direction. For the committee to be valid under Minnesota statutes, it must be driven by the families it represents.

Currently, this creates a compliance paradox for the district. We are prepared to facilitate the required review processes—including data sharing and the Program Plan Review—but we cannot complete these tasks unilaterally. The statute requires "meaningful and authentic collaboration" between the district and the committee to complete compliance documents. Without active family engagement to evaluate our educational offerings and determine if student needs are being met, the district cannot ethically or legally manufacture a "Vote of Concurrence" or effectively report on the committee's behalf.

Current Status and Implications

Although the AIPAC School District Liaison position was filled as of November 2025 to help coordinate these efforts, the momentum relies on community presence. Consequently, while we have the

administrative capacity to report, we currently lack the "maximum involvement" of parents required to generate the substance of that report.

As we approach the March 1 deadline to submit our Annual Compliance/Vote of Concurrence/Nonconcurrence to the Office of American Indian Education (OAIE), we find ourselves in a position where we need to comply with our statutory obligations but lack the functioning body required to execute the vote. The vote is not merely a formality; it is a legal reflection of the district's accountability to the community. Therefore, our immediate focus must be resolving how to submit annual compliance documentation that accurately reflects this lack of engagement while demonstrating our continued commitment to forming a functional AIPAC.

ST ANTHONY NEW BRIGHTON

MN STUDENT SURVEY 2025

PREPARED BY
LIZ BAUMGARTNER AND LAURA GUERRERO





WHAT IS THE MN STUDENT SURVEY (MSS)?

The Minnesota Student Survey (MSS) is one of the longest-running youth surveys in the nation. It is a triennial survey that began in 1989. The survey is an anonymous statewide school-based survey conducted to gain insights into the world of students and their experiences.

The survey is given to students in grades 5, 8, 9 and 11.



EXTRACTED THEMES

- POST- GRADUATE PLANS
- ATTENDANCE
- FEELINGS ABOUT SCHOOL
- MENTAL HEALTH/EMOTIONAL WELL-BEING
- ACES*/SUBSTANCE USE

*An adverse childhood experience, describes a traumatic experience in a person's life occurring before the age of 18.

DEMOGRAPHICS

OF SURVEY PARTICIPANTS



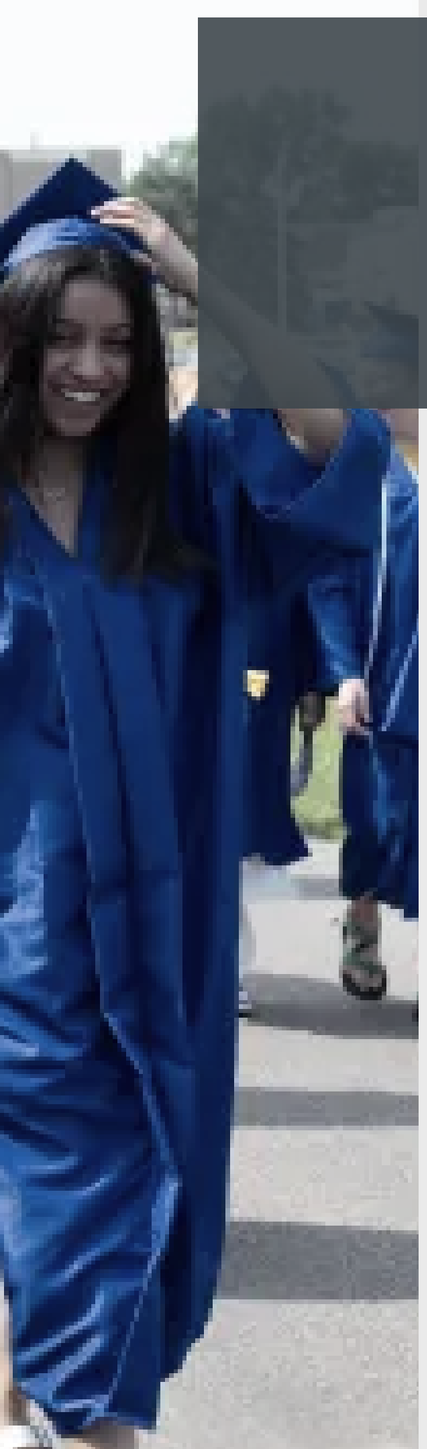


	5th	8th	9th	11th
Total Number of Surveys	117	137	161	138
Male	62	71	72	66
Female	51	66	89	72
White	84 (72%)	81 (59%)	85 (53%)	72 (52%)
Black/African American	7 (6%)	17 (12%)	27 (17%)	20 (14%)
Hispanic/Latino	3 (3%)	9 (7%)	22 (14%)	14 (10%)
Asian	6 (5%)	4 (3%)	5 (3%)	7 (5%)
More than one race	8 (7%)	14 (10%)	18 (11%)	22 (16%)



THEME 1

POST GRADUATE PLANS



POST-GRADUATE

PLANS

	5th		8th		9th		11th	
	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%
What is the MAIN thing you plan to do RIGHT AFTER high school?*								
I don't plan to graduate from high school			0%	0%	0%	0%	2%	0%
Get my GED			3%	2%	0%	0%	0%	0%
Go to a two-year community or technical college			3%	5%	8%	7%	14%	3%
Go to a four-year college or university			66%	79%	63%	80%	60%	83%
Get a license or certificate in a career field			4%	3%	4%	4%	3%	3%
Attend an apprenticeship program			0%	0%	1%	0%	2%	0%
Join the military			7%	0%	3%	0%	0%	0%
Work at a job			7%	5%	10%	4%	8%	8%
Other			10%	8%	10%	4%	12%	3%

Most students plan to attend a 2- or 4- year college or university.
There is a disparity between males and females, especially in 11th grade.



POST-GRADUATE

PLANS

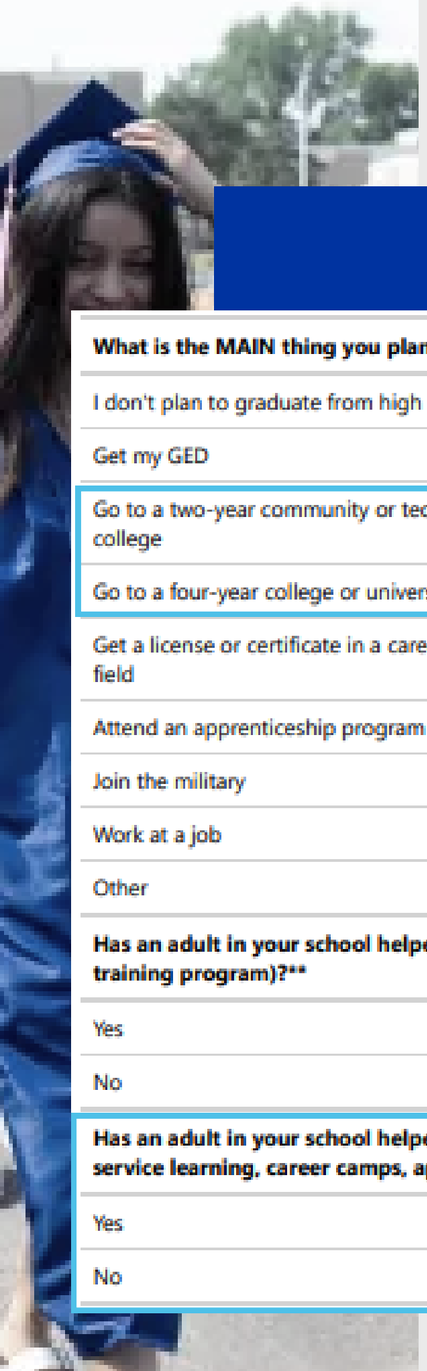
2025

Has an adult in your school helped you think about education options for after high school (college or other training program)?**				
Yes	79%	87%	74%	83%
No	21%	13%	26%	17%
Has an adult in your school helped you find career-focused field experiences (job shadowing, work-based learning, service learning, career camps, apprenticeships)?**				
Yes	66%	60%	44%	48%
No	34%	40%	56%	52%

2022

Has an adult in your school helped you think about education options for after high school (college or other training program)?**	**Yes**					41%	30%	51%	49%
	No					59%	70%	49%	51%
Has an adult in your school helped you find career-focused field experiences (job shadowing, work-based learning, service learning, career camps, apprenticeships)?**	**Yes**					26%	11%	24%	19%
	No					74%	89%	76%	81%

SAVHS added a college and career counselor at the start of the 2024-2025 school year.



MN

What is the MAIN thing you plan to do RIGHT AFTER high school?*						
I don't plan to graduate from high school	1%	0%	1%	0%	1%	0%
Get my GED	1%	1%	1%	1%	1%	1%
Go to a two-year community or technical college	7%	4%	9%	6%	16%	14%
Go to a four-year college or university	54%	70%	53%	71%	51%	68%
Get a license or certificate in a career field	4%	6%	4%	5%	3%	4%
Attend an apprenticeship program	1%	0%	1%	0%	3%	1%
Join the military	6%	3%	5%	3%	5%	2%
Work at a job	15%	9%	14%	8%	13%	7%
Other	11%	6%	11%	5%	7%	4%

Has an adult in your school helped you think about education options for after high school (college or other training program)?**						
Yes			70%	70%	81%	85%
No			30%	30%	19%	15%

Has an adult in your school helped you find career-focused field experiences (job shadowing, work-based learning, service learning, career camps, apprenticeships)?**						
Yes			57%	50%	63%	60%
No			43%	50%	37%	40%

SANB

	5th		8th		9th		11th	
	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%
What is the MAIN thing you plan to do RIGHT AFTER high school?*								
I don't plan to graduate from high school	0%	0%	0%	0%	2%	0%		
Get my GED	3%	2%	0%	0%	0%	0%		
Go to a two-year community or technical college	3%	5%	8%	7%	14%	3%		
Go to a four-year college or university	66%	79%	63%	80%	60%	83%		
Get a license or certificate in a career field	4%	3%	4%	4%	3%	3%		
Attend an apprenticeship program	0%	0%	1%	0%	2%	0%		
Join the military	7%	0%	3%	0%	0%	0%		
Work at a job	7%	5%	10%	4%	8%	8%		
Other	10%	8%	10%	4%	12%	3%		
Has an adult in your school helped you think about education options for after high school (college or other training program)?**								
Yes			79%	87%	74%	83%		
No			21%	13%	26%	17%		
Has an adult in your school helped you find career-focused field experiences (job shadowing, work-based learning, service learning, career camps, apprenticeships)?**								
Yes			66%	60%	44%	48%		
No			34%	40%	56%	52%		



THEME 2

ATTENDANCE



ATTENDANCE

	5th		8th		9th		11th	
	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%
During the last 30 days, how many times did you miss a full day of school? (Do not include school-sponsored activities like field trips, sports, academic or music events)^								
None	38%	33%	43%	27%	49%	33%	43%	33%
Once or twice	44%	51%	43%	41%	36%	46%	48%	51%
3 to 5 times	10%	10%	10%	26%	12%	20%	8%	10%
6 or more times	8%	6%	4%	6%	3%	1%	2%	6%

During the last 30 days, how many times did you miss part of a day of school such as coming late, leaving early or missing class time during the day? (Do not include school-sponsored activities like field trips, sports, academic, or music events)								
None	56%	46%	43%	36%	36%	27%	46%	31%
Once or twice	34%	44%	31%	35%	39%	42%	32%	33%
3 to 5 times	8%	10%	19%	21%	15%	17%	11%	29%
6 to 9 times	2%	0%	4%	3%	7%	7%	3%	6%
10 or more times	0%	0%	3%	5%	3%	8%	8%	1%



ATTENDANCE

How are we ensuring that students feel safe, healthy, and want to come to school?

AMONG THOSE WHO MISSED PART OF OR A FULL DAY OF SCHOOL: What are the reasons you missed a full or part of a day of school in the last 30 days? (Mark ALL that apply)

Felt sick	56%	69%	66%	67%	56%	51%	65%	56%
Medical, dental or other health-related appointment	40%	41%	32%	56%	44%	56%	37%	45%
Felt very sad, hopeless, anxious, stressed or angry	2%	10%	6%	9%	0%	12%	4%	18%
Didn't get enough sleep	5%	5%	11%	18%	11%	15%	12%	24%
Didn't feel safe at school	2%	3%	2%	2%	0%	0%	2%	2%
Had to work (for pay or to help with a family business or chores)	0%	0%	2%	0%	0%	0%	2%	0%
Had to take care of or help someone else (child, sibling, relative, etc.)^	0%	0%	0%	11%	0%	4%	0%	2%
Behind in schoolwork or not prepared for a test or class assignment	0%	0%	2%	4%	0%	0%	2%	9%
Bored with or not interested in school	0%	0%	4%	7%	0%	11%	6%	7%
Suspended from school	0%	0%	2%	0%	0%	0%	0%	0%
Other reason	7%	21%	13%	21%	12%	13%	6%	11%
Was in quarantine^^	2%	0%	4%	2%	2%	1%	0%	2%
Did not want to go^^	2%	3%	6%	14%	9%	12%	10%	22%
Did not feel like I belonged at school^^	0%	0%	0%	4%	0%	3%	2%	4%
Hung out with friends instead^^	0%	0%	0%	4%	0%	4%	2%	4%
Was out of town^^	28%	18%	11%	9%	11%	21%	8%	16%
Had a religious holiday or cultural event^^	2%	10%	4%	0%	0%	4%	4%	7%
Had issues with transportation^^	0%	0%	6%	11%	4%	8%	2%	9%

ATTENDANCE

AMONG THOSE WHO MISSED PART OF OR A FULL DAY OF SCHOOL: What are the reasons you missed a full or part of a day of school in the last 30 days? (Mark ALL that apply)									
2022	Felt sick^	45%	49%	52%	53%	40%	42%	53%	44%
	Had or exposed to COVID-19^^	14%	9%	10%	6%	9%	6%	7%	12%
	Medical, dental or other health-related appointment	24%	34%	29%	62%	29%	54%	30%	42%
	Vacation or trip	7%	31%	26%	24%	24%	24%	20%	35%
	Felt very sad, hopeless, anxious, stressed or angry	10%	6%	5%	15%	0%	16%	23%	40%
	Didn't get enough sleep	14%	6%	7%	15%	11%	18%	17%	33%
	Didn't feel safe at school	0%	11%	2%	12%	0%	12%	3%	9%
	Missed your ride or didn't have a way to get to school	10%	3%	2%	3%	4%	8%	7%	12%
	Had to work (for pay or to help with a family business or chores	0%	0%	0%	0%	0%	4%	0%	2%
	Had to take care of or help a family member, sibling or friend	7%	0%	2%	0%	0%	4%	10%	7%
	Behind in schoolwork or not prepared for a test or class assignment	3%	0%	0%	3%	2%	4%	10%	30%
	Bored with or not interested in school	3%	0%	0%	3%	4%	8%	3%	16%
	Suspended from school	0%	0%	0%	3%	2%	2%	0%	2%
	Other reason	21%	26%	19%	15%	18%	18%	7%	14%

AMONG THOSE WHO MISSED PART OF OR A FULL DAY OF SCHOOL: What are the reasons you missed a full or part of a day of school in the last 30 days? (Mark ALL that apply)								
Felt sick	56%	69%	66%	67%	56%	51%	65%	56%
Medical, dental or other health-related appointment	40%	41%	32%	56%	44%	56%	37%	45%
Felt very sad, hopeless, anxious, stressed or angry	2%	10%	6%	9%	0%	12%	4%	18%
Didn't get enough sleep	5%	5%	11%	18%	11%	15%	12%	24%
Didn't feel safe at school	2%	3%	2%	2%	0%	0%	2%	2%
Had to work (for pay or to help with a family business or chores)	0%	0%	2%	0%	0%	0%	2%	0%
Had to take care of or help someone else (child, sibling, relative, etc.)^	0%	0%	0%	11%	0%	4%	0%	2%
Behind in schoolwork or not prepared for a test or class assignment	0%	0%	2%	4%	0%	0%	2%	9%
Bored with or not interested in school	0%	0%	4%	7%	0%	11%	6%	7%
Suspended from school	0%	0%	2%	0%	0%	0%	0%	0%
Other reason	7%	21%	13%	21%	12%	13%	6%	11%
Was in quarantine^^	2%	0%	4%	2%	2%	1%	0%	2%
Did not want to go^^	2%	3%	6%	14%	9%	12%	10%	22%
Did not feel like I belonged at school^^	0%	0%	0%	4%	0%	3%	2%	4%
Hung out with friends instead^^	0%	0%	0%	4%	0%	4%	2%	4%
Was out of town^^	28%	18%	11%	9%	11%	21%	8%	16%
Had a religious holiday or cultural event^^	2%	10%	4%	0%	0%	4%	4%	7%
Had issues with transportation^^	0%	0%	6%	11%	4%	8%	2%	9%

2025



ATTENDANCE

2025

	5th		8th		9th		11th	
	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%
During the last 30 days, how many times did you miss a full day of school? (Do not include school-sponsored activities like field trips, sports, academic or music events)^								
None	38%	33%	43%	27%	49%	33%	43%	33%
Once or twice	44%	51%	43%	41%	36%	46%	48%	51%
3 to 5 times	10%	10%	10%	26%	12%	20%	8%	10%
6 or more times	8%	6%	4%	6%	3%	1%	2%	6%

2022

		Grade							
		5th		8th		9th		11th	
		Male	Female	Male	Female	Male	Female	Male	Female
		%	%	%	%	%	%	%	%
During the last 30 days, how many times did you miss a full day of school? (Do not include school-sponsored activities like field trips, sports, academic or music events)	**None**	59%	43%	49%	59%	47%	45%	64%	47%
	Once or twice	24%	37%	36%	25%	39%	38%	28%	26%
	3 to 5 times	12%	13%	8%	9%	11%	12%	9%	19%
	6 to 9 times	2%	6%	3%	7%	1%	5%	0%	6%
	10 or more times	4%	2%	3%	0%	1%	0%	0%	2%



ATTENDANCE

SANB

	5th		8th		9th		11th	
	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%
During the last 30 days, how many times did you miss a full day of school? (Do not include school-sponsored activities like field trips, sports, academic or music events)^								
None	38%	33%	43%	27%	49%	33%	43%	33%
Once or twice	44%	51%	43%	41%	36%	46%	48%	51%
3 to 5 times	10%	10%	10%	26%	12%	20%	8%	10%
6 or more times	8%	6%	4%	6%	3%	1%	2%	6%

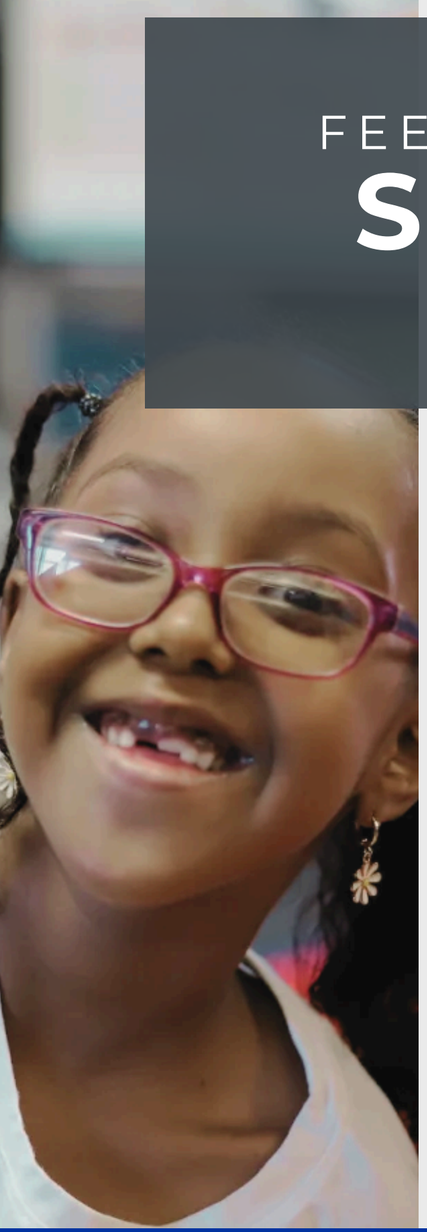
MN

	5th		8th		9th		11th	
	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%
During the last 30 days, how many times did you miss a full day of school? (Do not include school-sponsored activities like field trips, sports, academic or music events)^								
None	39%	38%	37%	33%	40%	34%	40%	33%
Once or twice	39%	40%	43%	44%	41%	43%	41%	44%
3 to 5 times	15%	16%	15%	18%	14%	17%	13%	17%
6 or more times	6%	7%	5%	6%	5%	6%	5%	6%



THEME 3

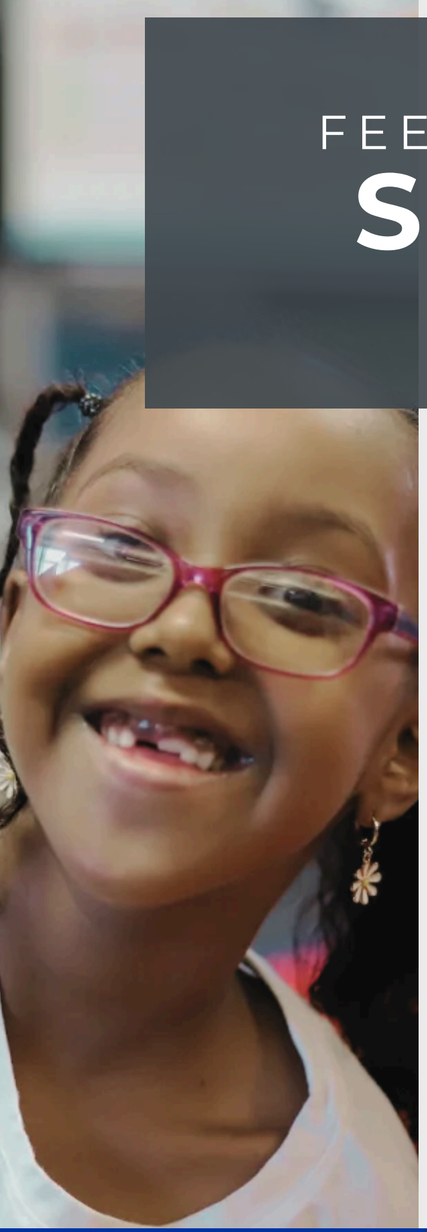
FEELINGS ABOUT SCHOOL



FEELINGS ABOUT SCHOOL

	Grade							
	5th		8th		9th		11th	
	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%
How often do you care about doing well in school?								
All of the time	50%	46%	44%	42%	49%	71%	49%	67%
Most of the time	44%	46%	47%	52%	37%	25%	40%	28%
Some of the time	6%	8%	6%	6%	10%	4%	10%	6%
None of the time	0%	0%	3%	0%	3%	0%	2%	0%
How often do you pay attention in class?								
All of the time	13%	20%	27%	17%	25%	22%	21%	31%
Most of the time	82%	70%	51%	71%	60%	67%	63%	64%
Some of the time	5%	10%	21%	12%	15%	10%	14%	6%
None of the time	0%	0%	0%	0%	0%	0%	2%	0%

Students are generally reporting that they care about doing well in school and they pay attention in class.

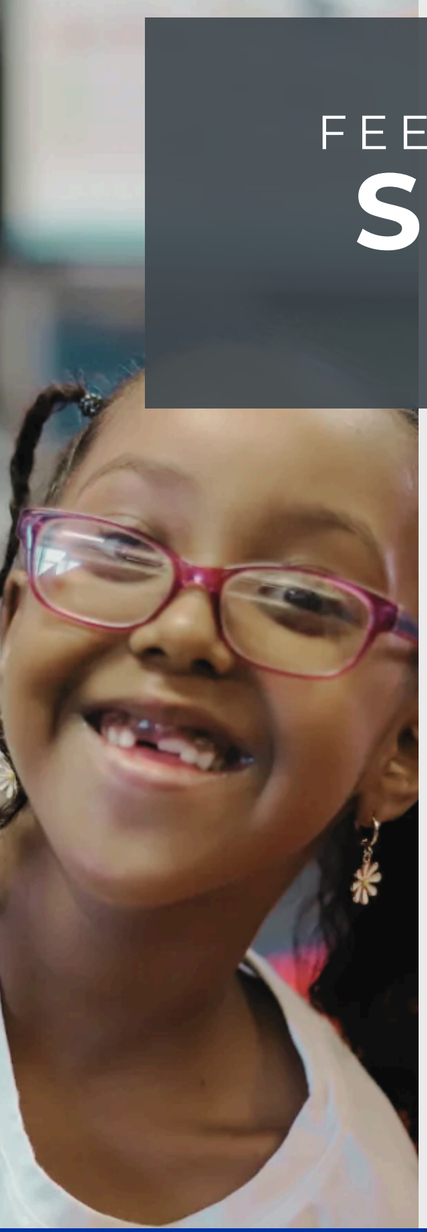


FEELINGS ABOUT SCHOOL

How much do you agree or disagree with each of the following statements?	Grade							
	5th		8th		9th		11th	
	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%
If something interests me, I try to learn more about it.								
Strongly agree	37%	31%	50%	44%	61%	48%	63%	57%
Agree	60%	67%	49%	55%	35%	49%	35%	41%
Disagree	3%	2%	1%	2%	5%	2%	2%	1%
Strongly disagree	0%	0%	0%	0%	0%	0%	0%	0%
I think things I learn at school are useful.								
Strongly agree	29%	24%	14%	9%	20%	11%	6%	13%
Agree	58%	70%	61%	74%	41%	66%	73%	76%
Disagree	11%	4%	21%	17%	27%	22%	16%	9%
Strongly disagree	2%	2%	3%	0%	12%	1%	5%	3%

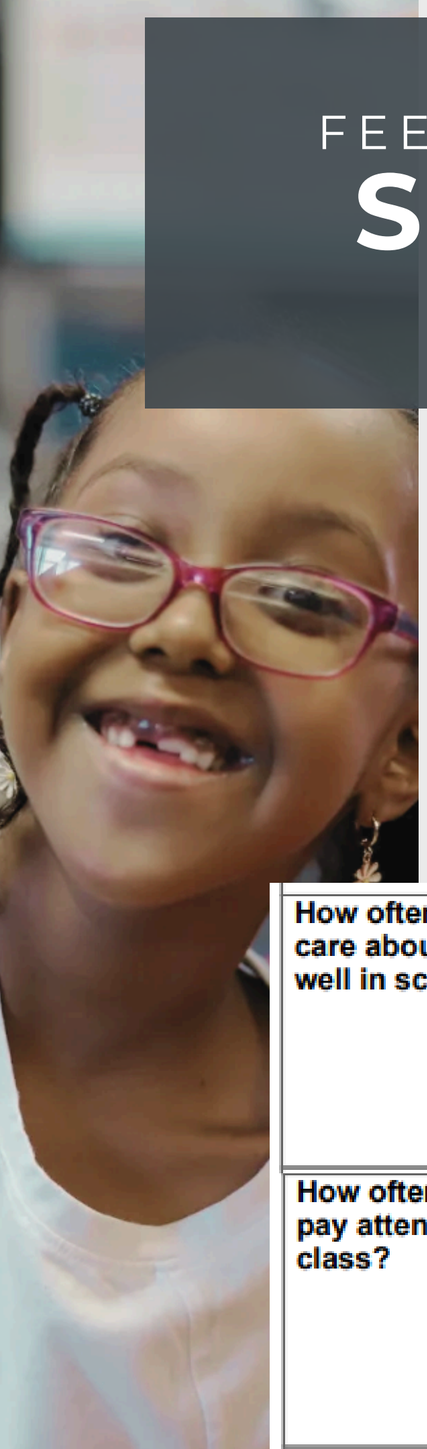
There is a discrepancy between the students who want to learn about things that are interesting and the students who think what they learn at school are useful.

FEELINGS ABOUT SCHOOL



This data is similar to what we see in the Panorama survey.

How much do you agree or disagree with each of the following statements?	Grade							
	5th		8th		9th		11th	
	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%
Overall, adults at my school treat students fairly.								
Strongly agree	34%	36%	38%	12%	29%	17%	25%	24%
Agree	54%	56%	43%	58%	58%	71%	63%	57%
Disagree	10%	8%	14%	28%	11%	9%	10%	17%
Strongly disagree	2%	0%	4%	2%	2%	2%	2%	1%
Adults at my school listen to the students.								
Strongly agree	34%	28%	34%	11%	29%	16%	14%	14%
Agree	59%	68%	53%	65%	61%	72%	68%	52%
Disagree	7%	4%	11%	24%	9%	10%	16%	30%
Strongly disagree	0%	0%	1%	0%	2%	1%	2%	3%
At my school, teachers care about students.								
Strongly agree	55%	62%	41%	11%	32%	19%	25%	28%
Agree	44%	38%	50%	80%	61%	73%	68%	66%
Disagree	2%	0%	7%	9%	8%	7%	5%	4%
Strongly disagree	0%	0%	1%	0%	0%	1%	2%	1%
Most teachers at my school are interested in me as a person.								
Strongly agree	19%	16%	27%	8%	20%	21%	15%	24%
Agree	58%	71%	50%	50%	59%	58%	59%	50%
Disagree	21%	8%	20%	35%	20%	18%	21%	24%
Strongly disagree	2%	4%	3%	8%	2%	4%	5%	3%



FEELINGS ABOUT SCHOOL

2025

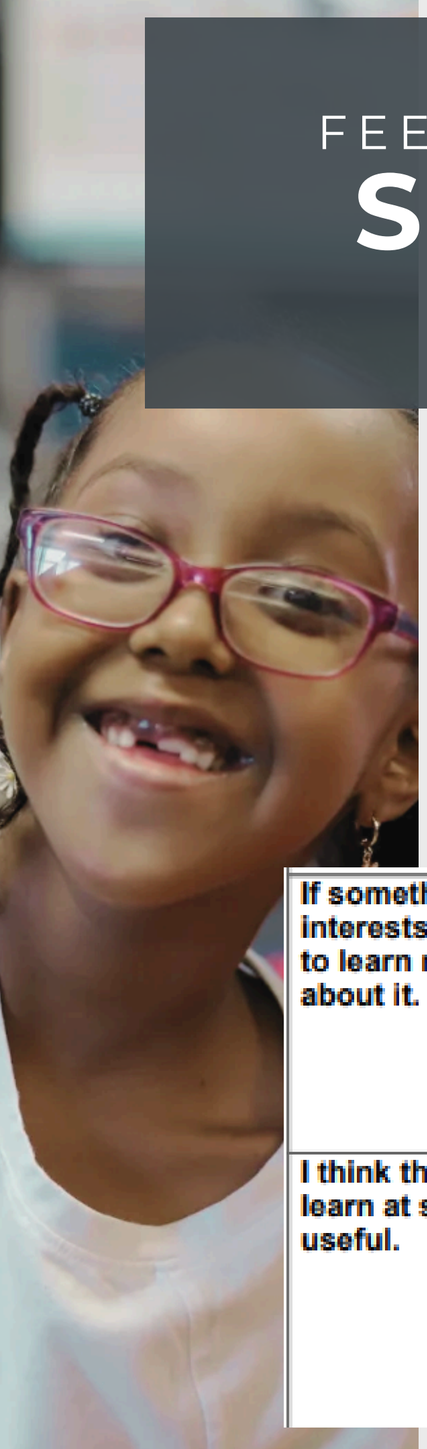
How often do you care about doing well in school?								
All of the time	50%	46%	44%	42%	49%	71%	49%	67%
Most of the time	44%	46%	47%	52%	37%	25%	40%	28%
Some of the time	6%	8%	6%	6%	10%	4%	10%	6%
None of the time	0%	0%	3%	0%	3%	0%	2%	0%

How often do you pay attention in class?								
All of the time	13%	20%	27%	17%	25%	22%	21%	31%
Most of the time	82%	70%	51%	71%	60%	67%	63%	64%
Some of the time	5%	10%	21%	12%	15%	10%	14%	6%
None of the time	0%	0%	0%	0%	0%	0%	2%	0%

2022

How often do you care about doing well in school?	**All of the time**	49%	65%	23%	24%	34%	42%	28%	45%
	Most of the time	43%	31%	57%	51%	44%	48%	59%	40%
	Some of the time	8%	4%	20%	24%	21%	11%	13%	15%
	None of the time	0%	0%	0%	2%	1%	0%	0%	0%
How often do you pay attention in class?	**All of the time**	29%	35%	7%	21%	20%	19%	13%	8%
	Most of the time	59%	57%	79%	68%	58%	63%	72%	74%
	Some of the time	12%	7%	15%	11%	21%	19%	15%	17%
	None of the time	0%	0%	0%	0%	1%	0%	0%	2%

Students are reporting they are paying attention more in class and care more about doing well in school.



FEELINGS ABOUT SCHOOL

2025

How much do you agree or disagree with each of the following statements?	Grade 5th Male %	5th Female %	8th Male %	8th Female %	9th Male %	9th Female %	11th Male %	11th Female %
If something interests me, I try to learn more about it.								
Strongly agree	37%	31%	50%	44%	61%	48%	63%	57%
Agree	60%	67%	49%	55%	35%	49%	35%	41%
Disagree	3%	2%	1%	2%	5%	2%	2%	1%
Strongly disagree	0%	0%	0%	0%	0%	0%	0%	0%
I think things I learn at school are useful.								
Strongly agree	29%	24%	14%	9%	20%	11%	6%	13%
Agree	58%	70%	61%	74%	41%	66%	73%	76%
Disagree	11%	4%	21%	17%	27%	22%	16%	9%
Strongly disagree	2%	2%	3%	0%	12%	1%	5%	3%

2022

If something interests me, I try to learn more about it.	**Strongly agree**	47%	37%	39%	34%	40%	27%	56%	40%
	Agree	51%	63%	54%	64%	56%	70%	44%	56%
	Disagree	2%	0%	5%	2%	4%	3%	0%	4%
	Strongly disagree	0%	0%	2%	0%	0%	0%	0%	0%
I think things I learn at school are useful.	**Strongly agree**	33%	42%	10%	0%	6%	3%	2%	8%
	Agree	55%	49%	62%	66%	51%	58%	67%	54%
	Disagree	12%	8%	21%	30%	33%	34%	22%	29%
	Strongly disagree	0%	2%	7%	4%	10%	5%	9%	10%

Since 2022, there has been a focus on Effective Instruction, which emphasizes rigor, relevance, and relationships.



FEELINGS ABOUT SCHOOL

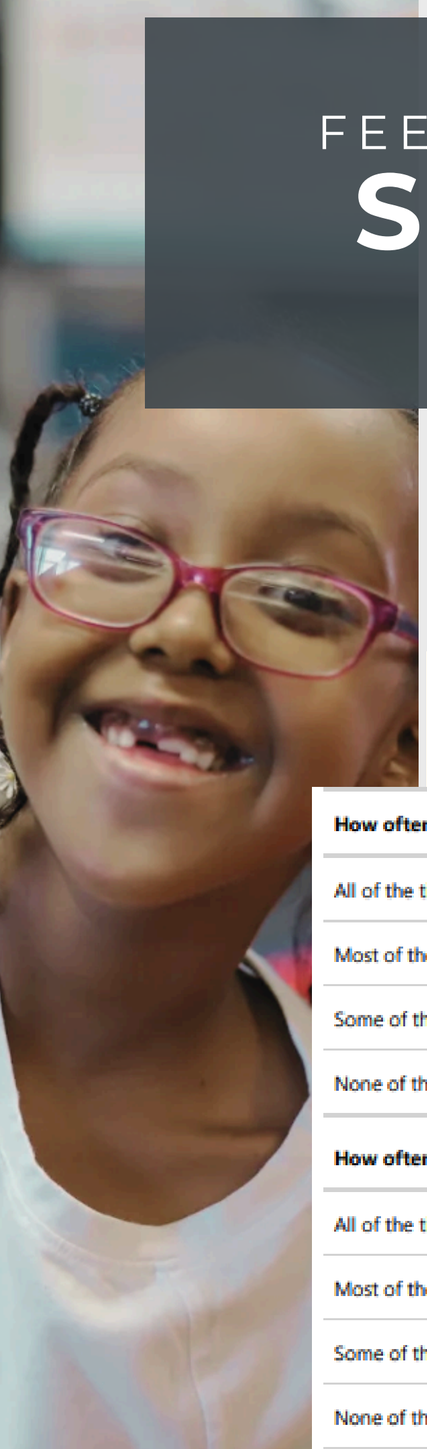
2025

At my school, teachers care about students.								
Strongly agree	55%	62%	41%	11%	32%	19%	25%	28%
Agree	44%	38%	50%	80%	61%	73%	68%	66%
Disagree	2%	0%	7%	9%	8%	7%	5%	4%
Strongly disagree	0%	0%	1%	0%	0%	1%	2%	1%
Most teachers at my school are interested in me as a person.								
Strongly agree	19%	16%	27%	8%	20%	21%	15%	24%
Agree	58%	71%	50%	50%	59%	58%	59%	50%
Disagree	21%	8%	20%	35%	20%	18%	21%	24%
Strongly disagree	2%	4%	3%	8%	2%	4%	5%	3%

2022

At my school, teachers care about students.	**Strongly agree**	76%	74%	18%	13%	16%	17%	23%	14%
	Agree	24%	26%	64%	66%	74%	70%	74%	67%
	Disagree	0%	0%	16%	18%	7%	11%	2%	18%
	Strongly disagree	0%	0%	2%	4%	3%	2%	0%	2%
Most teachers at my school are interested in me as a person.	**Strongly agree**	30%	34%	5%	9%	13%	11%	14%	14%
	Agree	56%	62%	61%	39%	53%	45%	43%	45%
	Disagree	14%	4%	33%	46%	28%	39%	39%	33%
	Strongly disagree	0%	0%	2%	5%	6%	5%	5%	8%

Since 2022, there has been a focus on Effective Instruction, which emphasizes rigor, relevance, and relationships.



FEELINGS ABOUT SCHOOL

SANB

How often do you care about doing well in school?								
All of the time	50%	46%	44%	42%	49%	71%	49%	67%
Most of the time	44%	46%	47%	52%	37%	25%	40%	28%
Some of the time	6%	8%	6%	6%	10%	4%	10%	6%
None of the time	0%	0%	3%	0%	3%	0%	2%	0%

How often do you pay attention in class?								
All of the time	13%	20%	27%	17%	25%	22%	21%	31%
Most of the time	82%	70%	51%	71%	60%	67%	63%	64%
Some of the time	5%	10%	21%	12%	15%	10%	14%	6%
None of the time	0%	0%	0%	0%	0%	0%	2%	0%

MN

How often do you care about doing well in school?								
All of the time	48%	58%	41%	55%	45%	61%	41%	60%
Most of the time	40%	34%	42%	35%	40%	31%	41%	32%
Some of the time	11%	7%	14%	9%	13%	7%	15%	8%
None of the time	2%	1%	2%	1%	2%	1%	3%	0%

How often do you pay attention in class?								
All of the time	24%	30%	22%	25%	22%	25%	21%	25%
Most of the time	62%	59%	60%	60%	60%	61%	59%	62%
Some of the time	13%	11%	17%	14%	17%	13%	19%	13%
None of the time	1%	1%	1%	1%	1%	1%	1%	0%

Our 2025 data in all questions for “feelings about school” is similar to the rest of the state.



THEME 4

MENTAL HEALTH/ EMOTIONAL WELL-BEING

MENTAL HEALTH &

EMOTIONAL WELL-BEING



2025

	5th		8th		9th		11th	
	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%
Do you have any long-term mental health, behavioral or emotional problems? Long-term means lasting 6 months or more.*								
Yes			15%	34%	13%	35%	15%	26%
No			85%	66%	87%	65%	85%	74%

2022

		Grade							
		5th		8th		9th		11th	
		Male	Female	Male	Female	Male	Female	Male	Female
		%	%	%	%	%	%	%	%
Do you have any long-term mental health, behavioral or emotional problems? Long-term means lasting 6 months or more.*	**Yes**			16%	41%	12%	43%	25%	38%
	No			84%	59%	88%	57%	75%	62%

Since 2022, the percentage of female students reporting long-term mental health problems has decreased while remaining significantly higher than male students.

MENTAL HEALTH &

EMOTIONAL WELL-BEING



SANB

	5th		8th		9th		11th	
	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%
Do you have any long-term mental health, behavioral or emotional problems? Long-term means lasting 6 months or more.*								
Yes	15%	34%	13%	35%	15%	26%		
No	85%	66%	87%	65%	85%	74%		

MN

	Grade							
	5th		8th		9th		11th	
	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%
Do you have any long-term mental health, behavioral or emotional problems? Long-term means lasting 6 months or more.*								
Yes	16%	30%	15%	33%	18%	38%		
No	84%	70%	85%	67%	82%	62%		

MENTAL HEALTH &

EMOTIONAL WELL-BEING



2022

Thinking back the last 30 days, how much do you agree or disagree with the following statements?		Grade 5th Male %	Grade 5th Female %
I worry a lot.	Strongly agree	4%	20%
	Agree	23%	31%
	Neither agree nor disagree	52%	25%
	Disagree	15%	18%
	Strongly disagree	6%	6%
I sometimes feel sad without knowing why.	Strongly agree	15%	16%
	Agree	26%	33%
	Neither agree nor disagree	23%	16%
	Disagree	15%	25%
	Strongly disagree	21%	10%

* Only the 5th grade survey asked these questions.

2025

Thinking back the last 30 days, how much do you agree or disagree with the following statements?	Male %	Female %
I worry a lot.		
Strongly agree	0%	17%
Agree	16%	31%
Neither agree nor disagree	36%	29%
Disagree	29%	23%
Strongly disagree	19%	0%
I sometimes feel sad without knowing why		
Strongly agree	4%	23%
Agree	28%	33%
Neither agree nor disagree	23%	19%
Disagree	25%	17%
Strongly disagree	21%	8%

* Only the 5th grade survey asked these questions.

5th grade girls report worrying or feeling sad more often than 5th grade boys.

MENTAL HEALTH &

EMOTIONAL WELL-BEING



MN

Thinking back the last 30 days, how much do you agree or disagree with the following statements?	%	%
I worry a lot.		
Strongly agree	10%	19%
Agree	19%	28%
Neither agree nor disagree	30%	27%
Disagree	24%	17%
Strongly disagree	17%	9%
I sometimes feel sad without knowing why		
Strongly agree	12%	22%
Agree	22%	31%
Neither agree nor disagree	21%	19%
Disagree	20%	14%
Strongly disagree	26%	14%

SANB

Thinking back the last 30 days, how much do you agree or disagree with the following statements?	Male %	Female %
I worry a lot.		
Strongly agree	0%	17%
Agree	16%	31%
Neither agree nor disagree	36%	29%
Disagree	29%	23%
Strongly disagree	19%	0%
I sometimes feel sad without knowing why		
Strongly agree	4%	23%
Agree	28%	33%
Neither agree nor disagree	23%	19%
Disagree	25%	17%
Strongly disagree	21%	8%

* Only the 5th grade survey asked these questions.

There is a greater discrepency between 5th grade girls and boys at SANB than we see in our state data.

MENTAL HEALTH &

EMOTIONAL WELL-BEING



2025

When you are feeling upset, stressed or having problems, how comfortable are you talking to a counselor or social worker at school?

Very comfortable	7%	4%	17%	3%	15%	11%	12%	3%
Somewhat comfortable	64%	61%	41%	52%	42%	40%	40%	41%
Not at all comfortable	22%	31%	38%	45%	41%	49%	46%	54%
There is no counselor or social worker at my school	7%	4%	3%	0%	2%	0%	2%	1%

2022

When you are feeling upset, stressed or having problems, how comfortable are you talking to a counselor or social worker at school?^**	**Very comfortable**	12%	10%	10%	6%				
	Somewhat comfortable	69%	67%	44%	31%				
	Not at all comfortable	18%	24%	42%	61%				
	There is no counselor or social worker at my school	0%	0%	3%	2%				

* 5th grade survey did not ask this question.
** 9th and 11th grade surveys did not ask this question.
^ New question in 2022.

NO SIGNIFICANT CHANGE

Are we effectively supporting student well-being and mental health in SANB?

MENTAL HEALTH &

EMOTIONAL WELL-BEING



SANB

When you are feeling upset, stressed or having problems, how comfortable are you talking to a counselor or social worker at school?								
Very comfortable	7%	4%	17%	3%	15%	11%	12%	3%
Somewhat comfortable	64%	61%	41%	52%	42%	40%	40%	41%
Not at all comfortable	22%	31%	38%	45%	41%	49%	46%	54%
There is no counselor or social worker at my school	7%	4%	3%	0%	2%	0%	2%	1%

MN

When you are feeling upset, stressed or having problems, how comfortable are you talking to a counselor or social worker at school?								
Very comfortable	18%	17%	16%	11%	15%	8%	15%	11%
Somewhat comfortable	53%	55%	50%	50%	48%	48%	46%	47%
Not at all comfortable	25%	26%	33%	39%	36%	43%	38%	42%
There is no counselor or social worker at my school	4%	2%	1%	0%	2%	1%	1%	0%

* 5th grade survey did not ask this question.



THEME 5

ACES/ SUBSTANCE USE



ACES&

SUBSTANCE USE

	8th		9th		11th	
	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%
ACEs Score-short^						
None	71%	47%	68%	60%	78%	62%
One	10%	22%	21%	24%	14%	30%
Two	5%	14%	4%	10%	2%	3%
Three	6%	12%	7%	3%	6%	2%
Four or more	8%	5%	0%	3%	0%	3%

More female respondents than male respondents report an ACEs score greater than 0. Additionally, female respondents in 8th grade report more Adverse Childhood Experiences than other groups.

An adverse childhood experience (ACE) describes a traumatic experience in a person's life occurring before the age of 18.



ACES&

SUBSTANCE USE

2025

ACEs Score-short^						
None	71%	47%	68%	60%	78%	62%
One	10%	22%	21%	24%	14%	30%
Two	5%	14%	4%	10%	2%	3%
Three	6%	12%	7%	3%	6%	2%
Four or more	8%	5%	0%	3%	0%	3%

2022

ACEs Score-short^							
	None	75%	57%	64%	61%	61%	51%
	One	13%	32%	24%	24%	21%	30%
	Two	8%	9%	12%	13%	11%	14%
	Three	2%	0%	0%	0%	0%	5%
	Four or more	2%	2%	0%	3%	7%	0%

The 2025 survey highlights the discrepency between female respondents in 8th grade and all other respondents.

Wondering: How are we ensuring that our staff are equipped to support students who may have experienced trauma?



ACES&

SUBSTANCE USE

SANB

ACEs Score-short^						
None	71%	47%	68%	60%	78%	62%
One	10%	22%	21%	24%	14%	30%
Two	5%	14%	4%	10%	2%	3%
Three	6%	12%	7%	3%	6%	2%
Four or more	8%	5%	0%	3%	0%	3%

MN

ACEs Score-short^						
None	68%	57%	66%	55%	63%	51%
One	19%	21%	20%	21%	21%	23%
Two	7%	10%	7%	11%	8%	12%
Three	3%	5%	3%	6%	4%	6%
Four or more	3%	7%	3%	7%	4%	8%

Our district data has two unique groups compared to the statewide data: 8th grade female respondents and junior male respondents.



ACES&

SUBSTANCE USE

2025

	8th		9th		11th	
	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%
Have you EVER used the following?^ (Mark ALL that apply)						
...Nicotine/tobacco	0%	8%	7%	9%	4%	10%
...Alcoholic beverages to drink	8%	15%	8%	11%	14%	18%
...Marijuana (pot, weed) or hashish (hash, hash oil) (Do NOT count medical marijuana prescribed for you by a doctor)	0%	5%	3%	9%	6%	20%
...I have never used any of the above	92%	82%	90%	88%	84%	77%

2022

		Grade					
		8th		9th		11th	
		Male	Female	Male	Female	Male	Female
		%	%	%	%	%	%
Use of conventional tobacco products (cigarettes, cigars, smokeless tobacco) during the past 30 days	**No**	98%	98%	94%	100%	96%	100%
	Yes	2%	2%	6%	0%	4%	0%
Use of any tobacco products, including e-cigarettes and hookah, during the past 30 days	**No**	98%	96%	91%	95%	93%	86%
	Yes	2%	4%	9%	5%	7%	14%
Frequent binge drinking in the past year (typically drank 5 or more drinks at a time and drank on 10 or more occasions during the past year)	**No**	100%	100%	100%	97%	100%	100%
	Yes	0%	0%	0%	3%	0%	0%
Any alcohol and/or other drug use during the past year (excluding tobacco)	**No alcohol or marijuana or other drug use in the past year**	85%	86%	94%	78%	67%	72%
	Used only alcohol in the past year	11%	5%	0%	8%	11%	10%
	Used alcohol and marijuana in past year, but not other drugs	2%	0%	0%	5%	0%	8%
	Used marijuana or other drugs but not alcohol in the past year	2%	9%	6%	8%	15%	8%
	Used alcohol and marijuana or other drugs in the past year	0%	0%	0%	0%	7%	3%

The questions were changed between the 2022 and 2025 surveys so we cannot easily compare and track trends.



ACES&

SUBSTANCE USE

SANB

	8th		9th		11th	
	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%
Have you EVER used the following?^ (Mark ALL that apply)						
...Nicotine/tobacco	0%	8%	7%	9%	4%	10%
...Alcoholic beverages to drink	8%	15%	8%	11%	14%	18%
...Marijuana (pot, weed) or hashish (hash, hash oil) (Do NOT count medical marijuana prescribed for you by a doctor)	0%	5%	3%	9%	6%	20%
...I have never used any of the above	92%	82%	90%	88%	84%	77%

MN

	8th		9th		11th	
	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%
Have you EVER used the following?^ (Mark ALL that apply)						
...Nicotine/tobacco	4%	7%	7%	10%	15%	17%
...Alcoholic beverages to drink	6%	9%	9%	12%	22%	25%
...Marijuana (pot, weed) or hashish (hash, hash oil) (Do NOT count medical marijuana prescribed for you by a doctor)	3%	5%	5%	7%	15%	16%
...I have never used any of the above	92%	89%	88%	85%	74%	71%



ACES&

SUBSTANCE USE

MN

	5th	
	Male	Female
	%	%
During the last 30 days, have you vaped or used an e-cigarette?		
Yes	2%	1%
No	98%	99%
During the last 30 days, have you smoked cigarettes?		
Yes	1%	0%
No	99%	100%
During the past 12 months, have you used the following? (Mark ALL that apply)		
...tobacco or nicotine products, such as cigarettes, e-cigarettes or vapes, cigars, or chewing tobacco?	1%	1%
...alcoholic beverages to drink such as beer, wine, wine coolers, and liquor?	2%	1%
...marijuana (pot, weed) or hashish (hash, hash oil)?	1%	0%
...sniffed glue or huffed or inhaled the contents of aerosol spray cans or other gases to get high?	2%	2%
...prescription drugs without a doctor's prescription or differently than how a doctor told you to use it?	2%	2%

* Only the 5th grade survey asked these questions.

SANB

	5th	
	Male	Female
	%	%
During the last 30 days, have you vaped or used an e-cigarette?		
Yes	0%	2%
No	100%	98%
During the last 30 days, have you smoked cigarettes?		
Yes	0%	0%
No	100%	100%
During the past 12 months, have you used the following? (Mark ALL that apply)		
...tobacco or nicotine products, such as cigarettes, e-cigarettes or vapes, cigars, or chewing tobacco?	2%	0%
...alcoholic beverages to drink such as beer, wine, wine coolers, and liquor?	0%	0%
...marijuana (pot, weed) or hashish (hash, hash oil)?	0%	2%
...sniffed glue or huffed or inhaled the contents of aerosol spray cans or other gases to get high?	0%	0%
...prescription drugs without a doctor's prescription or differently than how a doctor told you to use it?	2%	2%

* Only the 5th grade survey asked these questions.

The 2025 survey asked a new set of questions to 5 graders. SANB responses were comparable to the rest of the state.

WHAT CAN WE DO

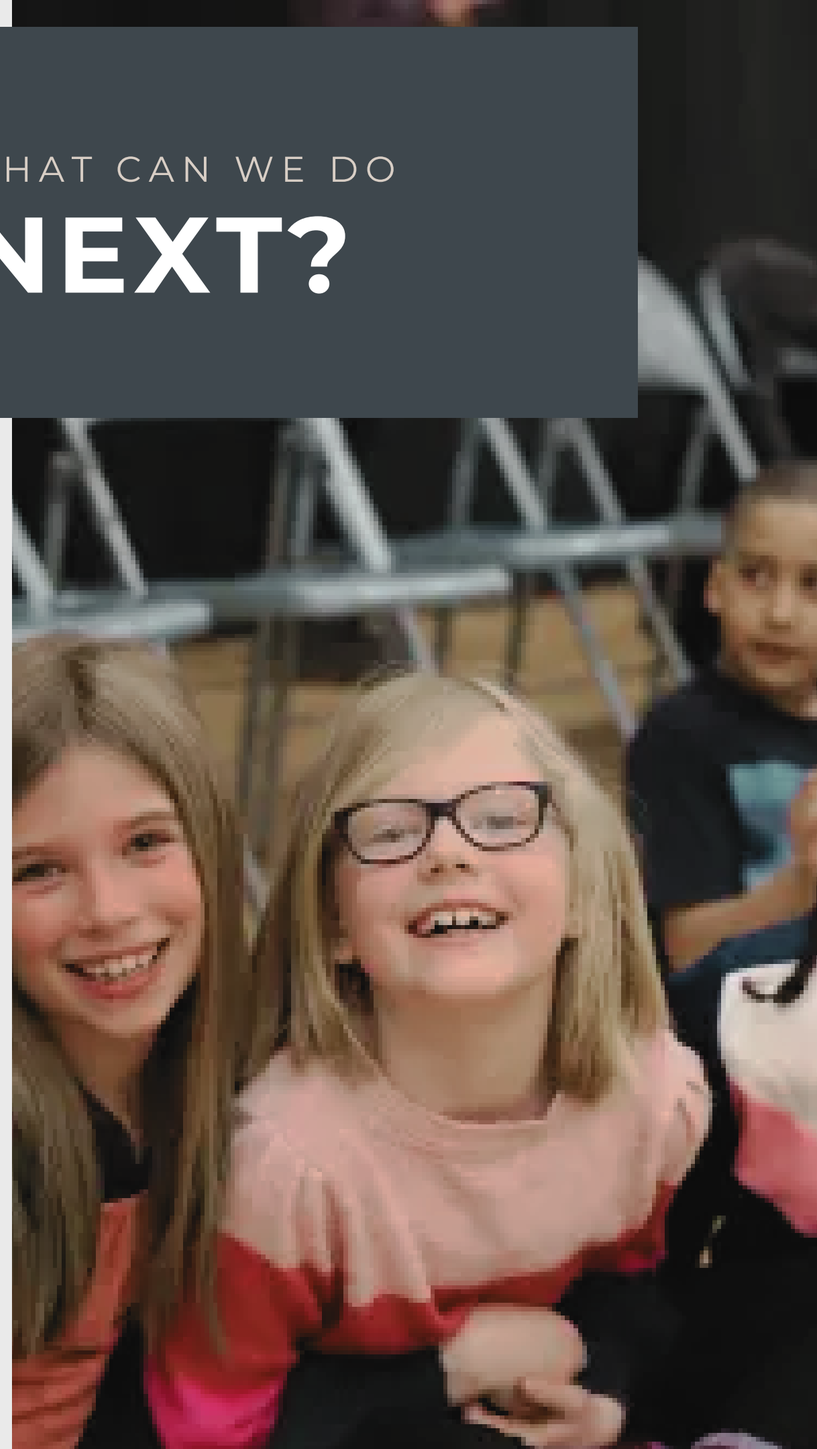
NEXT?

What are we already doing?

- Secured 3 interns from Northeast Youth and Family Services (NYFS) 25-26 school year (one at each site)- all with wait lists
- Know the Truth- chemical dependency alternatives to detention
- Vape Monitors in the bathrooms
- 2 mental health therapists (WP and SAMS)
- Behavior/SEL support at WP/SAMS through ADSIS (unfilled semester 1 at SAMS)
- Family and Student Support Coordinator position (unfilled first trimester)

What might we need to put in place?

- Support for 5th grade girls (.1 SEL- PE teachers)
- Continue to emphasize effective instruction, RRR, dignity and belonging
- College and Career focusing on internships, work study, etc
- Continue to support mental health and support from couselors and social workers across the district.



GENERAL

QUESTIONS?



ISD282 St. Anthony-New Brighton Schools
FY2025-26 Budget to Actual
July 2025 to December 2025

FUND 01	GENERAL FUND							
PROGRAM:	ADMINISTRATION	CURRENT FISCAL YEAR 2025-26			PRIOR FISCAL YEAR 2024-25			
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES	% SPENT	2024-25 BUDGET	EXPENDITURES	% SPENT	
100'S	SALARIES AND WAGES	$ 954,815	$ 474,341		$ 972,751	$ 474,174		
200'S	EMPLOYEE BENEFITS	$ 300,182	$ 160,581		$ 296,333	$ 157,677		
300'S	PURCHASED SERVICES	$ 57,639	$ 16,194		$ 55,960	$ 15,280		
400'S	SUPPLIES AND MATERIALS	$ 47,461	$ 24,763		$ 46,147	$ 23,858		
500'S	CAPITAL EXPENDITURES	$ -	$ -		$ -	$ -		
800'S	OTHER EXPENDITURES	$ 25,765	$ 11,043		$ 25,014	$ 10,359		
	TOTAL ADMINISTRATION BUDGET	$ 1,385,861	$ 686,923	50%	$ 1,396,205	$ 681,347	49%	
PROGRAM:	DISTRICT SUPPORT SERVICES							
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES	% SPENT	2024-25 BUDGET	EXPENDITURES	% SPENT	
100'S	SALARIES AND WAGES	$ 503,276	$ 145,239		$ 272,811	$ 160,524		
200'S	EMPLOYEE BENEFITS	$ 177,264	$ 27,803		$ 78,962	$ 41,461		
300'S	PURCHASED SERVICES	$ 808,466	$ 435,609		$ 880,408	$ 449,995		
400'S	SUPPLIES AND MATERIALS	$ 112,381	$ 63,446		$ 72,559	$ 30,838		
500'S	CAPITAL EXPENDITURES	$ -	$ -		$ -	$ -		
800'S	OTHER EXPENDITURES	$ 5,242	$ 6,001		$ 2,756	$ 5,823		
	TOTAL DISTRICT SUPPORT SERVICES	$ 1,606,629	$ 678,099	42%	$ 1,307,496	$ 688,640	53%	
PROGRAM:	REGULAR INSTRUCTION							
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES	% SPENT	2024-25 BUDGET	EXPENDITURES	% SPENT	
100'S	SALARIES AND WAGES	$ 9,106,203	$ 3,012,893		$ 9,029,567	$ 2,897,509		
200'S	EMPLOYEE BENEFITS	$ 3,359,975	$ 1,087,569		$ 3,090,742	$ 1,033,589		
300'S	PURCHASED SERVICES	$ 532,913	$ 264,287		$ 524,028	$ 218,039		
400'S	SUPPLIES AND MATERIALS	$ 131,080	$ 78,668		$ 127,883	$ 62,620		
500'S	CAPITAL EXPENDITURES	$ 14,698	$ 1,543		$ 14,340	$ 2,302		
800'S	OTHER EXPENDITURES	$ 26,697	$ 19,557		$ 25,920	$ 13,428		
	TOTAL REGULAR INSTRUCT BUDGET	$ 13,171,568	$ 4,464,518	34%	$ 12,812,480	$ 4,227,487	33%	
PROGRAM:	SPECIAL ED INSTRUCTION							
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES	% SPENT	2024-25 BUDGET	EXPENDITURES	% SPENT	
100'S	SALARIES AND WAGES	$ 3,634,932	$ 1,136,504		$ 2,983,483	$ 1,010,372		
200'S	EMPLOYEE BENEFITS	$ 1,469,404	$ 399,832		$ 1,134,900	$ 362,231		
300'S	PURCHASED SERVICES	$ 400,663	$ 308,640		$ 513,252	$ 177,762		
400'S	SUPPLIES AND MATERIALS	$ 50,793	$ 19,239		$ 40,823	$ 22,236		
500'S	CAPITAL EXPENDITURES	$ 7,688	$ -		$ 7,500	$ 2,792		
800'S	OTHER EXPENDITURES	$ 52,707	$ 27,115		$ 51,172	$ 14,302		
	TOTAL SPECIAL ED BUDGET	$ 5,616,186	$ 1,891,331	34%	$ 4,731,131	$ 1,589,696	34%	

ISD282 St. Anthony-New Brighton Schools
FY2025-26 Budget to Actual
July 2025 to December 2025

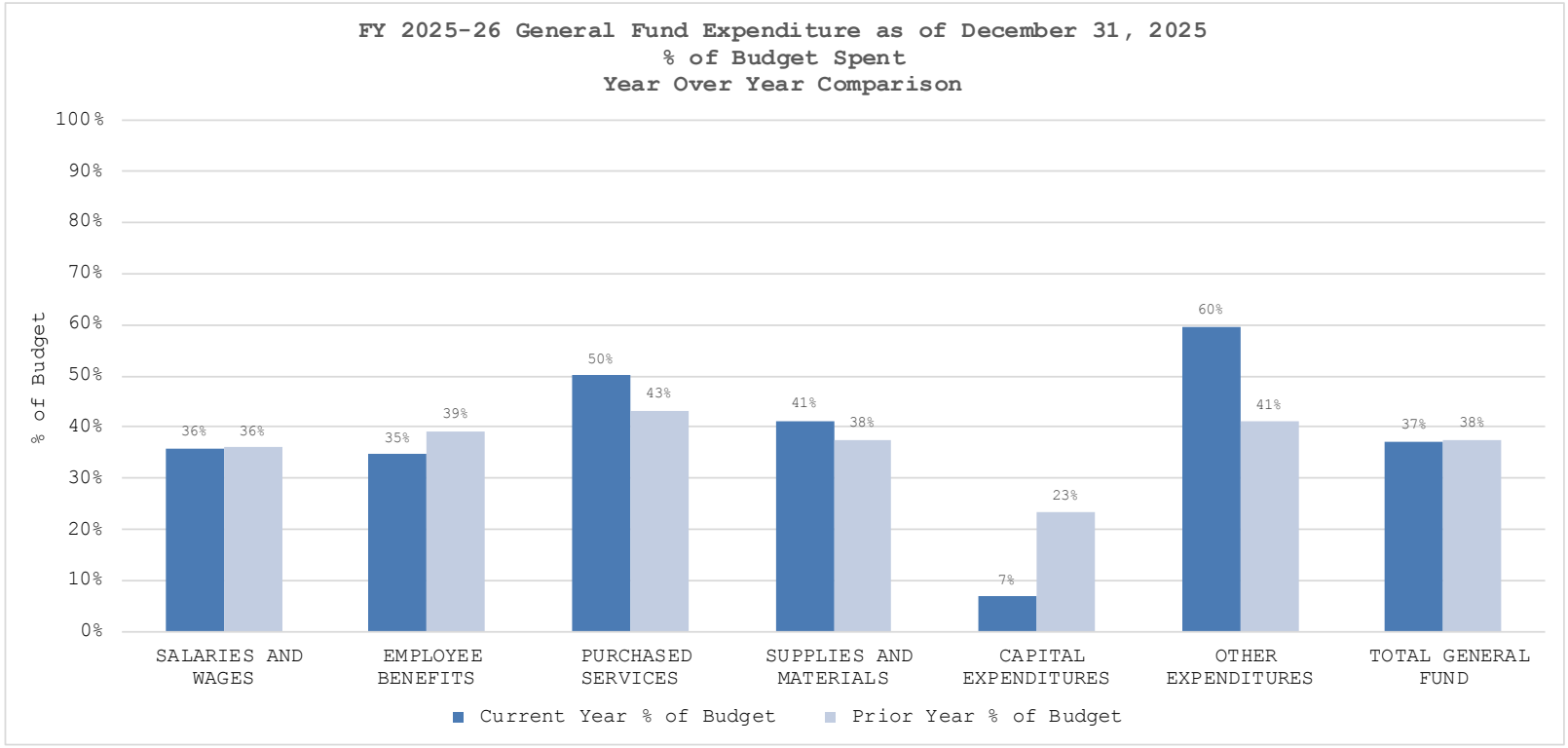
PROGRAM:	INSTRUCTIONAL SUPPORT SERVICES						
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES	% SPENT	2024-25 BUDGET	EXPENDITURES	% SPENT
100'S	SALARIES AND WAGES	$ 714,148	$ 414,356		$ 1,049,322	$ 438,201	
200'S	EMPLOYEE BENEFITS	$ 187,431	$ 109,797		$ 389,595	$ 136,844	
300'S	PURCHASED SERVICES	$ 383,887	$ 113,899		$ 411,199	$ 131,840	
400'S	SUPPLIES AND MATERIALS	$ 19,007	$ 18,496		$ 18,543	$ 8,609	
500'S	CAPITAL EXPENDITURES	$ -	$ -		$ -	$ -	
800'S	OTHER EXPENDITURES	$ -	$ 2,170		$ -	$ 703	
	TOTAL INSTRUCTIONAL SUPPORT	$ 1,304,472	$ 658,719	50%	$ 1,868,659	$ 716,198	38%

PROGRAM:	PUPIL SUPPORT SERVICES						
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES	% SPENT	2024-25 BUDGET	EXPENDITURES	% SPENT
100'S	SALARIES AND WAGES	$ 739,466	$ 260,049		$ 744,500	$ 287,939	
200'S	EMPLOYEE BENEFITS	$ 282,481	$ 103,210		$ 292,328	$ 111,469	
300'S	PURCHASED SERVICES	$ 16,521	$ 24,215		$ 16,040	$ 21,807	
400'S	SUPPLIES AND MATERIALS	$ 67,332	$ 551		$ 65,690	$ (3,519)	
500'S	CAPITAL EXPENDITURES	$ -	$ -		$ -	$ -	
800'S	OTHER EXPENDITURES	$ -	$ 150		$ -	$ 150	
	TOTAL PUPIL SUPPORT SUPPORT	$ 1,105,801	$ 388,175	35%	$ 1,118,557	$ 417,847	37%

PROGRAM:	SITES AND BUILDINGS						
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES	% SPENT	2024-25 BUDGET	EXPENDITURES	% SPENT
100'S	SALARIES AND WAGES	$ 879,308	$ 477,994		$ 934,700	$ 491,177	
200'S	EMPLOYEE BENEFITS	$ 315,583	$ 145,319		$ 322,638	$ 153,703	
300'S	PURCHASED SERVICES	$ 586,488	$ 233,557		$ 550,434	$ 259,988	
400'S	SUPPLIES AND MATERIALS	$ 287,064	$ 89,036		$ 273,600	$ 97,521	
500'S	CAPITAL EXPENDITURES	$ -	$ -		$ -	$ -	
800'S	OTHER EXPENDITURES	$ 1,809	$ 855		$ 5,809	$ 622	
	TOTAL SITES AND BUILDINGS	$ 2,070,252	$ 946,762	46%	$ 2,087,183	$ 1,003,011	48%

PROGRAM:	FISCAL AND OTHER FIXED COSTS						
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES	% SPENT	2024-25 BUDGET	EXPENDITURES	% SPENT
200'S	WORK COMP AND PROP INSURANCE	$ 321,134	$ 192,211	60%	$ 284,350	$ 306,635	108%
	TOTAL GENERAL FUND BUDGET	$ 26,581,903	$ 9,906,737	37%	$ 25,606,061	$ 9,630,861	38%

ISD282 St. Anthony-New Brighton Schools
Student Activity Account Balance
As of December 31, 2025



ISD282 St. Anthony-New Brighton Schools
FY2025-26 Budget to Actual
July 2025 to December 2025

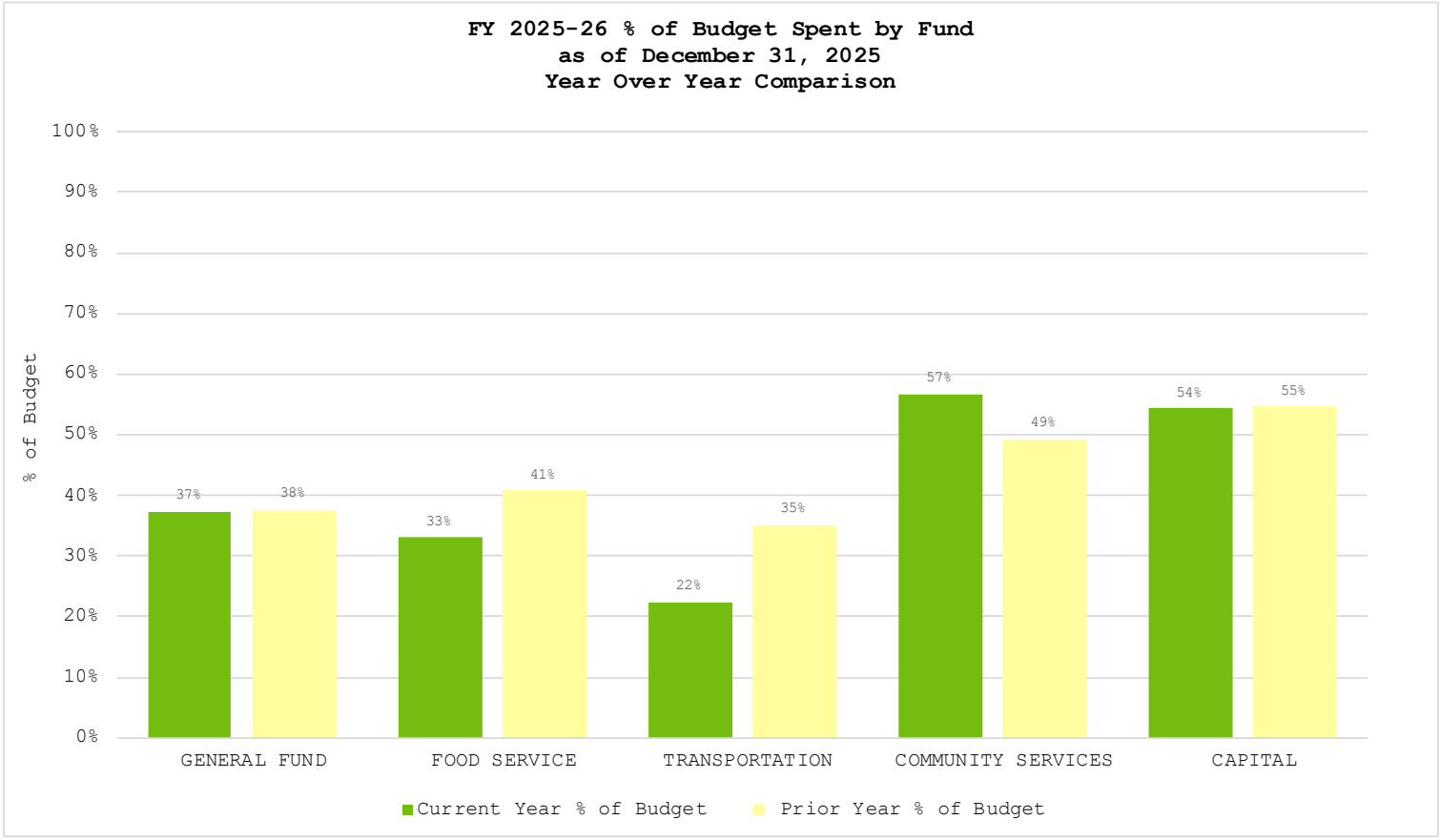
FUND 02	FOOD SERVICE	CURRENT FISCAL YEAR 2025-26			PRIOR FISCAL YEAR 2024-25		
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES	% SPENT	2024-25 BUDGET	EXPENDITURES	% SPENT
100'S	SALARIES AND WAGES	$ 493,015	$ 159,751		$ 429,296	$ 151,373	
200'S	EMPLOYEE BENEFITS	$ 162,933	$ 60,215		$ 155,618	$ 48,539	
300'S	PURCHASED SERVICES	$ 68,424	$ 16,495		$ 61,539	$ 21,321	
400'S	SUPPLIES AND MATERIALS	$ 742,722	$ 242,982		$ 586,496	$ 235,271	
500'S	CAPITAL EXPENDITURES	$ 10,250	$ 8,657		$ 10,000	$ 50,957	
800'S	OTHER EXPENDITURES	$ 1,960	$ 974		$ 1,957	$ 570	
	TOTAL FOOD SERVICE BUDGET	$ 1,479,303	$ 489,075	33%	$ 1,244,906	$ 508,031	41%

FUND 03	TRANSPORTATION						
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES		2024-25 BUDGET	EXPENDITURES	
100'S	SALARIES AND WAGES	$ 214,840	$ 36,027		$ 202,190	$ 51,561	
200'S	EMPLOYEE BENEFITS	$ 71,317	$ 8,744		$ 76,832	$ 18,642	
300'S	PURCHASED SERVICES	$ 1,527,472	$ 360,446		$ 1,424,646	$ 479,448	
400'S	SUPPLIES AND MATERIALS	$ 8,200	$ 2,429		$ 8,000	$ 3,837	
500'S	CAPITAL EXPENDITURES	$ -	$ -		$ -	$ 47,039	
800'S	OTHER EXPENDITURES	$ -	$ -		$ -	$ -	
	TOTAL TRANSPORTATION	$ 1,821,829	$ 407,645	22%	$ 1,711,668	$ 600,526	35%

FUND 04	COMMUNITY SERVICES						
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES		2024-25 BUDGET	EXPENDITURES	
100'S	SALARIES AND WAGES	$ 1,087,530	$ 549,725		$ 1,041,251	$ 533,948	
200'S	EMPLOYEE BENEFITS	$ 314,549	$ 187,195		$ 318,118	$ 152,407	
300'S	PURCHASED SERVICES	$ 283,050	$ 214,844		$ 288,138	$ 106,827	
400'S	SUPPLIES AND MATERIALS	$ 77,227	$ 45,472		$ 77,487	$ 57,081	
500'S	CAPITAL EXPENDITURES	$ 4,400	$ 5,344		$ 4,400	$ -	
800'S	OTHER EXPENDITURES	$ 2,700	$ 2,136		$ 2,700	$ 2,076	
	TOTAL COMMUNITY SERVICES BUDGET	$ 1,769,456	$ 1,004,717	57%	$ 1,732,093	$ 852,338	49%

FUND 05	CAPITAL						
OBJECT	DESCRIPTION	2025-26 BUDGET	EXPENDITURES		2024-25 BUDGET	EXPENDITURES	
100'S	SALARIES AND WAGES	$ 1,114	$ 361		$ 36,534	$ 4,894	
200'S	EMPLOYEE BENEFITS	$ 195	$ 63		$ 8,332	$ 416	
300'S	PURCHASED SERVICES	$ 222,224	$ 81,145		$ 177,716	$ 83,655	
400'S	SUPPLIES AND MATERIALS	$ 492,175	$ 779,205		$ 683,349	$ 173,644	
500'S	CAPITAL EXPENDITURES	$ 2,170,644	$ 706,956		$ 1,472,669	$ 1,036,669	
800'S	OTHER EXPENDITURES	$ -	$ -		$ -	$ -	
	TOTAL CAPITAL BUDGET	$ 2,886,352	$ 1,567,729	54%	$ 2,378,601	$ 1,299,278	55%

ISD282 St. Anthony-New Brighton Schools
Student Activity Account Balance
As of December 31, 2025



ISD282 St. Anthony-New Brighton Schools
Student Activity Account Balance
As of December 31, 2025

Activities Account	Beginning Account Balance	Receipts as of December 31, 2025	Expenditures as of December 31, 2025	Ending Balance as of December 31, 2025
BASEBALL	$ 405	$ 2,450	$ 2,150	$ 704
BASKETBALL BOYS	3,350	-	1,341	2,009
BASKETBALL GIRLS	304	2,810	865	2,249
BOYS GOLF	3,298	-	-	3,298
BOYS SOCCER	624	-	160	465
BOYS SWIMMING	739	-	-	739
BOYS TENNIS	2,561	-	-	2,561
BOYS VOLLEYBALL	7	-	-	7
CHEERLEADING	-	983	156	827
CHOIR	251	-	-	251
CONNECTION CREW	538	-	-	538
CROSS COUNTRY	6,688	10,488	3,685	13,490
DANCE TEAM	89	-	-	89
DARE 2 B REAL	626	-	-	626
FOOTBALL CLUB	4,797	-	-	4,797
FRENCH CLUB	103	-	-	103
GIRL'S GOLF	3,012	-	-	3,012
GIRLS SOCCER	1,070	1,493	1,035	1,528
GIRL'S TENNIS	4,499	3,398	1,423	6,474
GIRLS VOLLEYBALL	135	-	135	-
GSA	1,008	103	27	1,084
GYMNASTICS	897	-	-	897
HOSA	291	675	700	266
HS DRAMA	2,066	3,358	5,385	39
HS GREEN TEAM	1,933	-	-	1,933
HS MARCHING BAND	127,128	25,076	80,653	71,551
HS STUDENT COUNCIL	26,241	5,697	3,000	28,938
HS STUDENT FUNDRAISING	5,466	-	-	5,466
HUSKIEPRENEUR	808	3,815	3,670	953
KEY CLUB	1,461	876	1,400	937
LEGO LEAGUE	1,067	-	1,234	(167)
LETTERWINNERS CLUB	7,032	200	2,569	4,663
LITERARY ARTS	419	-	-	419
MATHLETES	6	-	-	6
MS CAMPUS CLUB MAGAZINE	8,027	12,106	3,340	16,793
MS DANCELINE (HUSKETTES)	295	-	-	295
MS DRAMA	13,195	-	975	12,220
MS KNOWLEDGE BOWL	2,948	-	1,243	1,706
MS STUDENT COUNCIL	6,930	1,813	613	8,130
NATIONAL HONOR SOCIETY	3,205	762	385	3,583
ROBO HUSKIE	7,856	-	-	7,856
SADD	400	-	-	400
SCHOOL STORE	1,779	-	-	1,779
SCIENCE BOWL	989	-	-	989
SCIENCE OLYMPIAD	479	-	-	479
SOFTBALL CLUB	1,253	-	-	1,253
SPANISH CLUB	130	-	-	130
SPANISH TRIP MS	3	-	-	3
SPEECH	1,151	-	-	1,151
SUPER HIGH MILEAGE	84	-	-	84
SWIMMING	5,163	1,581	2,850	3,894
YEARBOOK	8,688	-	362	8,325
MS BEST BUDDIES	140	-	-	140
Total	**$ 271,633**	**$ 77,684**	**$ 119,356**	**$ 229,961**

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

To:	ISD 282 School Board
From:	Superintendent, Renee Corneille and Assistant Superintendent Hope Fagerland
Date:	Jan. 20, 2026
Subject:	Enrollment Projection for Budget

Overall Context:

This memo will further the discussion we started at our last school board meeting, Jan. 6th, regarding student enrollment and the first step in our budget development. As the board can recall, the first step in building the 2026-2027 school year budget is to determine the projected student enrollment.

It's important for the board to know that, at this time, district administration is **not** recommending an increase in student enrollment for the 2026-2027 school year.

Given the recent changes to the board and the need to hire several key administrative positions (principals), we believe maintaining stable enrollment is the most responsible path forward. Thanks to the careful and sound fiscal management by the previous school board, we are in a strong position to prioritize stability during this transition period.

Even if we don't recommend any changes in the enrollment for budgetary purposes, it remains essential for the school board to continue its exploration of school models and the effect of class size on all aspects of the educational experience.

Proposed Enrollment Targets: Chart on next page

Grade	Budget Enrollment (2025-26)	Oct 1st Actual Enrollment (2025-26)	***Proposed* Target (2026-27)**	**Proposed Target Class Size (2026-27)**	**Proposed Budget Enrollment (2026-27)**
EC	10	7	10		10
KG	110	116	110	22	110
1	106	109	110	22	115
2	106	112	115	23	108
3	115	122	125	25	111
4	119	126	125	25	121
5	115	123	125	25	125
6	147	151	150	30	148
7	146	149	150	30	148
8	149	148	150	30	148
9	190	191	200	33	192
10	195	190	200	33	185
11	200	194	200	33	188
12	190	187	200	33	192
TOTAL	**1898**	**1925**	**1970**		**1900**
Budgeted ADM	1898	1906	1970		1900
Budgeted PSEO	-58	-58	-60		-60
Net Budgeted ADM	1840	1848	1910		1840

What is Next?

On January 27, the School Board will be asked to establish enrollment targets for the upcoming year. This annual action defines our open-enrollment capacity for the state and serves as the foundation for the 2026-27 planning process. By finalizing these targets now, we can confidently move forward with budget development. Based on the projections above, administration will use an Average Daily Membership (ADM) of 1,840 for the 2026-27 budget.

Next Steps:

As the Board builds the 2026–27 budget, it would be prudent to consider potential future revenue levels and other variables. Although the focus is on the 2026–27 budget, this should not preclude continued long-term financial planning and forward-looking budgeting.

- *Long-Term Revenue Stability*: Enrollment is the only true revenue source for school budgets. Currently, ISD282 would only have room to accept kindergarten students. The use of kindergartners also carries a high likelihood of retention through their 13-year K-12 career, providing a stable, multi-year revenue stream.
- *Class Size Adjustments:* Any increase in enrollment runs the possibility of increasing class size. The board can reference this document to understand the impact class size has on both the budget and learning. These conflicting issues and perceptions can create tension when building a fiscally responsible budget.
- *Application Trends:* Open enrollment demand is highest at kindergarten, sixth and ninth grade. Following these trends can help provide the board with data on future enrollment decisions.

District administration is advocating to keep enrollment stable for the 2026-27 school year. Keeping the "status quo" projections and building the budget based on the 1840 ADM will allow the district to keep its current staffing levels and models. This also provides the school board time to examine future budget and revenue options in the future.