St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

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

Tuesday, January 27, 2026
MS/HS Media Center, 3303 33rd Ave NE, Entry available at door #16, St. Anthony, MN 55418
Listening Session 6:00pm
Regular Meeting 6:30pm
www.isd282.org/discover/school-board

School Board Members may attend meeting remotely via interactive technology.

Agenda

1. **Listening Session (6:00 pm)**
2. **Call to Order School Board Regular Meeting (6:30pm)**
3. **Approval of Agenda**
4. **Announcements and Recognition**
5. **Approval of Amended Consent Agenda**
6. **Action Items**
   - 6.1. Final Reading - Policy 522
   - 6.2. Enrollment Target for Open Enrollment
7. **Discussion Items**
   - 7.1. Wilshire/Middle School/High School Report
   - 7.2. Community Learning Committee Update
   - 7.3. Board Vacancy
8. **Board Reports**
   - 8.1. Superintendent reports
   - 8.2. Board Update
9. **Closed Session in compliance with statute to discuss private educational data in compliance with Minn. Stat. Section 13D.05, subd. 2(a)**
10. **Adjourn Closed Session**
11. **Adjourn School Board Meeting**

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

SCHOOL BOARD CONSENT AGENDA
01/27/2026

PRESENTER(S): School Board Chair

1. Personnel

Hire(s)

Last Name	First Name	Position	School	Dates Effective
Thao	Evee	Health/Husky Seminar	SAVHS	02.04.2026
Downing	Rebekka	Softball Coach	SAVHS	01.21.2026
Kourouma	Ansu	Assistant Basketball Coach	SAVHS	12.15.2025

Leave of Absence Request(s)

Last Name	First Name	Position	School	Dates Effective
Williams	Emily	Occupational Therapist	CS/WP	01.15.26

2. Payment of Bills Checks Paid 01/16/2026

01- General Fund	$156,737.98
02- Food Service Fund	$31,828.06
03- Transportation Fund	$4,076.97
04- Community Serv Fund	$19,592.57
05- Capital Expenditure Fund	$27,370.70
08- Agency Fund	$1,200.00
Total: $	$240,806.28

3. Minutes - Regular Meeting Minutes of January 20, 2026 meeting.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

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
www.isd282.org/discover/school-board

Minutes

Attendance Taken at 6:00 PM.

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

1. **Call to Order School Board Work Session**
   Discussion:
   Chair Palmer called the meeting to order at 6:00 pm.
   Staff in attendance include: Superintendent Dr. Renee Corneille, Assistant Superintendent Hope Fagerland, Laura Haupt-Coleman, Laurel Anderson (ceso), Destiny Sparks (HR), Matt Meiners (virtually), Phan Tu (virtually), Laura Guerrero (Effective Instruction Coordinator) and Liz Baumgartner (Family and Student Support Coordinator)
2. **Approval of Agenda**
   Action(s):
   The recommended motion is to approve the January 20, 2026 agenda as presented. This motion, made by Hood 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
   Discussion: The recommended motion to approve the January 20, 2026 Work Session agenda as presented was approved.
3. **Approval of Consent Agenda**
   Action(s):

The recommended motion is to approve the consent agenda as presented. 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

Discussion: Chair Palmer led the Consent Agenda item.

4. **Updates**

4.1. Principal hiring update

Discussion: Laurel Anderson of ceso presented the five work sections being established for the process of recruitment for positions to be filled within the District.

Individuals interested in participating on a stakeholder/participation group will be included in the process. Discussion addressed how the community would be involved, noting that interviews would incorporate stakeholder input to develop questions specific to the needs of the District. The overall process and resulting recommendations will be based on feedback from all components. Certified and non-certified staff, as well as union leadership, will be included. Board members expressed their desire to receive updates throughout the process.

4.2. AIPAC Concurrence

Discussion: Assistant Superintendent Fagerland presented historical information regarding AIPAC, community involvement with AIPAC and efforts made to get community involvement in creating a committee. Information will be provided to MDE that there is no committee established at this time.

4.3. School Board Goals

Discussion: Chair Palmer presented the Board with a list of draft goals for the Board. Discussion was held regarding when the draft was created and whether any changes have been made since. Goals will be discussed again at a future meeting.

5. **Discussion Items**

5.1. MN Student Survey Results

Discussion: Laura Guerrero and Liz Baumgartner provided a summary of the major themes from the 2025 MN Student Survey. Information was provided regarding steps taken that have shown increased support for students in comparison to the 2022 survey results. Concerns were expressed and discussions held regarding ideas to provide additional support as needed and the accuracy of student self-reported information.

5.2. Mid-Year Budget to Actual budget update

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INDEPENDENT SCHOOL DISTRICT 282

Discussion: Controller, Phan Tu, provided the board with an overview of the mid-year budget in comparison to actual budget.

5.3. Budget enrollment projection update
Discussion: Superintendent Dr. Corneille provided information regarding the enrollment process in place and ability to meet the budget for the 2026-2027 school year. A vote will be held at the 1/27/26 meeting to keep the status quo.

5.4. Board Committee Assignments
Discussion: Chair Palmer provided the Board with the committee assignments and emphasized that committee membership may fluctuate. She also expressed her appreciation to the members for their willingness to serve on committees.

5.5. 2nd Reading: Policy 522.
Discussion: Policy Committee Chair Hood presented the 2nd reading of Policy 522. At this time, the policy committee is recommending passage of the policy with minor changes to language based on review of the MSBA model policy. This policy will return for final action at our 1/27/26 meeting.

6. **Reports**

6.1. ISD282 District, Program, and Building Report
Discussion: School district achievements, events, and stories of students and staff were presented by Assistant Superintendent Hope Fagerland.

6.2. MSBA Convention Share Out
Discussion: School Board members shared their experiences at the MSBA convention.

6.3. Board Reports
Discussion:
School Board members shared information from the meetings, professional learning and events they have attended. Director Laurel Hood announced that she will be moving out of the School District, with final dates for her change of residence not yet determined. When Director Hood moves out of the SANB district, an appointment by the board will be made to fulfill her remaining term that ends in 2027.

7. **Adjourn School Board Meeting**
Discussion: Chair Palmer adjourned the meeting at 8:17 pm.

Approved by: School Board Clerk or Board Chair

Signature: _____ Date: _____

Orig. 1995
Rev. 2020
Rev Jan 2026
Mandatory

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

I. GENERAL STATEMENT OF POLICY

A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.

D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

Wendy Webster 3303 33rd Ave NE, St. Anthony, MN 55418
612-706-1170 wwebster@isd282.org

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

E. The effective date of this policy is August 14, 2020 and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.

B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.

C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).

D. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

E. "Education program or activity" means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.

F. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
   1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant's physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
   2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.

G. "Informal resolution" means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative

justice.

H. "Relevant questions" and "relevant evidence" are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

I. "Remedies" means actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.

J. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.

K. "Sexual harassment" means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:

1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);

2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or

3. Any instance of sexual assault (as defined in the Clery Act, 20 United States Code, section 1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 United States Code, section 12291).

L. "Supportive measures" means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minnesota Statutes, section 121A.41, as amended, mutual restrictions on contact between the parties, changes in work

locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.

M. "Title IX Personnel" means any person who addresses, works on, or assists with the school district's response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:

1. "Title IX Coordinator" means an employee of the school district that coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administrating the grievance process.

2. "Investigator" means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.

3. "Decision-maker" means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.

4. "Appellate Decision-maker" means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.

5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who

are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.

2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.

3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.

2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code, section 1232g, or FERPA's regulations, 34 Code of Federal Regulations,. part 99, Minnesota law under Minnesota Statutes section 13.32, or as required by law, or to carry out the purposes of 34 Code of Federal Regulations. part 106, including

the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege,

unless the person holding such privilege has waived the privilege.

2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.

2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.

2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.

3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the school district.

4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the school district.

5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.

2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.

B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.

C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may

report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.

D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:

1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;

2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;

3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;

4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;

5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false

information; and

6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:

   a. The school district undertakes an individualized safety and risk analysis;

   b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and

   c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's

discretion, but only after a formal complaint has been received by the school district.

B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.

C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.

D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:

1. Would not meet the definition of sexual harassment, even if proven;

2. Did not occur in the school district's education program or activity; or

3. Did not occur against a person in the United States.

B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:

1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;

2. The respondent is no longer enrolled or employed by the school district; or

3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.

C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.

D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

IX. INVESTIGATION OF A FORMAL COMPLAINT

A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.

B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.

C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.

D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.

E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.

F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.

B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.

C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.

D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:

1. Identification of the allegations potentially constituting sexual harassment;

2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

3. Findings of fact supporting the determination;

4. Conclusions regarding the application of the school district's code of conduct to the facts;

5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and

6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.

E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.

F. The written determination of responsibility must be provided to the parties

simultaneously.

G. The Title IX Coordinator is responsible for the effective implementation of any remedies.

H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);

2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.

D. The written decision describing the result of the appeal must be provided simultaneously to the parties.

E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

A. Neither the school district nor any other person may intimidate, threaten, coerce, or

discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.

C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:

1. The Title IX definition of sexual harassment;

2. The scope of the school district's education program or activity;

3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;

4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;

5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and

6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.

B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.

C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.

B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.

C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;

2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;

3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and

4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school

district must document:

1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;

2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and

3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.

4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.

B. The school district must also maintain for a period of seven calendar years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;

2. Any appeal and the result therefrom;

3. Any informal resolution and the result therefrom; and

4. All materials used to train Title IX Personnel.

XVI. GRIEVANCE REPORTING PROCEDURE

A. Refer to procedure 103.1- Grievance Procedure for Complaints of Discrimination

B. TITLE IX COORDINATOR

Wendy Webster
3303 33rd Ave NE
St. Anthony, MN 55418
612-706-1170
wwebster@isd282.org

SECTION 504 COORDINATOR

Hope Fagerland
3303 33rd Ave NE
St.Anthony, MN 55418
612-706-1062
hfagerland@isd282.org

C. A student, parent, or employee can file a complaint with OCR at any time at:

Office for Civil Rights
Chicago Office
U.S. Department of Education
John C. Kluczynski Federal Building
230 S. Dearborn Street, 37th Floor
Chicago, IL 60604
Telephone: 312-730-1560

Facsimile: (312) 730-1576
Email: OCR.Chicago@ed.gov

D. Students, parents, and employees may file a complaint of discrimination with:

Minnesota Department of Human Rights
Griggs Midway Building
540 Fairview Avenue North, Suite 201
St. Paul, MN 55104
Telephone: 1-800-657-3704 or (651) 539-1100
Email: Info.mdhr@state.mn.us

E. Employees may file a complaint of discrimination with:

Equal Employment Opportunity Commission
Towle Building
330 South 2nd Avenue, Suite 720
Minneapolis, MN 55401
Telephone: (612) 552-7306
Fax: (612) 335-4066
TTY: 1-800-669-4000
ASL Video Phone: 1-844-234-5122

This document provides general information and is not to be a substitute for legal advice. Changes in the law, including timelines for filing a complaint, may affect your rights.

XVII. RESOURCES

Office for Civil Rights
Chicago Office
U.S. Department of Education
John C. Kluczynski Federal Building
230 S. Dearborn Street, 37th Floor
Chicago, IL 60604
Telephone: 312-730-1560
Facsimile: (312) 730-1576

Reading Room, U.S. Department of Education, Office for Civil Rights:
http://www2.ed.gov/about/offices/list/ocr/publications.html

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. §§ 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Improvement Act of

2004)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act of 1990, as amended)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act ("Clery Act"))

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

RESOLUTION TO LIMIT THE ENROLLMENT OF NONRESIDENT PUPILS

WHEREAS, Minnesota Statutes 124D.03, Subd. 2, Limited enrollment of nonresident pupils, gives school boards the authority to limit, by resolution, the number of nonresident pupils in its schools or programs and the limit must not be less than the lesser of: 1) one percent of the total enrollment at each grade level in the district; or 2) the number of district residents at that grade level enrolled in a nonresident district; and

WHEREAS, Minnesota Statutes 124D.03, Subd. 6, Basis for decisions, requires the school board to adopt, by resolution, specific standards for rejection of an enrollment application of a nonresident pupil and this standard may include the capacity of a program (excluding special education services), class, or school building; and

WHEREAS, the School Board of Independent School District No. 282 has determined a limit of nonresident pupil enrollments is necessary because of capacity constraints in the programs, classes, or buildings of Independent School District No. 282;

THEREFORE, BE IT HEREBY RESOLVED, by the School Board of Independent School District No. 282 that the following limits per class be put in place beginning July 1, 2026 for the 2026-2027 school year; and school district administration will provide the required reporting to the Minnesota Commissioner of Education as required by statute.

Kindergarten Grade Level Capacity: **110 Students**

First Grade Level Capacity: **110 Students**

Second Grade Level Capacity: **115 Students**

Third Grade Level Capacity: **125 Students**

Fourth Grade Level Capacity: **125 Students**

Fifth Grade Level Capacity: **125 Students**

Sixth Grade Level Capacity: **150 Students**

Seventh Grade Level Capacity: **150 Students**

Eighth Grade Level Capacity: **150 Students**

Ninth Grade Level Capacity: **200 Students**

Tenth Grade Level Capacity: **200 Students**

Eleventh Grade Level Capacity: **200 Students**

Twelfth Grade Level Capacity: **200 Students**

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Midyear School Updates

Jan. 27, 2026

Presenters:

Conn McCartan: St. Anthony Village High School

Amy Kujawski: St. Anthony Middle School

Tom Lee: Wilshire Park

SAVHS Updates

Goals for the Year

- **Essential Learning Targets**
- **Academic Vocabulary**

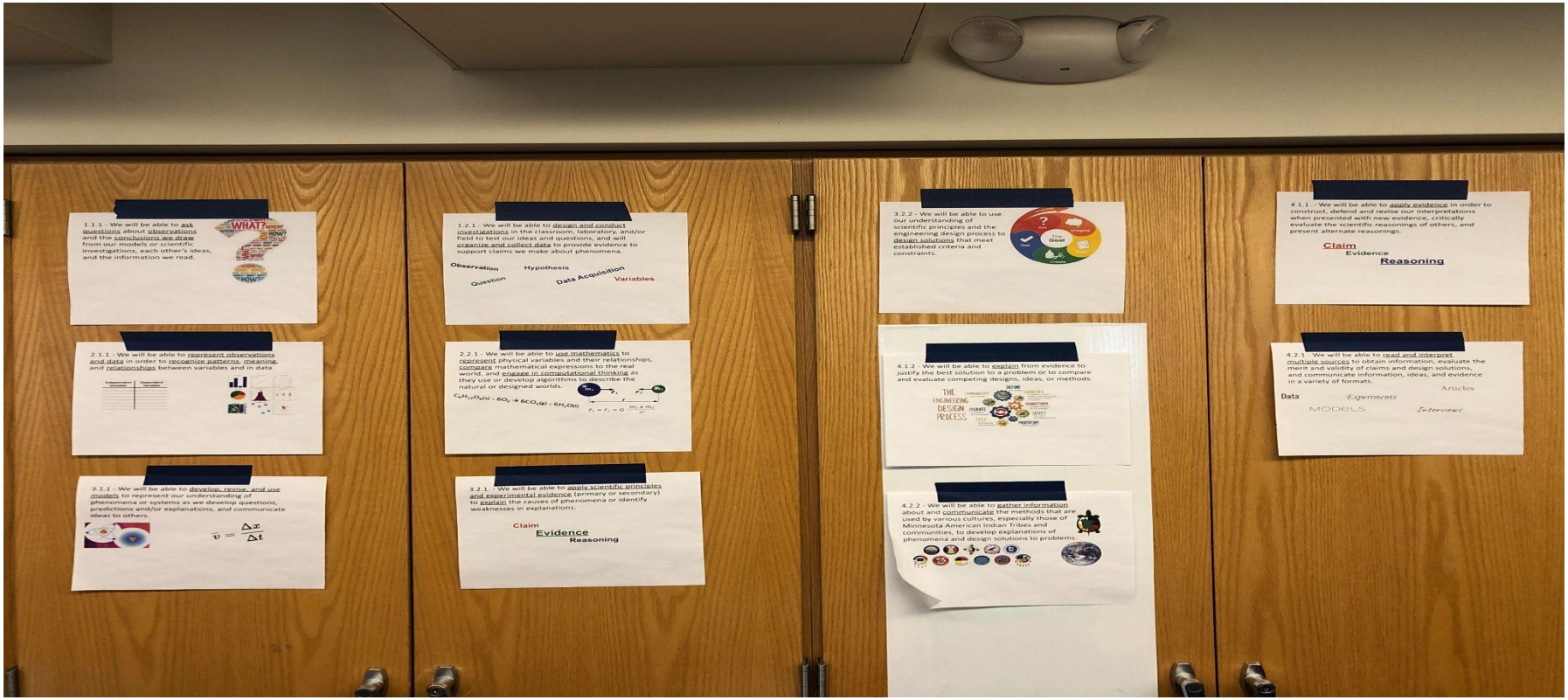
Essential Learning Targets

Context: This goal was first developed by our Instructional Leadership Team during a summer retreat in 2024. After reviewing district goals & the framework of Effective Instruction, the leadership team felt compelled that this goal is a strong foundation to build off of.

Key Strategies:

- Communicating to students clearly and often the learning for a particular unit and/or a lesson.
- Allowing students to reflect on their own learning.
- Drawing connections from the daily learning leading into the final summative (Performance task).

Metrics for Success: When prompted, students will be able to articulate not what they are doing in class, but what they are learning and how it connects to the unit.


1.1.1 - We will be able to ask questions about observations and the conclusions we draw from our models or scientific investigations, each other's ideas, and the information we read.
WHAT?
WHY?
HOW?
2.1.1 - We will be able to represent observations and data in order to recognize patterns, meaning, and relationships between variables and in data.
Independent Variable
Dependent Variable
3.1.1 - We will be able to develop, revise, and use models to represent our understanding of phenomena or systems as we develop questions, predictions and/or explanations, and communicate ideas to others.
$\bar{v} = \frac{\Delta x}{\Delta t}$
1.2.1 - We will be able to design and conduct investigations in the classroom, laboratory, and/or field to test our ideas and questions, and will organize and collect data to provide evidence to support claims we make about phenomena.
Observation
Hypothesis
Question
Data Acquisition
Variables
2.2.1 - We will be able to use mathematics to represent physical variables and their relationships, compare mathematical expressions to the real world, and engage in computational thinking as they use or develop algorithms to describe the natural or designed worlds.
$C_6H_{12}O_6(s) + 6O_2 \rightarrow 6CO_2(g) + 6H_2O(l)$
$F_1 = F_2 = G\frac{m_1 \times m_2}{r^2}$
3.2.1 - We will be able to apply scientific principles and experimental evidence (primary or secondary) to explain the causes of phenomena or identify weaknesses in explanations.
Claim
Evidence
Reasoning
3.2.2 - We will be able to use our understanding of scientific principles and the engineering design process to design solutions that meet established criteria and constraints.
?
Goal
4.1.2 - We will be able to explain from evidence to justify the best solution to a problem or to compare and evaluate competing designs, ideas, or methods.
THE ENGINEERING DESIGN PROCESS
4.2.2 - We will be able to gather information about and communicate the methods that are used by various cultures, especially those of Minnesota American Indian Tribes and communities, to develop explanations of phenomena and design solutions to problems.
4.1.1 - We will be able to apply evidence in order to construct, defend and revise our interpretations when presented with new evidence, critically evaluate the scientific reasonings of others, and present alternate reasonings.
Claim
Evidence
Reasoning
4.2.1 - We will be able to read and interpret multiple sources to obtain information, evaluate the merit and validity of claims and design solutions, and communicate information, ideas, and evidence in a variety of formats.
Articles
Data
Experiments
MODELS
Interviews

Benchmark - 9L.3.2.1.4

- *Identify the four key factors that drive evolution: reproduction, heritable variation, competition, and differential survival*
- *Explain, using real world data, the factors that influence traits become more common in a population*
- *Predict how variations in a population might change under different environmental conditions (e.g., more frequent or prolonged floods).*

Benchmark - 9L3.2.1.5

- *Describe how populations adapt over generations to environmental pressures*
- *Explain how natural selection can lead to the development of new traits that increase survival and reproduction in specific environments.*
- *Explain how adaptations, over long periods or with isolation, could contribute to the formation of new species.*

ST ANTHONY HIGH SCHOOL
BIOLOGY DEPARTMENT



Name: _____

Period: _____

3.2.1.4 Natural Selection & 3.2.1.5 Speciation Assessment B

Part 1: Multiple Choice

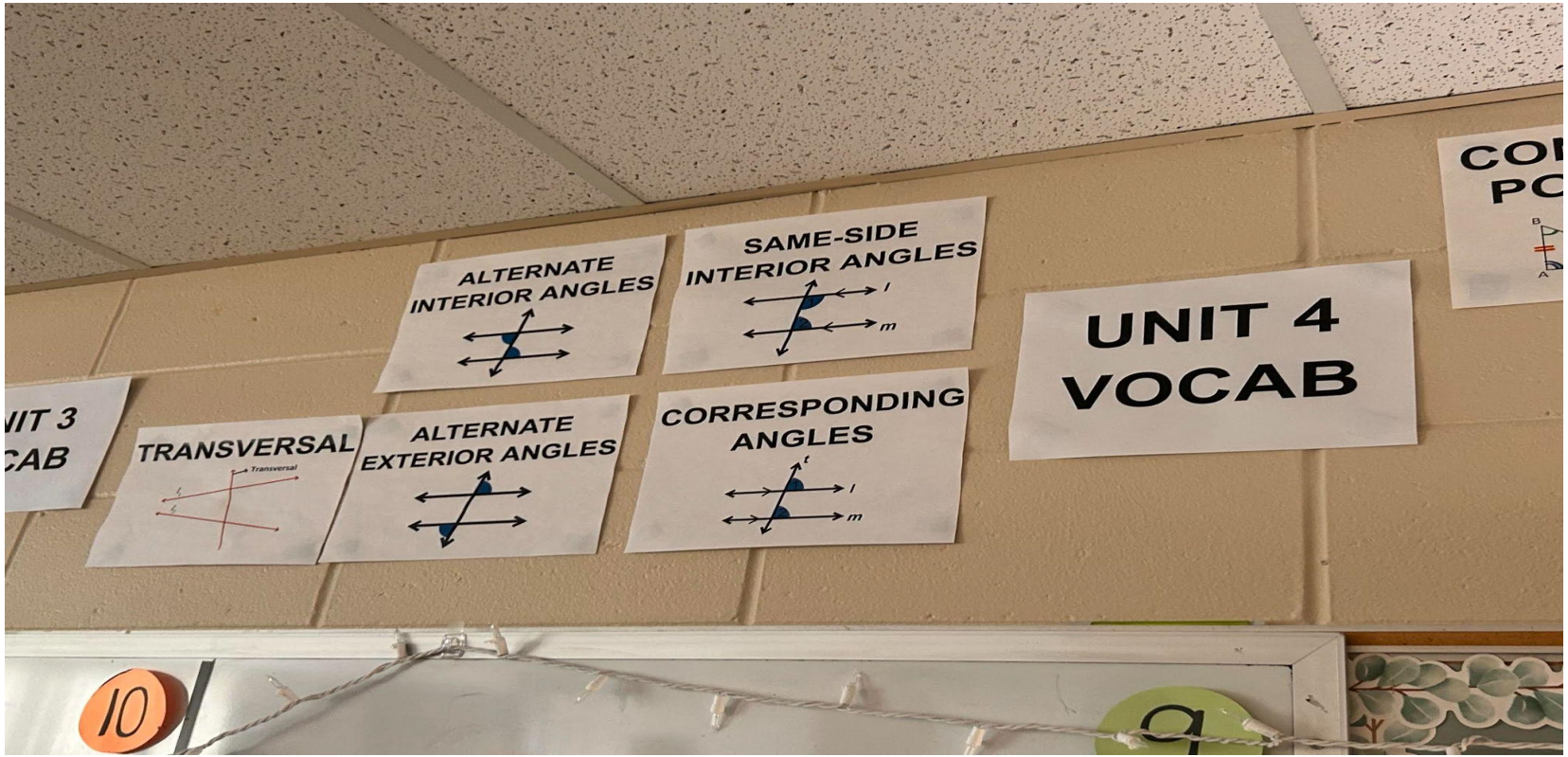
Academic Vocabulary

Context & Rationale: In SY 24/25, the Instructional Leadership Team examined a variety of data points including the ACT. Out of those conversations, the team examined high impact strategies that could support our Reading scores and overall high school literacy.

Key Strategies:

- During workshop week, the instructional leadership team modeled academic vocabulary strategies.
- Unit plans and coaching cycles include prompts on building academic vocabulary into unit/lesson design.

Metrics for Success: Students are able to use academic vocabulary on-demand when they describe or explain content specific knowledge. We are also looking for an increase in ACT scores on the English portion of the ACT.


ALTERNATE INTERIOR ANGLES
SAME-SIDE INTERIOR ANGLES
l
m
UNIT 4 VOCAB
TRANSVERSAL
Transversal
ALTERNATE EXTERIOR ANGLES
CORRESPONDING ANGLES
t
l
m
10


VISUALIZE
Can you see the parts of the story in your mind?
Organize the details in your mind.
Make the book into a movie in your mind.
COMPARE
Think about how two or more things in the text are alike and how they are different.
IDENTIFY
What was author trying to say?
Identify the main idea and themes.
CLARIFY
Clear up any confusion or reaffirm what is already known.
I think the passage means...
Do you understand the story? Pause to review what you have read and to answer questions you had earlier.
SYNTHESIZE
Put the pieces together to see them in a new way.
This method involves marrying multiple ideas from various texts in order to draw conclusions and make comparisons across different texts; with the reader's goal being to understand how they all fit together.
Let your thinking grow and change as you read.
CONNECT
Make connections in the text by explaining how one can relate, or how the text relates to something else.
Does it remind you of any other books you've read?
Does the text remind you of real life situations?
Can you connect with what's happening in the book?
What does the story mean to you?
QUESTION
What questions come up about the text, character, plot, detail, or action?
What questions do you have about the text?
Is there anything else you wished you knew?
SUMMARIZE
Explain what the text is mainly about. Know how to find, organize, and retell important facts or story elements from the text.
Identify the most important ideas or information.
EVALUATE
Form an idea or judgement about the text. Make judgements about what you read and explain.
Think about what you learned.

High School Cell Phone Update

Classrooms

Hallways

Lunchroom

Week of Dec 15 - 27 (7-1)

Week of Jan 5 - 29 (13-1)

Week of Jan 12 - 30 (11-1)

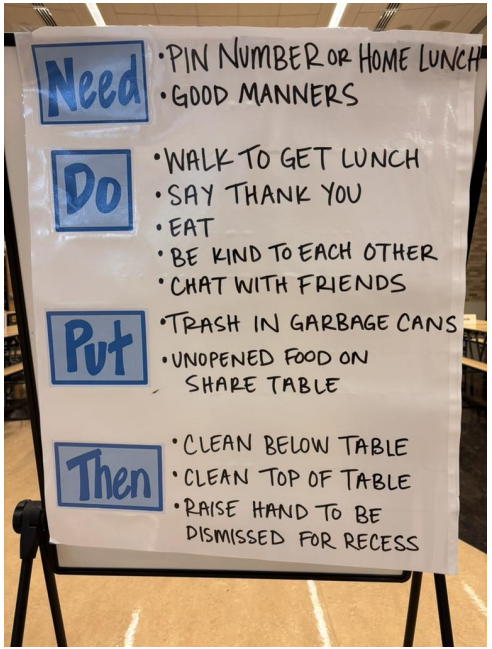
St. Anthony Middle - Amy Kujawski

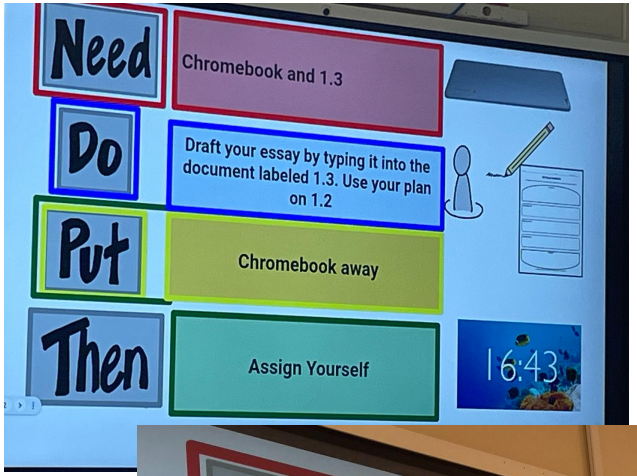
“To be a school where every student knows belonging and self-discovery through the learning we do together”

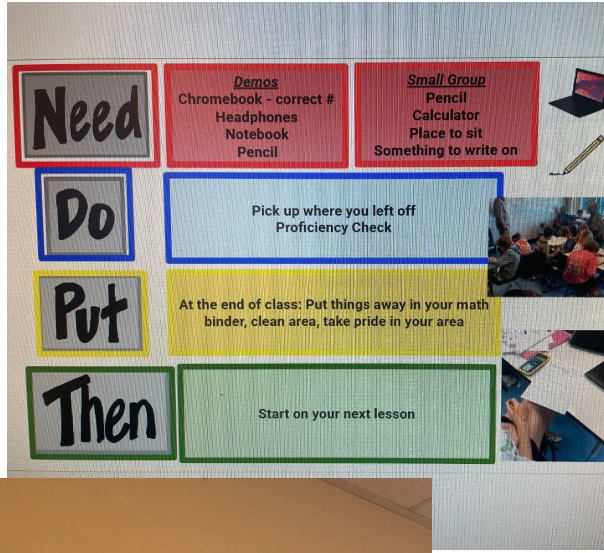
1. Strengthen Tier 1 Strategies for all students
2. Strengthening the Reporting Out of Essential Standards
3. Revisiting the Importance of Race, Culture, and Identity in our lives, classrooms, school- interpersonal work

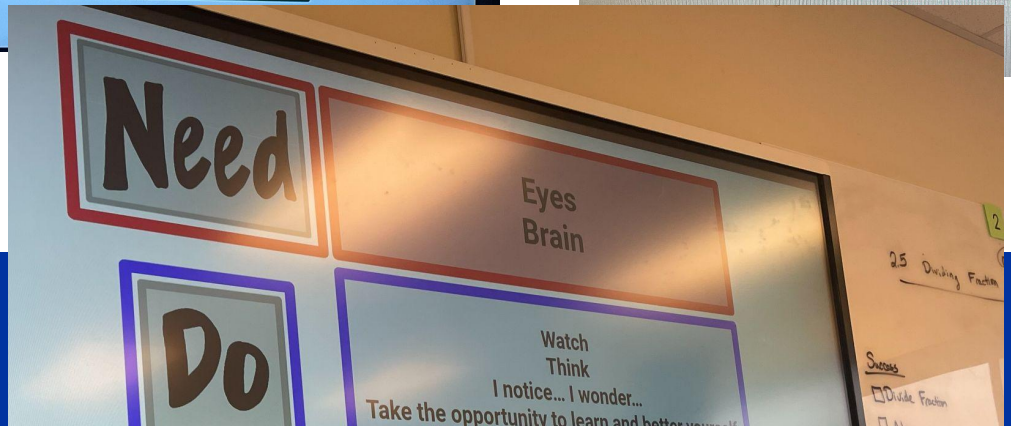
Goal #1: Strengthen Tier 1 Strategies for all students:

Catalyst Foundations Course, Coaching, and Collaborative PD groups (making expectations clear & consistent through school-wide practices





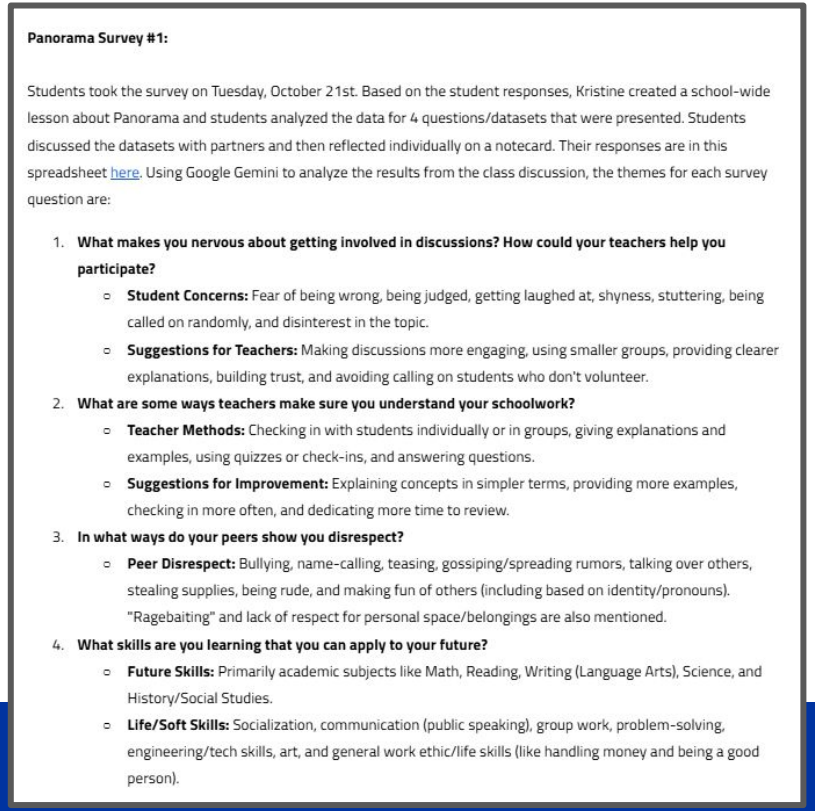




Goal #1: Strengthen Tier 1 Strategies for all students:

Using assessment data with students to be responsive to their needs

First	Students took the survey
Next	Ms. Schwintek built a lesson using the data for all Learning labs
Then	Teachers looked at more specific student responses

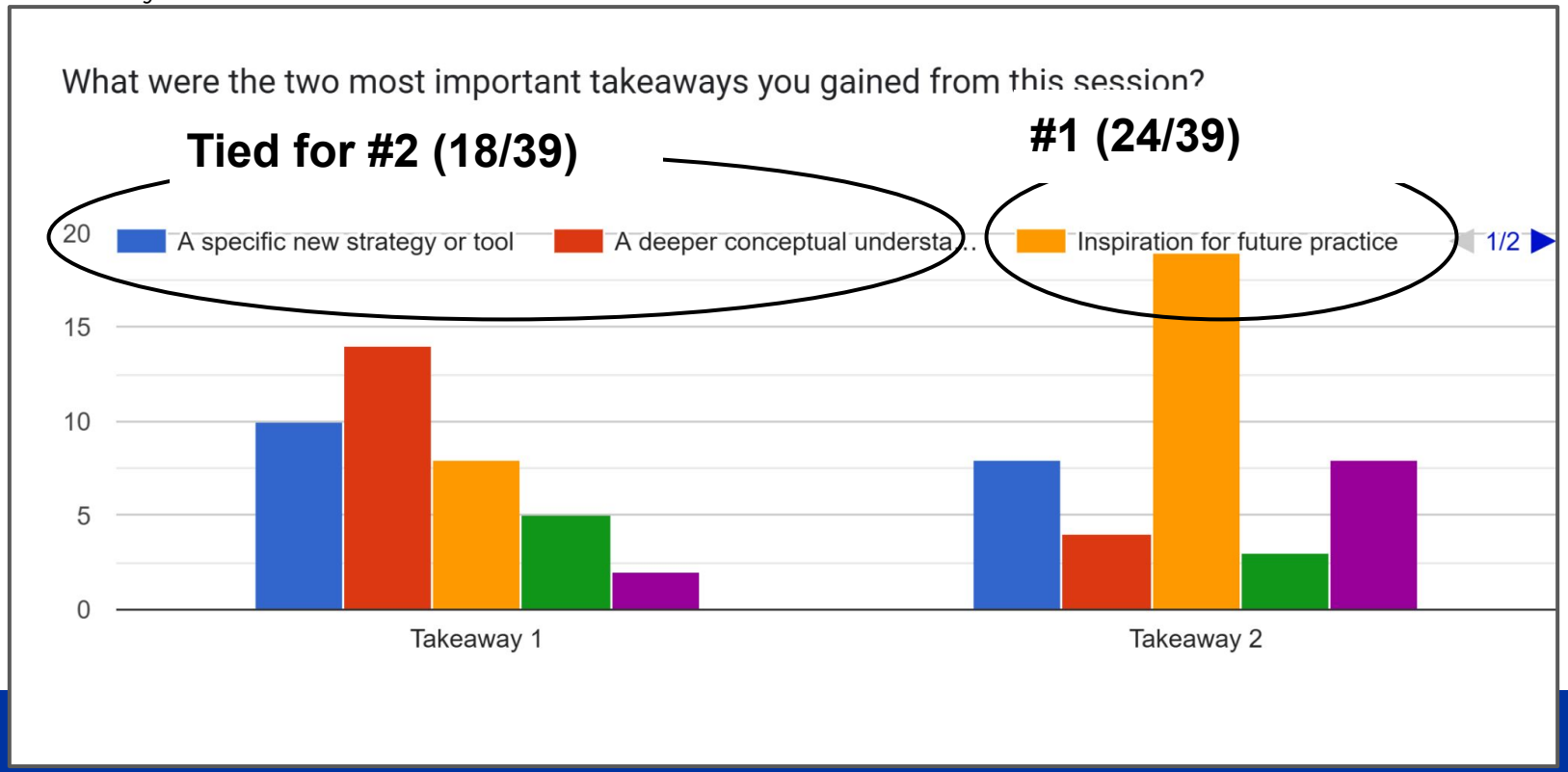


Panorama Survey #1:

Students took the survey on Tuesday, October 21st. Based on the student responses, Kristine created a school-wide lesson about Panorama and students analyzed the data for 4 questions/datasets that were presented. Students discussed the datasets with partners and then reflected individually on a notecard. Their responses are in this spreadsheet here. Using Google Gemini to analyze the results from the class discussion, the themes for each survey question are:

1. **What makes you nervous about getting involved in discussions? How could your teachers help you participate?**
   - **Student Concerns:** Fear of being wrong, being judged, getting laughed at, shyness, stuttering, being called on randomly, and disinterest in the topic.
   - **Suggestions for Teachers:** Making discussions more engaging, using smaller groups, providing clearer explanations, building trust, and avoiding calling on students who don't volunteer.
2. **What are some ways teachers make sure you understand your schoolwork?**
   - **Teacher Methods:** Checking in with students individually or in groups, giving explanations and examples, using quizzes or check-ins, and answering questions.
   - **Suggestions for Improvement:** Explaining concepts in simpler terms, providing more examples, checking in more often, and dedicating more time to review.
3. **In what ways do your peers show you disrespect?**
   - **Peer Disrespect:** Bullying, name-calling, teasing, gossiping/spreading rumors, talking over others, stealing supplies, being rude, and making fun of others (including based on identity/pronouns). "Ragebaiting" and lack of respect for personal space/belongings are also mentioned.
4. **What skills are you learning that you can apply to your future?**
   - **Future Skills:** Primarily academic subjects like Math, Reading, Writing (Language Arts), Science, and History/Social Studies.
   - **Life/Soft Skills:** Socialization, communication (public speaking), group work, problem-solving, engineering/tech skills, art, and general work ethic/life skills (like handling money and being a good person).

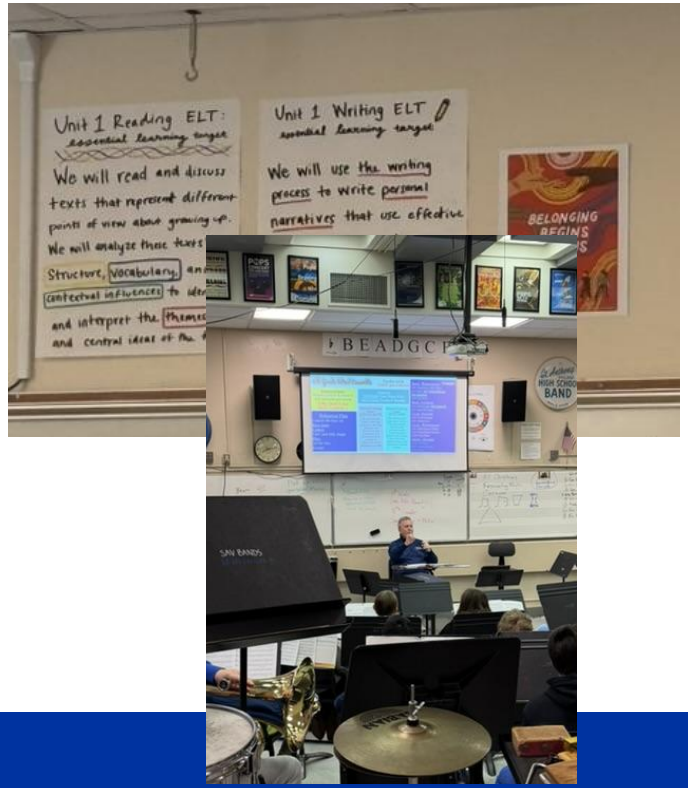
Goal #1: Strengthen Tier 1 Strategies for all students: Nov. PD focused on Tier 1 strategies. Teachers picked at least one of five mini-PD sessions based on the first coaching cycle and teacher feedback. Teacher reported the biggest takeaways were:

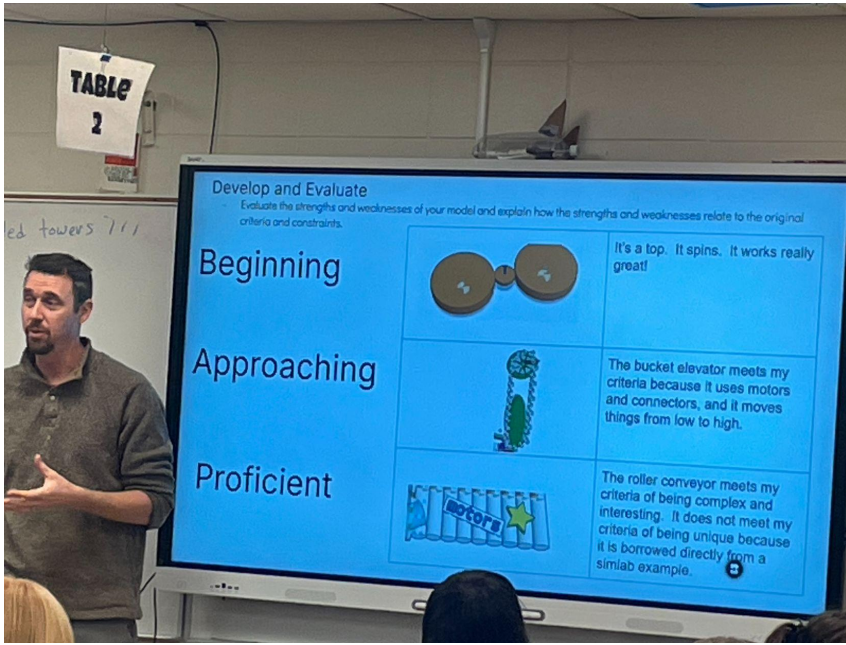


Goal #1: Strengthen Tier 1 Strategies for all students: Universal Entry

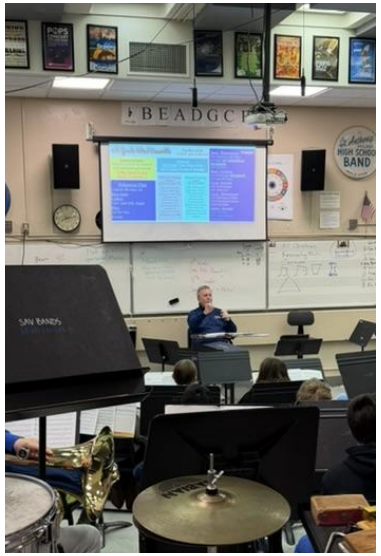


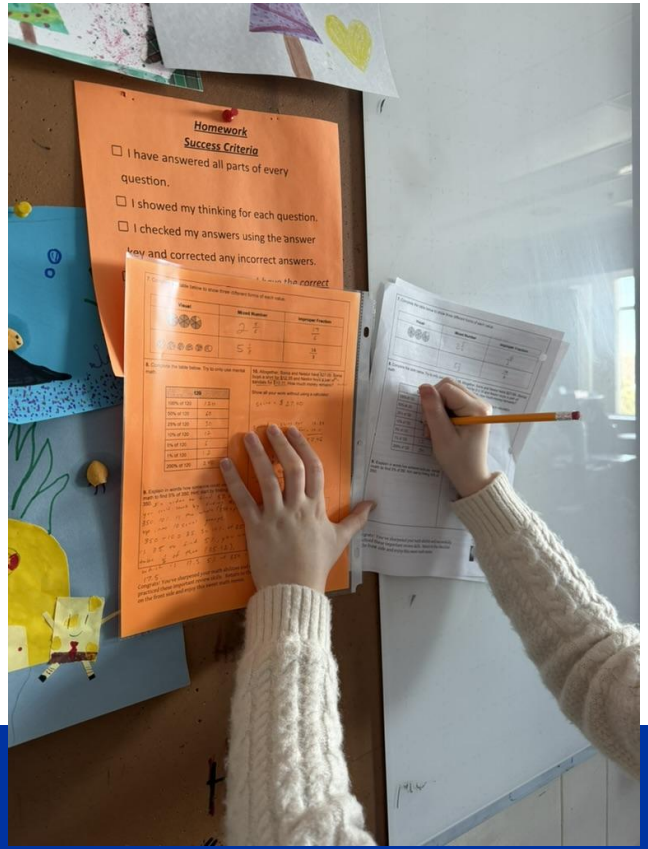
Goal #2: Strengthening the Reporting Out of Essential Standards





Goal #2: Strengthening the Reporting Out of Essential Standards





Goal #2: Strengthening the Reporting Out of Essential Standards: example for Nov. PD day

Using Learning Progressions with our Students

Start of Unit:

- Use to introduce unit and students can reflect where they are at. Students can also mark the text to highlight vocabulary and skills.
- Visualize the learning progression. Create a student-friendly visual LP with clear, descriptive language for each level (e.g., Beginning, Approaching, Proficient, Exceeding). Post this progression next to the ELT so students can see where they are and where they need to go.
- Use the LP to design activities that meet students at their current level. Examples: Students at the Approaching level might work on scaffolded practice with provided sentence starters. Students at the Proficient level might work on a more complex extension task or apply the skill in a new context.

During Unit:

- Embed or reference formative assessments so students can see where they are at in their learning. You could even make it digital with exemplars along the way.
- Use learning progression as a peer or self-assessment prior to taking the assessment.
- Students can take out the learning progression during independent work time to steer their learning.
- Students can add evidence to their learning progression throughout the unit to build a portfolio of evidence.
- Work with students to set specific, measurable goals tied to moving from one level of the LP to the next (e.g., "My goal for the next assignment is to move from Approaching to Proficient by including three specific textual examples").
- Design low-stakes exit tickets that directly measure a specific component of the Learning Progression.. This provides immediate data for teacher-led feedback and planning for the next day.

End-of-Unit:

- Attach the learning progression to the summative assessment; students can assess themselves prior to turning in their assessment.
- provide students with anonymous samples of work that exemplify each level of the LP (Beginning, Approaching, Proficient). Have students, in pairs or small groups, sort and categorize the samples and discuss why a piece of work falls into a particular level. This activity clarifies the expectations for quality.
- Use learning progression as a self-reflection and class discussion when students review their graded summative assessment.

Examples: Ms. Guidish Mr. West Ms. West

Goal #3 Revisiting the Importance of Race, Culture, and Identity in our lives, classrooms, school- interpersonal work

- ***The goal we've made the least progress on***
- We are having organic conversations about predictability, disproportionality, and disparity
    - Knowledge-to-Action Teams (K2A), SAMS Vision Team, and SAT Team has discussed:
        - Panorama data showed us our students who identify as Latino and Black have lower percentages of students on track for SEL growth
        - Over 60% of our students receiving reading intervention are students of color
    - K2A Teams focus this winter is supporting students who receive multilingual support
        - Based on attendance, behavior, FastBridge- 7 of the 16 students with 2+ areas of concern are students who receive ML support

SAMS Cell Phone Practice

8 AM to 2:45 PM Off and Out of Sight

- 27 students with one violation
- 10 students with two violations
- A handful of students who use “cell phone daycare” in our office to help them keep their phone off and out of sight

Wilshire Park - Our Mission

AT ***Wilshire Park, we are committed to caring relationships, creating partnerships, and ensuring all students learn and grow in an anti-racist, equity-centered environment.***

Panda Pride
Respect, Responsibility , and Ready

Goals for the Year

1. The Leadership will co-create a 3 year plan, in alignment with the District goals, to become the highest performing elementary school possible
   - **a. Build a strong MTSS framework**
     - *i. Strengthen Tier 1 Strategies for all students*
   - **b. Integrate SEL and World SAVVY concepts into Morning Meeting**
   - **c. Focus on increasing literacy and math outcomes for all students**
     - i. Minimum of one year of growth for one year of time at WP
   - **d. Provide supports for staff to achieve our goals**
     - *i. Co-Created: Clear Vision, Clearly Defined Work for Staff*
     - *ii. Personalized PD (Differentiated Instruction, Classroom Management, etc)*
     - *iii. World SAVVY Coaching (Invitation)*
     - *iv. Consistent Effective Instruction and Literacy Coaching*
     - *v. Enhanced SAVVAS PD*

WP UPDATE





- Cycle 1 complete - There is evidence of staff growing in their Tier 1 strategi
- All classroom staff conducting Morning Meetings (20 minutes per day) int
curriculum and World SAVVY Global Competencies. Common slide shows
committee to ensure consistency across the building.
- Teachers reporting significant increase in confidence in SAVVAS impleme
participate in a pilot program with IXL implementing their Take Off curric
strong growth in both areas

Staff Development goals have been met.





St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Thank You

Questions



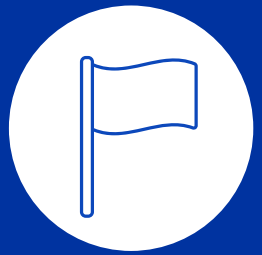








Write your topic or idea



Title



Title

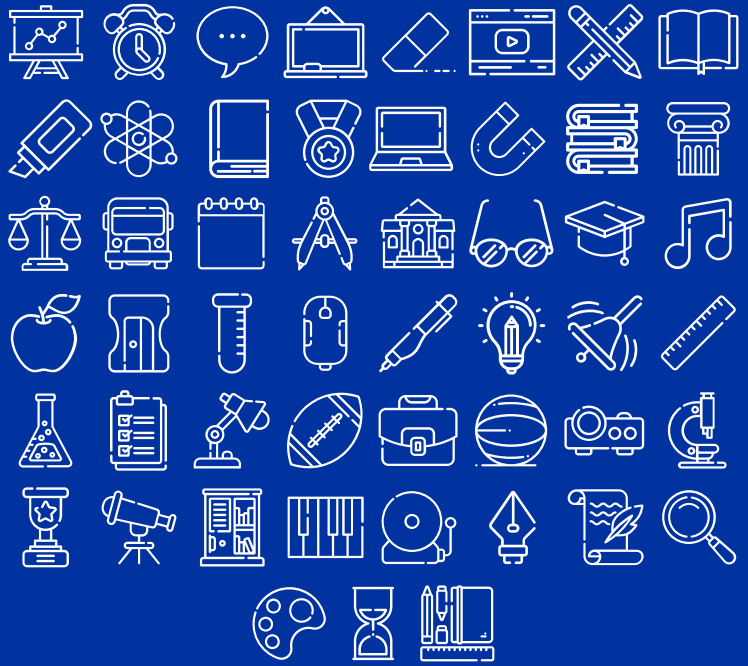


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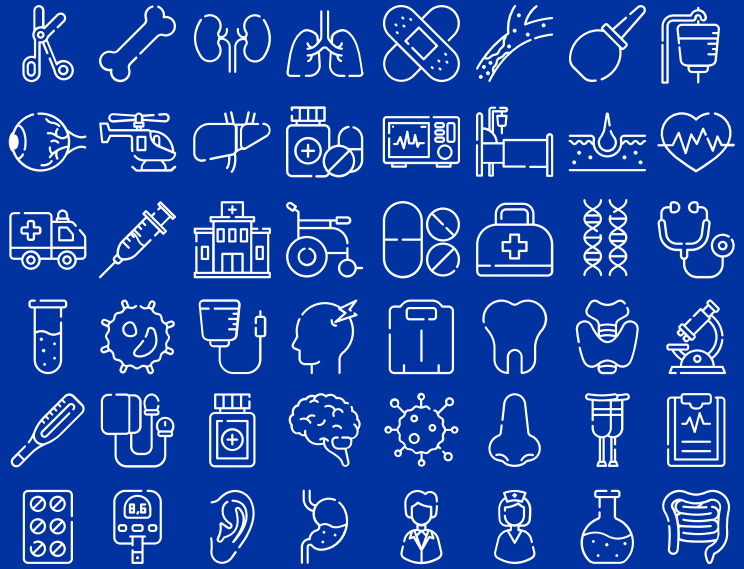




Educational Icons



Medical Icons



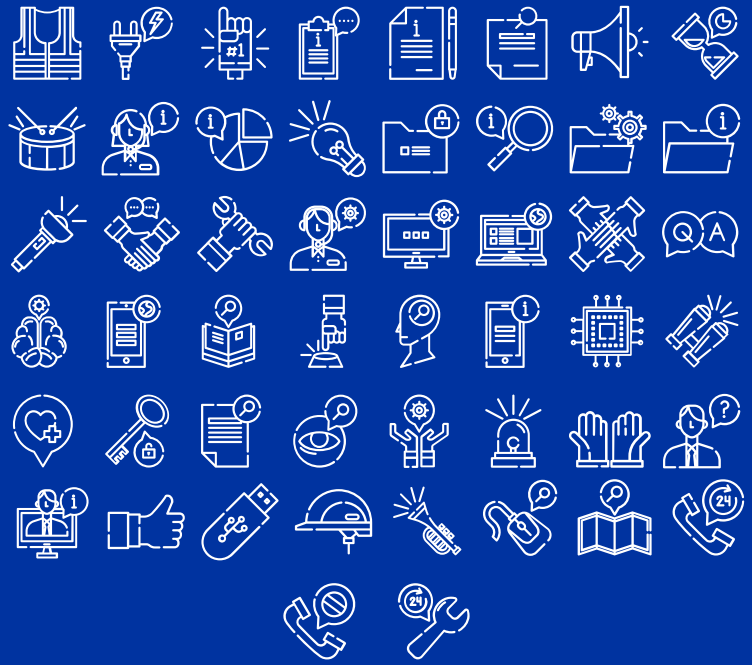
Business Icons



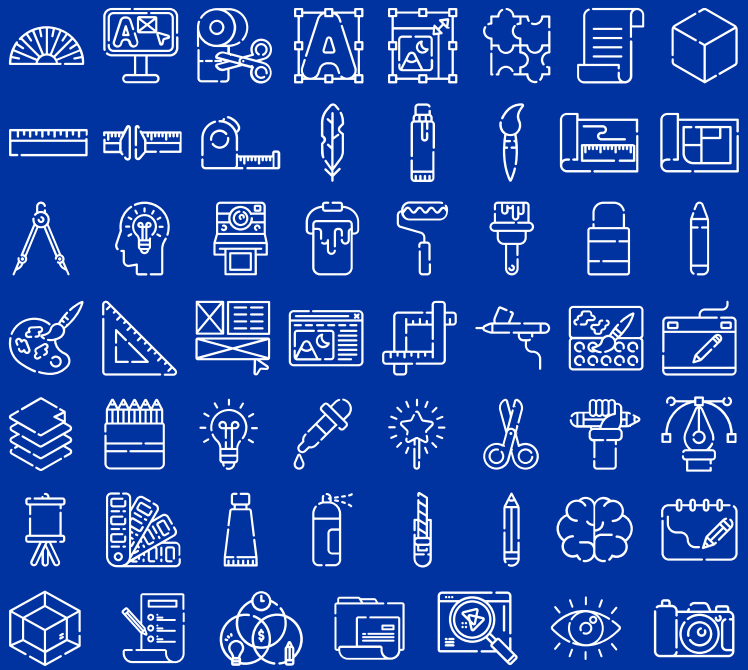
Teamwork Icons



Help & Support Icons



Creative Process Icons



Performing Arts Icons



SEO & Marketing Icons



St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Community Learning Committee Update

Jan. 27, 2026

Update

The creation of the Community Advisory Committee accomplishes several priorities



Fulfills state statute 120B.11

SCHOOL DISTRICT PROCESS FOR REVIEWING CURRICULUM, INSTRUCTION, AND STUDENT ACHIEVEMENT GOALS; STRIVING FOR COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS.



Reviews School Board policies and provides insight and feedback

- policy 603 Curriculum Development
- policy 612.1 Title I Family Engagement ·
- policy 425 Staff Development
- policy 616 Teaching and Learning



Strengthens Family and Community Engagement

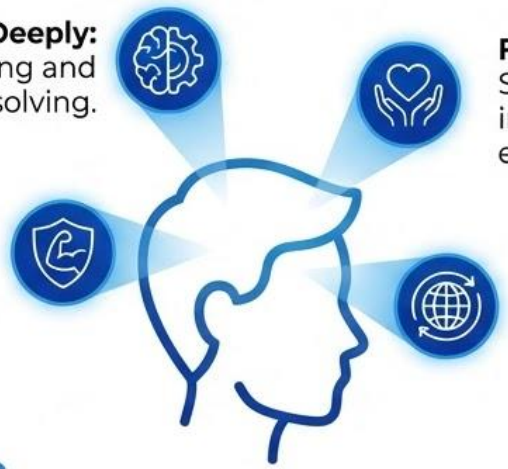
This is one of five MnMTSS priorities which helps to build trusting relationships, create clear lines of communication and connect one another through our schools.

Meeting Outcomes

First Meeting: Co-created portrait of a SANB Student

Think Deeply:
Critical thinking and problem solving.

Adapt and Take Action:
Resilience and agency.



Feel and Relate Wisely:
Social-emotional intelligence and empathy.

Engage Globally:
Cultural competence and civic readiness.

Second Meeting: Policy & Planning

- Review policies & apply them to the portrait.
- Discuss math curriculum adoption.
- Generate feedback on principal qualities to assist in our search of new principals.

Next Steps

Next Meeting - Early April



Apply our learning and feedback and discuss how it is working at every school in our district.



Provide updates on principal search and math curriculum.



Generate MnMTSS update to set a priority for the 2026-2027 school year.

Last Meeting



Celebrate accomplishments.



Provide updates on changes to school board policies.



Discuss opportunities for this community to partner with schools in the future.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

To:	ISD 282 School Board
From:	School Board Chair, Cassandra Palmer
Date:	Jan. 27, 2026
Subject:	Filling a School Board Member Vacancy

Executive Summary

Due to Laurel Hood's announcement of her plan to move outside the district boundaries - a vacancy will occur on the ISD282 School Board. Since the resigning member has less than two years remaining on her term, Minnesota law requires the Board to fill the position by appointment for the remainder of the unexpired term. A special election is not required.

Technical Legal Requirements

Per Minn. Stat. 123B.09 and MSBA guidance, the Board must adhere to the following:

- **Mandatory Filling:** The Board must fill the position; it cannot operate with one less member until the next election unless the vacancy occurs within 90 days of the term expiring.
- **Method of Appointment:** The Board has the discretion to choose its process, typically either by Board nomination or a formal application process. Recommendations for how to proceed are outlined below.
- **The 30-Day Rule:** Once the Board passes a resolution to appoint a new member, the appointment does not become effective for 30 days. This statutory waiting period allows the public to petition against the appointment.
- **Oath of Office:** The appointee must sign a notarized Acceptance of Office and Oath of Office during that 30-day window. A ceremonial public oath may be taken at their first meeting.

Potential Timeline:

The following table outlines a proposed appointment timeline. However, specific dates will be determined once the district becomes aware of the official date of Clerk Hood's change of residency.

Action Item	Legal/Procedural Milestone
Official Vacancy Date	Board member's last meeting; Board formally declares vacancy.
Application Launch	Post fillable application and rubric on district website.
Community Outreach	Advertise vacancy to district families and local media.
Application Deadline	Applications close and become public data.
Internal Review	Board members individually review and rank candidates.
Appointment Vote	**Regular Meeting:** Board passes resolution to fill vacancy.
Statutory Waiting Period	30-day period for public petition; appointee signs legal oath.
New Member Seated	The new member takes a ceremonial oath and begins service..

Candidate Eligibility & Screening

Candidates must be at least 21 years old, eligible voters, and district residents for at least 30 days. Previously the ISD282 School Board used an application process and vetted candidates by reviewing candidates' alignment with district standards. Below were the questions candidates had to submit in their application.

1. **Motivation:** Why do you wish to serve on the School Board?
2. **Experience:** Describe your background in community involvement.
3. **Governance:** Describe your understanding of the Board's decision-making process and your response to being in the voting minority.
4. **Vision:** What is your personal vision for public education success?
5. **Alignment:** How will you contribute to advancing the District's specific Vision?
6. **Equity:** How would you describe an equitable school system?

Next Steps for the School Board:

Minnesota law provides school boards with significant flexibility in choosing *how* to select an appointee, as long as the final appointment is made by a board resolution at a public meeting.

Based on a review of current practices across Minnesota and guidance from the Minnesota School Boards Association (MSBA), here are examples of what other districts have done when filling a school board vacancy:.

Interviews

School boards are able to conduct interviews of potential candidates. Many districts in Minnesota do utilize an interview process.

- **Standard Practice:** Districts such as Minnetonka, Saint Paul, and Minneapolis have frequently used public interview sessions to vet candidates before a final board vote.
- **Public Nature:** Because of the Open Meeting Law, these interviews must be conducted in a public meeting session where the community can observe the candidates' responses.
- **Sample Questions:** MSBA provides sample interview questions that focus on a candidate's background, their understanding of the board's decision-making process, and their vision for the district.

What is Required?

While most boards choose a formal application process to ensure transparency and community trust, the statute (Minn. Stat. 123B.09) does not strictly mandate a specific "application" or "recruitment" period.

- **Board Discretion:** The board essentially has the authority to decide on its own process. Technically, a board member could nominate an eligible resident during a public meeting, and the board could vote to appoint that person immediately.
- **Risks of No Process:** Appointing someone without a public application or interview process can lead to community criticism regarding a lack of transparency or "insider" appointments. Most boards adopt a formal resolution early in the vacancy period to outline exactly what process they will follow to avoid these perceptions.

Review of Processes in Other Districts

A survey of several Minnesota districts reveals three common approaches:

District	Process Method	Use of Interviews
Saint Paul Public Schools	**Full Application:** Requires a resume, letter of interest, and written responses to specific governance questions.	**Yes:** Interviews are typically part of the final selection stage.

Minnetonka Public Schools	**Historical Consistency:** Has used a standardized application and interview process for every vacancy since 1971.	**Yes:** Uses a board subcommittee to develop specific interview and reference check questions.
Minneapolis Public Schools	**Formal Announcement:** Publicly announces a specific "process and timeline" shortly after a resignation is received.	**Yes:** Frequently uses public work sessions or special meetings for candidate vetting.

Recommended Next Steps:

- **Adopt a formal "Resolution Establishing Process"** at an upcoming meeting.
- **Applications and Interviews** Include both an application and public interview stage for top-ranked finalists to allow the community to hear from potential representatives directly.
- **Clearly state that the board reserves the right** to modify the process (such as skipping interviews if only one qualified candidate applies) to maintain flexibility.