Listening Session + Regular Meeting of the St. Anthony-New Brighton School Board
Tuesday, March 3, 2026 6:00pm Listening Session, 6:30pm Regular Meeting

St. Anthony Community Services (Council Chambers)
Community Services
3301 Silver Lake Road NE
St. Anthony , MN 55418

Agenda

1. Listening Session (6:00 pm)
   Speaker(s): Dr. Cassandra Palmer - Chair
2. Call to Order School Board Regular Meeting (6:30pm)
   Speaker(s): Dr. Cassandra Palmer - Chair
3. Approval of Agenda
   Speaker(s): Dr. Cassandra Palmer - Chair
4. Announcements and Recognition
   Speaker(s): Dr. Cassandra Palmer - Chair
5. Approval of Consent Agenda
   Speaker(s): Dr. Cassandra Palmer - Chair
6. Discussion Items
   6.1. Title IX External Audit
   Speaker(s): Mick Waldspurger, Esq.
   6.2. Update: Costa Rica Spanish Field Trip
   Speaker(s): Heidi Haagenson, Spanish Teacher
   6.3. Update: Principal Hire
   Speaker(s): Matt Menier, Director of Principal Leadership and Learning and Laurel Anderson, ceso
   6.4. Community Services report
   Speaker(s): Wendy Webster, Director of Community Services & Communications
   6.5. Principal contract
   Speaker(s): Dr. Renee Corneille, Superintendent
   6.6. Staffing: NonRenew/ULA
   Speaker(s): Dr. Renee Corneille - Superintendent and Destiny Sparks, Human Resources
   6.7. Budget Model
   Speaker(s): Dr. Renee Corneille, Superintendent and Hope Fagerland, Assistant Superintendent
   6.8. Board Vacancies
   Speaker(s): Dr. Renee Corneille - Superintendent
   6.9. Policy 515
   Speaker(s): Laurel Hood - Policy Chair
7. Board Reports
   7.1. ISD282 Program and Building Report
   Speaker(s): Hope Fagerland, Assistant Superintendent
   7.2. Board Reports

8. Closed Session in compliance with Minnesota Statute section 13D.03, to consider labor negotiations.
   Speaker(s): Dr. Cassandra Palmer - Chair
9. Adjourn closed session
   Speaker(s): Dr. Cassandra Palmer - Chair
10. Adjourn School Board Meeting
    Speaker(s): Dr. Cassandra Palmer - Chair

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

SCHOOL BOARD CONSENT AGENDA
03/03/2026

PRESENTER(S): School Board Chair

1. Personnel

Hire(s)

Last Name	First Name	Position	School	Date Effective
Rund	Christian	Football Coach	SAVHS	Fall 2026

Resignation/Separation(s)

Last Name	First Name	Position	School	Dates Effective
Rolfs	Cynthia	SPED Para	Wilshire	02/13/2026

2. Payment of Bills Checks Paid 2/13/2026

01- General Fund	$176,541.29
02- Food Service Fund	$25,549.68
03- Transportation Fund	$44,504.91
04- Community Serv Fund	$9,257.26
05- Capital Expenditure Fund	$42,959.68
08- Agency Fund	$750.00
09- Trust Fund	$197.68
25- Student Activities	$439.44
Total: $	$300,199.94

3. Minutes - Meeting Minutes of February 17, 2026 work session.

Let's go to…

Costa Rica

San José, Arenal Region, Sarapiquí – 7 Days

My name is

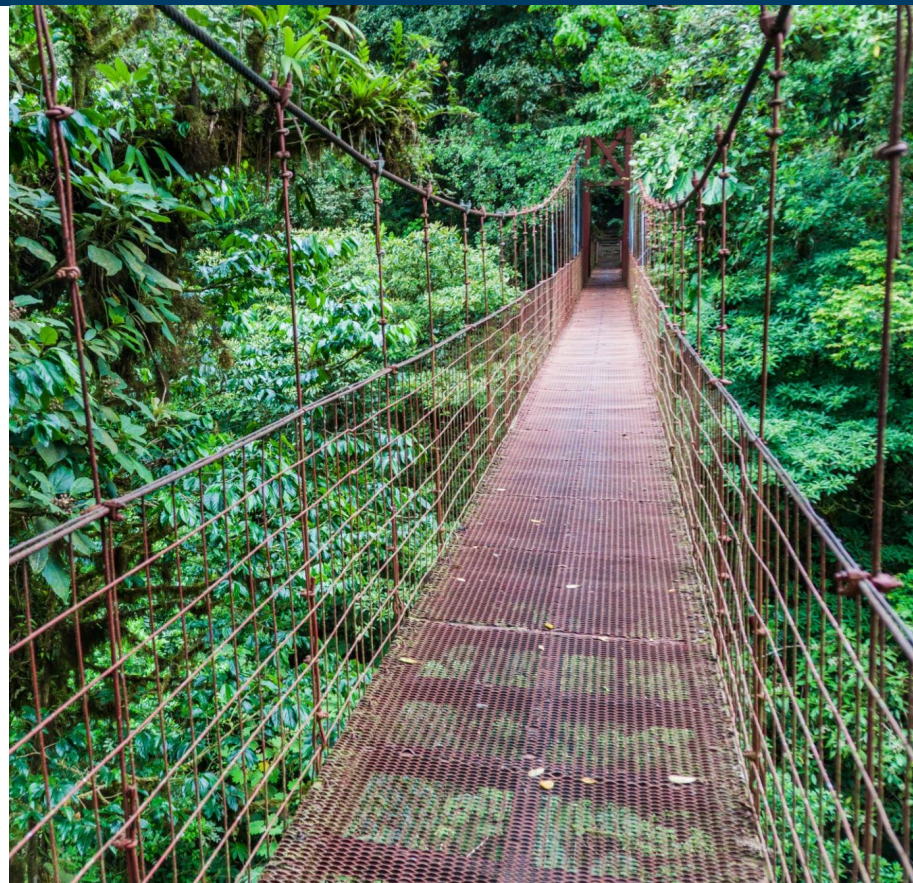
Heidi Haagenson

Spanish Teacher, SAVHS

Explore Costa Rica

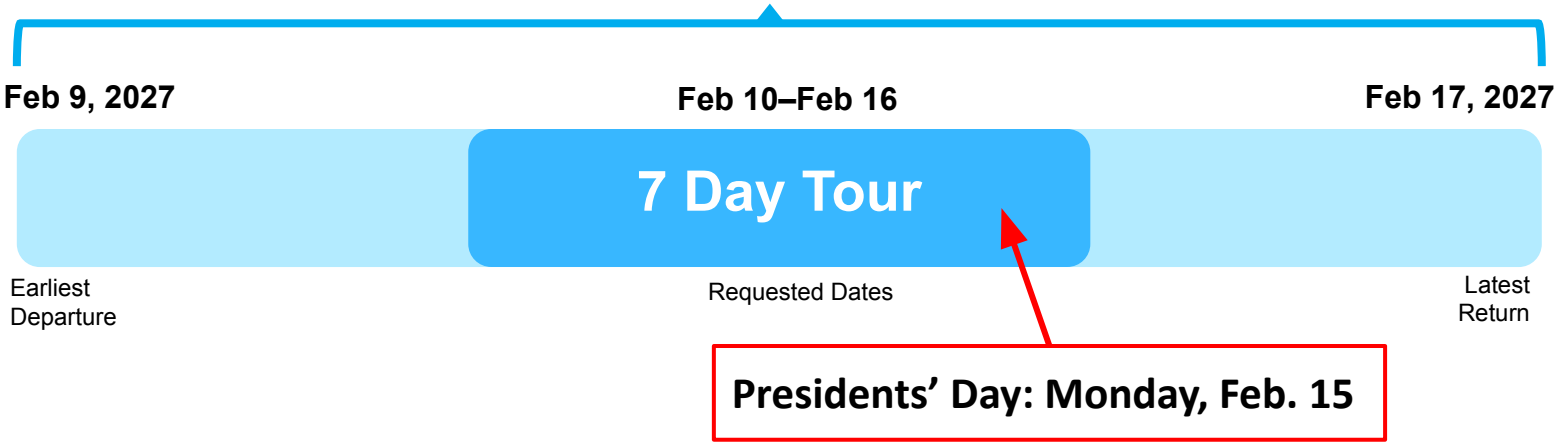
Our Tour at a Glance

- 31 high school students (full tour!)
- Enrolled in Spanish III during 26-27 school year or have already completed Spanish III
- Student traveler meetings every other week since November 2025
- $3,800/student (around $160/month)
- Fundraisers starting April 2026



Our travel dates: Presidents' Day Weekend

Our earliest departure to the latest return



- Our flexibility with these dates will help EF create the best on-the-ground experience for us.
- We will receive our confirmed dates 2-3 months before tour.

Why travel…

Program Goals for the Trip

1. Deepen students' understanding of Costa Rican culture, history, and traditions through **cultural immersion** and experiences
2. Encourage students to use and improve their **Spanish skills** in real-life, authentic situations
3. Develop students' sense of **global awareness** and responsibility
4. **Inspire students** to continue traveling and exploring the world.
5. Create lifelong **memories**

WHAT IT IS

- Structured, learning trip
- Full-itinerary
- Early mornings
- High expectations
- Large and small groupings

WHAT IT ISN’T

- Vacation
- All free time
- Laid-back/relaxing
- For students who make poor choices
- Individualized

Goals for the Trip

I want my students to:

1. Be safe
2. Learn
3. Have fun

Our safety & support partner

- Local support and insight worldwide
- EF’s Safety and Incident Response Team
- Flexibility to adapt our tour due to unforeseen circumstances
- 24/7 Tour Director and chaperone team support

EF Educational Tours

Our educational travel and safety partner

These blue dots are everywhere EF has an office!

- Nearly 60 years of experience
- Staff on the ground 365 days a year in over 50 countries all over the world, including an office in Panama City!
- World leader in international education
- Accredited, just like our school

Experience the thrill of a ziplining adventure through the Costa Rican canopy

Take a cacao tour
(chocolate samples included!)

Gaze up at the amazing
Arenal Volcano

Questions?

Principal Candidate Profile

St. Anthony Village High School

Position Context

SAVHS is seeking a principled, systems-oriented secondary leader who builds trust through transparency, consistency, and visible presence. The next principal must lead in a complex secondary environment while strengthening instructional credibility, stabilizing systems, and reinforcing adult professional culture.

Stakeholder feedback makes clear that this is not a reinvention role. It is a **stabilization and stewardship role focused on clarity, fairness, and sustained trust-building.**

SAVHS Leadership Profile: *Core Competencies*

1) Transparent Systems Leader

The ideal candidate:

- Communicates the "why" behind decisions clearly and proactively
- Follows through consistently on commitments
- Reduces ambiguity in grading, behavior, and attendance systems
- Makes predictable, principled decisions

Committee Look-Fors:

- Concrete examples of policy implementation with clear communication plans
- Evidence of improving consistency across departments or grade levels
- Ability to articulate decision-making frameworks

2) Secondary Instructional Credibility

The ideal candidate:

- Has authentic high school teaching experience
- Demonstrates deep understanding of secondary instructional practice
- Can speak fluently about course placement, rigor, and alignment
- Supports high expectations with equitable access

Committee Look-Fors:

- Experience leading secondary instructional improvement
- Comfort discussing master schedules, course pathways, grading systems

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- Clear instructional philosophy grounded in adolescent development

3) Fair and Consistent Decision-Maker

The ideal candidate:

- Applies expectations equitably
- Avoids favoritism
- Balances firmness with respect
- Demonstrates calm authority

Committee Look-Fors:

- Examples of handling complex discipline situations
- Evidence of restoring trust after conflict
- Clear philosophy on accountability at the high school level

4) Visible, Relationship-Driven Presence

The ideal candidate:

- Is present in hallways and classrooms daily
- Engages with students authentically
- Attends events and school activities
- Builds relationships without sacrificing systems integrity

Committee Look-Fors:

- Specific examples of relational leadership at the secondary level
- Strategies for balancing visibility with operational demands

5) Professional Trust & Adult Culture Builder

The ideal candidate:

- Respects teacher expertise
- Avoids micromanagement
- Includes staff in meaningful decision-making
- Fosters psychological safety in adult culture

Committee Look-Fors:

- Examples of strengthening staff morale
- Evidence of collaborative leadership structures
- Clear approach to managing adult conflict constructively

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First-Year Success Indicators (SAVHS)

Within the first year, a successful candidate should be able to:

- Establish predictable communication rhythms
- Clarify or reinforce grading and behavior systems
- Build trust with long-tenured staff
- Demonstrate visible presence with students
- Signal long-term commitment to the SAVHS community

Overall Hiring Lens for SAVHS

This role requires a **steady, principled secondary leader** who brings:

- Instructional credibility
- Clear systems thinking
- Calm authority
- Commitment to long-term investment

SAVHS needs a leader who can stabilize complexity, protect rigor, and strengthen trust through fairness and follow-through.

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Principal Candidate Profile

Wilshire Park Elementary School

Position Context

Wilshire Park is seeking a highly relational, visible, and emotionally steady elementary leader who strengthens adult culture, publicly supports teachers, and preserves the school's welcoming, small-school identity.

This is a **culture-strengthening and stewardship role**, with strong emphasis on daily presence and teacher advocacy.

Wilshire Park Leadership Profile: *Core Competencies*

1) Deeply Relational, Visible Leader

The ideal candidate:

- Greets students and families daily
- Is present in hallways and classrooms
- Builds connection through informal interaction
- Leads with warmth and approachability

Committee Look-Fors:

- Specific examples of daily visibility practices
- Demonstrated relational leadership with young children
- Comfort engaging with families informally and formally

2) Teacher Advocate & Behavior Systems Leader

The ideal candidate:

- Publicly "has teachers' backs"
- Ensures consistent follow-through on behavior expectations
- Protects instructional time
- Strengthens school-wide systems

Committee Look-Fors:

- Clear examples of supporting teachers in difficult situations
- Experience implementing elementary behavior systems
- Philosophy on balancing accountability with compassion

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3) Transparent Communicator

The ideal candidate:

- Communicates clearly and proactively
- Explains decision-making
- Balances email communication with in-person engagement
- Maintains alignment between staff and family messaging

Committee Look-Fors:

- Examples of leading through change with strong communication
- Evidence of building family trust during transitions

4) Elementary Instructional Credibility

The ideal candidate:

- Has elementary classroom experience
- Understands developmental needs (PreK–5)
- Demonstrates instructional fluency
- Supports foundational literacy, numeracy, and inclusive practices

Committee Look-Fors:

- Experience coaching or modeling elementary instruction
- Knowledge of developmental discipline approaches
- Understanding of early intervention systems

5) Adult Culture Builder

The ideal candidate:

- Addresses conflict directly
- Builds psychological safety
- Reduces fear-based dynamics
- Strengthens collaboration and professionalism

Committee Look-Fors:

- Evidence of improving adult culture
- Comfort addressing challenging staff dynamics
- Clear norms for professional accountability

6) Steward of School Identity

The ideal candidate:

- Preserves Wilshire Park's welcoming, small-school feel
- Honors traditions

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- Engages families meaningfully
- Approaches change thoughtfully and gradually

Committee Look-Fors:

- Philosophy on balancing innovation with stability
- Experience leading without disrupting strong community identity

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First-Year Success Indicators (Wilshire Park)

Within the first year, a successful candidate should be able to:

- Establish visible daily routines
- Reinforce consistent behavior expectations
- Strengthen adult trust and collaboration
- Maintain strong family engagement structures
- Demonstrate emotional steadiness and care

Overall Hiring Lens for Wilshire Park

This role requires a **visible, relational, courageous elementary leader** who brings:

- Teacher advocacy
- Emotional intelligence
- Clear communication
- Developmental expertise
- Commitment to strengthening adult culture

Wilshire Park needs a leader rooted in daily connection; someone who builds trust through presence, clarity, and care while preserving the community-centered character of the school.

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St. Anthony-New Brighton School District

Principal Search Stakeholder Engagement Report

February 2026

prepared by CESO Communications

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SAVHS Staff Engagement Summary

SAVHS & WP Staff Survey Summary

Wilshire Park Student Engagement Summary

Wilshire Park Family Survey Summary

Wilshire Park Family Engagement Summary

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Executive Summary •

In January and February 2026, St. Anthony–New Brighton Schools conducted a comprehensive stakeholder engagement process to inform the selection of the next principals for St. Anthony Village High School (SAVHS) and Wilshire Park Elementary School.

Engagement included student voice activities, family and staff focus groups, and districtwide surveys allowing school-specific responses for students, families, and staff. Across both schools, participation was strong and feedback was consistent in its clarity and alignment

While each school community articulated its priorities in developmentally distinct ways, several unifying themes emerged:

- Trust is foundational.
- Visibility matters.
- Transparent communication is essential.
- Fairness and consistency define credibility.
- Leadership stability is valued.

At the same time, each school's context produces a distinct leadership profile.

St. Anthony Village High School (SAVHS)

Stakeholder feedback indicates that SAVHS is seeking a principal who can balance relational leadership with strong systems management in a complex secondary environment

Students emphasized fairness, visibility, balanced authority, inclusion, and long-term commitment. They described wanting a leader who is approachable and calm, yet consistent and firm when necessary.

Families prioritized transparent communication, academic rigor, student safety, and thoughtful first-year leadership. They expressed strong support for a measured transition focused on listening and relationship-building before major change.

Staff highlighted the need for predictable systems, instructional credibility at the high school level, professional trust, consistent accountability, and psychological safety in adult culture.

SAVHS Leadership Implication:
The next principal must be a principled, systems-oriented secondary leader who strengthens clarity and consistency while remaining highly visible and relational. This role requires

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instructional credibility, calm authority, and a demonstrated ability to build long-term trust through fairness and follow-through.

SAVHS is not seeking reinvention; it is seeking stability, coherence, and credible stewardship.

Wilshire Park Elementary School

Feedback from Wilshire Park indicates the community is seeking a highly relational, visible, and emotionally steady elementary leader who strengthens adult culture and publicly supports teachers

Students described a principal who is kind, calm, fair, and present, and someone who makes them feel safe and seen.

Families emphasized safety, communication, academic excellence, and preservation of the school's welcoming, small-school culture. They expressed a desire for a leader who honors traditions while strengthening systems.

Staff focused heavily on teacher advocacy, consistent behavior systems, transparent communication, elementary instructional credibility, and rebuilding adult culture with psychological safety.

Wilshire Park Leadership Implication:
The next principal must be deeply relational and visibly present, with strong elementary instructional expertise and a clear commitment to teacher support. This role requires emotional steadiness, clear communication, and the courage to strengthen adult culture while preserving the school's community-centered identity.

Wilshire Park is seeking thoughtful stewardship rooted in daily connection and care.

Districtwide Themes

Across both schools, five cross-cutting expectations define leadership credibility:

1. Visible, daily presence in the building
2. Transparent, proactive communication
3. Fair and consistent decision-making
4. Instructional credibility appropriate to level (secondary vs. elementary)
5. Long-term commitment and stability

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At both schools it is clear that stakeholders are not asking for dramatic change. They are asking for leaders who build trust deliberately through clarity, visibility, steadiness, and respect for professional expertise.

Conclusion

The engagement process reveals two aligned but distinct leadership profiles:

- **SAVHS:** A systems-oriented secondary leader who stabilizes complexity through transparency, fairness, and instructional credibility.
- **Wilshire Park:** A relational, visible elementary leader who strengthens adult culture while preserving a welcoming, community-centered identity.

Together, these findings provide clear guidance for the hiring committee and Board as they evaluate candidates. The leadership profiles emerging from this process are grounded in authentic stakeholder voice and reflect the shared values of the SANB community

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Principal Search Stakeholder Synthesis Report

SAVHS | February 2026

What the SAVHS Community is Asking for in the Next Principal

Across students, families, and staff, a consistent theme emerges: SAVHS is seeking a principal who builds trust through visibility, transparency, fairness, and long-term commitment.

While each stakeholder group expresses this in different language, their expectations strongly align:

- Students describe a leader who is kind, visible, "chill," fair, and genuinely interested in knowing them.
- Families emphasize transparent communication, academic rigor, safety, and thoughtful leadership.
- Staff focus on clear systems, professional trust, consistent accountability, and psychological safety in adult culture.

At its core, the SAVHS community is asking for a leader who can do two things simultaneously:

1. Lead relationally — be visible, accessible, respectful, and human.
2. Lead systemically — communicate clearly, enforce policies consistently, and bring steady, credible leadership to teaching and learning.

The strongest through-line across all engagement is trust:

- Trust built through consistent communication.
- Trust built through fairness.
- Trust built through presence.
- Trust built through follow-through.
- Trust built through stability over time.

SAVHS is not asking for dramatic reinvention. Stakeholders are asking for thoughtful stewardship, strengthening systems while protecting what makes the school feel welcoming and connected.

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Audience-Specific Findings

STUDENTS

Engagement Summary

Student voice was gathered through:

- Lunchtime sticky wall activities (Grades 8–12)
- A student survey administered during WIN time (Grades 9–12)

Students generated substantial participation across both formats.

Core Student Themes

1) Relationship-Centered Leadership

Students overwhelmingly described wanting a principal who is:

- Kind and welcoming
- Approachable and easy to talk to
- Visible in hallways and at events
- Willing to listen before making decisions
- Someone who knows students by name

Why this matters: Students define leadership credibility through relationships. Visibility and authentic connection are not "extras" — they are foundational to trust.

2) Fairness and Consistency

Students emphasized:

- No favoritism
- Equal treatment
- Clear and reasonable expectations
- Respectful handling of discipline

Why this matters: Students are highly attuned to perceived fairness. Consistency in applying rules directly impacts their sense of safety and respect.

3) Balanced Authority

Students want a leader who is:

- Calm, not reactive
- Not overly strict
- Firm when necessary
- Consistent without being punitive

Why this matters: Students are not rejecting structure; they are asking for predictability and dignity. Balanced leadership builds respect without fear.

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4) Inclusion and Belonging

Students explicitly referenced:

- Equality
- Religious tolerance
- Not racist / not sexist
- Inclusive facilities and practices

Why this matters: Students expect visible and authentic commitment to belonging. Inclusion is not assumed. It must be demonstrated.

5) Stability and Longevity

Students directly expressed a desire for a principal who stays and invests long-term. Continuity was mentioned repeatedly as an important leadership trait.

Why this matters: Leadership continuity builds confidence and strengthens school identity. Students want a leader committed to SAVHS over time.

FAMILIES

Engagement Summary

Families of Grades 8–12 students completed a voluntary survey focused on:

- Culture and safety
- Communication
- Academics and student support
- Desired leadership qualities
- First-year priorities

Core Family Themes

1) Culture and Safety

Families emphasized the importance of:

- Student safety
- Respectful treatment
- Inclusive environment
- Fair handling of concerns

Why this matters: Families view culture and safety as the foundation for academic success. Leadership tone directly shapes school climate.

2) Transparent Communication

Families consistently want:

- Clear explanations of decisions
- Proactive updates
- Responsiveness

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- The “why” behind changes

Why this matters: Communication is the primary driver of family trust. Transparency reduces uncertainty and strengthens partnership.

3) Academic Rigor and Support

Families expect:

- High academic standards
- Strong course alignment
- Access to support systems
- Thoughtful placement decisions

Why this matters: Families want excellence without exclusion. They expect a principal who safeguards rigor while ensuring equitable access to opportunity.

4) Visible, Accessible Leadership

Families value:

- A principal who is present
- Engaged at events
- Approachable
- Steady and thoughtful

Why this matters: Presence signals care and accountability. When families see and interact with the principal regularly, confidence in leadership grows.

5) Thoughtful First-Year Approach

Families prefer:

- Listening before major change
- Relationship-building
- Strengthening systems gradually

Why this matters: Families are signaling support for stability. A measured transition approach will reinforce trust and reduce disruption.

STAFF

Engagement Summary

Staff provided input through:

- Structured engagement sessions
- A districtwide survey allowing SAVHS-specific responses

Respondents included primarily licensed staff, with strong representation from long-tenured educators.

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Core Staff Themes

1) Communication and Transparency

Staff emphasized:

- Clear explanation of decisions
- Proactive communication
- Follow-through
- Inclusion in decision-making

Why this matters: Staff trust is built through clarity and consistency. Transparency reduces skepticism and strengthens professional credibility.

2) Professional Trust and Autonomy

Staff want:

- Respect for subject-matter expertise
- Reduced micromanagement
- Meaningful involvement in decisions

Why this matters: Professional respect is foundational to morale and performance. Teachers want leadership that trusts their expertise.

3) Consistent Accountability Systems

Staff highlighted the need for:

- Consistent behavior enforcement
- Clear grading practices
- Realistic course placement
- Attendance expectations

Why this matters: Predictable systems stabilize culture and protect instructional integrity.

4) Secondary Experience and Credibility

There is strong preference for:

- A principal with authentic high school teaching experience
- Deep understanding of secondary instruction

Why this matters: Instructional credibility strengthens decision-making and earns professional trust.

5) Psychological Safety and Adult Culture

Staff described wanting:

- Calm leadership
- Reduced anxiety
- Professional interactions

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- Collaborative culture

Why this matters: A stable, psychologically safe adult culture enables stronger teaching, collaboration, and student support.

Integrated Leadership Profile Implications

Synthesizing across all stakeholder groups, the next SAVHS principal should demonstrate:

- Transparent systems leadership
- Visible, relationship-driven presence
- Fair and consistent decision-making
- Secondary instructional credibility
- Inclusive culture-building
- Balanced authority (warm yet firm)
- Long-term commitment to the SAVHS community

Closing Reflection

Students describe leadership in human terms: fairness, presence, listening, and steadiness. Families describe leadership in trust terms: transparency, academic rigor, safety, and thoughtful decision-making. Staff describe leadership in systems terms: communication clarity, professional trust, consistency, and secondary instructional credibility.

Together, these perspectives define a principal who must be both relational and systems-oriented; a leader who stabilizes culture through predictable, transparent systems while remaining visible and approachable.

SAVHS is asking for principled leadership: someone who brings clarity, consistency, and instructional credibility to a complex secondary environment while building trust through fairness and follow-through.

That is the leadership profile emerging from the SAVHS community.

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Principal Search Stakeholder Synthesis Report

Wilshire Park | February 2026

What the Wilshire Park Community is Asking for in the Next Principal

Across students, families, and staff, a consistent theme emerges: Wilshire Park is seeking a principal who builds trust through visibility, transparent communication, steady leadership, and strong support for teachers and students.

While each stakeholder group expresses this in developmentally different language, their expectations strongly align:

- **Students** describe a leader who is kind, calm, visible, fair, and fun — someone who listens and makes them feel safe.
- **Families** emphasize communication, academic excellence, safety, belonging, and preservation of the school's welcoming culture.
- **Staff** focus on teacher advocacy, consistent behavior systems, clear communication, elementary experience, and strengthening adult culture.

At its core, the Wilshire Park community is asking for a leader who can do two things simultaneously:

1. Lead relationally — be present, approachable, emotionally steady, and connected to daily school life.
2. Lead decisively and clearly — communicate transparently, support teachers publicly, and implement consistent behavior and instructional systems.

The strongest through-line across all engagement is trust:

- Trust built through daily visibility.
- Trust built through clear and honest communication.
- Trust built through fairness and consistent follow-through.
- Trust built through public support of teachers.
- Trust built through emotional steadiness.

Wilshire Park is not asking for dramatic change. Stakeholders are asking for thoughtful stewardship, strengthening systems while protecting the small-school, community-centered culture that families and students value deeply.

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Audience-Specific Findings

STUDENTS

Engagement Summary

Student voice was gathered through:

- Grade 3 focus group
- Grade 4 focus group
- Grade 5 written reflection prompts

Students across grades 3–5 provided strikingly consistent feedback about leadership qualities that contribute to belonging, safety, and learning.

Core Student Themes

1) Kindness and Caring

Students overwhelmingly described wanting a principal who is:

- Kind, nice, caring, and calm
- Supportive and understanding
- Not quick to yell or overreact
- Willing to give reminders and second chances

Why this matters: Students equate strong leadership with emotional safety. A principal's tone and demeanor shape whether children feel secure and ready to learn.

2) Safety and Emotional Calm

Students emphasized the importance of:

- Feeling physically and emotionally safe
- Adults who prepare them for changes
- A principal who knows what to do in emergencies
- Reassurance when they are upset

Why this matters: Students view the principal as the emotional anchor of the building. Steady leadership builds confidence and security.

3) Presence and Visibility

Students described a great principal as someone who:

- Greets students
- Walks the halls
- Visits classrooms
- Makes announcements
- Is "out and about," not just in the office

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Why this matters: Visibility equals trust. When students see their principal daily, they feel seen, known, and valued.

4) Fairness and Listening

Students consistently referenced the importance of:

- Hearing both sides
- Letting students explain themselves
- Treating everyone equally
- Solving problems thoughtfully

Why this matters: Fair and consistent leadership strengthens respect and reduces fear of discipline.

5) Balance: Fun and Firm

Students described wanting a principal who is:

- Fun and encouraging
- Positive and upbeat
- Clear about rules
- Serious when necessary

Why this matters: Students are not asking for permissiveness. They want warmth paired with structure and consistency.

FAMILIES

Engagement Summary

Families of PreK–Grade 5 students provided input through:

- A districtwide survey
- Written feedback during Coffee with the Principal

Responses represented families across grade levels, including many multi-grade households.

Core Family Themes

1) Culture and Safety

Families emphasized:

- Student safety
- Clear behavioral expectations
- Minimizing bullying
- Inclusive, welcoming culture

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Why this matters: Families view safety and belonging as foundational to academic success and community trust.

2) Transparent Communication

Families consistently want:

- Clear explanations of decisions
- Proactive updates
- Responsiveness
- The "why" behind changes

Why this matters: Communication is the primary driver of family confidence. Transparency reduces uncertainty and strengthens partnership.

3) Academic Excellence and Support

Families expect:

- Strong foundational instruction
- Appropriate academic challenge
- Support systems for struggling students
- High expectations with responsiveness

Why this matters: Families want instructional leadership that balances rigor with accessibility and support.

4) Visible, Servant-Oriented Leadership

Families value:

- A principal who is present in the building
- Engaged at arrival and events
- Approachable and accessible
- Humble and integrity-driven

Why this matters: Presence signals accountability and care. Visibility reinforces trust and strengthens relationships with families.

5) Protecting the Small-School Feel

Families expressed desire to preserve:

- The welcoming atmosphere
- School traditions
- The close-knit community culture
- Positive student experiences

Why this matters: Stewardship of school identity during transition will reduce disruption and maintain community confidence.

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STAFF

Engagement Summary

Staff provided input through:

- Structured engagement sessions
- A districtwide survey allowing Wilshire Park-specific responses

Respondents included licensed staff and support staff with varied years of experience in SANB.

Core Staff Themes

1) Communication and Transparency

Staff emphasized:

- Clear, timely communication
- Explanation of decision-making
- Proactive updates
- Consistent messaging

Why this matters: Staff trust is directly tied to communication clarity and follow-through.

2) Teacher Advocacy and Behavior Support

Staff want a principal who:

- "Has teachers' backs"
- Ensures consistent behavior follow-through
- Protects instructional time
- Reinforces school-wide systems

Why this matters: Public teacher support stabilizes culture and strengthens morale.

3) Visible, On-the-Ground Leadership

Staff described valuing a principal who is:

- Present in hallways and classrooms
- Accessible and approachable
- Engaged with students daily

Why this matters: Visibility enables informed decisions and reinforces teacher confidence in leadership.

4) Elementary Experience and Instructional Credibility

Staff expressed preference for:

- Elementary classroom experience

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- Understanding of developmental needs
- Instructional fluency

Why this matters: Elementary expertise builds credibility and ensures developmentally appropriate decisions.

5) Adult Culture and Psychological Safety

Staff described a desire for:

- Collaborative adult culture
- Reduced fear-based dynamics
- Honest, respectful interactions
- Clear expectations for professionalism

Why this matters: Strengthening adult culture is viewed as the highest-leverage opportunity for improving student experience.

Integrated Leadership Profile Implications

Synthesizing across all stakeholder groups, the next Wilshire Park principal should demonstrate:

- Transparent, proactive communication
- Visible, relationship-driven presence
- Strong teacher advocacy and consistent behavior systems
- Elementary instructional credibility
- Calm, emotionally steady leadership
- Commitment to equity and belonging
- Stewardship of Wilshire Park's small-school culture

Closing Reflection

Students describe leadership in emotional terms: kindness, calmness, visibility, and fairness. Families describe leadership in relational terms: presence, communication, safety, and protection of the school's welcoming culture. Staff describe leadership in culture-building terms: teacher advocacy, transparency, consistency, and elementary instructional expertise.

Together, these perspectives define a principal who must be deeply relational and visibly present; a leader who strengthens adult culture, publicly supports teachers, and preserves the small-school, community-centered identity of Wilshire Park.

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Wilshire Park is asking for steady, courageous leadership rooted in daily connection; someone who builds trust through presence, clarity, and care.

That is the leadership profile emerging from the Wilshire Park community.

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APPENDIX

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Student Survey Summary Report

SAVHS Principal Search | Grades 9-12 | February 2026

Background and purpose

As part of the search process for the next SAVHS Principal, students were invited to complete a voluntary input survey. The survey was open from February 9–20, 2026, and students were encouraged to complete it during WIN time to maximize access and participation across grade levels.

The survey gathered student perspectives on:

- School culture and belonging
- Learning experience
- Leadership visibility and fairness
- Desired qualities in the next principal
- Priority areas moving forward

Responses were reviewed and synthesized to inform the leadership profile, interview questions, and candidate evaluation criteria.

Participation Snapshot

A total of **94 students** completed the survey during the February 9–20 window.

Breakdown by Grade:

- Grade 9 = 47%
- Grade 10 = 19%
- Grade 11 = 18%
- Grade 12 = 16%

Ninth grade participation represented nearly half of all responses, with additional representation from all upper grades. Encouraging students to complete the survey during WIN-time provided for broad access and visibility of the survey opportunity.

Engagement Overview

The survey collected open-ended responses from students across grades 9–12.

Questions focused on:

1. Qualities most important in the next principal
2. What a great principal does every day
3. What should not change at SAVHS
4. What should improve

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5. Additional comments or priorities

Student responses were coded and grouped into thematic categories.

Key Themes and Findings

1) Relationship-Centered Leadership Is the Top Priority

The most consistent theme across responses was the desire for a principal who is:

- Kind and respectful
- Approachable and easy to talk to
- Fair and consistent
- Supportive of students
- Genuinely interested in student voice

Students emphasized wanting a leader who:

- Knows students by name
- Listens before making decisions
- Is visible in hallways and at events
- Builds positive relationships rather than relying solely on authority

Implication:
Students equate strong leadership with relational trust. Visibility and authentic interaction matter significantly.

2) Fairness and Consistency in Expectations

Students expressed strong interest in:

- Equal treatment
- No favoritism
- Clear expectations
- Consistent enforcement of rules

While students do not necessarily reject structure, they want:

- Rules that feel reasonable
- Fair application of policies
- Respectful interactions during disciplinary situations

Implication:
Consistency and fairness are central to student perception of credibility.

3) Balanced Leadership: Firm but Not Overly Strict

Students described wanting a principal who is:

- Calm, not reactive
- “Chill” but still professional
- Serious when necessary

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- Not overly punitive

Many responses reflected a desire for balance: a leader who maintains order without creating a tense or overly rigid environment.

Implication:
Students value warmth paired with clear expectations, not extreme leniency or harshness.

4) Visibility and Daily Presence
A strong recurring theme was that a great principal:

- Walks the halls
- Greets students
- Attends events
- Makes announcements
- Is “out and about” rather than confined to an office

Students clearly associate visibility with care and engagement.

Implication:
Daily presence should be considered a core expectation in the leadership profile.

5) Student Voice and Shared Problem-Solving
Students want:

- Their opinions considered
- Opportunities to share feedback
- A principal who listens to concerns before implementing changes

In particular, policy-related concerns (e.g., school rules, technology use, student experience issues) reflect a desire for dialogue rather than top-down decision-making.

Implication:
The next principal should demonstrate skill in structured student engagement and collaborative problem-solving.

6) School Culture: Protect the Positive Identity
Students expressed pride in:

- School spirit and traditions
- Activities and events
- The generally positive and inclusive environment
- Relationships with staff

Students want to preserve:

- A welcoming culture
- Community traditions

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- The “feel” of SAVHS

Implication:
Students are open to improvement but want continuity in culture and identity.

7) Areas for Improvement
Common improvement themes included:
- Clearer or more consistent policies
- School climate concerns related to fairness
- Student behavior expectations
- Enhancing inclusivity and belonging

While operational topics appeared, the underlying concern was relational and cultural. Students want improvements that enhance fairness, clarity, and student experience.

Overall Leadership Profile Implications

Based on student survey responses, the next SAVHS principal should demonstrate:

1. Relational Leadership
   Approachable, respectful, visible, and engaged with students daily.

2. Fairness and Consistency
   Applies rules equitably and communicates expectations clearly.

3. Balanced Authority
   Maintains structure while avoiding unnecessary rigidity.

4. Commitment to Student Voice
   Creates systems for listening and responding to student input.

5. Cultural Stewardship
   Protects valued traditions while improving systems thoughtfully.

Across survey responses, students consistently described leadership in human terms: kindness, fairness, presence, and listening.

While policy concerns were mentioned, the dominant message is relational.

Students want a principal who:
- Knows them
- Listens to them

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- Treats them fairly
- Shows up consistently

The student survey reinforces themes heard in other engagement formats: trust is built through visibility, transparency, and consistent, respectful leadership.

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Student Lunchtime Sticky Wall Engagement Summary

SAVHS Principal Search | Grades 8–12 | February 4, 2026

Background and purpose

As part of the search for the next St. Anthony Village High School (SAVHS) principal, the district gathered student input through informal lunchtime "sticky wall" activities with Grade 8 (SAMS) and Grades 9–12 (SAVHS) students.

Students responded to three prompts focused on:

1. desired principal qualities/actions,
2. what should never change at SAVHS under the next principal, and
3. what students hope improves under the next principal.

This summary synthesizes key themes and identifies takeaways relevant to the principal leadership profile and selection process.

Engagement overview

Student groups represented

- SAMS (Grade 8)
- SAVHS (Grades 9–12)

Method: Students contributed short, anonymous sticky-note style responses during lunch.

Participation Snapshot

Across the two lunchtime engagement sessions, students generated a total of 460 individual responses across the three guiding questions.

- SAMS (Grade 8): 165 responses
- SAVHS (Grades 9–12): 295 response

When broken down by question:

Question 1: Desired Principal Qualities/Actions (320 responses)

- SAMS = 32%
- SAVHS = 68%:

Question 2: What Should Never Change (61 responses)

- SAMS = 62%
- SAVHS = 38%

Question 3: What Should Improve (79 responses)

- SAMS = 30%

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- SAVHS = 70%

Notably, the majority of student feedback (approximately 70% of all responses) focused on the leadership qualities and behaviors students hope to see in the next principal. This suggests students are primarily focused on relational leadership, fairness, and visibility, rather than solely on operational issues.

While improvement themes emerged, most prominently around phone policy, students devoted significantly more space to describing the type of leader they want than to listing complaints about the current experience.

Key themes and findings

1) Relationship-centered leadership is the top priority

Across both groups, students overwhelmingly described a principal who is:

- Kind, welcoming, caring, inclusive, and respectful
- Understanding and willing to listen
- Approachable ("chill"), friendly, and positive

Students repeatedly emphasized the importance of a principal who connects with students, knows them, and talks to them (not just manages rules).

Implication:
Prioritize candidates who can demonstrate strong student relational trust-building, visibility, and communication, especially "on the ground" leadership presence and authentic rapport with a wide range of students.

2) Fairness, belonging, and psychological safety matter

Students explicitly called out the importance of:

- No favoritism
- Equality
- Respecting differences
- Not racist/sexist
- Religious tolerance
- All-gender bathrooms (improvement area)

Implication:
Include DEI/belonging competencies as a non-negotiable. Candidates should be ready to discuss how they build inclusive culture, respond to bias, and ensure students feel safe and respected.

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3) Students want a principal who takes action—but not in a “strict for strictness’ sake” way

Students asked for someone who:

- “Actually does stuff,” “takes action on problems,” “takes a stand,” and can “take charge”

  ...but also repeatedly emphasized:
- “not too strict,” “chill,” and fair/consistent expectations

Implication:

Students are asking for a principal who can balance warmth and clarity, citing visible leadership, consistent expectations, and follow-through, without creating an overly punitive or rigid environment.

4) Stability and retention are a clear student concern

Multiple students referenced wanting a principal who:

- “actually stays for more than a year”
- “stay for more than 1 year”
- “longer than a couple years”

Implication:

Students value continuity. During interviews, probe candidates on commitment to the role and the community, why they are pursuing SAVHS specifically, and what conditions help them stay and lead over time.

5) “Signature culture” items students value should be protected

Grade 8 (SAMS) most often named:

- Study Hall/WIN
- Library/Media Center
- Theater
- PE
- People (general positive culture)

Grades 9–12 (SAVHS) referenced:

- Homecoming/spirit week
- Feeling included / kindness / “chillness”
- Morning announcements / motivational messages
- Food
- Fist bumps / daily greetings (a visible tradition tied to principal presence)

Implication:

Students are signaling that school culture is built through small, consistent rituals and relationships. Candidates should speak to how they preserve and strengthen positive traditions while making improvements.

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6) “Phone policy” is the dominant improvement request *(especially 9–12)*
By far, the most repeated improvement theme, particularly for SAVHS students, was:

- “Have a phone policy that people like”
- “Allow phones / less strict phone policy”
- “I don’t think the principal should be taking our phones”
- Related tech access concerns (e.g., Play Store restrictions)

Implication:
Whether or not the district intends to change the policy immediately, students want the next principal to:

- listen to student experience,
- communicate the “why” clearly,
- apply rules consistently and respectfully,
- and engage students in problem-solving.

This topic is a practical way to assess a candidate’s shared leadership, change management, and student engagement approach.

7) Other improvement areas students named
Additional themes that appeared less frequently than phones, but are still notable, include:

- Lunch improvements (more options, fruit/cookies, vegetarian/dietary options)
- More clubs/sports
- Course offerings/AP access (especially on the minds of 8th grade students as they look ahead to HS), including younger high school students being allowed to take AP classes
- Student-to-student treatment (how peers treat each other)
- School dance experience/music and schedule items (e.g., short Wednesdays)

Implication:
Students are tuned into both “daily life” issues (food, access, activities) and bigger belonging/culture issues. Candidates should show they can improve student experience through practical operational follow-through and culture-building.

Takeaways for the SAVHS principal selection profile

Based on student input, the strongest candidate profile will demonstrate:

1. Visible, relationship-driven leadership
   Warm presence, greets students, builds trust, listens, knows names, and is consistently approachable.

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2. Inclusive and equitable culture-building
   Clear commitment to fairness and belonging; addresses bias and favoritism; supports all students.

3. Balanced leadership: kind, firm, and consistent
   Sets expectations without being “crazy strict,” and follows through on issues in a way students perceive as fair.

4. Stability and long-term commitment
   Students want a principal who will stay and invest in the school community over time.

5. Student-centered problem solving on hot-button issues *(especially phones)*
   Ability to engage students in solutions, communicate rationale, and apply policy with dignity and consistency.

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Family Survey Summary Report

SAVHS Principal Search | February 2026

Background and purpose

As part of the principal search process for St. Anthony Village High School (SAVHS), current grade 8-12 families were invited to complete a voluntary input survey to share perspectives on:

- School culture
- Communication
- Academics and student support
- Desired leadership qualities
- First-year priorities

The survey was open from February 6–18, 2026..

Survey data will be used to develop building-specific candidate profiles, inform interview questions, and shape entry planning priorities.

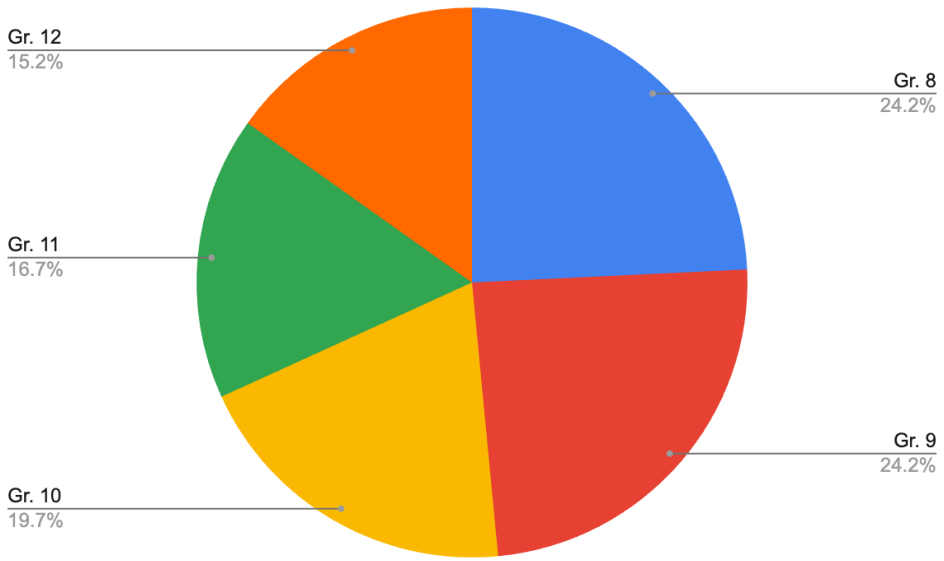
Responses were reviewed and synthesized to inform job postings, interview questions, and candidate selection criteria.

Participation Snapshot

A total of **48 parents/guardians** completed the survey.

Grade Representation

Families represented students across grades 8–12 (including families with children in multiple grades).



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Many respondents have children in more than one grade, providing cross-grade perspective.

Engagement Overview

The family survey included:

- Agreement-scale items related to school culture, communication, and academics/support
- Open-ended prompts about desired leadership qualities
- A question identifying first-year priorities
- A selection of top focus areas for the next principal

The survey was open to all SAVHS families and parents of students in grade 8.

Key Themes and Findings

1) Culture: Belonging, Respect, and Safety
Families emphasized the importance of:

- Students feeling safe
- A culture of respect
- A welcoming, inclusive environment
- Fair treatment of students

Families want a principal who actively fosters a positive, student-centered culture and addresses concerns with consistency and clarity.

Implication:
School climate remains a central expectation for leadership success.

2) Clear, Transparent Communication
A strong theme across responses was:

- The need for clear, proactive communication
- Transparency in decision-making
- Clear explanation of changes and policies
- Responsiveness to family questions

Families value communication that includes the “why” behind decisions and helps them support their students at home.

Implication:
Communication practices will significantly shape family trust in the next principal.

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3) Academic Rigor and Student Support

Families want leadership that:

- Maintains strong academic expectations
- Ensures access to academic help
- Supports students who are struggling
- Provides appropriate course placement and academic guidance

There is an expectation that the next principal will balance academic rigor with accessible support systems.

4) Leadership Qualities Most Desired

In open-ended responses describing the most important qualities or actions, families most frequently referenced:

- Strong communication skills
- Fairness and consistency
- Approachability and visibility
- Integrity and honesty
- Ability to listen and engage with families

Families want a principal who is:

- Visible in the building
- Present at events
- Accessible to students and caregivers
- Thoughtful and steady in decision-making

5) First-Year Priorities

When asked what the new principal should prioritize in the first year, themes included:

- Listening and relationship-building
- Assessing current systems before making major changes
- Improving communication processes
- Strengthening culture and accountability
- Clarifying expectations and policies

Families appear to value thoughtful transition rather than rapid, sweeping change.

6) Top Priority Areas Identified

When selecting top priority areas (choose up to two), responses clustered around:

- School culture and belonging
- Communication
- Academic excellence
- Student accountability

These priorities closely align with themes expressed in open-ended responses.

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Leadership Profile Implications

Based on family survey data, the next SAVHS principal should demonstrate:

1. Transparent Communicator
   Clearly explains decisions, provides proactive updates, and maintains open dialogue with families.

2. Fair and Consistent Leader
   Applies expectations equitably and handles concerns thoughtfully.

3. Academic Steward
   Maintains strong academic standards while ensuring students have access to appropriate support.

4. Visible and Accessible Presence
   Engages regularly with students and families in meaningful ways.

5. Thoughtful Transition Leader
   Listens first, builds relationships, and approaches change strategically rather than reactively.

With 48 responses representing families across all high school grade levels, the survey reflects broad parent engagement in the leadership transition process.

Families are seeking a principal who balances:

- Strong communication
- Academic excellence
- Cultural stewardship
- Fair and consistent leadership

Across responses, the most consistent through-line is trust — trust built through clarity, presence, and steady leadership.

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Staff Engagement Summary

SAVHS Principal Search | January 2026

Background and purpose

As part of the search for the next SAVHS Principal, high school staff participated in structured feedback sessions designed to identify leadership priorities and ensure alignment with building needs.

The engagement was intended to:

- Clarify the leadership values most important to staff
- Identify behaviors that build trust and credibility
- Surface conditions necessary to strengthen adult culture
- Inform the job posting, interview questions, and candidate profile

Individual responses were not shared publicly. Instead, themes were synthesized to guide the selection process.

Engagement Overview

Staff feedback was organized around five areas:

1. Core Values Alignment
2. Leadership in Practice
3. Supporting Teaching and Learning
4. Decision-Making & Trust
5. Culture & Climate

Across responses, several strong and consistent themes emerged.

Key Themes and Findings

1) Communication & Transparency: Rebuilding Credibility

The most dominant and urgent theme was the need for:

- Clear, timely, honest communication
- Explanation of the “why” behind decisions
- Follow-through on commitments
- Two-way communication and inclusive processes

Importantly, staff noted that due to past issues, there is a default toward skepticism, meaning the next principal will need to provide more transparency and reassurance than might typically be expected.

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Staff emphasized that transparency must include both process and reasoning, not just outcomes.

Implication:
Trust at SAVHS will be built (or rebuilt) through consistent transparency, clarity, and follow-through.

2) Professional Trust & Respect for Teacher Autonomy

A strong and consistent theme was the desire for leadership that:

- Trusts teachers' professional judgment
- Respects autonomy in the classroom
- Treats staff as educated professionals
- Reduces unnecessary administrative burden

Staff want to feel valued as subject-matter experts and trusted to do their work effectively.

Several responses emphasized the importance of a "teacher-first" mentality and professional respect in daily interactions.

Implication:
The next principal must demonstrate authentic respect for teacher expertise and avoid micromanagement.

3) Accountability, Consistency, and Realism

Staff highlighted a strong desire for:

- Consistent application of policies
- Clear follow-through on student behavior expectations
- A return to meaningful student accountability
- Thoughtful course placement based on readiness and prerequisites

Concerns were raised about:

- Attendance enforcement
- Classroom placement realism (e.g., ensuring students are prepared for advanced coursework)

There were also calls for clear grading policies and systemic fairness.

Implication:
Staff are seeking a principal with a "backbone," someone decisive, consistent, and willing to uphold standards.

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4) Secondary Teaching & Leadership Experience Is Essential

Many staff explicitly stated that the candidate must have:

- High school teaching experience
- Secondary leadership experience
- Deep understanding of classroom realities

Some responses suggested extensive classroom experience (e.g., 10+ years) as ideal.

Experience was linked to credibility, empathy, and the ability to make informed instructional decisions.

Implication for the search:
Secondary experience is viewed as a foundational requirement for the role.

5) Equity, Justice, and Belonging

A significant portion of feedback centered on:

- Anti-racism leadership
- Fair and equitable grading systems
- Restorative justice discipline approaches
- Creating a culture of belonging for students and staff

Some staff explicitly described current systems as inequitable and called for principled, systemic change.

Implication:
The next principal must be prepared to lead equity-focused conversations with both courage and clarity.

6) Decisiveness Balanced with Collaboration

Staff described the ideal leader as:

- Competent and intelligent
- Organized and thoughtful
- Decisive and consistent
- Yet collaborative and inclusive in process

They want:

- Input sought before major decisions
- Explanations after decisions
- Consistent enforcement of agreed-upon policies

Implication:
The balance between collaboration and decisiveness will be critical.

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7) Desired Adult Culture: Psychological Safety and Professionalism

When describing a successful adult culture under new leadership, staff emphasized:

- Calm and stability
- Reduced anxiety
- Freedom from fear of retribution
- Professional interactions
- Mutual respect
- Honesty and openness

Staff expressed a desire for:

- An environment where colleagues trust one another
- A workplace that feels constructive and collaborative
- A culture where staff can look forward to coming to work
  St. Anthony Village High School...

Implication:
Rebuilding psychological safety and professional trust is a top priority for SAVHS.

Overall Leadership Profile Implications

Based on staff feedback, the next SAVHS principal should demonstrate:

1. Transparent Communicator
   Explains decisions clearly, follows through, and rebuilds trust through openness.

2. Respect for Professional Expertise
   Trusts teachers' judgment, reduces unnecessary oversight, and honors autonomy.

3. Strong, Consistent Accountability
   Upholds student expectations, applies policies consistently, and ensures realistic course placement.

4. Secondary Experience & Credibility
   Brings authentic high school classroom and leadership experience.

5. Equity-Focused Leadership
   Leads systemic fairness efforts thoughtfully and courageously.

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6. Calm, Stable Presence
   Creates psychological safety and reduces anxiety through steady, professional leadership.

Staff feedback reflects both deep commitment to students and a desire for stronger systems, clarity, and professional trust.

At its core, SAVHS staff are seeking a calm, competent, principled leader, someone who communicates transparently, respects teacher expertise, ensures consistent accountability, and fosters a culture of professionalism and belonging.

While communication was the most frequently cited need, the underlying theme is trust: trust in leadership decisions, trust in professional autonomy, and trust in the culture of the building moving forward.

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Staff Survey Summary Report

Wilshire Park and SAVHS Principal Search | February 2026

Background and purpose

As part of the principal search process for St. Anthony Village High School (SAVHS) and Wilshire Park (WP), all staff who work at or directly support either school were invited to complete a districtwide input survey.

The survey was open from February 6–18, 2026. Staff were able to indicate their primary work location and, if applicable, provide separate input for each school they support. This design ensured that feedback reflects building-specific needs and experiences.

Survey data will be used to develop building-specific candidate profiles, inform interview questions, and shape entry planning priorities

The survey gathered staff perspectives on:

- School culture
- Teaching, learning, and student support
- Communication and leadership
- Priority leadership actions
- First 90-day priorities
- Top focus areas for the next principal

Responses were reviewed and synthesized to inform job postings, interview questions, and candidate selection criteria.

Participation Snapshot

Staff who work at or directly support SAVHS and/or WP were encouraged to complete the survey. The survey allowed staff who support more than one school to provide input for each school separately.

A total of **49 staff members** completed the survey.

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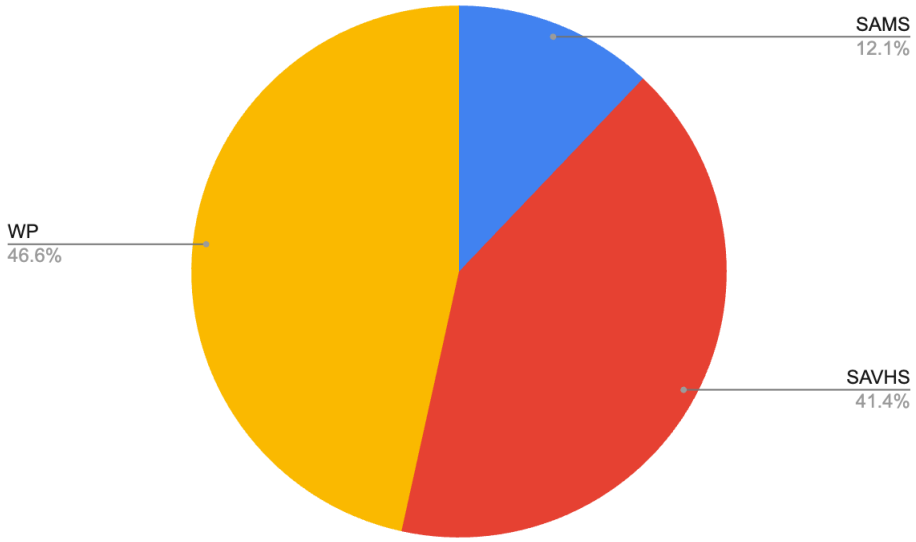
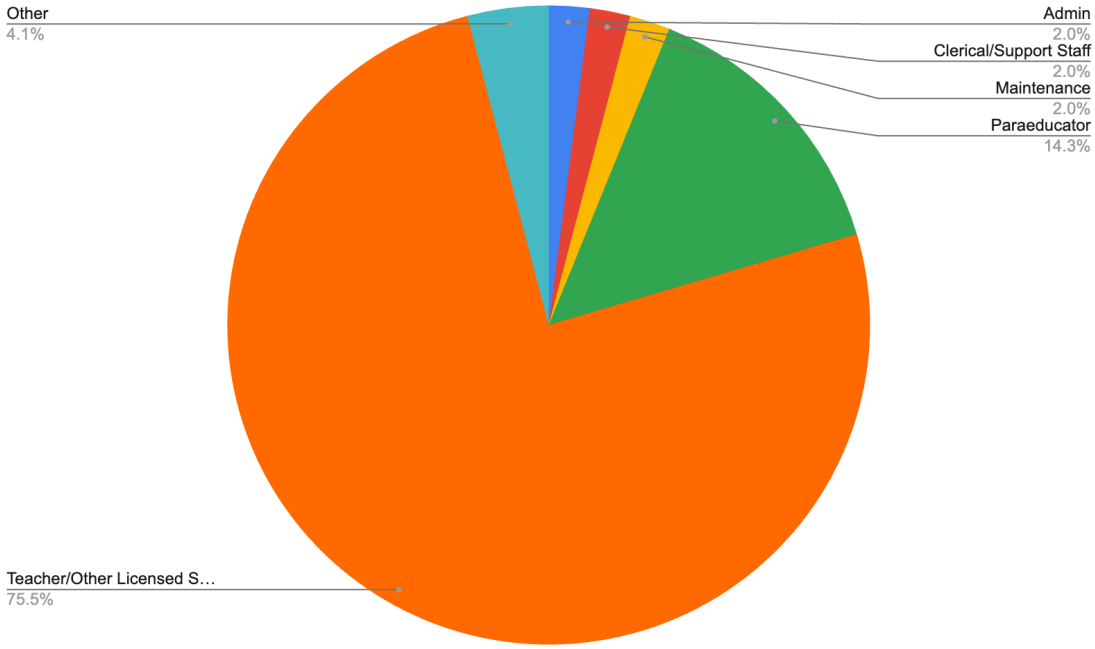
Primary Work Location (Self-Identified)



This distribution reflects strong representation from both buildings, along with perspectives from staff who support multiple sites.

Role Breakdown



Licensed instructional staff comprised the majority of respondents.

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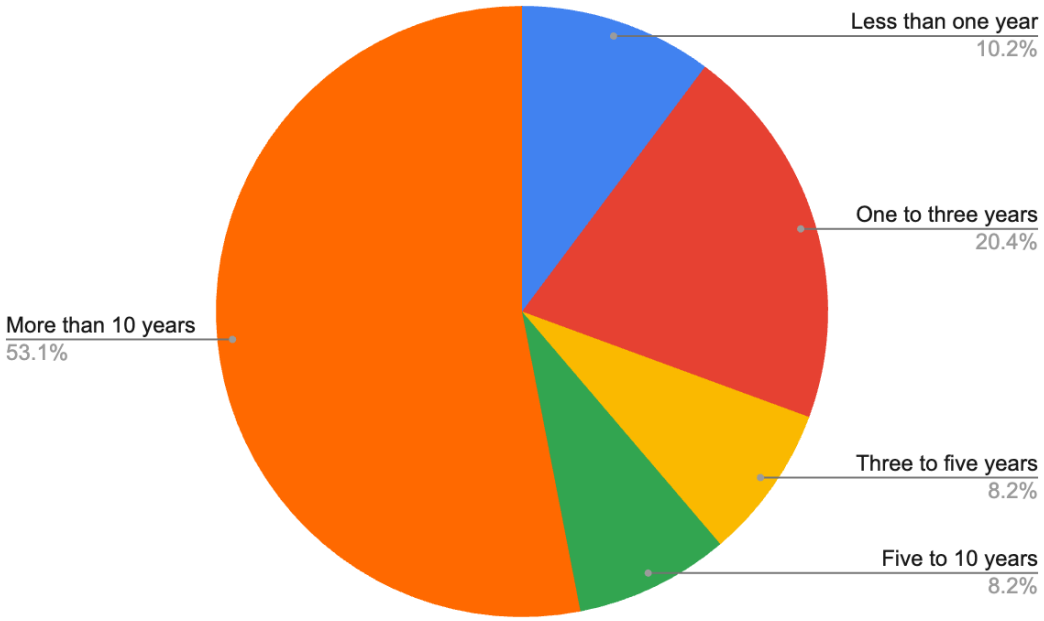
Years of Service in SANB



Over half of respondents have more than 10 years of service in the district, providing deep institutional perspective.

Engagement Overview

The survey included:

- Scaled questions related to school culture, teaching and learning, and communication/leadership
- Open-ended questions about leadership actions needed
- First 90-day priorities
- Top focus areas for the next principal

Staff who support more than one building were prompted to complete separate sections for each school, allowing for distinct SAVHS and Wilshire Park feedback.

SAVHS Survey Findings

n = 15

Key Themes

1) Communication and Transparency

Staff emphasized:

- Clear explanation of decisions ("the why")
- Proactive communication

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- Follow-through after commitments
- Inclusion in decision-making processes

Trust at SAVHS is closely tied to transparency and consistency.

2) Professional Trust and Autonomy
Staff want:
- Respect for subject-area expertise
- Reduced micromanagement
- Leadership that trusts professional judgment

Professional respect is foundational to credibility.

3) Student Accountability and Policy Consistency
Staff highlighted:
- Consistent enforcement of behavior and attendance expectations
- Clear grading practices
- Realistic course placement aligned to readiness

Consistency is viewed as essential to culture stability.

4) Secondary-Level Experience
There is strong preference for:
- A principal with high school teaching experience
- Leadership credibility grounded in secondary practice

SAVHS Entry Priorities (First 90 Days)

Staff feedback suggests early priorities should include:
- Visible presence in classrooms and hallways
- Listening sessions with departments
- Clarifying grading and behavior systems
- Communicating clear expectations and priorities

SAVHS Leadership Profile Implications

Based on staff survey feedback, the next SAVHS principal should demonstrate the following core leadership capacities:

1. Transparent Systems Leader
    - Explains the “why” behind decisions clearly and consistently
    - Communicates proactively rather than reactively
    - Follows through on commitments and policy implementation
    - Reduces ambiguity in grading, behavior, and attendance systems

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Why it matters: Staff credibility and trust at SAVHS are directly tied to transparency and follow-through.

2. Champion of Professional Trust and Autonomy
    - Treats teachers as subject-matter experts
    - Respects instructional autonomy
    - Avoids unnecessary micromanagement
    - Engages teachers in meaningful decision-making

    Why it matters: Staff want to feel valued as professionals and trusted in their craft.

3. Strong, Consistent Accountability Leader
    - Ensures consistent enforcement of student behavior expectations
    - Supports realistic course placement aligned to readiness
    - Applies policies fairly and predictably

    Why it matters: Staff identified inconsistency as destabilizing to culture and learning.

4. Secondary Instructional Credibility
    - Has authentic high school teaching experience
    - Understands the demands of secondary classrooms
    - Can speak fluently about academic rigor and instructional alignment

    Why it matters: Experience is seen as foundational to credibility and sound decision-making.

5. Calm, Steady Culture Builder
    - Reduces anxiety through organized, forward-thinking leadership
    - Fosters psychological safety among adults
    - Balances collaboration with decisiveness

    Why it matters: Staff described a desire for a calm, competent leader who stabilizes culture while maintaining high expectations.

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Wilshire Park Survey Findings

n = 17

Key Themes

1) Teacher Advocacy and Behavior Support

Staff want:

- A principal who “has teachers’ backs”
- Strong follow-through on behavior expectations
- Protection of instructional time

2) Communication and Clarity

Staff emphasized:

- Clear expectations
- Transparent decision-making
- In-person communication when possible

3) Culture and Collaboration

There is a desire to:

- Strengthen adult culture
- Build trust among staff
- Create psychological safety
- Foster collaboration and community

4) Elementary Experience

Staff prefer:

- A leader with K–5 experience
- Understanding of developmental needs
- Instructional credibility

Wilshire Park Entry Priorities (First 90 Days)

Staff feedback suggests early priorities should include:

- Relationship-building with staff
- Clarifying and reinforcing schoolwide behavior systems
- Supporting teacher workload
- Maintaining strong family engagement structures

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Wilshire Park Leadership Profile Implications

Based on staff survey feedback, the next Wilshire Park principal should demonstrate the following core leadership capacities:

1. Visible, Relational Leader
    - Maintains consistent presence in classrooms and hallways
    - Builds trust through accessibility and approachability
    - Actively listens and engages in dialogue

    Why it matters: Visibility is directly tied to trust and informed decision-making.

2. Teacher Advocate and Behavior Systems Leader
    - Publicly supports teachers in difficult situations
    - Ensures consistent follow-through on behavior expectations
    - Protects instructional time

    Why it matters: Staff strongly linked culture strength to clear and consistent behavior systems.

3. Transparent Communicator
    - Provides clear expectations
    - Communicates changes proactively
    - Balances email updates with in-person connection

    Why it matters: Communication clarity is foundational to trust and adult culture.

4. Elementary Instructional Expertise
    - Understands K–5 developmental needs
    - Demonstrates instructional credibility
    - Can model or support classroom practice when appropriate

    Why it matters: Staff want leadership grounded in elementary experience and empathy for classroom realities.

5. Adult Culture Builder
    - Addresses conflict directly
    - Fosters collaboration and psychological safety
    - Builds community among staff
    - Sets clear expectations for professionalism

    Why it matters: Strengthening adult culture was identified as a high-leverage priority at Wilshire Park.

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Strategic Distinction Between the Two Roles

While both buildings value transparency, visibility, and professional respect, staff emphasize the following distinctions between buildings:

- **SAVHS:** Needs a systems-focused, secondary-experienced leader who rebuilds trust through consistency and principled accountability.
- **Wilshire Park:** Needs a relational, culture-building elementary leader who strengthens collaboration and teacher support while maintaining strong behavior systems.

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Student Engagement Summary

Wilshire Park Principal Search | Grades 3-5 | January-February 2026

Background and purpose

As part of the search for the next Wilshire Park Elementary School principal, the district engaged students in developmentally appropriate ways to better understand what matters most to them in school leadership.

Student engagement included:

- Grade 3 Focus Group (10 students)
- Grade 4 Focus Group (8 students)
- Grade 5 Written Reflection Prompts (grade-level participation via classroom writing activity)

The purpose of this engagement was to elevate authentic student voice and identify the leadership qualities, behaviors, and priorities that contribute to belonging, safety, learning, and school culture at Wilshire Park.

Engagement Overview

Focus Groups (Grades 3 & 4)

Students participated in structured conversations organized around:

- Belonging and safety
- Learning and engagement
- Trust and adult relationships
- Leadership behaviors
- School improvement

The small-group setting allowed students to elaborate, build on one another's ideas, and provide examples of what helps them feel safe, calm, proud, and included at school.

Writing Prompts (Grade 5)

Grade 5 students responded to three written prompts:

1. How would you define a great principal?
2. What are the three most important qualities of a positive, effective leader?
3. Imagine the best principal ever — what are three things they would do every day?

Responses were thematically coded and synthesized.

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Key Themes and Findings

Across grades 3–5, student responses were strikingly consistent. Five dominant themes emerged.

1) Kindness and Caring Are Foundational

The most consistent and frequently mentioned expectation across all grades was kindness.

Students described wanting a principal who is:

- Kind, nice, caring, loving
- Calm and understanding
- Supportive and empathetic
- Not quick to yell or overreact

Grade 3 and 4 students emphasized:

- Adults using a kind voice
- Giving reminders instead of yelling
- Being forgiving and giving second chances
- Listening before deciding consequences

Implication:
Students equate strong leadership with emotional safety. A principal's tone, demeanor, and daily interactions significantly shape the school climate.

2) Safety and Emotional Calm Matter Deeply

Students across all grades linked effective leadership to both physical and emotional safety.

They described:

- Wanting adults who prepare them for changes or stressful events (even fire drills)
- Available "calm-down spaces" and reassurances when they are upset
- A principal who ensures the school is safe and helps solve problems/conflicts

Several students emphasized that a principal should:

- Understand emergencies
- Know what to do in difficult situations
- Be responsible and trustworthy

Implication:
Students view the principal as the emotional anchor of the building, someone steady, prepared, and reassuring during uncertainty.

3) Presence and Visibility Are Highly Valued

Across all grades, students strongly emphasized daily visibility.

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Students described a great principal as someone who:

- Greets students at the door
- Walks the halls
- Visits classrooms
- Makes announcements
- Interacts with students during the day

Grade 3 students specifically referenced how seeing the current leader in the building makes them feel "seen."

Grade 5 responses repeatedly described the "best principal ever" as someone who is "out and about," not just in the office.

Implication:
Visibility equals trust. Students equate strong leadership with accessibility and regular, informal connection.

4) Fairness, Listening, and Problem-Solving Are Essential
Students consistently emphasized fairness and listening:

- Hear both sides of a story
- Let students explain themselves
- Treat everyone the same
- Be equitable
- Follow rules fairly (including the "golden rule")

Grade 4 students specifically noted that a principal should notice when something seems wrong and check in.

Grade 5 students emphasized open-mindedness, taking suggestions, and resolving conflicts thoughtfully.

Implication:
Students want leadership that feels just, thoughtful, and student-centered, not reactive or overly punitive.

5) Balance: Fun and Serious When Needed
Students described wanting a principal who is:

- Funny, silly, fun
- Encouraging
- Positive
- But also serious when necessary
- Responsible and clear about rules

Grade 3 students articulated this balance clearly – "Be fun but reasonable" and "not super strict but have clear rules."

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Implication:
Students are not asking for permissiveness, they are asking for warmth paired with consistency.

What Students Value About Wilshire Park

Students identified several aspects of school culture they appreciate and hope continue:

- Specialists and varied learning experiences
- Flexible learning structures (e.g., math groups, seating options, fidgets)
- Positive community spirit and kindness among students
- Announcements and daily communication
- Inclusive play and desire for community-building events

Students also suggested possible enhancements such as:

- Inclusive playground improvements
- Expanded student voice (e.g., student council)
- More school-wide community events

Overall Leadership Profile Implications

Based on student input, the next Wilshire Park principal should demonstrate:

1. Relational Leadership
   Kind, calm, approachable, and emotionally attuned.

2. Visible and Accessible Presence
   Out in hallways and classrooms daily; greeting students; engaged beyond the office.

3. Commitment to Safety and Emotional Well-Being
   Prepared, reassuring, proactive in problem-solving.

4. Fairness and Thoughtful Discipline
   Listens first, applies rules consistently, avoids overreaction.

5. Positive, Balanced Disposition
   Fun and encouraging, while maintaining clarity and structure.

Across grades 3–5, students described leadership in remarkably consistent ways. While expressed in elementary language, their expectations reflect sophisticated priorities such as trust, fairness, safety, visibility, and belonging.

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Students at Wilshire Park are not simply asking for a manager. They are asking for a leader who is present, caring, steady, and deeply connected to the daily life of the school.

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Family Survey Summary Report

Wilshire Park Principal Search | February 2026

Background and purpose

As part of the principal search process for Wilshire Park Elementary School, current PreK-5 families were invited to complete a voluntary input survey to share perspectives on:

- Learning and student support
- Communication
- Desired leadership qualities
- First-year priorities
- Top focus areas for the next principal

The survey was open from February 6–18, 2026..

Survey data will be used to develop building-specific candidate profiles, inform interview questions, and shape entry planning priorities.

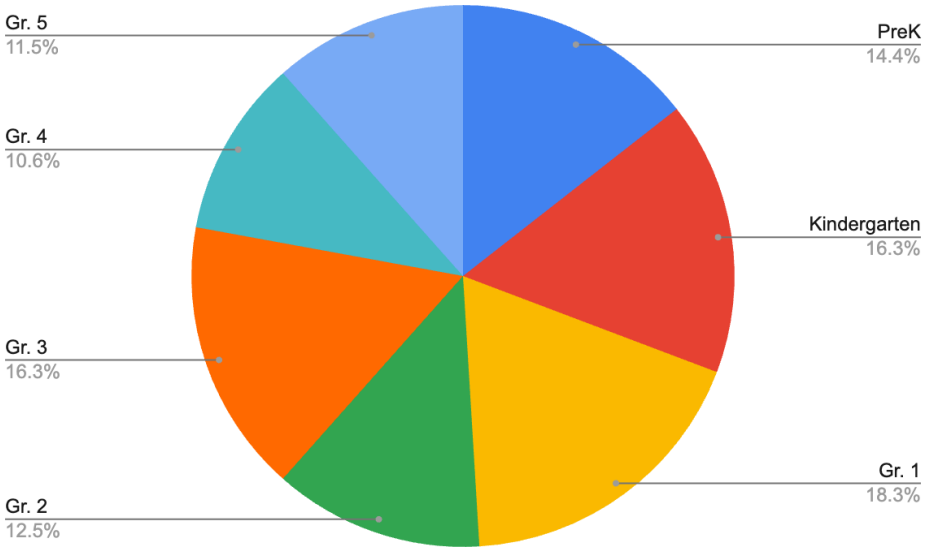
Responses were reviewed and synthesized to inform job postings, interview questions, and candidate selection criteria.

Participation Snapshot

A total of **75 parents/guardians** completed the survey.

Grade Representation

Families represented students across PreK–Grade 5, including households with children in multiple grades.



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Many respondents have children in more than one grade, providing cross-grade perspective across the elementary experience.

Engagement Overview

The family survey included:

- Agreement-scale items related to learning, student support, and communication
- Open-ended questions about desired leadership qualities
- A prompt regarding first-year priorities
- A question asking families to select up to two top priority areas

The survey was open to all Wilshire Park families, including PreK families.

Key Themes and Findings

1) Strong Learning Environment and Student Support
Families expressed the importance of:

- High-quality instruction
- Strong foundational learning
- Appropriate academic challenge
- Support systems for students who need additional help

Parents want a principal who prioritizes both academic rigor and responsive support structures.

Implication:
Instructional leadership remains central to family expectations.

2) Clear, Consistent Communication
A dominant theme across responses was:

- Transparent communication
- Proactive updates
- Clear explanations of changes and decisions
- Consistent responsiveness

Families value being informed early and clearly, especially during transitions or adjustments.

Implication:
Communication practices will strongly influence family trust and confidence in leadership.

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3) Safety, Belonging, and Positive Culture
Families emphasized:

- A welcoming and inclusive environment
- Emotional safety for students
- Clear expectations and accountability
- A strong sense of community

Parents want Wilshire Park to continue feeling like a small, connected, and caring school.

Implication:
Culture stewardship and student well-being are high priorities for the next principal.

4) Desired Leadership Qualities
In open-ended responses describing the most important qualities or actions, families most frequently referenced:

- Visibility and accessibility
- Approachability
- Strong interpersonal skills
- Honesty and integrity
- Fairness and consistency

Families want a principal who:

- Is present in the building
- Engages with students and families
- Listens actively
- Models respectful leadership

5) First-Year Priorities
When asked what the new principal should prioritize in the first year, common themes included:

- Relationship-building with students, staff, and families
- Listening and learning before implementing major changes
- Maintaining and strengthening positive school culture
- Clarifying expectations and communication systems

Families expressed interest in stability during the transition period.

6) Top Priority Areas Identified
When selecting up to two top priorities, responses most frequently aligned with:

- School culture and belonging
- Communication
- Academic excellence
- Student support systems

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These selections reinforce the open-ended themes heard throughout the survey.

Leadership Profile Implications

Based on family survey data, the next Wilshire Park principal should demonstrate:

1. Instructional Leadership
   Maintains high expectations for learning while supporting diverse student needs.

2. Transparent, Proactive Communication
   Communicates clearly and consistently, especially during change.

3. Visible, Relational Presence
   Engages daily with students, staff, and families in meaningful ways.

4. Culture Stewardship
   Protects the welcoming, small-school feel while reinforcing safety and belonging.

5. Thoughtful Transition Leadership
   Listens first, builds trust, and approaches change strategically.

With 75 responses representing families across PreK–Grade 5, the Wilshire Park family survey reflects strong engagement in the principal selection process.

Families are seeking a leader who balances:

- Academic excellence
- Clear communication
- Positive culture
- Visibility and approachability

The strongest through-line across responses is trust — trust built through steady communication, visible leadership, and consistent follow-through.

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Family Engagement Summary

Wilshire Park Principal Search | January 2026

Background and purpose

As part of the search for the next Wilshire Park Elementary School principal, parents attending the school's Coffee With the Principal in January were invited to provide written feedback on the values, leadership behaviors, and engagement approaches they believe are most important in the next school leader.

Ten parent feedback forms were submitted. Individual responses were not shared publicly; instead, themes were synthesized to inform the job posting, interview questions, and selection criteria.

Engagement Overview

Parents were asked to reflect on:

1. Important values and desired principal behaviors
2. Family engagement expectations
3. Indicators of school culture success
4. What should be protected or strengthened moving forward

Across responses, several consistent themes emerged.

Key Themes and Findings

1) Safety, Accountability, and Belonging

Parents consistently emphasized the importance of:

- Clear behavioral expectations and consequences
- Minimizing bullying and broader security concerns
- A physically and emotionally safe learning environment

At the same time, parents described wanting a culture that is:

- Inclusive and welcoming
- Respectful of diversity and differences
- Compassionate and community-centered

One parent described success as a "high trust environment," while another described the school as ideally functioning as a "community center."

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Implication:
Parents are seeking leadership that balances strong accountability with warmth and belonging.

2) Transparent, Honest Communication

Transparency was one of the most frequently cited expectations. Parents expressed a desire for:

- Honest, open communication
- Clear explanations of the "why" behind decisions
- Transparency when changes occur (including what, how, and when)

Parents defined a successful culture as one that feels "non-mysterious" and open.

Implication:
Communication must be proactive, explanatory, and consistent to sustain parent trust.

3) High Visibility & Servant Leadership

Parents consistently described wanting a principal who is:

- Physically present in hallways and classrooms
- Welcoming at arrival
- A strong and safe presence in the building

Several parents referenced appreciation for the current principal's visibility and accessibility.

The phrase "servant leadership" was explicitly used, along with calls for:

- Listening to teachers and families
- Giving people the benefit of the doubt
- Demonstrating humility and integrity

Implication:
Parents expect a relationship-centered, highly visible leader who prioritizes presence over positional authority.

4) Strong Support for Teachers

A major theme was ensuring the next principal:

- "Has the teachers' backs"
- Listens to teacher needs
- Takes teacher input fairly and acts on it

Parents explicitly linked strong teacher support to overall school culture and student success.

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One parent also expressed interest in instructional leadership, specifically a principal willing to model lessons and be active in classroom environments.

Implication:
Parents see teacher advocacy and instructional credibility as essential leadership traits.

5) Family Engagement: Protect What's Working
There was overwhelming praise for existing family engagement structures, particularly:

- "Coffee with the Principal" sessions (mentioned on nearly every form)
- Weekly Friday email updates
- Open, in-person forums with structured dialogue

Parents value:

- Open dialogue
- Regular updates about successes and upcoming changes
- Responsiveness to emails and phone calls

There were also recommendations to:

- Proactively connect with community leaders
- Find ways to engage families who may not typically participate
- Offer childcare to support participation
- Strengthen outreach to multilingual (ML) families

Implication:
Family engagement structures are a strength at Wilshire Park and carry a strong mandate for continuation and expansion.

6) Academic Excellence & Growth Areas
While much feedback focused on culture and leadership style, several parents also highlighted:

- Academic excellence as a defining feature of success
- The need for stronger support or expanded opportunities for advanced learners

Parents want a principal who maintains high expectations while preserving the positive, joyful environment.

7) Protecting the "Small School" Feel
Parents expressed a strong desire to protect:

- The small-school atmosphere
- Existing traditions

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- The happiness students feel
- The welcoming, close-knit nature of the community

Implication:
Change should be handled carefully and communicated clearly to avoid disrupting valued aspects of school identity.

Overall Leadership Profile Implications

Based on parent feedback, the next Wilshire Park principal should demonstrate:

1. Strong Safety & Accountability Focus
   Clear consequences, minimized bullying, consistent expectations.

2. Transparent, Proactive Communication
   Explains decisions, communicates regularly, and avoids "mystery."

3. Visible, Welcoming Presence
   Greets students, is present in classrooms and hallways, and is accessible to families.

4. Servant Leadership Mindset
   Leads with humility, integrity, and a willingness to listen.

5. Teacher Advocacy & Instructional Credibility
   Supports teachers publicly and values instructional excellence.

6. Commitment to Community Engagement
   Maintains and strengthens existing engagement structures such as Coffee with the Principal and weekly updates.

Parent feedback reflects strong appreciation for existing engagement practices and a clear desire for continuity in visibility, transparency, and community-centered leadership.

At its core, parents are seeking a principal who is:
- Welcoming and visible
- Transparent and trustworthy
- Supportive of teachers
- Firm and fair regarding student behavior
- Committed to preserving the small-school, community-oriented culture of Wilshire Park

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While safety and accountability were emphasized, the deeper thread across responses is trust — trust built through presence, communication, and consistent follow-through.

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St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Community Services Update

March 3, 2026

Wendy Webster
Director of Community Services & Communications

Objectives

- Purpose of Community Services
- Policy 901
- Overview of our Community Services Programs
- Funding of Community Services
- Our Goals

Goal is to answer these questions....

- What is the financial status of your team/department?
- What goals have you accomplished? What goals are you still working toward?
- What is upcoming?
- What could we do to support your role?
- What roadblocks are you facing?

Our Purpose since 1971

CHAPTER 900—H.F.No.1353

[Coded]

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

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

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

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

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

Policy 901: Community Education

I. PURPOSE

The purpose of this policy is to convey to employees and to the general public the important role of community education within the school district.

II. GENERAL STATEMENT OF POLICY

The school board affirms a strong commitment to the community education program. The school board welcomes, and strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. The school administration should strive to accomplish the following objectives:

A. Maximum use should be made of public school facilities within the school district service area.

B. Educational needs and interest of area residents should be determined periodically.

C. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community education program.

D. Area residents should be encouraged to actively participate in program opportunities.

How does Community Services serve SANB?

Programs:

Early Childhood Family Education (ECFE)

Family Learning

Preschool

Early Childhood Screening

ECSE

Village Kids

Aquatics

We create communities of belonging for children, parents and adults in our community.

Classes:

Youth Enrichment

Adult Recreation and Enrichment

Senior Citizens

Services

Schedule Use of School District & City Facilities

How is Community Services Funded?

Revenue in 2024-25 Budget: $2,033,167

State Aid: 12%
($260,942)

ECFE

School Readiness

Early Childhood Scholarships

Community Education

Local Tax Levy: 8%
($154,531)

Community Education
SAC Special Needs
ECFE

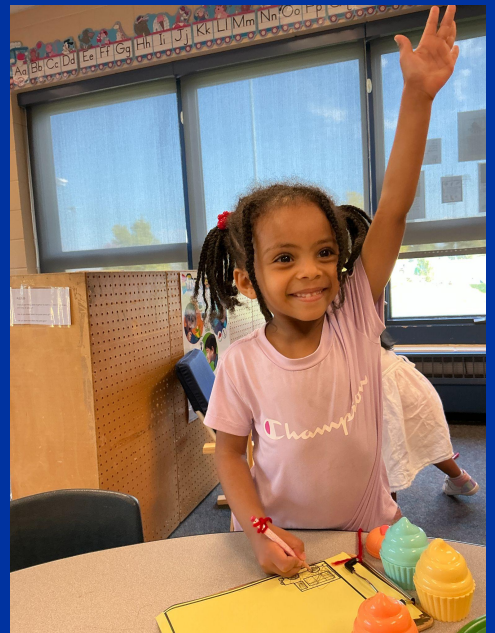
User Fees: 80%
($1,617,694)

City Contribution since 2001: $52,176 which supports salary of CS Coordinator who coordinates senior and adult programming.

Our Values at Community Services

Teamwork

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



Caring

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

Belonging

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

Early Childhood

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

Early Childhood Instructional Goals

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

Four Essential Elements for Literacy Success

Critical step is changing our instructional practices to improve student outcomes

TEACHES SCIENCE OF READING

CONVERTS RESEARCH TO PRACTICE

ENHANCES TEACHER EFFECTIVENESS

TRANSFORMS INSTRUCTION

Family Engagement Goals

- Three Family Nights a Year
  72 families, 235 people attended Sweetheart Dance
- Four Early Childhood Parent Advisory Council meetings
- Year 2 of our Family Learning Program
- Weekly communication with parents to help them learn about Essential Learning Targets and skills children are learning in ECFE and Preschool

Youth Programs

2025-26 School Year

- Village Kids: serving 159 students
- Youth Enrichment Classes: In Fall 2025, 410 students attended enrichment and recreation classes and music lessons

2025 Summer

- Village Kids: 115 students served
- Summer Enrichment Camps: 333 students attended enrichment and recreation camps and music lessons

Goals for Youth Programs

Explore and offer new classes that interest students and broaden their experiences

Adjust our practices to continue to meet the needs of families

Adult and Senior Program Goals

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

Collaboration with Silverwood Park

Puzzle Showdown in 2025 and 2026
Community Picnic
Dreamboard Workshop

Community Book Read

Purpose is to create spaces for community members to learn about a challenge and steps we can take individually and collectively.

2025 Community Book Read
Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness by Jonathan Haidt
41 participants attended 4 sessions of learning

2026 Community Book Read
THEM: Why We Hate Each Other—and How to Heal by Ben Sasse
Dates TBD

What could we do to support Community Services?

Remind our staff and broader community of the value of Community Education utilizing community-owned spaces

Why is this important?

In polling conducted in other communities in 2025, community members *who participate in Community Education classes,* as a group, **vote yes** for school district referendums 14 points higher than those who don't participate in CE classes

Community members begin to see schools as 'our schools' and have a collective responsibility

What roadblocks is Community Services facing?

We **are unable** to offer swimming lessons at this time with the difficulty of hiring an Aquatics Lead.

We **are able** to offer Swim Club.

Questions

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

To: ISD 282 School Board

From: Superintendent, Renee Corneille

Date: March 3, 2026

Subject: Principal Contract Update

Context:

In early Fall 2025, the ISD282 School Board instructed district administration to update the Principal Contract, ensuring that the revised contract aligns with market expectations to maintain the appeal of St. Anthony-New Brighton Schools to prospective Principal candidates.

One major shift in the proposed principal contract is the decision to officially incorporate Assistant Principals into this master contract. Historically, Assistant Principals were on individual one-off contracts. Under this unified agreement, we are fostering a more cohesive leadership team and providing clear, consistent professional standards across all levels of building administration.

Furthermore, this proposed contract directly responds to the Board's directive to ensure our compensation becomes competitive. As we are currently in the critical process of hiring for three vital leadership roles—the High School Lead Principal, the Elementary Lead Principal, and an Elementary Assistant Principal—this contract represents a deliberate move toward a market-based salary increase. We have benchmarked these salaries to ensure that St. Anthony-New Brighton can attract and retain the high-caliber talent. Benchmarking included comparing both metro school districts and similarly sized school districts in the state. Roughly 15-20 school districts were used in the comparables for salary, duty year, and other benefits.

Finally, two school board members were included in the initial stages of negotiations with principals. The contract presented to the board has met the parameters set forth by the school board along with the negotiated requests from principals. The contract represents a 13.5% *three* year total package increase.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

The following is a breakdown of the substantive changes:

1. Inclusion of Assistant Principals & Role Definitions

Because Assistant Principals are now part of the master contract, we have added a new *Article II: Definitions* to clarify the distinct but complementary roles of our leaders:

- **Lead Principal:** Formally defined as the "chief executive and instructional leader" of a specific building.
- **Assistant Principal:** Defined as a licensed administrator appointed to assist the Lead, assuming duties and decision-making authority as delegated by the Lead Principal or Superintendent.

2. Market-Based Salary & Step Adjustments

To remain competitive in a challenging hiring market, we have restructured the salary schedules in Article V (formerly Article IV):

- **Expansion of Steps:** Lead Principal schedules have transitioned from a 3-step format to a 5-step schedule. This provides a clearer, more competitive growth trajectory for incoming candidates.

- **Recruitment Edge:** These increases are designed to position ISD 282 as a desirable destination for the High School and Elementary leadership vacancies currently being filled.

3. Duty Year Flexibility

We have updated the Duty Year section (now Article III) to reflect the varied needs of our schools:

- While Lead Principals remain on a 12-month (261-day) schedule, the contract now explicitly accommodates 10-month and 11-month Assistant Principal roles.

- We have included Pro-Rata Benefits to ensure that school-year administrators receive vacation and holiday allotments proportional to their duty days.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

4. Updated Longevity & TSA Matching

- **Longevity Stipends:** We have increased stipends for veteran Lead Principals to encourage retention. For example, the stipend after 15 years has increased to $5,000, and after 20 years to $6,000.

- **TSA Matching:** Recognizing the long-term investment of our newer leaders, Assistant Principals are now eligible for a District TSA match of up to $4,000 annually, with a higher career maximum of $34,000.

This agreement is a strategic investment in the future of our district. It provides the competitive edge necessary for our current hiring season while establishing a sustainable, market-grounded framework for our entire leadership team over the next three years.

I look forward to discussing these updates further at our next meeting.

**this summary was supported by Gemini*

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Memorandum

To: St. Anthony New Brighton School Board
From: Renee Corneille, Superintendent
Date: March 3, 2026
Subject: Staffing Update

Context

Superintendent Corneille will outline staffing requirements for the 2026-2027 school year, specifically regarding non-renewals and unrequested leaves. Per statute and the SAVEA Master Contract, these changes are being presented now to facilitate the Board's required action at the first April meeting.

Following state statute and the teachers' Collective Bargaining Agreement (CBA), district administration is completing its annual spring staffing review. Consequently, the school board will take action on non-renewals and unrequested leaves during their first meeting in April.

1. **Unrequested Leaves of Absence**.
   Unrequested leaves of absence are a mechanism used by school boards in Minnesota to manage staffing levels in response to various circumstances. School boards may place teachers on unrequested leave of absence due to discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of districts. Teachers proposed for unrequested leave must receive a notice stating the applicable grounds, their right to request a hearing within 14 days, and the consequences of not requesting a hearing. As of today, the only ULAs being considered are due to overages.

2. **Overages**
   a. Per state statute and our CBA, we bring overages back to 1.0 FTE.
   b. Five teachers in the district were teaching on an overage status during the 25-26 school year; these teachers will be put on ULA to ensure their contracts are at a 1.0 FTE for the 2026-27 school year.

3. **Non-Renew** For the next school year, the district will non-renew six to seven teaching contracts. Under Minnesota Statute 122A.40, the board may non-renew probationary teachers—including all Tier 1 and Tier 2 licensed staff. A written notice will be issued. These decisions are typically driven by budget constraints, enrollment shifts, licensure status (Tier 1, 2), or performance-related issues; however, the district is not required to state a specific reason for probationary non-renewals.

In accordance with Minnesota Statute 122A.40 and the SAVEA Master Contract, the school board will take action on staffing requirements for the 2026-2027 school year during the first school board meeting in April. This annual review includes the abovementioned non-renewal of five to six teaching contracts—including all Tier 1 and Tier 2 licensed staff—which may be based on budget, enrollment, or performance. Additionally, the district will address five overages from the 2025-2026 school year by placing those teachers on Unrequested Leave of Absence (ULA) to return their contracts to a 1.0 FTE status. Please be reminded that during this first April meeting, the Board will be tasked to take formal action on non-renewals and unrequested leaves of absence to meet all statutory and contractual notification deadlines.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

To:	St. Anthony-New Brighton School Board
From:	Superintendent Dr. Renee Corneille; Assistant Superintendent Hope Fagerland
Date:	March 3, 2026
Subject:	Budget Model

Budget Model Context

The school board holds the responsibility of approving the school district budget and directs district administration to propose budget recommendations that support the successful implementation of the Mission, Vision, and Success Metrics. For the past seven years, the Superintendent, Controller, and Assistant Superintendent have collaborated on and refined a process for creating a budget that effectively allocates funds to buildings, programs, and systems within ISD282. District Administration is articulating the established budget creation process in narrative form to the school board.

The ISD282 Budget Model sets the conditions for building and program staffing, that will then be implemented by each program manager/principal. With the ultimate goal of ensuring an equitable, strategic, model to meet the mission and vision of ISD282. By articulating the process, a level of transparency and accountability will be established.

Budget Model Description:

This memo will articulate, in narrative form, the components used in creating a proposed budget to the school board. Each component will be defined creating a shared understanding and operational definitions for building the ISD282 budget.

- **Component 1: Building Staffing Allocations:**
    - This component represents the majority of school district funding. The first step in creating these allocations comes from the school board's approval of grade level budget enrollment targets. Building Staffing Allocations are then determined by district administration, and each building is required to operate within these allocations and established frameworks. This component funds 100% of the general education program (e.g., classroom teachers, principals). While the district determines the allocation and funding levels, principals are responsible for staff recruitment and placement. *Alternative terms for the Building Staffing Allocations component include: Base and Tier 1 programming.*

- Component 1 details the foundational staffing model. These are the positions that are necessary to operate the building at its most basic level. This includes providing enough classroom teachers based on the school board's class size recommendations per grade level. It also includes staffing required to ensure the school's operations can be executed, such as Administration and Admin Assistants. All staffing articulated in this component is provided by the general operating budget from the school district. The school board is reminded that these funds are the most flexible of all school district funds.

- **Component 2: Planned Program Staffing:**
  - Allocations within this component are program-specific. The district and program managers collaboratively determine the allocation type and staffing requirements for each program. These allocations support specialized educational programs (e.g., Special Education, ADSIS, A&I). This staffing is supplemental to the general education program and cannot replace general education staffing as many of the funds are restricted. *Alternative terms for the Planned Program Staffing component include: Tier 2, Tier 3, specialized, and specific programming*.

  - Component 2 details the utilization of funds from alternative grants, applications, and other state/federal fiscal sources. These funds are allocated to provide supplementary staffing to support student enrichment and student interventions. These funds are co-designed with district administration and site-based leadership. Additionally, these funds have specific and required usages.

- **Component 3: Ancillary Programs:**
  - Allocations in this component are designated for programs outside of the K-12 classroom setting. Staffing allocations for Ancillary Programs are determined based on prior Schedule C and current Schedule D criteria. These programs encompass student programs such as PSEO and CIS. Funding for these programs often involves a combination of fees and general fund cross-subsidies. *Alternative terms for the Ancillary Program component include: Co-curricular and enrichment programs*.

  - Component 3 ancillary funds provide for a more holistic approach to educating ISD282 students. Funds in these categories provide for student experiences in activities, athletics, and extracurriculars, along with specific clubs, service learning opportunities, and student mental and chemical health support. Funding for these areas is provided by a combination of both district financial contributions and student fees.

- **Component 4: District-Wide Services:**
    - These allocations are based on district infrastructure and staff support needs. This component encompasses both staffing and funding. These services support Required Building Staff, Planned Programs Staff, and Ancillary Programs. *Alternative terms for District-Wide Services include: operations, support services, and contracts.*

    - Component 4, District Support Services, encompasses the funding designated for the overall operation of the school building. This includes specific funding models for cleaning and maintenance. School leadership does not determine staffing levels for transportation, food service, professional development, and custodial services. These are provided directly by the district to ensure that each building has the shared resources necessary to safely operate educational programming.

Financial Framework

The charts below (built on 25-26 staffing numbers) details the District's budget, broken down by its components. This allows school board members to view approximate costs (please note that actual costs may vary by up to 10%). Previous budget models presented year-over-year changes as percentage increases (i.e., increase in labor contracts) and/or FTE staffing increases. By utilizing the ISD282 Budget Model, school board members can see the funding sources used, providing insight into which funding sources can and cannot be used for specific purposes.

In 2023, the school board used two studies (Demographics and Facility Analysis) to determine the ideal school enrollment, classroom class size, and teacher/student load (how many students, one teacher teaches in a school day). Per the board's enrollment target the following grade level class size and overall teacher student load.

SANB Budget Model Base

25-26 Building	**Building Enrollment *Target***	**Class Size Recommendations - Per Enrollment *Target***	***Current* teacher student load**
Wilshire Park	710	K-1: **22** students per classroom 2: **23** students per classroom 3-5: ***25*** students per classroom	Elective Teachers Average - teaching **164** students.
St. Anthony Middle	450	6-8: **30** students per classroom	Teachers at SAMS Average - teaching **150** students.
St. Anthony Village High	800	9-12: **33** students per classroom	Core Subject Teachers at SAVHS Average - teaching **133** students. Elective Teachers at SAVHS Average - teaching **126** students.

Component 1

Expenditure type	Funding Source	FY25 FTE	FY25 Actual	FY26 FTE
GenEd classroom Personnel	General Ed, Learning & Development	91.62	9,614,858	92.69
GenEd Purchased Services	General Ed		266,808	
GenEd Supplies	General Ed		96,301	
School Administration	General Ed	10.25	1,389,145	9.81
Counseling & Guidance	General Ed	6.1	570,541.00	5
Media Center	General Ed, School library aid	2.00	163,418	2.00
Total Component 1		**109.97**	**12,101,070**	**109.50**

Component 2

Programs	Funding Source	FY25 FTE	FY25 Actual	FY26 FTE	FY26 Budget
Qcomp	QComp		449,043		491,458
Special Education	State & Federal special ed, general ed, MA	53.38	4,514,735	54.41	4,646,065
ADSIS	ADSIS, general ed	3.00	344,686	6.00	676,152
Achievement & Integration	A&I, general ed	3.02	242,540	3.11	332,730
American Indian Ed	American Indian Ed	0.09	3,462		0
Career & Tech	Career & Tech, general ed	2.00	368,634	3.00	363,653
Gifted & talented	Gifted & Talented/general ed	0.55	61,491	0.40	46,031
English Learner	EL, Compensatory, GenEd	4.74	603,044	5.20	542,420
Professional Development	Staff D, Qcomp, A&I, AIE, gen ed, lit aid, read act	3.90	1,139,303	3.70	757,973
Intervention/Credit Recovery	Compensatory	0.93	13,447	0.70	93,231
Title I	Title I	2.13	192,025	1.65	208,105
Title II & IV	Title II	0.30	49,454	0.30	63,073
Title III	Title III	0.32	21,656	0.30	21,408
Total Component 2		**74.36**	**8,003,520**	**78.77**	**8,242,299**

Component 3

Programs	Funding Source	FY25 FTE	FY25 Actual	FY26 FTE	FY26 Budget
Athletics	General, student fees		913,554		858,715
Co-curricular	General, student fees		82,229		81,620
Mental Health	General, student support aid		29,306		30,233
Know the Truth	General	0.10	20,079	0.10	14,360
Social Work Services	General	0.86	123,098	0.95	135,437
Building Safety	Safe schools levy, General	1.97	99,255	1.84	91,845
Total Component 3		**2.93**	**1,267,521**	**2.89**	**1,212,210**

Component 4

Departments	Funding Source	FY25 FTE	FY25 Actual	FY26 FTE	FY26 Budget
District Office	General Fund	6.59	1,785,649	7.43	1,794,569
Transportation	Transportation aid	3.81	1,705,073	3.70	1,821,829
Facilities	General Fund	13.68	2,029,830	13.35	2,070,252
Health Services	General Fund	3.12	270,511	2.39	224,046
Technology	General Fund		485,578		624,173
Food Service	Food service	10.31	1,401,573	10.39	1,479,303
Total Component 4		**37.51**	**7,678,214**	**37.26**	**8,014,172**

Transparency: ISD282 Budget Model provides a clear and comprehensive budgeting process to the school board. This allows transparency and trust building within the board, staff, and broader community. By clearly sharing the budget and the funding sources for staffing - all stakeholders can see the difficulty in understanding school funding The first step in creating the budget includes enrollment targets. These targets allow the board to determine revenue projections. The ISD282 Budget Model articulates how expenditures are prioritized by resource allocation. Using the ISD282 Budget Model the board can be completely transparent with the community. This transparency allows the board to effectively fulfill its oversight role, empowers staff to understand the financial rationale behind decisions impacting their work, and enables the community to hold the school district accountable for the use of public funds. A well-defined budget model process promotes informed decision-making, reduces potential misunderstandings, and strengthens the overall credibility of the school district's financial practices.

Analysis

The School Board should take note that Community Services (CS) - staffing and operations are not included in this current Budget Model. This is due to the fact that the CS budget has its own revenue sources (from the state and from fees). The General Fund does contribute to early childhood teacher salaries and the district utilizes Lease Levy Funds to rent the CS space from the city of St. Anthony.

In addition, this Budget Model does not include the expenditures dedicated to St. Charles. ISD282 is required (by law) to provide Multilingual, Special Education, and transportation. This current memo does not articulate these expenditures of the cross-subsidies that exist due to this requirement.

When analyzing the enrollment targets, class size limits, and teacher - student load numbers - ISD282 budget model supports the assumptions that will be presented.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

To:	ISD 282 School Board
From:	School Board Chair, Cassandra Palmer
Date:	March 3, 2026
Subject:	Filling a School Board Member Vacancy

Please note, this is a repeat of the discussion the school board had at their January work session.

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.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

2026 School Board Vacancy Application

Thank you for your interest in serving on the St. Anthony–New Brighton School Board. Board service is both an honor and a significant responsibility to students, staff, families, and the broader community. We appreciate your willingness to contribute your time, expertise, and leadership in support of ISD 282.

Background

This application is for appointment to fill a vacancy on the St. Anthony–New Brighton School Board following the resignation of Laurel Hood. The individual appointed will serve the remainder of the term, which expires on December 31, 2027.

The Board anticipates making the appointment by the end of March 2026. In accordance with Minnesota statute, the appointed board member assumes office 30 days after the date of appointment, with service expected to begin in early May 2026.

Board Member Qualifications

To be eligible for appointment to the St. Anthony–New Brighton School Board, an applicant must:

- Be an eligible voter in the State of Minnesota
- Be at least 21 years of age
- Have been a resident of the school district for at least 30 days prior to appointment
- Not be under a guardianship in which the court order revokes the right to vote
- Not have been found by a court to be legally incompetent

In addition to statutory requirements, effective school board members demonstrate:

- Commitment to student success and public education
- Understanding of governance versus management roles
- Ability to make decisions in the best interest of the entire district
- Respect for diverse perspectives and collaborative decision-making
- Willingness to devote time to meetings, preparation, and community engagement

Purpose

The purpose of this application is to provide all interested candidates with a consistent and equitable opportunity to share their qualifications, perspectives, and readiness for board service. The questions that follow are designed to assess alignment with the core responsibilities of school board governance, including strategic leadership, fiduciary oversight, community representation, and commitment to equitable student outcomes.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Each question corresponds to key competencies necessary for effective board service. Responses will help the Board evaluate candidates in a transparent and structured manner.

Application Review Process

All completed applications will be reviewed by the full School Board.

Board members will independently score applications using a standardized rubric aligned to the categories and point values outlined below. After individual scoring, the Board will meet to discuss results and determine next steps in the appointment process.

This structured evaluation process ensures:

- Fairness and consistency across all applicants
- Alignment with governance best practices
- A focus on student-centered and vision-aligned decision-making

Evaluation Criteria

Applications will be evaluated across the following categories:

Criteria	Weight
Motivation to Serve – dedication to board service and commitment to the full ISD 282 community.	10 Points
Background & Experience Serving Others – leadership experience, community service, governance exposure, and ability to work effectively in diverse settings.	15 Points
Governance Knowledge & Board Conduct – understanding of the board's policymaking and oversight role, distinction from administration, and ability to navigate disagreement with professionalism and integrity.	30 Points
Vision for Public Education – clarity of vision regarding the purpose of public education and the board's role in advancing that vision locally.	15 Points
Alignment with ISD 282 Vision – ability to contribute meaningfully to the district's mission, strategic priorities, and long-term goals.	20 Points
Educational Equity Understanding – understanding of educational equity and commitment to advancing equitable outcomes for all students.	10 Points

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

APPLICATION

Please respond to each question below. Applications are due by Friday, March 20, 2026.

I. Motivation to Serve

Why would you like to serve on the St. Anthony–New Brighton School Board?

II. Background & Experience Serving Others

Describe your background and experiences in serving others, including involvement in community service, education, and board or leadership roles. Share any experience working in innovative or diverse settings. How would these experiences help you to be effective as a school board member?

III. Governance Knowledge & Board Conduct

A. What is the role of a school board member, and how is it different from district administration?
B. How would you balance representing the views of individual community members with your responsibility to make decisions in the best interest of the entire district?
C. How do you handle disagreement between members of the board? If you are in the minority on a controversial vote, how would you communicate with the public afterward?

IV. Vision for Public Education

Describe your vision for public education. What do you believe are its core purposes, and how should a local school board help bring that vision to life within its community? Additionally, how would your vision influence your priorities and decision-making as a school board member?

V. Alignment with ISD 282 Vision

The vision of ISD 282 guides the district's strategic direction and decision-making.

A. How do you see yourself contributing to and advancing that vision?
B. Please describe how your skills, experiences, leadership approach, and community engagement would support the district's goals, and how you would ensure your decisions as a board member remain aligned with the Vision.

VI. Educational Equity Understanding

How would you define an equitable school system? Please describe your understanding of educational equity and your commitment to advancing equitable outcomes for all students in ISD 282. Include how this perspective would inform your decision-making as a board member.

St. Anthony New Brighton
INDEPENDENT SCHOOL DISTRICT 282

Revised 2023
June 2025
~~March 2026July 2025~~March 2026
Mandatory

515 PROTECTION AND PRIVACY OF PUPIL RECORDS

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 U.S.C. § 1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes Chapter. 13, and Minnesota. Rules Parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period

of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

1. ~~"Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s).~~ ~~Directory information does not include~~:

   ~~a. a student's social security number~~

   ~~b. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;~~

   ~~c. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;~~

   ~~d. personally identifiable data which references religion, race, color, social position, or nationality; or~~

   ~~e. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.~~

2. ~~Insert school district definition of "directory information" here.~~"Directory information" means information contained in an education record of a student that

would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. Directory information does not include:

a. a student's social security number

b. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;

c. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;

d. personally identifiable data which references religion, race, color, social position, or nationality; or

e. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

3.

¶

4. ~~[NOTE: Please see the MSBA-ISD Policy Services Newsletter (June 2025) for detailed guidance on creating a definition of "directory information."]~~

5. ~~**Under federal law, "directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include:¶**~~

¶

a. ~~**a student's social security number;¶**~~

¶

b. ~~a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;~~¶

¶

c. ~~a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;~~¶

¶

d. ~~personally identifiable data which references religion, race, color, social position, or nationality; or~~¶

¶

e. ~~data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.~~¶

¶

6. ~~2. Under Minnesota law, a school district may not designate a student's home address, telephone number, email address, or other personal contact information as "directory information."~~

E. Education Records

1. What constitutes "education records." Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.

2. What does not constitute education records. The term "education records" does not include:

a. Records of instructional personnel that are:

(1) kept in the sole possession of the maker of the record;

(2) used only as a personal memory aid;

(3) not accessible or revealed to any other individual except a temporary substitute teacher; and

(4) destroyed at the end of the school year.

b. Records of a law enforcement unit of the school district, provided

education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:

(1) maintained separately from education records;

(2) maintained solely for law enforcement purposes; and

(3) disclosed only to law enforcement officials of the same jurisdiction.

c. Records relating to an individual, including a student, who is employed by the school district which:

(1) are made and maintained in the normal course of business;

(2) relate exclusively to the individual in that individual's capacity as an employee; and

(3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.

d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:

(1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes, section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes, section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education;

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or

4. Perform a task directly related to responding to a request for data.

J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

"Responsible authority" means *Superintendent of Schools*

N. Student

"Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. School Official

"School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor

for the period of his or her performance as an employee or contractor.

¶

P. Summary Data

"Summary data" means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;

4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal

law and the regulations promulgated thereunder;

6. The right to be informed about rights under the federal law; and

7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 C.F.R. § 99.31(a).

C. Students with a Disability

The school district shall follow 34 C.F.R. §§ 300.610-300.617 with regard to the privacy, notice, access, record keeping and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:

   a. a specification of the records to be disclosed;

   b. the purpose or purposes of the disclosure;

   c. the party or class of parties to whom the disclosure may be made;

   d. the consequences of giving informed consent; and

   e. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:

   a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and

   b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:

   a. identifies and authenticates a particular person as the source of the electronic consent; and

   b. indicates such person's approval of the information contained in the electronic consent.

5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:

   a. in plain language;

   b. dated;

   c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;

   d. specific as to the nature of the information the subject is authorizing to be disclosed;

   e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;

   f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and

   g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes Chapter 256B or Minnesota Care under Minnesota Statutes Chapter 256L, which shall be ongoing during all terms of eligibility, for individualized

education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:

   a. performs an institutional service or function for which the school district would otherwise use employees;

   b. is under the direct control of the school district with respect to the use and maintenance of education records; and

   c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 U.S.C. § 7917, *[Policy 529]* and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota. Statutes section 260B.171, unless the data are required to be destroyed under Minnesota

Statutes section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

   a. determine eligibility for the aid;

   b. determine the amount of the aid;

   c. determine conditions for the aid; or

   d. enforce the terms and conditions of the aid.

   "Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:

   a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or

   b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and

telephone numbers;

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;

9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;

10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 U.S.C. § 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding.

If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;

14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;

15. To the parent of a student who is not an eligible student or to the student himself or herself;

16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:

    a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;

    b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

    The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid

being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

    The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 U.S.C. § 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

23. When requested, ~~and in accordance with requirements for parental consent in 34 Code of Federal Regulations, section 300.622(b)(2), and part 99,~~ and in accordance with requirements for parental consent in 34 Code of Federal Regulations, section 300.622(b)(2), and part 99, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;

2. Pursuant to a statute specifically authorizing access to the private data; or

3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

   a. Minnesota Statutes, section 13.32, subdivision 5; and

   b. 20 United States Code, section 1232g, and 34 Code of Federal Regulations, section 99.37, which were in effect on January 3, 2012.

2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under ~~Minnesota Statutes, section 13.32 this section~~ Minnesota Statutes, section 13.32.

~~3. A parent's personal contact information must be treated as private data on individuals regardless of whether that contact information was previously designated as or treated as directory information under Minnesota Statutes, section 13.32, subdivision 2.~~

3. A parent's personal contact information must be treated as private data on individuals regardless of whether that contact information was previously designated as or treated as directory information under Minnesota Statutes, section 13.32, subdivision 2.

~~4. 3~~4. . When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit

exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.

2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:

   a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information

   b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; an~~d~~d

   c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.

3. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.

4. A parent or eligible student may not opt out of the directory information disclosures to:

   a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or

   b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits

information that may be designated as directory information and that has been properly designated by the school district as directory information.

5. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;

2. Home address;

3. School presently attended by student;

4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

    a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;

    b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

    c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

    d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

    e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this

provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes Chapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes Chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes Chapter 260E, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement he or she provided to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably

intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes section 13.393.

4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

   a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

   b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or

   c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40, *et seq*.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

B. Data released to military recruiting officers under this provision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;

2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and

3. copying fees shall not be imposed.

C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority, the Senior High School Principal, ~~Norman Bell~~ *[designate title of individual, i.e., building principal]* in writing by *Oct. 1* each year. The written request must include the following information:

1. Name of student and parent, as appropriate;

2. Home address;

3. Student's grade level;

4. School presently attended by student;

5. Parent's legal relationship to student, if applicable;

6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and

7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.

D. Annually, the school district will provide public notice by any means that are

reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

   a. The disclosures meet the requirements of Section VI. of this policy; and

   b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.

2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code, section 14071. However, the school district must provide the notification required in

Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations, section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in, section 99.31(a)(3), or a third party outside of the school district improperly redisclosures personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;

2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;

4. Means of securing student records; and

5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, that indicates:

   a. the parties who have requested or received personally identifiable information from the education records of the student;

   b. the legitimate interests these parties had in requesting or obtaining the information; and

   c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:

   a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;

   b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and

   c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations 99.32 and to whom the school district disclosed information from an education record. The school district shall

request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18. United States Code, section 2332b(g)(5)(B) or an act of domestic or international terrorism.

4. The record of requests of disclosures may be inspected by:

   a. the parent of the student or the eligible student;

   b. the school official or his or her assistants who are responsible for the custody of the records; and

   c. the parties authorized by law to audit the record-keeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

   a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and

   b. the parties to whom the school district disclosed the information.

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. <u>Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student</u>

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

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E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:

   a. the cost of materials, including paper, used to provide the copies;

   b. the cost of the labor required to prepare the copies;

   c. any schedule of standard copying charges established by the school district in its normal course of operations;

   d. any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and

   e. mailing costs.

2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.

3. The cost of providing copies shall be borne by the parent or eligible student.

4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.

2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.

3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.

3. Any statement placed in the education records of the student under Subdivision B. of this section shall:

   a. be maintained by the school district as part of the education records

of the student so long as the record or contested portion thereof is maintained by the school district; and

b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.

2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes Chapter 14 relating to contested cases.

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XVI. PROBLEMS ACCESSING DATA

A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

B. Data practices compliance official means Superintendent of Schools.

C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be

made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules

promulgated thereunder;

5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and

6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32, Subd. 5 (Directory Information)
Minn. Stat. § 13.393 (Attorneys)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
Minn. Stat. Ch. 256L (MinnesotaCare)
Minn. Stat. § 260B.171, subds. 3 and 5 (Disposition Order and Peace

Officer Records of Children)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 363A.42 (Public Records; Accessibility)
Minn. Stat. § 480.40 (Personal Information, Dissemination)
~~Minn. State. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)~~
Minn. State. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7908 (Armed Forces Recruiting Information)
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
25 U.S.C. § 5304 (Definitions – Tribal Organization)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273 309 (2002)
Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References: MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 520 (Student Surveys)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

~~This document from the Minnesota School Boards Association (MSBA) is giving guidance to school districts about what student and parent information they can share publicly, also known as "directory information." It's a bit complicated because there are both federal rules (FERPA) and new Minnesota state laws that sometimes differ.~~

~~Here's the gist of it in simpler terms:~~

- ~~**What is "Directory Information"?**~~
  - ~~Think of it as basic public information about students that generally wouldn't be considered private or harmful if shared.~~
  - ~~Federally, this can include things like a student's name, address, phone number, email, photo, date/place of birth, major, dates of attendance, grade level, sports participation, and awards. It *also* includes the parent's name, address, and phone number.~~
  - ~~**What it generally *doesn't* include (and is always private):** Social Security numbers, certain student ID numbers that can access records, and information about a student's religion, race, color, social position, or nationality.~~
- ~~**Minnesota's New Rules (as of 2025):**~~
  - ~~**Student Contact Information is NOW PRIVATE:** This is a big change. Even though federal law allows it, Minnesota law *no longer allows* school districts to share a student's home address, phone number, or email address as "directory information." This means schools cannot publicly share this kind of contact information.~~
  - ~~**Parent Contact Information is NOW PRIVATE (Mostly):** Similar to students, a parent's home address, phone number, or email address *cannot* be treated as public "directory information" in Minnesota, even if it was before.~~
  - ~~**Other Parent Data:** While contact information is private, other non-contact information about parents *can* be treated as directory information if the school follows the same public notice procedures they use for student directory information.~~
  - ~~**Judicial Officials:** There's a special new rule in Minnesota (from 2024) that protects "judicial officials" (like judges) and their children. Schools cannot publicly post or share their personal information online, including their child's name and the school they attend, if it reveals they are connected to a judicial official.~~
- ~~**What Schools Can Still Do (and What They Should Consider):**~~
  - ~~**Local Control:** School boards still get to decide exactly what information they consider "directory information" for their district, as long as it follows both federal and state laws. They can choose to include *less* than what the law allows.~~
  - ~~**Adding Information:** Schools can add other types of information to their "directory information" list beyond what FERPA mentions, as long as it's not something generally considered private or that references religion, race, etc.~~
  - ~~**Limiting Disclosure:** Schools can now decide to share directory information only with *specific people* or for *specific reasons*. If they do this, they have to clearly state these limits in their public notices and make sure they enforce them.~~
  - ~~**Balancing Act:** The MSBA reminds schools that they need to balance protecting student privacy with the administrative work involved in managing and restricting what information is shared.~~

~~In short, Minnesota is making it harder for schools to share personal contact information for both students and parents, even if federal law might allow it. Schools need to be very clear with parents about what information they consider public and follow strict rules, especially regarding contact details and information about judicial officials.~~