

St. Anthony-New Brighton School Board  
Work Session  
Tuesday, June 17, 2025 6:00 PM

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

## **Agenda**

1. Call to Order School Board Work Session  
**Speaker(s):** Laurel Hood - Clerk
2. Approval of Agenda  
**Speaker(s):** Laurel Hood - Clerk
3. Approval of Consent Agenda  
**Speaker(s):** Laurel Hood - Clerk
  - 3.1. Meeting Minutes from June 3, 2025 Regular Meeting and June 10, 2025 Special Meeting  
**Speaker(s):** Laurel Hood - Clerk
  - 3.2. Personnel and Payment of Bills  
**Speaker(s):** Laurel Hood - Clerk
4. Discussion Items
  - 4.1. Community Engagement Share-out  
**Speaker(s):** Susan Brott - The CESO
  - 4.2. Human Resources Report  
**Speaker(s):** Dr. Tim Anderson - Executive Director of Human Resources and Operations
  - 4.3. Food Services and Transportation Report  
**Speaker(s):** Dr. Tim Anderson - Executive Director of Human Resources and Operations
  - 4.4. Collaborative Process for Effective Instruction Implementation Update  
**Speaker(s):** Dr. Tim Anderson - Executive Director of Human Resources and Operations
  - 4.5. First reading of School Board Handbook  
**Speaker(s):** Laurel Hood - Clerk
  - 4.6. School Board Evaluation Tool Dissemination  
**Speaker(s):** Laurel Hood - Clerk
  - 4.7. Legislative Update: first discussion about legislative platform and MSBA resolutions  
**Speaker(s):** Laura Oksnevad - Legislative Liaison
5. Reports
  - 5.1. School Board Planning Update  
**Speaker(s):** Laurel Hood - Clerk
  - 5.2. ISD282 District, Program, and Building Report  
**Speaker(s):** Hope Fagerland - Executive Director of Academics
  - 5.3. Board Reports  
**Speaker(s):** Laurel Hood - Clerk
6. Adjourn School Board Meeting

**Speaker(s):** Laurel Hood - Clerk

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

Tuesday, June 3, 2025 6:00 PM

Listening Session and Regular Meeting, Community Services, 3301 Silver Lake Road NE, St. Anthony , MN 55418

Laurel Hood: Present  
Laura Oksnevad: Present  
Mike Overman: Present  
Cassandra Palmer: Present  
Ben Phillip: Present  
PJ Striker: Present

## 1. Listening Session (6:00 pm)

### 2. Call to Order School Board Regular Meeting (6:30pm)

**Discussion:** Board Chair Ben Phillip called the meeting to order at 6:31pm

**Speaker(s):** Ben Phillip - School Board Chair

Staff present: Hope Fagerland, Executive Director of Academics; Joel Lee; Interim High School Principal; Paul Ruble, High School Assistant Principal

### 3. Approval of Agenda

**Action(s):**

The recommended motion is to approve the June 3, 2025 Work Session agenda as presented. This motion, made by PJ Striker and seconded by Cassandra Palmer, Carried.

**Voting Detail:**

Laurel Hood: Yea  
Laura Oksnevad: Yea  
Mike Overman: Yea  
Cassandra Palmer: Yea  
Ben Phillip: Yea  
PJ Striker: Yea

**Voting Summary:** Yea: 6, Nay: 0

**Speaker(s):** Ben Phillip - School Board Chair

### 4. Recognitions

**Speaker(s):** Ben Phillip - School Board Chair

#### 4.1. Staff Retirements

**Action(s):**

With gratitude for an accumulated 149 years of service to SANB the recommended motion is to approve staff retirements as presented. This motion, made by Laurel Hood and seconded by Mike Overman, Carried.

**Voting Detail:**

Laurel Hood: Yea  
Laura Oksnevad: Yea

**Speaker(s):** Ben Phillip - School Board Chair

Mike Overman: Yea  
Cassandra Palmer: Yea  
Ben Phillip: Yea  
PJ Striker: Yea

**Voting Summary:** Yea: 6, Nay: 0

**Discussion:** Congratulations to St. Anthony - New Brighton School staff retiring this school year! Ruth Smith, Beth Kessler, Todd McDonough, Jean Lynch, Steve Willman, Bill Carlson, David Wiggins

5. **Approval of Consent Agenda**

**Action(s):**

The recommended motion is to approve the consent agenda as presented, including: minutes from the May 20, 2025 Regular Meeting, personnel, and payment of bills. This motion, made by Laura Oksnevad and seconded by Laurel Hood, Carried.

**Voting Detail:**

Laurel Hood: Yea  
Laura Oksnevad: Yea  
Mike Overman: Yea  
Cassandra Palmer: Yea  
Ben Phillip: Yea  
PJ Striker: Yea

**Voting Summary:** Yea: 6, Nay: 0

**Speaker(s):** Ben Phillip - School Board Chair

5.1. Meeting Minutes from May 20, 2025 Regular Meeting

**Speaker(s):** Ben Phillip - School Board Chair

5.2. Personnel and Payment of Bills

**Speaker(s):** Ben Phillip - School Board Chair

6. **Action Items**

6.1. 2025-2026 Budget

**Action(s):**

The recommended motion is to approve the 2025-2026 budget, as presented. This motion, made by Cassandra Palmer and seconded by Mike Overman, Carried.

**Voting Detail:**

Laurel Hood: Yea  
Laura Oksnevad: Yea  
Mike Overman: Yea  
Cassandra Palmer: Yea  
Ben Phillip: Yea  
PJ Striker: Yea

**Voting Summary:** Yea: 6, Nay: 0

**Discussion:** Minnesota Statute 123B.77 Subd 4 requires school boards to approve and adopt their revenue and expenditure for the next school year prior to July 1. The School Board has reviewed and discussed the budget and its components at each meeting this spring. This was the final

**Speaker(s):** Dr. Renee Corneille - Superintendent

review and approval.

6.2. Long Term Facilities Maintenance 10 Year Plan

**Action(s) :**

The recommended motion is to approve the LTFM Capital Expenditure plan for fiscal years 2025-2035, as presented in the resolution. This motion, made by Laura Oksnevad and seconded by PJ Striker, Carried.

**Voting Detail:**

Laurel Hood: Yea  
Laura Oksnevad: Yea  
Mike Overman: Yea  
Cassandra Palmer: Yea  
Ben Phillip: Yea  
PJ Striker: Yea

**Voting Summary:** Yea: 6, Nay: 0

**Speaker(s) :** Dr. Renee Corneille - Superintendent

6.3. Northeast Metro 916 Intermediate District Long Term Facilities Maintenance Plan

**Action(s) :**

To approve the Long-Term Facility Maintenance for NE Metro 916 Intermediate School District's Long-term facility maintenance program budget for ISD 282 St. Anthony-New Brighton's proportionate share as presented in the resolution. This motion, made by Laura Oksnevad and seconded by Cassandra Palmer, Carried.

**Voting Detail:**

Laurel Hood: Yea  
Laura Oksnevad: Yea  
Mike Overman: Yea  
Cassandra Palmer: Yea  
Ben Phillip: Yea  
PJ Striker: Yea

**Voting Summary:** Yea: 6, Nay: 0

**Speaker(s) :** Dr. Renee Corneille - Superintendent

6.4. MSHSL Membership Renewal

**Action(s) :**

The recommended motion is to approve the MSHSL Membership Renewal as presented in the attached resolution. This motion, made by PJ Striker and seconded by Mike Overman, Carried.

**Voting Detail:**

Laurel Hood: Yea  
Laura Oksnevad: Yea  
Mike Overman: Yea  
Cassandra Palmer: Yea  
Ben Phillip: Yea  
PJ Striker: Yea

**Voting Summary:** Yea: 6, Nay: 0

**Discussion:** The Resolution for Membership is an annual resolution adopted by MSHSL member schools to renew their membership with the Minnesota State High School League. Each school's governing

**Speaker(s) :** Ben Phillip - School Board Chair

board agrees to adopt the Constitution, Bylaws, Policies and Regulations of the League and all amendments as the minimum standards governing participation in said League-sponsored activities and athletics.

6.5. IOwA

**Action(s) :**

The recommended motion is to designate Superintendent Dr. Renee Corneille as the IOwA for ISD282, as presented. This motion, made by Cassandra Palmer and seconded by Mike Overman, Carried.

**Voting Detail:**

Laurel Hood: Yea  
Laura Oksnevad: Yea  
Mike Overman: Yea  
Cassandra Palmer: Yea  
Ben Phillip: Yea  
PJ Striker: Yea

**Voting Summary:** Yea: 6, Nay: 0

**Discussion:** The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

6.6. Patriots Joint Powers Agreement

**Action(s) :**

The recommended motion is to approve the Patriots Joint Powers Agreement as presented. This motion, made by Laura Oksnevad and seconded by Cassandra Palmer, Carried.

**Voting Detail:**

Laurel Hood: Yea  
Laura Oksnevad: Yea  
Mike Overman: Yea  
Cassandra Palmer: Yea  
Ben Phillip: Yea  
PJ Striker: Yea

**Voting Summary:** Yea: 6, Nay: 0

**Speaker(s) :** Dr. Renee Corneille - Superintendent

6.7. Policies Final Reading

506 - Student Discipline  
515 - Protection and Privacy of Pupil Records  
601 - School District Curriculum and Instructional Goals  
603 - Curriculum Development

**Speaker(s) :** Dr. Cassandra Palmer - Policy Committee Chair

620 - Credit for Learning  
901 - Community Education

**Action(s) :**

The recommended motion is to approve policies 506, 515, 601, 603, 620, and 901 as a slate as presented. This motion, made by Laurel Hood and seconded by PJ Striker, Carried.

**Voting Detail:**

Laurel Hood: Yea  
Laura Oksnevad: Yea  
Mike Overman: Yea  
Cassandra Palmer: Yea  
Ben Phillip: Yea  
PJ Striker: Yea

**Voting Summary:** Yea: 6, Nay: 0

**7. Discussion Items**

7.1. Request for Clarity on Personal Electronic Communication Devices for 2025-2026 School Year  
**Discussion:** The board discussed access options for personal electronic devices at SAVHS to guide the policy committee. The board directed Superintendent Corneille to work with high school administration to move from the current procedures to procedures that match SAMS. Bell-to-bell off and out of sight, with a trial period of one year and re-visit with the board at the end of the 2025-2026 school year.

**Speaker(s) :** Dr. Cassandra Palmer - Policy Committee Chair

7.2. School Board Planning

**Discussion:** Chair Phillip announced his intent to resign from the school board effective Saturday, June 7th 2025. The board expressed their sadness and deep appreciation for Chair Phillip's service on the SANB school board. The board then discussed the plan to fill his vacancy. Minnesota Statutes, Section 123B.09, Subd. 5b states a vacancy in the office of school board member must be filled. Because more than two years remain in Chair Phillip's current term, state law requires that a special election be held this November to elect someone to serve the remainder of the term. The individual elected in that special election will begin their service once election results are certified - typically in mid-November - and will serve the remainder of the term, ending in December 2027. In the meantime, the board has the authority to appoint someone to fill the seat on a temporary basis. Clerk Hood called for a special meeting on Tuesday, June 10 at 5:30 p.m. to finalize the process and take formal action on the appointment.

**Speaker(s) :** Ben Phillip - School Board Chair

Chair Phillip then called for a break at 8:16pm.

7.3. Superintendent Evaluation Summary

**Speaker(s) :** Ben

**Discussion:** Chair Phillip called the meeting back into order at 8:23pm. Chair Phillip then read the Superintendent Evaluation Summary.

Phillip - School Board Chair

**2024-2025 Superintendent Evaluation Summary**

The Board used a form to evaluate Dr. Corneille in different areas - Leadership, Finance, Board Relations, Curriculum & Instruction Management, Community Relations & Engagement, Personnel/Organizational Management, and Student Support. Each area comprised of various questions, of which the Board rated Dr. Corneille from 1-10, with a score of 1-2 meaning "Least Skilled," 3-4 meaning "Not a Strength," 5-6 meaning "Meets Expectations," 7-8 meaning "A Strength," and 9-10 meaning "An Outstanding Skill." Each area also contained a space for the board to provide additional comments. During a closed session on May 20, 2025, the results were discussed with Dr. Corneille. This is a summary of that interaction.

For "Leadership," the Board cumulatively rated Dr. Corneille a 6.31, which means that the Board feels the superintendent is meeting expectations. The Board recognizes Dr. Corneille's high standards and strong vision for the district, noting her success in improving communication channels between the union, administration, and Board through "Meet and Confers." While her leadership style is seen as direct, there are opportunities to foster broader team alignment and engagement. Continued focus is also needed on building and maintaining trust within the district and community. Additionally, the superintendent needs to ensure new hires are effectively set up to implement ambitious district goals.

For "Finance," the Board cumulatively rated Dr. Corneille a 9.5, which means that the Board clearly sees this area as an outstanding skill. She has built a strong finance team and effectively articulates the budget process. Her proactive and forward-thinking approach, along with the passed levy, has uniquely positioned the district to avoid widespread staff cuts, unlike many other districts in the state. Her keen understanding of budgeting and efforts to trim expenses have ensured fiscal stability and even allow for potential staff additions. While this area is a significant success, continued focus on clear, transparent budget explanations will benefit the Board and community.

For "Board Relations," the Board cumulatively rated Dr. Corneille an 8.3, which means that the Board sees this area as a clear strength. She is consistently receptive to board input, provides thorough information for decision-making, and respects governance roles. A success is her

timely and detailed responses to board inquiries. However, opportunities exist to enhance collaborative processes and consensus-building, especially on sensitive issues. Continued focus on fostering mutual trust and ensuring unified communication, particularly during times of public concern, would further strengthen the superintendent/board dynamic.

For "Curriculum & Instruction Management," the Board cumulatively rated Dr. Corneille a 6.28, which means that the Board feels the superintendent is meeting expectations. The Board recognizes Dr. Corneille's deep professional knowledge of teaching and learning and her commitment to providing ample time for teacher development. While acknowledging that significant change initiatives like Effective Instruction (EI) are challenging, concerns persist regarding its implementation, leading to declining staff culture. Opportunities exist to foster greater trust and collaboration with staff, improve district-wide communication around EI, and ensure more effective professional development planning and support.

For "Community Relations & Engagement," the Board cumulatively rated Dr. Corneille a 6.78, which means that the Board feels the superintendent is meeting expectations. The Board recognizes Dr. Corneille's strong advocacy for the district with state officials and external agencies, a clear success. Opportunities exist to improve internal communication and transparency, especially regarding key initiatives like Effective Instruction, to build broader community understanding and trust. Continued focus is also needed to ensure consistently clear and understandable communication about district work, particularly when addressing sensitive issues, and to foster a communication approach that actively seeks and incorporates input from all community voices.

For "Personnel/Organizational Management," the Board cumulatively rated Dr. Corneille a 5.9, which means that the Board feels the superintendent is meeting expectations. The Board recognizes Dr. Corneille's strength in labor relations and contract negotiations, noting successful deals and the growth of key staff like the HR Director. However, significant concerns exist regarding administrative hiring, retention, and leadership support, leading to vacancies and operational disruption. Additionally, greater transparency regarding the processes for staff hiring and evaluation is desired, while the Board maintains their boundaries between governance and management. Addressing these areas will require continued efforts to foster a more trusting

culture with staff and improve communication to proactively address concerns and rebuild confidence.

For "Student Support," the Board cumulatively rated Dr. Corneille a 7.52, which means that the Board sees this area as a strength. The Board recognizes Dr. Corneille's strong student-centered approach, highlighting her success in continuing the Superintendent's Council to elevate student voice. She consistently prioritizes student well-being and engagement, utilizing tools like Panorama for data. While systems are in place, opportunities exist to ensure consistent follow-through on safety and behavioral protocols by administrative staff. Continued focus is also needed to ensure all student support practices consistently benefit the broader student body and to address concerns from student surveys.

Cumulatively, the Board rated Dr. Corneille a 7.23. This is indicative of a strong performance of duties over the past year. The Board looks forward to Dr. Corneille's focus on these areas of opportunity above during the 2025-26 school year, with an emphasis on incorporating SMART goals to guide her own personal improvement as well as organizational improvement.

## 8. Reports

### 8.1. ISD282 Program and Building Report

**Discussion:** Executive Director of Academics, Hope Fagerland, shared that the last couple weeks at school have been busy and bustling for students and athletics & activities participants as the school year winds down. Many year-end events were shared.

**Speaker (s):** Hope Fagerland - Executive Director of Academics

### 8.2. Board Reports

**Discussion:** School Board members took time to share information from the meetings, professional learning and events they have attended since the last board meeting.

**Speaker (s):** Ben Phillip - School Board Chair

### 9. Adjourn School Board Meeting

**Discussion:** Board Chair Phillip adjourned the meeting at 9:15pm.

**Speaker (s):** Ben Phillip - School Board Chair

# Special Meeting of the School Board

Tuesday, June 10, 2025 5:30 PM

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

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

1. **PLEASE NOTE THE MEETING START TIME OF 5:30PM**  
**Call to Order School Board Special Meeting**

**Speaker(s):** Dr. Cassandra Palmer - Vice Chair

**Discussion:** Vice Chair Palmer called the meeting to order at 5:30pm.

Staff in attendance included Superintendent Corneille and Executive Director of Academics, Hope Fagerland.

2. **Approval of Agenda**

**Action(s):**

The recommended motion is to approve the June 10, 2025 agenda as presented. This motion, made by Mike Overman and seconded by Laurel Hood, Carried.

**Voting Detail:**

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

**Voting Summary:** Yea: 5, Nay: 0

**Speaker(s):** Dr. Cassandra Palmer - Vice Chair

3. **Discussion Item - School Board Vacancy**

**Discussion:** Vice Chair Palmer outlined the process, candidate options and timeline. The board opted for a fully streamlined appointment rather than an application process, as had been done for the last two vacancies, due to the very short timeframe before the election. The ideal board member profile is one who is not planning on running in the fall and has had experience serving on the school board. Timeline: This special meeting was scheduled due to previously scheduled commitments by school board members and the Superintendent at the work session in the middle of the month. All board members were in support of former board member, Barry Kinsey, serving on the school board by appointment.

**Speaker(s):** Dr. Cassandra Palmer - Vice Chair

4. **Action Item - RESOLUTION FILLING SCHOOL BOARD VACANCY BY APPOINTMENT**

**Action(s):**

**Speaker(s):** Dr. Cassandra Palmer - Vice Chair

The recommended motion is to approve the Resolution Filling School Board Vacancy by Appointment as presented. This motion, made by Laura Oksnevad and seconded by Mike Overman, Carried.

**Voting Detail:**

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

**Voting Summary:** Yea: 5, Nay: 0

**Discussion:** RESOLUTION FILLING SCHOOL BOARD VACANCY BY APPOINTMENT

WHEREAS, a vacancy exists in the office of school board member with a term expiring the first Monday in January, 2028; and

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

Pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b, Barry Kinsey is hereby appointed to fill the vacancy and to serve until a successor is elected and qualified. The appointment shall be effective thirty (30) days after the adoption of this resolution unless a valid petition to reject the appointee is filed with the school district clerk pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b(b) within that thirty (30) day time period.

**APPROVED 5-0 BY ROLL CALL VOTE AT A MEETING OF THE SCHOOL BOARD thereof held on the 10th day of June, 2025.**

Clerk Hood then called for a special meeting on July 10, 2025 at 5:30pm to swear in the new board member, discuss and take action electing the position of Chair.

**5. Adjourn School Board Meeting**

**Discussion:** Vice Chair Palmer shared the Upcoming Meeting: June 17, 2025 6:00pm and then adjourned the meeting at 5:51pm.

**Speaker(s):** Dr. Cassandra Palmer - Vice Chair

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Board Secretary

**SCHOOL BOARD CONSENT AGENDA**  
**6/17/2025**

PRESENTER(S): School Board Chair

**1. Personnel**

Hire(s)

Last Name	First Name	Position	School	Date Effective
Lynch	Ryan	Behavior Interventionist	Wilshire Park	08.20.2025
Lee	Thomas	Interim Principal	Wilshire Park	7.01.2025
Phan	Tu	Finance Director	District	07.01.2025
Kvaas	Korbin	SpEd Team Lead	Wilshire Park	08.20.2025
Raisanen	Annelise	ESY Para	District	06.12.2025
McDougall	Jay	ESY Para	District	06.12.2025
West	Nathan	Social Studies Teacher	SAMS	08.20.2025
Herder	Sasha	Aquatics	Community Services	06.11.2025
Longo	Sean	SpEd Teacher	SAVHS	08.20.2025

Resignation(s)

Last Name	First Name	Position	School	Date Effective
Thomas	Lukas	SpEd Para	Wilshire Park	06.06.2025
Dill	Divine	SpEd Para	SAMS	06.06.2025

Retirement(s)

Last Name	First Name	Position	School	Date Effective

LOA requests:

Last Name	First Name	Position	School	Date Effective
Terry	Nancy	SLP	District	08.21.2025

**2. Payment of Bills Checks Paid 05/30/2025**

01- General Fund	\$246,570.63
02- Food Service	\$22,185.56
04- Community Serv Fund	\$19,532.20
05- Capital Expenditure Fund	\$63,828.56
09- Trust Fund	\$7,869.55
25- Student Activities	\$22,468.02
<b>Total: \$</b>	<b>\$382,454.52</b>



**Engagement Summary Report**  
*St. Anthony-New Brighton School District*

June 12, 2025

prepared by CESO Communications

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## Background •

CESO Communications was contracted by St. Anthony-New Brighton Public Schools (SANB) to assist the School Board in conducting a community engagement initiative to gather insights from students, parents and families, staff, and community members.

The Community Conversation, held on Wednesday, May 28, 2025, focused on listening, learning, and strengthening community connections. This was not a town hall or decision-making forum, but a structured dialogue focused on sharing perspectives about the district's strengths, challenges, and opportunities.

The session engaged 77 participants – primarily parents and caregivers, as well as staff, community members, and students. The evening began with a presentation clarifying the School Board's governance role, followed by small-group table discussions.

### About This Report

The following report summarizes key themes and findings that emerged from the structured table conversations held during the May 28, 2025, Community Conversation. These insights reflect the collective voices of participants and are intended to inform the Board's ongoing governance work. In addition to highlighting the strengths and challenges identified by community members, the report includes a set of recommendations for school board consideration. The full set of raw table notes is included in the appendix for transparency and reference.

## Engagement Process •

### Structured Conversations

Facilitated in three distinct rounds, the small-group conversations provided space for participants to share their insights in a respectful and inclusive environment. Each table was moderated by a trained facilitator whose role was to keep the conversation moving, ensure all voices were heard, and record participant insights. At the end of the session, participants were invited to submit written feedback to capture individual perspectives for further analysis.

All members of the SANB community were invited to attend the Community Conversation to learn more about the governance role of the school board and participate in small group discussions. Guided by clear prompts and grounded in a set of shared communication agreements, each table addressed:

- **Strengths** – *Given the role of the school board as presented tonight:*



- What do you see as the strengths of SANB schools? What is working well for students, staff and families? What should the school board continue to leverage (programs, structures, etc.) as it looks to the future? What highlights would you share with families new to the district or prospective employees to encourage them to enroll or work in SANB schools?
- **Challenges** – *Given the role of the school board as presented tonight and without personally identifying any individual ...*
  - What challenges do you think the district is currently facing or may face soon? What is giving you pause or concern as a member of the district community? What governance decisions could the board consider to help lead the district through these challenges?
- **Other Considerations (parking lot)** – What else should the school board district consider as it continues to provide governing oversight to the district?

## Themes and Findings •

The comments and input from the structured conversations were reviewed by CESO Communications to identify key themes, strengths and challenges/opportunities.

### Strengths

Participants expressed deep appreciation for:

- **Community Engagement:** The district benefits from high levels of parent and community involvement, including active parent groups, volunteerism, and support for levies and fundraising.
- **Dedicated Staff:** Teachers were frequently cited as caring, committed, and highly involved, with many demonstrating long-term investment in the district.
- **Diverse Student Opportunities:** Strong arts, music, clubs, and extracurricular offerings were seen as differentiators – particularly given the district's small size.
- **Early Childhood and ECFE Programs:** These programs were recognized for their high quality, responsiveness, and successful transitions into K-12.
- **Personalized Learning Environment:** Small class sizes, a walkable campus, and strong teacher-student relationships allow students to be known, supported, and nurtured.
- **Values of Belonging and Care:** Participants referenced a caring culture, shared values, and a commitment to whole-child development.



## Challenges/Opportunities

Despite many strengths, participants voiced concerns and expressed opportunities for improvement for the following:

- **Academic Rigor and Curriculum:** Declining test scores, limited AP/elective offerings, and confusion around grading systems (especially at the middle school level) emerged as areas of concern.
- **Equity and Inclusion:** While increased diversity was celebrated, attendees stressed the need for better cultural representation, multilingual outreach, and inclusive engagement strategies to reflect all families in the district, not just those in attendance at the meeting.
- **Erosion of Trust:** Comments noted a perceived breakdown in trust between staff and leadership, reported fear of retaliation, and concerns about top-down decision-making.
- **Leadership Transparency and Communication:** There were concerns about a lack of clarity in decision-making, inconsistent messaging, and a perceived lack of response to feedback previously gathered.
- **Student Behavior and Discipline:** Participants highlighted inconsistent implementation of discipline policies, behavioral disruptions, and inadequate tools and support systems available to teachers to address such concerns.
- **Teacher Turnover and Retention:** Perception of high rates of staff departures, low morale, and lack of administrative support were seen as urgent issues impacting continuity and student success.

## Recommendations for Consideration •

Based on the insights from the May 28 Community Conversation, the following recommendations are offered for consideration:

### 1. Rebuild Trust Through Visibility and Communication

- Establish clear, ongoing feedback loops with staff and families.
- Expand board visibility through in-school presence, regular updates, and listening sessions.
- Clarify and communicate how community input informs governance decisions.

### 2. Strengthen Staff Support and Retention



- Prioritize investments in staff wellness, recognition, and professional autonomy.
- Conduct regular exit and stay interviews to inform retention strategies and inform future decisions.
- Revisit discipline systems and student support staffing to relieve pressures on teachers and mitigate classroom disruptions.

### 3. Enhance Academic Transparency and Expectations

- Communicate clear academic goals and how progress is measured.
- Review grading policies and rigor across levels, especially in middle school and high school.
- Evaluate AP and elective offerings for relevance, engagement, and equity.

### 4. Deepen Inclusive Family Engagement

- Expand outreach methods (language, format, timing) to engage underrepresented groups.
- Create partnerships with trusted messengers from within cultural communities.
- Continue community conversations with targeted efforts to include diverse voices.

### 5. Use Data to Drive Improvement

- Align board oversight with clear success metrics.
- Share survey, academic, and engagement data openly and regularly.
- Foster a continuous improvement mindset using data not only to monitor but to adapt.

## Final Thoughts •

Based on the table conversations and feedback collected during the May 28 Community Conversation, it is clear that St. Anthony–New Brighton Schools has a deeply invested and passionate community. Participants expressed both high levels of appreciation for what makes the district special, including strong relationships, dedicated staff, and a commitment to



whole-child learning, as well as candid concerns about trust, communication, and the district's long-term direction.

This initial event marks a significant step forward in building trust and creating a space for shared dialogue. From our perspective, the tone of the evening was respectful and constructive, and the community's willingness to engage with complexity, even when perspectives differed, was a clear indicator of both care and commitment.

As this was the first in what the school board and district envision as a series of ongoing community conversations, we encourage continued intentionality in both design and outreach. While we commend and greatly appreciate those who participated – especially during such a busy time of year – it is essential that future conversations prioritize reaching a broader cross-section of the community. This includes families and individuals from historically underrepresented backgrounds, multilingual households, and those who may not naturally show up in traditional feedback settings. Ensuring that future engagement reflects the full diversity of the district community, rather than just the most vocal voices, will be crucial to advancing inclusive governance and informed decision-making.

We thank the Board for the opportunity to support this effort and look forward to continuing our partnership as you use these insights to guide strategic priorities, strengthen community relationships, and fulfill the district's mission and vision.

# APPENDIX



# Structured Conversations Data

## TABLE CONVERSATION DOCUMENTATION

### Strengths

**Given the role of the school board as presented tonight ...**

*What do you see as the strengths of SANB schools? What is working well for students, staff and families? What should the school board continue to leverage (programs, structures, etc.) as it looks to the future? What highlights would you share with families new to the district or prospective employees to sell them on enrolling or working in SANB schools?*

STRENGTHS
Small district
Great teachers
Connected
Involved community
Relatively small class sizes
WP - stable staff
Family partnerships at elementary – take into account if your older child had a teacher, younger child is considered maybe placed there
Good variety of clubs at middle school, e.g. Dungeons & Dragons, Creative Writing, Chess Club
Opportunities for students: baking, cosmetology, etc.
Arts programs at HS
Size of the district (community) with lots of diversity
Staff in district with longer tenure (10 yrs +)
Personal interaction with students to staff (1:1)



STRENGTHS
Environment within the classroom
Personal connections teachers form with students
Email communication with the Board this year (CESO emphasis this year)
Walkable community (e.g. middle school walks to Central Park); sense of community
Family engagement seems at the right amount/level; good balance
Teachers have a close knit community (e.g. HS teachers have good connections)
Can see school/community members all over the community People are committed to this place and choose to be here
Good connections across campuses and between schools/age groups within our system
Good before/after care activities (e.g. Village kids)
Easier to get to know grade level classmates over time – scale makes this possible
Partnerships with other schools are not limited by size (e.g. Nordic skiing, Patriots)
Math/science program at HS is strong; hands-on activities and engagement)
Good connectivity with teachers. Teachers know our kids = positive impact across levels
Small class sizes & caseload – meet more individual needs, makes district stand out
Teachers know most kids & smaller class groups
Close relationships between students and teachers
Teachers = personable, interested in students
Kids have a lot of opportunities for activities – in-school and extra curricular
Value of participation : get kids to participate
Open to partnering with other schools to provide opportunities, which gets more kids to participate Kids feel part of a community
Arts (band, visual arts, marching band) brings fun; band is big and there is a lot of belonging in the arts
Think about opportunities in arts for kids, helps them enjoy and find success



STRENGTHS
Board here values arts
Feedback is accepted, place to show feedback
Kids here can be big fish in a small pond
Focus is on the whole student, not just scores
Have full confidence in teachers
Great teachers and small class sizes
Similar values in community – community-based
Amazing & engaged teachers: all buildings, long careers here, writing grants
Small class sizes
Every kid is seen (staff works hard at this)
Relationships – can get to know students well
Rigor – students can be individually guided within the class for all students (individualized instructions)
ECFE - such good experiences and communication and collaboration between preschool and kindergarten staff
Small community – <ul style="list-style-type: none"> <li>● interwovenness, small community where adults are involved and interconnected (teachers, neighbors, coaches, etc.)</li> <li>● Collaboration among programs/buildings</li> <li>● Small school, lots of opportunities for students to participate in extracurriculars</li> </ul>
Growth opportunities for staff
Shared building MS/HS for staff collaboration (and student tutoring, theater, role models)
Teachers and staff care about kids, want the best for kids and prepare kids for futures (CARE!)
Community members care even if kids are out school
Highly educated people (school board) for policy decisions
Community support (e.g. levy)
Seeking input from people like this session



STRENGTHS
Boards willingness to engage with the public
ECFE experience sets them up well for school
Parent involvement (passion and community)
Cell phone policy 😊
Tight knit community
Safe schools
Size (relationships with staff and students)
Care
Fantastic music program
Access to sports and activities to build connections all the way up with same kids (like siblings)
Kids are accepted for who they are by schools and community (safe people/staff to talk to)
Easily available to talk with administration
Teachers feel valued because of the large turnout for conferences
Teachers follow-up, the care is really there
Culture of the teachers is that they really care
Above and beyond to support the students
Kids come back to see their teachers long after they graduate
Welcomed as a new family
Supported as a student with their needs
"I see your child" – not just a number
Teachers really care about the kids – see it, feel it
ECFE → Elementary (teachers very responsive and care)
Small size (we feel special), can participate if wanted
Involved parents (volunteers, active PTA)



STRENGTHS
People trying to make it better (groups, sports, etc.)
Sports programs – everybody gets a chance
School pride
Support staff of the special ed. department is very good!
Small town feel with big city close for other opportunities
Quickly have gotten to know child's friends' parents (new to the city)
Understanding that class sizes are smaller
Teachers stay a long time, not a lot of turnover
Lots of people move back here even after they have moved away
Not just a number
Teachers – kids like and respect
Kids can be in a variety of activities – sports, clubs, activities Selection and opportunity to participate – both skills and ime
Community support – events, support orgs (EPPS, SANBE Foundation)
Feel safe
Small size is a pro
Teacher adaptability
Brilliant kids
Housing turnover – healthy kid/student population
1990: SAVHS graduate 86 students
District was able to meet SpEd needs
Not all systems (schools) are built for every student
Staff are responsive to student needs and willing to try to meet kids needs (ADHD)
Small town & not alone supported by teachers and community
Teachers and staff present for kids every day



STRENGTHS
Middle school student wanting to get to school
Small district, people don't get lost, names are known, safe adults
Struggling, lost right now. Teachers going above & beyond
Staff that live in the district send their children here
People grew up here and stay here
Appreciate having difficult conversations
Smaller, walkable, strong sense of community – valuable as a teacher as well
Community support for teachers
Emphasis on many different communities/challenges
Increased diversity
Do a lot with fewer resources
Smallness allows for more student opportunities
Impressed with special education programs – flexibility in student needs
Ability to volunteer in schools
Academically strong
School board active in community, known by community
Good school board communication, increased communication
Small engaged community – cohesion and safety
Opportunity for different activities
Just like Cheers! – everyone knows your name
Student to teacher ratio smaller in WP, but increasing?
Strong academics
Trying new things; bringing in new opportunities
Cell phone policies – other innovative policies, flipside can be struggle too



STRENGTHS
Teachers live in the community they work in
Good community support at large (referendums, fundraisers, etc.)
Engaged and involved board broadly in the state/local/federal levels
Teachers – student success focused, welcoming and connected
Community that engages and participates, supports and passes referendums
Good facilities – well-outfitted, supplied, equipment
Music dept.
Class sizes
MS Principal – no cell phones in MS
Class offerings – AP, electives
Interim elem and HS principals more supportive
Interim elem principles engages kids
Leadership defines culture with interim WP principal
Inclusive in activities, sports, welcoming
Diverse community/cultures – open to all, mix of everyone (age, race)
Best place ever! True!
Volunteer and you will never stop!
High parent involvement
Giving community (SANBEF, sports, donations)
Small class size – why people move here Board decision to keep small!
Close-knit community, you know everyone; small town feel
Teachers and staff – loved characters in the narrative; longevity
Accessible – all schools near and easy to get into
Size overall, accessible to board, small community



STRENGTHS
Limited bureaucracy
Staff take thoughts seriously
District engages with community
Amazing early childhood
Responsive school board
Size of schools, classes – “smallness”
Excellent teachers (prefer they not leave)
Engaged parents in our community – different ways and levels of involvement
Great kids, positive, engaged
Willingness of parents to volunteer
Diversity of students
Teachers who go above and beyond
Nice facilities (commons, fields)
Proximity – kids can go to everything
Broad curriculum – so much offered
Intentional work of belonging – important for students and staff, direction from school board, strong teachers and admin
Feels like a family, close-knit, teacher live four houses down
Opportunity for parent involvement Have hope – continue and hope to get more parent engagement, direct engagement, open-ended feedback from parents (not just yes/no)
WPPA / SANBE - grants to teachers
Acknowledgment of student-led clubs and options for diverse students/families
Offering interpreters



## Challenges & Opportunities

**Given the role of the school board as presented tonight and without personally identifying any individual ...**

*What challenges do you think the district is currently facing or may face soon?  
 What is giving you pause or concern as a member of the district community?  
 What governance decisions could the board consider to help lead the district through these challenges?*

CHALLENGES & OPPORTUNITIES
School district is now rated #161 (was #4 when moved in) If perception is school has ↓, will impact property values (whether it's occurring or not it becomes reality)
Looked at rankings when we moved here ("I chose St. Anthony for the schools")
Small size can also be a challenge (no hockey, orchestra)
Same electives for many years / options to ↑ / change electives to reflect students' new desires
Small size is limiting for student groups (i.e., HOSA group)
People have lost trust in supt
We all shared collective challenge of how it impacts property values
Concern of confirmation bias
Limited opportunities for conversation with parents and community
Opportunity: more opportunities for parent engagement and conversation
Challenge is feedback is received but not acted upon, never heard back
Past experience leads to low expectations from parents
Parent chose to move here for schools, opted to enroll children in other school
People staying in district but moving schools ("I want to see changes so I can send my children here.")



CHALLENGES & OPPORTUNITIES
How do we get families back into our schools? (“Want/hope to send them back”)
High school kids don’t want to stay, don’t see reason to graduate from here
Challenge: Concern is feedback will be boiled down and too generalized Parent reported surface validation and discussed when sharing concerns
Size also a challenge – trusting, leaned on trust, lack of accountability
Mixed public perception
Need to be open and transparent <ul style="list-style-type: none"> <li>● trust has been lost</li> <li>● was thrilled – what’s happening</li> <li>● train not on tracks</li> </ul>
Disconnect, loss of trust at schools
85% of teachers don’t trust leadership (survey by union)
Teacher/staff morale low (all-time)
Why so many investigations? (teachers)
Fear of retaliation – toxic work environment?
Need leadership, not dictation
Teachers having problems affects student learning
Alarming – teachers burning out, leaving
See how leadership talks about staff
Admin support with discipline
Teacher turnover – exit interviews, focus groups for retention
HS Cell phones – consistency, enforcement
Less pay
Support for teachers
Listening, hearing teachers
Opportunities:



## CHALLENGES & OPPORTUNITIES

- MS language offering
- More electives and class offerings
- Support for teachers asking for help
- Budget for support for teachers, principal

Roles and responsibilities

Union involvement

Admin having teachers backs, not micromanaging

Teacher empowerment

Top-down culture

↓ Test scores

Lower school ranking

Leadership defines culture

Teacher burnout with effective instruction

Para turnover & pay

How can I earn your trust? (leaders)

How to improve goals, vision

What are we measuring? What has been successful? Is this the right direction?

Panorama Student Survey alarming

- Need to compare with baseline
- We are not trending positively
- Concerns

Board communication – needs to be worked through communications dept.

Teacher attrition – veteran teachers

Engagement of ENTIRE community - not just white families

Post-COVID world: learning loss, catching up  
What does success look like post-COVID?

Non-letter grading – affect on scholarships, etc.

Not strong academically anymore



CHALLENGES & OPPORTUNITIES
Leadership not pivoted fast enough to address post-COVID changes
Decreased student engagement
Reduction in morale of staff
Increased want for instant gratification from students
HR issues/rumors with staff – way administration was handled
Public discourse
Teachers involving students in the HR issues, union issues
Engagement survey (anon) for teachers and staff – set baselines and goals based on results
Better defining of success – i.e., test scores or other things?
Not change too much at once
More board oversight into what is actually happening – accountability and repercussions
Previously school board members spent time in the schools/classrooms – spend a day a year in the classroom
Not enough SpEd training and SEL training/PD
↑ student support – short staffed!
Opportunity: Multicultural liaison
How do we know that policies are being followed
Panorama for teachers
Missing the Festival of Nations
Not actually meeting the needs of every kid
Teachers and staff leaving at alarming rate
Morale low, new principal “I want to bring the joy back”
Bringing the fun back; teacher of many years leaving, taking the fun out
Lack of autonomy – teachers experience
What do students and teachers believe in ...



## CHALLENGES & OPPORTUNITIES

Balance between the “scientific” curriculum and teacher's own experience

How do we get all voices represented at the table

Student body is much more diverse – broaden how we get families and students to engage (ex: Somali families culturally are not supposed to be engaged; teacher/school is authority)

Cultural representation in decision-making

How do we meet people where they are (what are some barriers to getting all voices here at these meetings)

Getting communications out to everyone in all forms of communication (paper, email, board - variety of methods) without getting lost

Clarity of who emails are coming from (district, specific school, superintendent)

Teacher appreciation and recognition of their hard work, feeling safe, transparency and supported by admin and not feeling like it is a toxic environment (from teacher perspective)

Teachers scared of retaliation from admin if they say what they feel

Teacher retention (a lot of talk about teachers who are making plans to leave)

How behavioral issues are handled \*teacher do not have the tools, authority or permission)

One child's behaviors affect the entire group or class

Issues aren't taken care of when a concern is brought up – not much done about it, problem persisted (lip service)

Opportunities: Contract talks

What is next year going to look like?

How are the voices of the community incorporated when not these meetings? The school community is much more diverse than represented here.

Small district – smaller students could make cliques and bigger challenge to navigate

Budget challenges

Costs: property taxes, referendums, activity fees

Less class options

Losing teachers and admin makes impact



CHALLENGES & OPPORTUNITIES
Student behavior
Fractured relationships between teacher and admin
Proper transparency – more than high overview
Lack of context in communication
Need more principal and administration visibility
Transparency - not clear answers from Board (e.g. budget) - lack, condescending
Staff leaving, staff morale (may indicate something wrong at the top)
Student send of staff low morale – affects students
Lack of grades in MS and difficulty of parents tracking assignments
Preparing kids for next level of school (MS, HS)
Curriculum at grade levels
Transition from MS→HS after COVID
Student expectations
Staffing – drafting new staff into the district
Voices not heard by board (response doesn't match issue being brought)
Communication – website not updated, communication at MS and HS
Staff discontent is too deep
Board evaluation of supt needs to be more comprehensive
Stagnation in math, reading at all grade levels (April board meeting, data presentation)
Teachers who have left are considering leaving
Teachers struggling and not supported = concern about teacher churn/retention
More turnover in teachers
Staff and admin retention
Caseloads of staff



## CHALLENGES & OPPORTUNITIES

Teachers moving classrooms, not enough classrooms
Cell phone policy – not equally implemented; policy implemented differently by teachers, challenging topic, clarify policy
Discipline – not consequences for tardy/absences, not fully enforced
Align literacy curriculum to state standards = minimally aligned with state standards
Grade inflation is up - needs standardization
Test scores down– need to make sure instruction is effective – what to do about it?
Support teachers – trust they know what they are doing
Should use the teacher standards to assess performance
Ensure effective leadership is in place
Low teacher morale – partly caused by ineffective instruction
Concern of teacher departures – non-renewal of teachers (retaliation)
Board and superintendent transparency concerns – what is being communicated as “normal” is not; can communication be trusted?
Concern for enough rigor!
<p>Safety concerns for staff and students</p> <ul style="list-style-type: none"> <li>• From students: handling student disruption/misbehavior</li> <li>• Lack of consequences or accountability in HS</li> <li>• Lack of support for students to correct behavior?</li> </ul>
Leadership has lost trust in staff and community – how are they going to rebuild it?
Unreasonable expectations with the same amount of resources – people are needed (is it a budget reason?)
Allocation of resources
Support staff and students
<p>Middle school grading system and lack of conferences:</p> <ul style="list-style-type: none"> <li>• Tough to support teachers when we don’t have information or common understanding of current status and progress in class</li> <li>• Nervous that this is coming to high schools</li> </ul>



CHALLENGES & OPPORTUNITIES
Small – may not have all the numbers to support
Lack of electives SAVHS
Divide among teachers, admin Safety for kids from marginalized communities
Test scores
Post-COVID: SAMS/SAVHS less connections
Outdated info in Comms about graduation, honors
Skyward (conferences) – need to be the same across the board
SAMS – proficiency based grading, understanding grades and achievement
How should we communicate with teachers?
Reporting on how teachers want to be supported
Do parents know how to engage with PBIS?
Trusted messengers
How to process teachers leaving, follow-up
Wifi is insufficient
Continue to attract and retain our great teachers, keep
Teacher voices are heard
Teachers are afraid to express/raise questions or concerns if you are teacher
Is it different than in the past? Teacher voice heard and not discriminated against.
Better communication system between teachers and admin
Student voice play a larger role, e.g. could teacher evals include student voice or students have a role on the school board
Size is also a challenge. How to meet all needs (e.g. manage and support behavioral needs) with limited resources
Negative behaviors between students that go/are allowed without being addressed (e.g. bullying behavior, physical incidents)



## CHALLENGES & OPPORTUNITIES

Lack of structure for handling certain discipline. Are there set standards? (e.g. if a child who harmed another is still sitting in class after doing physical to another child?)

Is there unchecked chemical use?

Lack of urgency?

Is there consistent enforcement of discipline?

Is academic rigor sufficient?

Reduction of advanced placement options?

Reduction of AP Lit - for example phonics, supplemented because teacher feels may not be sufficient; SAVHS curriculum = a worry



## Other Considerations (parking lot)

***What else should the school board district consider as it continues to provide governing oversight to the district?***

OTHER CONSIDERATIONS
Community calendar
When do results dictate a change in path, specifically with data
When do we decide to make a change
Social media – inconsistencies, agendas St A Concerned Citizens Village People
More connection between each level of education (MS - HS)



# St. Anthony-New Brighton

## *Community Conversation Participant Feedback Summary*

May 28, 2025

### Background •

Of the 77 participants that signed in to participate in the conversation, 59 (77%) completed and submitted feedback forms. The following represents a summary of these responses.

### Question Summaries •

#### 1. What was most satisfying, enriching or valuable about your experience in this dialogue?

*Participants most appreciated:*

- The opportunity to hear diverse perspectives and connect with others in the community:
  - “Hearing the viewpoints of others from the district.”
  - “Connecting with other community members.”
  - “Listening to tablemates; having a facilitator helped.”
- Feeling heard and included:
  - “Being heard, having someone record our thoughts.”
  - “Appreciate being listened to, even if we don’t all agree.”
  - “I appreciated that the CESO set the tone for open discussion.”
- Structured, respectful dialogue:
  - “It was a great way to bring about community engagement.”
  - “Face-to-face engagement, knowing that all adults present are advocating for a child.”

#### 2. What was less than satisfying, or was frustrating or disappointing?

*Common frustrations included:*

- Lack of clarity, follow-through, or transparency:
  - “Vague speeches from board members.”
  - “Didn’t feel like we were going to get actual answers.”
  - “Not knowing if anything will actually be done.”
- Perception of performance or accountability gaps:
  - “The board seemed dismissive or overly scripted.”



- “No opportunity for questions. We need clarity on outcomes.”
- **Logistical/time concerns:**
  - “Too much time on the board’s role.”
  - “Ran out of time at the tables.”
  - “Didn’t get much chance to speak in our group.”

### 3. What are you taking away from this experience?

*Participants shared a mix of hope and concern:*

- **Hope for continued engagement:**
  - “It’s a good first step.”
  - “Glad this is the start of something.”
  - “The school board is listening.”
- **Worry about whether change will occur:**
  - “Not yet sure I see results from this.”
  - “Concerns have been raised before but not addressed.”
- **Desire for accountability and responsiveness:**
  - “We need leadership to step up.”
  - “Hope that the board reflects deeply on this feedback.”

### 4. Is there one insight, story or values you heard tonight that especially resonated with you? If so, please paraphrase and share.

*Recurring themes included:*

- **Teacher morale and turnover:**
  - “So many teachers are leaving – what’s going on?”
  - “Teachers feel unsupported. That affects everyone.”
- **Student experience and safety:**
  - “Discipline inconsistencies are impacting classrooms.”
  - “Students’ well-being should be prioritized alongside academics.”
- **Shared commitment to kids and learning:**
  - “Our community cares deeply about our children.”
  - “Despite the frustration, everyone here wants the best for our students.”

### 5. What advice or suggestions would you offer current and future school board members about SANB as it plans for the next school year and beyond?

*Participants offered practical and values-based guidance:*

- **Be transparent and follow through:**
  - “Communicate what you heard – and what you’re doing with it.”



- “The more transparent you are, the more trust you’ll earn.”
- **Support and retain educators:**
  - “Prioritize teacher support and morale.”
  - “Listen to why teachers are leaving and act on it.”
- **Expand and diversify engagement:**
  - “Do more outreach to underrepresented voices.”
  - “Find ways to include those who didn’t attend.”
- **Improve clarity on academics and goals:**
  - “Clarify the district’s vision for success.”
  - “Focus on rigor, support, and instructional quality.”

## 6. Other comments or questions?

*Participants shared a mix of encouragement, direct asks, and pointed reminders:*

- **Appreciation and Encouragement to Continue** – Participants expressed gratitude for the opportunity to share feedback and encouraged the district to continue the conversation.
  - “Thank you for hosting this event.”
  - “Glad there is a series of engagement opportunities.”
  - “I appreciate the effort and hope it continues.”
  - “Thanks for the session – I look forward to the next one!”
- **Desire for Transparency, Accountability and Follow-Through** – Participants also expressed wanting the district to demonstrate how feedback will be used, with some voicing skepticism based on past experiences.
  - “Please don’t let this feedback go into a black hole.”
  - “We want to know what comes of this – will there be change?”
  - “Follow through with action – not just words.”
  - “Be transparent – it helps reduce rumors and rebuild trust.”
- **Concerns About Leadership and Governance** – Comments reflected concerns about board leadership, discipline in schools, and the effectiveness of district oversight, including direct feedback about trust and decision-making.
  - “The board needs to step up and represent the community, not just protect leadership.”
  - “Why are so many teachers leaving?”
  - “Concerned about discipline at the elementary school.”
  - “What is the board’s plan to address teacher morale?”
- **Inclusiveness and Representation** – Comments also highlighted a need to include a broader and more representative set of community voices.
  - “Make sure more diverse voices are included next time.”
  - “Many people didn’t feel represented in this room.”



- “We need to hear from families who don’t typically show up.”
- **Action-Oriented Requests and Questions** – Participants posed specific follow-up questions or requests for more detail from the district and board:
  - “How many teachers are leaving and why?”
  - “What’s happening with exit interviews?”
  - “What’s the plan for hiring permanent leadership?”
  - “Please provide clarity on what “ET” (Essential Together)’ means and where it’s headed.”
- **Emotional Appeals and Personal Impact** – A few comments reflected emotional investment in outcomes for students and staff:
  - “Students can’t thrive when teachers are unsupported.”
  - “When teachers feel valued, kids feel safe and loved.”
  - “Don’t assume people are okay – ask, and be willing to act.”

## Conclusion •

The feedback collected from participants in this first community conversation reflects both a deep appreciation for the opportunity to engage and a strong desire for meaningful change. Participants expressed gratitude for being heard and welcomed into a respectful dialogue, but also voiced clear concerns about transparency, teacher morale, accountability, and whether community input will lead to tangible action.

As facilitators, we observed that community members care deeply about the future of St. Anthony–New Brighton Schools and are eager to partner in its success. The feedback underscores the importance of continued engagement, broader outreach to underrepresented voices, and timely, transparent follow-through on issues raised.

We encourage the School Board and district leadership to view this event not as a conclusion, but as the beginning of an ongoing, inclusive dialogue – one that reflects the district’s mission to educate, prepare, and inspire all learners, and its vision to engage, challenge, and support them through innovation and collaboration.

## Memorandum

**To: St. Anthony - New Brighton School Board**

**From: Dr. Tim Anderson, Executive Director of Human Resources and Operations,  
Destiny Sparks, Human Resources and Operations Coordinator**

**RE: Human Resources Department Update: Enhancing Our Practices**

**Date: June 2025**

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### Context

Our HR department has been undergoing a significant transformation, driven by our commitment to operational excellence and staff support. For over a year now, in line with our collective commitment to **continuous improvement**, we've been actively seeking ways to update and enhance how HR functions in our small but wonderful district. We've identified key areas for improvement in our processes, aiming to enhance efficiency, ensure compliance, and provide a more seamless experience for all employees, from new hires to those departing the district. Our collaboration with CESO has been instrumental in this endeavor.

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### What goals have you accomplished?

We've achieved substantial progress in several critical areas, marking significant improvements in our HR operations:

- **Streamlined New Hire Forms:** We successfully transitioned numerous new hire documents, including Direct Deposit, New Employee Information, Emergency Contact, I-9, W-4 (Federal and State), Parking Pass, and Background Check forms, to online Frontline platforms. This digital shift has significantly streamlined the initial paperwork for new employees.
- **Standardized Offer Letters and Recommendation to Hire:** We've implemented a consistent, professional offer letter template in Frontline. Additionally, hiring managers now utilize a new Frontline form for candidate recommendations, complete

with instructions and a training video. We've also refined this form to ensure HR communicates employee clearance for a start date, providing clarity to managers.

- **Introduced Digital Forms for Grad Credit & Lane Changes:** User-friendly Google Forms are now in place for staff seeking approval for graduate credits and lane changes. These forms automatically feed into a shared Google sheet for efficient tracking.
- **Developed Standardized Job Posting Templates:** We've created 24 standardized job posting templates in Frontline, ensuring consistency and efficiency when managers request to post new positions.
- **Updated Job Applications and Reference Check Processes:** All position job applications have been reviewed and updated for standardization and streamlining. We've also developed a consistent reference check form and guide for hiring managers, which will be integrated into our comprehensive hiring manager handbook.
- **Established a Formal Job Requisition Process:** A new Frontline workflow allows hiring managers to electronically submit job posting requests using the new standardized templates, supported by clear instructions and a training video.
- **Developed a Frontline Benefits Enrollment Form:** This form centralizes and streamlines the benefits enrollment process for new hires, facilitating seamless information sharing between HR and Payroll.
- **Completed Pay Equity Reporting:** Our pay equity report was completed and submitted to the state of Minnesota well before the January 31, 2025 deadline, following Board approval.
- **Rectified COBRA Compliance:** We've identified and resolved an oversight in sending COBRA General Notices to new hires. All benefit-eligible employees have now received their initial COBRA notices, and this step is now integrated into our new hire tracking for ongoing compliance.
- **Reviewed Wage Theft Compliance:** We are reviewing our offer letters for wage theft compliance and establishing a process to ensure employees are properly notified of any changes to their hours, pay, or time off, adhering to wage theft regulations.
- **Implemented Exit Interviews/Surveys:** We are now offering departing employees the opportunity to participate in either an exit interview or complete an exit survey. While not compulsory, these provide valuable feedback for the continuous refinement of our practices and fostering a positive working environment.
- **Created Clerical/Support Staff Evaluation Templates:** We've developed a standardized template for annual performance evaluations for clerical and support staff.
- **Developed Resignation Processes:** A resignation form for staff to notify HR, SIS, and Tech of resignations has been created, and managers will direct staff to complete it. We've also developed a resignation checklist to ensure a standard process for departing staff.
- **Managed Daily HR Operations:** This includes monitoring the HR inbox, processing new hires (board agenda additions, tracking, background checks, paperwork, I-9 completion, benefits information), processing terminations (board agenda additions, tracking, benefits termination, COBRA notices), and processing leave of absences (tracking, sending paperwork, follow-ups).

- **Provided Training for New HR Coordinator:** Daily training sessions have been conducted to educate on various HR-related tasks and address questions.
- 

## What goals are you still working toward?

Our commitment to continuous improvement means several projects are ongoing and evolving:

- **Creating a Comprehensive Hiring Manager Handbook:** This handbook will serve as a valuable resource, providing clear expectations and guidance for managers throughout the interviewing, hiring, and onboarding processes.
  - **Developing a Robust Leave Process:** We are implementing a new leave process with improved tracking and a standardized file structure for efficient information collection and follow-ups. A dedicated leave request form is also in development.
  - **Building an Employee System Access & Technology Matrix:** In collaboration with our technology and SIS teams, we are creating a matrix to standardize system and technology access for various positions. This aims to significantly improve the onboarding experience and enhance cross-departmental efficiency, covering aspects from job posting anchor lists to equipment organization and clear naming conventions.
  - **Redesigning the New Hire Process:** We are actively reviewing and refining our HR onboarding process, creating new benefit educational materials, and updating our onboarding folders.
  - **Creating Standard Operating Procedures (SOPs):** We are developing SOPs for all newly designed HR processes to support consistent training and operations.
  - **Implementing a Volunteer Background Check Process:** This project involves creating an easily accessible form on our website and a tracking spreadsheet for approved/denied volunteers.
  - **Integrating Licensure into Skyward:** We are working to add licensure information into Skyward and build a report to easily identify expiring licenses.
  - **Standardizing Unaffiliated/Coordinator Contracts:** We are collaborating with Destiny to review language and formatting for these contracts.
  - **Developing a Change of Status Frontline Form:** This form will allow managers to notify HR and Payroll of employee status changes, combining resignation and change of status into one form.
  - **Creating a Virtual Employee Handbook.**
- 

## What roadblocks are you facing?

While we've made significant progress, a primary roadblock lies in the **time and resource allocation** needed to fully implement all planned system updates and training initiatives. As a small district, the HR team balances daily operational demands with these critical long-term

projects. Ensuring comprehensive training for all stakeholders on new processes (like the hiring manager handbook and requisition process) requires dedicated time and coordination.

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## What could we do to support your role?

Your continued understanding and support are invaluable. Specifically, we would benefit from:

- **Prioritization Guidance:** As we continue to refine our processes, occasional guidance from the Board on top HR priorities would be beneficial in allocating our resources most effectively.
  - **Promotion of New Processes:** Encouraging the use and adoption of new standardized forms and processes across all departments would greatly assist in their successful implementation and the realization of their intended efficiencies.
- 

## What is the financial status of your team/department?

The Human Resources department operates within its allocated budget. The improvements and projects outlined in this memo, particularly those related to system implementation and compliance, have been undertaken with a focus on maximizing efficiency and leveraging existing resources. Our collaboration with CESO has been structured to provide targeted support and expertise within our financial parameters. We remain committed to fiscally responsible practices while striving for excellence in our HR services.

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## What is upcoming?

Looking ahead, we have several key initiatives on our radar:

- **Creation of a Virtual Employee Handbook:** This will be a comprehensive, easily accessible resource for all staff.
- **Review of Teachers On Call & Sub Rates:** We will be examining our current rates to ensure competitiveness and fairness.
- **Development of a "How to Host a Student Teacher" Class:** This will provide valuable guidance for staff supporting student teachers.
- **Refining Badges and Security Processes:** We will review processes for pictures, years on badges, and overall security protocols.
- **Implementing a Compliance Training Process:** We will explore options like SafeSchools to ensure all required compliance training is effectively delivered and tracked.

- **Developing a Long-Term Subs Process and Tracking System:** This will streamline the management of long-term substitute assignments.
  - **Establishing a Contractor Process and Tracking System:** To ensure proper oversight and management of contractors working within the district.
  - **Defining a Coach and Stipend Position Process and Tracking System:** This will standardize the processes for these important roles.
  - **Creating a Plan for HR Out-of-Office Coverage:** We will establish clear protocols for who serves as the point of contact when HR staff are out of the office.
- 

I am incredibly proud of the dedication and collaborative spirit of our HR team and the support we've received from CESO and the superintendent. The progress we've made in working at automating, standardizing, and ensuring compliance within our HR operations is a testament to our collective commitment to supporting our staff and, ultimately, our students.

Thank you for your continued support as we strive for continuous improvement in all aspects of our district operations.

Ever Brighter,

Destiny Sparks & Dr. Tim Anderson

Human Resources and Operations

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**TO:** Members of the School Board

**FROM:** Dr. Tim Anderson, Executive Director of Human Resources and Operations

**DATE:** June 17, 2025

**SUBJECT:** An Update on Our Dedicated Transportation and Food Service Teams, Including Our Approach to Student Meal Accounts

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As we navigate this final quarter of the 2024-2025 school year, I want to share an encouraging update on two vital operational areas that are instrumental in supporting our students' success and ensuring the smooth functioning of our district: Transportation and Food Service. You can feel confident that both of these departments are operating with dedication and a commitment to continuous improvement.

### **Food Service: Nourishing Our Students and Fostering Engagement**

Our Food Service team continues to impress with their commitment to providing nutritious meals and fostering positive engagement with our students.

#### Accomplishments:

- We successfully navigated our second year of providing Free School Meals for All, ensuring consistent access to vital nutrition for our students.
- Wilshire Park Elementary has demonstrated exceptional participation rates, with 78% of students eating lunch (a 3% increase) and 53% enjoying breakfast.
- We've seen encouraging growth in breakfast participation at SAVHS/MS, reaching 14% (a 3.5% increase), with 68% of students eating lunch (a 6% increase).
- Our twice-monthly MN Thursday meals continue to be a hit, and we introduced two new and exciting options this year: a Bison Hotdog featuring locally sourced bison from Sleepy Acres in Sleepy Eye, MN, and a flavorful Hmong-themed meal featuring Tamarind Glazed Chicken, Purple Sticky Rice, and Cucumber Sweet and Spicy Salad.
- Throughout the school year, our talented team has introduced over 20 new scratch-made recipes, enhancing the quality and appeal of our offerings.
- Our staffing remains stable, with only one current open position, representing a low 6% turnover rate.

### Looking Ahead to 2025-2026:

- We are excited to revamp our Farm to School classroom education initiatives, incorporating engaging classroom videos, informative signage, and social media outreach.
- A key goal is to increase breakfast participation at SAVHS to 20%, further supporting student readiness for learning.
- Our commitment to increasing scratch-made items continues, with a target of introducing 3 new entrees and 5 new sides throughout the year.
- We aim to strengthen connections between the classroom and the broader community, exemplified by events like the SAMS April Read-a-Thon breakfast.

### Navigating the Landscape:

- We are closely monitoring policy changes at the state and federal levels regarding school meal programs. While there doesn't appear to be an immediate appetite for removing the Free School Meals program in Minnesota, we remain vigilant. Similarly, federal changes at the USDA have not yet impacted our budget or operations, but we are staying informed.
- Rising costs for food, staffing, and equipment are always on our radar. We proactively manage these challenges through careful forecasting, strategic use of commodity dollars, and appropriate staffing levels based on meal participation.
- We anticipate that tariffs may have a significant impact on future equipment purchases.

### How You Can Support Our Food Service Team:

- We warmly invite you to join us for lunch at any of our schools! Experiencing the program firsthand and being a vocal advocate for the benefits of school meals can make a significant difference. Increased participation directly translates to increased revenue, allowing us to reinvest in equipment upgrades, competitive wages for our dedicated staff, and the ability to purchase from local producers.
- Support our Student Meal Account updated practices, starting this fall. Details below.

### Upcoming Initiatives:

- We will be implementing a change in our Meal Charging policy for the 2025-2026 school year, which I will detail further below.
- We are glad to welcome back Angela Richey, who has been on leave, in the role of Nutrition Services Supervisor.
- Our final MN Thursday of the 2024-2025 school year will feature delicious Pork Carnitas sourced from Hidden Streams Farm in Elgin, MN.
- Please feel free to join for lunch anytime! You can contact Maria Amerman (interim Nutrition Services Supervisor) at [Maria.amerman@isd623.org](mailto:Maria.amerman@isd623.org) to arrange a visit.
- We encourage you to follow our social media channels (FB: Roseville Area & St Anthony Schools-Nutrition Services) to stay up-to-date on the wonderful things happening in our kitchens.



### **Proactive Management of Student Meal Accounts:**

Currently, our policy allows students to charge unlimited meals. For the 2023-2024 school year, we were fortunate to receive a generous donation that helped offset the \$18,945.90 debt accrued by free and reduced-price eligible students. Our district-wide paid student debt for the current year is just over \$18,000, and we seek donations to address this expense. These outstanding balances will carry over until they are deemed bad debt and are covered by the general fund, as negative meal balances cannot be covered by the food service fund.

To ensure the financial sustainability of our Food Service program and promote responsible management of student meal accounts, we will be implementing a revised Meal Charging policy for the 2025-2026 school year.

#### Purpose of the New Policy:

To clearly outline the process for charging secondary students for second meals and a la carte items during lunch and breakfast, ensuring that adequate funds are available in their accounts, and to establish clear communication protocols with parents regarding any outstanding balances.

#### Scope:

This procedure applies to all secondary students and staff involved in the National School Lunch and Breakfast Program at our secondary schools.

#### Key Definitions:

- Reimbursable Meal: The first meal taken by a student is provided free of charge.

- A la Carte Items: Individual food items that can be purchased separately from the reimbursable meal (e.g., second entree, additional sides, or milk).

### Responsibilities:

- Nutrition Services Staff: Will verify student account balances, process purchases of second entrees and a la carte items, and communicate with students about their account status using a script provided by the Nutrition Services Supervisor.
- School Cook Manager: Will provide training to frontline nutrition services staff on the new procedures and will provide a weekly list of students with negative meal balances exceeding \$20 (for secondary schools only) to building principals (or their designee).
- Building Principals (or Designee): Will communicate with Cook Managers regarding students with negative meal balances greater than \$20 to discuss the policy, offer appropriate resources as needed, and discuss other available nutrition resources at school (breakfast, "all-you-care-to-eat" fruit and vegetable bars, share table, super snack).
- Nutrition Services Supervisor: Will oversee the implementation of this procedure, address any issues that arise, and communicate with parents as necessary.

### Procedure:

#### *Notification and Communication:*

- We will inform students and families about the new policy at the beginning of the school year through various channels:
  - Information will be available at back-to-school events.
  - Details will be posted on the district website.
  - Information will be included in back-to-school newsletters.
- Families will be reminded that funds can be added to student accounts or by sending cash/check directly to the school or district center.
- Clear signage will be displayed at all point-of-sale (POS) stations.

#### *Purchasing Second Entrees or à la Carte Items:*

- Please note that second entrees and sides are not sold at elementary schools. Elementary students may purchase a la carte milk.
- At secondary schools, before a student can purchase a second entree or any a la carte item, they will be required to check their meal account balance with the designated cashier.
- Cashiers will use the POS system to verify if sufficient funds are available in the student's account.
- Students with a negative balance will still be able to purchase additional options if they have cash in hand at the POS.
- Students with positive meal accounts will receive a visual indicator to show that they are eligible to purchase additional items. They will then proceed to the serving line and must check out with the POS cashier.

### *Charging for Second Entrees and à la Carte Items:*

- Students will not be permitted to purchase entrees or a la carte items if they do not have sufficient funds in their account.
- If a student is inadvertently served a second entree or a la carte item without sufficient funds, the item will be charged to their account, and the POS cashier will notify the student of their negative balance using a script provided by the Nutrition Services Supervisor.
- A weekly list of students with negative meal balances exceeding \$20.00 will be sent to the principal (or designee) to facilitate communication with these students.

### *Managing Negative Balances:*

- Email notifications are sent every Sunday at 7 pm for negative food service balances greater than -\$1.00. If parents have the Skyward app, they will receive a notification on their phone with the message. Parents have to have the app to receive it this way, and it is sent to all parents at their email address on file
- At the end of the school year, any remaining bad debt will be covered by the general fund. Negative meal balances of current students will roll over to the following school year.
- Information about Angel fund requests will be available for families in need.

### *Monitoring and Reporting:*

- Nutrition Services will regularly monitor the frequency of second entree and a la carte purchases, as well as overall account balances.
- Any consistent issues with insufficient funds will be reported to Nutrition Services for further action.

### *Proactive Measures to Decrease Meal Debt:*

- We will continue to encourage students to take advantage of the "all you care to eat" fresh fruit and vegetable bars.
- We will actively encourage families to maintain a positive balance in their child's meal account.
- Promoting breakfast participation can help decrease the likelihood of multiple purchases during lunch.
- The district and individual schools will explore methods to increase participation, such as "second chance" breakfast options and vending machines offering healthy choices.
- We will continue to support shared table participation to minimize food waste and provide additional options for students.

### *Training and Support:*

- We will provide training to kitchen staff on the procedures for handling second entree and a la carte purchases, as well as how to check account balances.
- We will ensure that all staff are fully aware of the new policy and are equipped to assist students and parents as needed.

## **Transportation Services: Ensuring Safe and Reliable Journeys**

Our partnership with Monarch Bus Service continues to be a strong asset, providing effective transportation services throughout the majority of the 2024-2025 school year. Their dedication and our collaborative relationship are truly valued.

### **Accomplishments:**

- **Scholarship Initiative:** Monarch Bus Service, through the generosity of CFO Troy Nelson, has sponsored two \$1,000 scholarships for graduating seniors at SANB High School. These scholarships, requiring a minimum GPA of 3.0 and extracurricular participation, will be awarded by the SANB HS scholarship committee, fostering a wonderful connection between our transportation partner and our students' future endeavors. This truly embodies our collective commitment to the holistic development of our students.
- **Enhanced Safety Measures:** All SANB buses are now equipped with state-of-the-art SafetyVision interior (minimum of 3, with 4 on larger buses) and exterior (2) camera systems. This significant upgrade has provided comprehensive video and audio coverage inside the buses for most of the year, greatly enhancing student safety and providing invaluable documentation for any incidents. The external cameras are specifically designed to capture evidence of motorists who fail to stop for school bus stop arms, a critical safety concern. Furthermore, the remote viewing and downloading capabilities have significantly expedited response times for district administrators when reviewing video footage.
- **Consistent Route Coverage:** I am pleased to report that we have largely avoided missed routes due to staffing shortages for the majority of this school year. This stability represents a significant improvement over recent years and has been crucial in ensuring our students arrive at school safely and on time, ready to learn.
- **Efficient Route Management:** Earlier in the year, a new route for a single SPED student was inadvertently missed in November due to an internal communication error. However, the situation was quickly identified, communicated, and resolved on the same day, minimizing disruption. Service resumed as scheduled the following morning, demonstrating our collective ability to address challenges swiftly and effectively.
- **Dedicated and Experienced Drivers:** All routes have maintained permanent driver assignments for most of the school year, with an average driver tenure of 2.5 years. This level of consistency and experience is invaluable in providing reliable and safe transportation for our students. Monarch's success in retaining and recruiting drivers has positioned them favorably compared to other metro area carriers for much of the year, and they have even been able to support sister sites within the Minnesota Coaches family, highlighting the strength of our partnership.
- **Seamless Charter and Field Trip Coordination:** Communication and coordination between SANB and Monarch regarding charter and field trip requests have been excellent throughout the school year. All trip requests have been successfully covered, even on high-demand days, through collaboration with other Minnesota Coaches locations. Again, this is a tremendous improvement over recent years and ensures that our students have had access to enriching extracurricular experiences without transportation barriers.

### **Ongoing Goals:**

- Maintaining a high level of route coverage and driver retention through the remainder of the school year.
- Continuing to leverage the capabilities of the new camera systems to enhance student safety and operational efficiency as the year concludes.
- Reinforcing communication protocols to prevent any future route communication issues, no matter how isolated, as we look towards next year.

### **Potential Roadblocks:**

- While current staffing has been stable for most of the year, the transportation industry can experience fluctuations. We will remain proactive in anticipating potential future recruitment needs for the upcoming school year.

### **Support Needs:**

- Continued support in fostering strong communication channels between the district and Monarch to ensure seamless operations through the end of the year and in planning for the next.

### **Financial Status:**

- Transportation services have operated within the allocated budget for the majority of the school year. The efficiency gains in route management and the strong partnership with Monarch have contributed to responsible fiscal management.

### **Upcoming:**

- We will continue to monitor transportation services closely through the final weeks of the school year.
- We will collaborate with Monarch on planning for the next school year, including proactive driver recruitment efforts beginning this summer. Our partners at CESO, who handle our routing, report a relatively quiet year for transportation, which they attribute directly to the strong partnership built with Monarch Bus Services and the outstanding service they provide.

### **A Few "Fun Facts":**

- As of today, we have 1012 students scheduled for transportation. Monarch Bus is operating 8 Regular Education routes and 10 Special Education Routes, in addition to our 5 District Vans.
- CESO (and Monarch) have processed over 200 route change requests (new students, withdrawn students, address or program changes), and we have over 450 users registered for the BusQuest Parent App.

### **Our Dedicated Van Driver Team:**

Our internal van driver team, consisting of Jim, Royal, Connie, Lisa, Wendy, and Michael, has been going above and beyond in their service this spring, particularly with our van team lead out on leave. Their hard work and continued commitment to providing the same high standard of service we've come to expect are deeply appreciated. Many thanks for their exceptional efforts!

### **Ongoing Needs:**

- It would be beneficial to provide more detailed information about our learners and additional training for all students we serve, including those with special needs.
  - For this spring, it will be most helpful to get them the information on specific students they work with, as well as some helpful strategies they can use with the students they transport. They seem to be looking for practical tips they can use right away. I will also share how it is determined that a student needs specialized transportation on their IEP.
  - During workshop week, we will plan to provide additional training about the different special education categorical areas that students can qualify for services, how a student would get referred for special education, and the process to determine if they qualify.
- Offering professional learning opportunities during workshop week would be more impactful given the varied schedules and time constraints during the regular school year.
- Providing annual training or information to families about the transportation services we do and do not provide, and ensuring all families are familiar with our transportation policy, would be helpful. It's important to remember that transportation by the school district is a privilege, not a right, for eligible students, and a student's riding privileges can be revoked for violations of safety or conduct policies, as outlined in our district's discipline policy and relevant Minnesota statutes.

### **Upcoming Initiatives:**

- We have identified a need to provide SPED training for our transportation team this year and annually to better support all of our students.

I trust this comprehensive update provides you with a clear picture of the dedicated work happening within our Transportation and Food Service departments. Their commitment to our students and their continuous pursuit of improvement are truly commendable.

Ever Brighter,

Tim Anderson

P.S. Please don't hesitate to reach out if you have any questions or would like further information on either of these critical operational areas.

## **Memorandum**

**To: ISD 282 School Board**

**From: Dr. Tim Anderson (Executive Director of HR and Operations) and Nancy Terry (Union Representative)**

**Date: June 2025**

**Subject: Update on Collaborative Process for Effective Instruction Implementation**

**Dear School Board Members,**

Please consider this a joint update from district administration and the teachers' union on the ongoing collaborative process regarding the implementation of the Effective Instruction (EI) initiative. Since January, in line with our collective commitment to continuous improvement, we've been actively seeking ways to enhance how HR functions and how we support our educators in our small, yet vibrant, district. This collaborative work has been progressing, demonstrating a shared dedication to student success.

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### **Context**

The journey toward Effective Instruction began in 2013 with the adoption of more rigorous state reading standards, a period that unfortunately coincided with stagnation and decline in our district's test scores. This prompted comprehensive strategic planning in 2014, engaging over 700 community members, staff, families, and students to define the vision for SANB Schools. This extensive engagement led to our district's mission and vision, centered on educating, preparing, and inspiring lifelong learners, and committing to the success of all learners.

A Comprehensive Needs Assessment (CNA) in 2016-2017 revealed disparities in student learning and achievement and evidence of surface-level, non-rigorous instruction. In 2018-2019, Superintendent Corneille formed the District Teaching and Learning Committee, comprising school board members, union leadership, teacher leaders, and administrators. A district-wide survey further defined student success as acquiring academic and life skills, demonstrating a love of learning, meeting social-emotional needs, and becoming thriving citizens.

From 2019 to 2020, the committee defined effective instruction as instruction grounded in rigor, relevance, and relationships. The Teaching and Learning Department was subsequently created to operationalize this definition, collaborating with Education Reform Enterprises (ERE) to develop the Framework for Effective Instruction. This framework outlines the mindsets, instructional goals, and specific knowledge and skills expected of our educators, along

with learning progressions to enhance student success. The School Board also approved Success Metrics, articulating the broad skills and knowledge all students should possess upon graduation.

The 2022-2023 school year saw the drafting of a professional development plan to support the implementation of Effective Instruction. A follow-up CNA in 2023 reiterated the prevalence of disparities and the decline in student achievement. In 2023-2024, building leaders and district administration developed student-level goals aligned with the Success Metrics. Teachers, in collaboration with their departments, began implementing the Effective Instruction Framework.

In December 2022 and January 2023, the School Board directed the administration to implement Effective Instruction in all classrooms, with teachers expected to be "proficient" by the fall of 2025. The district has been providing professional development in Effective Instruction since the spring of 2020 and has allocated funds to support teachers through two levels of coaching – Effective Instruction and World Savvy.

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### **Collaborative Problem-Solving Process: Our Shared Progress**

Recognizing concerns raised by the teachers' union regarding the feasibility of the initial timeline, the district and the union have engaged in a collaborative problem-solving process, facilitated by qualified neutrals, Katie and Antone, since January 2025. While our time with Katie and Antone in a formal ongoing manner has concluded, we still have access to Katie for consulting should that be needed. Our shared intention is to utilize the commitments summarized in this memo and the progress we've made in our collaborative tone to continue advancing the implementation of Effective Instruction and, ultimately, the results we see in student achievement.

The process, outlined in the Memorandum of Understanding (MOU) approved on February 18, 2025, aims to develop a mutually agreeable plan for the implementation of Effective Instruction. This collaborative approach has allowed for the creation of a strong working relationship between the district and the union, demonstrating a shared commitment to the success of our students and a belief in the importance of Effective Instruction. The union has consistently expressed its commitment to implementing effective instruction, recognizing its necessity for student success.

Key outcomes from our collaborative sessions, particularly the sessions on March 18, April 15, and most recently, May 27, include:

- **Consistency in Instructional Planning:** Instructional Maps and Unit Planners are to strictly adhere to the EI Rubric, with their format to be reviewed after the 2025-2026 academic year. Weekly Plans will maintain flexibility in format. All planning documents, as they are created, must be uploaded to the current EI folders, organized by assigned sites, grade levels, or content areas, functioning as a Shared Drive.
- **Structured Coaching:** For the 2025-2026 school year, each educator is required to participate in a minimum of four mandatory coaching rotations, facilitated by Educational Instruction (EI) coordinators (coaches), with one rotation per quarter. A

coaching schedule will be developed and disseminated by principals weekly. Coaching sessions may be individual or group-based, with procedures for teacher-requested and administratively requested sessions to be established and evaluated. For non-continuing contract educators, administrative-required sessions may be scheduled based on observation data, potentially including an EI coach and an administrator.

- **Defined Unit Requirements:** We've established clear unit requirements for new and returning teachers for the 2025-2026 and 2026-2027 academic years. All new curriculum/units will utilize the Effective Instruction format, and all planning documents will be uploaded to designated EI folders.
- **Proficiency Alignment and Evaluation:** We are committed to ensuring proficiency definition alignment for 2025-26, with input from Instructional Leadership Teams and the Administrative Team. This includes quarterly check-ins on proficiency, as well as mid-year and end-of-year reviews of the Effective Instruction implementation structure with district and union leadership. The goal is to ensure an asset-based coaching methodology. A work group or task force to develop an evaluation tool is advised.
- **Post-Implementation Reflection:** The union is seeking that the district provide teachers with a post-July 1, 2025 reflection that acknowledges the implementation challenges of the past year.
- **Enhanced Coaching Collaboration:** The group agrees that a more formal collaboration between EI and World Savvy is essential if both coaching models are to be provided as support for teachers.
- **Strengthening Communication and Engagement:** Our most recent discussions on May 27 focused on specific actions to foster long-term collaboration and trust. Key agreements include:
  - **Prioritizing Meet and Confer:** We will actively use "meet and confer" processes, both at the site and district level, as the primary method for addressing issues and making decisions, rather than relying on emails, coalitions, or listening sessions. This will serve as a clearinghouse for important discussions before items are brought to the Board.
  - **Promoting Good Faith Engagement:** We are committed to active engagement in good faith with agreed-upon initiatives (e.g., EI efforts), and both parties (union/admin) will work in collaboration with positive intent toward each other. This includes fostering positive interactions and inviting conversations when observations suggest a misalignment with our collective understanding. The understanding is to inquire and seek to understand, rather than assume, when actions appear to be outside of our commitments.
  - **Utilizing Site Leadership Teams:** Site leadership teams will be instrumental in assisting with the implementation of agreed-upon actions.
  - **Structured Meet and Confers Sessions:** Future meet and confer sessions will include dedicated sections for "Old Business," "New Business," and "Opportunities to Revisit" items. Building check-ins will also be a regular agenda item.

- **Quarterly EI Check-ins:** We plan to implement quarterly check-ins specifically for Effective Instruction, focusing on proficiency and coaching support. Building administration may also be part of these check-ins.

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## **Ongoing and Future Efforts**

Our ongoing efforts are focused on:

- Further co-created refining of coaching procedures.
- Creating an iterative process to review the effectiveness of the Effective Instruction implementation structure.
- Ongoing check-ins regarding clear and consistent communication.
- Reviewing the unit plan and instructional map forms to minimize redundancy.
- Clarifying Effective Instruction expectations for non-classroom teachers.
- Increasing access to content and grade-level-specific examples of Effective Instruction-proficient work for all teachers.

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## **What roadblocks are you facing?**

While we've made significant progress, a primary roadblock lies in the need to stay consistently dedicated to the use of, and in some cases the building of, updated processes and practices. It is crucial to refrain from falling back to "the way we have always done things." This requires ongoing vigilance and commitment from all stakeholders. We are committed to moving forward together with positive intent as we move away from deficit thinking and move toward collaboration and shared values.

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## **What could we do to support your role?**

Your continued understanding and support are invaluable. Specifically, we would benefit from:

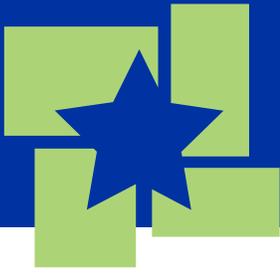
- **Promotion of New Processes:** Encouraging the use and adoption of new standardized forms and processes across all departments would greatly assist in their successful implementation and the realization of their intended efficiencies.
- **Engagement with Collaborative Outcomes:** Actively supporting and referencing the agreements reached through the meet and confer process will reinforce the collaborative culture we are working to build.

Thank you for your continued support as we strive for continuous improvement in all aspects of our district operations.

Ever Brighter,

Tim Anderson, Executive Director of Human Resources and Operations

Nancy Terry, Union Representative



# 2025 Legislative Platform

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

## Investments for the Future

- Increase funding on the general education formula and remove/raise cap on inflation.
- Referendum equalization between districts and between state and local is uneven and inequitable. **All education funding should be equalized to ensure comparable taxpayer effort.**
- American Indian Funding - **remove the minimum number of students to receive aid to close the unfunded mandate gap.**
- Expand use for Long-Term Facilities Maintenance.

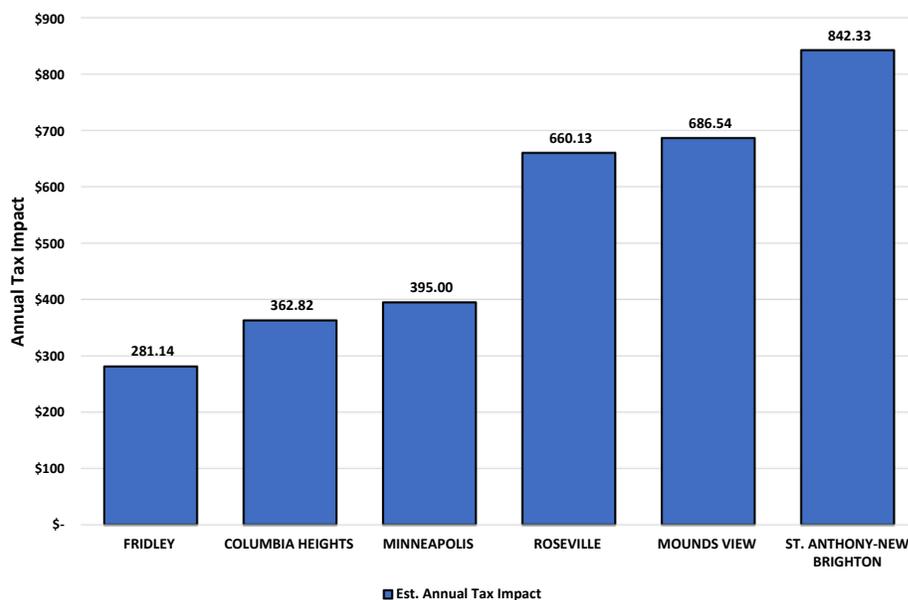
***SANB is committed to the success of all learners. We will engage, inspire and support each learner through innovation and collaboration. Support from our state legislature is critical in realizing this vision.***



Neither ISD 282, nor its neighbor districts shown in the graph to the right receive state aid under the current operating levy equalization formula

Local taxpayers pick up 100% of the tax effort for voter-approved operating levy

**Tax Impact of Existing Voter-Approved Operating Levy Authority on \$365K Homestead Residential Property**



Scan the QR code to view tax impact breakdown.

*Note, est. tax impact is prior to fiscal disparity levy offset.*



## Policy Improvements



Allow school boards authority to transform and innovate our high schools for the future by **providing flexibility in how schools define “instructional hours.”**



**Eliminate state statute requiring three day notice** for remote school board meeting access.



Allow school boards to **publish school board meeting minutes on the official district website** to reduce expenses.



Allow students to **take milk for lunch without charging for a full meal.**



## Success Metrics

What success looks like at St. Anthony-New Brighton Schools

St. Anthony-New Brighton defines success as a student who has acquired both the *academic skills* and *life skills* to *positively contribute to society*. They have a *love for learning* and are able to meet the *social-emotional needs* of themselves and others. A successful student becomes a *thriving citizen*.

Student Wellness	Academic Skills & Love of Learning	Positive Contributor & Thriving Citizen
<p>Students holistically develop an adaptive skill-set that includes empathy, self-advocacy, teamwork, communication, inclusion and interpersonal abilities, and coping skills to thrive in a constantly changing world.</p> <p>Students are equipped to navigate demands and opportunities they encounter, enabling them to enjoy meaningful, productive, healthy lives.</p>	<p>Students think critically and apply their acquired knowledge and skills to solve problems.</p> <p>Even when confronted with challenges, students have the capacity, motivation, and persistence to acquire new knowledge and skills, creatively seek out solutions, and confidently take action.</p>	<p>Students understand their brilliance as well as their rights and responsibilities as an individual, and as a member of society.</p> <p>Students can reflect on the needs of a diverse community, activating their resourcefulness, intellect, and skills to positively and authentically contribute to and serve their community.</p>



Scan the QR code to learn how we nurture the brilliance of every child.

St. Anthony New Brighton will provide an inclusive educational environment so each student knows they belong; this will provide students the support they need to be successful.

