

Work Session of the St. Anthony-New  
Brighton School Board  
Tuesday, August 19, 2025 6:00 PM

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

## **Agenda**

1. Call to Order School Board Regular Meeting  
**Speaker(s):** Barry Kinsey - School Board Chair
2. Approval of Agenda  
**Speaker(s):** Barry Kinsey - School Board Chair
3. Approval of Consent Agenda  
**Speaker(s):** Barry Kinsey - School Board Chair
4. Discussion Items
  - 4.1. Facilities Update and Discussion of Policy 905 Advertising  
**Speaker(s):** Dr. Troy Urdahl - Director of Athletics, Activities, Facilities
  - 4.2. Start of School Updates  
**Speaker(s):** Wendy Webster, Tom Lee, Amy Kujawski, Conn McCartan, Matt Menier, Dr. Renee Corneille
  - 4.3. Second reading of School Board Handbook  
**Speaker(s):** Barry Kinsey - School Board Chair
  - 4.4. School Board Evaluation Review and School Board Goal Review & Development  
**Speaker(s):** Barry Kinsey - School Board Chair
  - 4.5. Appeal of Book Review  
**Speaker(s):** Dr. Renee Corneille - Superintendent
  - 4.6. Policy 606.5 Review & First Reading  
**Speaker(s):** Dr. Cassandra Palmer - Policy Committee Chair
  - 4.7. Exit Interview Aggregate Data  
**Speaker(s):** Dr. Renee Corneille - Superintendent
  - 4.8. School Board Minutes/Agenda Support Contract  
**Speaker(s):** Barry Kinsey - School Board Chair
5. Board Reports  
**Speaker(s):** Barry Kinsey - School Board Chair
6. Adjourn School Board Meeting

**SCHOOL BOARD CONSENT AGENDA**  
**08/19/2025**

PRESENTER(S): School Board Chair

**1. Personnel**

Hire(s)

Last Name	First Name	Position	School	Date Effective
Menier	Matthew	Director of Principal Leadership & Learning	District	08.11.25
Foss	Rachelle	Food Service I	SAVHS	08.25.25
Margolis	Rebecca	Social Studies LTS	SAMS	08.20.25
McPhail	Kely	Digital Arts	SAVHS	08.20.25
Ostrom	Daniel	Custodian	CS	08.11.25
Mellen	Maeve	Theatre and Dance	SAMS	08.20.25
Saydee-Tarr	Williametta	SpEd Para	SAMS	08.20.25
Kvass	Korbin	SpEd Team Lead	WP	08.20.25
Longo	Sean	SpEd Teacher	SAVHS	08.20.25
Hunz	Molly	SpEd Para	WP	08.25.25
Eng	Emily	First Grade Teacher	WP	08.20.25
Bohm	Nicole	SpEd Teacher	WP	08.20.25
Conyers	Alexander	Earth/Space & Chemistry Teacher	SAVHS	08.20.25
Schafer	Jill	Reading Intervention Teacher	SAMS	08.25.25
Benson	Britta	SpEd Para	WP	08.25.25
Mellen	Maeve	Theatre & Dance Teacher	SAMS	08.20.25
Dennis	Isiah	Student Support & Engagement	SAMS	08.20.25
Halet	Jeffrey	Construction & Engineering Teacher	SAVHS	08.20.25
Hunz	Molly	SpEd Para	WP	08.25.25
Nelson	Robbie	SpEd Para	WP	08.25.25
Rainaldo	Kacy	Asst Preschool Teacher	CS	08.20.25

Saydee-Tarr	Williametta	SpEd Para	SAMS	08.25.25
Weber	Ricky	Social Studies LTS	SAMS	08.20.25

Resignation(s)

Last Name	First Name	Position	School	Date Effective
Randt	Anna	Family and Student Support	District	08.25.25
Ledwein	Aiyana	Special Education Paraeducator	SAMS	08.25.25

Leave of Absence Request(s)

Last Name	First Name	Position	School	Dates Effective
Haugen	Jason	English Teacher	SAVHS	08.21.25-TBD
Younis	Amal	Assistant Principal	WP	08.14.25-TBD

**2. Payment of Bills Checks Paid 07/08/2025**

01- General Fund	\$113,959.23
02- Food Service Fund	\$2,184.45
03- Transportation Fund	\$3,417.44
04- Community Serv Fund	\$3,275.54
05- Capital Expenditure Fund	\$222,746.32
09- Trust Fund	\$3,665.00
25 - Student Activities	\$51,285.10
<b>Total: \$</b>	<b>\$400,533.08</b>

**Payment of Bills Checks Paid 07/18/2025**

01- General Fund	\$167,811.28
02- Food Service Fund	\$12,914.68
04- Community Serv Fund	\$38,000.26
05- Capital Expenditure Fund	\$260,738.28
09- Trust Fund	\$8,443.67
25 - Student Activities	\$41,728.62

<b>Total: \$</b>	\$529,636.79
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**Payment of Bills Checks Paid 08/01/2025**

01- General Fund	\$108,832.80
02- Food Service Fund	\$7,048.51
03- Transportation Fund	\$55,008.95
04- Community Serv Fund	\$22,192.29
05- Capital Expenditure Fund	\$48,623.89
09- Trust Fund	\$6,034.11
<b>Total: \$</b>	\$247,740.55

**3. Minutes**  
 7/17/25 Special Meeting Minutes (see BoardBook for document)

#### 4. Policy Updates

*(Policy 208 Development, Adoption, and Implementation of Policies Section IV Adoption of Policy, Letter D: In Policy 208 it states: D. If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.)*

<b>Policy</b>	<b>Type of Policy</b>	<b>Update</b>
<a href="#">414</a> - Mandated Reporting - Children	Legal	Language around “threatened injury” added
<a href="#">418</a> - Drug Free Workplace	Mandatory	Registry program participant protection added
<a href="#">501</a> - Weapons	Mandatory	Active shooter incident defined
<a href="#">516</a> - Student Medication	Mandatory	Replace “auto-injector” with “delivery system”
<a href="#">516.5</a> - Overdose Medication	Legal	Resource added
<a href="#">524</a> - Tech Acceptable Use and Safety	Mandatory	Language about internet filter added
<a href="#">602</a> - Org of Calendar and School Day	Local Control/ Recommended	Ability for schools to start before Labor Day for the 26-27 and 27-27 school year was added.
<a href="#">709</a> - Student Transportation Safety	Mandatory	Required student safety dates deleted

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

Thursday, July 17, 2025

6:00 PM

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

Anthony, MN 55418

[www.isd282.org/discover/school-board](http://www.isd282.org/discover/school-board)

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**Minutes**

Attendance Taken at 6:01 PM.

Laurel Hood: Absent

Barry Kinsey: Present

Laura Oksnevad: Present

Mike Overman: Absent

Cassandra Palmer: Present

PJ Striker: Present

Attendance Update Taken at 6:03 PM.

Laurel Hood: Present

Hood arrived at 6:03pm

**1. Call to Order School Board Special Meeting**

**Discussion:** Chair Barry Kinsey called the meeting to order at 6:02pm

Staff in attendance included: Executive Director of Academics Hope Fagerland; Communications Coordinator Jada Richard

**2. Approval of Agenda**

**Action(s):**

The recommended motion is to approve the July 17, 2025 agenda as presented. This motion, made by Striker and seconded by Oksnevad, Carried.

**Voting Detail:**

Laurel Hood: Yea

Barry Kinsey: Yea

Laura Oksnevad: Yea

Mike Overman: Absent

Cassandra Palmer: Yea

PJ Striker: Yea

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

**Discussion:** \

**3. Approval of Consent Agenda**

**Action(s):**

**St. Anthony**  **New Brighton**  
INDEPENDENT SCHOOL DISTRICT 282

The recommended motion is to approve the consent agenda as presented, including: minutes from the July 10, 2025 Board meeting, personnel, and payment of bills. This motion, made by Palmer and seconded by Hood, Carried.

**Voting Detail:**

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

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

4. **Adjourn School Board Meeting**

**Discussion:** Chair Barry Kinsey adjourned the Board meeting at 6:04pm

Approved by: School Board Clerk or Board Chair

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Facilities Update

SANB School Board

August 19, 2025

# Facilities Update

## Agenda

1. Did you know?
2. Custodial Staffing
3. Equipment Replacement
4. 2025 Summer Projects +

# Did you know ...

Our buildings are heated by boilers.

There are three common types of boilers: Steam, Hot Water, and Condensing.

# Did you know ...

At Wilshire Park we have three high-efficiency condensing boilers totaling 230 hp. They are the safest and most efficient, and have the shortest lifespan.

# Did you know ...



# Did you know ...

At the High School / Middle School we have three hot water boilers totaling 111 hp. These boilers are the most durable and last the longest.

# Did you know ...



# Staffing

Retirements: 3

Reassignments: 5

New Hires: 3

# Staffing

	<u>Daytime</u>	<u>Evening</u>
HS/MS	2	4.5
WP	1	3
Grounds	1.5	
CS	1 (6 hours)	
Seasonal	10 - 12	

# 2025 Equipment Replacements

- **Floor scrubbers**
- **Cleaning Companions**
- **Pickup Truck, plow, lift gate**
- **Toro lawn mowers**
- **Field Groomer**
- **John Deere Gator**

# 2025 Summer Projects

**Complete cleaning of 350,000 square feet!**

# Summer 2025 Projects

- **Electrical Panels at WP**



# Summer 2025 Projects

- **Concrete grinding**



# Summer 2025 Projects

- **RTU 10 replacement (media center)**



# Summer 2025 Projects

- **Parking lot lines**



# Summer 2025 Projects

- **Lower Gym**

**Upper Balcony seating and floor**

**Replace Lower Bleachers**

**Reline and resurface the gym floor**

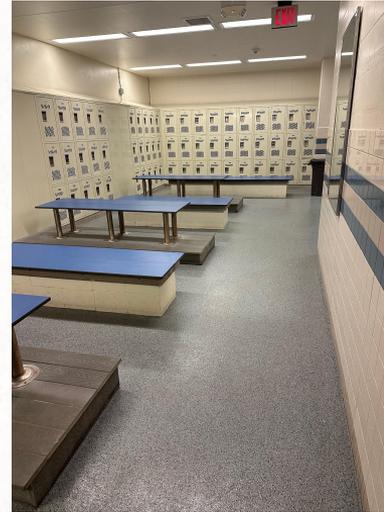
**Storage room doors**

# Lower Gym



# Summer 2025 Projects

- Resurface pool locker room floors



# Summer 2025 Projects

- **Central Park Storage Shed**



# Summer 2025 Projects

- **Central Park Safety Netting**



# Summer 2025 Projects

- **Pool Audio**
- **Tree removal**
- **Batting Cages**

# Summer 2025 Projects

## Door Replacements

- **Door 18-Stage dock**
- **Double doors in room 103**
- **Double doors in room 109**
- **Double doors in room 116**
- **Double doors in the lower gym storage**
- **A new stadium storage door**

# Single-User Restrooms

- **HS/MS Restroom Design and Planning Phase**
- **Out for project bids this fall**



# Hudl Streaming Cameras

- **Free event streaming for families and the community. Installed in upper gym, pool, auditorium, stadium field, gymnastics gym, & varsity ballfields**



# Hudl Streaming Cameras

- **Paid for by teams, department budget, and advertisements and sponsorships: Truman Company, Village Orthodontics, and Theodore Wirth Golf Course (Policy 905)**



# Questions?

Thank you!



Orig. 1995, Rev. 1996, 2015, 2018

*Adopted May 1, 2018*

*Local control/recommended*

## **905 ADVERTISING**

### **I. PURPOSE**

The purpose of this policy is to provide guidelines for the advertising or promoting of products or services to students and parents in the schools.

### **II. GENERAL STATEMENT OF POLICY**

The school district's policy is that the name, facilities, staff, students, or any part of the school district shall not be used for advertising or promoting the interests of a commercial or nonprofit agency or organization except as set forth below.

### **III. ADVERTISING GUIDELINES**

- A. School publications, including publications such as programs and calendars, may accept and publish paid advertising provided they receive advance approval from the appropriate administrator. In no instance shall publications accept advertising or advertising images for alcohol, tobacco, drugs, drug paraphernalia, weapons, or obscene, pornographic, or illegal materials. Advertisements may be rejected by the school district if determined to be inconsistent with the educational objectives of the school district or inappropriate for inclusion in the publication. For example, advertisements may be rejected if determined to be false, misleading, or deceptive, or if they relate to an illegal activity or antisocial behavior. The appropriate administrator working with the faculty advisor is responsible for screening all such advertising for appropriateness, including compliance with the school district policy prohibiting sexual, racial, and religious harassment.
- B. The school board may approve advertising in school district facilities or on school district property. Any approval will state precisely where such advertising may be placed. The restrictions listed in Section A. above will apply. Advertising will not be allowed outside the specific area approved by the school board. Specific advertising must be approved by the superintendent or designee. In no instance will an advertising device be erected or maintained within 100 feet of a school that is visible to and primarily intended to advertise and inform or to attract or which does attract the attention of operators and occupants of motor vehicles.

- C. Donations which include or carry advertisements must be approved by the school board.
- D. The school district or a school may acknowledge a donation it has received from an organization by displaying a “donated by,” “sponsored in part by,” or a similar by-line with the organization’s name and/or symbol on the item. Examples include activity programs or yearbooks.
- E. Nonprofit entities and organizations that provide support to students and to the schools may be allowed to use the school district name, students, or facilities for purposes of advertising or promotion if the purpose is determined to be educationally related and prior approval is obtained from the appropriate administrator. Advertising will be limited to the specific event or purpose approved by the school board.
- F. Contracts for computers or related equipment or services that require advertising to be disseminated to students will not be entered into or permitted unless done pursuant to and in accordance with state law.
- G. The inclusion of advertisements in school district publications, in school district facilities, or on school district property does not constitute approval and/or endorsement of any product, service, organization, or activity. Approved advertisements will not imply or declare such approval or endorsement.

#### **IV. ACCOUNTING**

Advertising revenues must be accounted for and reported in compliance with UFARS. A periodic report shall be made to the school board by the superintendent regarding the scope and amount of such revenues.

***Legal References:*** Minn. Stat. § 123B.93 (Advertising on School Buses) Minn. Stat. § 125B.022 (Contracts for Computers or Related Equipment or Service)  
Minn. Stat. § 173.08 (Excluded Road Advertising Devices)

***Cross References:*** MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)  
MSBA/MASA Model Policy 533 (Wellness)  
MSBA/MASA Model Policy 702 (Accounting)

# Start of School Updates

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August 19, 2025



# Presenters:

**Wendy Webster:** PreSchool and Early Childhood

**Tom Lee:** Wilshire Park

**Amy Kujawski:** St. Anthony Middle School

**Conn McCartan:** St. Anthony Village High School

**Matt Menier:** Director of Principal Leadership and Learning

**Renee Corneille:** Superintendent + Human Resources





# Workshop Week:

**Building  
Welcome Day  
Monday  
August 25**

**All District  
Welcome  
Moved to  
Wednesday  
August 27th**

**Theme:  
A Fresh Page -  
A Stronger  
Connection**



# Workshop Week: Compliance

## August 1: Google Form

Policies, Bloodborne Pathogens,  
Staff Handbook, Medical,  
Emergency Operations,  
Harassment, Title IX, Mandated  
Reporting, Staff Wellness,  
Benefits, Technology, Etc...

## Workshop Week

Each building and department  
manager reviews compliance  
during required staff meetings.

## Throughout the Year

Staff Intranet - Building  
Dashboards

# Effective Instruction - 2013-2026



## 2013-2017: Identifying the Problem

Test scores began to decline after Minnesota adopted more rigorous reading standards.

A 2017 Comprehensive Needs Assessment (CNA) found significant disparities in student learning and achievement based on demographics, as well as a stagnation of student achievement on standardized tests. The CNA also noted an over-emphasis on student compliance and a lack of rigorous, surface-level learning.

## 2018-2022: Defining the Solution

The district defined a successful graduate as one with both academic and life skills.

They established that effective instruction must be based on three principles: **rigor, relevance, and relationships**.

To put this into practice, they created a **Framework for Effective Instruction** that outlines the required mindsets, goals, and skills for educators.

SANB schools also developed Success Metrics, which articulate the skills and knowledge students should have by graduation.

## 2022-Present: Implementing the Framework

A 2023 follow-up Comprehensive Needs Assessment (CNA) revealed a continued decline in test scores and persistent student disparities, similar to the 2017 findings.

The district drafted a professional development plan to help teachers implement the new framework during the 2023-2024 and 2024-2025 school years.

Teachers began implementing the **Framework for Effective Instruction** in their classrooms during the 2023-2024 school year.

The ultimate goal is for all teachers to use the framework and for all schools to adopt proficiency-based learning by 2025.

# Plan for Effective Instruction:

A strategic ***shift to enhance instructional leadership at the building level*** and foster collaboration.

The goal is to ***empower principals as instructional leaders*** and align support systems.

We believe this will provide teachers with rigorous and relevant professional development ***grounded in authentic relationships***.

These relationships are essential for encouraging growth and innovation, ***just as they are for making rigor and relevance possible in the classroom***.



# Leadership For Learning Team Make-up:

- Principals
- Effective Instruction Coaches
- Director of Principal Leadership and Learning
- World Savvy Partners
- Student Services Partners (SPED, ML, SEL, etc)





# Introductions:

**Matt Menier** - Director of  
Principal Leadership and  
Learning



# Introduction

## Experience:

- 20 years working in education
  - K-12 licensed Social Studies Teacher
    - Taught at the middle and high school levels
  - K-12 licensed principal
    - Middle School AP - Anoka Hennepin, White Bear Lake
    - Activities Director - Anoka High, Mahtomedi High
    - *Most Recent* - Principal - Willow Lane Elementary, WBLAS
  - Licensed Superintendent



# Supporting Principals to Create Coherent Systems for All Students



## Why This Role Matters

- Ensures principals have the support, tools, and alignment needed to lead equitable, high-quality instruction across all schools
- Bridges district priorities and building-level implementation so that effective instruction, belonging, and dignity reach every student



## My Approach

- Partner with Principals to develop strong building-based coaching models aligned to district vision for Effective Instruction
- Integrate MTSS Systems so general education, special education, and intervention services work seamlessly together
- Use Street Data + Traditional Data to identify what's working, uncover gaps, and amplify student and family voice
- Foster a Culture of Belonging where every learner feels seen, supported, and challenged



## The Goal

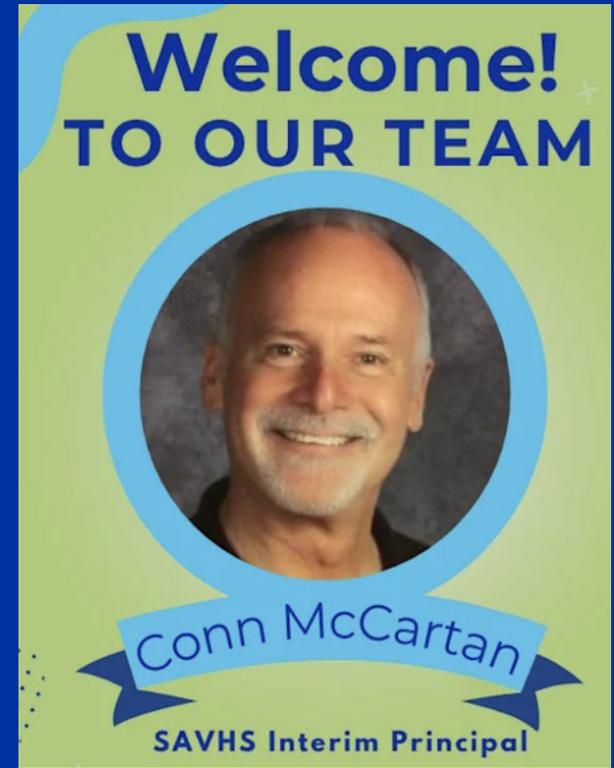
- All students—particularly those furthest from opportunity—experience coherent, inclusive, and high-quality learning every day





# Introductions:

**Conn McCartan** - Principal  
St. Anthony Village High  
School



## **41st year in Education**

- **Biology Teacher, Coach, Advisor**
- **Dean, Asst. Principal**
- **Principal - Blaine, Maple Grove, Eden Prairie**

## **Post “Retirement”**

- **Executive Director of FEPS**
- **Youth Frontiers Facilitator**
- **Interim Principal Perpich Arts HS**



## **Interim Principal**

- **Steady Hand, Maintain Direction**
- **Learn as much as I can, as fast as I can**
- **Support people, systems, structures**
- **Impact Culture**
- **They remember how you made them feel**
- **The next person in the chair is working from a good place**



# High School Cell Phone Update



- Per school board request, the high school has aligned our cell phone expectations with the Middle School
- Communication sent to families in welcome back letter
- Teachers updated on changes in welcome back letter and trained during workshop week
- Administration will meet with all students by end of 1st week of school to review new expectations
- We will listen to student, teacher, and family feedback throughout the year.

# Cell Phone Expectations

## Cell Phone Expectations

**Goal:** To promote an academic focus, a distraction-free learning environment while fostering stronger student-teacher and student-student relationships.

### **Expectations:**

- St. Anthony Village High School students will power off phones and keep them in their lockers from the 7:55 a.m. bell until after the 2:45 p.m. bell. Students who need to contact home or other individuals can use the office phones between classes or they may ask for a Smartpass to the office from any of their teachers at appropriate times during class.
- Students with 504's/IEP's that require technology assistance will be given reasonable accommodations.

First Offense	Teachers will take the cell-phone. Teachers will have a 1-1 conversation with the student reteaching expectations
Second Offense	Teachers will take the student's phone. Teacher will call and/or email home to the parents
Continued Offenses	Teachers will reach out to administration and administration will conference with both the student and teacher. Administration confiscates the phone and will notify families.





# Early Childhood

Our Team: Assistant Teachers, Aides, Custodian, Van Drivers, Teachers and Coordinators

Our Early Childhood team worked collaboratively over the past 14 months to embed Effective Instruction into weekly instructional plans, meeting weekly with teachers and classroom teams.

Early Childhood Family Education: Anne-Marie Fischer

All Day Preschool: Pat Gustafson & Margie Jones (part-time)

Half Day Preschool: Sue Pawlyshyn

Early Childhood Special Education: Erika Hudson

# Community Services Team

Our Values: Belonging, Caring and Teamwork

Our Beliefs:

- Parents are a child's first and most important teacher.
- Our role is to develop a trusting partnership with parents.
- Kids see all adults in the classroom as teachers. So do we.

Our practices:

- Intentionally teaching skills to support the continued growth of children and parents.
- Learning from one another on our team to continuously improve so we can effectively teach and support all kids.





# Wilshire Park - Our Mission

At

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

Panda Pride

Respect, Responsibility , and Ready

# Goals for the Year

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



# St. Anthony Middle - Amy Kujawski



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

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

# Thank You

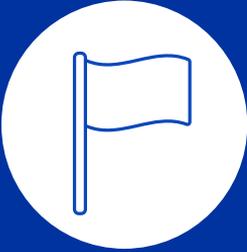
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Questions



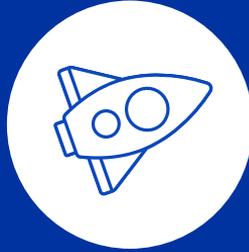


# Write your topic or idea



**Title**

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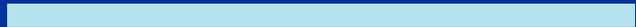
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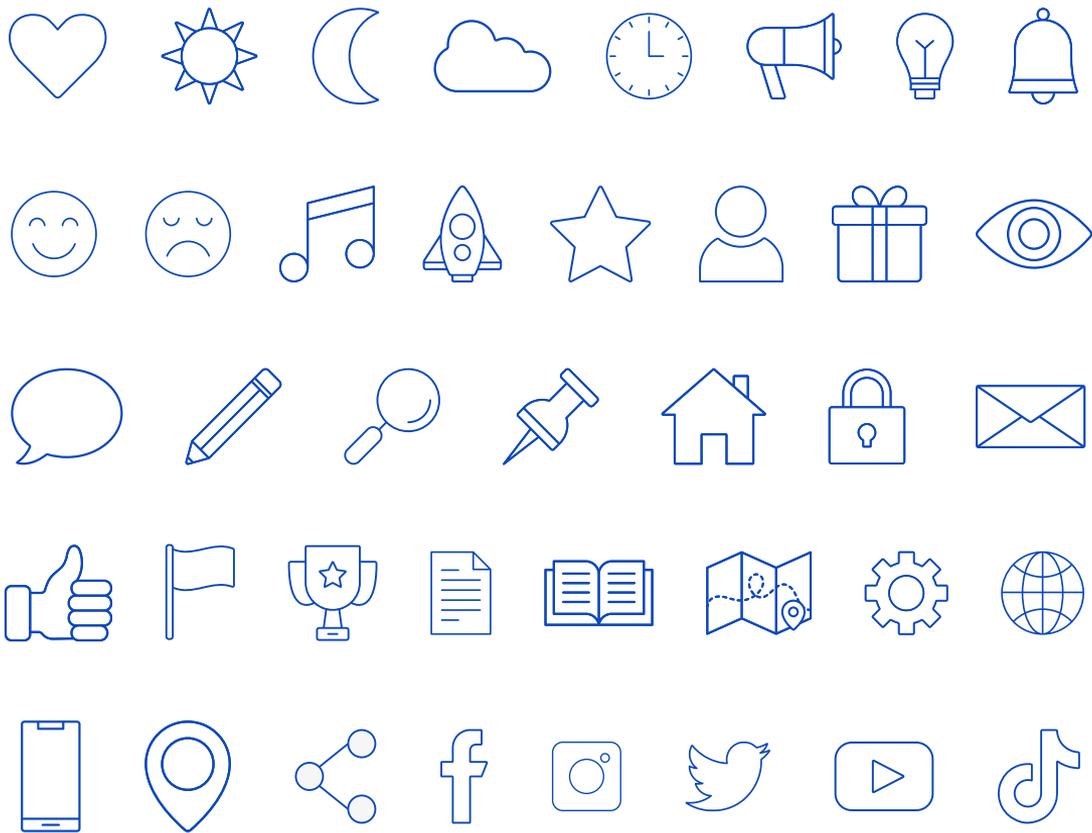
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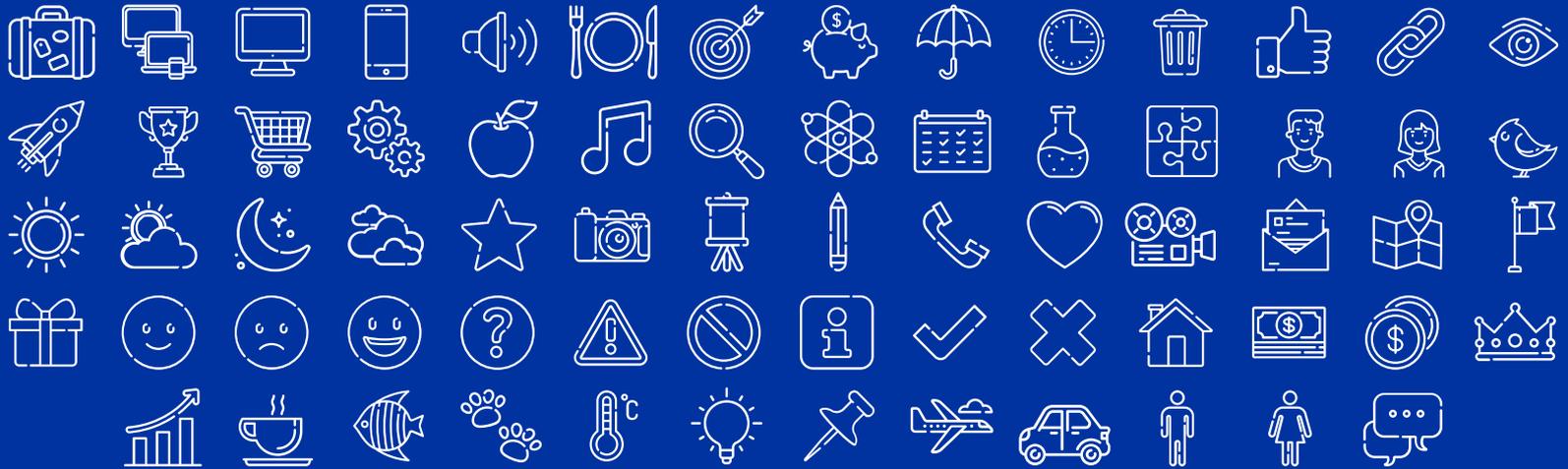
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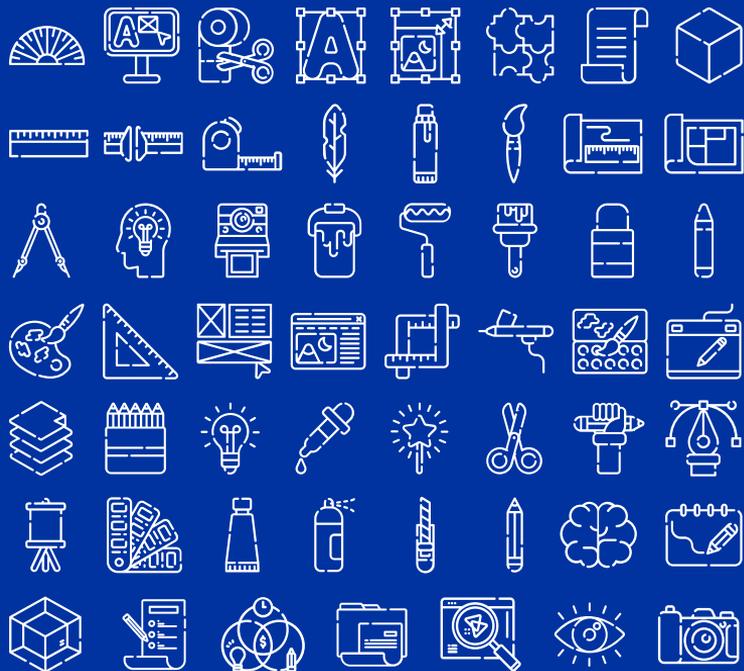








# Creative Process Icons



# Performing Arts Icons



# SEO & Marketing Icons

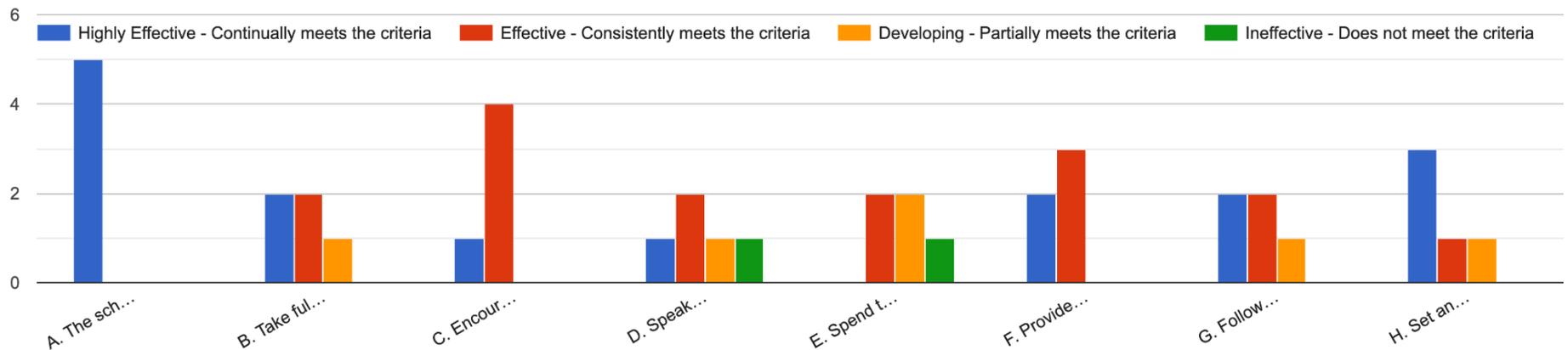


2024-25

# School Board Evaluation Results

## Standard 1: Conduct and Ethics

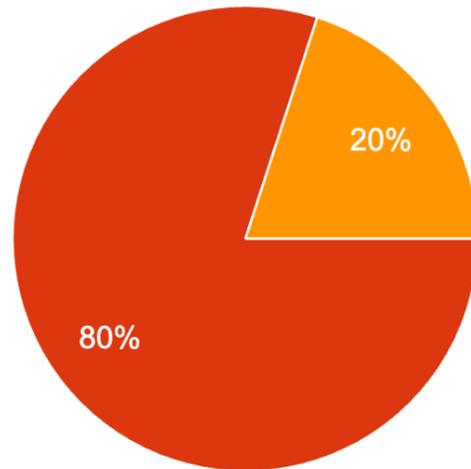
An effective, high-performing school board strives to meet the following benchmarks:



- A. The school board team consists of school board members and the superintendent and evaluates its performance at least annually.
- B. Take full responsibility for its activity and behavior at and away from the school board table.
- C. Encourage its members to express their individual opinions, respect others' opinions, and vote according to their convictions.
- D. Speak with one voice after reaching a decision.
- E. Spend time on board governance work rather than staff work — focuses on the ends not the means.
- F. Provide for orientation and ongoing training for all school board members.
- G. Follow established policies, including the chain-of-command, by directing people with concerns to the appropriate staff.
- H. Set an example of respectful and civil leadership.

## Overall rating for this standard: Conduct & Ethics

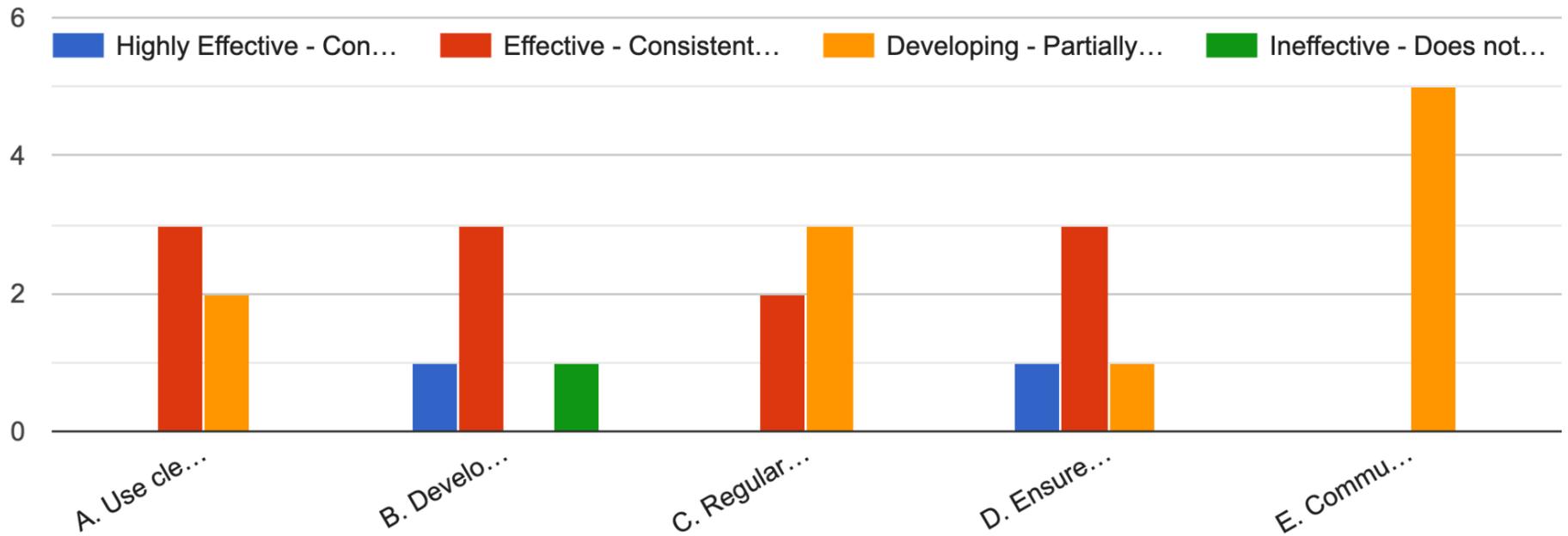
5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

## Standard 2 - Vision

An effective, high-performing school board strives to meet the following benchmarks:



A. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement.

B. Develop a strategic plan which includes well-crafted school district belief statements, mission statement, vision statement, goals, and objectives that enable the school board to evaluate school district performance.

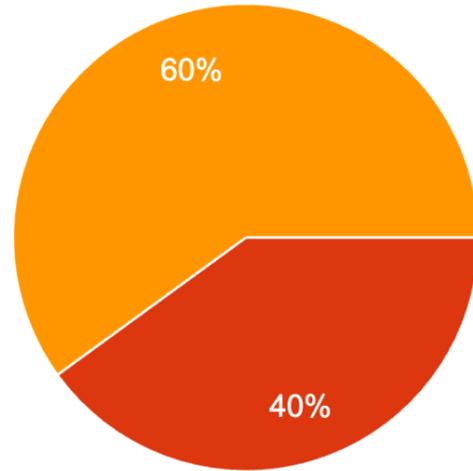
C. Regularly monitor the strategic plan to evaluate progress toward goal achievement and school district success.

D. Ensure that the school district belief statements, mission statement, vision statement, goals, and objectives are reflected in school board policies, mirrored in the budget planning and implementation efforts, and is supported district-wide.

E. Communicate the strategic plan and the progress to the community.

## Overall rating for this standard: Vision

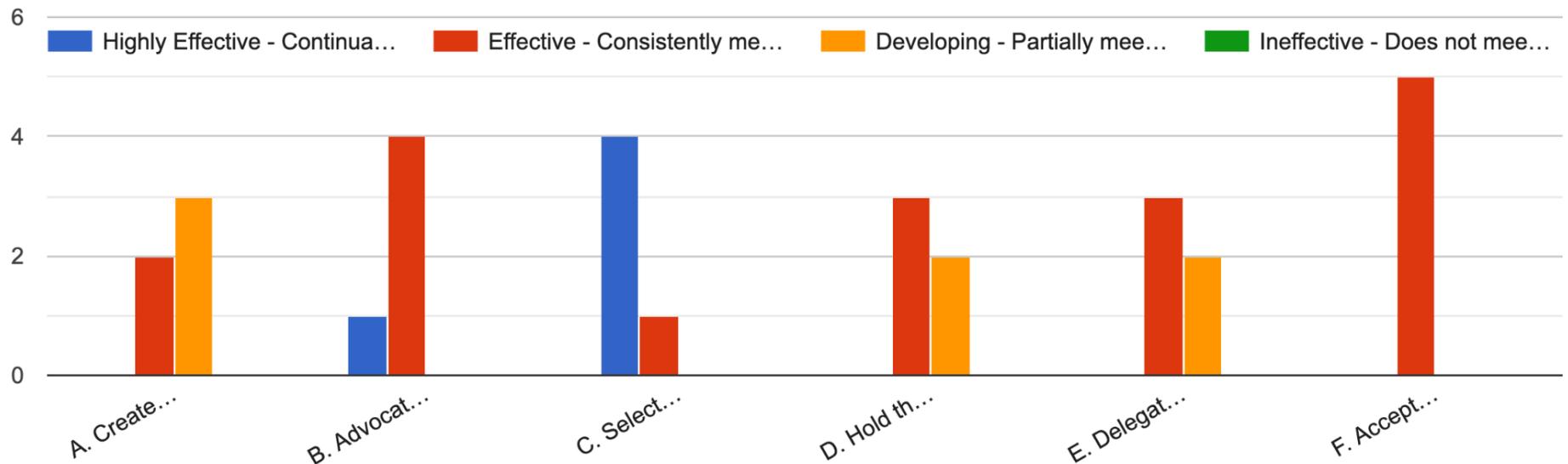
5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

## Standard 3 - Structure

An effective, high-performing school board strives to meet the following benchmarks:

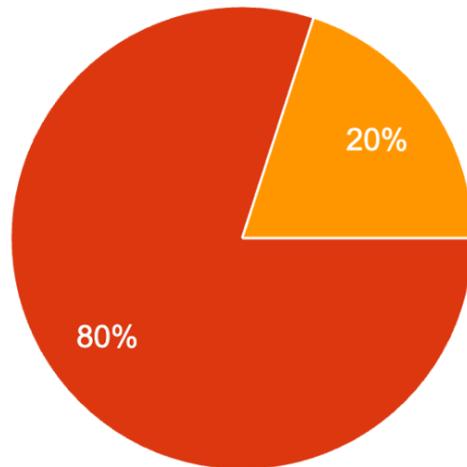


- A. Create organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement.
- B. Advocate and provide for learning through rigorous curriculum, effective technology, and a safe and secure environment.
- C. Select and employ one person — the superintendent — as the school district’s chief executive officer to lead and manage the school district.
- D. Hold the superintendent accountable for school district performance and compliance with written school board policy.
- E. Delegate the authority to the superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.

F. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the school district while understanding that the day-to-day operations will be conducted by the staff.

### Overall rating for this standard: Structure

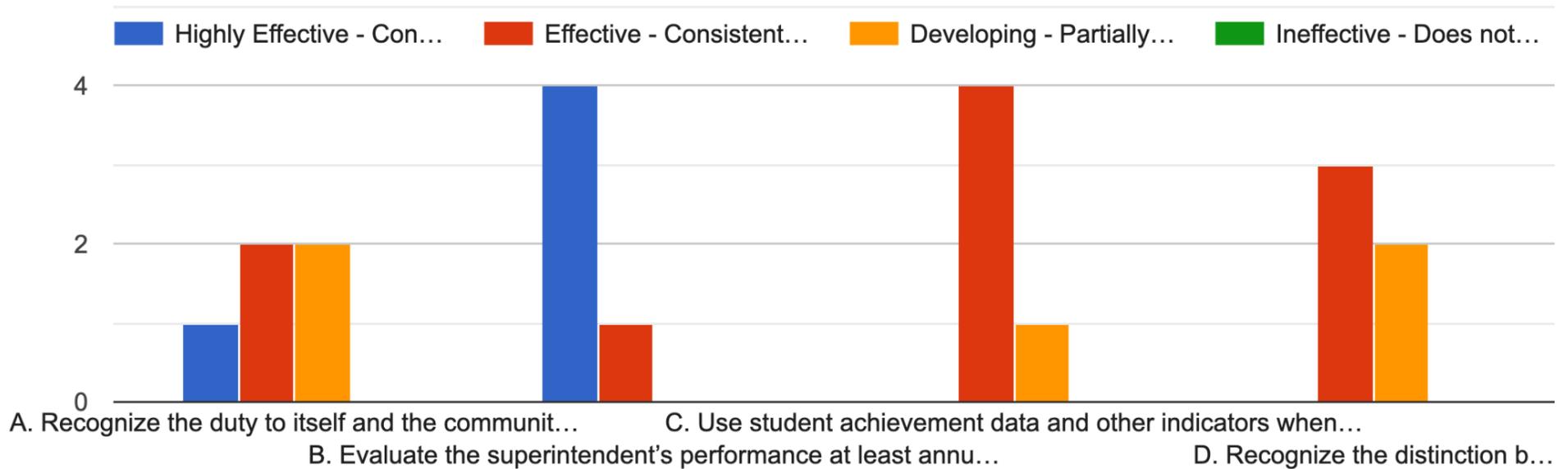
5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

## Standard 4 - Accountability

An effective, high-performing school board strives to meet the following benchmarks:

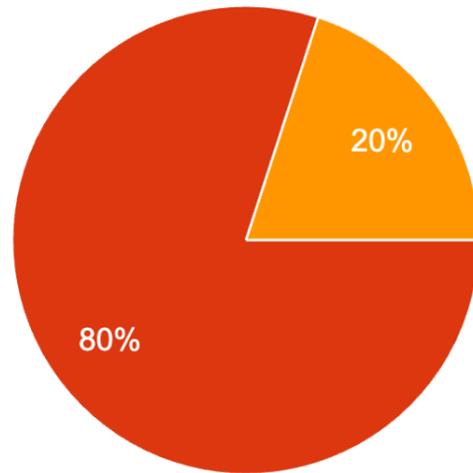


- A. Recognize the duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended.
- B. Evaluate the superintendent's performance at least annually.
- C. Use student achievement data and other indicators when available as the basis for assessing progress toward school district goals and compliance with school board policies and state and federal laws.

D. Recognize the distinction between “monitoring data” (data used by the school board to address accountability) and “management data” (data used by the staff for operations).

### Overall rating for this standard: Accountability

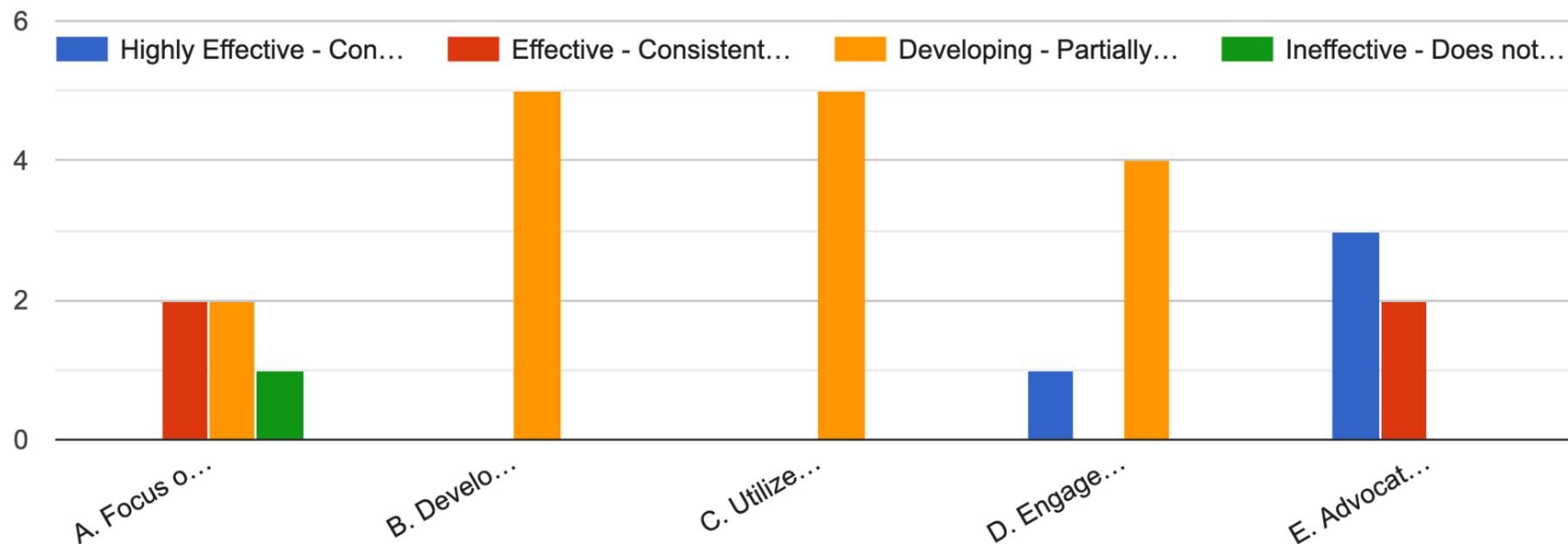
5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

## Standard 5 - Advocacy and Communication

An effective, high-performing school board strives to meet the following benchmarks:



A. Focus on community-wide concerns and values that best support equity and student achievement rather than being influenced by special interests.

B. Develop communication strategies to build trust between the school board and the superintendent, staff, students, and community.

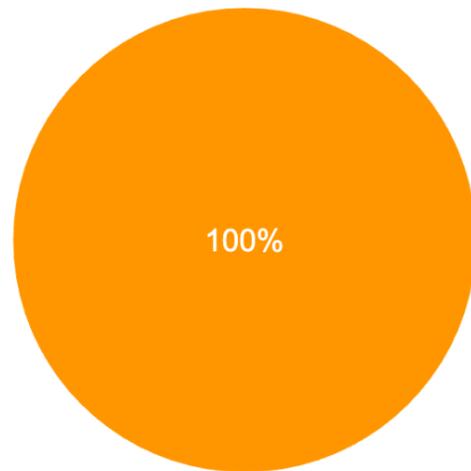
C. Utilize a public relations strategy that supports the flow of information into and out of the school district.

D. Engage and build relationships with both public and private stakeholders.

E. Advocate on local, state, and national levels.

## Overall rating for this standard: Advocacy & Communication

5 responses



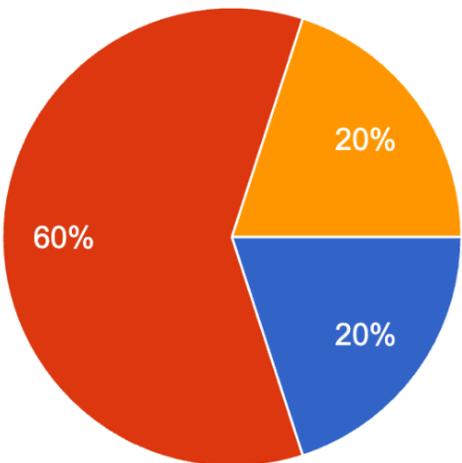
- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
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- Ineffective - Does not meet the criteria

## Annual School Board Goals

**Goal #1** By the end of the 2025 school year the School Board will implement a school board handbook to provide a roadmap on how board members can effectively do their job in governance.

The School Board met the following goal/objective: Goal #1 By the end of the 2025 school year the School Board will implement a school board handbo...mbers can effectively do their job in governance.

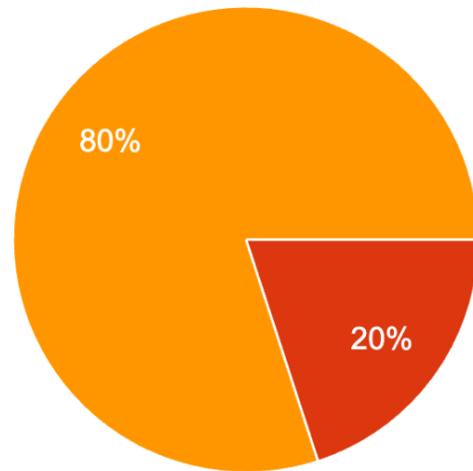
5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

**Goal #2** By the end of the 2025 school year School Board members will be proficient in: Board Roles and Responsibilities (including new board member onboarding); ISD282's systemic alignment regarding educational practices - RRR, Effective Instruction (the binder); District Assessment Practices; SANB specific initiatives such as Literacy

The School Board met the following goal/objective: Goal #2 By the end of the 2025 school year School Board members will be proficient in: Board R...actices; SANB specific initiatives such as Literacy  
5 responses

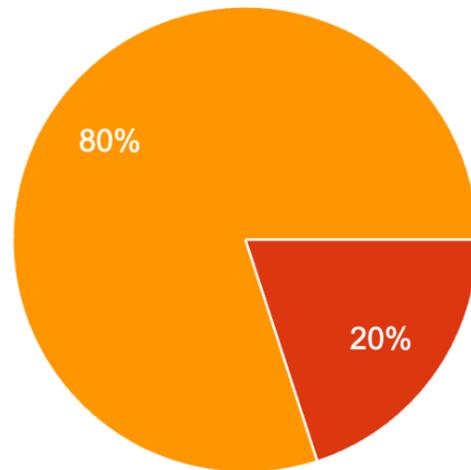


- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

**Goal 3:** By the end of the **2025 calendar** year School Board members will be able to demonstrate proficiency using the communications plan (**2024** goal) to articulate the work of RRR (goal 2) in SANB, **in part through the application of goal 2 to create an online, new board member onboarding course.**

The School Board met the following goal/objective: Goal 3: By the end of the 2025 calendar year School Board members will be able to demonstrate... an online, new board member onboarding course.

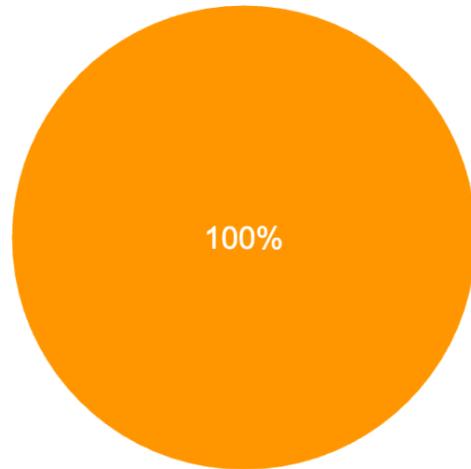
5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

**Goal 4:** Community Engagement by implementing effective board communications. By the end of the 2026 school year the School Board will engage with the community and other subject matter experts to create a sustained community engagement plan specific to the School Board.

The School Board met the following goal/objective: Goal 4: Community Engagement by implementing effective board communications. By t...ty engagement plan specific to the School Board.  
5 responses



- Highly Effective - Continually exceeds the criteria
- Effective - Consistently meets the criteria
- Developing - Partially meets the criteria
- Ineffective - Does not meet the criteria

# SANB School Board Goals 2024-2026

## Goal #1

### Strategic Direction: High Expectations SAN School Board



### Rationale:

- Need for an aligned understanding of how to comport oneself as a board member
- CEL Equity Review feedback provided areas of growth and improvement for SANB and the School Board
  - Develop & implement a comprehensive and long-term plan (7-8 years) that outlines stages, professional learning, and initiatives for promoting equity. This plan should address structural changes, professional development, curriculum enhancements, student voice, and community engagement.

Goal	Strategies	Performance Indicators/Documentation	Collaborators
By the end of the 2025 school year the School Board will implement a school board handbook to provide a roadmap on how board members can effectively do their job in governance.	Reviewing MSBA and other school districts' best practices  Refining existing SANB content	A completed handbook covering a wide range of topics including:  Board governance Communication norms	MSBA  Various district materials  CESO

## Goal #2

### Strategic Direction: High Expectations, High Support

### School Board

#### Rationale:

- **School Board members need a strong depth of knowledge in order to be effective, engaged and informed decision makers as well as effective communicators.**
- CEL Equity Review feedback provided areas of growth and improvement for SANB and the School Board
  - Develop & implement a comprehensive and long-term plan (7-8 years) that outlines stages, professional learning, and initiatives for promoting equity. This plan should address structural changes, professional development, curriculum enhancements, student voice, and community engagement.

Goal	Strategies	Performance Indicators/Documentation	Collaborators
<p>By the end of the 2025 school year School Board members will be proficient in</p> <ul style="list-style-type: none"> <li>● Board Roles and Responsibilities (including new board member onboarding),</li> <li>● ISD282's systemic alignment regarding educational practices - RRR, Effective Instruction (the binder)</li> <li>● District Assessment Practices,</li> <li>● SANB specific initiatives such as Literacy</li> </ul>	<p>The district will provide the School Board a two year cycle of individual and whole board SANB specific professional learning opportunities. Which will include application of knowledge by observing classrooms and learning spaces</p>	<p>Board Roles and Responsibilities - including new board member onboarding (Individually and as a group)</p> <ul style="list-style-type: none"> <li>- TeamWorks</li> </ul> <p>ISD282's systemic alignment regarding educational practices - RRR Effective Instruction</p> <ul style="list-style-type: none"> <li>- Completion of learning in binder (individually)</li> <li>- Assessment of self using Formative Checks from the binder (individually &amp; as group)</li> <li>- Tour and observe classrooms and learning</li> </ul>	<p>Dr. Corneille and Administration</p> <p>TeamWorks (or other board development organization)</p> <p>Department of Teaching and Learning</p>

		<p>spaces to see theory in action (as group)</p> <p>District Assessment Practices</p> <ul style="list-style-type: none"><li>- Completion of <a href="#">MDE Modules 1-4</a> (individually)</li></ul> <p>Literacy</p> <ul style="list-style-type: none"><li>- Completion of Literacy Modules (individually)</li><li>- Tour and observe classrooms and learning spaces to see theory in action (as group)</li></ul>	
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### Goal #3

Strategic Direction: High Expectations

#### School Board

Rationale:

- CEL Equity Review feedback provided areas of growth and improvement for SANB and the School Board
  - Develop & implement a comprehensive and long-term plan (7-8 years) that outlines stages, professional learning, and initiatives for promoting equity. This plan should address structural changes, professional development, curriculum enhancements, student voice, and community engagement.

Goal	Strategies	Performance Indicators/Documentation	Collaborators
By the end of the <b>2025 calendar</b> year School Board members will be able to demonstrate proficiency using the communications plan ( <b>2024</b> goal) to articulate the work of RRR (goal 2) in SANB, <b>in part through the application of goal 2 to create an online, new board member onboarding course.</b>	Use professional development learning from January 2024 for support  Creation of Board task force to implement an onboarding course  Elevator speech creation and revision	Google Classroom Course  Concept Maps on T&L  Revised elevator speeches	CESO  Dr. Corneille and Administration  Department of Teaching and Learning

### Goal #4

Strategic Direction: High Expectations, High Support

#### School Board

Rationale:

- School Board members need for an effective and sustaining community engagement plan

- **When we make decisions from the Board how do we get feedback from the community?**
- CEL Equity Review feedback provided areas of growth and improvement for SANB and the School Board
  - Develop & implement a comprehensive and long-term plan (7-8 years) that outlines stages, professional learning, and initiatives for promoting equity. This plan should address structural changes, professional development, curriculum enhancements, student voice, and community engagement.

Goal	Strategies	Performance Indicators/Documentation	Collaborators
<p>Community Engagement by implementing effective board communications</p> <p>By the end of the 2026 school year the School Board will engage with the community and other subject matter experts to create a sustained community engagement plan specific to the School Board.</p>	<p>Utilization of a community focus group</p> <p>Identify gaps in communication</p>	<p>Understand Community values and how to represent them in conjunction with student outcomes</p>	<p>Community members</p> <p>“Great on their Behalf” book</p> <p>Dr. Corneille and Administration</p>



**St. Anthony** **New Brighton**  
INDEPENDENT SCHOOL DISTRICT 282

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To: SANB Policy Committee

From: Superintendent, Renee Corneille

Date: August 19, 2025

Subject: Decision Regarding the Appeal of the Library Materials Review Committee's Recommendation for "Gender Queer"

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**Context:** This memorandum outlines a decision to acknowledge and address procedural flaws in the initial review of "Gender Queer" and to direct a new Library Materials Review Committee to undertake the reconsideration process with full fidelity to our district's policy 606.5. This is not a decision to uphold or overturn the previous committee's recommendation, but rather a determination that the process itself was compromised and must be conducted anew to ensure a fair, transparent, and defensible outcome.

**Acknowledgment of Procedural Flaws:** Our district is committed to a rigorous and transparent process for the selection and reconsideration of library materials, as outlined in Policy 606.5. This policy was recently adopted, and the review of "Gender Queer" represents its inaugural use. The documents provided by Dr. Tamika Fuller, (former) Director of Effective Instruction, and the parent's communication have brought to light several procedural inconsistencies that, while unintentional, could be perceived as a failure of due diligence.

- **Committee Composition Change:** The initial committee structure had to be changed between the first and second meetings to recruit two additional community members, as noted by Dr. Fuller (email communications and verbal conversations). While this adjustment was made to comply with the policy, it introduced an irregularity that could be seen as compromising the integrity of the process.
- **Concerns Over Bias and Transparency:** The parent's communication has raised concerns about the objectivity of the process (specifically perceived staff member's behavior and the selection of community members). While these claims do not necessarily invalidate the committee's work, they do highlight a loss of trust that must be addressed proactively to ensure community confidence in our procedures.



# St. Anthony New Brighton

INDEPENDENT SCHOOL DISTRICT 282

- **Lack of Explicit Conformance in Documentation:** Dr. Fuller also acknowledged that the committee's evaluation of the book's conformance with all selection criteria may not have been explicitly documented as a guide for the committee. This is a critical step outlined in our policy (606.5 VII D, 4, c and 606.5 V A) and in the ALA guidelines. This oversight, while perhaps minor, is significant in a process that requires a thorough, documented rationale.

**Directing a New, Untainted Process:** Given these challenges, I am directing a new Library Materials Review Committee to be formed. This action is the most ethical and sound path forward. It acknowledges the legitimate concerns of the parent and community members without prejudging the content of the book. As a district, we have a responsibility to adhere to our policies strictly, and going around or improperly implementing policy can be seen as "evidence of unconstitutional motivation when they have resulted in viewpoint based censorship of protected speech".

**The new committee will be tasked with the following:**

- Reviewing all district policy guidelines, criteria, and procedures, including those specific to the ALA, before beginning their review.
- Reading and evaluating "Gender Queer" in its entirety, applying all criteria outlined in Policy 606.5.
- Clearly documenting how the book either conforms to or fails to conform with the selection criteria.
- Submitting a report with a clear rationale for their final decision.

This "mistrial" approach demonstrates to the community that we take their concerns seriously and that our commitment to process integrity is paramount. It provides a new opportunity for a fair and transparent review that is not clouded by the initial procedural hiccups. This decision upholds the spirit of our policy, respects the rights of all stakeholders, and sets a clear precedent for how all future reconsideration processes will be handled.

**Recommended Policy 606.5 Revisions:**

- Section VII.D.2 - Edit suggestions as follows:
  - On an **annually basis** ~~as needed basis~~, the Superintendent or the superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). This committee shall include an odd number of members with the following stakeholders:
    - A. One member of the school district or building administration **designated annually by the superintendent.**
    - B. One to two teachers **(work with the union)**



**St. Anthony New Brighton**  
INDEPENDENT SCHOOL DISTRICT 282

- C. One **or two** library media specialist (or district media specialist or public librarian if the school district does not have a library media specialist)
- D. One to two members of the school district community (**define community as a parent/guardian and/or a citizen of the SANB district**) with no direct connection with the request for reconsideration
- E. One to two student representatives (as appropriate to the specific request).
- **F. One non-voting member of the committee could be a school board member**
- Section VII.D.2 - Edit suggestions as follows:
  - The complainant may not participate in or observe the committee's deliberations unless invited to do so by the committee. (**Policy Committee discussed this and discussed shifting this to the positive - may observe if requested by the committee**)
- Other Considerations:
  - Committee Member names can be shared publicly if asked.
  - Have the committee make a recommendation to the superintendent who then makes the final decision. This would then require the school board to make the decision if the superintendent's decision is appealed.
- Add timeline to the procedure form

*Adopted: Jan. 7, 2025*  
*Rev. June 2025*  
*Mandatory*

## **606.5 LIBRARY MATERIALS**

### **I. PURPOSE**

The purpose of this policy is to provide direction and to delegate responsibility for selection and reconsideration of library materials.

### **II. GENERAL STATEMENT OF PURPOSE**

The school board recognizes that library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The purpose of library materials is to meet the needs of all students. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials.

To ensure that library materials fulfill this role, the school board delegates to the superintendent or the superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection shall rest with professionally trained School Library Media Specialists with recognition that the school board has the final authority on selection of library materials. Parents and guardians have the right and the responsibility to determine their children's access to library materials.

### **III. DEFINITIONS**

- A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

For school districts with multiple school buildings, the term "library" refers to the resource within a specific school building.

Minnesota Statutes, section [124D.91](#), states that a school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators and that a school library or school library media center must have the following characteristics:

**Commented [1]:** incorrect statute number: should be 124D.991

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;
2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement (The district upholds the principles of intellectual freedom as codified in the Library Bill of Rights and the Freedom to Read Statement.)
3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
4. has technology and Internet access; and
5. is served by a licensed school library media specialist or licensed school librarian.

- B. “Library collection” consists of the library materials made available to students.
- C. “Library materials” are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials This term does not include materials made available to students as part of the curriculum.
- D. “Library media specialist” is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.
- E. The term media center is used interchangeably with library.

#### **IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS**

- A. The school board recognizes the expertise of the school district’s professional staff and the vital need of such staff to be responsible for selection of library materials.
- B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.

- C. The procedures for selection and reconsideration set forth in this policy will be administered by:
  - 1. a licensed library media specialist under Minnesota Rules, part 8710.4550;
  - 2. an individual with a master's degree in library science or library and information science; or
  - 3. a professional librarian or a person trained in library collection management.
  
- D. The school board may decline to purchase, lend, or shelve or remove access to library materials legitimately based on:
  - 1. practical reasons, including but not limited to shelf space limitations, rare or antiquarian status, damage, or obsolescence;
  - 2. legitimate pedagogical concerns, including but not limited to the appropriateness of potentially sensitive topics for the library's intended audience, the selection of library materials for a curated collection, or the likelihood of causing a material and substantial disruption of the work and discipline of the school; or
  - 3. compliance with state or federal law.

**V. SELECTION OF LIBRARY MATERIALS**

- A. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:
  - 1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;
  - 2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;
  - 3. Library materials shall not be excluded because of the race, nationality, religion, sex, gender, or political views of the writer;
  - 4. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students

for whom the materials were selected;

5. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):
  - a. Artistic quality and/or literary style;
  - b. Authenticity;
  - c. Critical thinking;
  - d. Educational significance;
  - e. Factual content;
  - f. High interest for intended audience; and
  - g. Readability.
6. The selection of library materials shall conform to the constraints of the school district budget.

B. The library media specialist shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.

C. The superintendent or the superintendent's designee shall be responsible for keeping the school board informed of progress on review and selection of each building's library materials.

D. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist or the **Director of Effective Instruction**.

E. Gifts and Donations of Library Materials

Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist. The school district's libraries welcome donations of books and other resource materials from individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection.

Commented [2]: Change role name?

Commented [3]: Superintendents's designee

In addition, financial donations to benefit school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

## VI. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school shall take reasonable steps to fulfill this request, but can not guarantee if the request of books exceeds a manageable amount for the media specialist. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials. Parents are required to make their requests in writing on an annual basis.

## VII. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL

A. The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy.

B. A school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness. Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made.

### C. Informal Request for Reconsideration of Specific Library Material

1. Requests for reconsideration of specific library material shall be directed to the library media specialist and the Director of Effective Instruction. The director of effective instruction and the library media specialist shall assume responsibility for processing the request on an informal basis.

Commented [4]: Change role name?

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2. The Director of Effective Instruction and/or the library media specialist shall provide an explanation to the individual who submitted the request. The explanation shall include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.

Commented [5]: change role name? Super. Designee

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3. If the request is not resolved informally, the director of effective instruction shall submit a report on the matter to the superintendent or the superintendent's designee. The requestor will have an option to initiate a Formal Request for Reconsideration.

Commented [6]: Change role name?

### D. Formal Request for Reconsideration of Specific Library Collection Material

1. A Formal Request for Reconsideration of specific library material is

initiated upon submission of a completed *Formal Request for Reconsideration of Specific Library Collection Material* form. The form must be completed in its entirety for each work that is subject to a request for reconsideration. The Director of Effective Instruction shall notify the superintendent or the superintendent's designee and the library media specialist of receipt of a completed Formal Request form.

Commented [7]: Change role name?

If specific library material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific library material, then the specific library material shall not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial Formal Request for Reconsideration.

2. On an as needed basis, the Superintendent or the superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). This committee shall include an odd number of members with the following stakeholders:

Commented [8]: annually?

- a. One member of the school district or building administration
- b. One to two teachers
- c. One library media specialist (or district media specialist or public librarian if the school district does not have a library media specialist)
- d. One to two members of the school district community with no direct connection with the request for reconsideration
- e. One to two student representatives (as appropriate to the specific request).

Commented [9]: Superintendent designee - building/district administrator (added to admin scope and sequence)

Commented [10]: Work with Union

Commented [11]: to two

Commented [12]: Define - all parents and guardians, and all people who live within our boundaries

3. The Review Committee shall establish a date upon which it will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy. The complainant may not participate in or observe the committee's deliberations unless invited to do so by the committee.

Commented [13]: Board member - non voting member to the committee? Preferably one from the policy committee.

Commented [14]: Recommendation to shift this to the positive - may observe if requested by the committee

4. The Review Committee
  - a. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;
  - b. shall examine the specific library material as a whole;

- c. shall examine the specific library material as to its conformance with the criteria for selection of library materials; and
  - d. shall submit a written report to the superintendent or the superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library material.
- 5. The superintendent or the superintendent's designee shall inform the requestor and the school board of the Review Committee's decision.
  - 6. The requestor may appeal the Review Committee's decision to the superintendent or the superintendent's designee by submitting a written appeal to the superintendent or the superintendent's designee within fourteen (14) days of submission of the Review Committee's decision to the requestor. The superintendent or the superintendent's designee shall provide a written decision on a requestor's appeal within a reasonable time period.

#### VIII. CHALLENGE REPORT

Upon the completion of a content challenge or reconsideration process in accordance with this policy, the school board must submit a report of the challenge to the Commissioner of the Minnesota Department of Education that includes:

- A. the title, author, and other relevant identifying information about the material being challenged;
- B. the date, time, and location of any public hearing held on the challenge in question, including minutes or transcripts;
- C. the result of the challenge or reconsideration request; and
- D. accurate and timely information on who from the school district the Department of Education may contact with questions or follow-up.

#### IX. PROHIBITION ON RETALIATION

The school district may not discriminate against or discipline an employee for complying with Minnesota Statutes, section 134.51.

**Legal References:** Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)  
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.09 (School Board Responsibilities)

Minn. Stat. § 124D.991 (Public School Libraries and Media Centers)  
Minn. Stat. § 134.51 (Access to Library Materials and Rights Protected)  
Minn. Rules Part 8710.4550 (Library Media Specialists)  
*Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico*, 457 U.S.  
853 (1982)  
*Virginia State Bd. of Educ. v. Barnette*, 319 U.S. 624, 642 (1943)

**Cross References:** MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety  
Policy)  
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)

**Other References:** [Library Bill of Rights](#)

**Sample Form: Formal Request for Reconsideration of Specific Library Collection Material**

Commented [15]: Timeline - in procedure or in policy? Review other districts' policies/procedures.

The St. Anthony-New Brighton school board adopted Policy 606.5 (Library Materials), under which the school board delegated responsibility for selection and evaluation of library materials to school district staff. This policy establishes procedures for Formal Reconsideration of specific library collection material.

A St. Anthony-New Brighton school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness. A separate request form must be completed per individual book title. An individual may request one challenge at a time to allow for the review committee to complete the process. The requestor must read the entire library material before submitting this form.

A requestor has the option to request Formal Reconsideration if the informal process set forth in Policy 606.5 has not resolved the matter.

The first step in the Formal Reconsideration process is submission of a fully completed Formal Request for Reconsideration form. A separate form must be completed in full for each library material item for which Formal Reconsideration is requested.

If you wish to request formal reconsideration of specific library collection material, please return a completed form to:

Director of Effective Instruction  
3303 33rd Ave NE  
St. Anthony MN 55418

Commented [16]: Change role name?

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\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Name of Requestor**

\_\_\_\_\_  
**Address**

\_\_\_\_\_

\_\_\_\_\_  
**Phone Email**

**Type of Library Material** (please check)

Book (e-book)	
Movie	
Magazine	
Database	
Newspaper	

Audio Recording	
Digital Resource	
App	
Streaming Media	
Other	

**Title:** \_\_\_\_\_

**Author/Producer:** \_\_\_\_\_

**Please explain the concern you have regarding this Library Material.**

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**Please explain the circumstances that brought this Library Material to your attention.**

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**After you have examined the entire Library Material, please identify the concerning sections.**

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**Please identify resources that may provide additional information and/or other viewpoints regarding this Library Material.**

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**Please set forth the ways in which you believe this Library Material does not comply with the selection objectives and criteria set forth in Policy 606.5**

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**Please set forth the resolution that you seek.**

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An acknowledgement of receipt of the request to review will be provided to the complainant within two days. Due to the complexity of the text/material a reasonable time frame will be used to review the material and provided to the complainant.

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<sup>1</sup>Library Bill of Rights: [https://drive.google.com/file/d/1GvXfihqm0x17VvYINje15vMJX4YFoEO6/view?usp=drive\\_link](https://drive.google.com/file/d/1GvXfihqm0x17VvYINje15vMJX4YFoEO6/view?usp=drive_link)

## Overview Policy 606.5 and Book Review Process

In January 2025, the school board adopted Policy 606.5, *Library Materials*, in alignment with Minnesota state statute.

Following that adoption, our district completed its first “Request for Reconsideration of Library Material,” utilizing the Book Review Committee as outlined in the policy. After the committee made its recommendation, an appeal was submitted to Superintendent Corneille. On August 10, at our Policy Committee meeting, Dr. Corneille presented her final recommendation regarding that appeal.

Tonight, the board will address two related but distinct matters:

1. **A specific book and process** – the appeal concerning the book *Gender Queer*.
  2. **Policy implications** – potential updates to Policy 606.5 to strengthen and clarify the language, and to ensure the process functions smoothly in the future.
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### Specific expectations for tonight’s Policy 606.5 discussion and decisions:

1. **Proposed changes to Policy 606.5**
  - **Update statute reference** under definitions.
  - Replace *Director of Effective Instruction* with *Superintendent Designee*.
2. **Book Review Committee composition**
  - Move to **annual assignment** to ensure membership is ready in advance.
  - Consider including a **board member**
    - Non-voting member
    - Could provide feedback to both Policy Committee and full School Board
  - Include **one building or district administrator** as Superintendent Designee.
  - Include **two teachers** (coordinate with union on time/pay).
  - Include **two media specialists**
    - One or both from non-involved buildings.
    - If from the involved building, consider non-voting status.
  - Include **two community members** (defined as parents/guardians or residents of SANB School District).
  - Include **1–2 students** (optional but encouraged).
3. **Section VII.D.3 – Participation of complainant/respondent**
  - Current: “The complainant may not participate in or observe the committee’s deliberations unless invited to do so.”
  - Proposed: Allow the complainant/respondent
    - to be present at the invitation of the Book review committee
    - to be present as an observer/listener during committee meetings
  - While Book Review committee membership and meetings are not publicized, they are discoverable via MN Data Practices requests and cannot be anonymous.
4. **Timelines**
  - Does the school board want to set a timeline for the Book Review Committee?
    - Option: At least three meetings within three months, final recommendation within four months.
    - Or: General timeline—final recommendation within X weeks/months.
    - Or: no specific timeline for committee
5. **Final decision process**
  - Currently: Superintendent/designee issues the final written decision after an appeal.
  - Policy statement also recognizes the school board’s final authority on library materials.
  - Question: Should the board include an option for a direct appeal to the school board after the superintendent’s decision?
6. **Other changes or concerns**



**St. Anthony** **New Brighton**  
INDEPENDENT SCHOOL DISTRICT 282

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To: St. Anthony New Brighton School Board  
From: Superintendent, Renee Corneille  
Date: August 19, 2025  
Subject: Analysis of 2024-2025 Employee Exit Survey Data

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**Context:** This memo provides an analysis of the exit survey data collected from 23 departing employees during the 2024-2025 school year. The departing employees included teachers, administrators, and support staff from both the elementary and secondary levels.

**Data:** The data reveals the following patterns regarding employee departures:

- **Primary Reasons for Departure:**
  - **Voluntary Departures:** Of these respondents, 35% cited building leadership and administrative issues. Other reasons included a lack of support, professional development concerns, work-life balance, job burnout, career transitions, retirement, and compensation.
  - **Involuntary Departures:** Reasons for involuntary departures were non-renewals for newer teachers and position eliminations and restructuring.
- **Leadership and Management Satisfaction:**
  - **Leadership and management satisfaction** were a key concern in the exit survey data. The report highlights a consistent concern with multiple respondents citing ineffective building administration. A recurring theme was a lack of classroom experience among evaluating administrators, which led to inadequate feedback and support.
  - **District Leadership:** Responses were mixed, with some appreciation for district-level support but also some frustration with the implementation of the Effective Instruction roll-out.
- **Compensation and Benefits:**
  - **Salary:** Multiple respondents stated that they could earn higher salaries in neighboring districts.

- **Benefits:** Benefits were generally rated as adequate, though some employees noted high deductibles for single employees. The data indicates that the district struggles to compete with larger neighboring districts.
- **Workplace Culture and Environment:**
  - **Positive Aspects:** The report noted strong relationships among teaching staff, a dedication to students and the community, and collaborative team environments.
  - **Areas of Concern:** The report described a strained culture between school administration and teaching staff, an "us-versus-them mentality," and a lack of trust and communication. The data also noted high stress and mental health impacts on employees.
- **Professional Development and Support Systems:**
  - **Onboarding:** The onboarding process for new employees was described as inconsistent and often inadequate. Specific issues included technology systems not being ready or accessible and a lack of systematic mentorship programs.
  - **Professional Development:** The Effective Instruction (EI) initiative received a mixed reception. Concerns were raised about a "one-size-fits-all" approach to professional development for K-12 staff, and the World Savvy coaching program was noted as having created confusion and competing messages.
- **Curriculum and Resources:**
  - The district experienced extended periods without sufficient curriculum materials, particularly in mathematics and literacy.
  - Recent curriculum adoptions received mixed reviews from staff.
  - Technology integration challenges and system compatibility issues were reported.
  - The data also indicated insufficient behavioral support resources.

**Actions:** A new HR & Operations Coordinator was hired in January 2025. Much of this position was in response to the onboarding data received by new staff surveys. Since that time, on-boarding and off-boarding processes have been created and implemented. These include a new Exit Survey, an Exit Checklist, and a defined process for new hires from posting to their first day. The district continues to respond to the data from exit survey data to ensure staff feel a sense of belonging.

**Memorandum**

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

**From:** Superintendent Corneille

**Date:** August 19, 2025

**Subject:** Discussion Board Support Position

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**Objective:** The District Administration proposes the contractual engagement of a current School Board member to manage specific aspects of board meeting preparations. This includes the preparation of board packets and agendas, as well as the technical processes involved in compiling and uploading agenda items to the Board Book platform. Detailed descriptions of the job duties associated with this engagement are provided in this memorandum.

**Background and Context:** This proposal was previously approved by the School Board at the May 6, 2025 Board Meeting. That contract ended June 30, 2025. The Board understands and acknowledges the provisions within Minnesota state law that permit school board members to be employees of the school district they serve. It was also noted that such arrangements are subject to specific limitations outlined in Minnesota Statutes 123B.195 [1] and 123B.09. These limitations pertain to the scope of employment, a maximum earnings capacity of \$20,000 within a fiscal year, and restrictions regarding benefits tied to certain insurance incentives, as detailed in Minnesota Statutes 123B.09 [2].

**Proposed Scope of Work** The District Administration is seeking to continue to engage Board Member Laura Oksnevad to support the development of Board Packet Materials and Agendas. The engagement of Director Oksnevad will be strictly limited to the duties outlined below:

- Support the organization, assembly, and distribution of School Board agendas, including all supporting documentation, to School Board members and the public (e.g., disseminating agendas to building-level administrative assistants for posting in school buildings, ensuring agendas are accessible via Board Book on the ISD282 website).
- Support the preparation of School Board meeting sites.
- Ensure that all audio/visual equipment and Zoom requirements are properly configured for all School Board meetings. This includes working directly with NineNorth.
- Prepare official minutes, coordinate with district staff for the publication of approved minutes as legally required, and manage follow-up actions on School Board decisions.
- Provide advice on parliamentary procedures (Robert's Rules of Order) to the Board Chair, when requested.

- Prepare materials for the purpose of public information dissemination. This is primarily providing the district's official newspaper with school board minutes and ensuring the school board website is updated through Board Book.
- In consultation with the Board Chair and Superintendent, post/publish a calendar or schedule of events.
- Provide historical information related to school board agendas, official activities, and decisions to the School Board and Superintendent, when requested.

**Proposed Compensation** The Administration proposes the following compensation structure: Director Oksnevad will be allocated a bank of 600 hours to complete the specified job requirements between the present date and December 31, 2025.

- Director Oksnevad will be compensated at an hourly rate of \$30 for each hour worked.
- Director Oksnevad will be required to maintain a detailed spreadsheet of hours worked.
- This record will be reviewed monthly by the Superintendent and the Executive Director of Academics prior to the issuance of payment.

**Recommendation:** Following thorough discussion, the District Administration recommends that the School Board approve the limited-scope engagement of Director Laura Oksnevad. The Administration submits the following resolution for the Board's consideration.

**(RESOLUTION BELOW)**

## **Resolution to Employ School Board Member for Limited Duties**

**WHEREAS**, the St. Anthony New Brighton School Board has reviewed the proposal to engage a current board member to manage board meeting preparations, including board packets, agendas, and related technical processes; and

**WHEREAS**, the board acknowledges that Minnesota state law (MN Statutes 123B.195 [1] and MN Statutes 123B.09) permits the employment of a school board member by the school district under certain limitations; and

**WHEREAS**, the proposed employment of Board Member Laura Oksnevad will be limited in scope to the following duties, as discussed and agreed upon by the board:

- Supports the organization, assembling, distribution of School Board agendas with supporting documentation (board materials) to School Board members and the public.
- Supports the preparation of School Board meeting sites.
- Ensures all audio/visual along with Zoom requirements are set up for all School Board meetings.
- Prepares official minutes, arranges for publication of approved minutes, and follows up on School Board decisions.
- Provides advice regarding parliamentary procedures (Roberts Rules) to the Board Chair when requested.
- Prepares data for public dissemination of information.
- Posts/publishes a calendar or schedule of events in consultation with the Board Chair and Superintendent.
- Provides historical information related to school board agendas, official activities and decisions to the School Board and Superintendent when requested.

**WHEREAS**, the compensation for these services will be a bank of 600 hours to be used between now and Dec. 31, 2025, at a rate of \$30 per hour, with hours tracked and reviewed monthly by the Superintendent and Executive Director of Academics; and

**WHEREAS**, the board has had the opportunity to discuss this proposal, as presented at the April 15, 2025, School Board Work Session;

**NOW, THEREFORE, BE IT RESOLVED**, that the St. Anthony New Brighton School Board, by majority vote, approves the employment of Board Member Laura Oksnevad for the limited duties as described herein, subject to the terms and conditions outlined in this resolution and in accordance with Minnesota Statutes 123B.195 [1] and MN Statutes 123B.09.

**BE IT FURTHER RESOLVED**, that this resolution shall retroactively take effect July 1, 2025.