

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

Tuesday, May 5, 2026 6:00pm Listening  
Session, 6:30pm Regular Meeting

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

## **Agenda**

1. Listening Session (6:00 pm)  
**Speaker(s):** Dr. Cassandra Palmer - Chair
2. Call to Order School Board Regular Meeting (6:30pm)  
**Speaker(s):** Dr. Cassandra Palmer - Chair
3. Ceremonial Oath of Office  
**Speaker(s):** Dr. Cassandra Palmer - Chair
4. Approval of Agenda  
**Speaker(s):** Dr. Cassandra Palmer - Chair
5. Approval of Consent Agenda  
**Speaker(s):** Dr. Cassandra Palmer - Chair
6. Discussion Items
  - 6.1. Wilshire Park Principal Hiring Update and SAMS Principal Hiring Update  
**Speaker(s):** Dr. Renee Corneille, Superintendent and Matt Menier, Director of Principal Leadership and Learning
  - 6.2. Communications Report  
**Speaker(s):** Communications Specialist Jada Richard and CESO Communications Senior Strategist Susan Brott
  - 6.3. Policy 423 - Employee Student Relationships  
**Speaker(s):** Hope Fagerland, Assistant Superintendent and Laura Haas
  - 6.4. Policy 425 - Staff Development and Mentoring  
**Speaker(s):** Hope Fagerland, Assistant Superintendent and Laura Haas
  - 6.5. Policy 722 - Public Data and Data Subject Requests  
**Speaker(s):** Hope Fagerland, Assistant Superintendent and Laura Haas
  - 6.6. Policy 905 - Advertising  
**Speaker(s):** Hope Fagerland, Assistant Superintendent and Laura Haas
  - 6.7. Budget Draft and Recommendations  
**Speaker(s):** Dr. Renee Corneille, Superintendent and Hope Fagerland, Assistant Superintendent
  - 6.8. 2026-2027 School Year Board Meeting Dates  
**Speaker(s):** Dr. Cassandra Palmer - Chair
7. ISD 282 Program and Building Report  
**Speaker(s):** Hope Fagerland, Assistant Superintendent
8. Board Reports
9. Adjourn School Board Meeting  
**Speaker(s):** Dr. Cassandra Palmer - Chair



## Ceremonial School Board Member Oath of Office

It is an honor that you were appointed to guide the education of our community's children. As you recite the oath of office, you assume a tremendous responsibility as a director of our school district with the duties empowered by the Minnesota Legislature. This power puts you and the other members of our school board in the position of being both morally and legally responsible for equitable, quality education of every student in the district.

In carrying out this responsibility, you will be asked to fulfill the roles of vision, structure, accountability, and advocacy. In providing vision, the board, with extensive participation of the community, envisions the community's educational future and then formulates the goals, defines the outcomes, and sets the course for the public schools.

To achieve the vision, the board establishes a structure and creates an environment designed to ensure all students the opportunity to attain their maximum potential through a sound organizational framework.

Because as a board we must be accountable to the community, we must ensure a continuous assessment of student achievement and all conditions affecting the education of our children. As board members, we serve as education's key advocate on behalf of students and our community schools to advance the vision for our schools.

Furthermore, we must strive to work together with the superintendent and staff to lead the district toward fulfilling the vision we have created, fostering excellence for every student in the areas of academic skills and knowledge, citizenship and personal development.

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Having signed the acceptance of office and oath of office, I hereby publicly affirm my commitment to the oath of office: I swear/affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No.282 to the best of my judgment and ability.

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Member

\_\_\_\_\_  
Date

**SCHOOL BOARD CONSENT AGENDA**  
**May 5, 2026**

PRESENTER(S): School Board Chair

**1. Personnel**

Hire(s)

Last Name	First Name	Position	School	Date Effective
Dinkel	Gina	English/Language Arts	SAVHS	08.19.26
Konold	Marina	Fourth Grade Teacher	WP	08.19.26

**2. Payment of Bills Checks Paid**

01- General Fund	\$142,060.91
02- Food Service Fund	\$15,809.86
03- Transportation Fund	\$392.09
04- Community Serv Fund	\$440.02
05- Capital Expenditure Fund	\$345,429.64
09- Trust Fund	\$696.06
25- Student Activities	\$11,028.79
<b>Total: \$</b>	<b>\$515,857.37</b>

**3. Minutes - Meeting Minutes of 4/21/26 work session.**

**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.)*

Policy	Type of Policy	Update
Policy 211 - Criminal or Civil Action Against School District,	Local/Recommended	Changes "Minn. Stat. § to Minnesota Statutes Section" Change to gender neutral term

<p>School Board Member, Employee or Student</p>		<p>Revised language to be more concise "U.S.C." to "United States Chapter Code" Couple of updates in Legal References</p>
<p>Policy <a href="#">401</a> - Equal Employment Opportunity</p>	<p>Mandatory</p>	<p>More concise terminology Add paragraph identifying Title IX Coordinator Update contact information Section 504 coordinator Update address/contact info for claims Add language regarding grievance reporting Update address of Office of Civil Rights Update legal references</p>
<p>Policy <a href="#">530</a> - Immunization Requirements</p>	<p>Legal</p>	<p>Change "Section" to "Paragraph" Change "Section" to "Article" Change some language to be more concise Add: FERPA language Add: language regarding transfer of student's immunization records Change "Department of Education" to "Minnesota Department of Education" Add a Resource</p>
<p>Policy <a href="#">613</a> - Graduation Requirements</p>	<p>Legal</p>	<p>Changed "academic year" to "academic semester" Updated paragraph reference to new paragraph Add paragraph regarding Ethnic Studies Add additional Legal References and Resources</p>
<p>Policy <a href="#">616</a> - School District System of Teaching and Learning for Accountability</p>	<p>Mandatory</p>	<p>Alphabetize definitions More concise language such as "Advisory Committee" changed to "District Advisory Committee" Take out: "an evaluation of student progress committee" "Site has not made adequate yearly progress for two consecutive school years the Advisory Committee" Add: state and school academic standards consistent with Minnesota Statutes, section 120B.11, subdivision 2. Change reference from "world's best workforce" to "comprehensive achievement and civic readiness" Added paragraph regarding reporting annually class size and whether programs funded with compensatory revenue are consistent with best practices Update Legal References</p>

<p>Policy <a href="#">620</a> - Credit for Learning</p>	<p>Mandatory</p>	<p>Updated language to be more concise          Changed Minn. Stat. to "Minnesota Statutes"          Changed "the North Central Association of Colleges and Schools" to "an accreditor recognized by the United States Department of Education"          Add paragraphs 5D. And E and VI. Credit for Employment with Health Care Providers          Add paragraph IX.C. regarding "district does not offer weighted grades"          Updated Legal References</p>
<p>Policy <a href="#">712</a> - Video Recording          Other Than on Buses</p>	<p>Local/Recommended</p>	<p>Changed "electronic surveillance" to "recording"          Clarified language around bathroom and locker room monitoring          Updated Legal References/Resources</p>

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

To: ISD 282 School Board  
From: Susan Brott, APR, Senior Strategist & Jada Richard, CESO Communications Specialist  
Date: May 5, 2026  
Subject: Communications

Included with this report are the School Board engagement framework materials that were originally shared in Fall 2025. These resources outline the purpose, structure, and best practices for community engagement, including the distinction between governance and management roles and the Board's role in listening, monitoring, and using input to inform decision-making.

While we will not be reviewing these materials in detail at the May 5 meeting, they will serve as the foundation for the Board's upcoming professional development session on May 12. That session will provide an opportunity to revisit and build on this framework, with a focus on aligning engagement priorities and approach moving forward.

As part of that discussion, engagement efforts in Fall 2026 will be prioritized to support the superintendent search process, ensuring opportunities for community input are clear, structured, and aligned with the Board's governance role and community engagement goal.

Board members are encouraged to review the attached materials in advance. If there are any initial clarifying questions, we are happy to address those briefly at the May 5 meeting.

# Communications Report

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May 5, 2026

# 2025 – 2026 DISTRICT STRATEGIC COMMUNICATIONS PLAN

## Foundation & Progress

*originally shared with*  
**School Board on**  
**Sept. 30, 2025**

### **A clear, strategic framework**

- Guides all district communications
- Grounded in research, stakeholder feedback, and district priorities
- Focused on clarity, consistency, transparency, and engagement

### **Designed to be adaptable**

- Addresses internal, external, and community communication
- Includes both district and Board engagement

### **A year of change**

- Significant transition and evolving priorities
- Not all tactics implemented as originally planned
- The plan remained the backbone for communication work



# Strategic Communication Plan Goals

01

**Enhance Brand  
Alignment**

02

**Strengthen  
Internal  
Communication**

03

**Elevate External  
Communication**

04

**Foster Family  
Partnerships**

05

**Build Community  
Confidence**

06

**Expand  
Engagement**



Keep families **informed** about district decisions, happenings, and highlights throughout the school year. My goal is to help families feel **connected** to and **engaged** in the life and culture of our schools.



# Clear. Consistent. Aligned.

## DIGITAL COMMUNICATIONS

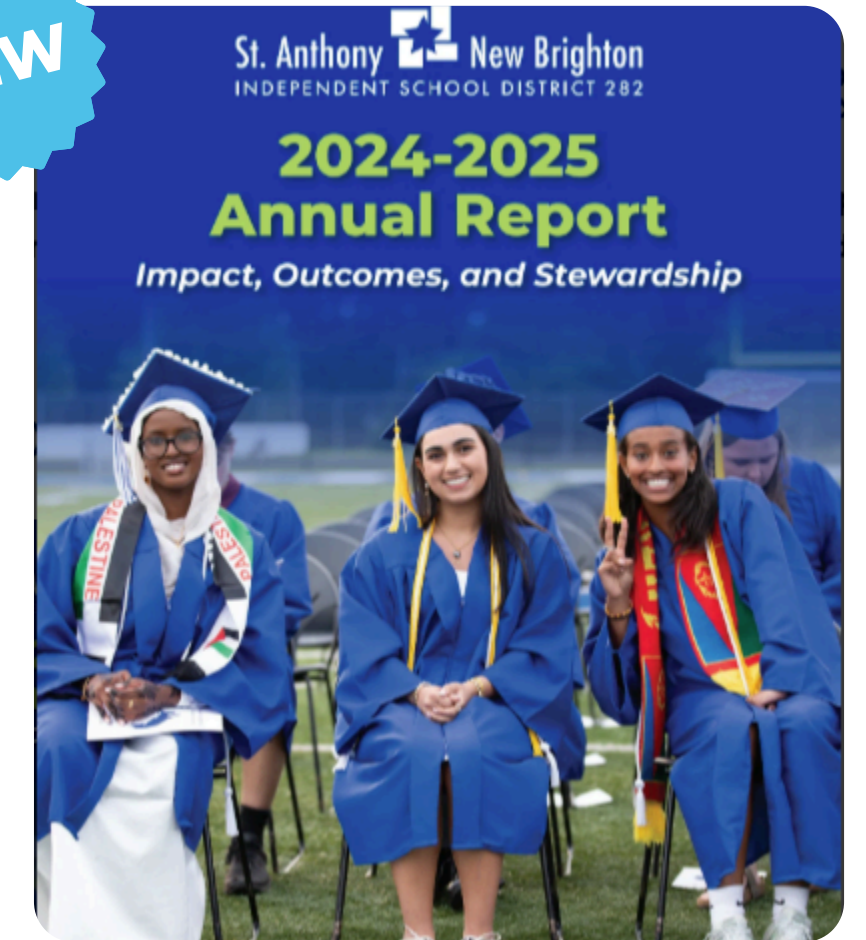
- KDS (*weekly internal updates for staff*)
- Brighter Bulletin (*biweekly updates for families & staff*)
- Board Briefs (*post-meeting summaries for families & staff*)

## SOCIAL & DIGITAL PLATFORMS

- Facebook (*timely updates, stories, and community connection*)
- District Website (*district information, updates and resources*)

### Website Update (Spring 2026 Audit)

- Audit completed
- Updates planned for Fall 2026
- Focus: usability, accessibility, consistency



**Ongoing Communication Channels**



# Communications Stats



## 99,442 Views

The number of times content was played or displayed.  
16% increase from November 2025.

## Website

Calendar  
Staff Directory  
Careers  
Skyward

## ParentSquare

Average Open Rate: 70%

PAGE TITLE AND SCREEN CLASS	VIEWS	ACTIVE USERS	EVENT COUNT	BOUNCE RATE
Home - St. Anthony - New Brighton School Dist...	10K	5.1K	59K	27.1%
Calendar - St. Anthony - New Brighton School ...	5.9K	1.9K	15K	34.5%
Staff Directory - St. Anthony - New Brighton Sc...	5.2K	1.8K	24K	29.7%
Careers - St. Anthony - New Brighton School Di...	4K	2.1K	21K	26.3%
Skyward - St. Anthony - New Brighton School D...	2K	648	7.5K	32.6%
School Board - St. Anthony - New Brighton Sch...	1.7K	753	9.4K	23.2%
News Articles - St. Anthony - New Brighton Sch...	1.2K	900	3.3K	90.3%



St. Anthony - New Brighton Schools  
Published by Jada Richard · December 17, 2025

Last night was the final school board meeting for Laura Osknevad and Mike Overman. Laura served our district for 12 years, and Mike for 4 years, each bringing a tenacious work ethic and a deep commitment to public education.

We are so thankful for the countless hours, thoughtful decisions, and steady leadership they gave to SANB Schools.

Laura and Mike's impact will be felt for years to come and we wish them all the best enjoying their newfound free time on Tuesday nights! ❤️❤️❤️



# Most Popular FB Content



St. Anthony - New Brighton Schools  
Published by Jada Richard · April 9 at 6:00 PM

SAVHS senior Maitreya Reeder was recently the student keynote speaker at the America's Future Summit, a youth leadership competition where teens develop and pitch civic solutions for America's future. Maitreya's team pitched their idea to create voter education videos developed by and for youth, focused on voter registration, voting, and engaging in the legislative process.



St. Anthony - New Brighton Schools  
Published by Jada Richard · February 27

Second graders celebrated their 100th day of school with a variety of fun and engaging activities! They participated in 100-day challenges, like flipping a coin 100 times, and wrote creative stories about what they would do when they turn 100.

As a special twist, their teachers joined in the fun by "aging" 100 years, adding a humorous touch to the celebration. It was a day full of excitement, learning, and imaginative thinking! 🎉👴👵



Proposed updates for 2026-27 focus on communication **timing**, evaluating **outreach to the broader community**, and input through a **communications advisory group**.

## Anticipated Communications Changes

**TIMING**

**PLATFORMS**

**COMMUNICATIONS  
ADVISORY GROUP**



**The Communications Advisory Group will review examples of school and district communications to assess whether they help families **understand what's happening** every week/month and **what's expected** throughout the school year as it **relates to their student's education, activities, and well-being** and the mission and vision of St. Anthony-New Brighton Schools.**





# *From Strategy to Practice*

**The plan has guided communication  
across the district**

**Work this year reflects  
both structure and adaptability**





# Community Engagement

Engagement as part of Strategic Communications

Engagement is integrated within the Strategic Communications Plan

The focus is on supporting transparency, trust, and two-way communication

Strategies include both district-level and board-level engagement



## Shared Fall 2025

- Defined types and purposes of engagement
- Clarified roles of Board and Administration
- Grounded in best practices for effective engagement

**The framework provides a foundation for  
consistent, aligned engagement**



# Board Alignment Discussion on Engagement

- Opportunity to revisit and build on the existing framework
- Focus:
  - Engagement priorities
  - Board role
  - Superintendent search engagement

## School Board Professional Development Session

*May 12, 2026*



# Questions



**THANK YOU**





# St. Anthony-New Brighton

## *School Board Engagement*

### Community Engagement Types, Purposes & Roles

#### ***Understanding Community Engagement & Governance***

Community engagement refers to the intentional efforts school districts make to inform, consult, involve, collaborate with, and empower stakeholders. Different types of engagement serve different purposes and audiences, depending on the decision at hand and the level of community involvement needed.

School boards are responsible for governance—setting direction, policy, and accountability. Community engagement supports that role when done with clear boundaries and purpose.

<b>Governance vs. Management</b>	
<b>Governance (Board)</b>	<b>Management (Administration)</b>
<ul style="list-style-type: none"> <li>✓ Sets vision and policy</li> <li>✓ Approves strategy</li> <li>✓ Holds administration accountable</li> <li>✓ Listens to stakeholders</li> <li>✓ Speaks as one body</li> </ul>	<ul style="list-style-type: none"> <li>✓ Designs and leads engagement processes</li> <li>✓ Recommends options</li> <li>✓ Operates day-to-day systems</li> </ul>
<b>Engagement Roles &amp; Responsibilities</b>	
<ul style="list-style-type: none"> <li>✓ Use your influence to reinforce the importance of engagement.</li> <li>✓ Support, but don't lead, operational processes.</li> <li>✓ ASK – Is this governance or management?</li> <li>✓ Do not blur the lines. The board should monitor, not manage, engagement.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clarify the purpose of engagement upfront.</li> <li>✓ Match engagement level to the impact of the decision.</li> <li>✓ Don't seek input if the decision is already made.</li> <li>✓ Use multiple methods to ensure inclusion.</li> <li>✓ Center equity—ensure all voices are heard.</li> </ul>



## Finding the Right Engagement Format

Type	Goal/Purpose	Audience(s)	Examples	Best Use	Board Role
INFORM	Provide clear, timely information	General public, families, staff, students, community partners	Newsletters, website updates, budget summaries, fact sheets, presentations, webinars	When the district needs to build awareness or clarify decisions that are already made	<ul style="list-style-type: none"> <li>✓ Ensure consistent communication</li> <li>✓ Stay informed for decision-making</li> </ul>
CONSULT	Gather stakeholder input	Families, staff, students, community members, advisory groups	Surveys, focus groups, public comment periods, listening sessions	While there is room for input, the final decision rests with the board or administration	<ul style="list-style-type: none"> <li>✓ Encourage transparency</li> <li>✓ Listen, but don't direct outcomes</li> </ul>
INVOLVE	Include stakeholders in framing options	Affected families, staff, student reps	Student panels, family learning nights, fishbowl conversations, gallery walks, focused conversations, world cafés	For complex issues that require deeper understanding of community perspectives	<ul style="list-style-type: none"> <li>✓ Monitor alignment with board goals</li> <li>✓ Avoid directing the process</li> </ul>
COLLABORATE	Co-create solutions with stakeholders	Advisory groups, community partners, parents, students	Task forces, advisory committees, focused dialogues, restorative circles	For large-scale decisions requiring shared ownership (e.g., facilities planning, strategic planning).	<ul style="list-style-type: none"> <li>✓ Approve collaborative efforts</li> <li>✓ Make decisions based on input</li> </ul>
EMPOWER	Delegate decision-making	Voters, site councils, student/parent-led efforts	Referendums, school-based budgeting teams	When shared governance or democratic decision-making is required	<ul style="list-style-type: none"> <li>✓ Support democratic processes</li> <li>✓ Respect outcomes</li> </ul>



# St. Anthony-New Brighton

## *School Board Engagement*

Sept. 30, 2025

## School Board Engagement Plan

### Purpose

To establish a clear, predictable set of engagement practices that reinforce governance (vision, policy, accountability), build trust, and create authentic opportunities for the SANB School Board to listen and connect with the community.

### Engagement Calendar

#### Ongoing Engagements

- **Board Listening at Meetings**

Public comment at regular Board meetings; members listen, note themes, and refer operational concerns to administration.

  - **PURPOSE:** Provide a formal, transparent opportunity for community members to share perspectives directly with the School Board, ensuring members can listen to community voices, note themes, and consider input in governance decision-making.
  - **FORMAT:** Public comment. Board members listen and note governance-level themes.
  - **BOARD ROLE:** Acknowledge input, listen without debate, and use themes for governance consideration.
  - **LOCATION:** Boardroom during regular meetings.
- **Board Briefs in Brighter Bulletin**

Biweekly updates highlighting Board actions, governance priorities, and upcoming agenda items.

  - **PURPOSE:** Keep families, staff, and the broader community consistently informed about School Board actions and priorities by sharing accessible, plain-language updates that build transparency and trust.



- **FORMAT:** Biweekly (approximately) written recap of Board decisions and upcoming agenda items
- **BOARD ROLE:** Reinforce unity of voice
- **LOCATION:** Delivered electronically to all families, staff, and community subscribers

## Monthly Engagements

- **Informal Listening Sessions**

Monthly, small-group gatherings hosted by two to three board members in accessible community locations, designed to build relationships and hear community perspectives in a casual, approachable setting without engaging in operational debate.

- **PURPOSE:** Build relationships and hear informal input in accessible spaces.
- **FORMAT:** 2–3 board members (no quorum) host casual conversations with residents; rotating schedule of members
- **BOARD ROLE:** Listen, thank, and bring themes back to the Board; avoid operational debate..
- **LOCATION:** Rotate venues to reach diverse audiences. Examples:
  - Local coffee shops or cafés (informal drop-in atmosphere).
  - Community centers (family-friendly and accessible).
  - Apartment complexes (especially those with higher concentrations of families or multilingual residents).
  - Senior housing or assisted living facilities (to connect with older residents, many of whom are voters).
  - School commons areas before/after student events (to capture parent voices).



## Quarterly Engagements

- **Structured Community Conversations**

The SANB School Board's quarterly community dialogues are structured, topic-focused conversations held in welcoming community spaces, where members listen and learn alongside residents through guided small-group discussions that surface shared values, hopes, and challenges to inform long-term governance decisions.

- **PURPOSE:** Deep listening on governance-related themes (student achievement, equity, facilities).
- **FORMAT:** District-facilitated structured dialogue (*e.g. May 2025 Community Conversation*)
- **BOARD ROLE:** Provide governance context at the opening, listen during small-group conversations, approve public summary.
- **LOCATION:** Accessible, welcoming community spaces. Examples:
  - High school commons or gym (capacity for large groups).
  - Churches, synagogues, or mosques that already host community gatherings.
  - Public libraries or civic centers (neutral ground, strong trust).
  - Partner spaces (business or nonprofit conference spaces).

## Annual Engagements

- **Annual Engagement Report** – *Shared publicly at a spring Board meeting.*  
A springtime summary presented at a public Board meeting that highlights themes, outcomes, and participation from the year's engagement efforts, demonstrating accountability and follow-through.
- **Annual Report to the Community** – *Mailed/email publication including a Board-authored section (see District Communications Plan).*  
A comprehensive yearly publication that showcases district achievements and includes a Board-authored section clarifying governance priorities, progress, and vision.
- **Board Professional Development Retreat (Fall)** – *Governance and engagement refresh.*  
An annual learning session for board members focused on strengthening governance practices, clarifying roles, and refining engagement strategies.



- **Community Survey (Spring)** – *Distributed electronically and on paper at key community gathering spots (library, senior center, schools).*  
A broad outreach tool produced in coordination with the district's communication effectiveness survey that includes community perceptions of the Board's transparency, trust, and communication to shape future governance priorities.
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## NOTES

### Location Rotation Guidance

To maximize reach:

- **Balance “in-district” and “out-in-the-community”:** At least half of informal listening sessions should be held outside of school buildings.
- **Intentional outreach to targeted populations:** Use session rotation to ensure every community group is reached at least once during the year (families with young children, multilingual residents, senior citizens, renters, homeowners).
- **Accessibility considerations:** Evening and daytime offerings; spaces with parking, transit access, and ADA accessibility.

### Quick View Calendar

- **Ongoing:** Board Listening at Meetings, Board Briefs in Brighter Bulletin.
- **Monthly:** Informal Listening Sessions (2–3 board members).
- **Quarterly:** Structured Community Conversations (topic-based, district-facilitated).
- **Annually:** Engagement Report, Annual Report to Community, PD Retreat, Community Survey.

*Original 2009  
Rev. December 1, 2015  
Rev. April 2026*

**423 EMPLOYEE - STUDENT RELATIONSHIPS**

**I. PURPOSE**

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

**II. GENERAL STATEMENT OF POLICY**

- A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.
- B. At all times, students will be treated by teachers and other school district employees with respect, courtesy, and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.
- C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.
- D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.
- E. Other actions that violate this policy include, but are not limited to, the following:
  - 1. Dating students.
  - 2. Having any interaction/activity of a sexual nature with a student.
  - 3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.
  - 4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent

such access from occurring.

- F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

*[Note: Such safeguards may include the following: avoiding altogether or minimizing physical contact, keeping doors open when talking or meeting with students one-on-one, and/or making sure that such meetings with a student take place in rooms with windows and/or others nearby.]*

- G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.
- H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

### **III. REPORTING AND INVESTIGATION**

- A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with Policy 103 (Complaints – Students, Employees, Parents, Other Persons) unless other specific complaint procedures are provided within any other policy of the school district.
- B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

### **IV. SCHOOL DISTRICT ACTION**

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

### **V. SCOPE OF LIABILITY**

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

**Legal References:** Minn. Stat. § 13.43, Subd. 16 (~~Personnel Data School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact~~)  
~~Violence or Inappropriate Sexual Contact~~  
Minn. Stat. § 122A.20, Subd. 2 (Suspension or Revocation of Licenses ~~Mandatory Reporting to Minnesota Professional Educator Licensing and Standards Board or Board of Teaching School Administrators~~)  
Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (~~Employment; Contracts; Termination Mandatory immediate discharge of teachers with license revocations due to child or sex abuse convictions~~)  
Minn. Stat. §§ 609.341-609.352 (Defining “intimate parts” and “position of authority” as well as detailing various sex offenses)  
Minn. Stat. ~~§ 626.556~~ Ch. 260E (Reporting of Maltreatment of Minors)  
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)  
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)  
Minn. Rules Part ~~8700.7500~~ 8710.2100 (Code of Ethics for Minnesota Teachers)

**Cross References:** MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)  
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)  
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)  
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)  
MSBA/MASA Model Policy 507 (Corporal Punishment)

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

*MSBA/MASA Model Policy 425*  
*Orig. 2001*  
*Rev. March 2026*  
*Legal*

**425 STAFF DEVELOPMENT AND MENTORING**

~~[NOTE: The provisions of this policy substantially reflect statutory requirements.]~~

**I. PURPOSE**

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

**II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS**

1

A. The school board will establish an Advisory Staff Development Committee to develop a Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.

~~2. Members of the Advisory Staff Development Committee shall be appointed by the school board. Committee members shall serve a two-year term<sup>2\*</sup> based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.¶¶~~

B. The school board will ~~direct district administration to establish~~ establish the Site

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<sup>1</sup> The “*Site Professional Development Team*” may be known by various names depending on the school building.”

~~<sup>2\*</sup> This time period may be changed to accommodate individual school district needs.¶¶~~

¶¶

## Professional Development Teams.

1. ~~Members of the Site Professional Development Teams will be appointed by the school board. Team members shall serve a two-year term\* based upon nominations by board members, teachers, and paraprofessionals. The school board shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.~~<sup>¶¶</sup>
2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

### III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

- A. The Advisory Staff Development Committee will ~~work to support the development of the a~~ Staff Development Plan that will be reviewed and subject to approval by the school board. ~~twice a year.~~<sup>3\*</sup>
- B. The Staff Development Plan must contain the following elements:
  1. Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school board;

~~[NOTE: The board-determined education outcomes for your district could be inserted here.]~~

2. The means to achieve the Staff Development outcomes;
3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;
4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
  - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
  - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied

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<sup>3</sup>~~This time period may be changed to accommodate individual school district needs.~~<sup>¶¶</sup>



and experiential learning settings, and other settings;

- c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
- d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
- e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
- f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
- g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

5. The Staff Development Plan also must:

- a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
- b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
- c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;
- d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
- e. Reinforce national and state standards of effective teaching practice.

6. Staff development activities must:

- a. Focus on the school classroom and research-based strategies that improve student learning;

- b. Provide opportunities for teachers to practice and improve their instructional skills over time;
  - c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
  - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
  - e. Align with state and local academic standards;
  - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
  - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
  - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
  - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

~~[NOTE: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes, section 122A.40, Subdivisions. 7 and 7a, or Minnesota Statutes, section 122A.41, subdivisions. 4 and 4a, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training~~

~~which enable teachers to achieve the staff development outcomes enumerated above in Section III.B.4.]~~

- C. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the Staff Development Plan.
- D. ~~The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board on a quarterly basis<sup>4\*</sup> the extent to which staff at the site have met the outcomes of the Staff Development Plan.¶¶~~
- E. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.
- F. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

#### **IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM**

- A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. ~~The school board will review the site plans for consistency with the Staff Development Plan twice a year.\*¶¶~~
- B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.
- C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

#### **V. STAFF DEVELOPMENT FUNDING**

- A. Unless the school district is in statutory operating debt or a majority of the school

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~~<sup>4\*</sup> This time period may be changed to accommodate individual school district needs.¶¶~~



board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. . To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher’s workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district’s teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

- B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher’s knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes, section 122A.61.

## VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. The Advisory Staff Development Teams will support the development of the Staff Development funds. The Staff Development Funds will be incorporated as part of the yearly budget development process. ~~On a yearly<sup>5\*</sup> basis,~~ the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the Advisory Committee shall

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<sup>5\*</sup> ~~This time period may be changed to accommodate individual school district needs.~~



be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board ~~as part of budget review process. and/or superintendent for consistency with the Staff Development Plan on a quarterly basis.\*~~

- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.
  
- D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds. or funds available under Minnesota Statutes, sections 124D.861 and 124D.862, may include:
  - 1. additional stipends as incentives to mentors of color or who are American Indian;
  - 2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;
  - 3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or
  - 4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

To the extent the school district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

## VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. ~~The school district must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.~~
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.
- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.
- E. ~~For the 2024-2025 school year only, a school may reduce the hours of training required in paragraphs (b) to (c) to a minimum of six hours and must pay for paraprofessional test materials and testing fees for any paraprofessional employed by the school district during the 2023-2024 school year who has not yet successfully completed the paraprofessional assessment or met the requirements of the paraprofessional competency grid.¶~~

~~[NOTE: The 2024 Minnesota legislature added these provisions. Paragraph E is in effect for the 2024-25 school year only.]¶~~

## VIII. REPORTING

- A. The school district and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's ~~world's best workforce~~ comprehensive achievement and civic readiness report. ~~This report will be incorporated into a more comprehensive budget review process.~~
  - 1. The report ~~will~~ must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, ~~including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.~~

2. The report will provide a breakdown of expenditures for:
  - a. Curriculum development and curriculum training programs;
  - b. Staff development training models, workshops, and conferences; and
  - c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

~~3. The report will be signed by the superintendent and staff development chair.~~

- B. To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

**Legal References:** Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)  
 Minn. Stat. § 120A.415 (Extended School Calendar)  
 Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
 Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)  
 Minn. Stat. § 121A.642 (Paraprofessional Training)  
 Minn. Stat. § 122A.187 (Expiration and Renewal)  
 Minn. Stat. § 122A.40, Subds. 7, 7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)  
 Minn. Stat. § 122A.41, Subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)  
 Minn. Stat. § 122A.60 (Staff Development Program)  
 Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)  
 Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)  
 Minn. Stat. § 123B.147, Subd. 3 (Principals)  
 Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)  
 Minn. Stat. § 124D.862 (Achievement and Integration Revenue)  
 Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)  
 Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

*Cross References:* None.

*Adopted: 2017*  
*Revised: 2023*  
*Rev: October 2024*  
*Rev. October 2025*  
*Rev. April 2026*

*Mandatory - Annual*

## **722 PUBLIC DATA AND DATA SUBJECT REQUESTS**

### **I. PURPOSE**

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

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

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 (MGDPA), and Minnesota Rules parts 1205.0100-1205.2000 in responding to requests for public data.

### **III. DEFINITIONS**

- A. **Confidential Data on Individuals**  
Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.
- B. **Data on Individuals**  
All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.
- C. **Data Practices Compliance Officer**  
The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.
- D. **Government Data**  
All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

- E. **Individual**  
“Individual” means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.
- F. **Inspection**  
“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data.
- For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.
- G. **Not Public Data**  
Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.
- H. **Nonpublic Data**  
Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.
- I. **Private Data on Individuals**  
Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.
- J. **Protected Nonpublic Data**  
Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.
- K. **Public Data**  
All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.
- L. **Public Data Not on Individuals**  
Data accessible to the public pursuant to Minnesota Statutes section 13.03.
- M. **Public Data on Individuals**  
Data accessible to the public in accordance with the provisions of section 13.03.

N. **Responsible Authority**

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. **Summary Data**

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

#### IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:

- a. Date the request is made;
- b. A clear description of the data requested;
- c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
- d. Method to contact the requestor (such as phone number, address, or email address).

2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.

3. The identity of the requestor is public, if provided, but cannot be required by the government entity.

4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1. The responsible authority will notify the requestor in writing as

follows:

- a. The requested data does not exist; or
  - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
    - 1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
    - 2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
  - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.
2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
  3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
  4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
  5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.
- C. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five business days of the notification, the school district may suspend any further response to the request until the requesting person

inspects the data that has been made available, or collects and pays for the copies that have been produced.

## **V. REQUEST FOR SUMMARY DATA**

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
  - 1. A request for the preparation of summary data must include the following information:
    - a) Date the request is made;
    - b) A clear description of the data requested;
    - c) Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
    - d) Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
  - 1. The estimated costs of preparing the summary data, if any; and
  - 2. The summary data requested; or
  - 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
  - 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

## **VI. DATA BY AN INDIVIDUAL DATA SUBJECT**

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.
- B. Private or confidential data on an individual shall not be collected, stored, used, or

disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.

- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six (6) months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the Commissioner of the Minnesota Department of Administration (“Commissioner”) shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.

- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the ~~Commissioner's of administration's~~ order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

## **VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA**

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:
  - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
  - 2. Date the request is made;
  - 3. A clear description of the data requested;
  - 4. Proof that the individual is the data subject or the data subject's parent or guardian;
  - 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
  - 6. Method to contact the requestor (such as phone number, address, or email address).
- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

## **VIII. COSTS**

- A. Public Data
  - 1. The school district will charge for copies provided as follows:
    - a. One hundred (100) or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.

- b. More than one hundred (100) pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
  - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
  - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
2. All charges must be paid for in **cash or electronically** in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:
  - a) The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
  - b) The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this

policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

## IX. ANNUAL REVIEW AND POSTING

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.
- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

### Data Practices Contacts

#### Responsible Authority:

Renee Corneille

[3303 33rd Avenue NE, St. Anthony, MN 55418]

[612-706-1000; [datarequest@isd282.org](mailto:datarequest@isd282.org) ~~communications@isd282.org~~]

#### Data Practices Compliance Official:

Wendy Webster

[3301 Silver Lake Road, St. Anthony, MN 55418]

[612-706-1170; [datarequest@isd282.org](mailto:datarequest@isd282.org) ~~communications@isd282.org~~]

#### Data Practices Designee(s):

Communications ~~Coordinator~~ **Specialist**

[3301 Silver Lake Road, St. Anthony, MN 55418]

[612-706-1000; [datarequest@isd282.org](mailto:datarequest@isd282.org) ~~communications@isd282.org~~]

#### **Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 13.01 (Government Data)

Minn. Stat. § 13.02 (Definitions)

Minn. Stat. § 13.025 (Government Entity Obligation)

Minn. Stat. § 13.03 (Access to Government Data)

Minn. Stat. § 13.04 (Rights of Subjects to Data)

Minn. Stat. § 13.05 (Duties of Responsible Authority)

Minn. Stat. § 13.32 (Educational Data)

Minn. Rules Part 1205.0300 (Access to Public Data)

Minn. Rules Part 1205.0400 (Access to Private Data)

**Cross References:** MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

**Resources:** MN Department of Administration: [Actual Cost](#)  
MN Department of Administration: [Copy Costs](#)  
MN Department of Administration: [Education Data](#)

Orig. 1995, Rev. 1996, 2015, 2018

*Adopted May 1, 2018*

*April 2026*

*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. ~~A Donations which include or carry~~ advertisements ~~may 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)

## Fiscal Year 2026-27 Initial Budget Assumptions

May 5, 2026

### Revenues:

- **Student Enrollment:** We are projecting 1,900 students for the district’s enrollment, which includes 10 ECSE and 1,890 K-12. We are also projecting a negative adjustment of 60 ADM due to students participating in the Post Secondary Enrollment Options program. As a result, 1,840 ADM will be used for the 2026-27 budget.

Grade Level	Oct 1, 2025 Enrollment	2026-27 Enrollment Target	2026-27 Enrollment Budget
K-5	708	710	689
6-8	448	450	444
9-12	762	800	757
ECSE	7	10	10
PSEO Adj	-61	-60	-60
<b>Total</b>	<b>1,864</b>	<b>1,902</b>	<b>1,840</b>

- **General Education Basic Funding:** MN Statutes 2024, section 126C.10, subdivision 2 sets the general education formula allowance based on the actual Consumer Price Index (CPI). The final adjusted allowance will increase by 2.69% from \$7,481 to \$7,683 per Adjusted Pupil Unit (APU). Pupil units are calculated using a weighting factor of 1.0 for ECSE, kindergarten through 6th grade, and 1.2 for grades 7-12. The estimated basic general education revenue for 2026-27 is \$15,662,564 ( $\$7,683 \times 2,038.6$  APU).
  - Component 1*
  - Component 2*
  - Component 3*
  - Component 4*
- **Special Education Aid:** The district special education aid for FY2027 is estimated based on this year’s estimated expenditures. Total special education aid projected next fiscal year is \$4.5 million, with approximately \$1.06 million for special education

transportation. This estimate will change when we have a better projection of this year's expenditures.

- a. *Component 2*
- **Operating Referendum Levy:** The operating referendum levy remains at \$2,543.86 per APU, generating \$5,743,810 in revenue. However, the total levy revenue for next fiscal year is projected to be 4% lower than the current year's budget due to prior year adjustments.
  - a. *Component 1*
  - b. *Component 3*
  - c. *Component 4*
- **Capital Projects Referendum Levy:** The approved capital projects referendum levy revenue for 2026-27 is \$1,055,082. This revenue will be spent on technology and curriculum needs.
- **Professional Development:** The district will continue to set aside 2% of the basic general education state revenue for staff development. This amounts to approximately \$313k for 2026-27.
  - a. *Component 2*
- **Achievement and Integration Program:** The district submitted a 2-year (FY2026-27 and FY 2027-28) application and budget to MDE in March. The FY27 initial revenue for this program is \$299k.
  - a. *Component 2: A & I*
- **Federal Grants:** The district will continue to receive ESEA (Title I, II, III, and IV) and Federal Special Education Grants in 2026-27.
  - a. *Component 2: Title*
- **ADSIS:** This is the 2nd year of the approved School Fiscal Year 26-27 program, and the district will continue to receive funding for the ADSIS program.
  - a. *Component 2: ADSIS*
- **Local Sources:** Increase interest income for FY27 because more interest earnings are received this year.
  - a. *Component 1*
  - b. *Component 3*
  - c. *Component 4*
- **EL Cross-Subsidy Aid:** Starting in fiscal year 2026-27, districts will receive 25% of the district's EL cross-subsidy. FY26-27 EL cross-subsidy aid will be calculated based on

the FY2024-25 district's cross-subsidy expenditures. We are expecting to receive \$32k in EL cross-subsidy aid.

a. *Component 2*

### **Expenditures:**

- **Staffing:** Due to an increase in students requiring special education services, administration would like to increase 1.5 FTE to special education.
  - a. *Component 1: Cross Subsidy*
  - b. *Component 2: Special Education, MA Billing*
  
- **Salaries:** Salaries for all employees will be budgeted according to the terms of settled bargaining unit contracts. For contracts that are not yet settled, the budgeted salaries will align with the parameters established by the School Board.
  - a. *Component 1: teachers, counseling/guidance, principals/APs*
  - b. *Component 2: Special Education teachers/paraeducators/administrators, interventionists, EL teachers*
  - c. *Component 3: Athletics and Activities, contracted services (such as NYFS)*
  - d. *Component 4: Administration, Facilities, Food Service, Health Services*
  
- **Health Insurance:** Health insurance premiums are expected to increase by 30% in FY2026-27. The district's contribution for health insurance premiums is budgeted based on the settled teacher's contract.
  - a. *Component 1: teachers, counseling/guidance, principals/APs*
  - b. *Component 2: Special Education teachers/paraeducators/administrators, interventionists, EL teachers*
  - c. *Component 3: Athletics and Activities*
  - d. *Component 4: Administration, Facilities, Food Service, Health Services*
  
- **Utilities:** Utilities such as gas/fuel, electricity, and water will increase by 5.5% in the budget.
  - a. *Component 4: Facilities*
  
- **Purchased services:** Budgeting for purchased services contracts will be based on the terms of the negotiated agreements.
  - a. *Component 1*
  - b. *Component 2*
  - c. *Component 3*
  - d. *Component 4*
  
- **Other expenditures:** Expenditures not indicated above will be increased by the same percentage as the general education formula allowance increase.

## Component Summary

Component #	Title	Description	FY24-25 Actual FTE	FY24-25 Actual	% of Total	FY25-26 Budget FTE	FY25-26 Budget	% of Total	FY26-27 Budget FTE	FY26-27 Budget	% of Total
1	Building Staffing Allocations	This component represents the majority of school district funding. The first step in creating these allocations comes from the school board's approval of grade level budget enrollment targets. Building Staffing Allocations are then determined by district administration, and each building is required to operate within these allocations and established frameworks. This component funds 100% of the general education program (e.g., classroom teachers, principals). While the district determines the allocation and funding levels, principals are responsible for staff recruitment and placement. Alternative terms for the Building Staffing Allocations component include: Base and Tier 1 programming.	109.97	\$11,854,946	41.23%	109.50	\$12,140,383	40.63%	110.12	\$12,637,633	39.81%
2	Planned Program Staffing	Allocations within this component are program-specific. The district and program managers collaboratively determine the allocation type and staffing requirements for each program. These allocations support specialized educational programs (e.g., ADSIS, A&I). This staffing is supplemental to the general education program and cannot replace general education staffing as many of the funds are restricted. Alternative terms for the Planned Program Staffing component include: Tier 2, Tier 3, specialized, and specific programming.	74.36	\$7,973,940	27.73%	78.77	\$8,536,268	28.57%	75.13	\$9,076,480	28.59%
3	Ancillary Programs	Allocations in this component are designated for programs outside of the K-12 classroom setting. Staffing allocations for Ancillary Programs are determined based on prior Schedule C and current Schedule D criteria. These programs encompass student programs such as PSEO and CIS. Funding for these programs often involves a combination of fees and general fund cross-subsidies. Alternative terms for the Ancillary Program component include: Co-curricular and enrichment programs.	5.43	\$1,254,528	4.36%	5.34	\$1,192,211	3.99%	5.10	\$1,330,341	4.19%
4	District-Wide Services	These allocations are based on district infrastructure and staff support needs. This component encompasses both staffing and funding. These services support Required Building Staff, Planned Programs Staff, and Ancillary Programs. Alternative terms for District-Wide Services include: operations, support services, and contract.	37.51	\$7,668,295	26.67%	36.96	\$8,014,172	26.82%	39.60	\$8,702,783	27.41%
<b>TOTAL</b>			<b>227.27</b>	<b>\$28,751,710</b>	<b>100.00%</b>	<b>230.58</b>	<b>\$29,883,035</b>	<b>100.00%</b>	<b>229.94</b>	<b>\$31,747,236</b>	<b>100.00%</b>

## Component *ONE* Summary

		FY2024-25		FY2025-26		FY2026-27 Proposed Budget	
Expenditure type	Funding Source	Actual FTE	Actual \$	Budget FTE	Budget \$	Budget FTE	Budget \$
Counseling & Guidance	General Ed, Compensatory	6.10	569,560	5.00	629,879	5.00	686,170
GenEd classroom Personnel	General Ed, Learning & Development, Compensatory	91.62	9,369,714	92.69	9,696,661	93.31	9,932,687
GenEd Purchased Services	General Ed		266,808		186,584		273,890
GenEd Supplies	General Ed		96,301		113,670		136,738
Media Center	General Ed, School library aid	2.00	163,417.61	2	169,573	2.00	177,867
School Administration	General Ed	10.25	1,389,145	9.81	1,344,016	9.81	1,430,281
<b>Total Component 1</b>		<b>109.97</b>	<b>11,854,946</b>	<b>109.50</b>	<b>12,140,383</b>	<b>110.12</b>	<b>12,637,633</b>

## Component TWO Summary

		FY2024-25		FY2025-26		FY2026-27 Proposed Budget	
Programs	Funding Source	Actual FTE	Actual \$	Budget FTE	Budget \$	Budget FTE	Budget \$
Achievement & Integration	A&I, general ed	3.02	242,540	3.11	332,730	3.00	349,466
ADSIS	ADSIS, general ed	3.00	344,686	6.00	676,152	6.00	555,744
American Indian Ed	American Indian Ed	0.09	3,462		0		0
Career & Tech	Career & Tech, general ed	2.00	368,634	3.00	363,653	1.60	222,389
English Learner	EL, Compensatory, GenEd	4.74	603,044	5.20	542,420	6.05	662,945
Gifted & talented	Gifted & Talented/general ed	0.55	61,491	0.40	46,031	0.25	31,286
Intervention/Credit Recovery	Compensatory	0.93	13,447	0.70	93,231	1.11	161,554
Professional Development	Staff D, Qcomp, A&I, AIE, gen ed, lit aid,	3.90	1,109,723	3.70	757,973	3.70	920,946
Qcomp	QComp		449,043		491,458		493,565
Special Education	State & Federal special ed, general ed, M	53.38	4,514,735	54.41	4,940,034	51.10	5,357,928
Title I	Title I	2.13	192,025	1.65	208,105	2.07	254,055
Title II & IV	Title II	0.30	49,454	0.30	63,073	0.15	47,248
Title III	Title III	0.32	21,656	0.30	21,408	0.10	19,354
<b>Total Component 2</b>		<b>74.36</b>	<b>7,973,940</b>	<b>78.77</b>	<b>8,536,268</b>	<b>75.13</b>	<b>9,076,480</b>

Component 3: Ancillary Programs

## Component *THREE* Summary

Programs	Funding Source	FY2024-25		FY2025-26		FY2026-27 Proposed Budget	
		Actual FTE	Actual \$	Budget FTE	Budget \$	Budget FTE	Budget \$
Athletics	General, student fees	2.60	885,185	2.50	823,715	2.25	918,112
Building Safety	Safe schools levy, General	1.97	86,261	1.84	91,846	1.85	160,993
Co-Curricular Activities	General, student fees		28,369		34,999		4,362
Extracurricular Activities	General, student fees		82,229		81,620		79,230
Know the Truth	General		20,079		14,360		14,747
Mental Health	General, student support aid		28,111		8,898		11,083
Social Work Services	General, Compensatory	0.86	124,293	1.00	136,772	1.00	141,814
<b>Total Component 3</b>		<b>5.43</b>	<b>1,254,528</b>	<b>5.34</b>	<b>1,192,211</b>	<b>5.10</b>	<b>1,330,341</b>

## Component *FOUR* Summary

		FY2024-25		FY2025-26		FY2026-27 Proposed Budget	
Departments	Funding Source	Actual FTE	Actual \$	Budget FTE	Budget \$	Budget FTE	Budget \$
District Office	General Fund	6.59	1,775,730	7.13	1,794,569	8.93	2,359,373
Facilities	General Fund	13.68	2,029,830	13.35	2,070,252	13.15	2,083,227
Food Service	Food service	10.31	1,401,573	10.39	1,479,303	10.39	1,585,037
Health Services	General Fund	3.12	270,511	2.39	224,046	3.04	316,948
Technology	General Fund		485,578		624,173		503,662
Transportation	Transportation aid	3.81	1,705,073	3.70	1,821,829	4.09	1,854,535
<b>Total Component 4</b>		<b>37.51</b>	<b>7,668,295</b>	<b>36.96</b>	<b>8,014,172</b>	<b>39.60</b>	<b>8,702,783</b>

## School Board Meeting Dates: 2026-2027

Meeting may be cancelled due to inclement weather

<b>Date</b>	<b>Location</b>	<b>Type</b>	<b>Packet Due Date</b>
July 7, 2026	CS City Chambers	Regular Meeting	<b>July 1</b>
July 21, 2026	HS Media Center	Work Session	<b>July 15</b>
August 4, 2026	CS City Chambers	Regular Meeting	<b>July 29</b>
August 18, 2026 at 8:00 a.m.	District Office	Policy Committee	
August 18, 2026	HS Media Center	Work Session	<b>August 12</b>
September 8, 2026 at 8:00 a.m.	District Office	Policy Committee	
September 8, 2026	CS City Chambers	Regular Meeting	<b>September 2</b>
September 22, 2026	Media Center	Work Session	<b>September 16</b>
September 29, 2026 - Joint City Council Meeting	CS City Chambers		<b>September 23</b>
October 6, 2026	CS City Chambers	Regular Meeting	<b>September 30</b>
October 13, 2026 at 8:00 a.m.	District Office	Policy Committee	
October 20, 2026	HS Media Center	Work Session	<b>October 14</b>
October 27, 2026 TENTATIVE	HS Media Center	Special Meeting	<b>October 21</b>
November 10, 2026 at 8:00 a.m.	District Office	Policy Committee	
November 10, 2026	CS City Chambers	Regular Meeting	<b>November 4</b>
November 17, 2026	HS Media Center	Work Session	<b>November 11</b>
December 1, 2026	CS City Chambers	Regular Meeting	<b>November 23</b>
December 8, 2026 at 8:00 a.m.	District Office	Policy Committee	
December 8, 2026 TENTATIVE	HS Media Center	Special Meeting	<b>December 2</b>

December 15, 2026	HS Media Center	Work Session	<b>December 9</b>
December 22, 2026 TENTATIVE	HS Media Center	Special Meeting	<b>December 16</b>
January 5, 2027 - Organizational	CS City Chambers	Regular Meeting	<b>December 30</b>
January 12, 2027 at 8:00 a.m.	District Office	Policy Committee	
January 12, 2027 TENTATIVE	HS Media Center	Special Meeting	<b>January 6</b>
January 19, 2027	HS Media Center	Work Session	<b>January 13</b>
January 26, 2027 TENTATIVE	HS Media Center	Special Meeting	<b>January 20</b>
February 2, 2027	CS City Chambers	Regular Meeting	<b>January 27</b>
February 9, 2027 at 8:00 a.m.	District Office	Policy Committee	
February 9, 2027 TENTATIVE	HS Media Center	Special Meeting	<b>February 3</b>
February 16, 2027	HS Media Center	Work Session	<b>February 10</b>
February 23, 2027 TENTATIVE	HS Media Center	Special Meeting	<b>February 17</b>
March 2, 2027	CS City Chambers	Regular Meeting	<b>February 24</b>
March 16, 2027 at 8:00 a.m.	District Office	Policy Committee	
March 16, 2027	HS Media Center	Work Session	<b>March 10</b>
March 23, 2027 TENTATIVE	HS Media Center	Special Meeting	<b>March 17</b>
March 30, 2027 TENTATIVE	HS Media Center	Special Meeting	<b>March 24</b>
April 6, 2027	CS City Chambers	Regular Meeting	<b>March 31</b>
April 13, 2027 at 8:00 a.m.	District Office	Policy Committee	
April 20, 2027	HS Media Center	Work Session	<b>April 14</b>
May 4, 2027	CS City Chambers	Regular Meeting	<b>April 28</b>
May 11, 2027 at 8:00 a.m.	District Office	Policy Committee	
May 18, 2027	HS Media Center	Work Session	<b>May 12</b>
June 1, 2027	CS City Chambers	Regular Meeting	<b>May 26</b>
June 8, 2027 at 8:00 a.m.	District Office	Policy Committee	
June 15, 2027	HS Media Center	Work Session	<b>June 9</b>