



CENTENNIAL

SCHOOL DISTRICT 12

CONNECTING. ACHIEVING. PREPARING.

Legislative Platform

DRAFT

**School Board Work Session
October 5, 2026**

STRATEGIC ROADMAP



MISSION OUR CORE PURPOSE

By providing high quality educational opportunities, emotional support, and social development, Centennial School District prepares learners for excellence in their future.



VISION WHAT WE INTEND TO CREATE

Centennial School District is a welcoming environment where all students, staff, and families belong and will:

- Provide innovative, personalized, rigorous, and relevant educational opportunities for each student.
- Build and strengthen relationships and partnerships with the community to offer educational programs and opportunities for all.



CORE VALUES DRIVERS OF OUR WORDS AND ACTIONS

CONNECTING

Engaging students in meaningful ways with their school community.

ACHIEVING

Ensuring student success through academic excellence in learning and teaching while supporting students in their growth and achievement.

PREPARING

Providing opportunities for academic excellence to prepare students for their future.



STRATEGIC DIRECTIONS FOCUS OF OUR IMPROVEMENT EFFORTS

- Improving teaching and learning practices for student success and achievement.
- Increasing engagement, belonging, and strengthening the staff and student experience.
- Supporting staff in continuous improvement of professional practice.
- Increasing family engagement in student learning and school experiences.
- Improving efficiency and effectiveness in district operations.



With input from our stakeholders, the plan includes the goals of providing an educational experience for students, families, and staff.

STUDENT

- I enjoy flexible learning and activity choices that meet my academic, emotional, and social needs.
- I have access to technology to support my educational needs.
- I am comfortable during passing time, lunch, and other times throughout the day.
- I enter a welcoming environment where I feel safe, accepted, and belong at school.
- My race and preferences are respected, acknowledged, and accepted.
- I have positive interactions and relationships with students and staff.

FAMILIES

- I receive consistent communication from my student's teacher, school, and district to support my student's education.
- My student has the appropriate materials, resources, and technology.
- My student's school is welcoming, safe, and inclusive.
- I have opportunities to be involved in my student's school community.
- Staff provide attention and support to meet my student's needs.
- My student's school provides a relevant and rigorous educational experience.

STAFF

- I receive cohesive and timely communication.
- I have a voice and my input matters.
- I receive the support necessary to be successful.
- I am a trusted, respected, and valued professional.
- I have the resources that allow me to meet all my students' needs.
- I am connected and feel like I belong to the Centennial community.
- I have a manageable workload and appropriate class sizes.
- My mental health needs are recognized and addressed.

Legislative Platform

- **Funding Priorities**

- Inflationary Adjustments - General Education Formula, Long-Term Facilities Maintenance Revenue, Operating Capital, Safe Schools
- Repeal \$250M Special Education Reduction
- Compensatory Revenue Hold Harmless

- **Improve Property Tax Equalization**

- 100% Taxpayer; 0% State Aid - Operating Referendum, Local Optional, Debt Service
- Taxpayers should not have to pay significantly more taxes by zip code

- **Implementation and Support**

- Operational time and resources for the Read Act, Paid Family Medical Leave, Unemployment Insurance, and Expanded Reporting

Funding Priorities

Inflationary

- **Increase Inflationary Adjustments of the General Education Formula:** Increase the basic formula allowance beyond recent **2–3%** thresholds to reflect true inflationary pressures.
- **Strengthen Local Optional Revenue (LOR):** Increase LOR from **\$724 to \$979 per pupil** and index it to inflation.
- **Enhance Long-Term Facilities Maintenance (LTFM) Funding:** Increase LTFM revenue from **\$380 to \$516 per pupil** and expand allowable uses to include safety/security upgrades, remodeling, and additions to existing spaces.
- **Improve Operating Capital Funding:** Increase operating capital revenue from **\$188 to \$261 per pupil**, and index it to inflation.
- **Enhance Safe Schools Funding:** Increase Safe Schools revenue from **\$36 to \$100 per pupil** to better support school safety and student well-being.
- **Special Education Cross-Subsidy:** Repeal the contingent **\$250M reduction** to cross-subsidy aid or fully fund the obligation.
- **Address Compensatory Revenue Hold Harmless Provision:** Reinstating the hold harmless provision last session resulted in a **\$274,000 loss** to Centennial Schools.

Inflationary Indexing

Index funding formulas to align for inflation.

- **Maintaining operations and facilities protects taxpayer investments into the future**
- **Lost purchasing power per Bureau of Labor Statistics**
 - \$1,837,000 Local Optional (+\$255/per pupil)
 - 2013** Tier 1-\$424/per pupil
 - 2019** Tier 2-\$300/per pupil
 - \$637,000 Long-Term Facilities Maintenance (+136/per pupil)
 - 2015** - \$380/per pupil
 - \$980,000 Operating Capital (+\$73 on formula)
 - 2013** -\$79/per pupil + \$109/maintenance aging
 - \$461,000 School Safety (+\$64/per pupil)
 - 2013** \$36/per pupil

**Lost
Purchasing
Power
\$3.9M**

\$250M Special Education Blue Ribbon

Repeal the contingent \$250M to reduce the special education cross-subsidy reduction aid; Blue Ribbon Committee.

- The state is underfunded in the special education formula and requires districts to subsidize these costs from the general budget.
- This would increase the strain on the budget and reverse the cross-subsidy improvements made in recent years.

\$900K

5 Teachers

10 Paraprofessionals

ADSIS program elimination being considered will have significant impact on our elementary school programming.

The purpose of ADSIS is to provide direct instructional services to assist students who need additional academic or behavioral support to succeed in the general education environment. The goal is to reduce the number of referrals to special education by providing early intervention services to learners that need additional support.

Improve Property Tax Equalization

Update equalization formulas to reduce taxpayer disparity and ensure fair state aid support.

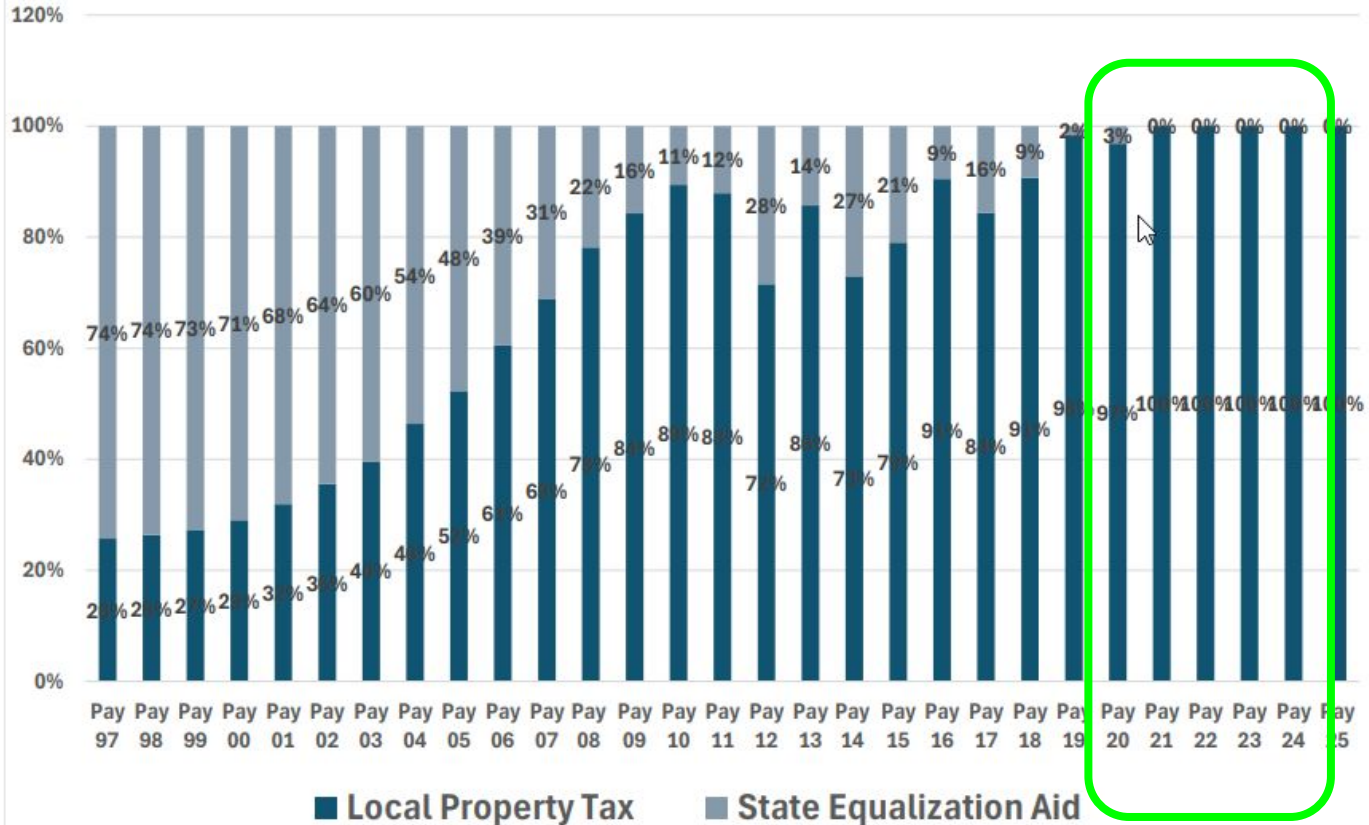
- Operating referendums
- Local Optional Revenue
- Debt service

Taxpayers should not have to pay significantly more taxes by zip code



Voter-Approved Referendum

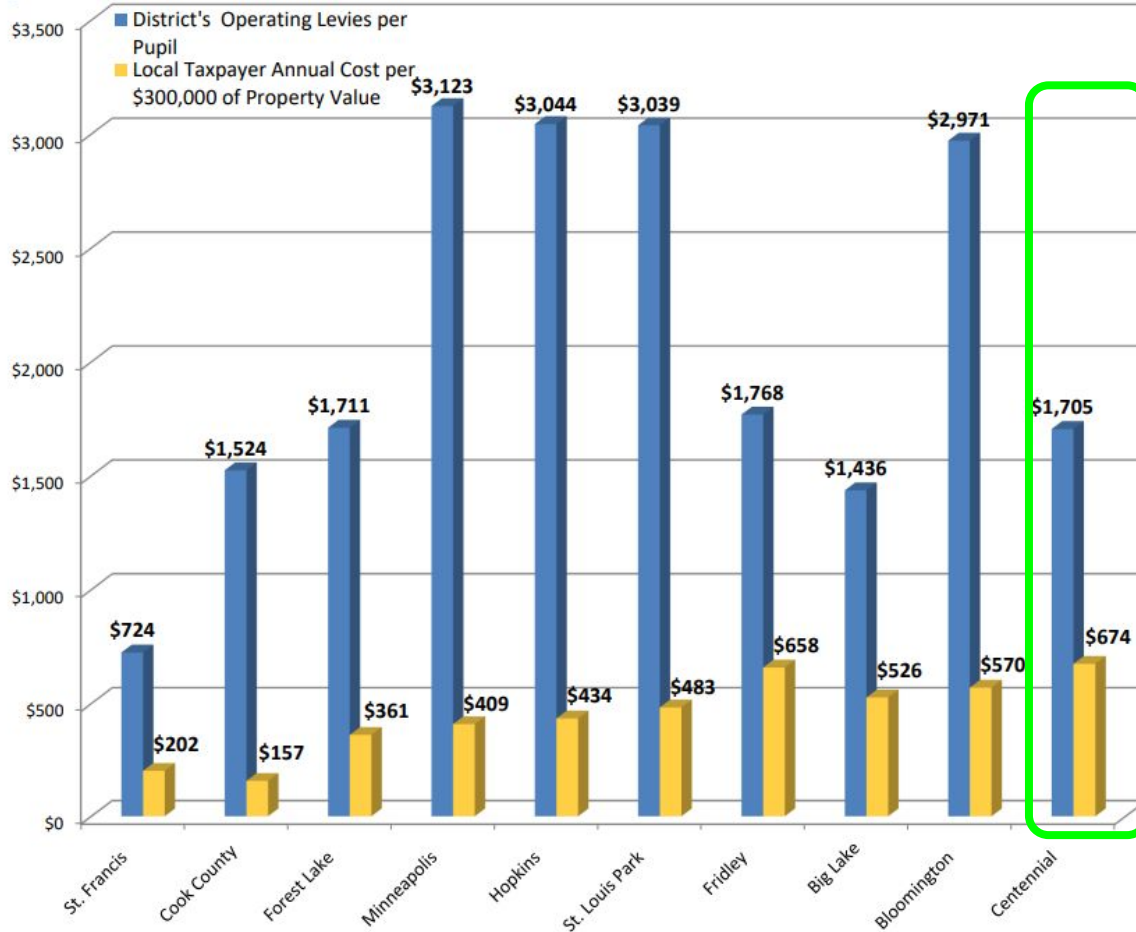
Erosion of Equalization Aid--Centennial--Pay 25





Annual Local Taxpayer Cost For Their School District's Operating Levies

(Property taxes paid in 2025 for the 2025-26 school year.)



The annual cost to the local taxpayer for a school levy dollar varies greatly across the state. School districts with high levels of property wealth have a distinct advantage in passing school levies because the larger property tax base, usually including significant commercial and industrial property, lowers the tax burden for the local homeowner and business owner.

When the cost is high, low-property wealth communities are unable to support higher value school levies, which results in less funding and loss of educational opportunities for the students in these districts. The quality of a child's education should not depend on where they live!

Note: A district's operating levies includes any revenue from the board-approved local optional revenue up to \$724 per pupil and any voter-approved referendum.

Visit www.saffmn.org for more information.

Questions/Discussion



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