

2025-2026 Compensatory Revenue Plan

In accordance with *Minnesota Statutes 126C.15*, the District may allocate up to 20% of the amount of compensatory revenue that the District receives to school sites based on a plan approved by the School Board. The District is proposing allocating 20% of the compensatory revenue that it receives (excluding compensatory revenue allocated to special education facilities) as shown below.

2025-2026 Building Compensatory Allocation:	\$20,029,819
20% Holdback	\$ 4,005,964

There is currently uncertainty around the calculation for compensatory revenue for 2025-26. The Governor's legislative budget proposal includes a change in how funding is calculated that would result in the District receiving approximately \$485,000 less than what we would receive under current law. The District is being conservative and using the lower of the two figures in the numbers of above and for use in allocating the other 80% of the revenue to each individual site.

The 20% holdback shown above will fund 39 FTEs. The 2025-26 compensatory revenue plan includes many of the same positions as the 2024-25 plan as well as one new item which have been identified as a priority for funding. Below is a list of the positions funded through the 20% compensatory holdback.

Elementary Grade Level Academic Leads

Grade Level Academic Leads provide site embedded professional development and support for elementary teachers, especially in math, literacy and science instruction. By focusing the scope of their work, Grade Level Academic Leads can develop a deep understanding of the standards, curriculum, assessments and teaching practices unique to elementary staff. This plan allows the support they provide to be directly aligned to the needs of the teachers/classrooms they support. Grade Level Academic Leads will also provide job embedded coaching and mentoring for probationary teachers to ensure new staff are supported in instruction and classroom management and have well developed rituals and routines. Using compensatory revenue to fund these positions allows for consistent staffing, training, and programming for these positions, as well as consistent aligned support across elementary sites.

Secondary Math and Literacy Specialists

Literacy Specialists will be supporting, coaching, and modeling high leverage instructional practices around literacy in all content areas. These positions will work directly with staff across all content areas to best support all students accessing essential learning. Critical elements of this include supporting teachers with formative and summative assessments, responding to student data, scaffolding and differentiating instruction, vocabulary, writing to learn, as well as other strategies that promote student engagement and retention of essential learning.

Math Specialists will work in partnership with math teachers in their assigned grade levels across all secondary schools. Math specialists will coach and model for their math colleagues high yield

instructional strategies. This will also include use of concrete representational abstract methods, math discourse and productive struggle. A priority for math specialists will be to engage in reflective conversations with their colleagues to assist in making instructional decisions to meet the needs of students most effectively.

Chemical Health Counselors

Licensed chemical health practitioners provide instruction to students with at risk behaviors including chemical use, truancy, and mental health concerns. The chemical health counselors provide assessment following a chemical violation. The district currently has three chemical health counselors servicing the high schools and junior high schools.

English Language (EL) Staffing

The district's EL population has increased significantly over the past 10 years and remains significantly higher than any surrounding district. Over the past few years, we have seen a steady increase in the number of students identified as SLIFE (Students with Limited or Interrupted Formal Education), particularly at the secondary level. Using compensatory revenue allows the district to more adequately serve the needs of all of our EL students, particularly our SLIFE students, to keep class sizes manageable and set students up for success as they progress in English proficiency.

Early Childhood Education

Investing in early childhood education is paramount for nurturing the cognitive, emotional, and social development of young children. Research consistently shows that quality early childhood education lays a solid foundation for lifelong learning, health, and success. By allocating funds towards early childhood education, we ensure that children from all backgrounds have access to enriching learning environments, qualified educators, and essential resources. This investment not only supports children's academic readiness but also reduces achievement gaps, fosters future economic prosperity, and promotes social equity. Ultimately, prioritizing funding for early childhood education is an investment in the well-being and future of our society as a whole.

Alternative to Suspension / CAAP

Investing in programs like CAAP, an alternative to suspension program, offers numerous benefits for both students and the wider community. By diverting resources towards CAAP, schools can provide constructive interventions that address underlying issues contributing to behavioral challenges, rather than resorting to punitive measures like suspension. This approach not only keeps students engaged in learning but also promotes positive behavior and fosters a supportive school environment. Moreover, CAAP equips students with tools and strategies to address individual needs, reducing the likelihood of repeated disciplinary incidents. In the long run, investing in CAAP dramatically reduces out-of-school suspensions and leads to higher academic achievement, improved school climate, and better outcomes for students, making it a sound investment in the overall success and well-being of both students and society.

Special Education

The district has recently seen a significant increase in the number of students receiving special education services. The number of students increased by 251, or 8.9%, from the 2023-2024 school year to the 2024-2025 school year, and we anticipate this number to continue to increase.

Based on this increase there is a need to add additional special education staff to ensure that students are receiving the special education services that they need. Given the uncertainty in the state's budget, and specifically state special education funding, the district is reallocating some of the compensatory holdback FTE to be able to add additional special education teachers for the 2025-2026 school year.