

Work Session of the St. Anthony-New  
Brighton School Board  
Tuesday, September 22, 2026 6:00 PM

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

## **Agenda**

1. Call to Order School Board Work Session  
**Speaker(s):** Dr. Cassandra Palmer - Chair
2. Approval of Agenda  
**Speaker(s):** Dr. Cassandra Palmer - Chair
3. Approval of Consent Agenda  
**Speaker(s):** Dr. Cassandra Palmer - Chair
4. Action Items
  - 4.1. Levy Certification  
**Speaker(s):** Matt Rantapaa from Baird
  - 4.2. Nutrition Services/Para/Clerical Agreement  
**Speaker(s):** Hope Fagerland, Assistant Superintendent
  - 4.3. Community Service Update on Wage Agreement  
**Speaker(s):** Dr. Steven Massey, Interim Superintendent and Hope Fagerland, Assistant Superintendent
  - 4.4. Review of Proposals and Selection of Superintendent Search Firms for Presentation  
**Speaker(s):** Dr. Steven Massey, Interim Superintendent and Hope Fagerland, Assistant Superintendent
5. Policies: First Reading  
**Speaker(s):** Laura Haas, Policy Committee Chair
  - 5.1. Policy 506: Student Discipline  
**Speaker(s):** Laura Haas, Policy Committee Chair
  - 5.2. Policy 806: Crisis Management  
**Speaker(s):** Laura Haas, Policy Committee Chair
6. Discussion Items
  - 6.1. Presentation of options for funds received from cell phone tower project  
**Speaker(s):** Dr. Steven Massey, Interim Superintendent and Dave Anderson from PTMA
7. Reports
  - 7.1. ISD282 District, Program, and Building Report  
**Speaker(s):** Hope Fagerland, Assistant Superintendent
  - 7.2. Board Reports
8. Adjourn School Board Meeting  
**Speaker(s):** Dr. Cassandra Palmer - Chair



## SCHOOL BOARD CONSENT AGENDA September 22, 2026

PRESENTER(S): School Board Chair

### 1. Personnel

Hire(s)

| Last Name | First Name | Position                     | School | Date Effective |
|-----------|------------|------------------------------|--------|----------------|
| Mohamed   | Basima     | College & Career Readiness   | SAVHS  | 09/21/26       |
| Jackson   | Dejah      | Registration & Billing Clerk | CS     | 09/21/26       |
| Bouayed   | Souheila   | Asst. Preschool Teacher      | CS     | 09/14/26       |
| Iyegha    | Naomi      | Stadium Attendant            | SAVHS  | 09/18/26       |
| LaSmith   | Willie     | Para Educator                | SAMS   | 09/21/26       |

Resignation/Separation(s)

| Last Name  | First Name | Position         | School   | Date Effective |
|------------|------------|------------------|----------|----------------|
| Tu         | Phan       | Finance Director | District | 09/30/26       |
| Bittner    | Corrine    | Para Educator    | SAVHS    | 09/21/26       |
| Maharaj    | Brian      | Custodian        | HS/MS    | 09/09/26       |
| VanSlooten | Judy       | Para Educator    | WP       | 12/31/26       |

Leave Request(s)

| Last Name | First Name | Position      | School | Date Effective |
|-----------|------------|---------------|--------|----------------|
| Molina    | Marienela  | Para Educator | SAVHS  | 09/11/2026     |

### 2. Payment of Bills Checks Paid 08/14/2026 & August Wires

|                              |                       |
|------------------------------|-----------------------|
| 01- General Fund             | \$806,207.39          |
| 02- Food Service Fund        | \$4,565.76            |
| 03- Transportation Fund      | \$4,663.50            |
| 04- Community Serv Fund      | \$60,615.62           |
| 05- Capital Expenditure Fund | \$541,081.83          |
| 09- Trust Fund               | \$78.64               |
| 20 - Internal Service Fund   | \$20,491.52           |
| 25- Student Activities       | \$2,405.71            |
| <b>Total: \$</b>             | <b>\$1,440,109.97</b> |

3. **Minutes - Meeting Minutes of September 8, 2026 regular meeting session.**



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

Tuesday, September 8, 2026

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

Listening Session 6:00pm

Regular Meeting 6:30pm

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

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### Minutes

Attendance Taken at 6:30 PM.

|                   |         |
|-------------------|---------|
| Annie Bosmans:    | Present |
| Laura Haas:       | Present |
| Amy Kalar:        | Present |
| Cassandra Palmer: | Present |
| PJ Striker:       | Present |
| Daniel Turner:    | Present |

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

**Discussion:** Listening session began at 6:02 p.m.

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

**Discussion:** Chair Palmer called the meeting to order at 6:30 p.m.  
Laura Haas attended virtually.

Staff in attendance: Wendy Webster, Executive Director of HR & Community Services; Matt Carlyle, CESO Communications; Dr. Steve Massey, Superintendent; Hope Fagerland, Assistant Superintendent; Laura Haupt-Coleman

#### 3. Approval of Agenda

##### Action(s):

The recommended motion is to approve the September 8, 2026 Regular meeting agenda as presented. This motion, made by Striker and seconded by Bosmans, Carried.

##### Voting Detail:

|                   |     |
|-------------------|-----|
| Annie Bosmans:    | Yea |
| Laura Haas:       | Yea |
| Amy Kalar:        | Yea |
| Cassandra Palmer: | Yea |
| PJ Striker:       | Yea |
| Daniel Turner:    | Yea |

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

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

**4. Approval of Consent Agenda**

**Action(s) :**

The recommended motion is to approve the consent agenda as presented, including: minutes from the August 18, 2026 Meeting, personnel, and payment of bills. This motion, made by Bosmans and seconded by Turner, Carried.

**Voting Detail:**

|                   |     |
|-------------------|-----|
| Annie Bosmans:    | Yea |
| Laura Haas:       | Yea |
| Amy Kalar:        | Yea |
| Cassandra Palmer: | Yea |
| PJ Striker:       | Yea |
| Daniel Turner:    | Yea |

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

**5. Recognition of Continuing Contract/Staff**

**Discussion:** 6:35 p.m. short communication break to recognize continuing contract status and take photographs.

**6. Communications Break/Photos**

**Discussion:** The regular meeting reconvened at 6:40 p.m.

**7. Reports**

7.1. Systemic Alignment/Board Success Metrics

7.2. Policy 903: Visitors to ISD 282 School Buildings

**8. Action Items**

8.1. Resolution Regarding Donation

**Action(s) :**

The recommended motion is to accept the donation in the amount of \$2,000. This motion, made by Bosmans and seconded by Turner, Carried.

**Voting Detail:**

|                   |     |
|-------------------|-----|
| Annie Bosmans:    | Yea |
| Laura Haas:       | Yea |
| Amy Kalar:        | Yea |
| Cassandra Palmer: | Yea |
| PJ Striker:       | Yea |
| Daniel Turner:    | Yea |

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

**9. District Updates**

9.1. ISD282 Program and Building Report

9.2. Board Reports

**10. Adjourn School Board Meeting**

**Discussion:** Chair Palmer adjourned the regular meeting of 9/8/26 at 7:41 p.m.



Approved by: School Board Clerk or Board Chair

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

**Memorandum**

To: St. Anthony - New Brighton School Board  
From: Baird Public Finance; Dr. Steve Massey, Superintendent  
Date: September 22, 2026  
Subject: Proposed Levy for Taxes Payable 2027

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School districts must certify a proposed levy to the home county auditor by September 30th every year. Since school board action is required to approve the proposed levy before the deadline to make changes to the proposed levy certification, the school board can certify the proposed levy at the 'maximum' level which will allow for any corrections/changes in the levy totals between now and December's final certification to be made without recertification. The final levy certification in December will require a specific dollar amount. The deadline for submission of the proposed levy certification form to Ramsey and Hennepin Counties, as well as MDE, is September 30, 2026.

The proposed levy presented by Matt Rantapaa from Baird this evening impacts taxes payable in calendar year 2027, which the district will receive in fiscal year 2027-28. A detailed levy comparison document summarizing major line item changes will be provided.

These numbers are a starting point for building the fiscal year 27-28 budget. At the Truth In Taxation meeting on December 1, 2026, we will go much deeper into the positive and negative adjustments, tax impact, and budget comparison information.

It is recommended that the School Board of ISD282 certify the proposed Levy for taxes payable in 2027 as a 'maximum' levy amount, as presented.

Memorandum

To: SANB School Board  
From: District Negotiations Team  
Date: September 22, 2026  
Subject: Support Staff Tentative Contract Agreement

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Executive Summary

The District Negotiations Team is presenting the tentative two-year collective bargaining agreement reached between the District and our support staff. This contract represents the successful merger of the Paraeducator/Clerical unit and the Food Service unit into a single, cohesive contract.

Our negotiations team highly recommends that the School Board ratify this tentative agreement. It honors the contributions of our essential support staff, streamlines district operations, and remains within the school board's established fiscal parameters.

Contract Merger and Language Equalization

Historically, Paraeducators/Clerical staff and Food Service staff operated under two separate contracts. Merging them required a massive overhaul of contract language. A primary directive during this process was financial equalization—ensuring that the structural alignment of the two units "leveled up" rather than forcing any employee group to lose funding or benefits.

Holiday Standardization

Outside of the structural changes required to merge the contracts, the primary language updates center on holiday observation.

- All employees within the newly merged unit will now receive 14 paid holidays.
- Because staff members work a varying number of months per year (e.g., most paraeducators do not work over the summer and therefore do not observe July 4th), specific holidays will be designated as either fixed or floating based on the months worked.

Operational Protections: Probationary Period

To ensure adequate time for training, evaluation, and ensuring a strong fit for new hires, the District successfully negotiated a standard 90-day probationary period for all incoming staff within the newly merged unit.

Formalization of the "Keep Whole" Agreement (PD Days)

In 2019, when student contact days were reduced to allow for more teacher professional development, our support staff faced a potential loss in earning power since they were traditionally paid only for student days. Since then, the District has maintained a "handshake agreement" to keep these employees whole at 174 work days by utilizing non-student days for support staff professional development.

- This tentative agreement formalizes that practice into official contract language, ensuring salary stability for our staff.
- These professional development days (when appropriately required) will continue to be primarily funded through the General Fund, rather than Special Education (SPED) or Food Service funds.

#### Additional Payment for Personal Care Assistant:

Due to the changing needs of students - the paraeducators were seeking additional payment for changes in duties performed. The district and employee unit agreed to further the discussion over the next two years by creating a MOU to address the purpose and potential need for a Personal Care Assistant (PCA) certification. By using a MOU the district and bargaining unit show the collective desire to collaborate.

#### Financial Package Breakdown

Negotiating a contract merger naturally introduces changes in baseline costs. The initial structural "roll-up" and leveling costs required to blend the two units needed to be considered when starting the negotiation process. The roll-up costs for both units along with the change to a merged contract was considered part of the overall total package financial parameters set forth by the school board.

Through collaborative negotiations, the team successfully arrived at a total two-year package that honored the School Board's parameters. This package includes:

- Structural leveling of the two contracts
- Negotiated salary step increases
- The addition of one new step to the top of each unit's salary schedule
- Slight increases to longevity pay
- Adjustments to the Tax-Sheltered Annuity (TSA) district matching contributions

#### Recommendation

This agreement successfully balances fiscal responsibility with a deep commitment to the staff who keep our schools running smoothly every day. It provides long-term operational clarity through a single contract while protecting the earning power and professional growth of our employees. The team recommends the passage of this contract.



# St. Anthony New Brighton

## INDEPENDENT SCHOOL DISTRICT 282

To: Dr. Steve Massey, Interim Superintendent; Hope Fagerland, Assistant Superintendent and Phan Tu, District Controller

From: Wendy Webster, Executive Director of Community Services and Human Resources

Date: September 16, 2026

Re: Community Services Staff Wage Agreement for 2026-2027

I am recommending the following wage agreement for Community Services staff for the 2026-2027 school year in order to continue our goal of aligning wages to similar positions in the school district.

Departments within the school district continue to post positions that can be combined in hopes of enticing candidates who seek additional hours (i.e. paraprofessional and Village Kids staff).

This wage agreement is specific to hourly staff. The process of aligning wages began with the 22-23 wage agreement and allows candidates to earn more consistent wages across similar positions in different departments. In the 2019-20 school year, one Wilshire Park staff member worked in Village Kids and Nutrition Services. In the 2026-27 school year, five Village Kids staff members also work in positions within the para educator, clerical and nutrition service contract.

This recommendation for the Community Services wage agreement aligns with the wage increases approved for other bargaining groups.

Early Childhood teachers are included in the SAVEA bargaining group and Community Services coordinators are paid on separate contracts.

| Community Services Hourly Wages      | 2026-2027 |        |        |        |        |        |
|--------------------------------------|-----------|--------|--------|--------|--------|--------|
| Position                             | Step 1    | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 |
| Early Childhood Screener             | 25.31     | 27.99  | 30.49  | 33.28  |        |        |
| Lead Asst Teacher/Village Kids, PreK | 19.51     | 20.99  | 21.47  | 23.50  | 24.25  | 25.05  |
| Asst Teacher/Village Kids, PreK      | 18.41     | 19.27  | 20.19  | 21.03  | 21.78  | 22.58  |
| Bld Supervisor/Exp Aide/Lifeguard    | 17.04     | 17.95  | 18.87  | 19.92  |        |        |
| Aide                                 | 15.47     | 16.45  | 17.44  | 18.43  |        |        |

wages aligned with clerical/para./nutrition services contract

*Orig. 1995  
Rev. October 2025  
Mandatory - Annual*

## **506 STUDENT DISCIPLINE**

### **I. PURPOSE**

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

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

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as

appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

### **III. DEFINITIONS**

A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

### **IV. POLICY**

A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is

awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

## **V. AREAS OF RESPONSIBILITY**

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be presented to the school board for discussion. These guidelines and directives are outlined in our Student Rights and Responsibility document which is sent to families and students annually which are also posted on our District website.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under

the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.

- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports
  - 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
  - 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force

used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

## **VI. STUDENT RIGHTS**

All students have the right to an education and the right to learn.

## **VII. STUDENT RESPONSIBILITIES**

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;

- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

## **VIII. CODE OF STUDENT CONDUCT**

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
  - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
  - 2. The use of profanity or obscene language, or the possession of obscene materials;
  - 3. Gambling, including, but not limited to, playing a game of chance for stakes;
  - 4. Violation of the school district's Hazing Prohibition Policy;
  - 5. Attendance problems including, but not limited to, truancy, absenteeism,

- tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
  7. Opposition to authority using physical force or violence;
  8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
  9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
  10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
  11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
  12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
  13. Violation of the school district's Weapons Policy;
  14. Violation of the school district's Violence Prevention Policy;
  15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
  16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
  17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
  18. Using an ignition device, including a butane or disposable lighter or

matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;

19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the school district's Technology Acceptable Use and Safety Policy ;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district' Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;

- 44. Violation of the school district's one-to-one device rules and regulations;
- 45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
- 46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

## **IX. RECESS AND OTHER BREAKS**

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
  - 1. a student causes or is likely to cause serious physical harm to other students or staff;
  - 2. the student's parent or guardian specifically consents to the use of recess detention; or
  - 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or

ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.

G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

## **X. DISCIPLINARY ACTION OPTIONS**

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;

- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

## **XI. REMOVAL OF STUDENTS FROM CLASS**

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

- 1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;

2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.
- C. School district discipline procedures will follow state statute.

## **XII. DISMISSAL**

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures before dismissal proceedings pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on

any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
  - a. preschool or prekindergarten program, including an early childhood family education, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
  - b. kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the

assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the

extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.

6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the student to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.
7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, seek an alternative to suspension.
  - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
  - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
  - c. petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or

guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe the non exclusionary discipline practices accorded the student in an attempt to

avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed

dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of

the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

### **XIII. ADMISSION OR READMISSION PLAN**

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

### **XIV. NOTIFICATION OF POLICY VIOLATIONS**

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

### **XV. STUDENT DISCIPLINE RECORDS**

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

### **XVI. STUDENTS WITH DISABILITIES**

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

## **XVII. OPEN ENROLLED STUDENTS**

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

## **XVIII. DISCIPLINE COMPLAINT PROCEDURE**

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;

2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

#### **XIX. DISTRIBUTION OF POLICY**

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

#### **XX. REVIEW OF POLICY**

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

***Legal References:*** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.26 (School Preassessment Teams)  
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)

Minn. Stat. § 121A.582 (Reasonable Force)  
 Minn. Stat. §§ 121A.60-121A.61 (Removal from Class)  
 Minn. Stat. § 122A.42 (General Control of Schools)  
 Minn. Stat. § 123A.05 (Area Learning Center Organization)  
 Minn. Stat. § 124D.03 (Enrollment Options Program)  
 Minn. Stat. § 124D.08 (Enrollment in Nonresident District)  
 Minn. Stat. Ch.125A (Students with Disabilities)  
 Minn. Stat. § 152.22 (Medical Cannabis; Definitions)  
 Minn. Stat. § 152.23 (Medical Cannabis; Limitations)  
 Minn. Stat. Ch. 260A (Truancy)  
 Minn. Stat. Ch. 260C (Juvenile Court Act)  
 20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)  
 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
 34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

***Cross References:*** MSBA/MASA Model Policy 413 (Harassment and Violence)  
 MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices); Vaping Awareness and Prevention Instruction)  
 MSBA/MASA Model Policy 501 (School Weapons)  
 MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
 MSBA/MASA Model Policy 503 (Student Attendance)  
 MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
 MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
 MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)  
 MSBA/MASA Model Policy 525 (Violence Prevention)  
 MSBA/MASA Model Policy 526 (Hazing Prohibition)  
 MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)  
 MSBA/MASA Model Policy 610 (Field Trips)  
 MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
 MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
 MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

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

**NOTICE OF SUSPENSION**

(Date)

(Name of Parent or Guardian)

(Address)

(City, State, Zip)

Dear (Parent or Guardian)

(Name of Student) has been suspended from (name of school) for (number of days) commencing on (date).

The grounds for suspension are:

Briefly, the facts that have been determined are:

The testimony received was:

An administrative conference to determine the above was conducted before

\_\_\_\_\_, at \_\_\_\_\_ on \_\_\_\_\_  
(Name of Administrator) (Time) (Date)

pursuant to Minn. Stat. §§ 121A.40-121A.56, a copy of which is enclosed.

The plan of readmission is:

Alternative educational services in the form of homework will be available to be picked up at the school after \_\_\_\_ [date] \_\_\_\_.

While suspended, the student may not come on any school campus except with you for the purpose of discussing conduct.

If you have any questions, please call.

Sincerely,

\_\_\_\_\_  
Administrator

Enc: Minn. Stat. §§ 121A.40-121A.56

*Orig. 1999  
Rev. October 2023  
May 6, 2025  
October 2025  
Rev. 2026  
Mandatory - Annual*

## **806 CRISIS MANAGEMENT POLICY**

### **I. PURPOSE**

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

### **II. GENERAL INFORMATION**

#### **A. The Policy and Plans**

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

#### **B. Elements of the District Crisis Management Policy**

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Superintendent or Superintendent designee will designate the individual(s) who will determine when these actions will be

taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

a. Lockdown Procedures.

Lockdown procedures will be used when there is a threat or hazard inside the school building. This could include a shooting, hostage incident, intruder, trespassing, disturbance, or at the discretion of the building administrator or designee. Lockdown uses classroom security to protect students and staff from a threat. Each building administrator is responsible for lockdown procedures for their building as part of their building specific crisis management plan.

b. Secure procedures. Secure is used when there is a threat or hazard outside of the school building. This could include violence or criminal activity in the immediate neighborhood, police activity or a dangerous animal near the building. Secure uses the security of the physical facility to act as protection. Each building administrator is responsible for secure procedures for their building as part of their building specific crisis management plan.

c. Evacuation Procedures.

Evacuation is used when there is a need to move students and staff from one location to another. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. Building plans should include specific evacuation procedures for individuals with special needs including those with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day. Each building administrator is responsible for evacuation procedures for their building as part of their building specific crisis management plan.

d. Sheltering Procedures.

Shelter is called when the need for personal protection is necessary. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change depending on the specific emergency. Each building administrator is responsible for sheltering procedures as part of their building specific crisis management plan.

- e. Hold Procedures. Hold provides a response when there is a need to control/limit traffic in the hallways to allow staff or first responders to manage a situation within the school building. Situations such as a medical emergency, escalated student in crisis, or at the discretion of the building administrator or designee. Each building administrator is responsible for hold procedures as part of their building specific crisis management plan.
2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.
3. School Emergency Response Teams
- a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.
  - b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

### III. PREPARATION BEFORE AN EMERGENCY

#### A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

#### B. Planning and Preparing for Fire

1. Designate a safe area at least fifty (50) feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during

assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes section 299F.30. See Minnesota Statutes, section 121A.035.

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and

counselors, to determine the level of intervention needed for students and staff.

2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

#### I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

### **IV. SAMPLE PROCEDURES**

The District's emergency procedures will be kept on file with the superintendent's office and in our building offices on file in the building specific emergency procedure binder.

The following are a list of hazards/emergency procedures that are addressed in the District's emergency procedure binder:

1. Building Security
2. Evacuation/Relocation
3. Student Release/Reunification
4. Lockdown/Secure
5. Media Inquiries
6. Post-Crisis Intervention
7. Sexual Assault
8. Bomb Threat
9. Bus Accidents
10. Child Abuse/Abandonment
11. Fights/Disturbances/Demonstrations
12. Fire
13. Medical Emergency
14. Severe Weather
15. Suicide Threat or Attempt

- 16. Utility Emergencies
- 17. Weapons
- 18. Disease Outbreak

## V. SCHOOL SAFETY DRILLS

To increase emergency preparedness each year, the school district will conduct at least five Lockdown drills, five school fire drills (Evacuation), and one Tornado drill (Shelter) at each school consistent with Minnesota Statutes 121A.35. Records of the date and time of each drill shall be maintained by an administrator at each site.

## VI. MISCELLANEOUS PROCEDURES

### A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

### B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

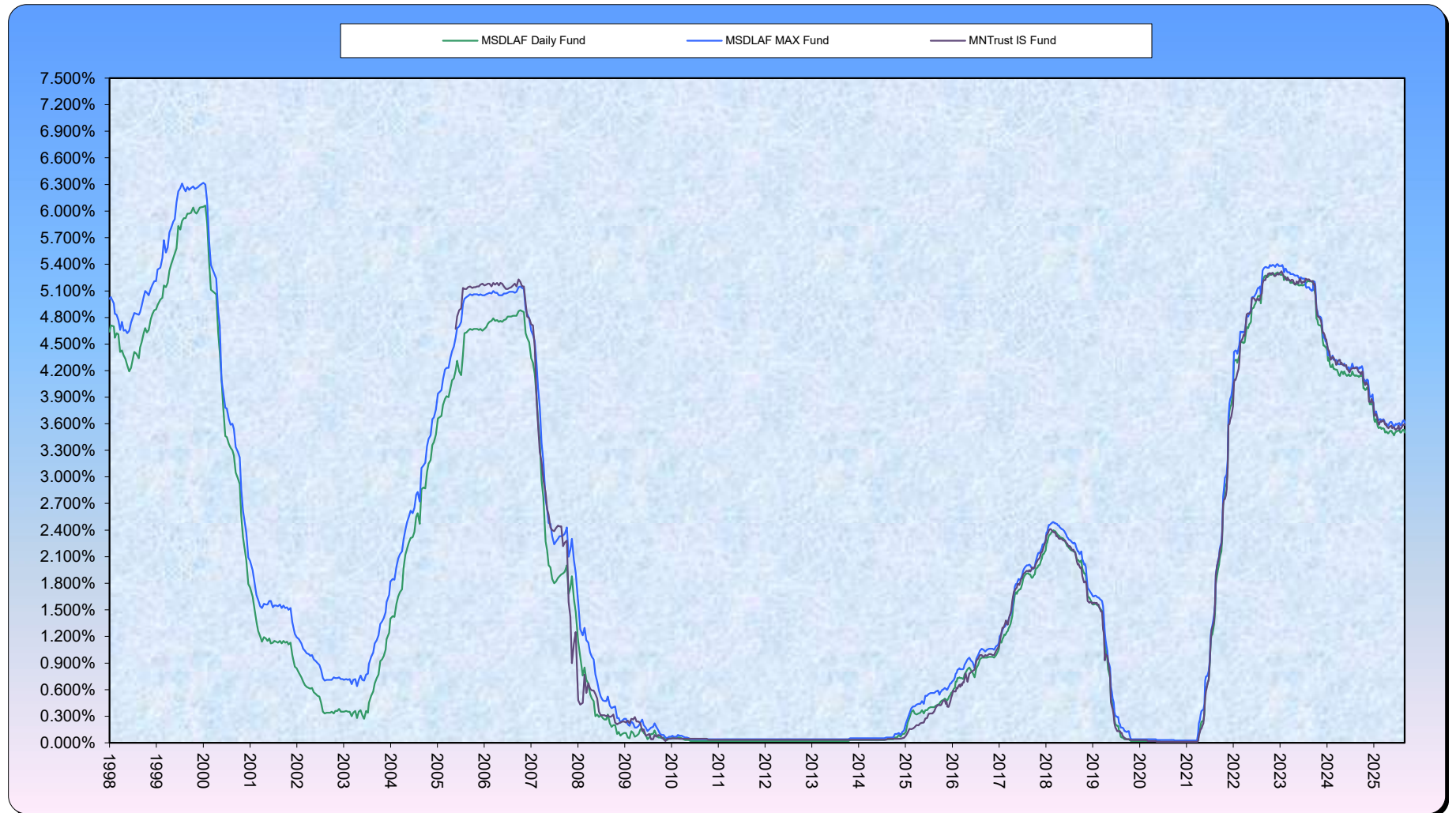
**Legal References:** Minn. Stat. Ch. 12 (Emergency Management)  
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)  
Minn. Stat. § 121A.035 (Crisis Management Policy)  
Minn. Stat. § 121A.038 (Students Safe at School)  
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)  
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)  
Minn. Stat. § 326B.02, Subd. 6 (Powers)  
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)  
Minn. Stat. § 609.605, Subd. 4 (Trespasses)  
Minn. Rules Ch. 7511 (Fire Code)  
20 U.S.C. § 1681, *et seq.* (Title IX)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)  
20 U.S.C. § 7912 (Unsafe School Choice Option)  
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

**Cross References:** MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 501 (School Weapons Policy)

Resources

MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)  
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)  
*Comprehensive School Safety Guide*  
Minnesota School Safety Center - Resources (mn.gov)  
*I Love U Guys Foundation Standard Response Protocol*  
<https://iloveguys.org/The-Standard-Response-Protocol.html>(01/23/25)  
Safe and Sound Schools  
<https://safeandsoundschools.org/> (01/23/25)

# Money Market Rates since 1998



**\*\*LAF and MAX Rates from MSBA Boardcaster Bi-Weekly Newsletter or [msdlaf.org](https://msdlaf.org)\*\*** **\*\*Yields represent past performance and are not indicative of future results\*\***

Target Rate

- 28 Oct26
- 9 Dec26
- 27 Jan27
- 17 Mar27
- 28 Apr27
- 9 Jun27
- 28 Jul27
- 15 Sep27
- 27 Oct27
- 8 Dec27

Current

Compare

Probabilities

Aggregated

Historical

Historical

Downloads

Prior Hikes

Dot Plot

Chart

Table

Tools

CVOL

SOFR Watch

ESTR Watch

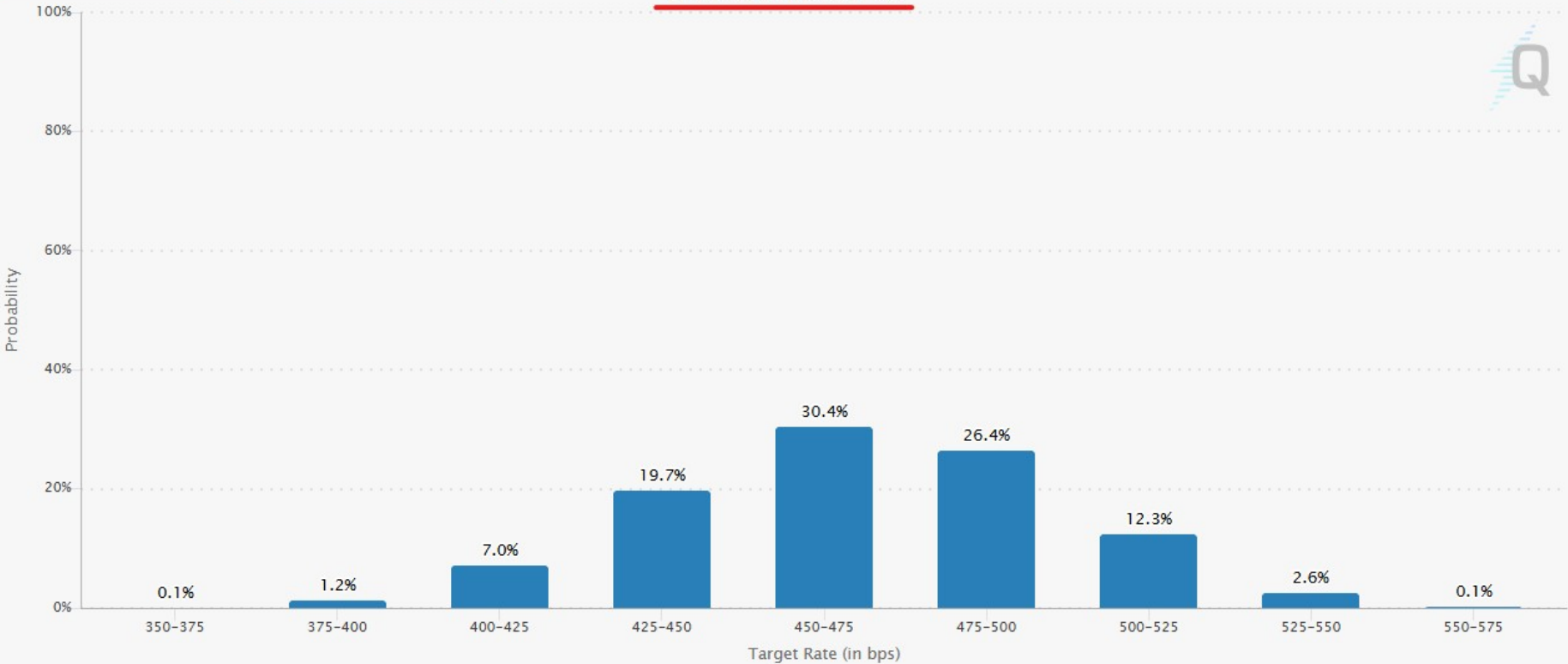
| MEETING INFORMATION |          |             |           |              |          |
|---------------------|----------|-------------|-----------|--------------|----------|
| MEETING DATE        | CONTRACT | EXPIRES     | MID PRICE | PRIOR VOLUME | PRIOR OI |
| 15 Sep 2027         | ZQU7     | 30 Sep 2027 | 95.3300   | 339          | 5,234    |

| PROBABILITIES |           |        |
|---------------|-----------|--------|
| EASE          | NO CHANGE | HIKE   |
| 0.1 %         | 1.2 %     | 98.7 % |

Target Rate Probabilities for 15 Sep 2027 Fed Meeting



Current target rate is 375–400



PROBABILITY(%)

## St. Anthony-New Brighton ISD 282: Unison Proceeds

\$730,083.25 <--Proceeds Received on 8/21/26

\$730,881.72 <--Investable Balance

09/25/26 Initial Investment Purchase Date Assumption

**Longer Rolling Muni & CD Ladder**      \$670,000.00    Initial estimated cost

|          |           | <u>Draws</u> | <u>Maturities &amp; Coup's</u> | <u>Reinvest at 4%, then 3%</u> | <u>Balance</u> |
|----------|-----------|--------------|--------------------------------|--------------------------------|----------------|
|          | 10/1/2026 | \$39,540.80  |                                |                                | \$21,340.92    |
| 1 year   | 10/1/2027 | \$40,825.88  | \$33,315.00                    |                                | \$14,630.32    |
| 2 years  | 10/1/2028 | \$42,152.72  | \$33,315.00                    |                                | \$6,342.74     |
| 3 years  | 10/1/2029 | \$43,522.68  | \$218,315.00                   | \$145,000.00                   | \$36,341.20    |
| 4 years  | 10/1/2030 | \$44,937.17  | \$30,235.00                    |                                | \$22,729.27    |
| 5 years  | 10/1/2031 | \$46,397.63  | \$30,235.00                    |                                | \$7,248.52     |
| 6 years  | 10/1/2032 | \$47,905.55  | \$230,235.00                   | \$105,000.00                   | \$84,796.02    |
| 7 years  | 10/1/2033 | \$49,462.48  | \$23,485.00                    |                                | \$61,362.42    |
| 8 years  | 10/1/2034 | \$51,070.01  | \$23,485.00                    |                                | \$35,618.28    |
| 9 years  | 10/1/2035 | \$52,729.78  | \$23,485.00                    |                                | \$7,442.05     |
| 10 years | 10/1/2036 | \$54,443.50  | \$308,485.00                   | \$255,000.00                   | \$6,707.42     |
| 11 years | 10/1/2037 | \$55,804.59  | \$161,600.00                   | \$60,000.00                    | \$52,704.06    |
| 12 years | 10/1/2038 | \$57,199.70  | \$10,800.00                    |                                | \$7,885.48     |
| 13 years | 10/1/2039 | \$58,629.69  | \$74,400.00                    |                                | \$23,892.35    |
| 14 years | 10/1/2040 | \$60,095.44  | \$115,800.00                   |                                | \$80,315.65    |
| 15 years | 10/1/2041 | \$61,597.82  | \$7,650.00                     |                                | \$28,777.29    |
| 16 years | 10/1/2042 | \$63,137.77  | \$262,650.00                   | \$150,000.00                   | \$79,152.84    |
| 17 years | 10/1/2043 | \$64,716.21  |                                |                                | \$16,811.21    |
| 18 years | 10/1/2044 | \$66,334.12  | \$159,012.33                   |                                | \$109,995.14   |
| 19 years | 10/1/2045 | \$67,992.47  |                                |                                | \$45,302.53    |
| 20 years | 10/1/2046 | \$69,692.28  |                                |                                | Out of Funds   |
| 21 years | 10/1/2047 | \$71,434.59  |                                |                                |                |
| 22 years | 10/1/2048 | \$73,220.45  |                                |                                |                |

## St. Anthony-New Brighton ISD 282: Unison Proceeds

\$730,083.25 <--Proceeds Received on 8/21/26

\$730,881.72 <--Investable Balance

09/25/26 Initial Investment Purchase Date Assumption

### Longer Rolling Muni & CD Ladder

\$670,000.00 Initial estimated cost

|          |           | <u>Draws</u> | <u>Maturities &amp; Coup's</u> | <u>Reinvest at 4%</u> | <u>Balance</u> |
|----------|-----------|--------------|--------------------------------|-----------------------|----------------|
|          | 10/1/2026 | \$39,540.80  |                                |                       | \$21,340.92    |
| 1 year   | 10/1/2027 | \$40,825.88  | \$33,315.00                    |                       | \$14,683.68    |
| 2 years  | 10/1/2028 | \$42,152.72  | \$33,315.00                    |                       | \$6,434.91     |
| 3 years  | 10/1/2029 | \$43,522.68  | \$218,315.00                   | \$145,000.00          | \$36,484.63    |
| 4 years  | 10/1/2030 | \$44,937.17  | \$30,235.00                    |                       | \$23,241.84    |
| 5 years  | 10/1/2031 | \$46,397.63  | \$30,235.00                    |                       | \$8,008.89     |
| 6 years  | 10/1/2032 | \$47,905.55  | \$230,235.00                   | \$105,000.00          | \$85,659.57    |
| 7 years  | 10/1/2033 | \$49,462.48  | \$24,535.00                    |                       | \$64,158.47    |
| 8 years  | 10/1/2034 | \$51,070.01  | \$24,535.00                    |                       | \$40,189.80    |
| 9 years  | 10/1/2035 | \$52,729.78  | \$24,535.00                    |                       | \$13,602.62    |
| 10 years | 10/1/2036 | \$54,443.50  | \$309,535.00                   | \$250,000.00          | \$19,239.71    |
| 11 years | 10/1/2037 | \$55,804.59  | \$165,000.00                   | \$120,000.00          | \$9,204.71     |
| 12 years | 10/1/2038 | \$57,199.70  | \$119,200.00                   |                       | \$71,573.20    |
| 13 years | 10/1/2039 | \$58,629.69  | \$10,000.00                    |                       | \$25,806.43    |
| 14 years | 10/1/2040 | \$60,095.44  | \$144,413.15                   | \$55,000.00           | \$56,159.23    |
| 15 years | 10/1/2041 | \$61,597.82  | \$10,000.00                    |                       | \$6,807.78     |
| 16 years | 10/1/2042 | \$63,137.77  | \$260,000.00                   | \$135,000.00          | \$68,942.32    |
| 17 years | 10/1/2043 | \$64,716.21  | \$61,600.00                    |                       | \$68,583.80    |
| 18 years | 10/1/2044 | \$66,334.12  |                                |                       | \$5,000.55     |
| 19 years | 10/1/2045 | \$67,992.47  | \$151,214.79                   |                       | \$88,422.89    |
| 20 years | 10/1/2046 | \$69,692.28  |                                |                       | \$22,267.53    |
| 21 years | 10/1/2047 | \$71,434.59  |                                |                       | Out of Funds   |
| 22 years | 10/1/2048 | \$73,220.45  |                                |                       |                |

## St. Anthony-New Brighton ISD 282: Unison Proceeds

\$730,083.25 <--Proceeds Received on 8/21/26

\$730,881.72 <--Investable Balance

09/25/26 Initial Investment Purchase Date Assumption

**Longer Rolling Muni & CD Ladder**      \$670,000.00    Initial estimated cost

|          |           | <u>Draws</u> | <u>Maturities &amp; Coup's</u> | <u>Reinvest at 5%</u> | <u>Balance</u> |
|----------|-----------|--------------|--------------------------------|-----------------------|----------------|
|          | 10/1/2026 | \$39,540.80  |                                |                       | \$21,340.92    |
| 1 year   | 10/1/2027 | \$40,825.88  | \$33,315.00                    |                       | \$14,790.38    |
| 2 years  | 10/1/2028 | \$42,152.72  | \$33,315.00                    |                       | \$6,694.21     |
| 3 years  | 10/1/2029 | \$43,522.68  | \$218,315.00                   | \$150,000.00          | \$31,821.24    |
| 4 years  | 10/1/2030 | \$44,937.17  | \$31,935.00                    |                       | \$20,410.13    |
| 5 years  | 10/1/2031 | \$46,397.63  | \$31,935.00                    |                       | \$6,968.01     |
| 6 years  | 10/1/2032 | \$47,905.55  | \$231,935.00                   | \$125,000.00          | \$66,346.81    |
| 7 years  | 10/1/2033 | \$49,462.48  | \$28,285.00                    |                       | \$48,486.67    |
| 8 years  | 10/1/2034 | \$51,070.01  | \$28,285.00                    |                       | \$28,125.99    |
| 9 years  | 10/1/2035 | \$52,729.78  | \$28,285.00                    |                       | \$5,087.51     |
| 10 years | 10/1/2036 | \$54,443.50  | \$313,285.00                   | \$250,000.00          | \$14,184.09    |
| 11 years | 10/1/2037 | \$55,804.59  | \$176,250.00                   | \$130,000.00          | \$5,338.70     |
| 12 years | 10/1/2038 | \$57,199.70  | \$143,750.00                   |                       | \$92,155.94    |
| 13 years | 10/1/2039 | \$58,629.69  | \$12,500.00                    |                       | \$50,634.04    |
| 14 years | 10/1/2040 | \$60,095.44  | \$12,500.00                    |                       | \$5,577.24     |
| 15 years | 10/1/2041 | \$61,597.82  | \$168,517.81                   |                       | \$112,776.09   |
| 16 years | 10/1/2042 | \$63,137.77  | \$12,500.00                    |                       | \$67,777.12    |
| 17 years | 10/1/2043 | \$64,716.21  | \$262,500.00                   | \$200,000.00          | \$68,949.77    |
| 18 years | 10/1/2044 | \$66,334.12  |                                |                       | \$6,072.58     |
| 19 years | 10/1/2045 | \$67,992.47  | \$220,027.40                   | \$85,000.00           | \$73,411.14    |
| 20 years | 10/1/2046 | \$69,692.28  |                                |                       | \$7,389.41     |
| 21 years | 10/1/2047 | \$71,434.59  | \$93,500.00                    |                       | \$29,824.29    |
| 22 years | 10/1/2048 | \$73,220.45  |                                |                       | Out of Funds   |