

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

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

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

## **Agenda**

1. Listening Session (6:00 pm)  
**Speaker(s):** Dr. Cassandra Palmer - Chair
2. Call to Order School Board Regular Meeting (6:30pm)  
**Speaker(s):** Dr. Cassandra Palmer - Chair
3. Approval of Agenda  
**Speaker(s):** Dr. Cassandra Palmer - Chair
4. Approval of Consent Agenda  
**Speaker(s):** Dr. Cassandra Palmer - Chair
5. Presentations
  - 5.1. Patriots Marching Band  
**Speaker(s):** Chris Ravndal, Patriots Director
  - 5.2. Ray and Associates, Inc. will present their proposal for Superintendent Search Services.
  - 5.3. MSBA will present proposal for Superintendant Search process.  
**Speaker(s):** Barb Dorn, MSBA
6. Action Items
  - 6.1. Assurance of Compliance  
**Speaker(s):** Hope Fagerland, Assistant Superintendent
  - 6.2. Final Review and Approval Policies  
**Speaker(s):** Laura Haas, Policy Committee Chair
    - 6.2.a. Policy 806: Crisis Management  
**Speaker(s):** Laura Haas, Policy Committee Chair
7. Discussion Items
  - 7.1. Enrollment Update  
**Speaker(s):** Steve Massey, Superintendent
  - 7.2. October 27th Community Engagement Event and Survey  
**Speaker(s):** Steve Massey, Superintendent
8. Reports
  - 8.1. ISD282 Program and Building Report  
**Speaker(s):** Hope Fagerland, Assistant Superintendent
  - 8.2. Board Reports
9. Adjourn School Board Meeting  
**Speaker(s):** Dr. Cassandra Palmer - Chair
10. Student Services  
**Speaker(s):** Hope Fagerland, Assistant Superintendent



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

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### **Minutes**

Attendance Taken at 5:57 PM.

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

#### **1. Call to Order School Board Work Session**

**Discussion:** Chair Palmer called the meeting to order at 6:00 p.m.

Staff in Attendance: Dr. Steve Massey; Assistant Superintendent Hope Fagerland; Laura Haupt-Coleman; Middle School Principal Kristine Schwintek; Allie Guidish, 8th grade Math; Dave Anderson from PTMA; Matt Rantapaa and Riley Fisher from Baird.

#### **2. Approval of Agenda**

**Action(s) :**

The recommended motion is to approve the 9/22/26 agenda as presented. This motion, made by Haas 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

#### **3. Approval of Consent Agenda**

**Action(s) :**

The recommended motion is to approve the consent agenda as presented, including: minutes from September 8, 2026 Regular Board meeting,

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

personnel, and payment of bills. This motion, made by Striker and seconded by Haas, 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

**4. Presentation: Eagle Bluff**

**5. Discussion Items**

5.1. Presentation of options for funds received from cell phone tower project

**Discussion:** The board indicated their preference for a longer-term investment strategy with a steady rate of return. District Admin will work with financial advisors to implement an effective strategy.

**6. Action Items**

6.1. Levy Certification

**Action(s):**

The recommended motion is to certify the levy for taxes payable in 2027 as a 'maximum' levy amount as presented. This motion, made by Striker 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

6.2. Nutrition Services/Para/Clerical Agreement

**Action(s):**

The recommended motion is to approve the Nutrition Services/Para/Clerical Agreement as presented. This motion, made by Striker and seconded by Haas, Carried.

**Voting Detail:**

Annie Bosmans: Yea  
Laura Haas: Yea  
Amy Kalar: Yea  
Cassandra Palmer: Yea  
PJ Striker: Yea

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

Daniel Turner: Yea

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

**6.3. Community Service Update on Wage Agreement**

**Action(s):**

The recommended motion is to approve the 2026-2027 Community Service Wage Agreement as presented. This motion, made by Bosmans and seconded by Haas, 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

**6.4. Review of Proposals and Selection of Superintendent Search Firms for Presentation**

**Action(s):**

The recommended motion is to approve the search firms to present to the board of MSBA and Ray and Associates. This motion, made by Haas and seconded by Kalar, 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

**7. Policies: First Reading**

**7.1. Policy 806: Crisis Management**

**8. Reports**

**8.1. ISD282 District, Program, and Building Report**

**8.2. Board Reports**

**9. Adjourn School Board Meeting**

**Discussion:** Chair Palmer adjourned the 9/22/26 meeting at 8:12 p.m.

Approved by: School Board Clerk or Board Chair

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



**SCHOOL BOARD CONSENT AGENDA**  
**October 6, 2026**

PRESENTER(S): School Board Chair

**1. Personnel**

Hire(s)

| Last Name | First Name | Position                 | School | Date Effective |
|-----------|------------|--------------------------|--------|----------------|
| Gould     | Sullivan   | SpEd Para                | WP     | 09.29.26       |
| Trulen    | Bryan      | Assistant Football Coach | SAVHS  | 10.01.26       |
|           |            |                          |        |                |

Resignation/Separation(s)

| Last Name | First Name | Position | School | Date Effective |
|-----------|------------|----------|--------|----------------|
|           |            |          |        |                |
|           |            |          |        |                |
|           |            |          |        |                |
|           |            |          |        |                |

Leave Request(s)

| Last Name | First Name | Position | School | Dates Effective |
|-----------|------------|----------|--------|-----------------|
|           |            |          |        |                 |
|           |            |          |        |                 |
|           |            |          |        |                 |

**2. Payment of Bills Checks Paid 08/26/2026**

|                              |                     |
|------------------------------|---------------------|
| 01- General Fund             | \$111,966.50        |
| 02- Food Service Fund        | \$2,059.55          |
| 03- Transportation Fund      | \$113.43            |
| 04- Community Serv Fund      | \$2,401.10          |
| 05- Capital Expenditure Fund | \$250,121.43        |
| 08- Agency Fund              | \$16,750.00         |
| <b>Total: \$</b>             | <b>\$383,412.01</b> |

**3. Minutes - Meeting Minutes of September 29, 2026 Professional Development meeting.**

Patriots Report  
10/6/26 School Board Meeting

## OVERVIEW

The 2025 Patriots season was a good year marked by strong performances and steady, lasting improvement (deep learning!).

## STAFF

- Caitlin Icart (color guard) returned for her fourth year
- Kyle Hendren (band director; lives in SLP) returned for his third year
- Brent Turner (marching & show design) returned for his third season (second full season)
- Dan Wenkel (drumline, retired teacher) returned part-time for yet another season
- Irondale's drumline instructor, Paul Weber, became our drumline coordinator in a part-time capacity right before the season started, and his "techs" – Eli Sorenson and, mainly, Gunnar Scherman – covered rehearsals along with Mr. Wenkel
- Patriots/SLP grad Emma Petersen, a music education major at UW-River Falls, interned with us for the third consecutive summer

## SEASON DETAILS & HIGHLIGHTS

- Participation increased by a couple students from 2025:

113 students

78 from SAV

35 from SLP

- 94 of the 113 students went on the trip to the Gatlinburg (TN) Midnight 4<sup>th</sup> of July Parade. The parade was televised nationally on C-Span and ABC as part of America 250 celebrations. We were named the Best Band in the Parade.

- We finished 1<sup>st</sup> in the Spring Lake Park Tower Days and "Celebrate! Northeast" parades, as well as strongly in a few others. While the competitive aspects of summer parade marching are motivating and real, and while finishing well is satisfying, judging always involves an element of subjectivity. We've focused deliberately on what we can control: our teaching processes, our fundamentals, and meeting our standards.

- The drum major was Sonja Oksnevad (SAV). The band commander was Elena Demarest (SAV). The guard commander for the second year in a row was Sarah Kempenich (SAV).

- Our 2026 student leadership was excellent. They embraced the idea that leadership isn't a prize or recognition, but a responsibility and a commitment and to making their sections and the band better, and they still kept it fun. The resulting improvements weren't always linear, but they were still clear.

Respectfully submitted,

Chris Ravndal, Patriots Executive Director

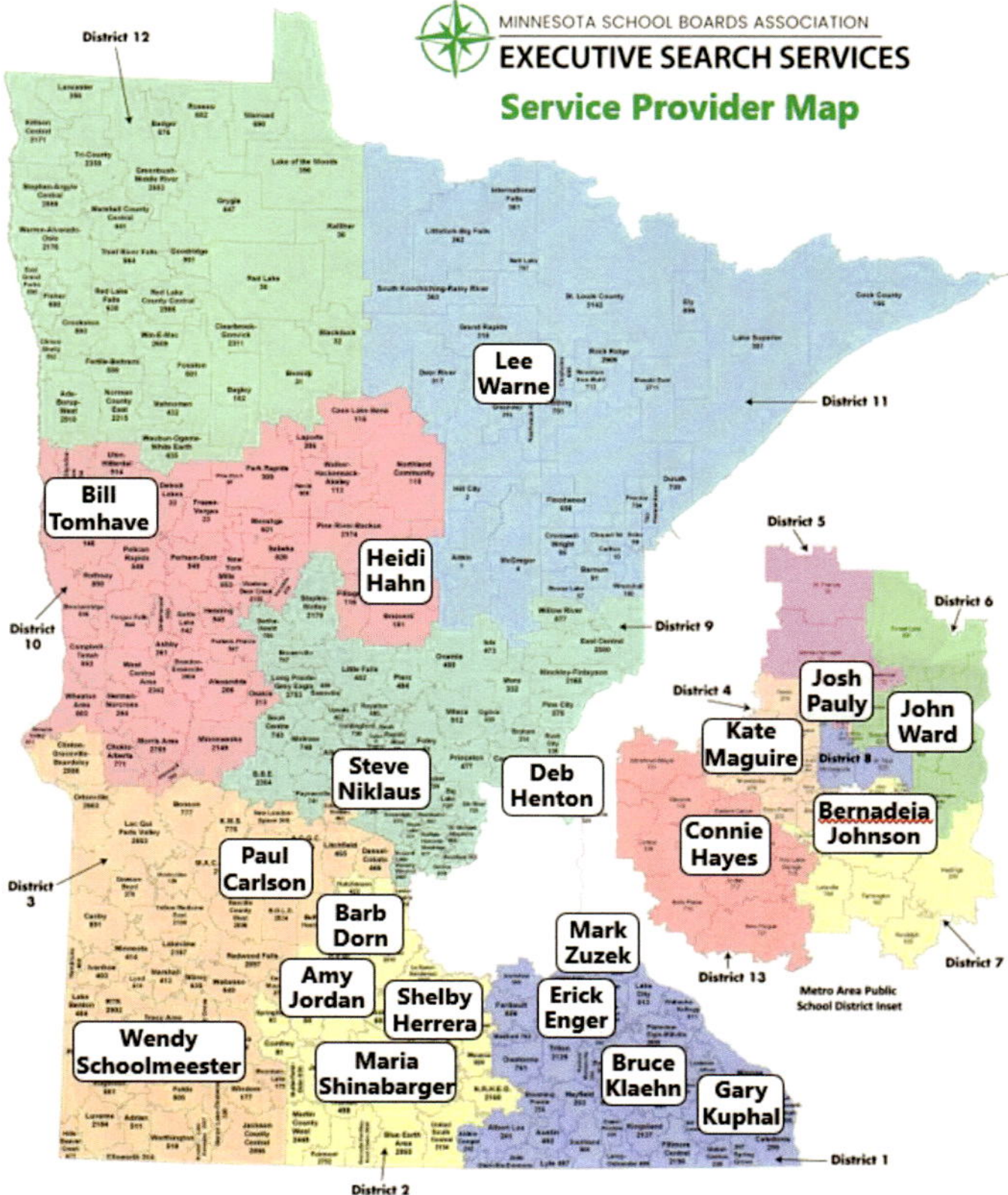
# SEARCH TEAM — MSBA SERVICE PROVIDERS



MINNESOTA SCHOOL BOARDS ASSOCIATION

EXECUTIVE SEARCH SERVICES

## Service Provider Map



## SEARCH TEAM - MSBA METRO SERVICE PROVIDERS

### ■ KATE MAGUIRE, Ed.D.

Dr. Maguire is a proven system leader focused on improving academic outcomes for all students by building shared vision for work; establishing trust through effective and collaborative relationships; driving for instructional excellence; creating safe, healthy, and responsive work and learning environments; and creating systems of accountability and continuous improvement. She spent the majority of her career in the Osseo Area School District, with her role as Superintendent capping 36 years of dedicated service to the district. Other roles included assistant superintendent, director of curriculum, director of instruction and educational standards, director of human resources, principal of Brooklyn Junior High School, assistant principal of Maple Grove Junior High School, assistant administrator at Osseo High School, and teacher. Kate is a dedicated, passionate, and student-focused leader who was honored as Minnesota's Superintendent of the Year by MASA in 2014, and she joined MSBA's executive search team as a Service Provider in 2025.

#### EDUCATION

- Doctor of Education, Education Leadership  
University of St. Thomas, St. Paul, MN
- Education Specialist, Education Leadership  
University of St. Thomas, St. Paul, MN
- Master of Arts, Organizational Leadership & Administration  
University of St. Thomas, St. Paul, MN
- Bachelor of Arts, Social Science / Education  
College of St. Benedict, St. Joseph, MN

#### RELEVANT WORK EXPERIENCE

- Concordia University
  - ◊ Contracted Faculty of Practice
- St. Louis Park Public Schools
  - ◊ Interim Superintendent
- Anoka Hennepin Schools
  - ◊ Interim Superintendent
- Osseo Area Schools
  - ◊ Superintendent
  - ◊ Assistant Superintendent
  - ◊ Director, Curriculum, Instruction & Educational Standards
  - ◊ Director, Human Resources
  - ◊ Principal
  - ◊ Assistant Principal
  - ◊ Assistant Administrator
  - ◊ Teacher, Social Studies

# SEARCH TEAM - MSBA METRO SERVICE PROVIDERS

## ■ BERNADEIA H. JOHNSON, Ed.D.

Dr. Johnson's extensive background includes leadership roles in several districts in Minnesota and Memphis, Tennessee ranging from 36,000 to 125,000 PK-12 students. Her last district position was serving as Superintendent of Minneapolis Public Schools. Recent work includes coaching school principals and superintendents, teaching, advising, and researching leadership and school district policies that impact students' mental health and academic achievement across Minnesota. She has been a keynote speaker, panelist, and presenter, and has served on local and national Boards to promote education as a public good, and is widely-recognized as a thought leader who takes on challenges that shift people to think differently about how we serve children and families. Bernadeia also teaches in the graduate school, in the administrative licensure graduate program, and advises doctoral students through the Department of Educational Leadership at Minnesota State University, Mankato, Twin Cities Campus. She joined MSBA's executive search team as a Service Provider in 2024.

### EDUCATION

- Doctorate, Educational Policy and Administration  
University of Minnesota, Minneapolis, MN
- Master of Arts, Curriculum and Instruction  
University of Saint Thomas, Minneapolis, MN
- Bachelor of Science, Communication Disorders  
Alabama A & M University, Huntsville, AL

### RELEVANT WORK EXPERIENCE

- Minnesota State University - Mankato
  - ◇ Associate Professor in Educational Leadership Department
  - ◇ Assistant Professor in Educational Leadership Department
  - ◇ Graduate Coordinator for the Masters in Educational Leadership
- Educational Consultant
  - ◇ MASA BIPOC Affinity Group
  - ◇ Minnesota State University, Mankato
  - ◇ MnEEP Board Chair (Minnesota Education Equity Partnership)
  - ◇ Portage Consulting
  - ◇ E4E: a co-facilitated team of teacher leaders to create a guide to address discipline disparities
- Numerous publications, professional service, presentations, media appearances, continuing education, local / regional / national board memberships, professional associations, honors, and awards
- National Kidney Foundation (NKF) board member and current Board President
- Minneapolis Public Schools
  - ◇ Superintendent of Schools
  - ◇ Deputy Superintendent of Schools / Chief Academic Officer
  - ◇ Principal - Elizabeth Hall Community School
- Memphis City Schools
  - ◇ Deputy Superintendent of Schools

# SEARCH TEAM - MSBA METRO SERVICE PROVIDERS

## ■ JOHN WARD, JD, Ph.D.

Dr. Ward holds 30+ years of experience in Minnesota public education, with his last 25 spent working for the Mounds View Public School District. There he served in a variety of leadership roles, finishing his career as Assistant Superintendent. Over those years John's expertise spanned strategic planning initiatives, budgeting, policy development, dispute resolution, labor negotiations, administrative hiring, student activities, facilities management, communications issues, and school safety responses and initiatives. He joined MSBA's executive search team as an employee in 2021 and segued into the role of Service Provider in 2023.

### EDUCATION

- Doctor of Philosophy, Organizational Leadership  
University of Minnesota, Minneapolis, MN
- Juris Doctorate  
William Mitchell College of Law, St. Paul, MN
- Bachelor of Arts, Political Science  
St. John's University, Collegeville, MN

### WORK HISTORY

- Minnesota School Boards Association (MSBA): Associate Director of Leadership Development and Executive Search
- Mounds View Public Schools
  - ◊ Assistant Superintendent
  - ◊ Director of Human Resources and School Operations
  - ◊ Director of Secondary Schools
  - ◊ General Counsel / Assistant to the Superintendent

### RELEVANT WORK EXPERIENCE

- Leadership team participant in district strategic planning, implementation and assessment initiatives
- Negotiated over twenty labor contracts with teachers and other bargaining groups
- Leadership of district/community task force groups in facilities, community education and athletics
- Led district safe school initiatives and response preparation
- Managed student behavior issues, and advised and managed district policy and legal issues

# SEARCH TEAM - MSBA METRO SERVICE PROVIDERS

## ■ JOSH PAULY

Mr. Pauly holds 15 years of experience in education. He completed Georgetown's McCourt School of Public Policy Education Finance program, Minnesota's Education Policy Fellowship program, and was a Fellow at the Center for Policy Design. During his career in public education, Josh served as a teacher as well as school board member. In addition, while working in the private sector he advised companies on partnerships and solutioning for K-12 schools and nonprofits. Josh mentors school board members across the country through School Board Fellows and co-founded the Get on Board Minnesota program. He received the University of Minnesota's Rising Alumni Award in 2018, and joined MSBA's executive search team as a Service Provider in 2024.

### EDUCATION

- Master of Education  
University of Minnesota, Minneapolis, MN
- Education Finance Certificate  
McCourt School of Public Policy, Georgetown University, Washington D.C.
- Bachelor of Arts, Premodern History  
University of Minnesota, Minneapolis, MN

### WORK HISTORY

- Brisk Teaching: Partnerships
- Books on Wings: Executive Director
- Minneapolis Public Schools: School Board member
  - ◊ Chair of the Policy Committee
  - ◊ Chair of the Superintendent Evaluation Committee
- People Sourced Policy: Executive Director
- Minneapolis Public Schools: Teacher

### RELEVANT WORK EXPERIENCE

- Created an intensive leadership development program designed to support individuals as they consider running for Minnesota school board roles.
- Mentored and coached school board members across the country on good governance and the role of school boards.
- Developed school board policies, created an evaluation tool with metrics for board members to use with their superintendent, and provided leadership in district strategic planning and goal-setting processes.

## SEARCH TEAM - MSBA METRO SERVICE PROVIDERS

### ■ CONNIE HAYES

Ms. Hayes's broad experience spans 42 years in Minnesota across both metro and rural school districts, including 23 years as a superintendent. Her background as a school psychologist, where she started her career, grounded her in the understanding of critical growth and development in physical, mental, and emotional capacities along with the school practices necessary to support growth. This key experience steered Connie into leadership roles where she could influence systems within areas of the district as well as the whole system. Over her years as an educator, children's mental health emerged as a key component of child development necessary to support the educational outcomes and districts faced the need to design and implement mental health support systems, and at the same time Connie moved from supporting the broad education elements of districts as a superintendent into more specialized programs to support students with high levels of mental health needs. Her leadership initiatives resulted in greater success for students to move from restrictive environments back to their neighborhood schools. Extensive collaboration and legislative advocacy with member school district board members and superintendents as part of the Northeast Metro 916 School District resulted in both state and nationally recognized programs for the success of students with unique special needs.

#### EDUCATION

- Master of Arts, School Psychology  
Moorhead State University, Moorhead, MN
- Bachelor of Arts, Psychology and Health Education  
Moorhead State University, Moorhead, MN

#### WORK HISTORY

- Northeast Metro 916 School District: Superintendent
- Springsted (Minnesota Public School Finance): Vice-President
- La Crescent-Hokah Public Schools: Superintendent
- McGregor Independent School District #4: Superintendent
- Lynd Public School District: Superintendent
- Marshall Public Schools: Curriculum
- Special Education Systems:
  - ◊ Southwest West Central Service Cooperative
  - ◊ Northwest Regional Interdistrict Council

#### RELEVANT WORK EXPERIENCE

- Provided leadership in district strategic planning and goal-setting processes
- Built consensus across participating school districts in a long-range facility planning, financing, and construction of three specialized facilities for unique learners
- Facilitated construction of a major building addition and improved district finances

# "APPLES-TO-APPLES" SAMPLE OF PUBLIC INPUT

## Wayzata – Superintendent Search

### Leadership Profile:

- Uncompromising integrity: acts with honesty and upholds high ethical standards in every decision.
- Durable trust: builds collaborative relationships and partnerships with diverse communities, staff, and students; listening deeply and communicating clearly.
- Achievement through evidence: uses curriculum, data, and research-based practices to raise scores and accelerate learning.
- Vision and ingenuity: anticipates challenges, frames bold possibilities, and solves complex problems with creativity and discipline.
- Equity with expertise: applies equity leadership knowledge, turning challenges into opportunities so every student and staff member thrives.
- High-performing team development: recruits and coaches leaders; clarifies roles; sets rigorous goals; holds self and others accountable, and fosters shared ownership of results.
- Stewardship of resources: drives operational excellence by efficiently and effectively allocating district resources in direct support of the success of our students and empowering staff.

### Wayzata Hiring Criteria and Public Input Survey:

#### Specialized Skills - Board

1. Leads with honesty and in an ethical manner with the school board, staff, students, parents, and community
2. Develops trust and works collaboratively with diverse groups and communities
3. Develops and directs an effective leadership team
4. Experience in school finance, including resource allocation and fiscal oversight
5. Delegates authority while maintaining accountability
6. Experience in developing and/or implementing a strategic plan
7. Knowledge of and experience with equity leadership challenges and opportunities
8. Possesses a visionary and creative approach to problem-solving
9. Uses curriculum, data, and other resources to improve test scores
10. Visible and accessible to the school board; provides options and recommendations

#### Specialized Skills – Public Input

1. Leads with honesty and in an ethical manner with the school board, staff, students, parents, and community
2. Experience in school finance, including resource allocation and fiscal oversight
3. Develops and directs an effective leadership team
4. Develops trust and works collaboratively with diverse groups and communities
5. Delegates authority while maintaining accountability
6. Demonstrates clear, confident, and adaptable communication skills
7. Experience in developing and/or implementing a strategic plan
8. Experience in implementing practices that support student safety and mental health
9. Visible and accessible to the school board; provides options and recommendations
10. Effectively mediates and accommodates different perspectives

### The following areas of expertise rose to the top in the public input survey:

- Budget and Finance
- Collaborative Leadership
- Curriculum Development/Evaluation

### Is previous superintendent experience important?

Board: Yes = 62.5%; No = 37.5%      Public Input: Yes = 53.4%; No = 46.6%

All highlights are to show where there is alignment with both the school board and the community.

## ADVERTISING AND RECRUITING

Nationally, MSBA will reach out to contacts across the country through our search team's personal and professional relationships, our contacts at the National Affiliation of Superintendent Searchers (NASS), and by posting the position on these nationwide job sites which have been proven to generate interest in Minnesota jobs from out-of-state applicants:

- American Association of School Administrators (AASA)
- National Alliance of Black School Educators (NABSE)
- Association of Latino Administrators and Superintendents (ALAS)
- Top School Jobs (EdWeek)
- National Indian Education Association (NIEA)
- Revelus (a proprietary application database utilized exclusively by NASS members)
- MSBA also boosts our postings through AASA to ensure they reach a variety of diversity-focused jobs boards to share the opportunity with the widest swath of potential applicants possible:

|                                            |                                          |                                         |
|--------------------------------------------|------------------------------------------|-----------------------------------------|
| <a href="#">AfricanAmericanHires.com</a>   | <a href="#">AllBilingualJobs.com</a>     | <a href="#">AllHispanicJobs.com</a>     |
| <a href="#">AllLGBTJobs.com</a>            | <a href="#">AllSpanishJobs.com</a>       | <a href="#">AsianHires.com</a>          |
| <a href="#">DisabilityJobs.net</a>         | <a href="#">Diversity-Job.com</a>        | <a href="#">DiversityJobs.com</a>       |
| <a href="#">ElClasificado.com</a>          | <a href="#">LatinoJobs.org</a>           | <a href="#">DiversityWorking.com</a>    |
| <a href="#">iHireDiversity.com</a>         | <a href="#">LatPro.com</a>               | <a href="#">WeHireWomen.com</a>         |
| <a href="#">ProDivNet.com</a>              | <a href="#">ihispano.com</a>             | <a href="#">proable.net</a>             |
| <a href="#">acareers.net</a>               | <a href="#">outpronet.com</a>            | <a href="#">womenscareerchannel.com</a> |
| <a href="#">jobs4women.net</a>             | <a href="#">RetiredStars.com</a>         | <a href="#">DiversityWorkers.com</a>    |
| <a href="#">blackcareernetwork.com</a>     | <a href="#">LGBTJobSite.com</a>          | <a href="#">HispanicJobSite.com</a>     |
| <a href="#">SeniorJobsNetwork.com</a>      | <a href="#">AsianAmericanJobSite.com</a> | <a href="#">DisabilityJobSite.com</a>   |
| <a href="#">AfricanAmericanJobSite.com</a> |                                          |                                         |

## WHY MSBA? (FROM OUR CLIENTS)

***MSBA was a good partner with our board. They allowed the board to prescribe how we wanted the search to proceed and at all decision points provided us with options and information so that we could make the best decision for our district.***

- Board member, Edina Public Schools

***MSBA has a knowledgeable approach which truly leans on a board perspective, as opposed to bringing forward the firm's field of candidates like other firms.***

- Board member, Burnsville-Eagan-Savage Area Schools

***A bonus to working with MSBA is the expertise provided in the search process AND the expertise they have in school board law and process.***

- Board Chair, Rochester Public Schools

***MSBA did an excellent job of guiding us. It was truly our decision and our search. We had exactly the right amount of scaffolding and information so that we always felt supported to make decisions that were ours to make.***

- Board Chair, Northfield Public Schools

***MSBA made the whole process very easy to follow (and enjoyable) for the Board. They addressed all questions and concerns diligently, and advised the board on do's and don'ts very professionally and in a timely manner. We received good feedback from community members on how MSBA handled the process and communication.***

- Board member, Wayzata Public Schools

***MSBA was always available and helpful. They truly listened to our input and went out of their way to help us have a successful search. They took a very split Board and turned it into a Board who unanimously voted for their new superintendent.***

- Board member, Brainerd Public Schools

***MSBA's integrity speaks to all. They had well-researched candidates, were very easy to work with and extremely trustworthy during the entire process. There were no surprises and I felt very well-informed throughout. This was my second time having MSBA conduct our district's search, and both times they were simply amazing. I would highly recommend MSBA for any superintendent search.***

- Board member, Hastings Public Schools

***Many thanks to MSBA for the work they did to help us focus on our community's needs. This is the best search process we've ever had!***

- Board member, Red Wing Public Schools

***MSBA answered all questions, and took time to walk us through the process. They were invested and I truly felt they wanted us to be successful. They supported us in doing things our way.***

- Board member, Stewartville Public Schools

***MSBA was the best search partner we could have used!***

- Board member, Lake City Public Schools

*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)

To: ISD 282 School Board

From: Superintendent Steve Massey and Assistant Superintendent Hope Fagerland

Date: October 6, 2026

Subject: Historical Enrollment and Planning for ISD282 Enrollment Targets

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**Context:**

*School Boards Approve The Budget*

The school board's responsibilities include governing the school district and approving its budget. Minnesota school districts' revenue is determined by student enrollment, with a per-pupil allocation from the state. ISD282 also utilizes an operating levy, generating additional per-pupil funding. Currently, ISD282 receives approximately \$11,545 per pupil unit in State funding and \$17,154 per pupil unit including State, Local and Federal (2025 Audit). Budget development begins with the board establishing enrollment targets. Legally, the board must act on these targets, which define the number of open-enrollment students the district can accept.

Minnesota's open enrollment policy requires districts to establish grade-level enrollment targets. The board also requires grade-level enrollment projections for budgeting and class size determinations. ISD282 uses these budget enrollment projections, not the enrollment targets, to develop the annual budget. Accurate budget enrollment projections are crucial. Overestimating enrollment for budgeting and staffing purposes can lead to budget deficits.

Enrollment targets, unlike budget enrollment projections, are not directly tied to budget constraints. These targets help ensure the district achieves its budget enrollment through open enrollment if resident student enrollment is insufficient. Consistent enrollment targets contribute to budget stability from year to year.

Essentially, enrollment targets support meeting budget enrollment projections. The budget for 2026-2027 was approved in June 2026.

For the past eight years, the ISD282 Board has been able to meet the budget in an unstable budgeting climate. This has allowed the District to have a bit of control in an uncontrollable budget environment. The Board should be commended for their budgeting acumen, oversight, and decisions.

*Budget Enrollment Assumptions: Board Approved*

**Specifically**, SANB's budget was based on a projected 1,898 students for the district's enrollment which includes 10 ECSE and 1,888 K-12. Along with a negative adjustment of 58 Average Daily Membership (ADM) due to students participating in the Post Secondary Enrollment Options (PSEO) program. As a result, 1,840 ADM was used for the 2026-27 budget.

| <b>Grade Level</b> | <b>2026-27 Enrollment Target</b> | <b>2026-27 Enrollment Budget</b> | <b>Oct 1, 2026 Enrollment</b> |
|--------------------|----------------------------------|----------------------------------|-------------------------------|
| <b>K-5</b>         | 710                              | 671                              | 707                           |
| <b>6-8</b>         | 450                              | 442                              | 448                           |
| <b>9-12</b>        | 800                              | 775                              | 759                           |
| <b>ECSE</b>        |                                  | 10                               | 7                             |
| <b>PSEO Adj</b>    | -58                              | -58                              | -58                           |
| <b>Total</b>       | <b>1,902</b>                     | <b>1,840</b>                     | <b>1,863</b>                  |

On October 1st of every school year the district is required to submit student enrollment to the Minnesota Automated Reporting Student System (MARSS). For budgetary purposes, the October 1st enrollment number is an indicator of the ADM. Below is the summary of what the board set for an enrollment target and budget along with the actual October 1st enrollment for the 2026-27 school year. As you can see below, the district met the budgetary enrollment target of 1840. The current enrollment, with the reduction of 58 full-time equivalent PSEO students, is at 1863. This provides a 23 student budgetary buffer. The enrollment is monitored via MARSS throughout the school year.

| October 1, 2026 St. Anthony-New Brighton<br>Enrollment |             |                   |                   |                        |                        |                 |
|--------------------------------------------------------|-------------|-------------------|-------------------|------------------------|------------------------|-----------------|
| Grade                                                  | Target      | Budget Enrollment | Oct. 1 Enrollment | Difference from Target | Difference from Budget | Open Enrollment |
| ECSE                                                   | X           | 10                | 7                 | x                      | -3                     |                 |
| K                                                      | 110         | 110               | 113               | 6                      | 3                      | 39              |
| 1                                                      | 110         | 106               | 115               | -1                     | 9                      | 15              |
| 2                                                      | 115         | 106               | 114               | -3                     | 8                      | 34              |
| 3                                                      | 125         | 115               | 114               | -3                     | -1                     | 27              |
| 4                                                      | 125         | 119               | 124               | 1                      | 5                      | 29              |
| 5                                                      | 125         | 115               | 127               | -2                     | 12                     | 34              |
| 6                                                      | 150         | 147               | 147               | 1                      | 0                      | 67              |
| 7                                                      | 150         | 146               | 149               | -1                     | 3                      | 41              |
| 8                                                      | 150         | 149               | 152               | -2                     | 3                      | 48              |
| 9                                                      | 200         | 190               | 194               | -9                     | 4                      | 85              |
| 10                                                     | 200         | 195               | 201               | -10                    | 6                      | 88              |
| 11                                                     | 200         | 200               | 181               | -6                     | -19                    | 78              |
| 12                                                     | 200         | 190               | 183               | -14                    | -7                     | 77              |
| <b>Totals:</b>                                         | 1960        | 1898              | 1921              | -46                    | 23                     | 662 (36%)       |
| PSEO                                                   | -58         | -58               | -58               |                        |                        |                 |
| <b>TOTAL:</b>                                          | <b>1902</b> | <b>1840</b>       | <b>1863</b>       |                        |                        |                 |