



- A – Request decision – closure required
- B – Update/status report
- C – Discussion and input – final decision at a subsequent meeting

**School Board Work Session**  
**Tuesday, April 23, 2024**  
**AGENDA**

1. **Call to Order (1 minute)**
  - 04-23-24 Important Dates 2
2. **Approve Board Agenda (1 minute)**
3. **Work Session**
  - 3.A. FY25 Budget Considerations - C  
Cory McIntyre, Superintendent
  - Appendix A 3
  - Appendix B 5
4. **Board Correspondence & Communication**
5. **Adjourn**

# ANOKA-HENNEPIN SCHOOLS

A FUTURE WITHOUT LIMIT

April 23, 2024

## Dates to Remember

1. **April 23** **School Board Work Session, ESC, 5:30 p.m.**
2. May 1 Hold for Meet & Confer – Teachers, ESC, 5:30 p.m.
3. May 2 Board Policy Committee, ESC, 4:30 p.m.
4. **May 6** **Regular School Board Meeting, Sandburg Education Center, 6:30 p.m.**
5. May 8 Metro North Adult Basic Ed Graduation, ESC, 7:00 p.m.
6. May 9 CIAC, ESC, 5:30 p.m.
7. **May 20** **Regular School Board Meeting, Sandburg Education Center, 6:30 p.m.**
8. May 29 Pathways Graduation, Pathways, 6:00 p.m.
9. May 29 Sandburg Regional High School Graduation, Anoka Technical College, 7:00 p.m.
10. May 30 Bridges Graduation, Bridges, Downtown Center, 12:30 p.m.
11. May 30 CIAC, ESC, 5:30 p.m.
12. May 30 A-H Technical High School Graduation, Anoka Technical College, 6:00 p.m.
13. May 31 River Trail Learning Center Program Completion, RTLCL, 12:30 p.m.
14. June 2 Andover High School Graduation, Mariucci Arena, 10:00 a.m.
15. June 2 Champlin Park High School Graduation, Mariucci Arena, 1:00 p.m.
16. June 2 Coon Rapids High School Graduation, Mariucci Arena, 4:00 p.m.
17. June 2 Blaine High School Graduation, Mariucci Arena, 7:00 p.m.
18. June 3 CIAC, ESC, 5:30 p.m.
19. June 3 Anoka High School Graduation, Goodrich Field, 7:00 p.m.
20. **June 10** **School Board Work Session, ESC, 5:30 p.m.**
21. **June 24** **Regular School Board Meeting, Sandburg Education Center, 6:30 p.m.**



Zach Arco  
**CO-CHAIR**



Kacy Deschene  
**CO-CHAIR**



Jeff Simon  
**CLERK**



Matt Audette  
**TREASURER**



Linda Hoekman  
**DIRECTOR**



Michelle Langenfeld  
**DIRECTOR**

This agenda will be provided in an alternate format upon request in order to accommodate individuals with disabilities. A minimum of three days notice is needed. Please call Debbie Koffski at 763-506-1002 to request an alternate format.

- a) Social Emotional Learning
  - Elementary and Middle
  - Leader In Me and Character Strong
- b) Standards-based Grading
  - Grading system itself (being implemented in middle school and high school)
  - Credit Recovery process: system enabling a student to receive credit for a course via alternative examination or assignments when extraordinary circumstances do not exist
- c) Social Studies Curriculum – Adoption of 2021 MN Standards (halt the process)
- d) 102.0 G – EEO policy guidance document
  - Rescind the guidance document on June 16,2024
- e) Expulsion waiver process / student discipline issues
  - Restorative justice practices in place of suspensions or expulsion
  - Expulsion waivers
- f) Professional Development with a focus other than classroom instruction
- g) Equity Achievement Plan and Related programs, instruction, and staff
  - Plan itself must be modified to focus on achievement
  - Director, DEI (defund)
  - Student Achievement Advisors (defund)
  - Affinity groups / grouping students or staff by race / by sexual orientation / by gender / other (defund and disband)
- h) Use or promotion of divisive programs, teaching, or concepts with students (instruction / learning) or staff (staff development or other), such as:
  - Systemic racism
  - Anti-racism
  - Whiteness / De-centering whiteness
  - Intersectionality
  - Critical race theory
  - Gender identity:
    - Reference to pronouns, gender identity, sex assigned at birth, etc
    - Requiring or asking students to identify their gender, preferred pronouns, etc
    - Referring to names or genders without parental knowledge and consent
  - Equity
  - Culturally responsive teaching
  - View that meritocracy, work ethic, or devotion to duty are racist or sexist, or were created by one race or sex to oppress another race or sex
  - View that one race is inherently racist, sexist, or oppressive
  - View that the United States is fundamentally or systemically racist or sexist

- 1619 Project
- Anti-capitalist/ism
- Land acknowledgment statements or principles
- Oppressor vs. oppressed
- Social justice
- Ascribing character traits, values, morals, ethics, privileges, status, or beliefs to a race or sex, or to an individual because of his or her race or sex
- Claims that by virtue of their race or sex, a person is inherently racist or sexist, or are inherently inclined to oppress others

- i) Learning environment distractions, such as:
  - Displaying non-school related groups, ideas, themes, trademarks, symbols, brands, ideologies, emblems, or flags (other than American flag) in school or classrooms
  - School-specific statements of mission, purpose, values, beliefs
  - Teacher-specific statements of mission, purpose, values, beliefs
  - Any statements of mission, purpose, values, or beliefs not approved by the School Board
- j) Student surveys, requests for information, or data collection, whether formal or informal, from or about students not approved by the School Board

# Anoka-Hennepin Schools 2024-25 School Board Member Budget Items Request

Spring 2024

Item	Board Policy	State/ Fed Law	In the Budget	Budget impact	Legal or Policy Impact/Consequences
1	X	X	X	<p><u>Elementary schools, 2022-23</u>                      Character Strong</p> <ul style="list-style-type: none"> <li>● \$18,766.00 total</li> </ul> <p>Leader in Me</p> <ul style="list-style-type: none"> <li>● \$30,975.00 total</li> </ul> <p><u>Middle School, 2023-24</u>                      Character Strong</p> <ul style="list-style-type: none"> <li>● \$51,543.03 total</li> <li>● \$6,293.70 Annual renewal</li> </ul> <p><u>PreK</u>                      Second STEP</p> <ul style="list-style-type: none"> <li>● \$499 per classroom</li> <li>● \$14,471 total expenditures one-time investment</li> </ul>	<p><a href="#">Mn Stat 121A.031</a> Explicitly calls for schools to use evidence-based social-emotional learning to prevent and reduce bullying.</p> <p><a href="#">Mn Stat 124D.15</a> Requires comprehensive program content focused on social, emotional and other areas of development as part of School Readiness programs.</p> <p><a href="#">Mn Stat 120B.232</a> Provides, “character education is the shared responsibility of parents, teachers, and members of the community. . . . [and] encourages districts to integrate or offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness. Instruction should be integrated into a district’s existing programs, curriculum, or the general school environment.”</p> <p><a href="#">Mn Stat 121A.41 et. seq.</a> Social-emotional services included in the definition non-exclusionary practices under the Pupil Fair Dismissal Act which use of non-exclusionary practices.</p> <p><a href="#">Minn. Stat. 125A.08 (b)</a> Requires a school district to</p>

Item		Board Policy	State/ Fed Law	In the Budget	Budget impact	Legal or Policy Impact/Consequences
						<p>develop an IEP that must address the student's need to develop skills to live and work as independently as possible within the community. The individualized education program team must consider positive behavioral interventions, strategies, and supports that address behavior needs for children.</p> <p><a href="#">Minn. Stat. 125A.0942 Subd. 1</a> School District is required to have a restrictive procedures plan that includes “a range of positive behavior strategies and provide links to mental health services.” (See also, Minn. Stat. 125A.0942 Subd. 2 &amp; 5 (requiring IEP team consolidation of positive behavioral strategies and training for staff in such strategies). Note positive behavior strategies is defined as “means interventions and strategies to improve the school environment and teach children the skills to behave appropriately [and includes Positive Behavioral Intervention Strategies (PBIS)” (See Minn. Stat. 125A.0941(d) and <a href="#">Minn. Stat. 122A.627</a> (definition of PBIS)</p> <p><a href="#">School Board Policy 525/413</a> School Policy requires implementation of character development programs</p>
2	Standards Based Grading at middle school/high school	X			No charge from Synergy for the SB gradebook	<a href="#">School Board Policy 603</a> Requires a standards based instructional focus with assessment aligned with required standards.
3	2021 Social Studies Standards and curricular materials adoption	X	X	X	Currently budgeted amounts for SS adoption:	<a href="#">Mn Stat 120B.021</a> MN Required Academic Standards;

Item	Board Policy	State/ Fed Law	In the Budget	Budget impact	Legal or Policy Impact/Consequences
				24-25 \$1.3 million--US Studies, US History, World History  25-26 \$1.0 million--Global Studies, Human Geography, Civics 9, Senior Social Studies  26-27 \$550,000--Electives  27-28 \$500,000--Electives  Total: \$3.35 million	<p><a href="#">Mn R 3501.1300 et. seq</a> (Social Studies Standards)  <a href="#">Mn R 3500.0550</a> Inclusive Educational Program; The school board in each district shall adopt a written plan to assure that the curriculum developed for use in district schools establishes and maintains an inclusive educational program.</p> <p><a href="#">Mn Stat 120B.023</a> Provides, "schools must offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard (Minn. Stat. 120B.232 Subd. 1)</p> <p><a href="#">Mn Stat 120B.024</a> Links student graduation to satisfaction of state standards</p> <p><a href="#">Mn Stat 127A.42</a> Statute provides that the MDE "may reduce or withhold the district's state aid for any school year whenever the board of the district authorizes or permits violations of law within the district by . . . noncompliance with a mandatory rule of general application promulgated by the commissioner in accordance with statute.</p> <p><a href="#">School Board Policy 603</a> Curriculum Development and Materials Selection</p>
4	<a href="#">Policy 102.G</a> (Equal Educational Opportunity Policy Guidance)	X	X	Annual staff training requirements	<p><a href="#">Policy 102.G</a> provides guidance related to <a href="#">Policy 102</a> (Equal Educational Opportunity Policy)</p> <p><a href="#">Policy 102.G</a> is also in alignment with Minnesota Department of Health requirements.</p> <p><a href="#">Mn Stat 363A.13</a> (Requires Protection from</p>

Item	Board Policy	State/ Fed Law	In the Budget	Budget impact	Legal or Policy Impact/Consequences
					<p>discrimination on basis of gender identity)</p> <p><a href="#">N.H. v. ISD No. 11 (Minn. App. 2020)</a> (Case addressing transgender student rights under MN Human Rights Act and Minnesota Constitution. Note: development of policy and guidance in 102.G required as part of a settlement in N.H. case)</p> <p><a href="#">Toolkit for Ensuring Safe and Supportive Schools for Transgender and Gender Non-conforming Students</a> (MDE Standards/Guidelines have been applied by MN Court of Appeals and MN Dep't of Human Rights in complaints against public schools)</p>
5	Expulsion waiver process/Student Discipline Issues	X	X		<p>Student expulsions are governed by the PFDA requiring significant due process procedures and substantial commitment of time and resources.</p> <p><a href="#">Mn Stat 121A.47</a> When school district proposes an expulsion the PFDA allows student to subpoena witnesses; present separated evidence; cross examine district witnesses; have legal representation; have access to transcript of proceedings and right to appeal to MDE and judicial review in Ct. of Appeals</p> <p><a href="#">Mn Stat 121A.55</a> Provision of services and cost for educating a student who is expelled vs. an agreement in lieu of expulsion is identical. Both situations would most likely result in services provided at the Compass program. Educational services must be adequate to allow student to make progress toward meeting the graduation standards and help prepare the pupil for readmission. (Only critical difference is that student on an agreement would not be considered expelled</p>

Item	Board Policy	State/ Fed Law	In the Budget	Budget impact	Legal or Policy Impact/Consequences
					as a matter of law)  <a href="#">Policy 506</a> Student Discipline
6	Professional Development	X	X	Professional Development is funded through a state-required formula.- FY24 budget 2% of the basic formula reserve is \$5,969,938 in the adopted budget..	<p><a href="#">Mn Stat 122A.60</a> Requires Staff Development Committee to have a staff development plan that (among other things) effectively meet[s] the needs of a diverse student population; . . . provide[s] an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with the state education diversity rule and the district's education diversity plan; [and] . . .effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;</p> <p><a href="#">Mn Stat 124D.151</a> Voluntary PreK PD</p> <p>(11) provide high-quality coordinated professional development, training, and coaching for both school district and community-based early learning providers that is informed by a measure of adult-child interactions and enables teachers to be highly knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction; and</p> <p>(12) implement strategies that support the alignment of professional development, instruction, assessments, and prekindergarten through grade 3 curricula.</p> <p><a href="#">Policy 425</a> Staff Development</p>

Item	Board Policy	State/ Fed Law	In the Budget	Budget impact	Legal or Policy Impact/Consequences
					<a href="#">Policy 425.1</a> Guidance for Staff Development
7	Equity Achievement Plan <ul style="list-style-type: none"> <li>• modified to focus on achievement</li> <li>• Director, DEI (defund)</li> <li>• Student Achievement Advisors (defund)</li> <li>• Affinity groups / grouping students or staff by race / by sexual orientation / by gender / other (defund and disband)</li> </ul>	X	X	X \$125,000 Diversity, Equity & Inclusion Coordinator  \$1,127,000 18.62 FTE FY24 current staffing report for Student Achievement Advisors	<p> <a href="#">Policy 102</a> Equal educational opportunity  <a href="#">Policy 104</a> Mission &amp; Vision         </p> <p>24-25 Strategic Priority (Workforce: Recruitment and Retention)</p> <p>Anoka-Hennepin Schools is required to create and implement a plan in alignment with an <a href="#">Achievement and Integration Requirement</a> (Mn Stat 124D.861 and Mn R 3535.0100-0180).</p> <p>The district's <a href="#">Equity Achievement Plan</a> aims to increase the academic achievement for all students while reducing and eliminating predictable and persistent achievement gaps between student groups.</p> <p><b><u>Affinity groups</u></b></p> <p><b>Staff:</b>            In alignment with the Board adopted Strategic Priorities, A-H applied for and has been awarded grants to support recruitment and retention.</p> <p>1. Teacher Mentorship and Retention of Effective Teachers Grant (<a href="#">Mn Stat 122A.70</a>). Grant funds may be used for the following:</p> <ul style="list-style-type: none"> <li>(1) additional stipends as incentives to mentors who are of color or who are American Indian;</li> <li>(2) financial supports for professional learning community affinity groups across schools within and</li> </ul>

Item	Board Policy	State/ Fed Law	In the Budget	Budget impact	Legal or Policy Impact/Consequences
					<p>between districts for educators from underrepresented racial and ethnic groups to come together throughout the school year. For purposes of this section, "affinity groups" means groups of licensed and nonlicensed educators who share a common racial or ethnic identity in society as persons who are of color or who are American Indian;</p> <p>(3) programs for induction aligned with the district or school mentorship program during the first three years of teaching, especially for teachers from underrepresented racial and ethnic groups;</p> <p>(4) professional development focused on ways to close opportunity and achievement gaps for students of color and American Indian students; or</p> <p>(5) for teachers of color and American Indian teachers, graduate courses toward a first master's degree in a field related to their licensure or toward an additional license.</p> <p>(b) A charter school or district that receives a grant must negotiate additional retention strategies or protection from unrequested leaves of absence in the beginning years of employment for teachers who are of color or who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.</p>

Item	Board Policy	State/ Fed Law	In the Budget	Budget impact	Legal or Policy Impact/Consequences
					<p>2. Grow Your Own Program, Pathway for Adults. (<a href="#">Mn Stat 122A.73</a>). At least 80 percent of grant funds must be used to provide tuition scholarships or stipends to enable district employees or community members affiliated with a district, who are of color or American Indian and who seek a teaching license, to participate in the teacher preparation program.</p> <p><b>Advisory Committees:</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">MN Stat 125A.24</a> Special Education Advisory Committee</li> <li>2. <a href="#">Mn Stat 124D.78</a> American Indian Parent Advisory Committee</li> </ol>
8	Use or promotion of programs, teaching, intro to concepts with students and staff involving systemic racism, anti-racism, culture, social justice, gender, equity and others.	X			<p><a href="#">Minn. Stat. 120B.11</a> World’s Best Workforce</p> <ul style="list-style-type: none"> <li>• Equity, anti-racism, culturally sustaining, cultural competence, etc are explicitly incorporated into World’s Best Workforce requirements.</li> <li>• Where a school district is not making sufficient progress under WBW, MDE “may require the district to use up to two percent of its basic general education revenue per fiscal year.” See <a href="#">Minn. Stat. 120B.11 Subd. 9(b)</a>.</li> </ul> <p><b>MN Teaching Standards include:</b>  <a href="#">Mn R 8710.2000 Standards of Effective Practice</a>, Subp. 6. Standard 6. Professional responsibilities:</p> <p>C. The teacher understands the historical foundations of education in Minnesota, including laws, policies, and practices, that have and</p>

Item	Board Policy	State/ Fed Law	In the Budget	Budget impact	Legal or Policy Impact/Consequences
					<p>continue to create inequitable opportunities, experiences, and outcomes for learners, especially for Indigenous students and students historically denied access, underserved, or underrepresented on the basis of race, class, disability, religion, gender, sexual orientation, language, socioeconomic status, or country of origin.</p> <p>D. The teacher understands how prejudice, discrimination, and racism operates at the interpersonal, intergroup, and institutional levels.</p> <p>E. The teacher explores their own intersecting social identities and how they impact daily experience as an educator.</p> <p>F. The teacher assesses how their biases, perceptions, and academic training may affect their teaching practice and perpetuate oppressive systems and utilizes tools to mitigate their own behavior to disrupt oppressive systems.</p> <p><b><u>Significant Disproportionality in Racial and Ethnic Groups in Special Education:</u></b></p> <ul style="list-style-type: none"> <li>• Each year the Individuals with Disabilities in Education Act (IDEA), 34 CFR 300.226 outlines that states are required to establish thresholds and determine which districts have significantly disparate rates of special education identification, placement in restrictive settings, and/or discipline, including suspensions and expulsions of students with disabilities.</li> <li>• We received a memorandum from the Minnesota Department of Education (MDE)</li> </ul>

Item	Board Policy	State/ Fed Law	In the Budget	Budget impact	Legal or Policy Impact/Consequences
					that notifies us that our District met the numeric threshold for significant disproportionality in the 2022-2023 school year.
9	<p>Learning environment matters</p> <ul style="list-style-type: none"> <li>● Displaying non-school related groups, ideas, themes, trademarks, symbols, brands, ideologies, emblems, or flags (other than American flag) in school or classrooms</li> <li>● School-specific statements of mission, purpose, values, beliefs</li> <li>● Teacher-specific statements of mission, purpose, values, beliefs</li> <li>● Any statements of mission, purpose, values, or beliefs not approved by the</li> </ul>	X			<p>Prohibitions on particular forms of expression involve First Amendment considerations</p> <p>School Board approved a school-based values development and approval process in 2020.  <a href="#">Board Briefing document 9/28/2020</a>  <a href="#">Process overview 12/14/2020</a></p>

Item		Board Policy	State/ Fed Law	In the Budget	Budget impact	Legal or Policy Impact/Consequences
	School Board					
10	Data collection and requests for data/information	X	X			<p><a href="#">Policy 520 (Student Surveys)</a> School Policy already addresses use of surveys and aligns with limitations and protections of state and federal law. (20 U.S.C. § 1232h and Minn. Stat. 121A.065)</p> <p>Policy <a href="#">515.1</a> and <a href="#">515.2</a> (Student records)</p> <p><a href="#">Mn Stat 13.03</a> Statute around request for access to data</p>