



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

School Board Work Session
Tuesday, June 11, 2024
AGENDA

1. **Call to Order (1 minute)**

06-11-24 Important Dates 3
2. **Approve Board Agenda (1 minute)**
3. **Work Session (160 minutes)**
 - 3.A. Literacy/ELA Adoption (30 minutes) - **C**
Dr. Mary Wolverton, Associate Superintendent for Elementary Schools, Ann Sangster, Director of Elementary Curriculum, Instruction & Assessment, Michele Isaacson and Candice Riley, Elem TaLS

Appendix A 5
 - 3.B. Social Studies Materials Adoption (30 minutes) - **B**
Dr. Josh Delich, Associate Superintendent, Becky Brodeur, Associate Superintendent, Dr. Nichole Rens, Director of Secondary Curriculum, Instruction & Assessment, Dan Bordwell, Secondary TaLS

Appendix B 11
Appendix C 16
 - 3.C. Physics Adoption (20 minutes) - **B**
Dr. Josh Delich, Associate Superintendent for High Schools, Dr. Nichole Rens, Director of Secondary Curriculum, Instruction & Assessment, John Wolhaupter, Secondary TaLS

Appendix D 22
 - 3.D. Credit Recovery (20 minutes) - **B**
Dr. Josh Delich, Associate Superintendent for High Schools, Megan Hendrix, Sandburg Regional High School, Student Support Teacher

Appendix E 25
 - 3.E. Standards-Based Grading (30 minutes) - **B**
Dr. Josh Delich, Associate Superintendent, Becky Brodeur, Associate Superintendent, Dr. Nichole Rens, Director of Sec Curriculum, Instruction & Assessment, Justin Wewers, Tech Facilitator, Shawn Everson & Dawn Roesler, Secondary Math Teachers

Appendix F 29
 - 3.F. Professional Development (10 minutes) - **C**
Cory McIntyre, Superintendent

Appendix G 37
 - 3.G. District Pools Consideration (20 minutes) - **C**
Greg Cole, Chief Operation Officer, Ben Martinson, Director of Buildings & Grounds, Michelle Trelstad, Executive Director of Community Education & Government Relations

4. **Board Correspondence & Communication**
5. **Adjourn**

ANOKA-HENNEPIN SCHOOLS

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June 11, 2024

Dates to Remember

- 1. June 11** **School Board Work Session, Educational Service Center, 5:30 p.m.**
- 2. June 19** School District Closed, Holiday, No Students
- 3. June 24** **Regular School Board Meeting, Sandburg Education Center, 6:30 p.m.**
- 4. July 4** School District Closed, Holiday, No Students
- 5. July 15** **Regular School Board Meeting, Sandburg Education Center, 6:30 p.m.**
- 6. July 15** **School Board/Cabinet Planning Work Session, Sandburg Education Center, 7:00 p.m.**
- 7. August 7** Leadership Workshop, Educational Service Center, 11:00 a.m.
- 8. August 12** Board Policy Committee Meeting, Educational Service Center, 4:30 p.m.
- 9. August 12** **School Board Work Session, ESC, 5:30 p.m.**
- 10. August 19** CIAC, Educational Service Center, 5:30 p.m.
- 11. August 26** **Regular School Board Meeting, Sandburg Education Center, 6:30 p.m.**
- 12. August 20-22** New Teacher Orientation
- 13. August 26-29** Teacher Workshop, No Students
- 14. September 2** School District Closed, Holiday, No Students
- 15. September 3** First Day of School



Zach Arco
CO-CHAIR



Kacy Deschene
CO-CHAIR



Jeff Simon
CLERK



Matt Audette
TREASURER



Linda Hoekman
DIRECTOR



Michelle Langenfeld
DIRECTOR

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Elementary ELA Study Committee

June 11, 2024



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Purpose

The goal and purpose of the presentation is to provide an update on the work of the Elementary ELA Study Committee and the alignment to the 4 phase curriculum process.



ELA Materials Adoption Process

Phase two

March 2024:

- Elementary literacy specialists reviewed the 13 curricular resources and narrowed down to 6 resources.
- ELA study committee met and conducted a light review of the materials.



ELA Materials Adoption Process

Phase two: May 2024 CIAC update

- Phase two could continue moving forward with publisher presentations but the team would be making a decision without all of the critical information.
- MDE/CAREI will continue to release information and hold reconsideration webinars throughout the spring and early summer, which would give us additional information to make the best-informed decision.



ELA Materials Adoption Process

Phase two: May 2024 CIAC update

Spring 2024

- Extend the timeline to allow us time to gain information from the state regarding reconsideration outcomes, which will be compared with the study committee review information.

September 2024

- Reconvene ELA Study Committee for publisher presentations



ELA Materials Adoption Process

Phase two: School Board timeline update

- During the month of May, MDE/CAREI released their information and the Reading League shared their rubrics on the curricular resources submitted to the state.
- June 20, 2024- publisher presentations
 - Wit and Wisdom
 - CKLA
 - EL Education



ELA Materials Adoption Process

Phase two: School Board update pilot timeline

Round 1: Training the week of August 19th

- Round 1: September 3- November 22
- Round 1: Survey: November 22-November 26

Round 2: Training: November 5, 2024

- Round 2: December 2-March 6, 2025
- Round 2: Survey: March 7-17, 2025



ELA Materials Adoption Process

Phase two: School Board update pilot timeline

Criteria Review Day: March 17, 2025

School Board Work Session: April 7, 2025

- Initial curriculum adoption recommendation

School Board: April 21, 2025

- Recommendation presentation and board decision



ELA Materials Adoption Process

Phase two: Timeline update considerations

- Pilot teachers will be using the materials for a full trimester vs. 9 weeks. This will provide continuity for students and teachers along with an opportunity to collect literacy data for each trimester.



ELA Materials Adoption Process

Phase two: Timeline update considerations

- The training for the first and second rounds will not require pilot teachers to plan and prepare for a guest teacher.
- The final review day is on a building professional development day so pilot teachers will not be required to plan and prepare for a guest teacher.

Comments and questions.



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Anoka-Hennepin School Board Work Session

Briefing Notes

DATE: June 11, 2024

CLASSIFICATION: ✓ Updating

Input

AUTHORS: Dr. Dan Bordwell, Teaching and Learning Specialist- Secondary Social Studies
 Dr. Nichole Rens, Director of Secondary Curriculum
 Becky Brodeur, Associate Superintendent Middle Schools and Student Services
 Dr. Josh Delich, Associate Superintendent High Schools

SUBJECT: Social Studies Updates- US Studies, US History, World History

PURPOSE: The purpose of this briefing is to update the CIAC on the Social Studies standards roll-out and pilots. Currently, three courses, known as cohort 1, are piloting new standards and materials: US Studies 7, US History 10, and World History 11 to implement for the 2024-25 school year. The following courses will begin their piloting process in the 2024-25 school year: Global Studies 8, Civics 9, Human Geography 9, Senior Social Studies 12, and AP Psychology.

BACKGROUND:

Minnesota's revised social studies standards are to be implemented by the 2026-27 school year. Anoka-Hennepin began its Four Phase Adoption Process during the 2021-22 school year with the formation of the Secondary Social Studies Study Committee (SSSSC) made up of Board members, community representatives, and building and district representatives. This group made recommendations about the high school scope and sequence and, in consultation with social studies department leaders, designed which required courses would be piloted during the 2023-24, 2025-26, and 2026-27 school years.

REVIEW OF KEY CONSIDERATIONS:

Cohort 1

During 2023-24, writing teams, composed of teachers from secondary buildings, updated the curriculum for US Studies 7, US History 10, and World History 11 based on the new state standards. Teachers piloted the curriculum and materials following the Four Phase Adoption Process. An open all-call for materials was created based on input from SSSSC members and teachers currently teaching the course. The all-call was sent to publishers in March 2023 and materials were evaluated by current social studies teachers in April 2023. The following materials were selected to be piloted:

	Trimester 1	Trimester 2	Trimester 3
US Studies	TCI	HMH	National Geographic
US History A	McGraw Hill	HMH	---
US History B	---	McGraw Hill	HMH
World History A	McGraw Hill	National Geographic	---
World History B	---	McGraw Hill	National Geographic

In each trimester, students and teachers were surveyed for feedback on these materials. Two community nights were held, one in November 2023 and another in March 2024. Families of students in these courses were informed of these open houses via a letter sent home at the start of the trimester and community members were invited to participate via the District website and emails. Results from these survey data were presented to SSSSC for consideration in making purchase recommendations.

US Studies 7

Of the three materials piloted, *National Geographic's US History* from Cengage had the highest average in the surveys given to students and teachers. In the community survey, it was second behind *United States History* from HMH. The SSSSC members noted that the layout of materials and chapters were in a digestible two-page spread and found the visuals engaging. The SSSSC members heard from pilot teachers who said they could open the textbook and immediately access activities. The activities allowed for differentiation and a manageable workload. Pilot teachers also reported the National Geographic text was more comprehensive in the historical time periods needing to be taught. There was a significant portion of time missing from TCI.

OPTIONS:

1. The recommendation of the administration is to continue with the existing curriculum adoption process and timeline. The existing process and timeline represents the most efficient way to consider budget and teacher capacity considerations.
 - a. Of the 143.5 social studies teachers, 100.5 teach multiple preps (70%)
 - i. The percentage of middle school social studies teachers that teach two preps is 27.12%
 - ii. There are a limited number of teachers who are available to write curriculum
 - iii. It is projected that textbooks will increase up to 8% in cost by 2026-2027

This option would include the next step of the recommended purchase of *National Geographic US History* by Cengage. The Secondary Social Studies Study Committee (SSSSC) reviewed the pilot data and recommended the adoption of these materials for students and teachers in US Studies 7. The purchase would include classroom sets of textbooks and electronic textbooks for all students.

2. An alternative option is to purchase the recommended text and materials, *National Geographic US History*, implement strands 1-4 of the 2021 MN Social Studies Standards (as appropriate for the course) and delay implementing the 2021 Ethnic Studies Standards (strand 5) until 2026-2027 to allow for

further review and revision of curriculum writing. Strands 1-4 of the 2021 MN Social Studies Standards are:

- Citizenship and Government
- Economics
- Geography
- History

3. An alternative option is to purchase US Studies 7 recommended materials (*National Geographic US History*) and make appropriate revisions to current UbD documents to align new textbooks to the 2011 MN Social Studies Standards. Delay the implementation of 2021 MN Social Studies Standards until 2026-2027.

Cost Comparison:

Title Vendor	Student Textbooks + Online Access	Teacher Bundle	Professional Development	Total Cost
<i>National Geographic US History</i> Cengage	\$381,083	Gratis with the purchase of the student materials	Gratis with the purchase of the student materials	\$381,083
<i>United States History</i> HMH	\$431,619	\$6,831	\$3,360	\$411,810
<i>History Alive</i> TCI	\$392,198	Gratis with the purchase of the student materials	Gratis with the purchase of the student materials	\$392,198

US History 10

Survey data between students, teachers, and the community did not have statistically significant differences between the two publishers. Therefore, the study committee did not feel confident that there was a clear recommendation among the two publishers. In considering how close these materials were in surveys, the curriculum department recommends an extended pilot in the 2024-25 school year. The extended pilot would have the current pilot and additional recruited pilot teachers using the materials in both trimesters of the course. Results would then be presented to the study committee and CIAC in spring 2025.

Note: Electronic subscriptions to the current textbook, *TCI: History Alive!* expire on June 30, 2024. Piloting and non-piloting teachers will lose access to the electronic textbook and electronic supplemental materials; however, buildings have a 1:1 physical textbooks for students.

World History 11

In the student, teacher, and community surveys, averages had *National Geographic High School World History* over McGraw Hill *World History*. The SSSSC members found the text more engaging and appreciated the layout similar to what was seen in US Studies 7. Teachers reported the resources were easy to access, facilitated their instruction, and were easy to modify for students.

OPTIONS:

Based on the available data, the Secondary Social Studies Study Committee determined that *National Geographic High School World History* by Cengage would best meet the needs of students and teachers in World History 11. The purchase would include classroom sets of textbooks and electronic textbooks for all students.

1. The recommendation of the administration is to continue with the existing curriculum adoption process and timeline. The existing process and timeline represent the most efficient way to consider budget and teacher capacity considerations.
 - a. Of the 143.5 social studies teachers, 100.5 teach multiple preps (70%)
 - i. All 84.5 high school social studies teachers teach at least two preps
 - ii. Sixty percent of high school social studies teachers (51) teach three preps, 40.24% teach four preps (36 teachers), and 16.57% teach (15 teachers) at least five preps
 - iii. There are a limited number of teachers who are available to write curriculum
 - b. It is projected that textbooks will increase up to 8% in cost by 2026-2027

This option would include the next step of the recommended purchase of *National Geographic High School World History* by Cengage. The Secondary Social Studies Study Committee (SSSSC) reviewed the pilot data and recommended the adoption of these materials for students and teachers in World History 11. The purchase would include classroom sets of textbooks and electronic textbooks for all students.

2. An alternative option is to purchase *National Geographic High School World History*, implement strand 4 of the 2021 MN Social Studies Standards (as appropriate for the course) and delay implementing the 2021 Ethnic Studies Standards (strand 5) until 2026-2027 to allow for further review and revision of curriculum writing. Strand 4 of the 2021 MN Social Studies Standard is:
 - History
3. An alternative option is to purchase World History 11 recommended materials (*National Geographic High School World History*) and make appropriate revisions to current UbD documents to align new textbooks to the 2011 MN Social Studies Standards. Delay implementation of 2021 MN Social Studies Standards until 2026-2027.

Cost Comparison:

Title Vendor	Student Textbooks + Online Access	Teacher Bundle	Professional Development	Total Cost
National Geographic <i>High School World History</i> Cengage	\$340,914	Gratis with the purchase of the student materials	Gratis with the purchase of the student materials	\$340,914
<i>World History</i> McGraw Hill	\$329,557	Gratis with the purchase of the student materials	Gratis with the purchase of the student materials	\$329,557

The compiled survey results from each of the pilots can be accessed via these links: [USS](#), [USH](#), [WH](#).

Cohort 2

To address budget and human capacity issues in writing eight core courses, Global Studies 8, Civics 9, Human Geography 9, and Senior Social Studies 12 will begin curriculum writing in the summer of 2024. All calls for materials were created by writing teams with input from other social studies teachers. Materials were evaluated based on the all call and the following materials were chosen to pilot:

Course	Materials Selected for Piloting
Global Studies 8	National Geographic (Cengage) and Saavas (Pearson)
Civics 9	National Geographic (Cengage) and HMH
Human Geography 9	National Geographic (Cengage) and Saavas (Pearson)
Senior Social Studies 12	McGraw Hill and Saavas (Magruder)

In addition to these core courses, social studies will be piloting materials in AP Psychology. In March 2024, College Board released a new Course and Exam Description (CED) to be implemented in fall 2024 with a reorganization of units. Teachers will need to submit syllabi for course audit and to be approved, the course must have a “college-level resource including a recently published (within the last 10 years) college-level textbook in print or electronic format.” The current AP Psychology textbook was copyrighted year of 2014. The materials are still under review and will be presented during the secondary one year plan presentations.

RECOMMENDATIONS/NEXT STEPS:

- For cohort 1 courses, the Secondary Social Studies Study Committee recommends to the School Board the purchase of Cengage *National Geographic* textbooks for US Studies 7 and World History 11. With the study committee unable to confidently recommend a purchase for US History 10, we will conduct an extended pilot of US History 10 for the 2024-25 school year.
- For cohort 2 courses, we will update CIAC midway through the pilots (November/December) and will bring purchasing recommendations from the study committee in spring 2025 to CIAC.

Secondary social studies study committee recommendations

June 11, 2024



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Four phase adoption process



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Phase two

Review and select instructional materials

- Pilot materials for: US Studies 7, US History 10, World History 11
- Feedback from groups:
 - Teachers: All call, teacher survey.
 - Students: Student survey.
 - Community: Two open houses (November 2023 and March 2024) and virtual feedback options.
- Materials presented to study committee April 29, 2024.

3



Standards implementation

Considerations taken by the social studies department leaders

- Have “like” courses write together. (e.g., histories, geographies)
- Existing textbook publisher or contracts sunsetting:
 - U.S. Studies online teacher edition expires June 30.
- Teacher capacity:
 - Of the 143.5 social studies teachers, 100.5 teach multiple preps (70%).
 - All 84.5 high school social studies teachers teach at least two preps.
 - Sixty percent of high school social studies teachers (51) teach three preps, 40.24% teach four preps (36 teachers), and 16.57% teach (15 teachers) at least five preps.
 - There are a limited number of teachers who are available to write curriculum.
- Budget considerations:
 - It is projected that textbooks will increase up to 8% in cost by 2026-27.

4



Standards implementation

Based on the factors of the previous slide, this timeline was developed

2023-24	2024-25	2025-26	2026-27
US Studies 7	US Studies 7	US Studies 7	US Studies 7
US History 10	US History 10	US History 10	US History 10
World History 11	World History 11	World History 11	World History 11
Global Studies 8	Global Studies 8	Global Studies 8	Global Studies 8
Civics 9	Civics 9	Civics 9	Civics 9
Human Geography 9	Human Geography 9	Human Geography 9	Human Geography 9
Senior Social Studies 12	Senior Social Studies 12	Senior Social Studies 12	Senior Social Studies 12
MN Studies 6	MN Studies 6	MN Studies 6	MN Studies 6
AP SS courses	AP SS courses	AP SS courses	AP SS courses
Elective SS courses	Elective SS courses	Elective SS courses	Elective SS courses

Pilot
 Implement
 Pending

5

2023-24 pilots and recommendations



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U.S. studies 7

Pilot process and recommendation

Pilot process

- All three trimesters
- One set of materials per trimester:
 - Tri 1: TCI
 - Tri 2: HMH
 - Tri 3: National Geographic
- Pilot: Full year

Recommendation

*National Geographic
U.S. History*
Cengage



World History 11

Pilot process

- Year round pilot
- One set of materials per trimester:
 - McGraw Hill
 - National Geographic
- Pilot: Full year

Recommendation

National Geographic
*High School World
History*
Cengage



Alternative options

Alternative option 1

- Purchase recommended text and materials.
- Implement strands 1-4 of 2021 Minnesota social studies standards (as appropriate for course).
- Delay implementation of 2021 ethnic studies standards (strand 5) until 2026-2027.

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Alternative options

Alternative option 2

- Purchase recommended text and materials.
- Make appropriate revisions to current UbD document to align new textbooks to 2011 Minnesota social studies standards.
- Delay implementation of 2021 social studies standards until 2026-27.

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U.S. History 10

Pilot process

- Year round pilot
- One set of materials per trimester:
 - McGraw Hill
 - HMH
- Pilot: One unit per trimester

Recommendation

Expand pilot to two sites 2024-25.

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Questions and Board direction



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Anoka-Hennepin School Board

Briefing Notes

DATE: June 11, 2024

CLASSIFICATION: Decision

AUTHOR: Dr. Nichole Rens, Director of Secondary Curriculum, Instruction and Assessment
 Dr. Josh Delich, Associate Superintendent of Middle Schools
 John Wolhaupter, Secondary Science Teaching and Learning Specialist

SUBJECT: Science - Instructional Materials Purchase: Physics and Honors Physics

PURPOSE:

To inform the board of the results of the pilot process for an instructional materials purchase for Physics and Honors Physics and the recommendation of the review committee.

BACKGROUND:

The 2019 Minnesota Academic Standards in Science standards are based on [A Framework for K-12 Science Education](#). Throughout these standards, students use science and engineering practices to help explain phenomena and solve problems to develop an understanding of science concepts at an application level rather than simply a knowledge level. These standards are termed “three-dimensional” as they incorporate not just science content, but explicitly call out the science engineering skills students are developing as well as encouraging connections across science disciplines. This approach represents a significant shift in the pedagogy of science education that is occurring on a nationwide basis. The 2019 science standards must be fully implemented in Minnesota science classrooms for the 2024-25 school year.

Minnesota graduation requirements for students include completing one credit of chemistry or physics. Students in the engineering programs at Blaine and Coon Rapids fulfill this requirement by taking Honors Physics as 9th or 10th graders. Other Anoka-Hennepin students take chemistry to meet this requirement, leaving Physics as an elective course typically taken by seniors. Both Honors Physics and Physics currently use the same course materials and similar course documents. This model persists for this purchase with both physics and honors physics being a part of the review process. AP Physics utilizes separate materials from a list approved by the College Board and which are not currently due for review.

A science study committee that met during the 2019-20 school year developed recommendations to proceed with shifting high school courses to the new standards, including updating course materials to reflect the significant changes present in the science standards. A committee of physics teachers met in the fall of 2023 to review over ten submissions from publishers in anticipation of a pilot proceeding during trimester 2 and 3 of the 2023-24 school year. This timeline allowed for materials to be in place coinciding with the full implementation of the 2019 science standards.

Two sets of materials were identified as promising candidates for Physics and Honors Physics classes:

Experience Physics (published by Savvas) and *Dimensions Physics* (published by HMH). Pilots for both Physics and Honors Physics were outlined for trimester 2 and 3 of the 2023-24 school year. In selecting the materials to pilot the committee considered these two options as the best of the available options to support teachers and students in the transition to the 2019 science standards.

CONSIDERATIONS:

The process for review of materials for Physics and Honors Physics followed the Anoka-Hennepin four phase curriculum adoption process. [Appendix A](#)

During the pilot process, feedback was collected from pilot [teachers](#), [students](#), and [community members](#). The evaluation tools were criteria-based rather than comparative. As a result, data showing similar results for both sets of materials indicates that those taking the survey felt they met the criteria at similar levels. The teacher survey, in particular, is organized around the criteria deemed most important to support a smooth transition to the 2019 standards in physics. In the case of the Savvas and HMH materials in this pilot, the results of the surveys show both successfully meet the majority of the criteria in the evaluations indicating both sets of materials would provide a robust framework for student learning in physics. One consideration when interpreting the data from both the teacher survey and community survey have small sample sizes yielding data with a higher margin of uncertainty than would be the case with more respondents.

A final consideration is that the 2019 science standards must be in place in Minnesota schools for the 2024-25 school year. Proceeding with a purchase of updated materials at this time will allow physics courses to be updated to incorporate the standards while reducing teacher workload by providing a current framework from which to build the new course scope and sequence.

OPTIONS/CONCLUSIONS:

Based on the feedback from pilot teachers and the pilot evaluations, the committee recommends proceeding with a purchase of *Experience Physics* from Savvas. The primary considerations that favored the Savvas materials included:

- The Savvas materials provide content aligned to the national NGSS standards and the 2019 Minnesota Science Standards. The structure of the materials will facilitate curriculum writing work by providing a strong initial framework. In particular, the storylines and phenomenon-based structure reduces the workload of Anoka-Hennepin teachers in implementing the 2019 science standards.
- The Savvas materials incorporated the areas of greatest need during this transition to the new standards. Foremost among these criteria is incorporating the three dimensions of the 2019 standards across the materials. These dimensions are woven through units based on authentic learning using storylines and phenomena that help students build a contextual understanding of physics concepts.
- The structure of the storylines in the Savvas materials afforded teachers with more flexibility in approach to adapt lessons to meet the specific needs of students in their classrooms.
- The Savvas materials incorporate a wider range of topics and resources that provide flexibility in meeting the needs of both Physics and Honors Physics students. This consideration is particularly important given these materials will be used by students at a variety of grade levels.
- The Savvas materials include differentiated lab activities and lessons that lessen the workload of teachers in adapting materials to meet instructional needs of students. This range of lab resources also facilitates their use with the aforementioned range of student ages that will be using these materials.
- The Savvas materials functioned well with district technology including student rostering for online

access and integration with Google Classroom.

In addition to having updated classroom resources that reflect the 2019 standards, the committee recommended providing additional funds to update physics lab equipment. Modern physics labs often involve the intensive use of technology for data collection. Over time this technology wears out or no longer functions well with other tools such as Chromebooks. Updating the lab materials for physics at the same time as purchasing curriculum materials helps maintain consistent programing and access to resources for students across the district. Without these funds, individual buildings update lab materials as funds are available.

Based on the above considerations and data, the instructional materials committee determined that *Experience Physics* from Savvas would best meet the needs of students and teachers in both Physics and Honors Physics courses in Anoka-Hennepin. The purchase would include class sets of physical textbooks and online access for every student. The committee recommends including \$50,000 for updated lab equipment for physics courses.

Cost Comparison:

Vendor	Textbooks	Lab equipment	Professional Development	Total:
<i>Experience Physics</i> Savvas	\$125,202	\$50,000	\$1,125	\$176,327
<i>Dimensions Physics</i> HMH	\$125,864	\$50,000	\$400	\$176,264

Absent updated materials, the curriculum writing team will still update course documents to reflect the 2019 Minnesota standards without materials that reflect the standards. If a purchase is not made, the core instructional material for Physics and Honors Physics will remain *Physics: Principles and Problems* from Glencoe/McGraw-Hill (2004).

RECOMMENDATIONS/NEXT STEPS:

- Purchase and implement *Experience Physics* from Savvas for the 2024-25 school year in Physics and Honors Physics.
- Include \$50,000 for updated lab physics equipment determined by a committee of physics teachers based on the needs of implementing the 2019 standards and aligned materials.
- Professional Development for all physics teachers to develop familiarity with the platform and organization of the curriculum materials as well as shifts in instructional methods informed by the 2019 Minnesota Science Standards.
- Curriculum writing in the summer of 2024 and during the 2024-25 school year focused on aligning the course structure with the 2019 Minnesota science standards and the updated curriculum materials.

Anoka-Hennepin credit recovery

June 11, 2024

Dr. Josh Delich, associate superintendent
Megan Hendrix, Sandburg Regional High School



1

Purpose

Provide an overview to the School Board regarding our credit recovery program.

- General overview
- Referral process
- Curriculum
- Students numbers and revenue

2



Credit recovery

Overview

Students fail a course for a number of reasons.

- Due to the varied reasons for failure, our program addresses the different needs for recovery.
- Our credit program is vetted by MDE on annual basis for ongoing compliance alignment.

3



Credit recovery

Overview

How do students get to credit recovery?

- Counselors or advisor referral.
- Graduation qualifiers.
[View statute language.](#)
- Any class taken must match the class failed or meet the class requirements.

4

Credit recovery

Overview - curriculum

Curriculum

- Courses are taught by highly qualified Anoka-Hennepin teachers.
- Students earn a “P” for the credit earned.
- Curriculum changes are vetted by our curriculum department and TaLs.
- High priority learning targets are the basis for credit recovery curriculum.
- Course mapping/sunseting process is used to meet any district course changes.

5

Credit recovery

Overall numbers

- Program serves over 1,900 students yearly.
- 2,054 credits were earned in 2022-23.
- 1,086 credits earned After School Credit Recovery 2023-24.
- As of June 3, 2024, a total of 1,447 students have been referred to summer credit recovery.

6

Credit recovery

Extended time revenue

FY 22-23

\$1,040,785.97	After School credit recovery
\$ 908,103.14	Summer credit recovery

FY 21-22

\$ 758,128.51	After School credit recovery
\$ 896,104.59	Summer credit recovery

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Questions and comments

ahschools.us



8

Standards-based practices

June 11, 2024



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Purpose

Provide an update to the school board regarding current status of standards-based practices.

- Overview of standards-based practices.
- Anoka-Hennepin grading practices.
- Use of standards-based gradebook and 100 point scale (percentage) gradebook.
- Focus for 2024-25 school year.



Standards-based practices

Goal

- Communication of progress in meaningful, accurate, targeted, and consistent manner which is supportive of learning and student, parent and teacher collaboration.
- Practices based on standards which ensure consistency in grading practices across schools and classrooms, and instruction focused on standards.

Elements

- Clear performance standards.
- Separate academic and non-academic behaviors.
- Quality assessments.
- Grades reflect attainment of standards.
- Student involvement as age appropriate.



District policy

Policy 603.1

- Standards-focused instruction.
- Assessments aligned to students' performance on standards.



District grading practices

Work group

- Focus for this year was to determine next steps.
- Secondary grading practices.



District standards-based practices

Purpose for grading and reporting:

The primary purpose of grading is to effectively communicate student achievement toward standards.

Anoka-Hennepin grading guiding practices

1. Learning is a process. Anoka-Hennepin Schools value both student growth and content proficiency.
2. High Priority Benchmarks (HPB) and levels of achievement are articulated and consistent within content areas, departments, schools, and the district.
3. Grades reflect learning of standards and High Priority Benchmarks.
4. Academic practice is purposeful, scaffolded, non-punitive, and guides instruction.
5. Timely and actionable feedback to students and families is necessary for learning.
6. Evidence of standards and High Priority Benchmarks (HPB) is collected (and assessed) multiple times and in multiple ways.
7. Opportunities for relearning and reassessment occur during the school day.



Traditional Grading

B+



Standards-Based Grading

Engine	Great!
Battery	Great!
Transmission	Great!
Brakes	Needs Attention
Tires	Okay

Gradebooks

- 100 point scale (percentage) gradebook.
- Standards-based gradebook.

Both gradebooks are expected to be aligned to academic standards.



Gradebook- example 1

Teacher view

1 of 20 - U3 Listening Exam

Grade	U3 Listening Exam MAX: 100.00 PTS: 100.00 11/28/2023	U3 Reading Exam MAX: 100.00 PTS: 100.00 11/28/2023	U3 Writing Exam- Let'sEmail MAX: 100.00 PTS: 100.00 11/21/2023	U3 Speaking Exam MAX: 100.00 PTS: 100.00 11/21/2023	Conv. Direct Exam Prep MAX: 10.00 PTS: 10.00 11/16/2023	Direct Exam Prep Formative Letter MAX: 100.00 PTS: 10.00 11/16/2023	Not For Grading Exam Prep Write/Self Assess MAX: 1.00 PTS: 1.00	Verb Conjugation Chart MAX: 5.00 PTS: 5.00 11/09/2023	U3 School Storyboard MAX: 100.00 PTS: 10.00 11/09/2023	Conjugate U2 MAX: 5.00 PTS: 5.00 10/23/2023	U2 Speaking Exam MAX: 100.00 PTS: 100.00 10/20/2023	U2 Writing Exam MAX: 100.00 PTS: 100.00 10/20/2023	U2 Listening Exam MAX: 100.00 PTS: 100.00 10/26/2023	U2 Speaking Exam MAX: 100.00 PTS: 100.00 10/11/2023	U2 Time Quiz- Listening MAX: 100.00 PTS: 10.00 10/16/2023	U1 Listening Exam MAX: 100.00 PTS: 100.00 10/22/2023
	Listening	Reading	Writing	Speaking	Formative Evaluati	Formative Evaluati	Writing	Formative Evaluati	Formative Evaluati	Formative Evaluati	Speaking	Writing	Listening	Reading	Formative Evaluati	Listening
86.2% B	B+	C+	C+	D	7	D-	1	5	A-	5	A-	B+	A	C+	A	A
86.5% B	B	C+	B	B	8.5	A-	1	5	A+	5	A-		A		A	C-
77.6% C	C	D	C	C	7	C	1	5	0	5	B		A-	D	A	C-
92.1% A	A	B+	B+	A+	9	A-	1	5	A+	5	A-	B+	A	B+	A-	B-
74.7% C	B+	B-	C	B	8.5	C	0	0	B+	0	D	C	A-	A	A	A
86.0% B	A	C+	B-	C-	8	B+	1	0	A	5	A-	B+	A	C+	A-	A-
90.9% A-	A	B	B	A-	9	A-	1	5	A	5	A				B-	B
95.2% A	A	A	A	A	9	A	0	5	A+	5	A	A	A	A	A	A
88.8% B+	B	C	B	B	8.5	B	1	5	B	5	A-		A	B+	A-	B
84.8% B	B+	C	C	A-	9	C	1	5	A-	5	A	C+	A-	C+	B	C
92.6% A	B+	B+	A	A	9	A-	1	5	A+	5	A-				B-	A
92.9% A	B	A-	A	A	9	B+	1	5	A+	5	A-		A-	A	A	A-
91.1% A-	B+	A-	A	A	9	A+	1	0	A+	5	A	A			A	A
85.4% B	B	C	B+	C	7	B+	1	5	B-	5	B-		A		B	C-
80.3% B-	F	C	B	B	8	B+	1	0	0	5	A-		A	B+	A	B-



Gradebook- example 1

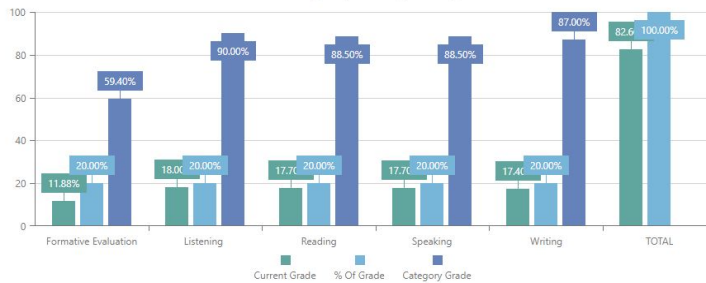
Student view

B
82.6%

1 Missing Assignment

Chart Grid

Category Weighting



Assignments

Date	Assignment	Assignment Type	Resources	Score	Score Type	Points	Notes
05/15/2024	Initial Slide Check Merida	Formative Evaluation	0	1 out of 1.0000	Raw Score	1.00/1.0000	
05/07/2024	U2 Listening Exam	Listening	0	B	Letter Grade	85.00/100.0000	
05/07/2024	U2 Reading Exam	Reading	0	B	Letter Grade	85.00/100.0000	
05/07/2024	U2 Writing Exam	Writing	0	A-	Letter Grade	92.00/100.0000	
05/03/2024	U2 Speaking Exam	Speaking	0	B	Letter Grade	85.00/100.0000	



Gradebook- example 2

Teacher view

	HSAIg2 9.2.1.1. <		HSAIg2 9.2.1.9. <				HSAIg2 9.2.3.4 >	HSAIg2 9.2.4.1 >	
	9.2.1.1/9.2.1.2/9.2.4.2 Inverses & Logarithms	Chapter 5 Evidence 2 MAX:4.00 PTS:1.00 12/2/2022	Chapter 5 Evidence 1 MAX:4.00 PTS:1.00 11/22/2022	9.2.1.9/9.2.2.6 Translations and Graphs of Nonlinear Functions	Chapter 2 - Evidence #3 MAX:4.00 PTS:1.00 12/2/2022	Chapter 2 Test - Evidence 2 MAX:4.00 PTS:1.00 10/19/2022	Chapter 2 Test - Evidence 1 MAX:4.00 PTS:1.00 10/3/2022	9.2.3.4 Algebraic Fractions	9.2.4.1 Quadratic/Linear Equations, Inequalities and Systems of Equations
Grade	Weight: 10.0000	Test	Test	Weight: 10.0000	Test	Test	Test	Weight: 10.0000	Weight: 10.0000
3.67 A	3.50		3.50	4.00	4.00	2.50	1.00	4.00	3.00
3.55 A	3.50		3.50	4.00	4.00	3.00	3.00	4.00	3.00
3.25 A-	3.50		3.50	3.00	3.00	2.50	2.50	3.00	3.00
3.89 A	4.00		4.00	4.00		4.00	4.00	3.50	4.00
3.54 A	4.00		4.00	3.50		3.50	2.00	2.50	4.00
3.34 A-	3.00	3.00	3.00	3.00	3.00	3.00	2.50	4.00	3.00
3.89 A	4.00		4.00	4.00		4.00	4.00	4.00	4.00
2.33 C-	2.00		2.00	2.50	2.50	2.50	2.00	2.00	2.50
1.90 C-	2.00		2.00	1.50	1.50	2.00	1.00	2.00	2.00
2.18 C-	2.00		2.00	1.50	1.50	1.00	1.00	2.00	2.50
3.67 A	4.00		4.00	4.00		4.00	4.00	3.00	3.50
2.80 A-	3.00	3.00	1.50	2.50	2.50	2.50	1.00	2.50	2.50



Gradebook- example 2

Student view

GRADE BOOK

All Classes | Tri 2 | HSAIgIB | Select...

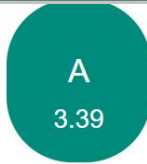
A
3.39

Standards			
Subject	Standard	Mark	Notes
Math [expand all]	9.2.1.1/9.2.1.2/9.2.4.2 INVERSES & LOGARITHMS	3.00	
	9.2.2.4/9.2.2.5 GEOMETRIC SEQUENCES AND SERIES	3.00	
	9.2.4.2 EXPONENTS & LOGARITHMS	3.50	



Gradebook- example 2

Student view



Standards			
Subject	Standard	Mark	Notes
Math [expand all]	9.2.1/9.2.1.2/9.2.4.2 INVERSES & LOGARITHMS	3.00	
	Assignment	Assignment Type	Date
	Chapter 5 Evidence 2 01/18/2024	Test	3
	Chapter 5 Evidence 1 12/21/2023	Test	3
	9.2.2.4/9.2.2.5 GEOMETRIC SEQUENCES AND SERIES	3.00	
	Assignment	Assignment Type	Date
	Chapter 10 Evidence 1 02/28/2024	Test	3
	9.2.4.2 EXPONENTS & LOGARITHMS	3.50	
	Assignment	Assignment Type	Date
	Chapter 6 Evidence 2	Test	3.5



2023-24

- Paused districtwide roll-out of standards-based gradebook.
- Work group assessed current practices to make recommendations.

2024-25

- Sites-based decision making, aligned to Anoka-Hennepin grading practices.
- Focus on the grading practices.
- All final grades will continue to be reported on an A-F scale.
- Work group will continue meeting to address needs.

Questions or comments?



ANOKA-HENNEPIN
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ANOKA-HENNEPIN SCHOOLS

EDUCATIONAL SERVICE CENTER

Cory McIntyre, *Superintendent*

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Memo

To: District Cabinet
 From: Cory McIntyre, Superintendent
 Date: April 29, 2024

Subject: Professional Development and Training Focus and Approval Process

As we prepare for the upcoming 2024-2025 school year, it is imperative that we align our professional development efforts with the strategic priorities of our district, as well as with academic content and legal requirements as directed by the school board. In line with this, I am providing direction on the process for requesting and approving professional development sessions or trainings.

Professional Development and Training Focus:

Our professional development for the 24-25 school year should primarily focus on topics related to the district's strategic priority areas, academic content, and legal requirements (including state licensure requirements for staff). It is essential that our professional development activities directly contribute to the advancement of these key areas.

Review of Staff Development Advisory Committee Charge:

I ask that each member of the district cabinet review the charge and focus of the Staff Development Advisory Committee as outlined in Policy 425. This review will ensure that our professional development efforts are aligned with the established guidelines and objectives of the committee. I encourage feedback and suggestions for any necessary updates or modifications to better serve our district's needs.

Approval Process:

When a department or school wishes to develop a professional development session or training, they should first share their proposal with the respective department supervisor or building principal. The supervisor or principal will then vet the request and determine whether it aligns with the district's priorities and goals. They have the authority to approve or deny moving forward in the process based on this assessment.

If the request is approved at the departmental or school level, it will be forwarded to the appropriate associate superintendent or Cabinet member responsible for that department. The associate superintendent or Cabinet Member will then present the proposed professional development or training to the superintendent's cabinet for further vetting.

Finally, if the professional development proposal receives approval from the superintendent's cabinet, it will be presented to me for final approval.

This structured approval process ensures that all professional development activities are in alignment with our district's strategic direction and goals, while also providing opportunities for input and collaboration at multiple levels of leadership.

Thank you for your attention to this matter, and for your continued dedication to the professional growth and development of our staff.

SCHOOL BOARD

Zach Arco, Co-Chair Kacy Deschene, Co-Chair Jeff Simon, Clerk Matt Audette, Treasurer Linda Hoekman, Director Michelle Langenfeld, Director



Anoka-Hennepin School Board

Briefing Notes

DATE: 06/11/2024

CLASSIFICATION: Report and Input

AUTHOR: Greg Cole, Chief Operations Officer

SUBJECT: District Pools Condition, Maintenance, and Cost Report

PURPOSE:

Anoka-Hennepin's Buildings and Grounds Department has been monitoring and addressing the conditions of the school district's five pools for several years. The schedule and budget for pool repairs have been listed in the district's 10-year Long Term Facilities Maintenance plan. However, additional maintenance problems have emerged at multiple sites, and cost estimates determined during the last few years have increased during and since the Pandemic. As a result, the scope and cost of addressing the basic needs for maintaining all five pools has increased. The purpose of this briefing is to inform the School Board of the general status of Anoka-Hennepin's pools and to seek the board's input on priorities moving forward to ensure our strategy for allocating funds is aligned with needs of the communities we serve.

BACKGROUND:

Anoka-Hennepin's five pools are located at Anoka Middle School – Fred Moore Campus, Northdale Middle School, Jackson Middle School, Roosevelt Middle School, and Oak View Middle School. Pools were originally built in middle schools across the district because swimming was part of the middle school curriculum. They also have served as practice and competition sites for the boys' and girls' swim and dive teams at the district's five high schools. The district phased out swimming as part of the middle school curriculum in 2001 because of the need to make budget cuts. As part of those cuts Coon Rapids Middle School's pool was closed and repurposed to accommodate a cafeteria space and Oak View Middle School's pool was closed. This left the remaining four pools' usage narrowed to high school practice and competition sites, Community Education class sites, and places where swim schools have leased them for training.

The following is a brief history on each pool:

Anoka Middle School for the Arts – Fred Moore Pool: built in 1975 (49 years old)

- Current Use: AHS and AndHS Swim and Dive competition site; AHS Swim and Dive Practice

Northdale Middle School Pool: built in 1975 (49 years old)

- Current Use: BHS and CRHS Swim and Dive competition and practice site; occasional rentals for swim school meets

Jackson Middle School Pool: built in 1978 (46 years old)

- Current Use: CPHS Swim and Dive competition and practice site; Lease site for swim school and City of Brooklyn Park swim lessons

Roosevelt Middle School Pool: built in 1979 (45 years old)

- Current Use: Community Education Aquatics Program, occasional community rentals

Oak View Middle School Pool: built in 1996 (28 years old; Closed for 17 years, from 2001 to 2018)

- Current Use: AndHS Swim and Dive practice site, occasional swim school rentals

Coon Rapids Middle School Pool: closed and repurposed in 2001

All five current pools have varied degrees of repair and parts replacement needs and urgency. Given projected costs over the next 10 years as well as the current overall expected budget reductions, an analysis of pool utilization and the future of each pool is warranted.

CONSIDERATIONS:

The following is a prioritized list of pool repair needs in order of most likely to have a major failure to least likely. The current set aside allocation in the 10-year LTFM plan for district pool repairs and replacements is approximately \$7.3 million; however, the most recent estimate to address all mechanical and cosmetic needs for pools is estimated at \$9 million. That said, these allocations detract from other anticipated LTFM needs across the district over the next 10 years, thus forcing the discussion about where priorities should lie as we look at the next ten years of long term facilities maintenance.

1. **Oak View Middle School Pool:** The pool dehumidification system and boiler/heating system are both in poor condition and near failure. We have kept them limping along for about five years, but there has been an annual cost of approximately \$25,000 to do so. At this time, HVAC vendors have reported that the system is leaking Freon and they will no longer perform service calls because they are certain the repairs will not last and failure is predictable. Replacement of the existing system is the only option moving forward. The estimated cost of replacing this system is about \$750,000 to \$1 million. This pool is used by the Andover High School boys' and girls' swim and dive teams for practices. It is not a competition-size pool, so it is not used for swim meets or competitions. There is also use of this facility by a swim school.
2. **Anoka Middle School for the Arts – Fred Moore Pool:** The pool dehumidification system and heating systems are both original and in poor condition. While modifications to this system have been made over time to keep it limping along, it should really receive a new dehumidification system and boiler. In addition, parts of the ceiling and walls need repair along with other cosmetic and functional items throughout the facility. To address the essential mechanical items, we estimate the cost to be \$1.5 million. This repair is scheduled to occur in 2026. We anticipate the ceiling and wall repair is estimated to cost \$3 million. This repair is not needed at this time and it is tentatively scheduled for 2035. In addition, there are a few cosmetic and structural upgrades we've identified as near their end of life quality. To address everything identified by our team as needing repair or replacement, we project the total cost to be \$4.6 million by 2035. The pool can function in the short term with the understanding that the HVAC system will be replaced in 2026. This facility is a competition-sized pool and it accommodates swim meets for Anoka High School's and Andover High School's boys' and girls' swim and dive teams. It also serves as the practice facility for Anoka's teams and it used to be shared as a practice facility by Andover High School's swim and dive teams up until 2018.
3. **Northdale Middle School Pool:** The pool dehumidification system and heating systems are both original and in poor condition. While modifications to this system have been made over time to keep it working, it should really receive a new dehumidification system and boiler. To address the two essential mechanical items, we estimate the cost at \$1 million. To address everything identified by our team as needing repair or replacement, we project the cost to be \$1.3 million. At this time, the HVAC system replacement is scheduled to occur in 2029. Less significant repairs are scheduled for 2026. This facility is a competition-sized pool and it accommodates swim meets and practice sites for both Blaine High School's and Coon Rapids High School's boys' and girls' swim and dive teams. It is also used for swim meets by a swim school.
4. **Roosevelt Middle School Pool:** The heating/boiler system needs to be replaced. The dehumidification system was replaced in 2020. A new boiler for this facility is estimated to be \$200,000. To address everything identified by our team as needing repair or replacement, we

project the cost to be \$400,000. Approximately \$150,000 in repairs are currently scheduled for 2026, the boiler is scheduled to be replaced for \$200,000 in 2028, and the remaining smaller projects totalling \$50,000 are scheduled for 2032. This pool is used exclusively for Community Education classes and community rentals, and three quarters of the annual operations costs for this facility are covered by the rental revenues.

5. **Jackson Middle School Pool:** At this time there are no scheduled LTFM costs in the current 10-year plan. This facility is a competition-sized pool and it accommodates swim meets for Champlin Park High School's boys' and girls' swim and dive teams. It is also leased by the city of Brooklyn Park for swim classes and also by a swim school.

OPTIONS/CONCLUSIONS:

Anoka-Hennepin School District Buildings and Grounds Department has prioritized projects that focus on mechanical systems first and foremost because they determine more than any other aspect of facilities our ability to keep the doors open for our students and communities to access them. We've put a priority on functionality over appearance in cases where resources have forced us to choose between the two. Based on the assessment of Buildings and Grounds staff, outside architects, and pool contractors as well as input from school board members, it appears there are several paths forward regarding Anoka-Hennepin's pools. The following options reflect costs, savings, and impacts of those paths.

Option 1:

Replace mechanical systems and basic infrastructure for all five pools. Improve piping and pumps where necessary. Keep all five pools open.

Total Cost = \$7.3 million in repairs/replacements and \$4 million in operations (\$100,000 per site minus RMS's costs) or \$11.3 million over 10 years

Impact = Reduces allocated LTFM, Strategic Priority, and/or Capital expenditures for non-pool related projects to accommodate pool maintenance and operations costs and shifts \$500,000 in 2025 LTFM expenditures to 2026 or beyond. All pool sites remain open and all current users remain the same.

Option 2:

Close one pool: RMS or OMS (neither is a competition-sized pool that can accommodate HS swim meets)

Total District Cost with RMS Closure = Drops to \$6.9 million in repairs/replacements and \$4 million in operations or to \$10.9 million over 10 years (RMS's annual operations are covered 75% by revenues from Community Education funds because it's used for Community Education classes. This means limited annual operations impact the general fund. This site has been utilized for these purposes because of its central district location and proximity to other communities within the district, its separate secured entrance, and non use by high schools.)

Savings over Option 1 = \$400,000

Impact = Eliminates Community Education adult and youth swim classes for the area. Reduces allocated LTFM, Strategic Priority, and/or Capital expenditure commitments and shifts \$100,000 in current operations costs.

Total District Cost with OMS Closure = Drops to \$5.9 million in repairs/replacements and \$3 million in operations or to \$8.9 million over ten years.

Savings over Option 1 = \$2 million

Impact = Eliminates nearby practice facility for Andover High School's boys' and girls' swim and dive teams and shifts them to Anoka Middle School – FM campus's pool facility for its practices. It does not impact Andover's competition site which is currently at AMSA – FM. Limits reduction to LTFM, Strategic Priority, and/or Capital expenditure commitments by \$1 million and reduces operations costs by \$100,000 annually. Eliminates swim school rental of one district site. Potential exists for repurposed space for additional seven classrooms should OMS's enrollment grow over the next five to ten years, as projected in Anoka-Hennepin's recent demographics study. Repurposing this space for seven classrooms is estimated to cost \$3.5 million. A similar-sized addition to OMS would cost \$7 to \$8 million.

Option 3:

Close RMS and OMS pools.

Total District Cost with RMS and OMS Closures = Drops to \$5.9 million in repairs/replacements and \$3 million in operations or 8.9 million over ten years.

Savings over Option 1 = \$2.4 million

Impact = See Option 2 for both RMS and OMS pools.

Option 4:

Close any three of RMS, OMS, JMS, NMS or AMSA – FM pools

Total District Cost with RMS, OMS, and AMSA – FM Closures = Drops to \$1.3 million in repairs/replacements and \$2 million in operations or to \$3.3 million over ten years.

Savings over Option 1 = \$8 million

Total District Cost with RMS, OMS, NMS Closures = Drops to 4.6 million in repairs/replacements and \$2 million in operations or to \$6.6 million over ten years.

Savings over Option 1 = \$4.7 million

Total District Cost with RMS, OMS, JMS closures = Drops to \$5.9 million in repairs/replacements and \$2 million in operations or to \$7.9 million over ten years.

Savings over Option 1 = \$3.4 million

Impact = The school district's athletic directors have said that three high schools sharing one pool for practices and swim meets would be very challenging from a scheduling standpoint. The district may not be able to provide high school swim and dive programs at all five high schools if this scenario occurred, and one or more schools might have to co-op to make things work. In addition, the only way to save money over the next 10 years, minus annual operating costs, would be to close Northdale's pool or Anoka

Middle School – FM Campus’s pool in order to realize significant savings. Jackson’s pool has no upgrades scheduled in the current 10-year LTFM plan.. These conclusions do not include the impact on Community Education classes listed above.

Recommendations:

Based on daily usage and participation, multi-functionality, proximity, history, and savings it is the recommendation of district administration that Oak View Middle School’s pool be closed in order to focus resources more effectively to minimize the impact on students and community members who access Anoka-Hennepin’s swim and dive programs. Amid budgetary constraints, this option maintains programming and services with minimal impacts while saving money over time.

Why OMS’s pool?

Of the five pools currently operating, Oak View serves the fewest students and community members, it cannot hold swim meets, it is not centrally located within the school district, it had been closed for 17 years from 2001 to 2018 for similar reasons, and it will save the school district \$750,000 to \$1 million immediately in repairs and replacements as well as approximately \$1 million in operating expenses over the next ten years.

In addition, at this time the only middle school with projected enrollments that may exceed current building capacity is Oak View Middle School, according to a recent demographic study for the school district. If additional classroom space is needed, the current pool space could be repurposed to accommodate seven new classrooms for half the cost of replicating the same number of additional classrooms with an addition to the existing building. If additional classrooms were necessary, this repurposing of existing space occupied by the pool would save the district approximately \$3.5 to \$4.5 million in construction costs, according to architects who recently evaluated these scenarios.

Why not recommend RMS, AMSA – FM, NMS, and/or JMS pool closures?

Roosevelt Middle School’s pool would be the next likely choice to close because it does not serve Anoka-Hennepin’s student-athletes as the other four pools do. However, it does serve as the most used pool daily because of community education swim lessons. Community Education also uses Fund 4 expenditures to defray operating expenses from the general fund because the pool is used exclusively for Community Education classes. Community Education has preferred this site because of its location proximity to main roadways and other communities within the school district. It also has a separate entrance than the main entrance to the school, which increases security for all. It does require repairs and replacements over the next ten years, which are estimated to cost \$400,000. Finally, it does not have to compete for time with high school swim teams’ practice schedules, which is significant because most Community Education swim classes are offered between 4 PM and 8 PM on weekdays. For example, if OMS and RMS pools closed and Community Education classes were moved to Northdale’s pool, the classes would not be offered during two high school swim seasons because of conflicts with meets and practices for Coon Rapids High School’s and Blaine High School’s boys’ and girls’ swim and dive teams.

Anoka Middle School – FM’s pool will require the most expensive repairs and replacements of the district’s five pools, which raises questions about whether this should be the most likely candidate for closure. However, both Anoka High School and Andover High School use this facility for swim competitions and Anoka High School currently uses it for practices. For 16 years, from 2002 to 2018, both schools used it for practices and swim competitions. This pool is versatile because of its size and ability to manage practices and competitions for multiple teams.

Northdale Middle School's pool is similar to AMSA – FM's pool, but the projected repair and replacement costs are lower. It, too, serves two high school swim programs and it is a heavily used pool. It is versatile and has the ability to accommodate swim competitions and practices for multiple schools.

Jackson Middle School's pool is a competition-sized pool, it serves Champlin Park High School's swim teams for competitions and practices and the city of Brooklyn Park leases the facility for swim lessons. It also has no repairs or replacements scheduled in the current 10-year LTFM plan.

Could a bond referendum be a solution to keep all pools open?

The short answer is yes, it could be. However, the repairs needed for Oak View's pool are immediate. A 2025 bond referendum could include pools, among many other needs across the district, but our last bond referendum was in 2017. Historically, the district has not pursued a bond referendum within 10 years of the previous one to minimize tax impact and maximize the likelihood of voter approval.