

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

**School Board Work Session
Monday, September 9, 2024
AGENDA**

1. Call to Order (1 minute)	
09-09-24 Important Dates	3
2. Approve Board Agenda (1 minute)	
3. Consent Agenda (5 minutes)	
3.A. Minutes from the 08-26-24 Board Meeting - A Jeff Simon, Board Clerk	
Appendix A	4
3.B. Retirements, Resignations, Terminations, Layoffs and Recalls, Leaves and Modified Leaves of Absence, Appointments - A Brian Duffy, Director of Employee Services	
Appendix B	14
3.C. National Sports Center-Ice Contracts for Boys & Girls Hockey - A Greg Cole, Chief Operations Officer	
Appendix C	18
3.D. School Resource Officer Contract - City of Blaine - A Greg Cole, Chief Operations Officer	
Appendix D	27
4. Work Session (70 minutes)	
4.A. Curriculum, Instruction & Assessment-Social Emotional Learning Phase 4 Process Update (30 minutes) - B Dr. Mary Wolverton, Associate Superintendent, Becky Brodeur, Associate Superintendent, Ann Sangster, Director of Elementary Curriculum & Instruction, Dr. Nichole Rens, Director of Secondary Curriculum & Instruction, Britt Olean, District Social Worker	
Appendix E	34
4.B. Phase II Budget Reductions & Reallocations Update (30 minutes) - B Cory McIntyre, Superintendent, Cabinet Members	
Appendix F	36
Appendix G	43
Appendix H	44
4.C. District Goal Setting Planning (10 minutes) - C Kacy Deschene, Co-Chair	
Appendix I	45

Appendix J

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Appendix K

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5. **Board Correspondence & Communication**

6. **Executive Session (30 minutes)**

Tim Palmatier, General Counsel

7. **Adjourn**

ANOKA-HENNEPIN SCHOOLS

A FUTURE WITHOUT LIMIT

September 9, 2024

Dates to Remember

1. September 9 Board Policy Committee, Educational Service Center, 4:00 p.m.
2. **September 9 School Board Work Session, Educational Service Center, 5:30 p.m.**
3. **September 23 Regular School Board Meeting, Sandburg Education Center, 6:30 p.m.**
4. October 2 Phase II Budget Reduction Community Meeting, TBD, 6:00 p.m.
5. October 4 No Elementary Students, PLC/Conf/Staff Development
6. October 7 No Elementary or Middle School Students, Elem/Middle/Staff Dev, K-5 Para Staff Dev., K-8 Para Flex Day
7. **October 7 School Board Work Session, Educational Service Center, 5:30 p.m.**
8. October 8 Phase II Budget Reduction Community Meeting, TBD, 6:00 p.m.
9. October 9 Phase II Budget Reduction Community Meeting, TBD, 6:00 p.m.
10. October 17-18 EM Professional Conference, No School
11. **October 28 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

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**MINUTES OF MEETING
SCHOOL BOARD OF INDEPENDENT SCHOOL DISTRICT NO. 11
(Anoka-Hennepin School District)
STATE OF MINNESOTA**

The School Board of Anoka-Hennepin Independent School District No. 11 held a meeting on **Monday, August 26, 2024**, at Sandburg Education Center, Anoka, Minnesota.

Co-Chair Kacy Deschene called the meeting to order at 6:30 p.m. and led the pledge of allegiance.

The following members were present: Matt Audette, Kacy Deschene, Linda Hoekman, Dr. Michelle Langenfeld and Jeff Simon. Co-Chair Zach Arco was absent.

Jeff Simon motioned to approve the Board Agenda as presented. Dr. Michelle Langenfeld seconded. Motion passed with a 5-0 vote.

The School Board recognized staff from the following programs. Each of them was given a medal in honor of their achievements. Dr. Josh Delich, associate superintendent of high schools, presented the Best Communities for Music Education Award from the National Association of Music Merchants (NAMM) to Ryan Palmer, Coon Rapids High School band director, who accepted the award on behalf of music educators in the school district. This is the 10th consecutive year Anoka-Hennepin's music program has been selected for this program.

CONSENT AGENDA

Dr. Michelle Langenfeld moved and Jeff Simon seconded the motion to approve the following **consent agenda** items:

- a. **Minutes** from the August 12, 2024, School Board work session.
- b. **Personnel items** as follows:

APPENDIX B

20240826

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Moved that the Board accepts the personnel recommendations and authorizes the appropriate Board officer(s) or School District administrator(s) to sign all documents necessary to effectuate these agreements.

RETIREMENTS

Name	Current or Most Recent Position	Last Date Employed
Susan Curtis	Anoka High, Educ Office Prof	08/30/2024
Bethany Rhodes	ESC, Educ Office Prof	01/03/2025
Sheila Stransky	Hamilton, Teacher Special Educ Lead	06/09/2025
Lisa Wicklund	ESC - Transportation, ParaEducator Bus Full Time	06/06/2024

RESIGNATIONS, TERMINATIONS

Full Name (FL)	Current or Most Recent Position	Last Date Employed
Matthew Knippel	Northdale Middle, Teacher Music Seed Choir	06/07/2024
Brittany Lahr	Blaine ECC, Teacher Speech Clinician	06/07/2024
Meghan Murray	Brookside, Teacher Grade 1	06/07/2024
Kaitlyn Raeker	Hoover, Teacher Grade 3	06/07/2024
Kayela Turner	Jefferson, Teacher Academic Support	06/07/2024

LEAVES OF ABSENCE

Name	Current or Most Recent Position	Leave Begins	Leave Ends
Ashley Andersen	University Avenue, ParaEducator Special Education	07/31/2024	11/20/2024
Sarah Bittner	Hamilton, Teacher SA-Coach Math Spec	08/07/2024	09/18/2024
Jason Ferkinhoff	Jackson Middle, Teacher Counselor	09/03/2024	09/20/2024
Samantha Goodman	Sand Creek, Teacher Grade 5	08/07/2024	11/15/2024
Kristen Gunderson	Sand Creek, Teacher Grade K	09/03/2024	10/16/2024
Angela Kurth Elbert	ESC, Research Eval Test Analyst	08/12/2024	11/01/2024
Kathy Line	Anoka Middle - FM, Child Nutrition Assistant PT	08/20/2024	09/30/2024
Quintin Nelson	Coon Rapids Middle, Teacher Math	08/26/2024	09/20/2024
Joseph Ostlund	ESC, Finance Compliance Mgr - CED	08/19/2024	10/18/2024
Megan Elizabeth Peterson	Anoka Middle - FM, ParaEducator Secondary	09/09/2024	10/21/2024
Lisa Torbenson	Sunrise, Teacher K-3 Exploration	08/26/2024	09/20/2024
Sarah Vana	Morris Bye, Teacher Special Educ Lead	08/26/2024	11/15/2024

MODIFIED LEAVES OF ABSENCE

Name	Current or Most Recent Position	Leave Begins	Leave Ends
Marv Anderson	ESC-Special Ed, Teacher Speech Clinician	05/16/2023	06/30/2025
Jason Belden	Roosevelt Middle, B/G Building Supervisor	07/22/2024	08/30/2024
Kathryn Jensen	Madison, Teacher Grade K	01/22/2024	01/02/2025
Emily McAlpine	Blaine High, Teacher Math	07/21/2024	10/11/2024
Michael Miskowicz	Blaine High, B/G Custodian Afternoon Lead	07/09/2024	08/16/2024
Karan Murphy	Champlin Park High, ParaEducator Spec Ed Cntr Base	02/29/2024	09/26/2024
Traci Ostroot	Coon Rapids High, Child Nutrition Assistant PT	12/18/2023	11/29/2024
Stefani Otness	University Avenue, Teacher Special Educ Lead	05/23/2024	08/23/2024
Joseph Vetsch	ChamplinBrklynPk Academy, B/G Building Supervisor	05/01/2024	08/08/2024

SABBATICALS

Full Name	Current or Most Recent Position	LOA Start	LOA End Date
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This section returned no records

APPOINTMENTS

20240826

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Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Elementary					
Josiah Beretta	Adams, Teacher Music Elementary	08/26/2024	Bachelors+30/6	1.0000	\$57,306
Scott Hanson	Sand Creek, Teacher Grade 5 LTS	08/26/2024	Masters/1	0.3102	\$18,073
Emily Hauer	Ramsey, Teacher Grade 4	08/26/2024	Masters/1	1.0000	\$58,269
Chloe Henderson	Wilson, Teacher Grade 2	08/26/2024	Bachelors/3	1.0000	\$50,872
Caitlyn Kelly	Hoover, Teacher K5 Core Inst Support	08/26/2024	Bachelors/3	0.7200	\$36,628
Lindsey Krohn	Jefferson, Teacher Grade 2	08/26/2024	Bachelors/1	1.0000	\$50,029
Joelle Lyons	Hoover, Teacher Grade K	08/26/2024	Bachelors/3	1.0000	\$50,872
Susan Martinson	Brookside, Teacher ESL LTS	08/26/2024	Masters/11	0.1738	\$13,678
Rachel Minshull	Crooked Lake, Teacher Grade 1	08/26/2024	Bachelors/3	1.0000	\$50,872
Haley Nelson	Wilson, Teacher Grade 2	08/26/2024	Bachelors+30/4	1.0000	\$55,563
Abbey Payeur	Crooked Lake, Teacher Literacy Intervention	08/26/2024	Masters+60/13	1.0000	\$92,761
Matthew Peterson	Sand Creek, Teacher Grade 3	08/26/2024	Bachelors+30/8	1.0000	\$63,470
Diane Polzin	Evergreen Park, Teacher Grade K LTS	08/26/2024	Masters+60/24	0.3476	\$30,384
Amber Pomeroy	Monroe, Teacher Grade 1	08/26/2024	Bachelors/1	1.0000	\$50,029
Bethany Popinga	Andover, Teacher Grade K LTS	08/26/2024	Bachelors/2	0.3476	\$17,683
Michelle Ronning	Madison, Teacher ESL	08/26/2024	Masters/10	0.5000	\$38,423
Mary Scheetz	Andover, Teacher K5 Core Inst Support	08/26/2024	Masters/5	0.7500	\$47,235
Sarah Schneck	Dayton, Teacher Grade K	08/26/2024	Masters/6	1.0000	\$65,599
Aryn Sherf	Morris Bye, Teacher Grade 1	08/26/2024	Bachelors/6	1.0000	\$53,851

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Secondary					
Emily Bergen	Compass - Bell Building, Teacher ESL	08/26/2024	Bachelors+15/3	0.3149	\$16,521
Alexandra Busch	Roosevelt Middle, Teacher English	08/26/2024	Bachelors/1	1.0000	\$50,029
Allison Collins	Anoka High, Teacher Reading Secondary	08/26/2024	Masters/2	1.0000	\$60,280
Inas Elansary	Anoka Middle - FM, Teacher Family Consumer Sci	08/26/2024	Masters+60/22	1.0000	\$104,251
Caleb Hicks	Coon Rapids High, Teacher ESL LTS	08/26/2024	Masters+60/1	0.2264	\$14,511
Brian Johnston	Coon Rapids Middle, Teacher Science	08/26/2024	Masters/5	1.0000	\$62,980
Angela Lyman	S.T.E.P., Teacher Career-Technical	08/26/2024	Bachelors/15	1.0000	\$70,955
Tamara Morin	Jackson Middle, Teacher Family Consumer Sci	08/26/2024	Bachelors/1	0.6000	\$30,017
Maria Quehl	Coon Rapids Middle, Teacher English	08/26/2024	Masters/22	1.0000	\$91,011
Hali Scholl	Roosevelt Middle, Teacher Science	08/26/2024	Bachelors/2	1.0000	\$50,872
Olga Suarez-Guzman	Blaine High, Teacher Spanish	08/26/2024	Bachelors+45/14	1.0000	\$76,223
Savannah Wery	Jackson Middle, Teacher Grade 6	08/26/2024	Masters+45/4	1.0000	\$68,687

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Special Education					
Savanna Baker	Coon Rapids Middle, Teacher ABS (AcadBehav)	08/26/2024	Bachelors/2	1.0000	\$50,872

APPOINTMENTS

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Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Special Education					
Christopher Blasko	RiverTrail Learning Ctr, Teacher ABS (AcadBehav)	08/26/2024	Masters/2	1.0000	\$60,280
Tyler Brody	Anoka High, Teacher ABS (AcadBehav)	08/26/2024	Bachelors/3	1.0000	\$50,872
Lauren Cedergren	Sorteberg ECC, Teacher EC/SE	08/26/2024	Masters/12	1.0000	\$81,020
Kacie Coe	Dayton, Teacher ABS (AcadBehav)	08/26/2024	Bachelors/1	1.0000	\$50,029
Gregory Collins	Morris Bye, Teacher E/BD	08/26/2024	Masters/4	1.0000	\$62,980
Beverly Dahl	Anoka Middle - WA, Teacher ABS (AcadBehav)	08/26/2024	Bachelors+15/8	1.0000	\$62,216
Tana Dahlberg	Riverview ECC, Teacher Speech Clinician	08/26/2024	Bachelors+45/1	1.0000	\$54,048
Laurn Doty	Andover High, Teacher ABS (AcadBehav)	08/26/2024	Masters/2	1.0000	\$60,280
Magdeline Faber	University Avenue, Teacher ABS (AcadBehav)	08/26/2024	Bachelors/3	1.0000	\$50,872
Kelly Foltmer	University Avenue, Teacher SLD	08/26/2024	Bachelors+45/1	0.7000	\$37,834
Heather Guldan	Hamilton, Teacher E/BD	08/26/2024	Masters/11	1.0000	\$78,699
Miles Jachymowski	RiverTrail Learning Ctr, Teacher E/BD	08/26/2024	Bachelors/1	1.0000	\$50,029
Mariah Krosch	RiverTrail Learning Ctr, Teacher E/BD	08/26/2024	Masters/2	1.0000	\$60,280
Rebecca Larson	Sunrise, Teacher ABS (AcadBehav)	08/26/2024	Masters+60/20	1.0000	\$101,549
Melissa Lindstrom	Ramsey, Teacher E/BD	08/26/2024	Bachelors/7	1.0000	\$56,704
Claire Lish	Rum River Elementary, Teacher ABS (AcadBehav)	08/26/2024	Bachelors/1	1.0000	\$50,029
Talana Rudzitis	RiverTrail Learning Ctr, Teacher ASD	08/26/2024	Bachelors/2	1.0000	\$50,872
Lexi Schneider	Johnsville, Teacher ABS (AcadBehav)	08/26/2024	Bachelors/1	1.0000	\$50,029
Sara Terry	ESC-Special Ed, Teacher SA-Admn Intern	08/26/2024	Masters/11	1.0000	\$78,699
Joel Wolfe	Coon Rapids Middle, Teacher ABS (AcadBehav)	08/26/2024	Bachelors/1	1.0000	\$50,029
Sarah Wurdeman	RiverTrail Learning Ctr, Teacher E/BD	08/26/2024	Bachelors+15/16	1.0000	\$74,391

Name	Current or Most Recent Position	Effective Date	Days	Salary
Administrative				
Ross Giles	ESC, Student Services Coordinator Based on an annual salary of \$111,923 for 261 days	08/05/2024	236	\$101,202
Nikki Johnson	ESC, Transportation Route Coord Based on an annual salary of \$65,208 for 261 days.	08/19/2024	226	\$56,464
Michael Payton	ESC, B/G Supv Operations Based on an annual salary of \$105,014 for 261 days	08/12/2024	231	\$92,944
Barbara Virkus	ESC, Interim Director Emp Devl Eval Based on an annual salary of \$127,902 for 261 days	08/19/2024	226	\$110,750

c. Cash Disbursements Report

Fund No.	Description	Amount
	Checks	\$ 8,133,341.05
01	General	7,294,754.02
02	Food Service	139,780.96
04	Community Service	226,436.37
06	Building Construction	409,870.05
07	Bond & Interest K-12	-
20	Health-Self Insurance	19,265.85
21	Dental-Self Insurance	43,233.80
22	Work. Comp.-Self Insurance	-
47	OPEB Debt Service	-
	Electronic Payments	\$ 34,333,061.26
01	General	20,655,275.19
02	Food Service	210,949.44
04	Community Service	836,646.95
06	Building Construction	3,868,050.01
07	Bond & Interest K-12	-

20	Health-Self Insurance		7,951,099.18
21	Dental-Self Insurance		481,350.25
22	Work. Comp.-Self Insurance		201,988.99
47	OPEB Debt Service		127,701.25
	ACH Payments	\$	4,754,936.14
01	General		3,726,554.05
02	Food Service		362,776.95
04	Community Service		86,126.43
06	Building Construction		224,536.61
20	Health-Self Insurance		345,790.10
22	Work. Comp.-Self Insurance		9,152.00
	P-Card	\$	237,687.49
01	General		190,468.61
02	Food Service		1,018.73
04	Community Service		44,768.13
06	Building Construction		36.28
20	Health-Self Insurance		1,395.74
	TOTAL DISTRICT	\$	47,459,025.94

d. Cash Balance Report.

ANOKA HENNEPIN DISTRICT NO. 11
MONTHLY CASH BALANCES - FY25

	GENERAL 01-101	FOOD SERVICE 02-101	COMMUNITY SERVICE 04-101	BUILDING CONSTRUCTION 06-101 ¹	DEBT SERVICE 07-101	EMP BENE HEALTH 20-101	EMP BENE DENTAL 21-101	EMP BENE WORK COMP 22-101	OPEB DEBT SERVICE 47-101	TOTAL CASH	CASH INVESTMENTS	BUILDING CONSTRUCTION INVESTMENT	SCHOLARSHIP INVESTMENT	TOTAL ALL BALANCES	FY23 Total All Balances (1 year ago comparison)
07/01/24	190,624,894	13,518,064	12,500,581	66,525	9,401,856	23,753,393	3,065,400	3,248,802	1,374,528	257,554,043	-	5,080,617	689,177	263,323,836	254,198,381
07/31/24	160,938,177	13,293,288	12,488,898	(567,918)	7,301,176	16,404,440	2,603,472	3,151,689	1,507,703	217,120,924	-	5,102,240	665,446	222,888,610	212,533,404
08/31/24										0				0	
09/30/24										0				0	
10/31/24										0				0	
11/30/24										0				0	
12/31/24										0				0	
01/31/25										0				0	
02/28/25										0				0	
03/31/25										0				0	
04/30/25										0				0	
05/31/25										0				0	
06/30/25										0				0	

¹ Building Construction Fund is negative because funds are transferred from the Building Construction investment account on a reimbursement basis.

e. Donations & Scholarship Reports.

DATE	DONOR	DONEE	PURPOSE	TYPE	AMOUNT
07/29/24	American Online Giving Foundation	University Ave Elem	Supplies, T-shirts, staff appreciation	General	122.12
07/29/24	American Online Giving Foundation	Hamilton Elem	General Supplies	General	96.22
07/15/24	Anoka County	Wilson Elementary	2024 Science Hero's Field Trip	General	2600
07/29/24	Brookside PTO	Brookside Elem	Pencil Boxes for letter leaders& math marvels	General	65.72
07/15/24	Casey's General Stores	Ramsey Elem	Supplies	General	3.8
07/29/24	Champlin Garden Club	CBPA	Jr. Master Gardener Program	General	1,500.00
07/31/24	Champlin Park Band Assoc	Champlin Park HS	Summer marching band staff payment	General	4,200.00
07/15/24	Charities Aid Foundation America	Eisenhower Elem	Student Incentives	General	10.00
07/15/24	Charities Aid Foundation America	Sand Creek Elem	School Supplies	General	70.00
07/29/24	Charities Aid Foundation America	Eisenhower Elem	Student Incentives	General	10.00
07/29/24	Charities Aid Foundation America	Dayton Elementary	School/Student supplies	General	10.00
07/29/24	Charities Aid Foundation America	Anoka MS	Non instructional Supplies	General	20.00
07/29/24	Charities Aid Foundation America	Rum River Elem	Student/General Supplies	General	10.00
07/29/24	Charities Aid Foundation America	Rum River Elem	Student/General Supplies	General	10.00
07/29/24	Charities Aid Foundation America	Anoka MS	Non instructional Supplies	General	20.00
07/29/24	Hospitality MN Education Foundation	Blaine High School	ProStart Curriculum-year2	General	2,461.89
07/15/24	Jefferson PTO	Jefferson Elem	Concrete Pads & Picnic Tables	General	19,864.00
07/15/24	Jefferson PTO	Jefferson Elem	Patrols Field Trips	General	828.00
07/15/24	Jefferson PTO	Jefferson Elem	5Th Grade Party to Urban Air	General	882.00

07/15/24	Quest 2001, LLC	Eisenhower Elem	Student Incentives	General	214.20
07/22/24	S. Burnham	Coon Rapids MS	Memory of C. Burnham, Science Dept.	General	500.00
07/22/24	S. Burnham	Coon Rapids MS	Memory of C. Burnham, Tech Dept.	General	500.00
07/15/24	Special Olympics	Coon Rapids MS	CRMS Special Education	General	1,253.90
07/15/24	The Blackbaud Giving Fund	CBPA	Supplies for School	General	30.00
07/15/24	The Blackbaud Giving Fund	CBPA	Supplies for School	General	30.00
07/15/24	The Blackbaud Giving Fund	Sand Creek Elem	School Supplies	General	150.00
07/15/24	The Blackbaud Giving Fund	Rum River Elem	Student/General Supplies	General	200.00
07/15/24	The Blackbaud Giving Fund	Monroe Elem	Classroom Supplies	General	70.00
07/15/24	The Blackbaud Giving Fund	Coon Rapids MS	Grades 6-8 school supplies	General	200.00
07/29/24	The Blackbaud Giving Fund	Sand Creek Elem	Classroom/Student Supplies	General	225.00
07/29/24	The Blackbaud Giving Fund	Champlin Park HS	Student Recognition	General	44.00
07/29/24	The Blackbaud Giving Fund	Dayton Elementary	School/Student supplies & materials	General	50.00
07/29/24	The Blackbaud Giving Fund	Morris Bye Elem	Support students	General	200.00
07/29/24	The Blackbaud Giving Fund	Ramsey Elem	general donation	General	20.00
07/29/24	The Blackbaud Giving Fund	Oak View MS	Student incentives & recognition	General	40.00
07/29/24	The Blackbaud Giving Fund	Champlin Park HS	Student Recognition	General	44.00
07/29/24	The Commencement Group	Coon Rapids HS	School Fundraiser Account	General	1,296.80

*MATERIAL, EQUIPMENT OR LABOR DONATION

TOTAL \$ 37,851.65

SCHOLARSHIP DONATIONS

DATE	DONOR	DONEE	PURPOSE	TYPE	AMOUNT
07/02/24	Melissa Beausoleil	Anoka High School	Tom Pearson Scholarship	Scholarship	25.00
07/02/24	Wanda Fingalson	Anoka High School	Tom Pearson Scholarship	Scholarship	20.00
07/02/24	Susan & Joe Lague	Anoka High School	Tom Pearson Scholarship	Scholarship	25.00
07/02/24	Deborah Meyer	Anoka High School	Tom Pearson Scholarship	Scholarship	25.00
07/02/24	John & Joanne Jacobson	Anoka High School	Tom Pearson Scholarship	Scholarship	60.00
07/17/24	WC Rumsch or PL Rumsch	Anoka High School	Tom Pearson Scholarship	Scholarship	60.00
07/02/24	Shirley Dussl or Claudia Kill	Anoka High School	Tom Pearson Scholarship	Scholarship	200.00
			SCHOLARSHIP TOTALS		\$ 415.00
			TOTAL DONATIONS		\$38,266.65

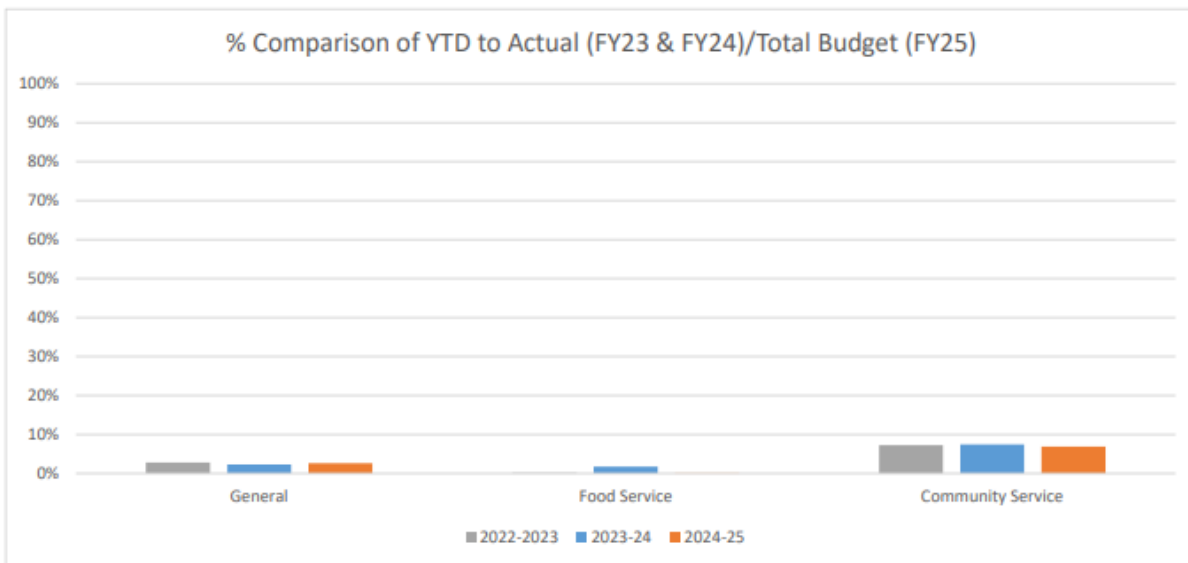
DATE	DONOR	DONEE	PURPOSE	TYPE	AMOUNT
08/19/24	Ally Financial Inc	Sand Creek Elem	Classroom/Student Supplies	General	125.00
08/19/24	Andover Football Association Gambling Account, INC	Andover HS	Hurdles for Boys & Girls Track	General	22,000.00
08/19/24	Blaine Juniors Volleyball	Blaine High School	Salaries for Summer Weights Program	General	4,140.00
08/19/24	Blaine Youth Hockey Association	Blaine High School	Athletic Hall of Fame Ceremony	General	2,000.00
08/19/24	Charities Aid Foundation America	Andover Elementary	Classroom Supplies	General	20.00
08/19/24	Charities Aid Foundation America	Blaine High School	General School Supplies	General	80.00
08/19/24	Charities Aid Foundation America	Blaine High School	General School Supplies	General	40.00
08/19/24	Charities Aid Foundation America	Blaine High School	ASL Club	General	70.00
08/19/24	Charities Aid Foundation America	Andover HS	General Building usage	General	82.00
08/19/24	Charities Aid Foundation America	Eisenhower Elem	Student Incentives	General	15.00
08/19/24	Charities Aid Foundation America	Jackson MS	Student Materials	General	14.00
08/19/24	Knight of Columbus # 10138	Project Power	Supplies for project power	General	336.00
08/19/24	Knights of Columbus	DAPE	Equipment & Supplies	General	336.00
08/19/24	Mississippi Park Connection	Monroe Elementary	bus scholarships	General	500.00
07/21/24	Safety Speed Manufacturing	Coon Rapids HS	Cabinetry & Exploring construction classroom (Panel saw & Substrate cutter)	General	
08/19/24	The Blackbaud Giving Fund	Andover HS	General Building usage	General	20.00
08/19/24	The Blackbaud Giving Fund	Andover HS	General Building usage	General	70.00
08/19/24	The Blackbaud Giving Fund	Andover HS	General Building usage	General	40.00
08/19/24	The Blackbaud Giving Fund	Dayton Elementary	Supplies & Materials as needed	General	107.95
08/19/24	The Blackbaud Giving Fund	CBPA	Supplies for School	General	30.00

08/19/24	The Blackbaud Giving Fund	Andover HS	General Building usage	General	50.00
08/19/24	The Blackbaud Giving Fund	Andover HS	General Building usage	General	70.00
08/19/24	The Blackbaud Giving Fund	Champlin Park HS	Student Recognition	General	44.00
*MATERIAL, EQUIPMENT, OR LABOR DONATION					
TOTAL DONATIONS					\$ 30,189.95

f. Monthly Revenue & Expenditures.

**Anoka-Hennepin ISD #11
Statement of Revenues
For the month ended July 31, 2024**

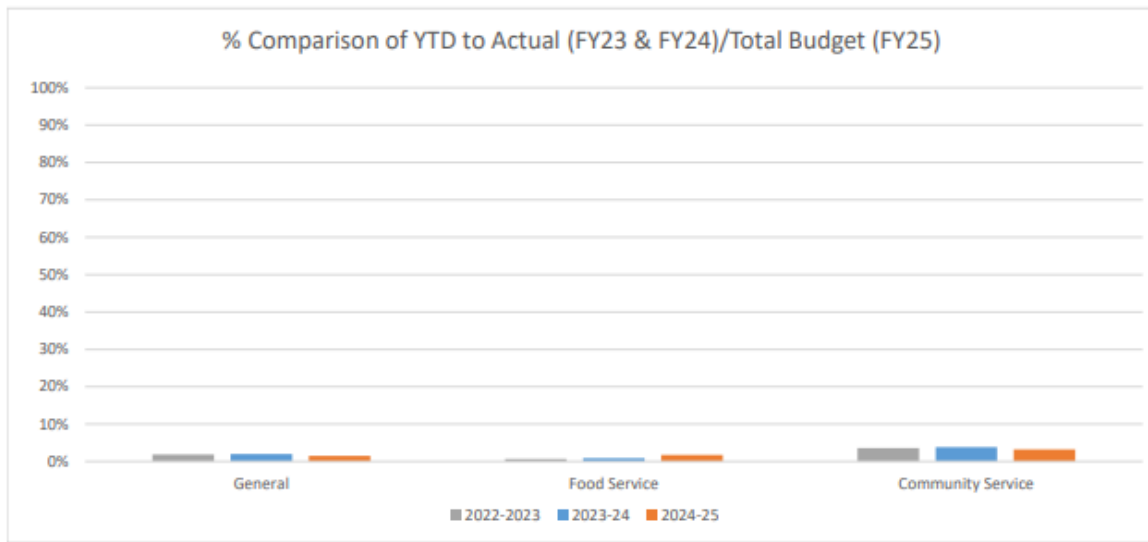
Fund	Month to Date	Year to Date	Budget	FY23 YTD is % of Budget FY21 & FY22 YTD is % of Actual		
				2024-25	2023-24	2022-2023
				General	5,361,191	16,902,112
Food Service	25,112	25,112	29,629,662	0%	2%	0%
Community Service	2,073,661	2,073,661	30,002,421	7%	7%	7%
Building Construction ¹	21,623	21,623	20,000	108%	190%	2002%
Debt Service	2,028,246	2,028,246	15,452,017	13%	11%	16%
Trust	-	-	750,000	0%	0%	0%
Total All Funds	\$ 9,509,833	\$ 21,050,754	\$ 717,264,851	3%	3%	3%



¹Conservative budgeting

**Anoka-Hennepin ISD #11
Statement of Expenditures
For the month ended July 31, 2024**

Fund	Month to Date	Year to Date	Budget	FY23 YTD is % of Budget FY21 & FY22 YTD is % of Actual		
				2024-25	2023-24	2022-2023
				General		
Salaries & Benefits	5,361,191	5,361,191	539,851,293	1%	1%	1%
Purchased Services	359,639	359,639	67,495,098	1%	2%	2%
Supplies	2,377,107	2,377,107	26,212,772	9%	18%	12%
Capital Expenditures	1,523,523	1,523,523	24,765,410	6%	6%	5%
Other Exp & Transfers	260,708	260,708	4,058,066	6%	5%	7%
Total General Fund	\$ 9,882,168	\$ 9,882,168	\$ 662,382,639	1%	2%	2%
Food Service						
Food Service	506,078	506,078	29,522,260	2%	1%	1%
Community Service	983,007	983,007	30,326,421	3%	4%	4%
Building Construction	53,503	53,503	4,175,430	1%	1%	0%
Debt Service	3,995,751	3,995,751	15,442,703	26%	27%	28%
Trust	-	-	750,000	0%	0%	0%
Total All Funds	\$ 15,420,507	\$ 15,420,507	\$ 742,599,453	2%	3%	2%



- g.** Approved Proposed New Courses for 2025-26 Registration Guide.
 - h.** Approved Bid #25007B-District Wide Security Upgrades-Bid Pack 3.
 - i.** Approved Substitute, Seasonal, Casual Employee Rates for 2024-25.
 - j.** Approved City of Coon Rapids Ice Center & Locker Room Lease Agreements.
 - k.** Approved City of Champlin Ice Center & Locker Room Lease Agreements.
 - l.** Approved Andover Community Center Ice Agreement.
 - m.** Approved Fogerty Arena Ice Agreement for Blaine High School.
- Motion passed with a 5-0 vote.

The School Board received testimony from Brennan Royal, Mike Phillips, Shanin Garbow, Julie Enwright, Michele Weitzel and Kristy Mazurek.

Superintendent McIntyre gave a report to the Board and reviewed the Board calendar. The Superintendent highlighted the start of the school year and our theme for this year as we are continuing with the “Power of Purpose” - asking our employees to recommit to their “why” they work in our schools and then also work together as a team in a shared purpose. This year we are adding in - “It takes all of us” to have the best possible schools. I have been sharing that message in our back-to-school meetings and it will be part of our district convocation and back-to-school video. We are looking to motivate and align all staff with the direction of the district and that is work that takes “all of us”. Parents and guardians looking for back-to-school information are directed to the district website at ahschools.us/bts for a comprehensive listing

of information and links to help navigate the process. Open House dates are set for elementary and high schools on Aug. 28 and middle schools and some specialty programs on Aug. 27. The district produced a number of e-newsletters and website information at the district and school level this year to support the back-to-school effort and discontinue the paper based back-to-school guide this year for cost savings and efficiency. Superintendent McIntyre shared that tickets for A-H high school fall activities are available online on the school website. Fans and spectators are encouraged to purchase tickets prior to a scheduled event. Those aged 60 and older receive admission to all events at no cost and no ticket is required. Students from the hosting and visiting schools must be prepared to show student identification at events and middle school students and younger must be accompanied and supervised by an adult chaperone. Students from any other schools/non-participating schools must also be accompanied by an adult chaperone. Competitions have already started and the kickoff for the football season is this Thursday night. Superintendent McIntyre shared that a total of 115 parents, guardians and students took a positive step in preparation for the upcoming school year through attending the first ever ML Family Welcome Night on August 13. The event served as a resource for newly arrived and non-English speaking families and students. It was held at the Family Welcome Center in the Coon Rapids Family Mall. Similar events will be held at the start of each trimester this school year to provide ongoing support. Community members should notice signs around our school sites that say “you can make a difference - work here” or “join our team.” These are part of our Back to School employment blitz. We have had success attracting community minded people who live close to our school sites to come in and help fill positions. Available positions are also posted directly on school websites for that location for ease of application.

Dr. Josh Delich, associate superintendent of high schools, and Eric Lehtola, Andover HS Activities Director, recommended the addition of boys volleyball as a sanctioned Minnesota State High School League co-curricular activity in the Anoka-Hennepin School District. The recommendation includes a program with a varsity and junior varsity team at each of the five traditional high schools with a cap of 32 athletes per school. The 17-game season will begin in March 2025. Jeff Simon motioned to approve the Addition of Boys Volleyball as a Minnesota State High School League Extracurricular Activity in the district as presented. Dr. Michelle Langenfeld seconded. Motion passed on a 5-0 vote.

Cory McIntyre, Superintendent of Anoka-Hennepin Schools, presented an update on the budget reduction and realignment process and timelines. The stakeholder review and comment process will formally begin with recommendations and options shared at the Sept. 23, 2024 school board meeting. An online survey tool will collect feedback and community open house meetings will be held to collect additional feedback for School Board consideration following the recommendation. Approval of Phase 2 recommendations is expected at the Nov. 25, 2024 school board meeting.

Tim Palmatier, general counsel, provided a first reading of an update to Policy 102.0G Equal Educational Opportunity Policy - Gender Inclusion Guidance for district schools. The School Board reviewed updates to this policy at a work session and through the school board policy committee recommendation process. The School Board would consider approval at a future meeting.

Tim Palmatier, general counsel, provided a first reading of an update to Policy 512.0 School Sponsored Student Publications Policy. The Minnesota Legislature provided updated language regarding student First Amendment rights as they relate to school publications which is the reason for the policy revision. The School Board policy committee reviewed the policy and authorized the first reading and the School Board is expected to consider approval at a future meeting.

Dr. Jennifer Cherry, executive director of human resources, along with Todd Mensink, director of labor relations & benefits, provided the School Board with a labor relations update on the status of negotiations for employee groups consistent with Board Policy 209, Negotiations Code of Ethics. The presentation included an overview of the status of negotiations with the district’s bargaining groups and policy groups.

Co-Chair Kacy Deschene highlighted the high school marching band showcase with our five high school marching bands on the Coon Rapids High School field performance. She encouraged others to join future performances at parades or football games to see our amazing marching bands perform. Co-Chair Deschene thanked all the student leaders that prepared for the start of school and the transition teams, web leaders at the middle schools welcoming incoming 6th graders, and to all of the high school student leaders that are there to welcome incoming freshmen and be there as a resource to answer questions in relation to being involved in their high school journey.

Co-Chair Kacy Deschene proposed under Minnesota State Law 13D.03 sub 1 that they move into a closed session to deal with matters of labor negotiations. The closed session will be held in the Michael Sullivan Room. Jeff Simon moved and Matt Audette seconded the motion to go into closed sessions. Motion carried.

Co-Chair Deschene recessed the meeting at 8:03 p.m. The meeting reconvened in closed executive session at 8:12 p.m. to discuss negotiations.

Co-Chair Kacy Deschene recessed the meeting at 8:53 p.m. Jeff Simon moved and Dr. Michelle Langenfeld seconded the motion to adjourn the meeting. Motion passed.

Jeff Simon, Clerk
Anoka-Hennepin Independent School District No. 11

Co-Chair Kacy Deschene

Prepared by: Debbie Koffski, CPS
Recorder

Approved: _____

APPENDIX B

20240909

1

Moved that the Board accepts the personnel recommendations and authorizes the appropriate Board officer(s) or School District administrator(s) to sign all documents necessary to effectuate these agreements.

RETIREMENTS

Name	Current or Most Recent Position	Last Date Employed
Robin Madsen	Sand Creek, A+ PT CCA - Ln 1	06/06/2024
Merry Peters	Champlin Park High, Child Nutrition Assistant FT	10/16/2024
Vicki Vogel-Craig	Crooked Lake, Teacher SA-Coach Literacy Spec	08/29/2024

RESIGNATIONS, TERMINATIONS

Full Name (FL)	Current or Most Recent Position	Last Date Employed
Emily Bergen	Compass - Bell Building, Teacher ESL	08/29/2024
Qurina Slayhi	ESC, Teacher SA-TALS	09/13/2024

APPENDIX B

20240909

1

Moved that the Board accepts the personnel recommendations and authorizes the appropriate Board officer(s) or School District administrator(s) to sign all documents necessary to effectuate these agreements.

LEAVES OF ABSENCE

Name	Current or Most Recent Position	Leave Begins	Leave Ends
Annette Bader	Andover, Teacher Grade 1	08/29/2024	10/16/2024
Cole Blank	Blaine High, Teacher E/BD	12/02/2024	12/20/2024
Elisa Botker	CED - ECFE, ECFE Cultural Liaison	09/03/2024	09/30/2024
Patricia Butorac-Ingle	Lincoln, Educ Office Prof School Year	08/22/2024	09/06/2024
Emily Dukowitz	Rum River Elementary, ParaEducator Spec Ed Cntr Base	08/29/2024	10/23/2024
Sydney Fleischman	Dayton, Teacher Social Worker	08/20/2024	11/15/2024
Alisha Fox	Mississippi, Teacher Grade K	08/19/2024	10/16/2024
Thomas Fox	Hamilton, Teacher SA-Tal Devl	10/21/2024	11/22/2024
Lisa Grund	Lincoln, Child Nutrition Assistant FT	09/09/2024	09/20/2024
Jennifer Larson	Madison, ParaEducator Special Education	09/04/2024	01/03/2025
Sarah Moshier	Crooked Lake, Teacher ASD (AutismSpectrum)	08/29/2024	10/23/2024
Sarah Rantasha	Riverview ECC, Teacher Speech Clinician	09/03/2024	11/25/2024
Jocelyn Rowe	Coon Rapids Family Center - Pathways, Teacher SLD	06/12/2024	10/16/2024
Debora Santillo	ESC-Special Ed,	08/26/2024	09/06/2024
Ethan Scheibe	Blaine High, Teacher English	09/03/2024	09/30/2024
John Valley	Anoka Middle - FM, B/G Building Supervisor	08/02/2024	08/02/2024
Jody Wilcox	Mississippi, ParaEducator Spec Ed Cntr Base	08/29/2024	09/24/2024

MODIFIED LEAVES OF ABSENCE

Name	Current or Most Recent Position	Leave Begins	Leave Ends
Sarah Bittner	Hamilton, Teacher SA-Coach Math Spec	08/07/2024	09/17/2024
Elisa Botker	CED - ECFE, ECFE Cultural Liaison	05/22/2024	08/30/2024
Steven Guider	Blaine High, ParaEducator Technology	02/08/2024	08/29/2024
Jennifer Larson	Madison, ParaEducator Special Education	03/19/2024	09/03/2024
Kristine Loeffelholz	Andover High, School Office Supervisor	08/07/2024	08/27/2024
Emily Meland	Wilson, Teacher ESL	05/06/2024	11/26/2024
Joseph Vetsch	ChamplinBrklynPk Academy, B/G Building Supervisor	05/01/2024	08/05/2024
Vicki Vogel-Craig	Crooked Lake, Teacher SA-Coach Literacy Spec	07/01/2023	08/29/2024

SABBATICALS

Full Name	Current or Most Recent Position	LOA Start	LOA End Date
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This section returned no records

APPOINTMENTS

20240909

1

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Elementary					
Hannah Boettger	Mississippi, Teacher Grade K LTS	08/26/2024	Bachelors/5	0.2032	\$10,595
Jeanne Causin	Brookside, Teacher ESL LTS	08/26/2024	Masters+60/24	0.1738	\$16,113
Krista Coddington	Andover, Teacher Grade 4 LTS	08/26/2024	Masters/7	0.3102	\$21,149
Jade Costello	Lincoln, Teacher Grade K	08/26/2024	Bachelors/1	1.0000	\$50,029
Lindsay Czysom	Johnsville, Teacher Grade 1	08/26/2024	Bachelors/1	1.0000	\$50,029
Barbara Fenton	Eisenhower, Teacher Academic Support	08/26/2024	Masters+60/1	0.5000	\$32,304
Morgan Foster	Oxbow Creek, Teacher Grade 3	08/26/2024	Masters/7	1.0000	\$68,186
Emma Friesen	Johnsville, Teacher Academic Support	08/26/2024	Bachelors/4	1.0000	\$52,140
Megan Garcia	Hoover, Teacher Grade 3	08/26/2024	Bachelors/7	1.0000	\$56,704
Maeghan Grewe	Brookside, Teacher Grade 4	08/26/2024	Bachelors/4	1.0000	\$52,140
Jessica Havelka	Jefferson, Teacher K5 Core Inst Support	08/26/2024	Bachelors/1	0.7900	\$39,523
Elizabeth Higgins	Andover, Teacher Media Specialist Elem	08/26/2024	Bachelors/1	0.1500	\$7,504
Nicole Hoffmeyer	Sunrise, Teacher Grade 5	08/26/2024	Bachelors/1	1.0000	\$50,029
Kevin Homstad	Ramsey, Teacher SA-Student Support	08/26/2024	Masters/22	1.0000	\$91,011
Christopher Hosey	Monroe, Teacher Grade 1	08/26/2024	Bachelors+45/5	1.0000	\$57,167
Danielle Johnson	Madison, Teacher Grade 2	08/26/2024	Bachelors/8	1.0000	\$60,081
Elizabeth Manz	Dayton, Teacher Grade 2	08/26/2024	Bachelors/1	1.0000	\$50,029
Megan Meyer	Sand Creek, Teacher Grade K LTS	08/26/2024	Bachelors/1	0.1765	\$8,829
Diana Moir	Andover, Teacher Music Elementary	08/26/2024	Bachelors/1	1.0000	\$50,029
Alison Peterson	Rum River Elementary, Teacher Grade 2	08/26/2024	Bachelors/1	1.0000	\$50,029
Meranda Peterson	Dayton, Teacher K5 Core Inst Support	08/26/2024	Bachelors/3	0.7800	\$39,680
Kristin Sampson	Johnsville, Teacher Academic Support	08/26/2024	Bachelors+15/9	1.0000	\$64,245
Michaela Swanson	Dayton, Teacher Grade 3	08/26/2024	Bachelors/3	1.0000	\$50,872
Erica Tembreull	Andover, Teacher Grade 2	08/26/2024	Bachelors/2	1.0000	\$50,872
Melanie Vining	Ramsey, Teacher K-3 Exploration	08/26/2024	Bachelors/13	0.9947	\$67,980

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Secondary					
Josiah Ahlquist	Anoka High, Teacher Industrial Tech	08/26/2024	Bachelors/1	1.0000	\$50,029
Mackenzie Anderson	Champlin Park High, Teacher Science	08/26/2024	Bachelors/1	1.0000	\$50,029
Arianna Charon	Coon Rapids High, Teacher Spanish	08/26/2024	Bachelors/3	1.0000	\$50,872
Sophear Ek	Compass - Bell Building, Teacher Art Secondary	08/26/2024	Bachelors+45/3	0.5000	\$27,645
Carly Engel	Coon Rapids Middle, Teacher Health	08/26/2024	Masters/8	1.0000	\$72,290
Jordan Palmer	Coon Rapids High, Teacher Science LTS	08/27/2024	Masters/2	0.4225	\$25,466
Wade Shive	Anoka High, Teacher English	08/26/2024	Masters/8	1.0000	\$72,290

APPOINTMENTS

20240909

2

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Special Education					
Taylor Bangert	Sorteberg ECC, Teacher EC/SE	08/26/2024	Bachelors/1	1.0000	\$50,029
Nicholas Barrett	Adams, Teacher ABS (AcadBehav)	08/26/2024	Masters/2	1.0000	\$60,280
Resa Delaney	Hoover, Teacher ABS (AcadBehav)	08/26/2024	Bachelors+45/1	1.0000	\$54,048
Colleen Engstrom	Two Rivers Transition Program, Teacher E/BD LTS	08/28/2024	Bachelors+45/20	0.1818	\$13,417
Nancy Hofschulte	ChamplinBrklynPk Academy, Teacher MMH	08/26/2024	Bachelors/21	1.0000	\$74,678
Rachel Houger	Dayton, Teacher ABS (AcadBehav)	08/26/2024	Masters/7	1.0000	\$68,186
Tiarra Jackson	Jefferson, Teacher DD	08/26/2024	Bachelors/1	1.0000	\$50,029
Devon Johnson	Northdale Middle, Teacher E/BD	08/26/2024	Masters+60/24	1.0000	\$92,713
Lori Kaplan	Wilson, Teacher Social Worker LTS	08/26/2024	Masters/8	0.2567	\$18,556
Laura King	RiverTrail Learning Ctr, Teacher ASD	08/26/2024	Bachelors/2	1.0000	\$50,872
Shaylee Lourey	Johnsville, Teacher E/BD	08/26/2024	Bachelors/1	1.0000	\$50,029
Catherine MacLaughlin	Wilson, Teacher SLD	08/28/2024	Masters+30/19	0.9893	\$92,253
Ryan Menden	Coon Rapids Middle, Teacher ABS (AcadBehav)	08/26/2024	Bachelors/4	1.0000	\$52,140
Mary Karen Noreen	Sorteberg ECC, Teacher EC/SE	08/26/2024	Masters/24	0.2791	\$23,484
Hannah Rider	ESC-Special Ed, Teacher Social Worker	08/26/2024	Bachelors+45/1	1.0000	\$54,048
Thomas Schultz	Champlin Park High, Teacher ABS (AcadBehav)	08/26/2024	Bachelors/1	1.0000	\$50,029
Behnaz Torabi	Coon Rapids Middle, Teacher ABS (AcadBehav)	08/26/2024	Bachelors+15/1	1.0000	\$51,486

Name	Current or Most Recent Position	Effective Date	Days	Salary
Administrative				
This section returned no records				

SUPER RINK – ICE CONTRACT**September 1, 2024 – March 31, 2025**

This facility use agreement is made and entered into this day of , . The National Sports Center Foundation, herein after referred to as (NSCF) and acting on behalf of

here in after referred to as (USER). The NSCF and USER agree to the following:

I. CONTRACT INCLUDES

1. Terms listed on the NSCF Super Rink Ice Contract.
2. Max Ice Customer Schedule/Invoice for dates ranging / /

II. RENTAL TERMS**1. Rental Fees are as follows:**

- a. Prime Ice Rental is \$240.00 per hour. Non-Prime Ice Rental is \$165.00 per hour.
- b. 8.125% MN sales tax will be charged to all users that are not tax exempt.
- c. If the USER is tax exempt, the USER must submit a tax-exempt form # ST3 with ice contract.

2. Prime Hours are as follows:

- a. Monday – Friday: 4:30pm – 11:00pm (Sept. 1 – Oct. 1 & Mar. 21 – May 31)
Monday – Friday: 2:30pm – 11:00pm (October 2 – March 20)
Monday – Friday: 7:00am – 11:00pm (June 1 – August 31)
Saturday – Sunday 7:00am – 11:00pm (All Year)
- b. All tournaments, ice shows, camps, clinics, summer ice and other multi-day events will be charged the prime ice rate regardless of time of day, year, or hour rented.

3. Payment terms for ice rentals: check agreed payment method

- All ice will be paid in full at time of ice booking and/or contract signing.
- Payment at the end of each month. All payments to be made by the 15th of the following month. Payments after the 15th will be assessed a 2.5% late fee. Payment can be made by check or Credit Card payments can be arranged.

Additional ice purchased will automatically be added to the contract and invoice.

4. Facility Reservations:

Fully executed contracts with payment in full or a 20% non-refundable deposit, (amount shown on invoice) must be received by the NSCF Super Rink on or before / / . The NSCF reserves the right to release dates if a signed contract, payment, and or deposit is not received by the due date(s).

Please mail payments to:

NSCF Super Rink
1700 105th Avenue NE
Blaine, MN 55449
Attn. Ice Scheduler

5. Return Policy and Assignments:

USER may not assign its privileges hereunder in whole or in part without the express written consent of the NSCF. If the USER wishes to cancel all or part of an executed contract, the NSCF may attempt to reschedule such unused ice time. If the ice time is rescheduled and original USER has paid such ice time, the NSCF will credit amounts received against amounts previously paid. In the event that such unused ice time is not rescheduled, the original USER is responsible for the entire contract amount.

III. CONCESSIONS

NSCF is entitled to all receipts from concession sales. The USER shall not conduct any sales of food and beverage at the NSCF. Unless otherwise agreed to in writing, the USER is prohibited to bring food or beverage onto the premises of the NSCF. Hospitality is available by the NSCF Super Rink.

IV. PRO-SHOP, MERCHANDISE, and ADMISSIONS

- NSCF is entitled to all receipts from pro-shop sales. Unless otherwise agreed to in writing, the NSCF will decide hours of operation for pro-shop.
- Unless otherwise agreed to in writing, the USER is prohibited to sell non-event specific merchandise on the premises of the NSCF.
- Unless otherwise agreed to in writing, the USER is entitled to all gate receipts.

V. SPONSORSHIP AND ADVERTISING

The USER must have prior written approval from the NSCF before posting any materials on the interior or exterior walls of the facility. No permanent or temporary advertising, signage or trademark visibility for competitive products will be displayed or permitted anywhere at the facility. The NSCF will be allowed to have one vendor space to promote NSCF ice activities at no fee. The NSCF will get one free add space in program book if being made at no cost.

IV. FIRST AID

The NSCF will not provide any first aid services. The NSCF recommends but does not make it mandatory to have first aid services. USER agrees to contract independently for any first aid services needed.

VII. COMPLIANCE WITH LAW

During the use period, the USER shall comply with all laws, ordinances, rules, and regulations of the NSCF, federal, state, and local government entities having jurisdiction over the facility.

VIII. DAMAGE TO PROPERTY

USER assumes full responsibility for the acts and conduct of all USER personnel and attendees admitted to the facility by consent of the USER. The USER will pay the NSCF upon demand for any damage to the facility such sum as necessary to restore the premises to its former condition. Replacement of equipment shall be on a like-kind or quality basis.

IX. INDEMNIFICATION AND INSURANCE

In consideration for being allowed to use the Super Rink, the USER agrees to indemnify and hold harmless the NSCF from and against all claims of whatever nature arising from (i) any act, omission or negligence of USER, or USER’s licensees, agents servants or employees, or (ii) arising from any accident, injury, including death, or damage to any person or property occurring on the Super Rink premises and during the time that USER is using the Super Rink, or (iii) from any act, omission or default under any of USER’s undertakings or obligations under this use agreement. This indemnity and hold harmless agreement shall include indemnity against all costs, expenses (including attorney fees) and liabilities in or in connection with any such clam or proceeding brought thereon and the defense thereof. The USER shall provide liability insurance against claims for bodily injury, death and property damage occurring on or about the Super Rink premises, such insurance to be on the so-called “occurrence” form with a combined single limit of not less than \$1,000,000.00 and shall name the NSCF as additional insured. User shall also maintain all workers compensation insurance required by law.

In no case, shall the USER be responsible for any act, omission or negligence of the NSCF, or NSCF’s licensees, agents servants or employees.

The NSCF requires the USER to provide proof of insurance before using the facility.

X. TERMINATION

If the NSCF, in its sole discretion, is unable to allow the USER to use the facility at any time during the use period due to destruction of or damage to the facility, or because of natural condition, civil commotion or emergency, this agreement is terminated without liability to either the NSCF or the USER. The NSCF will make every effort to reschedule the ice rental if the Super Rink is not available at agreed upon time(s).

THIS CONTRACT CONSTITUTES THE ENTIRE AGREEMENT BETWEEN THE NSCF AND THE USER. THE UNDERSIGNED AGREES TO PURCHASE ALL HOURS OUTLINED HEREIN. NO PROVISION OF THIS AGREEMENT MAY BE CHANGED, WAIVED, OR TRERMINATED UNLESS DONE IN WRITING AND EXECUTED BY BOTH THE NSCF AND THE USER. IT IS UNDERSTOOD THAT THE NSCF RESERVES THE RIGHT TO CANCEL THIS CONTRACT FOR ANY DEFAULT BY THE UNDERSIGNED AS PER THE TERMS OF THIS AGREEMENT

Authorized Signature

National Sports Center Foundation

By: _____

By: _____

Printed name: _____

Printed name: _____

Title: _____

Title: _____

Date: _____

Date: _____

SUPER RINK – ICE CONTRACT
September 1, 2024 – March 31, 2025

This facility use agreement is made and entered into this day of , . The National Sports Center Foundation, herein after referred to as (NSCF) and acting on behalf of here in after referred to as (USER). The NSCF and USER agree to the following:

I. CONTRACT INCLUDES

1. Terms listed on the NSCF Super Rink Ice Contract.
2. Max Ice Customer Schedule/Invoice for dates ranging / /

II. RENTAL TERMS

1. Rental Fees are as follows:

- a. Prime Ice Rental is \$240.00 per hour. Non-Prime Ice Rental is \$165.00 per hour.
- b. 8.125% MN sales tax will be charged to all users that are not tax exempt.
- c. If the USER is tax exempt, the USER must submit a tax-exempt form # ST3 with ice contract.

2. Prime Hours are as follows:

- a. Monday – Friday: 4:30pm – 11:00pm (Sept. 1 – Oct. 1 & Mar. 21 – May 31)
 Monday – Friday: 2:30pm – 11:00pm (October 2 – March 20)
 Monday – Friday: 7:00am – 11:00pm (June 1 – August 31)
 Saturday – Sunday 7:00am – 11:00pm (All Year)
- b. All tournaments, ice shows, camps, clinics, summer ice and other multi-day events will be charged the prime ice rate regardless of time of day, year, or hour rented.

3. Payment terms for ice rentals: check agreed payment method

- All ice will be paid in full at time of ice booking and/or contract signing.
- Payment at the end of each month. All payments to be made by the 15th of the following month. Payments after the 15th will be assessed a 2.5% late fee. Payment can be made by check or Credit Card payments can be arranged.

Additional ice purchased will automatically be added to the contract and invoice.

4. Facility Reservations:

Fully executed contracts with payment in full or a 20% non-refundable deposit, (amount shown on invoice) must be received by the NSCF Super Rink on or before / / . The NSCF reserves the right to release dates if a signed contract, payment, and or deposit is not received by the due date(s).

Please mail payments to:
NSCF Super Rink
1700 105th Avenue NE
Blaine, MN 55449
Attn. Ice Scheduler

5. Return Policy and Assignments:

USER may not assign its privileges hereunder in whole or in part without the express written consent of the NSCF. If the USER wishes to cancel all or part of an executed contract, the NSCF may attempt to reschedule such unused ice time. If the ice time is rescheduled and original USER has paid such ice time, the NSCF will credit amounts received against amounts previously paid. In the event that such unused ice time is not rescheduled, the original USER is responsible for the entire contract amount.

III. CONCESSIONS

NSCF is entitled to all receipts from concession sales. The USER shall not conduct any sales of food and beverage at the NSCF. Unless otherwise agreed to in writing, the USER is prohibited to bring food or beverage onto the premises of the NSCF. Hospitality is available by the NSCF Super Rink.

IV. PRO-SHOP, MERCHANDISE, and ADMISSIONS

- NSCF is entitled to all receipts from pro-shop sales. Unless otherwise agreed to in writing, the NSCF will decide hours of operation for pro-shop.
- Unless otherwise agreed to in writing, the USER is prohibited to sell non-event specific merchandise on the premises of the NSCF.
- Unless otherwise agreed to in writing, the USER is entitled to all gate receipts.

V. SPONSORSHIP AND ADVERTISING

The USER must have prior written approval from the NSCF before posting any materials on the interior or exterior walls of the facility. No permanent or temporary advertising, signage or trademark visibility for competitive products will be displayed or permitted anywhere at the facility. The NSCF will be allowed to have one vendor space to promote NSCF ice activities at no fee. The NSCF will get one free add space in program book if being made at no cost.

IV. FIRST AID

The NSCF will not provide any first aid services. The NSCF recommends but does not make it mandatory to have first aid services. USER agrees to contract independently for any first aid services needed.

VII. COMPLIANCE WITH LAW

During the use period, the USER shall comply with all laws, ordinances, rules, and regulations of the NSCF, federal, state, and local government entities having jurisdiction over the facility.

VIII. DAMAGE TO PROPERTY

USER assumes full responsibility for the acts and conduct of all USER personnel and attendees admitted to the facility by consent of the USER. The USER will pay the NSCF upon demand for any damage to the facility such sum as necessary to restore the premises to its former condition. Replacement of equipment shall be on a like-kind or quality basis.

IX. INDEMNIFICATION AND INSURANCE

In consideration for being allowed to use the Super Rink, the USER agrees to indemnify and hold harmless the NSCF from and against all claims of whatever nature arising from (i) any act, omission or negligence of USER, or USER’s licensees, agents servants or employees, or (ii) arising from any accident, injury, including death, or damage to any person or property occurring on the Super Rink premises and during the time that USER is using the Super Rink, or (iii) from any act, omission or default under any of USER’s undertakings or obligations under this use agreement. This indemnity and hold harmless agreement shall include indemnity against all costs, expenses (including attorney fees) and liabilities in or in connection with any such clam or proceeding brought thereon and the defense thereof. The USER shall provide liability insurance against claims for bodily injury, death and property damage occurring on or about the Super Rink premises, such insurance to be on the so-called “occurrence” form with a combined single limit of not less than \$1,000,000.00 and shall name the NSCF as additional insured. User shall also maintain all workers compensation insurance required by law.

In no case, shall the USER be responsible for any act, omission or negligence of the NSCF, or NSCF’s licensees, agents servants or employees.

The NSCF requires the USER to provide proof of insurance before using the facility.

X. TERMINATION

If the NSCF, in its sole discretion, is unable to allow the USER to use the facility at any time during the use period due to destruction of or damage to the facility, or because of natural condition, civil commotion or emergency, this agreement is terminated without liability to either the NSCF or the USER. The NSCF will make every effort to reschedule the ice rental if the Super Rink is not available at agreed upon time(s).

THIS CONTRACT CONSTITUTES THE ENTIRE AGREEMENT BETWEEN THE NSCF AND THE USER. THE UNDERSIGNED AGREES TO PURCHASE ALL HOURS OUTLINED HEREIN. NO PROVISION OF THIS AGREEMENT MAY BE CHANGED, WAIVED, OR TRERMINATED UNLESS DONE IN WRITING AND EXECUTED BY BOTH THE NSCF AND THE USER. IT IS UNDERSTOOD THAT THE NSCF RESERVES THE RIGHT TO CANCEL THIS CONTRACT FOR ANY DEFAULT BY THE UNDERSIGNED AS PER THE TERMS OF THIS AGREEMENT

Authorized Signature

National Sports Center Foundation

By: _____

By: _____

Printed name: _____

Printed name: _____

Title: _____

Title: _____

Date: _____

Date: _____



National Sports Center
 1750 105th Ave NE
 Blaine, MN 55449
 (763) 792-7306

Account Schedule Report
11/1/2024 - 2/28/2025

Blaine HS Boys Hockey
 Update
 Blaine, MN 55449

Date	Day	Center	Facility	Event Type	Start	End	Billable Hours	Rate	Other Chg	Tax	Total	Paid	Balance
11/14/2024	Thu	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
Schedule Notes: jv draft													
11/15/2024	Fri	Arena	Super Rink 5	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
11/15/2024	Fri	Arena	Super Rink 5	Hockey	4:10 PM	5:10 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
11/18/2024	Mon	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
Schedule Notes: jv draft													
11/19/2024	Tue	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
Schedule Notes: jv draft													
11/20/2024	Wed	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
Schedule Notes: jv draft													
11/25/2024	Mon	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
Schedule Notes: jv draft													
11/26/2024	Tue	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
Schedule Notes: jv draft													
12/2/2024	Mon	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
Schedule Notes: jv draft													
12/4/2024	Wed	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
Schedule Notes: jv draft													
12/6/2024	Fri	Arena	Super Rink 6	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
Schedule Notes: jv draft													
12/9/2024	Mon	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
Schedule Notes: jv draft													

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National Sports Center
 1750 105th Ave NE
 Blaine, MN 55449
 (763) 792-7306

Account Schedule Report
11/1/2024 - 2/28/2025

Blaine HS Boys Hockey

Update
 Blaine, MN 55449

Date	Day	Center	Facility	Event Type	Start	End	Billable Hours	Rate	Other Chg	Tax	Total	Paid	Balance
12/13/2024	Fri	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
			Schedule Notes: jv draft										
12/18/2024	Wed	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
			Schedule Notes: jv draft										
1/3/2025	Fri	Arena	Super Rink 5	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
			Schedule Notes: v										
1/3/2025	Fri	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
			Schedule Notes: jv draft										
1/6/2025	Mon	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
			Schedule Notes: jv draft										
1/8/2025	Wed	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
			Schedule Notes: jv draft										
1/13/2025	Mon	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
			Schedule Notes: jv draft										
1/15/2025	Wed	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
			Schedule Notes: jv draft										
1/17/2025	Fri	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
			Schedule Notes: jv draft										
1/22/2025	Wed	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
			Schedule Notes: jv draft										
1/24/2025	Fri	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
			Schedule Notes: jv draft										

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National Sports Center
 1750 105th Ave NE
 Blaine, MN 55449
 (763) 792-7306

Account Schedule Report
11/1/2024 - 2/28/2025

Blaine HS Boys Hockey
 Update
 Blaine, MN 55449

Date	Day	Center	Facility	Event Type	Start	End	Billable Hours	Rate	Other Chg	Tax	Total	Paid	Balance
1/27/2025	Mon	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
			Schedule Notes: jv draft										
1/29/2025	Wed	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
			Schedule Notes: jv draft										
1/31/2025	Fri	Arena	Super Rink 2	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
			Schedule Notes: jv draft										
							26.00	\$6,240.00			\$6,240.00	\$0.00	\$6,240.00



National Sports Center
 1750 105th Ave NE
 Blaine, MN 55449
 (763) 792-7306

Account Schedule Report
11/1/2024 - 2/28/2025

Blaine HS Girls Hockey

Update
 Blaine, MN 55449

Date	Day	Center	Facility	Event Type	Start	End	Billable Hours	Rate	Other Chg	Tax	Total	Paid	Balance
11/4/2024	Mon	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
11/5/2024	Tue	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
11/6/2024	Wed	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
11/11/2024	Mon	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
11/12/2024	Tue	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
11/13/2024	Wed	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
11/15/2024	Fri	Arena	Super Rink 6	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
11/15/2024	Fri	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
11/18/2024	Mon	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
11/19/2024	Tue	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
11/20/2024	Wed	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
11/25/2024	Mon	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
12/2/2024	Mon	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
12/4/2024	Wed	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
12/6/2024	Fri	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
12/9/2024	Mon	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
12/11/2024	Wed	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
12/18/2024	Wed	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
1/6/2025	Mon	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
1/8/2025	Wed	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
1/13/2025	Mon	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
1/15/2025	Wed	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
1/17/2025	Fri	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00

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National Sports Center
 1750 105th Ave NE
 Blaine, MN 55449
 (763) 792-7306

Account Schedule Report
11/1/2024 - 2/28/2025

Blaine HS Girls Hockey
 Update
 Blaine, MN 55449

Date	Day	Center	Facility	Event Type	Start	End	Billable Hours	Rate	Other Chg	Tax	Total	Paid	Balance
1/22/2025	Wed	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
1/27/2025	Mon	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
1/29/2025	Wed	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
1/31/2025	Fri	Arena	Super Rink 7	Hockey	3:00 PM	4:00 PM	1.00	\$240.00	\$0.00	\$0.00	\$240.00	\$0.00	\$240.00
							27.00				\$6,480.00	\$0.00	\$6,480.00

MEMORANDUM OF UNDERSTANDING
For School Resource and Prevention Program Officer Services
Between the Anoka-Hennepin School District No. 11
and the City of Blaine
2024-2025

PURPOSE. The purpose of this Memorandum of Understanding is to address the need for the presence of licensed peace officers to provide specific services/roles to the Anoka Hennepin School district No. 11 (hereafter referred to as “District”) schools and establish a mutually beneficial framework that both schools and law enforcement can work within to achieve shared goals. The intent is to establish and delineate the mission of a School Resource Officer/Prevention Program, herein referred to as the School Resource Officer (SRO) Program, as a joint cooperative effort between the District and the City of Blaine (hereafter referred to as “City”), representing the designated law enforcement agency. The partnership is intended to facilitate effective, timely communication and coordination of efforts for both the District and the law enforcement agencies to promote a safe and positive learning environment and decrease the number of youth formally referred to the juvenile justice system. Additionally, it clarifies roles and expectations and formalizes relationships between the participating entities to foster an efficient and cohesive program that will build a positive relationship between officers, school administrators/staff and students.

GOALS. The primary goals of the SRO Program are 1) to promote positive and supportive school climates and 2) to create and maintain safe and secure school environments. To promote positive and supportive school climates, the partnership will collaborate to increase law-related education, expand school safety and crime prevention efforts, reduce conflict, and support effective interventions for students. To create and maintain safe and secure school environments, the partnership will collaborate to reduce and prevent crime, violence, victimization, and fear in and around schools, and minimize student involvement with the juvenile and criminal justice systems. It is the responsibility of school administrators to facilitate effective communication to all school staff and students regarding SRO program goals and responsibilities.

ROLES. The SRO program is unique to the community, based on input from the district, school administration, teachers, students, and community members. The program is designed to fulfill three overall roles:

1. Law Enforcement
2. Fostering Positive School Climate / Crime Prevention
3. Law-Related Educator

Law Enforcement Role – SROs are responsible for law enforcement incidents occurring at the school. Parents, students, teachers, and other school personnel should bring complaints about student misbehavior to the school principal and/or designee, rather than the SRO. A determination of whether an activity raises to the level of a law enforcement activity, when reasonable, should be made in consultation with a school administrator. While law enforcement is the role of SROs, officers responding to an incident or consulting with school officials are encouraged to use their discretion in determining the best course of action, especially when using alternatives to arrest.

Fostering Positive School Climate / Crime Prevention – One of the primary roles SROs fulfill is fostering a positive school climate through relationship building and crime prevention. Officers will focus on getting to know students, serve as a role model, engage in various activities in consultation with school administration, teachers, and students, and should strive to build a school culture of open communication and trust between and among students and adults. Crime prevention activities include foot patrols, monitoring previous crime locations, speaking to teachers about reducing the opportunity for crimes to occur, analyzing possible crime patterns, investigating crimes, and general patrol efforts. SROs are critical members of the school Building Crisis Teams for emergency preparation and planning.

Law-Related Educator – SRO / Prevention Program Officers should participate in the school community by becoming a member of the educational team where appropriate, and by representing the law enforcement community to build positive relationships with youth, their families, and school staff. Whether talking to students in the hallway or delivering a presentation in the classroom, SROs are embedded in the education fabric within the school. SROs are expected to be proactive in creating and taking advantage of educational situations, and school administrators are encouraged to leverage this resource.

1. OFFICER EMPLOYED BY CITY. City shall employ (or assign), in accordance with applicable state statutes, a police officer(s) to serve as School Resource or Prevention Program Officer(s) in District schools. The selection or assignment of such officers shall be done by the City in consultation with the principals in the area or City covered by this contract. City shall assume all obligations and payments with regard to officers' salaries and benefits including worker's compensation, PERA, withholding taxes, etc. District will reimburse City as defined in paragraph 15 of this document. The SRO shall, at all times, remain employed by the Blaine Police Department. This agreement explicitly disclaims any employee or agent relationship between the SRO and the City and/or District. This agreement does not create a contract of any type between the District and any individual officer, investigator, sworn peace officer, community service officer, or other officer in the Blaine Police Department or any other law enforcement agency working with the Blaine Police Department, nor does this Agreement create any employer-employee relationship, independent contractor relationship, or services agreement with any individual.
2. TERM OF CONTRACT. The initial term of this contract shall be from September 3, 2024, to June 6, 2025 unless terminated by either party as defined in paragraph 14.
3. ADMINISTRATION RESPONSIBILITIES. Law enforcement services rendered to District shall be at the sole direction of City. Standards of performance, discipline of the officer assigned, and other internal matters shall be under the authority of City. Upon request, the District shall provide the City with an appraisal of the services received. The City shall provide the District with a list of services provided at the elementary level, Prevention Program schedules, and the name of the officer(s) providing the service.

4. LEVEL OF SERVICE. The SRO will respond to emergency calls within the boundaries of City and attend police training and special duties as assigned by City while fulfilling the requirements of this contract. Time spent on emergency calls, police training, etc., shall not be considered time spent as a School Resource or Prevention Program officer.
5. SCHOOL CALENDAR. The District shall provide the City with a school calendar. SRO services will be provided during regular school hours in the school district on all student contact days. Each day the SRO works in excess of eight hours shall be paid according to the officer's contract, providing such additional time has been approved in advance by City and District. Blanket approvals will not be accepted.
6. DUTIES OF OFFICER. The basic duties of the SRO are to help provide a safe and secure learning environment, foster a positive school climate, reduce/prevent crime, serve as an educational resource, and serve as a liaison between the school and the law enforcement agency. Specific daily assignments to accomplish this will vary by school. The SRO, school principal, and District Coordinator will meet periodically to discuss plans and strategies to address specific issues or needs that may arise. Officers may respond to calls to all schools in the city of Blaine, although may be based primarily at one school in the city.

Basic duties of the SRO will include but are not limited to:

1. To enforce criminal law, prevent damage to property, and protect students, staff, and public at large against criminal activity.
2. Foster mutually respectful relationships with students and staff to support a positive school climate.
3. Provide information concerning questions about law enforcement topics to students and staff.
4. Provide classroom instruction on a variety of topics including but not limited to, law enforcement practices, conflict resolution, personal and school safety strategies, crime trends, and crisis response.
5. Handle initial police reports of violent crimes committed on campus.
6. Take enforcement action on criminal matters when appropriate.
7. Coordinate investigative procedures between police and school administrators.
8. Prepare lesson plans as necessary for the instruction provided.
9. In conjunction with school administrators, building crisis teams, and the district Emergency Management Coordinator, SROs should be an active participant in planning emergency drills and assisting with the facility assessment process utilizing the District Threat and Hazard Identification Risk Assessment (THIRA) to help analyze the physical safety of school facilities.
10. Prevention Program Officers serving elementary schools will present an approved prevention program, which may be a part of the fifth grade health curriculum.
11. Collect data on SRO activities (arrests, citations, etc.)

7. SRO ROLE IN SCHOOL POLICY VIOLATIONS. School administrators and teachers are responsible for school discipline. Although SROs are expected to be familiar with the District code of student conduct, the rules of individual schools, and their application in day-to-day practice, SROs should not be involved with the enforcement of school rules or disciplinary infractions that are not violations of law. SROs should not intervene unless the situation involves an individual engaged in unlawful conduct, may result in damage to property or presents an imminent threat to the health, safety, and security of the student or another person.
8. PRIVACY OF PUPIL RECORDS. The SRO shall follow the District's Protection and Privacy of Pupil Records Policy and the requirements of the Family Educational Rights and Privacy Act and the Minnesota Government Data Practices Act. The SRO will not access, and the School District will not provide private data on a student unless disclosure is allowed under MSS 13.32 Subd. 3. The District and SRO may share records and information, as allowed by law, in the performance of the duties described in Section 6 of this Agreement. The SRO and City certify and agree that all data created, collected, received, stored, used, maintained, or disseminated by the SRO must comply with the Family Educational Rights and Privacy Act and the Minnesota Government Data Practices Act.
9. CLOTHING, EQUIPMENT, AND SUPPLIES. City shall provide any required clothing, uniforms, vehicle, necessary equipment and supplies for officer to perform law enforcement duties. District shall provide SRO with a private, lockable office, telephone, and supplies necessary for the officer to perform required duties as specified in paragraph 6 of this contract.
10. TRAINING. The SRO shall receive such training as is necessary to permit the SRO to effectively advance the school's educational mission in the context of his/her duties as SRO and ensure a smooth transition into the educational setting. Prior to appointment to an SRO position the SRO will complete either the Minnesota Homeland Security & Emergency Management; School Safety Center standardized Basic SRO Training, or the NASRO Basic SRO course. Both courses are designed to prepare officers to work in an educational environment and maximize effectiveness in the delivery of law enforcement services in schools. If courses are not available prior to appointment, training should be completed within 6 months of appointment. The SRO shall also receive any training as required by law for SROs, including trainings required by Minnesota Statute and the POST Board.
11. DISTRICT SRO MEETINGS. Upon appointment, the district will provide new SROs with District Orientation to deliver training related to district policies and procedures, technology access, security cameras, keys/fobs, and district crisis management planning. The District will also provide annual orientation training in the fall, prior to school beginning and bi-monthly meetings to discuss school specific issues and SRO concerns and/or recommendations.
12. SCHOOL RESOURCE OFFICER DISTRICT COORDINATION. The district Manager of Security and Emergency Operations will be the primary contact for SROs at the district.
13. SCHOOL BASED LAW ENFORCEMENT DATA COLLECTION. Upon written request from the District, the Blaine Police Department shall provide the District with an SRO activity report during the specified period of time not to exceed one school year. The report should include descriptions of the following activities engaged in by the SRO: classroom presentations, scheduled meetings (with staff, parents, committees), calls for service, arrests, and citations.
14. TERMINATION. Either party may terminate this agreement upon 30 days written notice of such termination. All payment due hereunder shall be prorated in the event of such termination.

15. **DURATION AND COST.** For and in consideration of the provision of SRO and the Prevention Program Officer services in accordance with the terms of this MOU, District shall pay City the sum of \$171,495.30. Request for payment should be submitted by July 1, 2025, which the District shall pay within 30 days of receipt of said request.
16. **INDEMNIFICATION.** City agrees to defend, indemnify, and hold harmless the District, its agents, officials, employees, and representatives free from any and all claims, causes of action, lawsuits, damages, losses or expenses, including attorney fees, arising out of or resulting from the duties of the SRO pursuant to the terms of this Agreement except in the event such claims, causes of action, lawsuits, damages, losses or expenses are related to the negligent or willful actions of the District or its agents, officials, employees, invitees or representatives. Nothing herein shall be deemed a waiver by either party of the limitations on liability set forth in Minnesota Statutes, Chapter 466.
- The District agrees to defend, indemnify, and hold harmless the City, its agents, officials, employees, and representatives free from any and all claims, causes of action, lawsuits, damages, losses or expenses, including attorney fees, arising out of or resulting from the duties of the District pursuant to the terms of this Agreement except in the event such claims, causes of action, lawsuits, damages, losses or expenses are related to the negligent or willful actions of the City or its agents, officials, employees, invitees or representatives. Nothing herein shall be deemed a waiver by either party of the limitations on liability set forth in Minnesota Statutes, Chapter 466.
17. **SERVICE TO SCHOOLS.** The following secondary school(s) shall receive SRO services as a result of this contract:
- Blaine High School
Roosevelt Middle School
18. **SCOPE.** It is agreed that the entire agreement of the parties is contained herein, and that this agreement supersedes all oral and written agreements and negotiations between the parties relating to the subject matter hereof.
19. **EXECUTION IN COUNTERPARTS.** This Agreement, and any supplement, amendment, or modification, may be executed in any number of counterparts, each of which when so executed and delivered shall be deemed to be an original and all of which executed counterparts taken together shall constitute one and the same Agreement as if an original, fully executed Agreement. Delivery of an executed counterpart by facsimile or email or PDF file containing an electronic signature shall be equally as effective as delivery of an original signed counterpart of this Agreement.

IN WITNESS WHEREOF, the parties have hereunder to set their hands.

City of Blaine

Signed By



Title:

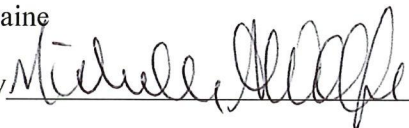
City Mayor

Date:

8/15/24

City of Blaine

Signed By



Title:

City Manager

Date:

8/15/24

City of Blaine

Signed By



Title:

Safety Services Director /
Police Chief

Date:

8/15/24

Anoka-Hennepin School District No. 11

Signed By

Title:

Date:

ADMINISTRATION INFORMATION FORM

CONTACTS AT THE SCHOOL DISTRICT

Contracted Administration

Greg Cole
Chief Operations Officer
Educational Service Center
2727 N Ferry Street
Anoka, MN 55303
763-506-1175

Program Administration

Jason Paske, Principal	Blaine High School	763-506-6501
Michaela Rekucki, Principal	Roosevelt Middle School	763-506-5801

Payment Procedures

Pursuant to paragraph 15 of the agreement, the City should submit a bill to:

Educational Service Center
ATTN: Greg Cole, Chief Operations Officer
2727 N Ferry St
Anoka, MN 55303

greg.cole@ahschools.us



Anoka-Hennepin School Board

Briefing Notes

DATE: September 9, 2024

CLASSIFICATION: Update

AUTHOR:

Ann Sangster, Director of elementary curriculum, instruction and assessment
 Dr. Nichole Rens, Director of secondary curriculum, instruction and assessment
 Dr. Mary Wolverton, Associate Superintendent, elementary
 Becky Brodeur, Associate Superintendent, middle school
 Britt Olean, District Social Worker

SUBJECT: Social Emotional Learning curriculum, K-8

PURPOSE: To provide an update regarding the fourth phase of the curriculum materials adoption process and school board action plan around social-emotional learning. This includes monitoring, evaluating, and adjusting the curriculum materials that are being implemented.

BACKGROUND:

At the elementary level, two social-emotional curricula are currently being implemented. “Character Strong” is implemented in twenty-two elementary schools and “Leader in Me” is implemented in three elementary schools. Both curricula were approved by School Board members in the Curriculum, Instruction and Assessment Committee (CIAC). At the time the curricula were approved, the structure in CIAC, allowed for the approval process of the curricula. This process started in the 2018-19 school year. Curriculum implementation was phased in over two years with the final schools implementing Character Strong in the 2022-23 school year.

The materials adoption process for middle school character education (social-emotional learning) began in 2019, was paused due to COVID-19, and then restarted in 2022. The first three phases of the adoption process were completed from January 2022 to April 2023. The school board approved the purchase and implementation of Character Strong materials at the April 24, 2023 school board meeting. All six traditional middle schools and the mid-level program at Compass are delivering Character Strong lessons in advisory beginning in the 2023-2024 school year.

OPTIONS/CONCLUSIONS:

Information regarding the district’s current social emotional curricula is posted on the district website. This includes which schools are using Character Strong and which are using Leader in Me. The district website also notes that Anoka-Hennepin Schools character development program focuses on personally responsible Social Emotional Learning (SEL) lessons to develop skills for risk prevention, individual success and personal well-being. Transformative SEL is not the form of SEL used in Anoka-Hennepin Schools' lessons.

Also available on the district's website is information regarding the Instructional Materials Review Process in alignment with Policy 603.0. This policy allows parents and the community to review curriculum and instructional materials. Parents may request that specific instructional resources be excluded or restricted for their child and that the school provide reasonable alternative instruction.

RECOMMENDATIONS/NEXT STEPS:

- Elementary and middle schools will formally evaluate the social emotional curricula using the fourth phase of the adoption process.
- Evaluation will include staff, student, and family feedback.
- Share recommendation with the school board at the February 10 school board work session and seek school board approval at the February 24 school board meeting.

[Character Development](#)

[Instructional materials review](#)



Anoka-Hennepin School Board

Briefing Notes

DATE: 09/09/2024

CLASSIFICATION: Report and input

AUTHOR: Cory McIntyre, Superintendent

SUBJECT: Phase 2 Budget Reductions and Reallocations Options

PURPOSE:

Anoka-Hennepin is faced with district-wide budget reductions and reallocations totaling approximately \$26 million beginning in the Fall of 2025. To realize these reductions, several scenarios and options require consideration to best meet the needs of the district's 37,000 pre-kindergarten through post-12th grade students. The district's three current strategic priorities focusing on literacy, student behavior, and the recruitment and retention of employees are key points to weigh as reductions are considered. In addition, student achievement, class size, schedules, course offerings, student supports, and district operations needed to support these priorities must all be weighed into the equations. The purpose of this briefing is to inform the School Board members of Phase 2 options and to seek the board's input for direction moving forward.

BACKGROUND:

The reason why Anoka-Hennepin is considering budget reduction and realignment is due to a convergence of factors coming together at the same time. It is not one thing in particular that is driving this need. A convergence of factors leads to the need to match the district's expenditures with the funding reality, including:

- limited or stable enrollment growth,
- elimination of federal pandemic relief funds,
- higher than available budgeted employee contract settlements,
- inflation and increasing costs for transportation and operations support,
- no anticipated additional revenue from state or federal sources,
- and new state mandates/requirements without funding support.

This revealed that beginning the 2025-2026 school year, the district would need to have in place a budget reduced by \$26 million based on enrollment, revenue, and expenditure projections to maintain an acceptable fund balance and a sustainable budget. As a result, in the Spring of 2024 district administration made \$5 million in reductions district-wide and in the central office to reduce the \$26 million target across the district to \$21 million. During the Spring and Summer of 2024, additional analysis resulted a need to cut an additional \$4 million district-wide, away from the classroom, to minimize the impact of direct classroom instruction. This briefing contains options for different pathways for the school district to achieve the reduction of the remaining \$17 million.

CONSIDERATIONS:

There are several ways reductions can be distributed to maximize student learning and minimize the impact on the day-to-day operations of the school district. The following are some of the considerations and models that have been evaluated and used to develop the reductions and reallocations across the Anoka-Hennepin system:

- A priority-based approach considering the District's Strategic Priorities
- Enrollment considerations by level
- Review of programs and services
- Staggered or phased reductions
- Administrative and central office reductions
- History of past reductions by level and variable long-lasting impacts
- Consideration of restricted vs. unrestricted funding areas
- Fund balance
- Class size by level
- Operation efficiencies
- Instructional and supervision time within existing schedules by level
- Teacher collaboration time within existing schedules
- Legal and financial compliance

After collecting input from building and district-level leadership from July to the present, the district cabinet and superintendent have developed the following options and evaluated them using the considerations above, giving weight to several of them in varied ways. The options below reflect those vantage points and considerations. The final recommendation and options are derived from evaluating these considerations, discussion, and feedback from the school board.

Option 1:

- Start with the enrollment-based model for budget reductions where the percentage of cuts is proportional to enrollment by elementary, middle, and high school levels.
- However, to reduce the elementary contribution by \$1 million, a shift was made to district-wide/central office reductions, going from \$7,441,476 to \$6,441,476.

ES:	40.26% or	\$6,441,476
MS:	24.15% or	\$3,863,888
HS:	35.59% or	\$5,694,636
DW:	Phase 1	\$5,000,000
DW:	Phase 2	\$5,000,000
	=	\$26,000,000

- Once the remaining reduction target is determined, the associate superintendent in collaboration with principals and the superintendent would decide by the school (or by enrollment benchmarks at each level) what the remaining allocations would look like.

Advantages:

- This system is equitable based on the enrollment at each level and on the fact that enrollment drives student funding and is also the basis of staffing allocation.
- A systematic approach to managing building supports that is tied to enrollment and some demographic considerations.

Disadvantages:

- This system doesn't account for specific needs by building related to socio-economics or other factors that drive how principals decide on interventions and in some cases staffing allocations.
- This approach more heavily impacts the elementary level because of current scheduling discrepancies across the K-12 system. However, the adjustment of \$1 million from the elementary level to district-wide helps alleviate some of this.

Option 2:

- Option 2 begins with balancing instructional time so that elementary, middle, and high school teachers are instructing and/or supervising students in a more similar amount of time and able to collaborate under more similar circumstances.
- The current schedules for K-12 contain inconsistencies in these areas. To accomplish this, the middle school and high school schedules would need to change to provide better balance if that is a goal.
- Schedule changes would result in a \$3.8 million middle school reduction and a \$1.7 million high school reduction in staffing if the middle school changes from a 7-period day to a 6-period day and the high school changes from a 5-period day to a 6-period day.
- Assuming schedule changes at both the middle school and high school levels, this option reduces \$5.5 million (\$3.8 million from a middle school schedule change + \$1.7 million from a high school schedule change) from the original \$17 million to get to a new budget reduction target of \$11.5 million.
- Applying the same enrollment percentages with the remainder after schedule changes (or class size increases needed to achieve equivalent reductions from a schedule change) is used to determine each level's target reduction. (Essentially apply the enrollment distribution formula to the remaining \$11.5 million)

ES: 43.77% or \$5,033,550
 MS: 22.73% or \$2,613,950
 HS: 33.50% or \$3,852,500
\$11,500,000

- From this point, the same enrollment model from Option 1 is used including the adjustment of \$1 million from the elementary level to district-wide helps alleviate some of this.
- This reduces the impact on elementary staffing and programming and it shifts the reductions more heavily to secondary schools.
- Essentially Options 1 and 2 use the same enrollment-based approach to reductions with a different level of impact on each level.
- Total Cuts after schedule change shifts:

ES: From 43.77% to 25.21% of \$16,000,000 = \$4,033,550
 MS: From 22.73% to 40.09% of \$16,000,000 or \$2,613,950 + \$3,800,000 = \$6,413,950
 HS: From 33.50% to 34.70% of \$16,000,000 or \$3,852,500 + \$1,700,000 = \$5,552,500
 DW: Phase 1 = \$5,000,000
 DW: Phase 2 = \$5,000,000
= \$26,000,000

Advantages:

- This option reduces the amount of reductions at the elementary level.
- This option balances instructional time through the middle school and high school schedule changes so that elementary, middle, and high school teachers are instructing and/or supervising students in a more similar amount of time and are able to collaborate under more similar circumstances.

Disadvantages:

- When the reductions are calculated using this model, the result reduction does not dramatically minimize the impact on elementary programming, although the reductions are significant from Option 1.
- This option also shifts a significant portion of the reductions from the elementary to the middle school level. The middle school level would have to reduce an additional \$2.6 million beyond a \$3.8 million cut realized through a schedule change.
- The high schools would not have a substantial difference in cuts between Options 1 and 2, which means the largest impact would be on the middle schools.

Option 3:

- The District-Wide/Central Office reductions account for \$9 of the \$26 million in reductions and reallocations (\$5 million from Phase I reductions, plus an additional \$4 million).
- An additional \$1 million was shifted from the elementary level to the district wide/central office as in Option 1
- This reduces the K-12 burden from \$17 to \$16 million. It applies the largest portion of this \$1 million K-12 reduction to the elementary level.
- In addition, when developing the proportions of reductions for elementary, middle, and high school targets, it reduces the elementary proportion from the current plan through schedule change shifts at the middle school and high school levels.
- Without middle school and high school schedule changes, the middle school and high school level would have to achieve the financial target of the equivalent of those shifts plus the remainder to get to their reduction target through staffing reductions (see tables below).
- This reduction allocation uses enrollment percentages out of \$16 million instead of \$17 million. The remainder shifts to DW reductions:

ES:	43.77% or	\$7,441,476	=	\$7,003,200
MS:	22.73% or	\$3,863,888	=	\$3,636,800
HS:	33.50% or	\$5,694,636	=	\$5,360,000
DW:		\$1,000,000	=	\$1,000,000
			=	\$17,000,000

- A shift in reductions to ease the impact on elementary school results in a more significant impact on the middle school level (because its schedule is more expensive as a 7-period schedule than a 6-period schedule).
- The new contributions should reflect a model that puts all three levels at more balanced student-teacher instruction/supervision and teacher collaboration time levels. The middle school and high school levels could determine how to achieve the budget target either through schedule changes or class size increases or both.

- If the middle school level changes from a seven-period day to a six-period day, it would realize a savings of \$3.8 million. Without a change to the schedule, it would have to achieve these cuts by increasing class size.
- If high school changes from a five-period day to a six-period day, it would realize a savings of \$1.7 million. If it did not choose to change the schedule, it would have to achieve these cuts by increasing class size.
- Redistribution of the reduction proportional obligations as follows: ES from 43.77% to 25% of \$17,000,000, and the remaining 75% of the reductions at MS from 22.73% to 40%, and HS from 33.50% to 35%.

ES: 43.77% to 25%	=	\$4,000,000
MS: 22.73% to 40%	=	\$6,400,000
HS: 33.50% to 35%	=	\$5,600,000
DW Phase 1	=	\$5,000,000
<u>DW Phase 2</u>	=	<u>\$5,000,000</u>
	=	\$26,000,000

Advantages:

- This option reduces the impact of reductions at the elementary level
- This option is rounded to clearer, easier-to-understand reduction totals.

Disadvantages:

- This option shifts a significant portion of the reductions from elementary to middle school level. The middle schools would have to reduce an additional \$2.6 million beyond a \$3.8 million reduction realized through a schedule change.
- The high schools would not have a substantial difference in reductions between Options 1 and 2, which means a more significant impact on the middle school level.

Option 4:

- This option takes the assumptions from Options 1 through 3 and attempts to balance them more equitably across the levels to ease the impact on elementary schools by reducing the enrollment-based reduction from \$7,441,476 to \$6,000,000.
- The middle school reduction would then not experience as significant of a cut, easing it to \$4,560,000.
- The high school would take on a \$5,440,000 reduction, which is shifted slightly from Options 1 through 3.
- The district-wide reductions would be increased to \$2 million.
- This option spreads the reductions across the levels in a more balanced fashion. It achieves fewer reductions to the elementary level, more reductions to district-wide/central office, and it rightsizes the middle school reductions to reflect past reductions that have negatively impacted elementary schools and high schools.
- The allocation breaks down as follows:

ES:	\$7,441,476 (43.77% of \$16m)	to	\$6,000,000 (37.5% of \$16m)
MS:	\$3,863,888 (22.73% of \$16m)	to	\$4,560,000 (28.5% of \$16m)
HS:	\$5,694,636 (33.5% of \$16m)	to	\$5,440,000 (34.0% of \$16m)
DW Phase 1			\$5,000,000
<u>DW Phase 2</u>			<u>\$5,000,000</u>
			=\$26,000,000

Advantages:

- This option spreads the reductions across the levels in a more balanced fashion.
- This option reduces the impact at the middle school level to be more in alignment with its proportion of district enrollment.

Disadvantages:

- When the reductions are calculated using this model, the results may not minimize the impact on elementary programming.
- This scenario also shifts a significant portion of the reductions from the middle school level back to the elementary level.

Option 5:

- This option attempts to bridge \$26 million in reductions and reallocations with a smaller reduction in FY25/26 and includes an operational referendum campaign for the Fall of 2025.
- To maintain at least a 6 percent fund balance, the elimination of \$10 million strategic investments along with a reduction of \$5 million would still be needed in delaying additional budget reductions and reallocations to the 2026-2027 school year if the referendum were to fail in the Fall of 2025.

	FY24 Amended budget	FY25 Adopted budget	FY26 Projected budget	
State revenue	\$482,163,964	\$491,598,301	\$501,672,219	
Federal, local, other revenue	\$157,333,098	\$149,699,450	\$150,791,056	
Total revenue	\$639,497,061	\$641,297,751	\$652,463,275	
Expenditures	\$645,802,554	\$662,382,639	\$682,828,675	
Operating surplus (deficit)	(\$6,305,493)	(\$20,971,888)	(\$30,365,400)	
Less: strategic investments	(\$13,425,000)	(\$9,425,000)	(\$9,425,000)	
Adjusted operating surplus (deficit)	\$7,119,507	(\$11,545,889)	(\$20,940,400)	
Unassigned fund balance	\$52,897,095	\$41,234,323	\$20,293,923	
Fund balance % of expenditures	10.10%	7.70%	3.70%	
Operating expenditures	\$524,020,317	\$534,069,080	\$554,515,115	
Budget Reduction/Realignment Target			\$21,000,000	
		Referendum Option 1:	\$36,043,482.48	6.5% Fund Balance
		Keep 6.5% Fund Balance	\$15,749,559.48	cut w/out SI pull back to have 6.5% FB
			\$17,749,559.48	cut w/out SI pull back and \$2M for potential additional expenses
			\$7,749,559.48	cut w/ SI pull back and \$2M for potential additional expenses
		Referendum Option 2:	\$41,588,633.63	7.5% Fund Balance
		Keep 7.5% Fund Balance	\$21,294,710.63	cut w/out SI pull back to have 7.5% FB
			\$23,294,710.63	cut w/out SI pull back and \$2M for potential additional expenses
			\$13,294,710.63	cut w/ SI pull back and \$2M for potential additional expenses
		Referendum Option 3:	\$33,270,906.90	6% Fund Balance
		Keep 6.0% Fund Balance	\$12,976,983.90	cut w/out SI pull back to have 6% FB
			\$14,976,983.90	cut w/out SI pull back and \$2M for potential additional expenses
			\$4,976,983.90	cut w/ SI pull back and \$2M for potential additional expenses

RECOMMENDATIONS/CONCLUSIONS

- After review and consideration of the advantages and disadvantages of the five options, the following is the recommendation for the school board for discussion and consideration for future approval:

Recommendation 1 - Immediate Reduction Proposal for FY2025-26

- Recommendation 1 is very similar to Option 4 in the “Considerations” portion of the Board Briefing.
- The only difference is that an additional \$2 million is shifted from the K-12 elementary, middle, and high school reductions to the District Wide/Central Office “DW” reductions.
- The same proportions for elementary school, middle school, and high school, remain in place but the total K-12 reduction changes from \$16 million to \$14 million. It increases the District Wide/Central Office reductions from \$10 million to \$12 million.

ES:	= \$5,250,000 (37.5% of \$14m)
MS:	= \$3,990,000 (28.5% of \$14m)
HS:	= \$4,760,000 (34.0% of \$14m)
DW Phase 1	= \$5,000,000
<u>DW Phase 2</u>	<u>= \$7,000,000</u>
	= \$26,000,000

Rationale:

- A significant increase in the overall reductions and reallocations - nearly half of the total budget reductions (\$12 million out of \$26 million) in this recommendation - comes out of district-wide programming and the district office, and away from the schools/sites.
- At the elementary school level, this proposal reduces the burden on elementary schools from the original enrollment-based criteria of \$7.4 million to \$5.2 million, or approximately a \$2.2 million difference.
- The middle school reduction is close to the reduction that would be realized through a schedule change from a seven-period day to a six-period day, which would have minimal impact on class size. While it would impact some elective choices, those would be limited to eighth graders only. This reduction, though, can be achieved with or without a schedule change. One has a different impact on class size than the other.
- If the MS schedule were changed it would align more closely with the current elementary and high school schedules in terms of instructional time, supervision time, and teacher collaboration time within the school day.
- The high school reduction is nearly \$1 million less than the initial enrollment-based model option. It can be achieved either with or without a schedule change and there is minimal impact on elective choices without a schedule change.

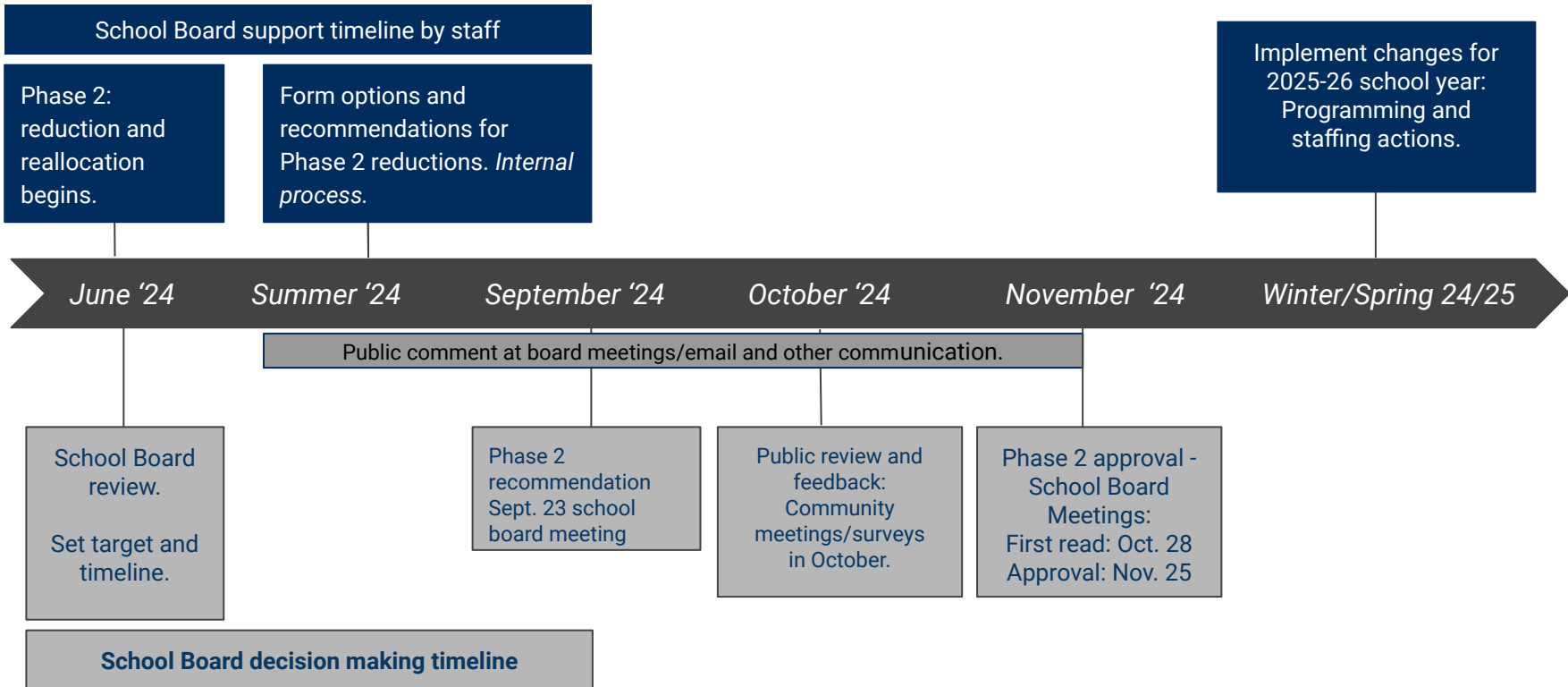
Recommendation 2 - Operating Referendum in Fall 2025

- Consider putting the matter to the voters of Anoka-Hennepin to bridge \$26 million in reductions and reallocations to a lesser reduction and an operational referendum campaign for the Fall of 2025.
- The referendum should maintain at least a 6 percent fund balance, an elimination of the \$10 million in strategic investments, along with an additional reduction of \$5 million would still be needed in delaying additional budget reductions and reallocations to the 2026-2027 school year if the referendum were to fail in the Fall of 2025.



BUDGET REDUCTION AND REALIGNMENT

Phase 2: Budget target and timeline





DRAFT TIMELINE: REFERENDUM 2025

Early voting will begin in late September. Election Day is Nov. 4, 2025.



**Anoka-Hennepin Public Schools
DISTRICT SCORECARD
2023-24**

It is the vision of the Anoka-Hennepin School District to be a public school system of excellence, with high quality staff and programs and successful graduates.

<p>Mission Statement <i>Our Core Purpose</i></p> <p>It is the primary mission of the Anoka-Hennepin School District to effectively educate each of our students for success.</p> <p>To fulfill this mission, the School District is accountable for...</p> <ul style="list-style-type: none"> • providing a caring, highly trained and effective staff who use research-based best practices • providing learning opportunities that meet the individual learning needs of each student • monitoring student achievement to maximize each student’s learning • promoting high achievement for all students • acknowledging parents’ roles as their children’s primary educators and partnering with them to increase student success • improving connections with the community to foster public involvement with an understanding of our educational programs • providing a safe and respectful learning environment • using all resources efficiently and effectively 	<p>Core Values <i>Drivers of our Words and Actions</i></p> <p>Respect: to show consideration for self, others and property</p> <p>Responsibility: to carry out obligations in a dependable manner; to acknowledge the consequences and rewards of one’s choices; to contribute to society</p> <p>Appreciation of Diversity: to recognize and honor the dignity of each individual; to celebrate differences among culture, gender, ability; to work cooperatively with others and to resolve conflicts</p> <p>Integrity: to display honesty, perseverance, confidence and pride, trustworthiness, and the courage of one’s convictions</p> <p>Compassion: to show empathy, generosity, kindness, patience and sensitivity</p> <hr/> <p>Strategic Directions <i>Our Focused Allocation of Resources</i></p> <p>A. Maximizing student learning and minimizing the achievement gap</p> <p>B. Implementing “best in class” leadership and management practices</p> <p>C. Expanding professionalism for administration and staff</p> <p>D. Engaging and collaborating with stakeholders for educational excellence</p>
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Anoka-Hennepin Overarching Scorecard Indicators

Indicators (Scorecard Item)	Descriptions	Levels					Trend					Desired Trend
		Intervene	Concern	Baseline	Progress	Vision	2019-20*	2020-21*	2021-22	2022-23	2023-24	
MCA-III reading proficiency (A1.4)	Percent of tested students who meet/exceed expected proficiency	< 80%	80-84%	85-89%	90-95%	> 95%		55.5%	54.9%	52.7%	53.5%	↑
MCA-III math proficiency (A1.9)	Percent of tested students who meet/exceed expected proficiency	< 80%	80-84%	85-89%	90-95%	> 95%		48.8%	52.4%	52.5%	51.7%	↑
4-year graduation rate (A2.6)	Percent of students graduating in four years, following a cohort from 9th to 12th grade	< 90%	90-92%	93-95%	96-98%	> 98%	86.6%	86.2%	88.7%	86.0%	86.7%	↑
Student engagement (A3.1)	Percent of overall engagement reported across items by surveyed students	< 76%	76-81%	82-87%	88-95%	> 95%	84.6%	88.5%	85.0%	86.3%	86.6%	↑
Students with no out of school suspensions/SpEd dismissal referrals (A3.3)	Percent of students who do not have an out of school suspension/SpEd dismissal referral	< 76%	76-81%	82-87%	88-95%	> 95%	95.7%	98.6%	93.6%	<u>95.1%</u>	94.6%	↑
Overall average student attendance rate (A3.6)	Overall average percent of days students were in attendance	< 89%	89-91%	92-94%	95-98%	> 98%	94.9%	NA	NA	<u>92.0%</u>	92.4%	↑
Employee engagement (B1)	Percent of overall engagement reported across items by employee survey participants	< 76%	76-81%	82-87%	88-95%	> 95%	84.2%	85.6%	80.7%	84.4%	78.9%	↑
Overall average employee attendance rate (C1)	Overall average percent of days employees were in attendance	< 89%	89-91%	92-94%	95-98%	> 98%	96.7%	96.1%	94.5%	94.2%	NA (Oct.)	↑

Note: An underlined value represents either a change in the way the indicator was measured or an addition/modification as part of the scorecard revision process. Bold text and a box around a value represent improvement. NA indicates the data are not available.

* 2019-20 and 2020-21 data availability were impacted by the COVID-19 pandemic.

DISTRICT SCORECARD –

The following document is the **District** Scorecard which contains Key Performance Indicators (KPI) aligned to four strategic directions. This Scorecard is a point-in-time monitoring tools used for district, school, and department goal setting and improvement planning. “Gray” items are not yet ready to be measured.

Populated for 2023-24 School Year

There are several indicators on the District Scorecard that describe a difference in outcomes between student groups ("gap" indicators). The student groups considered are defined in the "Descriptions" column aligned with each gap indicator. Within each reporting year, the gap value is reported along with an indication of which student group's outcome data was highest and which was the lowest, following the descriptions below. Below is a key to aid in interpretation of the student group codes used.

Student Group Category	Code	Code Definition	Notes
Race/Ethnicity	H	Hispanic	In the event that the largest gap was between two racial/ethnic groups, the student group with the higher rate is listed first, followed by the student group with the lower rate. When there is more than one student group listed separated by a slash (/), this indicates the values for those two groups were both either the highest or lowest among all racial/ethnic groups.
	I	American Indian/Alaska Native	
	O	Other Indigenous Peoples	
	A	Asian	
	P	Hawaiian/Pacific Islander	
	B	Black/African American	
	W	White	
	M	Two or more races	
Free/Reduced Priced Services Status	FR	Free or reduced priced lunch services	In the event that the largest gap was between a group of students receiving specific services and those not, the group code at the left is used. In cases where the group receiving the services demonstrated a higher value than the group not receiving services, two asterisks (**) are placed after the abbreviated student group name. In all other cases, when no asterisks are present, the group not receiving the services demonstrated a higher value than the group receiving services.
Special Education Services Status	SpEd	Special education services	
Multilingual Learner Services Status	ML	English language services	

Note, for scorecard indicator A3.2 around student engagement, only gaps between racial/ethnic groups are considered as this is the only demographic characteristic reported by students on the survey. Students are not asked to report their FR, SpEd, or ML status.

District Scorecard A: Maximizing student learning and minimizing the achievement gap													
	Indicators	Descriptions	Levels					Trend					
			Intervene	Concern	Baseline	Progress	Vision	2019-20*	2020-21*	2021-22	2022-23	2023-24	Desired Trend
P r o f i c i e n c y & G r o w t h	A1.1: Early Childhood (EC) achievement	Percent of EC students assessed who meet/exceed expected spring benchmark	< 60%	60-69%	70-79%	80-90%	> 90%		<u>59.7%</u>	65.6%	68.7%	61.5%	↑
	A1.2: Kindergarten (K) reading readiness	Percent of tested K students who meet/exceed expected fall benchmark	< 60%	60-69%	70-79%	80-90%	> 90%	38.2%	34.8%	33.2%	36.5%	36.7%	↑
	A1.3: Maximum gap in kindergarten reading readiness	Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)	> 30%	24-30%	17-23%	10-16%	< 10%	24.6% (B > H)	20.9% (B > H)	27.2% (B > H)	15.7% (F/R)	24.5% (B > H)	↓
	A1.4: MCA-III reading proficiency	Percent of tested students who meet/exceed expected proficiency	< 80%	80-84%	85-89%	90-95%	> 95%		55.5%	54.9%	52.7%	53.5%	↑
	A1.5: Maximum gap in MCA-III reading proficiency	Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)	> 20%	15-20%	10-14%	5-9%	< 5%		27.9% (W > I)	24.7% (F/R)	26.6% (F/R)	26.0% (F/R)	↓
	A1.6: MCA-III reading growth	Percent of all students who meet medium or high growth	< 60%	60-69%	70-79%	80-90%	> 90%		NA	NA	NA	NA	↑
	A1.7: Kindergarten (K) math readiness	Percent of tested K students who meet/exceed expected fall benchmark	< 60%	60-69%	70-79%	80-90%	> 90%	NA	NA	<u>71.7%</u>	78.8%	<u>60.4%</u>	↑
	A1.8: Maximum gap in kindergarten math readiness	Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)	> 30%	24-30%	17-23%	10-16%	< 10%	NA	NA	<u>22.0%</u> (F/R)	20.1% (F/R)	<u>33.1%</u> (W > H)	↓
	A1.9: MCA-III math proficiency	Percent of tested students who meet/exceed expected proficiency	< 80%	80-84%	85-89%	90-95%	> 95%		48.8%	52.4%	52.5%	51.7%	↑
	A1.10: Maximum gap in MCA-III math proficiency	Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)	> 20%	15-20%	10-14%	5-9%	< 5%		32.9% (W > I)	32.4% (W > H)	31.0% (F/R)	32.4% (W > H)	↓
	A1.11: MCA-III math growth	Percent of all students who meet medium or high growth	< 60%	60-69%	70-79%	80-90%	> 90%		NA	NA	NA	NA	↑
	A1.12: MCA-III science proficiency	Percent of tested students who meet/exceed expected proficiency	< 80%	80-84%	85-89%	90-95%	> 95%		47.2%	43.2%	40.6%	42.2%	↑
	A1.13: Maximum gap in MCA-III science proficiency	Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)	> 20%	15-20%	10-14%	5-9%	< 5%		29.0% (W > B)	25.7% (W > I)	25.9% (W > B)	27.5% (W > H)	↓
	A1.14: MCA-III reading statewide comparison school ranking	Percent of schools in the top quartile of their F/R decile range on MCA reading	< 40%	40-54%	55-69%	70-85%	> 85%		35.1%	40.0%	34.2%	NA (Oct.)	↑
	A1.15: MCA-III math statewide comparison school ranking	Percent of schools in the top quartile of their F/R decile range on MCA math	< 40%	40-54%	55-69%	70-85%	> 85%		48.6%	55.0%	57.9%	NA (Oct.)	↑
	A1.16: MCA-III science statewide comparison school ranking	Percent of schools in the top quartile of their F/R decile range on MCA science	< 40%	40-54%	55-69%	70-85%	> 85%		43.2%	35.0%	36.8%	NA (Oct.)	↑

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* 2019-20 and 2020-21 data availability were impacted by the COVID-19 pandemic.

Student group abbreviations are as follows: F/R - free/reduced priced services, SpEd - special education services, ML - multilingual learner, H - Hispanic, I - American Indian, O - Other Indigenous Peoples, A - Asian, P - Native Hawaiian/Other Pacific Islander, B - Black/African American, W - White, M - two or more races.

District Scorecard A: Maximizing student learning and minimizing the achievement gap													
	Indicators	Descriptions	Levels					Trend					
			Intervene	Concern	Baseline	Progress	Vision	2019-20*	2020-21*	2021-22	2022-23	2023-24	Desired Trend
P o s t S e c o n d a r y R e a d i n g s	A2.1: 3rd grade MCA-III reading proficiency	Percent of tested 3 rd grade students who meet/exceed expected proficiency	< 80%	80-84%	85-89%	90-95%	> 95%		53.0%	50.7%	50.9%	50.3%	↑
	A2.2: 8th grade MCA-III math proficiency	Percent of tested 8 th grade students who meet/exceed expected proficiency	< 80%	80-84%	85-89%	90-95%	> 95%		42.6%	48.2%	45.5%	46.3%	↑
	A2.3: Participation in ACT	Percent of graduating class who participated in the ACT	< 75%	75-79%	80-84%	85-90%	> 90%	95.4%	66.3%	78.0%	82.7%	NA (Oct.)	↑
	A2.4: ACT composite score	Average composite score of graduating class who took the ACT	20 or below	>20 and ≤21	>21 and ≤23	>23 and ≤24	24 or greater	20.4	20.5	19.4	19.6	NA (Oct.)	↑
	A2.5: ACT college readiness	Percent of graduating class ACT participants who meet or exceed all four subject readiness benchmarks	< 30%	30-39%	40-49%	50-60%	> 60%	24%	25%	18%	19%	NA (Oct.)	↑
	A2.6: 4-year graduation rate	Percent of students graduating in four years, following a cohort from 9 th to 12 th grade	< 90%	90-92%	93-95%	96-98%	> 98%	86.6%	86.2%	88.7%	86.0%	86.7%	↑
	A2.7: Participation in potential college-credit earning courses	Percent of senior students who participated in at least one potential college-credit earning course (PSEO, CIS, S2S, AP, IB, etc.) during their four years in high school	< 50%	50-64%	65-79%	80-95%	> 95%	89.7%	86.4%	87.5%	86.9%	87.4%	↑
	A2.8: Maximum gap in potential college-credit earning courses participation	Percent difference between highest and lowest participating student groups (considering F/R and ethnic student groups)	>25%	21-25%	16-20%	10-15%	< 10%	18.9%	25.9%	27.5%	14.5%	12.2%	↓

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District Scorecard A: Maximizing student learning and minimizing the achievement gap													
	Indicators	Descriptions	Levels					Trend					
			Intervene	Concern	Baseline	Progress	Vision	2019-20*	2020-21*	2021-22	2022-23	2023-24	Desired Trend
W e l c o m i n g & E n g a g i n g S c h o o l	A3.1: Student engagement	Percent of overall engagement reported across items by surveyed students	< 76%	76-81%	82-87%	88-95%	> 95%	84.6%	88.5%	85.0%	86.3%	86.6%	↑
	A3.2: Maximum gap in student engagement	Percent difference between highest and lowest student groups (considering ethnic student groups)	> 10%	9-10%	7-8%	5-6%	< 5%	5.0% <i>(A > I)</i>	4.3% <i>(I > M)</i>	3.7% <i>(I > M)</i>	4.5% <i>(A > M)</i>	5.7% <i>(W > M)</i>	↓
	A3.3: Students with no out of school suspensions/SpEd dismissal referrals	Percent of students who do not have an out of school suspension/SpEd dismissal referral	< 76%	76-81%	82-87%	88-95%	> 95%	95.7%	98.6%	93.6%	<u>95.1%</u>	94.6%	↑
	A3.4: Maximum gap in students with no suspension/SpEd dismissal referrals	Percent difference between highest and lowest student groups (considering F/R, SpEd, ML, and ethnic student groups)	> 10%	9-10%	7-8%	5-6%	< 5%	9.9% <i>(SpEd)</i>	3.7% <i>(SpEd)</i>	13.3% <i>(SpEd)</i>	<u>11.2%</u> <i>(I > W)</i>	10.5% <i>(B > A)</i>	↓
	A3.5: Maximum gap in students with expulsion referrals	Percent difference between highest and lowest student groups (considering F/R, SpEd, ML, and ethnic student groups)	> 10	9-10%	7-8%	5-6%	< 5%	0.6%	0.1%	NA	NA	NA	↓
	A3.6: Overall average student attendance rate	Overall average percent of days students were in attendance	< 89%	89-91%	92-94%	95-98%	> 98%	94.9%	NA	NA	<u>92.0%</u>	92.4%	↑
	A3.7: Maximum gap in overall average student attendance rate	Percent difference between highest and lowest student groups (considering F/R, SpEd, ML, and ethnic student groups)	> 10%	9-10%	7-8%	5-6%	< 5%	4.0% <i>(A > I)</i>	NA	NA	<u>5.4%</u> <i>(A > I)</i>	7.1% <i>(A > O)</i>	↓
	A3.8: Overall consistent attendance rate	Percent of students who attended at least 90% of their days enrolled	< 89%	89-91%	92-94%	95-98%	> 98%	87.3%	NA	NA	<u>74.6%</u>	76.8%	↑
	A3.9: Maximum gap in overall consistent attendance rate	Percent difference between highest and lowest student groups (considering F/R, SpEd, ML, and ethnic student groups)	> 10%	9-10%	7-8%	5-6%	< 5%	18.9% <i>(A > I)</i>	NA	NA	<u>27.6%</u> <i>(A > I)</i>	28.8% <i>(A > O)</i>	↓
	A3.10: Participation in extra-curricular activities	Percent of high school students participating in extra-curricular activities	< 40%	40-50%	51-63%	64-75%	> 75%	49.1%	44.1%	54.2%	44.5%	48.0%	↑
	A3.11: Maximum gap in extra-curricular activity participation	Percent difference between highest and lowest student groups (considering F/R, SpEd, ML, and ethnic student groups)	> 25%	21-25%	16-20%	10-15%	< 10%	26.4% <i>(ML)</i>	24.3% <i>(W > A)</i>	24.9% <i>(ML)</i>	27.8% <i>(W > A)</i>	26.6% <i>(W > A)</i>	↓

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District Scorecard B: Implementing "best in class" leadership and management practices												
Indicators	Descriptions	Levels					Trend					Desired Trend
		Intervene	Concern	Baseline	Progress	Vision	2019-20*	2020-21*	2021-22	2022-23	2023-24	
B1: Employee engagement	Percent of overall engagement reported across items by employee survey participants	< 76%	76-81%	82-87%	88-95%	> 95%	84.2%	85.6%	80.7%	84.4%	78.9%	↑
B2: Supervisor support	Percent of engagement across supervisor support items reported by employee survey participants	< 76%	76-81%	82-87%	88-95%	> 95%	81.8%	84.5%	79.4%	82.8%	78.2%	↑
B3: School improvement goal attainment	Percent of math and reading School Improvement Goals that are met	< 75%	75-79%	80-84%	85-90%	> 90%		5.2%	43.2%	16.3%	27.6%	↑
B4: Employee PAS completion	Percent of scheduled performance appraisals that are completed within the appropriate defined cycle	< 85%	85-89%	90-94%	95-98%	> 98%	77.5%	92.4%	91.7%	89.9%	92.7%	↑

District Scorecard C: Expanding professionalism for all administration and staff												
Indicators	Descriptions	Levels					Trend					Desired Trend
		Intervene	Concern	Baseline	Progress	Vision	2019-20*	2020-21*	2021-22	2022-23	2023-24	
C1: Overall average employee attendance rate	Overall average percent of days employees were in attendance	< 89%	89-91%	92-94%	95-98%	> 98%	96.7%	96.1%	94.5%	94.2%	NA (Oct.)	↑
C2: Employee performance	Percent of staff rated "Basic" and above in District Performance Appraisal System	< 71%	71-75%	76-80%	81-85%	> 85%						
C3: Staff training completion	Percent of staff who complete training as required	< 85%	85-89%	90-94%	95-98%	> 98%	96.4%	86.8%	81.9%	76.6%	74.6%	↑
C4: Staffing diversity	<i>IN DISCUSSION</i>	<i>IN DISCUSSION</i>										

District Scorecard D: Engaging and collaborating with stakeholders for educational excellence												
Indicators	Descriptions	Levels					Trend					Desired Trend
		Intervene	Concern	Baseline	Progress	Vision	2019-20*	2020-21*	2021-22	2022-23	2023-24	
D1: Overall <u>public</u> perception of DISTRICT	Percent of public surveyed who rate overall quality as "good" or "excellent" (Morris Leatherman Survey - Community)	< 50%	50-54%	55-59%	60-65%	> 65%		87%	82%	87%	NA	↑
D2: Overall <u>parent/guardian</u> satisfaction with DISTRICT	Percent of overall satisfaction reported across items by surveyed parents/guardians (Morris Leatherman Survey - Parent/Guardian Attitude and Satisfaction)	< 50%	50-54%	55-59%	60-65%	> 65%	97.7%	93.0%	95.2%	95.1%	NA (Sept.)	↑
D3: Public perception of District financial management	Percent of community members who rate District's "financial management" as "good" or "excellent" (Morris Leatherman Survey - Community)	< 50%	50-54%	55-59%	60-65%	> 65%		66%	70%	69%	NA	↑
D4: Community volunteerism hours generated per student	Number of annual volunteer hours per student	< 5	5-6	7-8	9-10	> 10	4.4	2.0	4.5	5.7	6.5	↑

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District Scorecard A: Maximizing student learning and minimizing the achievement gap															
	Indicators	Descriptions	Desired Trend	Elementary School Trend				Middle School Trend				High School Trend			
				2020-21*	2021-22	2022-23	2023-24	2020-21*	2021-22	2022-23	2023-24	2020-21*	2021-22	2022-23	2023-24
P r o f i c i e n c y & G r o w t h	A1.1: Early Childhood (EC) achievement	Percent of EC students assessed who meet/exceed expected spring benchmark	↑	<u>59.7%</u>	65.6%	68.7%	61.5%								
	A1.2: Kindergarten (K) reading readiness	Percent of tested K students who meet/exceed expected fall benchmark	↑	34.8%	33.2%	36.5%	36.7%								
	A1.3: Maximum gap in kindergarten reading readiness	Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)	↓	20.9%	27.2%	15.7%	24.5%								
	A1.4: MCA-III reading proficiency	Percent of tested students who meet/exceed expected proficiency	↑	57.1%	56.8%	55.3%	55.3%	51.1%	51.7%	50.4%	51.8%	65.3%	59.5%	51.4%	53.0%
	A1.5: Maximum gap in MCA-III reading proficiency	Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)	↓	26.8%	30.0%	27.0%	27.5%	25.6%	24.5%	27.4%	26.3%	17.7%	24.9%	24.8%	24.0%
	A1.6: MCA-III reading growth	Percent of all students who meet medium or high growth	↑	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	A1.7: Kindergarten (K) math readiness	Percent of tested K students who meet/exceed expected fall benchmark	↑	NA	<u>71.7%</u>	78.8%	<u>60.4%</u>								
	A1.8: Maximum gap in kindergarten math readiness	Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)	↓	NA	<u>22.0%</u>	20.1%	<u>33.1%</u>								
	A1.9: MCA-III math proficiency	Percent of tested students who meet/exceed expected proficiency	↑	58.0%	62.0%	62.6%	61.6%	40.8%	45.4%	46.3%	46.9%	43.0%	43.3%	36.7%	35.1%
	A1.10: Maximum gap in MCA-III math proficiency	Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)	↓	37.8%	38.2%	33.3%	36.3%	30.5%	29.9%	31.3%	33.2%	29.5%	28.7%	26.2%	25.2%
	A1.11: MCA-III math growth	Percent of all students who meet medium or high growth	↑	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	A1.12: MCA-III science proficiency	Percent of tested students who meet/exceed expected proficiency	↑	51.2%	57.1%	53.9%	49.5%	39.4%	26.8%	25.4%	33.3%	54.8%	48.1%	43.6%	43.6%
	A1.13: Maximum gap in MCA-III science proficiency	Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)	↓	29.5%	31.5%	36.7%	33.2%	25.5%	20.5%	20.8%	21.3%	36.0%	23.2%	22.8%	27.9%
	A1.14: MCA-III reading statewide comparison school ranking	Percent of schools in the top quartile of their F/R decile range on MCA reading	↑	34.6%	37.0%	34.6%	NA (Oct.)	16.7%	57.1%	66.7%	NA (Oct.)	60.0%	33.3%	0.0%	NA (Oct.)
	A1.15: MCA-III math statewide comparison school ranking	Percent of schools in the top quartile of their F/R decile range on MCA math	↑	53.8%	48.1%	61.5%	NA (Oct.)	33.3%	71.4%	83.3%	NA (Oct.)	40.0%	66.7%	16.7%	NA (Oct.)
	A1.16: MCA-III science statewide comparison school ranking	Percent of schools in the top quartile of their F/R decile range on MCA science	↑	38.5%	48.1%	42.3%	NA (Oct.)	50.0%	0.0%	16.7%	NA (Oct.)	60.0%	16.7%	33.3%	NA (Oct.)

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District Scorecard A: Maximizing student learning and minimizing the achievement gap															
	Indicators	Descriptions	Desired Trend	Elementary School Trend				Middle School Trend				High School Trend			
				2020-21*	2021-22	2022-23	2023-24	2020-21*	2021-22	2022-23	2023-24	2020-21*	2021-22	2022-23	2023-24
P o s t S e c o n d a r y R e a d i n g e s s	A2.1: 3 rd grade MCA-III reading proficiency	Percent of tested 3 rd grade students who meet/exceed expected proficiency	↑	53.0%	50.7%	<u>50.9%</u>	50.3%								
	A2.2: 8 th grade MCA-III math proficiency	Percent of tested 8 th grade students who meet/exceed expected proficiency	↑					42.6%	48.2%	45.5%	46.3%				
	A2.3: Participation in ACT	Percent of graduating class who participated in the ACT	↑									66.3%	78.0%	82.7%	NA (Oct.)
	A2.4: ACT composite score	Average composite score of graduating class who took the ACT	↑									20.5	19.4	19.6	NA (Oct.)
	A2.5: ACT college readiness	Percent of graduating class ACT participants who meet or exceed all four subject readiness benchmarks	↑									25%	18%	19%	NA (Oct.)
	A2.6: 4-year graduation rate	Percent of students graduating in four years, following a cohort from 9 th to 12 th grade	↑									86.2%	88.7%	86.0%	86.7%
	A2.7: Participation in potential college-credit earning courses	Percent of senior students who participated in at least one potential college-credit earning course (PSEO, CIS, S2S, AP, IB, etc.) during their four years in high school	↑									86.4%	87.5%	86.9%	87.4%
	A2.8: Maximum gap in potential college-credit earning courses participation	Percent difference between highest and lowest participating student groups (considering F/R and ethnic student groups)	↓									25.9%	27.5%	14.5%	12.2%

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District Scorecard A: Maximizing student learning and minimizing the achievement gap																
	Indicators	Descriptions	Desired Trend	Elementary School Trend				Middle School Trend				High School Trend				
				2020-21*	2021-22	2022-23	2023-24	2020-21*	2021-22	2022-23	2023-24	2020-21*	2021-22	2022-23	2023-24	
W e l c o m i n g & E n g a g i n g S c h o o l	A3.1: Student engagement	Percent of overall engagement reported across items by surveyed students	↑	93.3%	90.6%	91.0%	89.8%	85.5%	85.0%	85.6%	84.5%	82.4%	79.6%	81.3%	85.1%	
	A3.2: Maximum gap in student engagement	Percent difference between highest and lowest student groups (considering ethnic student groups)	↓	2.6%	3.2%	3.8%	4.7%	6.0%	8.9%	14.2%	8.5%	2.4%	14.3%	8.9%	16.0%	
	A3.3: Students with no out of school suspensions/SpEd dismissal referrals	Percent of students who do not have an out of school suspension/SpEd dismissal referral	↑			<u>97.6%</u>	97.7%	98.0%	92.9%	91.5%	90.0%	99.0%	94.2%	94.3%	93.8%	
	A3.4: Maximum gap in students with no suspension/SpEd dismissal referrals	Percent difference between highest and lowest student groups (considering F/R, SpEd, ML, and ethnic student groups)	↓			<u>7.3%</u>	7.1%	5.3%	16.2%	21.9%	20.5%	2.5%	12.3%	13.6%	12.9%	
	A3.5: Maximum gap in students with expulsion referrals	Percent difference between highest and lowest student groups (considering F/R, SpEd, ML, and ethnic student groups)	↓			NA	NA	0.2%	NA	NA	NA	0.1%	NA	NA	NA	
	A3.6: Overall average student attendance rate	Overall average percent of days students were in attendance	↑	NA	NA	<u>93.2%</u>	93.6%	NA	NA	<u>92.2%</u>	92.6%	NA	NA	<u>90.4%</u>	90.6%	
	A3.7: Maximum gap in overall average student attendance rate	Percent difference between highest and lowest student groups (considering F/R, SpEd, ML, and ethnic student groups)	↓	NA	NA	<u>3.0%</u>	3.5%	NA	NA	<u>5.2%</u>	5.8%	NA	NA	<u>7.6%</u>	6.7%	
	A3.8: Overall consistent attendance rate	Percent of students who attended at least 90% of their days enrolled	↑	NA	NA	<u>80.9%</u>	83.4%	NA	NA	<u>74.7%</u>	77.9%	NA	NA	<u>66.8%</u>	68.0%	
	A3.9: Maximum gap in overall consistent attendance rate	Percent difference between highest and lowest student groups (considering F/R, SpEd, ML, and ethnic student groups)	↓	NA	NA	<u>19.9%</u>	20.8%	NA	NA	<u>32.7%</u>	32.5%	NA	NA	<u>29.5%</u>	29.5%	
	A3.10: Participation in extra-curricular activities	Percent of high school students participating in extra-curricular activities	↑										44.1%	54.2%	44.5%	48.0%
	A3.11: Maximum gap in extra-curricular activity participation	Percent difference between highest and lowest student groups (considering F/R, SpEd, ML, and ethnic student groups)	↓										24.3%	24.9%	27.8%	26.6%

Note: An underlined value represents either a change in the way the indicator was measured or an addition/modification as part of the scorecard revision process. Bold text and a box around a value represent improvement. NA indicates the data are not available.

* 2020-21 was impacted by the COVID-19 pandemic.

District Scorecard B: Implementing “best in class” leadership and management practices														
Indicators	Descriptions	Desired Trend	Elementary School Trend				Middle School Trend				High School Trend			
			2020-21*	2021-22	2022-23	2023-24	2020-21*	2021-22	2022-23	2023-24	2020-21*	2021-22	2022-23	2023-24
B1: Employee engagement	Percent of overall engagement reported across items by employee survey participants	↑	<u>85.7%</u>	81.4%	<u>86.7%</u>	79.7%	<u>84.9%</u>	81.1%	<u>83.9%</u>	75.5%	<u>82.1%</u>	77.3%	<u>81.3%</u>	76.8%
B2: Supervisor support	Percent of engagement across supervisor support items reported by employee survey participants	↑	<u>85.0%</u>	79.8%	<u>85.3%</u>	78.8%	<u>84.3%</u>	81.2%	<u>81.4%</u>	74.5%	<u>80.2%</u>	76.0%	<u>79.8%</u>	77.2%
B3: School improvement goal attainment	Percent of math and reading School Improvement Goals that are met	↑	0.0%	<u>40.7%</u>	17.3%	<u>24.0%</u>	8.3%	<u>66.7%</u>	33.3%	33.3%	23.1%	<u>30.8%</u>	0.0%	<u>35.7%</u>

District Scorecard D: Engaging and collaborating with stakeholders for educational excellence														
Indicators	Descriptions	Desired Trend	Elementary School Trend				Middle School Trend				High School Trend			
			2020-21*	2021-22	2022-23	2023-24	2020-21*	2021-22	2022-23	2023-24	2020-21*	2021-22	2022-23	2023-24
D2: Overall parent/guardian satisfaction with DISTRICT	Percent of overall satisfaction reported across items by surveyed parents/guardians (Morris Leatherman Survey - Parent/Guardian Attitude and Satisfaction)	↑			95.1%	NA (Sept.)		95.2%			93.0%			

Note: An underlined value represents either a change in the way the indicator was measured or an addition/modification as part of the scorecard revision process. Bold text and a box around a value represent improvement. NA indicates the data are not available.

* 2020-21 was impacted by the COVID-19 pandemic.

Indicator descriptions

- Descriptions of each measure are in the second column from the left
 - Describes what is being measured or compared and the meaning of the values displayed

District Scorecard A: Maximizing student learning and minimizing the achievement gap												
Indicators	Descriptions	Levels					Trend					Desired Trend
		Intervene	Concern	Baseline	Progress	Vision	2019-20*	2020-21*	2021-22	2022-23	2023-24	
A1.1: Early Childhood (EC) achievement	Percent of EC students assessed who meet/exceed expected spring benchmark	< 60%	60-69%	70-79%	80-90%	> 90%		59.7%	65.6%	68.7%	61.5%	↑
A1.2: Kindergarten (K) reading readiness	Percent of tested K students who meet/exceed expected fall benchmark	< 60%	60-69%	70-79%	80-90%	> 90%	38.2%	34.8%	33.2%	36.5%	36.7%	↑
A1.3: Maximum gap in kindergarten reading readiness	Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)	> 30%	24-30%	17-23%	10-16%	< 10%	24.6% (B > H)	20.9% (B > H)	27.2% (B > H)	15.7% (F/R)	24.5% (B > H)	↓
A1.4: MCA-III reading proficiency	Percent of tested students who meet/exceed expected proficiency	< 80%	80-84%	85-89%	90-95%	> 95%		55.5%	54.9%	52.7%	53.5%	↑
A1.5: Maximum gap in MCA-III reading	Percent difference between highest and											

Performance levels

- Ranges of performance are listed in the center columns, spanning from “intervene” to “vision”
 - The “baseline” level on this tool indicates the bottom line of acceptable performance, not the starting point of when the indicator was initially measured
 - Ranges were set based on philosophical ideals, discussion, and contextual and cultural values of Anoka-Hennepin stakeholders and community

District Scorecard A: Maximizing student learning and minimizing the achievement gap												
Indicators	Descriptions	Levels					Trend					Desired Trend
		Intervene	Concern	Baseline	Progress	Vision	2019-20*	2020-21*	2021-22	2022-23	2023-24	
A1.1: Early Childhood (EC) achievement	Percent of EC students assessed who meet/exceed expected spring benchmark	< 60%	60-69%	70-79%	80-90%	> 90%		59.7%	65.6%	68.7%	61.5%	↑
A1.2: Kindergarten (K) reading readiness	Percent of tested K students who meet/exceed expected fall benchmark	< 60%	60-69%	70-79%	80-90%	> 90%	38.2%	34.8%	33.2%	36.5%	36.7%	↑
A1.3: Maximum gap in kindergarten reading readiness	Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)	> 30%	24-30%	17-23%	10-16%	< 10%	24.6% (B > H)	20.9% (B > H)	27.2% (B > H)	15.7% (F/R)	24.5% (B > H)	↓
A1.4: MCA-III reading proficiency	Percent of tested students who meet/exceed expected proficiency	< 80%	80-84%	85-89%	90-95%	> 95%		55.5%	54.9%	52.7%	53.5%	↑
A1.5: Maximum gap in MCA-III reading	Percent difference between highest and											

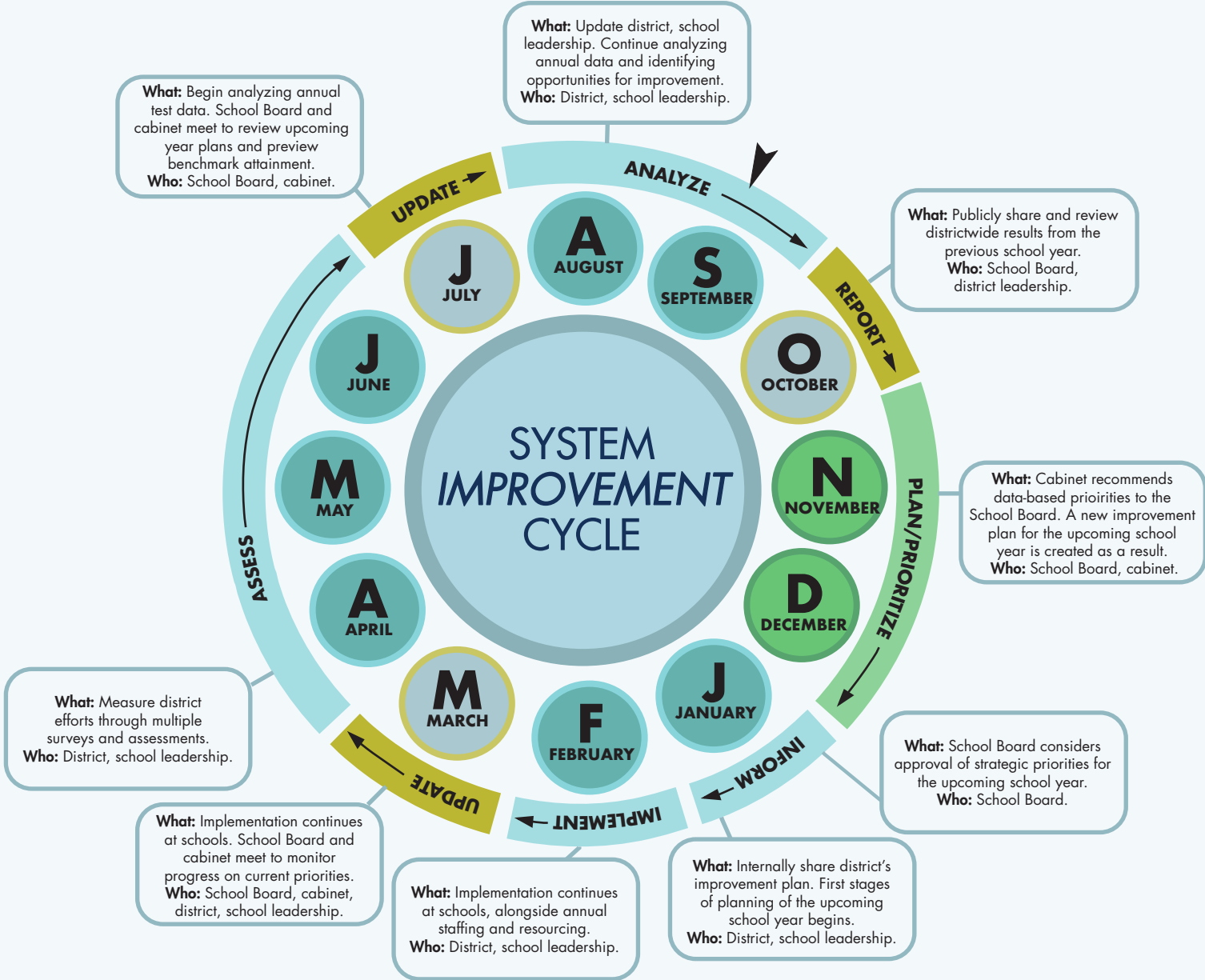
Trend data

- Score trends are located on the right side of the document with an arrow indicating the desired direction of the trend

District Scorecard A: Maximizing student learning and minimizing the achievement gap												
Indicators	Descriptions	Levels					Trend					Desired Trend
		Intervene	Concern	Baseline	Progress	Vision	2019-20*	2020-21*	2021-22	2022-23	2023-24	
A1.1: Early Childhood (EC) achievement	Percent of EC students assessed who meet/exceed expected spring benchmark	< 60%	60-69%	70-79%	80-90%	> 90%		59.7%	65.6%	68.7%	61.5%	↑
A1.2: Kindergarten (K) reading readiness	Percent of tested K students who meet/exceed expected fall benchmark	< 60%	60-69%	70-79%	80-90%	> 90%	38.2%	34.8%	33.2%	36.5%	36.7%	↑
A1.3: Maximum gap in kindergarten reading readiness	Percent difference between highest and lowest performing student groups (considering F/R and ethnic student groups)	> 30%	24-30%	17-23%	10-16%	< 10%	24.6% (B > H)	20.9% (B > H)	27.2% (B > H)	15.7% (F/R)	24.5% (B > H)	↓
A1.4: MCA-III reading proficiency	Percent of tested students who meet/exceed expected proficiency	< 80%	80-84%	85-89%	90-95%	> 95%		55.5%	54.9%	52.7%	53.5%	↑
A1.5: Maximum gap in MCA-III reading	Percent difference between highest and											

- A few things to note regarding the trend data:
 - (1) Bolded text with boxes around a score indicates improvement from the previous year
 - (2) Each score is color-coded corresponding to the range level achieved
 - (3) Underlined scores indicate the first time the indicator was measured or a change in the assessment/measure

Trend					
2019-20*	2020-21*	2021-22	2022-23	2023-24	Desired Trend
84.6%	88.5%	85.0%	86.3%	86.6%	← (1)
5.0%	4.3%	3.7%	4.5%	5.7%	← (2) color-coded for “progress” level
95.7%	98.6%	93.6%	95.1%		← (3)



Anoka-Hennepin Schools
***Draft* 1 Yr Board Calendar**

2024-2025 School Year
September 9, 2024

Reference Key: WS = Work session item RM = Regular meeting item PCM = Policy Committee Meeting AR = Action Requested/Required IO = Information only
 CA = Consent Agenda MR = Monitoring Report LS = Listening Session SR= Superintendent Report PD = Professional Development SM = Special Meeting

Anoka-Hennepin Proposed Board of Education July-December 2024 Agenda/Calendar						
	July	August	September	October	November	December
District Policy Committee		<ul style="list-style-type: none"> Policy Committee Meeting (8/12) 	<ul style="list-style-type: none"> Policy Committee Meeting (9/9) 			
Operational Oversight	<p>Work Session (7/15):</p> <ul style="list-style-type: none"> #4: Policy 102 Review - Equal Educ. Opportunity #7: Equity Achievement Plan Review #8: District "Terms" #9: Respectful Learning Environment <p>Regular Meeting (7/15):</p> <ul style="list-style-type: none"> Board Recognitions Superintendent's Report Pay 2025 tax levy timeline Authorize 2024-2026 Building Supervisors Master Agreement Labor Relations Update 	<p>Work Session (8/12):</p> <ul style="list-style-type: none"> Curriculum, Instruction, and Assessment: Elementary ELA School Safety and Security Update Substitute, Seasonal, Casual Employee Rates for 2024-2025 #5: Student Behavior, Discipline, and Expulsion #10 Student Data Collection Practices <p>Regular Meeting (8/26):</p> <ul style="list-style-type: none"> Board Recognitions Superintendent's Report Substitute, Seasonal, Casual Employee Rates for 2024-2025 (consent) Labor Relations Update Executive Session - Labor Negotiations 	<p>Work Session (9/9):</p> <ul style="list-style-type: none"> Curriculum, Instruction, and Assessment: SEL Phase 4 Phase II Budget Reduction/Reallocations District Goal Setting/Planning Executive Session <p>Regular Meeting (9/23):</p> <ul style="list-style-type: none"> Board Recognitions Superintendent's Report Pay 2025 Preliminary levy certify approval Phase II Budget Reductions TBD - Authorize Contract Settlement(s) Facility Update Labor Relations Update Executive Session 	<p>Work Session (10/7):</p> <ul style="list-style-type: none"> Morris Leatherman Community Survey Results Curriculum, Instruction, and Assessment: <ul style="list-style-type: none"> Elementary ELA Pilot Update New Middle School Courses MCA Overview Legislative Platform Draft Executive Session <p>Regular Meeting (10/28):</p> <ul style="list-style-type: none"> Exclusion for Immunization Board Recognitions Superintendent's Report October 1 Enrollment Report Phase II Budget Reductions Comprehensive Achievement and Civic Readiness (aka: World's best workforce/ achievement and integration overview) TBD - Authorize Contract Settlement(s) Labor Relations Update Executive Session 	<p>Work Session (11/4):</p> <ul style="list-style-type: none"> Curriculum, Instruction, and Assessment: <ul style="list-style-type: none"> Elementary ELA Pilot Update MSHSL Foundation - Form A and B resolution <p>Regular Meeting (11/18):</p> <ul style="list-style-type: none"> Board Recognitions Superintendent's Report Phase II Budget Reductions Legislative Platform Draft - First read 26-27 Calendar - First Read TBD - Authorize Contract Settlement(s) Labor Relations Update 	<p>Regular Meeting (12/9):</p> <ul style="list-style-type: none"> Board Recognitions Superintendent's Report TBD Resolution to close schools to open enrollment Truth in Taxation Hearing Pay 2025 levy approval Confirmation of polling locations - resolution TBD - Authorize Contract Settlement(s) Legislative Platform 26-27 Calendar - Approval
Board Gov./ Self Gov.	<ul style="list-style-type: none"> Board Professional Development 				<ul style="list-style-type: none"> Board Retreat (11/23) 	
Supt Relations		<ul style="list-style-type: none"> Set Superintendent Annual Evaluation Goals 				
Public Engagement				Phase 2 Budget reductions and realignment community feedback meetings		<ul style="list-style-type: none"> Truth in Taxation public hearing

Reference Key: WS = Work session item RM = Regular meeting item PCM = Policy Committee Meeting AR = Action Requested/Required IO = Information only
 CA = Consent Agenda MR = Monitoring Report LS = Listening Session SR= Superintendent Report PD = Professional Development SM = Special Meeting

Anoka-Hennepin Proposed Board of Education January-June 2025 Agenda/Calendar						
	January	February	March	April	May	June
District Policy Committee	<ul style="list-style-type: none"> Board Policy Committee (1/29) 		<ul style="list-style-type: none"> Board Policy Committee (3/18) 			<ul style="list-style-type: none"> Board Policy Committee (6/17)
Operational Oversight	<p>Regular Meeting (1/13):</p> <ul style="list-style-type: none"> Election of board officers/annual meeting/board protocols review (AR) <p>Regular Meeting (1/27):</p> <ul style="list-style-type: none"> Board Recognitions Superintendent's Report TBD 	<p>Work Session (2/10):</p> <ul style="list-style-type: none"> Curriculum, Instruction, and Assessment: <ul style="list-style-type: none"> Elementary ELA Pilot Update 2024-2025 Strategic Priorities (first read) <p>Regular Meeting (2/24):</p> <ul style="list-style-type: none"> Board Recognitions Superintendent's Report Indian Education Program Update - Concurrence/ nonconcurrence Compliance Documents for Approval MMKR FY25 Audit Amended Budget FY25 	<p>Work Session (3/3):</p> <ul style="list-style-type: none"> Curriculum, Instruction, and Assessment: TBD Anoka Technical High School/STEP Programs Presentation <p>Regular Meeting (3/24):</p> <ul style="list-style-type: none"> Board Recognitions Superintendent's Report OPEB Actuary Update Wells Fargo OPEB Trust update 	<p>Work Session (4/7):</p> <ul style="list-style-type: none"> Curriculum, Instruction, and Assessment: <ul style="list-style-type: none"> Elem ELA Initial Curriculum Adoption Recommendation <p>Regular Meeting (4/21):</p> <ul style="list-style-type: none"> Board Recognitions Superintendent's Report Preliminary FY26 General Fund Budget Elem ELA Curriculum Adoption Recommendation Medical and Dental Rates for 2025-2026 - First Read Volunteer Recognition Resolution - Probationary Terminations 	<p>Regular Meeting (5/5):</p> <ul style="list-style-type: none"> Medical and Dental Rates for 2025-2026 <p>Regular Meeting (5/19):</p> <ul style="list-style-type: none"> Board Recognitions Superintendent's Report FY26 Proposed Budget All Funds Resolution - Probationary Terminations Labor Relations Update 	<p>Work Session (6/9):</p> <ul style="list-style-type: none"> Curriculum, Instruction, and Assessment: TBD 10 year Long Term Facility Maintenance Plan first read 2025-2026 Terms and Conditions of Employment <p>Regular Meeting (6/23):</p> <ul style="list-style-type: none"> Board Recognitions Superintendent's Report Approve FY26 Budget 10 year Long Term Facility Maintenance Plan - Approval Legislative Session Recap Certification of Population Estimation Resolution - Probationary Terminations (final actions) TBD - Authorize 2025-2027 Master Agreement Labor Relations Update
Board Gov./ Self Gov.	<p>Annual Meeting:</p> <ul style="list-style-type: none"> Election of board officers/annual meeting/board protocols review (AR) 	<ul style="list-style-type: none"> Standing Work Session item: Board calendar review (15 min) 	<ul style="list-style-type: none"> Standing Work Session item: Board calendar review (15 min) Board Retreat (3/20) 	<ul style="list-style-type: none"> Standing Work Session item: Board calendar review (15 min) 	<ul style="list-style-type: none"> Standing Work Session item: Board calendar review (15 min) 	<ul style="list-style-type: none"> Standing Work Session item: Board calendar review (15 min)
Supt Relations						<ul style="list-style-type: none"> June/July Supt Evaluation
Public Engagement						