



SAINT PETER SCHOOL BOARD
Regular Board Meeting
Monday, January 4, 2021
Virtual Meeting, Live Stream,
<https://www.stpeterschools.org/about/board-of-education>, SAINT PETER, Minnesota 56082
7:00 PM

I. Call Meeting to Order	
II. Consideration and Adoption of the Agenda	
III. Consider Requests to Speak on the Agenda	
IV. Approval of Consent Agenda Items	3
V. Student Spotlight-Lyric Ruble, Saint Peter Middle School	
VI. Action Items	
1. Consider Approval of High School Course/Program Changes for 2021-2022	19
2. Consider Approval of 2020-2021 World's Best Workforce Goals	22
3. Second Reading of Revisions to the Policy Manual	41
4. Consider Approval of MOU with SPEA	65
VII. Information Items	
1. Enrollment Options: Yearly Comparison Report	67
VIII. Reports	
1. Building Principals	
2. Superintendent of Schools	
3. Board Members	
a. Around the Table	
IX. Upcoming Meetings of the School Board	
1. Policy Review Committee	
Tuesday, January 5, 2021	
3:00PM	
Virtual	
2. MSBA Winter Conference	
Thursdays January 14, 21, 28, 2021	
8:00AM-12:00PM	
Virtual	
3. Calendar Committee	
Wednesday, January 20, 2021	
1:00PM	
Virtual	
4. Study Session	
Monday, February 1, 2021	

6:30PM

TBD

5. Regular School Board Meeting
Thursday, February 18, 2021

6:30PM

TBD

X. Adjournment



ADDENDUM

BOARD MEETING Monday, January 4, 2020 Virtual-Live Stream

Immediately Following Organizational Meeting

IV. CONSENT AGENDA

1. Approval of Regular Board Meeting Minutes of December 21, 2020.
2. Personnel
 - a. The acceptance of the resignation of a Night Custodial Engineer (Michael Fitzpatrick) effective December 21, 2020.
 - b. The approval of the return from a Family Medical Leave for a special education paraprofessional (Erin Domras) at North Elementary beginning January 4, 2021.
 - c. The approval of the maternity leave request of a special education teacher (Abby Ramirez) at North Elementary beginning on or around May 4, 2021 and returning for the 2021-2022 school year.
 - d. The approval of the hiring on a long-term Spanish substitute (Marisa Gustafson) at Saint Peter High school. This position is available due to a maternity leave.
 - e. The approval of the hiring on a long-term EL substitute (Heidi Niemeyer) at Saint Peter High school. This position is available due to a maternity leave.
 - f. The approval of the maternity leave request of a teacher (Kelly Bjorklund) at South Elementary beginning on or around March 25, 2021 and extending through May 28, 2021.
 - g. The declaring of technology equipment as obsolete due to age and disrepair. A memo is included in your packet.

The Minutes of the Meeting Have Not Been Approved Minutes of Regular Board Meeting

The School Board Saint Peter Public Schools

Members Present: Drew Dixon, Tim Lokensgard, Ben Leonard, Jon Carlson, Vickie Hager, Tracy Stuewe & Bill Soderlund.

Others present: Superintendent Bill Gronseth, Principals: Annette Engeldinger, Jon Graff, Darin Doherty, Doreen Oelke, Ytve Prafke, and Chris Ovrebo, Administrative Team members: Marc Bachman, Tim Regner, Tami Skinner and Jordan Paula Administrative Assistant Sarah Janovsky, Jody Fischenich from Nicollet County Public Health, Rock Bend High School Assistant Principal Jana Sykora, Tom Olinger with Abdo, Eick & Meyers and members of the public.

A Regular Board Meeting of the School Board of Saint Peter Public Schools was held Monday, December 21, 2020, beginning at 6:30 PM in the Virtual Meeting Live Stream

<https://www.stpeterschools.org/about/board-of-education>
SAINT PETER, Minnesota 56082.

I. Call Meeting to Order-6:34PM, Leonard

II. Consideration and Adoption of the Agenda (Carlson/Lokensgard) AYE: Carlson, Soderlund, Stuewe, Hager, Lokensgard, Dixon, Leonard NAY: None, Motion passed.

III. Truth in Taxation Presentation-Business Manager Tim Regner presented information regarding this year's levy impact

IV. Consider Requests to Speak on Truth in Taxation

V. Student Spotlight

1. Student of the Month-Paused During Distance Learning
2. Student Council Report-Mia Hanson provided a student perspective of distance learning at the high school.

VI. COVID Data & Learning Model Presentation-Superintendent Gronseth presented information regarding COVID-19 in our community along with recommendations for transitioning learning models in the coming weeks.

VII. Consider Requests to Speak on the Agenda-Seven people presented their

thoughts relating to learning models to the school board. Speakers included students, parents and community members.

VIII. Approval of Consent Agenda Items-(Dixon/Hager) to approve the Consent Agenda AYE: Carlson, Soderlund, Stuewe, Hager, Lokensgard, Dixon, Leonard NAY: None, Motion passed.

1. Approval of the Regular Board Meeting Minutes of November 16, 2020.
2. Approval of the Study Session Minutes of December 7, 2020.
3. Approval of Bills (\$1,526,665.57) and wire transfers (\$2,324,052.90) for November 2020.
4. Grants & Donations
 - a. The approval of two grants totaling \$149,600.17 from Nicollet County.
5. Personnel
 - a. The acceptance of the retirement of the District Mechanical Maintenance Engineer (Bill Blashack) at Saint Peter Public Schools effective December 1, 2020.
 - b. The approval of a medical leave of absence of an office support staff (Sarra Torbenson) at North Elementary beginning January 6, 2021 and lasting 6-8 weeks.
 - c. The approval of a paternity leave request of a 6th grade math teacher (Jake Malz) at Saint Peter Middle School commencing at the time of his child's birth, expected to be on or near March 8, 2021 until March 22, 2021.
 - d. The acceptance of the resignation of the Aquatics Coordinator (Brigette Boyer) at Saint Peter Community Education effective November 30, 2020.
 - e. The approval of the hiring of an IT Support Specialist (Nathan Koster) for the remainder of the 20-21 school year with a start date of December 3, 2020.
 - f. The approval of the hiring of an Interim Aquatics Coordinator (Abby Moore) at Saint Peter Community Education from January 1- June 30, 2021.
 - h. The approval of the hiring of a Head Custodian (Rocco Pauletti) at South Elementary effective December 8, 2020.
 - i. The approval of the hiring of a 1 year long special education substitute teacher (Julie Carlblom) at South Elementary effective November 3, 2020.

- j. The following individuals will resume working at Saints Overtime during their college breaks:

Aliza Doherty	Reese Portugue
Payton Portugue	Evan Skinner
- k. The acceptance of a maternity leave request for a science teacher (McKenzie Weis) at Saint Peter Middle School beginning March 8, 2021 and extending until May 28, 2021.
- l. The declaring of activities related items as obsolete due to age and disrepair. A memo is included in your packet.

IX. Action Items

1. Consider Approval of the 2019-2020 Audit-(Carlson/Dixon) to approve the 2019-2020 Audit AYE: Carlson, Soderlund, Stuewe, Hager, Lokensgard, Dixon, Leonard NAY: None, Motion passed.
2. Consider Approval of Certification of School District Levy for Taxes Payable in 2021-(Dixon/Lokensgard) to approve the Certification of School District Levy for 2020 Taxes Payable in 2021 in the amount of \$6,797,811.00 AYE: Carlson, Soderlund, Stuewe, Hager, Lokensgard, Dixon, Leonard NAY: None, Motion passed.
3. Consider Area Adult Learning Cooperative Agreement-(Carlson/Dixon) to approve the Adult Learning Cooperative Agreement AYE: Carlson, Soderlund, Stuewe, Hager, Lokensgard, Dixon, Leonard NAY: None, Motion passed.
4. Consider Learning Model Recommendations (Stuewe/Soderlund) to approve the recommendation for the changes in the learning model with the exception that an Emergency School Board meeting be called to change learning models if the need is known more than 24 hours in advance, but that the Superintendent could make that decision if a decision must be made within 24 hours. The Superintendent is to call a meeting within 72 hours after or as quickly as possible henceforth once that decision has been made.
 AYE: Carlson, Soderlund, Stuewe, Hager, Lokensgard, Dixon, Leonard NAY: None, Motion passed.

X. Information Items

1. Community and Family Education Report and Profile-Tami Skinner reviewed the 2019-2020 Saint Peter Community and Family Education Annual Report.
2. First Reading of Revisions to the Policy Manual-Superintendent Gronseth and the Policy Committee noted suggested changes to the policies currently under review.
3. Communications Plan-Superintendent Gronseth provided an overview of the Communications Plan including the addition of a full-time position.
4. Education Equity Plan-Superintendent Gronseth discussed the education equity plan which includes the creation of an education equity advisory committee, a cultural center, and the addition of two more student support liaisons, one of which will take on a lead role as coordinator.

5. Facilities Update-Marc Bachman noted the collaboration has continued with the City on plans regarding Community Spirit Park. The planned construction of restrooms facilities will go forward as planned.

XI. Reports

1. Building Principals

Mrs. Prafke

- Using Seesaw platform- it is going well
- Food Service has served 156,851 meals since school started-great work from food service staff and paraprofessionals
- Encourages families to complete Free and Reduced Lunch applications
- Free meal program has been extended through end of the school year

Mrs. Oelke

- 20 kids a day are coming in for intervention
- South is excited to welcome students back

Mr. Doherty

- Appreciative to staff and school board for their flexibility
- Door 1-Instructional materials exchange center
- North is using videos to stay connected and communicate with students
- Yearbook covers designed by 4th graders are being finalized

Mr. Graff

- Daily synchronous lessons during distance learning
- Staff is well deserving of a restful break
- Student council has been hosting fun & engaging virtual events for students and staff

Mrs. Engeldinger

- Thankful to her staff for their work
- Near end of the semester
- Thanks the student that spoke during tonight's meeting

2. Superintendent of Schools-Mr. Gronseth thanked everyone and wished them good health over break.

3. Board Members

a. Around the Table

Carlson- Thanks to: Jody Fischenich, Board, Bill Gronseth- Daily connections with MS/HS students

Soderlund- Thanks to the parents and students that spoke tonight, echos Jon Carlson's appreciation

Stuewe- Tonight's student speakers very well spoken, appreciates creativity among staff during distance learning, trusts Superintendent Gronseth-defining School Board roles

Hager- Happy about returning plan, distance learning is a great options for those wanting it, thanks school board for their insights, wishes everyone a great break

Lokensgard- Thanks the community for their care and compassion. Thanks

everyone for their insights and keep plugging away
Dixon- Thanks for input from the community, thanks Nicollet, LeSueur, and
neighboring counties for getting numbers down, hang in there
Leonard- Feels students are learning from this situation and will be better for it.

II. **Upcoming Meetings of the School Board**

1. Organizational Meeting

Monday, January 4, 2021

6:30PM

Virtual

2. Regular School Board Meeting

Monday, January 4, 2021

Immediately following Organizational Meeting

Virtual

3. Policy Committee Meeting

Tuesday, January 5, 2021

3:00PM

TBD

4. MSBA Winter Leadership Conference

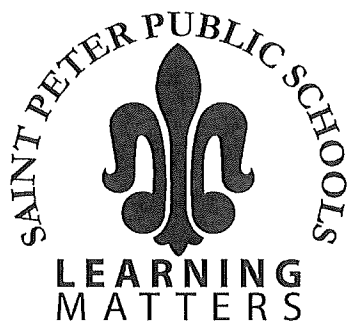
January 14, 21, 28

Virtual

III. **Adjournment**-9:50PM (Hager/Carlson) AYE: Carlson, Soderlund, Stuewe, Hager,
Lokensgard, Dixon, Leonard NAY: None, Motion passed.

Dated: January 4, 2021

Drew Dixon, Board Clerk



December 29, 2020

To: Bill Gronseth, Superintendent

From: Marc Bachman
Operations and Maintenance Supervisor

RE: Resignation

Michael Fitzpatrick submitted his letter of resignation on December 21, 2020 and immediately ended his employment with the school district at 6:15 p.m. on the 21st. Mike's letter of resignation is attached.

A search for a replacement 2nd Shift Night Custodial Engineer has begun. The position will be advertised in the local media and interviews will take place during the month of January.

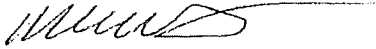
Cc: Darin Doherty
Mike Keller
Drew Brodeen

To Saint Peter Public School Board,

12/22/20

RE: Resignation

I Michael Fitzpatrick resign effective 12/21/20 at 1815

A handwritten signature in black ink, appearing to read "Michael Fitzpatrick", with a long horizontal flourish extending to the right.

Michael Fitzpatrick



MEMO TO: Saint Peter Schools District Office

FROM: Darin Doherty, Principal
North Elementary School

DATE: January 4, 2021

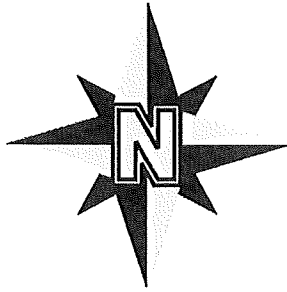
SUBJECT: Return from Family Medical Leave

This memo serves as a reminder that Erin Domras, special education paraprofessional at North Elementary, is planning on returning to work on Monday, January 4, 2021. Mrs. Domras was approved for a leave of absence prior to the beginning of the current school year.

FMLA documentation was submitted and accepted prior to the start of the leave.

If you have questions, please contact me.

CC: Erin Domras <edomras@stpeterschools.org>
Cheri Portner <cportner@stpeterschools.org>
grp_hire_para <grp_hire_para@stpeterschools.org>



MEMO TO: Mr. Bill Gronseth
District 508 School Board

FROM: Darin Doherty, Principal
North Elementary School

DATE: January 4, 2021

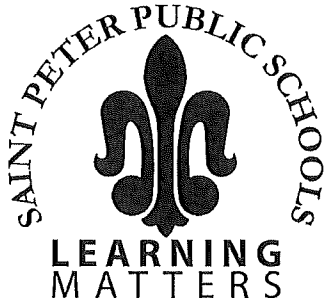
SUBJECT: Maternity Leave

I am recommending the approval of a maternity leave of absence for Abby Ramirez at North Elementary School. Depending upon the arrival of her newborn, she is planning on her leave starting on May 4, 2021. Abby plans on returning to her classroom for the start of the 2021-2022 school year.

A long-term substitute will be hired for Abby during the duration of her maternity leave.

If you have questions, please contact me.

CC: Abby Ramirez <aramirez2@stpeterschools.org>
grp_hire_certified <grp_hire_certified@stpeterschools.org>



TO: Members of the School Board
Mr. Bill Gronseth

FROM: Annette Engeldinger

DATE: January 4, 2021

RE: Personnel Recommendation
Long-term Spanish Sub

I am happy to recommend the hiring of Ms. Marisa Gustafson for the position of full-time, long-term Spanish substitute teacher from January 4, 2021 until April 6, 2021. This position is available due to Veronica Castillo-Clark's maternity leave.

According to Article 34, Section 5 of the Teacher Master Agreement, "Teachers who substitute for the same classroom teacher for a period of thirty (30) consecutive days or longer shall be placed on the salary schedule retroactively at the beginning step of the appropriate lane."

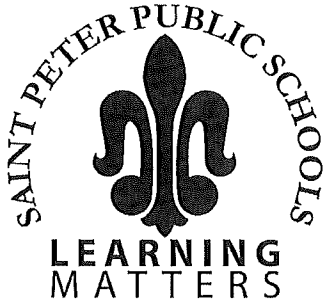
Since Ms. Gustafson is already planning to substitute for well over the minimum required days to be placed on the salary schedule, I would ask that his daily rate of pay start immediately.

EMPLOYEE SUMMARY

- **Marisa Gustafson**
 - 1.0 FTE
 - Step 1
 - \$42,905.00
 - Daily Rate: 231.92
 - Start Date: January 4, 2021

Please let me know if you have any questions.

cc: Sandy Clementson
Sarah Javonsky



TO: Members of the School Board
Mr. Bill Gronseth

FROM: Annette Engeldinger

DATE: January 4, 2021

RE: Personnel Recommendation
Long-term EL Sub

I am happy to recommend the hiring of Ms. Heidi Niemeyer for the position of full-time, long-term EL substitute teacher from January 4, 2021, to March 22, 2021. Ms. Niemeyer is a highly skilled teacher, and we are fortunate to have her in our school. This position is available due to Stephanie Noble's maternity leave.

According to Article 34, Section 5 of the Teacher Master Agreement, "Teachers who substitute for the same classroom teacher for a period of thirty (30) consecutive days or longer shall be placed on the salary schedule retroactively at the beginning step of the appropriate lane."

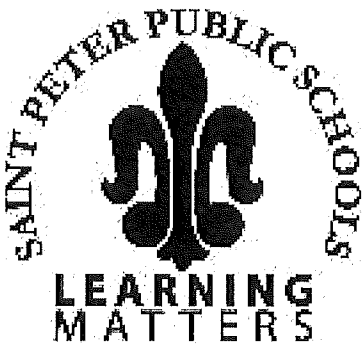
Since Ms. Niemeyer is already planning to substitute for well over the minimum required days to be placed on the salary schedule, I would ask that his daily rate of pay start immediately.

EMPLOYEE SUMMARY

- **Heidi Niemeyer**
 - 1.0 FTE
 - Step 1
 - \$42,905.00
 - Daily Rate: 231.92
 - Start Date: January 4, 2021

Please let me know if you have any questions.

cc: Sandy Clementson
Heidi Niemeyer



MEMO TO: Bill Gronseth, Superintendent
Saint Peter School Board

FROM: Doreen Oelke, Principal

DATE: December 22, 2020

SUBJECT: Maternity/FMLA Leave Request

I recommend that you accept the maternity/FMLA leave request of Ms. Kelly Bjorklund. This leave will commence at the time of her child's birth, expected to be on or near March 25, 2021 and extend through May 28, 2021.

Please let me know if you have any questions regarding this recommendation.

Cc:
Kelly Bjorklund

December 8, 2020

Dear Dr. Gronseth:

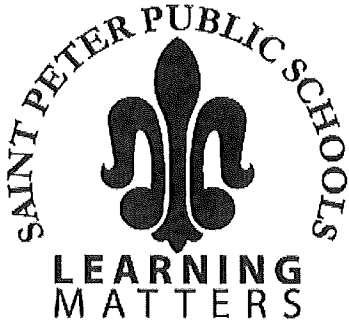
The purpose of this letter is to inform you and school District #508 of my pregnancy. I am currently 25 weeks pregnant. My official due date is March 25, 2021. I would like to work until the arrival of my baby and then begin my maternity leave until the end of the 2020-2021 school year.

In accordance with Article 10 in our contract, I would like to request FMLA Leave to begin on the date of the birth of my child. It is my intent to return to my first grade position in the fall of 2021.

Please accept this letter as my written request for maternity leave. Thank you for your time.

Sincerely,

Kelly Bjorklund
First Grade Teacher
South Elementary



TO: Saint Peter Public Schools School Board
FROM: Technology Department
DATE: 04-JAN-2021
RE: Designate Equipment Obsolete
CC: Bill Gronseth, Tim Regner

Recommendation: We recommend the school board designate the following equipment as obsolete in order to remove it from the district inventory and properly recycle or dispose of it.

<u>Quantity</u>	<u>Description</u>
415	IPads
31	Desktop or All-In-One PC's
11	Laptop(s)
1	Chromebase(s)
6	Network Equipment (Switches, AP's, etc)
12	Monitors
Multiple	Misc equipment (Wires/cables, obsolete parts, etc.)
Multiple	Peripherals (mice, keyboards, document cameras, etc.)

- Notes:**
- All data will be wiped or data storage will be removed prior to recycling or disposing of the equipment.
 - The equipment recommended for recycling or disposal will no longer run current software or is damaged/non-functioning. We cannot re-use it within the district and it does not have meaningful resale value.
 - A detailed list of equipment has been submitted to the business office.
 - IPads will be wiped and offered for resale, if there is value
 - Peripherals are donated to local organizations following state guidelines for donating to nonprofits



ADDENDUM

BOARD MEETING Monday, January 4, 2020 Virtual-Live Stream

Immediately Following Organizational Meeting

VI. ACTION ITEMS

1. AGENDA ITEM #1

Subject: Consider Approval of High School Course/Program Changes for 2021-2022

Action: Requires a Motion

Background: The course registration process begins with faculty and administrative review of current course offerings, enrollment history, and consideration of new opportunities for students.

At tonight's meeting High School Principal Annette Engeldinger will present information regarding three additional courses for 2021-2022.

Presentation: High School Principal

Options/Recommendation: I recommend your approval.



MEMO TO: Mr. Bill Gronseth
School Board

FROM: Annette Engeldinger

DATE: January 4, 2021

RE: 2021-2022 New Course Proposal/Changes

Saint Peter High School is continuing preparations for the 2021-2022 registration process. Below you will find this year's recommended changes and additions.

New Courses/Adjustments

Health and Human Services:

- **Emergency Medical Responder:** This course delivers the National EMS Educational Standards adopted by the state of Minnesota. It provides the EMR student the necessary knowledge and skill to manage patient care until the arrival of ambulance personnel at the scene of a medical or trauma emergency. Obtaining CPR certification is a component of this course. Upon successful completion, those students who meet the age requirement are eligible to acquire Minnesota EMR certification.

Social Studies:

- **AP World History:** This is a course designed to prepare students for the challenges and rigors of college-level courses at 4-year institutions. Students will learn the state-required content of World History plus more challenging topics that are required and expected from an AP course.

Concurrent Enrollment Opportunities

- **Pop Music USA - R & B to MTV (MUSC 103)**

Updated Course Descriptions:

- **Advanced 2-D Art:** This course allows for greater personal choice and creativity using two-dimensional art-making techniques. Students have the option to complete the course utilizing a choice-based art-making cycle in cooperation with the instructor. There will be an emphasis on creating works that reflect well-developed design.
*Prerequisite: 2-D Art
- **Advanced 3-D Art:** This course allows for greater personal choice and creativity using three-dimensional art-making techniques. Students have the option to complete the course utilizing a choice-based art-making cycle in cooperation with

the instructor. There will be an emphasis on creating works that reflect well-developed design.

*Prerequisites: Art Concepts 2 or ceramics

If approved, all changes will be reflected in the course registration guide presented to students and parents later this month.

If you have any questions, please let me know.



ADDENDUM

BOARD MEETING Monday, January 4, 2020 Virtual-Live Stream

Immediately Following Organizational Meeting

VI. ACTION ITEMS

2. AGENDA ITEM #2

Subject: Consider Approval of 2020-2021 World's Best Workforce Goals

Action: Requires a motion

Background: The WBWF requires school districts to annually set goals in five areas: school readiness; 3rd grade students reading at grade level; closing the achievement gap; attaining career and college readiness before graduation from high school; and having all students graduate from high school. The Achievement and Integration Plan is also included in the WBWF Plan and Report.

COVID-19 has affected school districts in many ways. Standardized tests, which have served as a measurement for WBWF and Achievement and Integration Goals, were not completed last year. School districts have not been able to report progress toward their goals based on assessment results. In recognition, adjustments and exceptions have been made by the State Department of Education. There are several areas marked as "unable to report".

Presentation: Annette Engeldinger and Superintendent of Schools

Options/Recommendation: I recommend your approval of the WBWF goals as presented.

SAINT PETER PUBLIC SCHOOLS



WORLD'S BEST WORKFORCE PLAN

ANNUAL REPORT

2019-2020 School Year

Saint Peter Early Childhood, South Elementary, North Elementary,
Saint Peter Middle School, Saint Peter High School

About this report

The 2019-2020 World's Best Workforce (WBWF) Report documents student achievement and the strategies and initiatives that the district engaged in to meet that level of achievement.

The report addresses all five educational areas outlined in the district's WBWF Plan:

1. School Readiness
2. 3rd Grade Literacy
3. Closing the Achievement Gap
4. Career and College Readiness for All
5. High School Graduation

Throughout this report, one will note the influence the Covid-19 pandemic had on our ability to measure our goals. Many were written to include data from spring tests, and those tests never happened. Despite the absence of mandatory spring testing, there are still multiple opportunities to look at what is happening in Saint Peter Public Schools to better prepare our students for the workforce.

The strategies and initiatives listed in **School Readiness** focus on the literacy, numeracy, self-help, and social and emotional skills that children need to be successful in kindergarten. The data points suggest that these efforts, such as the alignment of the Early Childhood programming with K-12 curriculum, the development of a PLC model, and continued training for pre-school teachers, are reaping benefits. Kindergarteners who attend preschool perform significantly better than their non-pre-school peers.

At North Elementary School, **3rd Grade Literacy** means that students completing grade three will be proficient readers, either meeting or exceeding Minnesota Academic Standards in reading. North's strategies and initiatives range across curriculum and programming, targeted interventions, and professional learning communities. The data shows that although we continue to perform higher than the state average, there is still work to be done in this area to address the downward trend of our data.

The **Achievement Gap** refers to the differences in academic performance between groups of students. Closing gaps in achievement and ensuring all students are performing at high levels are critical to the social and economic well-being of Saint Peter Public Schools, and ultimately Minnesota and the nation. To understand the achievement gap, it is important to know the different types of students enrolled in Saint Peter Public Schools and the achievement of each of those groups. To truly close achievement gaps, all students should improve over time. **For those students who lag behind their peers, achievement must be accelerated.** For those students already achieving at high levels, their achievement is maintained. We have had some success in closing gaps, but Saint Peter Public Schools still has more work to do. Minnesota Department of Education and our school district are working on initiatives to ensure all students are performing at high levels.

That all students graduate from Saint Peter High School career and college ready, prepared to enter the next phase of learning and life, is the focus of **College and Career Readiness for All**. Rigorous and relevant courses are at the heart of career and college readiness. Students can take college-level, credit-generating courses in core subjects such as English, science, math, world language, and social studies. The AVID College Readiness System offers students in the academic middle the framework and support to benefit from these rigorous courses, as well. Saint Peter High School is preparing for growth

in Career and Technical Education areas, as well. Key initiatives are the Culinary Arts program, High Step Medical Science and Agri-Science Academies, and Project Lead The Way. Individualized career guidance planning involved career inventory tests, college readiness exams, and additional career exploration opportunities. ACT scores, senior exit surveys, concurrent course enrollment and credits earned, and Minnesota Department of Education data regarding graduates and their college acceptance and performance, show the success of these efforts.

In Saint Peter Public Schools, the **High School Graduation** rate goal is always that 100% of all students earn a high school diploma. Saint Peter High School's graduation rate is 4.2% above the state average, but at Saint Peter High School, we continue to work toward a 100% graduation rate. This report includes a closer look at the student success rates with our varied credit recovery programs.

This report also includes the **District Staff Development Report**. This report outlines goals aligned with the district's strategic plan. The report describes the various format options used to provide our staff with the necessary opportunities to attain the goals.

Advisory Committee

The WBWF Advisory Committee plays a key role in guiding and directing the WBWF Plan. On a bi-annual basis, the committee reviews plans for each goal area, providing input on strategies and reviews progress in meeting the goals tied to each component.

WBWF Advisory Committee Members:

Jen Letts (Parent)	Ben Leonard (School Board)
Keith Stelter (Community Member)	Doreen Oelke (Principal)
Kris Marlow (Parent)	Ytive Prafke (Special Programs Administrator)
Chris Harmes (Teacher)	Bill Kautt (Community Member)
Peggy Dimock (Teacher)	Rahma Jamac (Student)
Darin Doherty (Principal)	Corrie Odland (Parent)
Ceceli Polzin (Community Member)	Shelley Lee (Parent)
Jackie Kimmet (Parent)	Roxanne Portner (Community Member)
Annette Engeldinger (Principal)	

1. School Readiness

Student Achievement Goal

80% of children who enter kindergarten in the fall of the 2019-2020 school year with word skills, number skills, fine motor, and social and emotional skills that are at or above level on the Kindergarten Entrance Checklist.

Strategies and Initiatives

Curriculum and Programming

- Alignment of Early Childhood programming with K-12
 - Early Childhood teachers meet on a regular basis to ensure that their instruction aligns with the Early Childhood Indicators of Progress and the Kindergarten Entrance Checklist.
- Implementation of the Creative Curriculum
 - Creative Curriculum is an Early Childhood curriculum approved by the Department of Education that is implemented in the Early Childhood Programs

throughout the district. The curriculum includes learning-center based activities and developmentally appropriate play experiences.

- K Ready Program
 - K Ready programming provides an option for students who are age-eligible for Kindergarten but could benefit from an additional year of readiness. This program is a 5-day per week morning school readiness option focused on kindergarten entrance skills

- Parental involvement opportunities
 - Opportunities for parents to visit and participate in classroom activities is encouraged throughout the preschool program. Parents are invited to attend conferences three times per year and open communication is encouraged through email, phone calls and shared virtual spaces such as Homeroom.

Professional Learning Communities

- Integration of all Pre-K and Kindergarten staff as an early childhood unit.
 - All District Early Childhood staff meet on a regular basis with Kindergarten teachers to ensure there is an alignment of expectations, curriculum and programming.

Community Outreach

- Ensuring partnerships with all community early childhood entities through the Early Childhood PLC.
- Provide opportunities for training for childcare providers and community partners.

Assessment Results : Kindergarten Entrance Checklist

Data Summary –All students who entered Kindergarten in the Fall of 2019

Number of Students in the Data Collection: 129

Number of students who had an early childhood experience prior to Kindergarten: 120 (93%)

81% of all incoming kindergarten students in the 18-19 school year were at or above level in
SOCIAL EMOTIONAL SKILLS.

82% of all incoming kindergarten students in the 18-19 school year were at or above level in
WORD SKILLS.

76% of all incoming kindergarten students in the 18-19 school year were at or above level in
NUMBER SKILLS.

96% of all incoming kindergarten students in the 18-19 school year were at or above level in
FINE MOTOR SKILLS.

Based upon the average of the data collected in the areas of Social Emotional Skills, Word Skills, Number Skills and Fine Motor Skills the Readiness Goal was met.

2. 3rd Grade Literacy

Student Achievement Goal

The percentage of all students enrolled in grade 3 at North Elementary before December 15, 2019 who are proficient on the state accountability test (READING MCA & MTAS) will increase from 59.6.7% in 2018 to 67.4% in 2019. **No Data Due to the Covid-19 Pandemic**

Strategies and Initiatives

Curriculum and Programming

- Standards-Based Core Instruction
- Lexia
- Fountas and Pinnell

Interventions

- Problem Solving Team
- Tiered instruction
- Guided Reading
- Title One
- Reading Corps
- Targeted Service Program
- Extended School Year
- Sheltered Instruction Observation Protocol (SIOP)

Professional Learning Communities

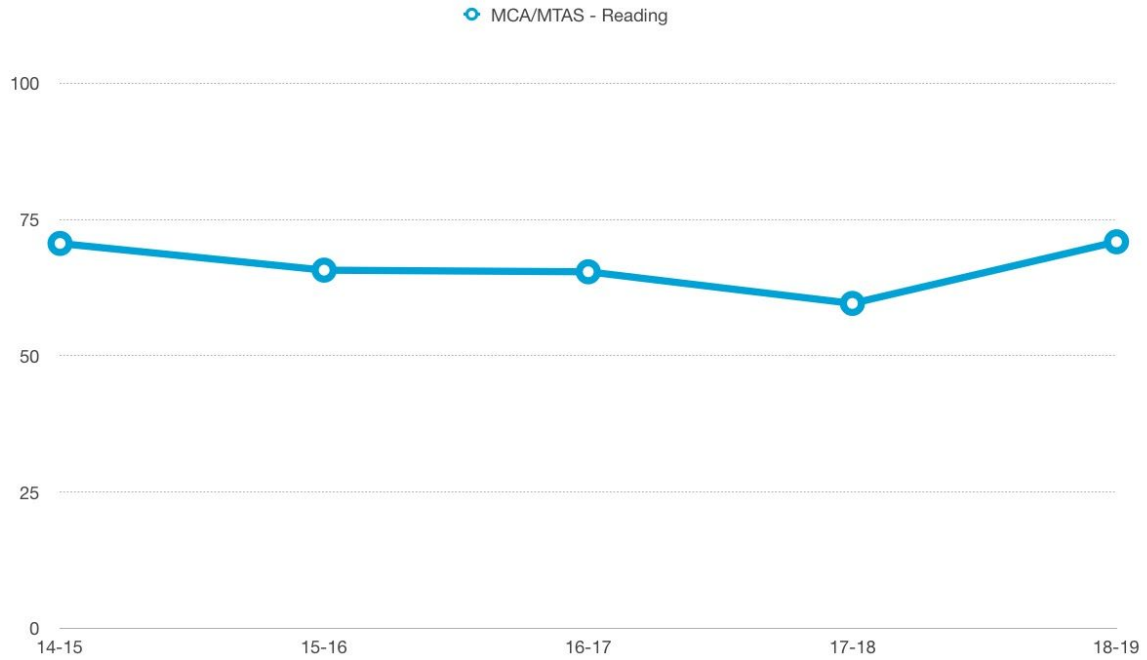
- SMART goals, examination of student work, interventions, common formative and summative assessments.

3rd Grade MCA Reading Results - 2014-2019

% of students that met or exceeded in READING

The values in the table to the right are the percentages of ALL 3RD grade students who met or exceeded expectation on the MCA/MTAS assessments in READING.

ASSESSMENT	14-15	15-16	16-17	17-18	18-19
MCA/MTAS - Reading	70.6	65.7	65.4	59.6	70.9



3. Closing the Achievement Gap

Student Achievement Goal

Saint Peter School District will decrease the 2018 math proficiency gap of 42% between English Learners and non-English Learners to 37% in the 2020 math accountability assessments. (MCA III and MTAS) **No Data Due to the Covid-19 Pandemic**

Strategies and Initiatives

Interventions

- Problem Solving Team
- Tiered instruction
- Guided Reading
- Title One
- Reading Corps
- Targeted Service Program
- Extended School Year

Professional Learning Communities

- SMART goals, examination of student work, interventions, common formative and summative assessments

District Equity Initiatives

- 5-12 AVID
- Focus on Core (tier 1) Instruction
- English Language Services
- Sheltered Instruction Observation Protocol (SIOP)
- Pre-K-12 District Equity Framework
- Disaggregation of achievement data at all sites
- Read and Feed Summer Program
- Children's Weekend Food Program

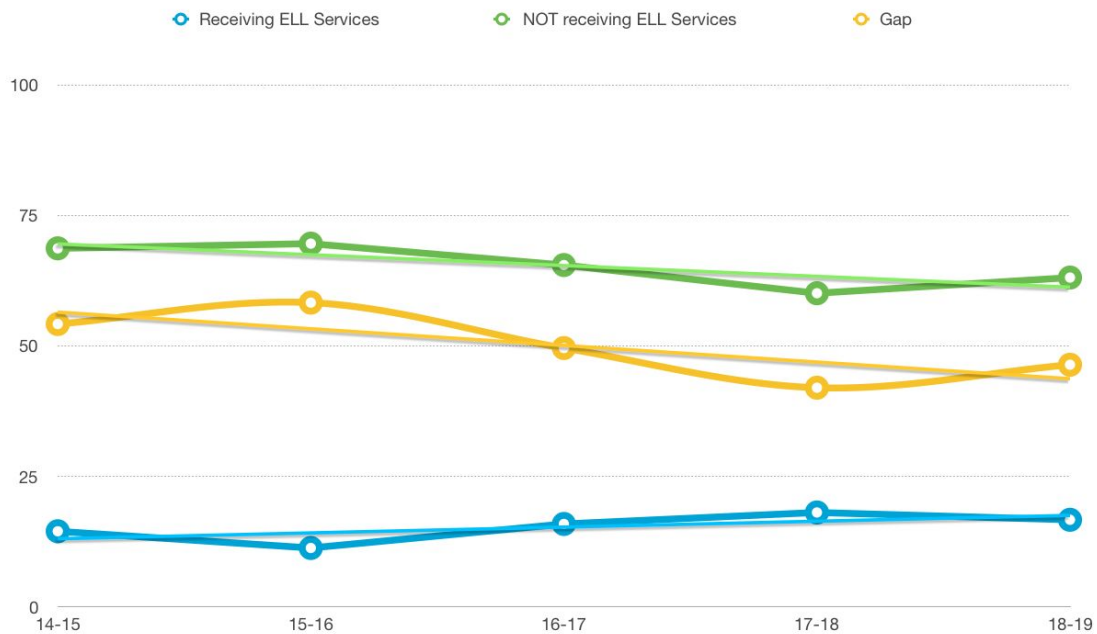
The graphic below provides proficiency rate trends and achievement level distribution trends for mathematics for all accountability tests. The data allows for analysis of student achievement trends for the district over the last five years. Comparison of trends allows analysis of the systems strength for each content area. Comparing various student groups to their counter student group allows an analysis of achievement gaps. Please note that the previous demographic codes have been changed in this report to the 7 federal demographic codes below as of December 2016.

English Learners vs. Non-English Learners (goal set in this area)
 Special Education vs. Non-special Education
 Free/Reduced Priced Lunch vs. Non-Free/Reduced Price Lunch
 Migrant vs. Non-Migrant
 Enrolled Oct. 1 vs. Not Enrolled Oct. 1
 Contrasting Race
 Contrasting Ethnicities

The values in the table to the right are the percentages of students, receiving ELL services and not receiving ELL services, who were proficient on the MCA/MTAS assessments in MATH.

% of students proficient in MATH

	14-15	15-16	16-17	17-18	18-19	AVERAGE
Receiving ELL Services	14.5	11.3	15.9	18.1	16.7	15.3
NOT receiving ELL Services	68.7	69.6	65.5	60.1	63.1	65.4
Gap	54.2	58.3	49.6	42.0	46.4	50.1



4. Career and College Readiness

Student Achievement Goal

The percentage of graduates at Saint Peter High School who meet or exceed the College Readiness Benchmark composite score as measured by ACT will increase from 20.4% in 2019 to 21% in 2020.

Strategies and Initiatives

- Curriculum & Instruction
 - AVID (Advancement Via Individual Determination)
 - PSEO (Post-Secondary Education Option)
 - Concurrent Enrollment
 - Advanced Placement Courses
 - Academy opportunities
 - Additional CTE course offerings
 - Articulated course offerings

- Programs
 - Freshman Navigator
 - Sophomore Career Expo
 - Sophomore Leadership Retreat
 - Junior Regional College Fair
 - Junior/Senior National College Fair
 - Junior/Senior meetings for Individual Learning Plans
 - FAFSA Information night
 - Opportunity Day
 - Freshman college/career tours
 - Sophomore Pre-ACT (Career Inventories)
 - Junior ACT, Accuplacer, ASVAB
 - Senior job shadowing
 - PSAT for Juniors
 - Naviance career and college
 - College and Career Center at SPSHS
 - Junior Career Day
 - National Career Day
 - Construct Tomorrow
 - Tour of Manufacturing
 - PICE (Partnership in Career Exploration) intern
 - Senior Week/Wisdom Retreat
 - Student Leadership Development (Co-Curricular Program, Student Council, National Honor Society, Captain's Council,)
 - Farm to School
 - CRAVE Culinary Challenge
 - Scrubs Camp
 - Biz Town (MS)

Progress Made in 2019-2020

AVID Organization Embedded in 5th and 6th:

AVID 7: 16 Students

AVID 8: 25 Students

AVID 9: AVID elective standards embedded into 9th grade homeroom for all 9th graders

AVID 10: 18 Students

AVID 11: 9 Students

AVID 12: 21 Students

Concurrent Enrollment

Courses offered 2019-2020:

Information Technology

- Discover IT - 6 students, 24 credits
- Web for business - 5 st, 20 credits
- Javascript Rocks - 2 st, 8 credits

Health Care

- Health Sci Tech - 10 st, 40 credits
- Medical Terminology - 11 st, 44 credits

Education

- Exploring Careers in Education - 13 st, 52 credits

General Education

- Biology - 29 students, 116 credits
- English Lit - 67 st, 208 credits
- English Comp - 67 st, 208 credits
- Poli Sci - 54 students, 216 credits
- Psych - 29 students, 116 credits
- Comm - 24 students, 72 credits
- Spanish - 29 students, 112 credits
- Intro. An. Sci - 9 st, 27 credits

College credits earned: 1263

Saving students/families approximately: \$375,000 in tuition dollars

High School student enrollment in courses with articulation agreements:

- Building Trades - 12 students
- Child Development & Parenting - 27 students
- Introduction to Power Mechanics - 22
- PLTW Intro to Engineering - 12
- Principles of Metalworking II - 12
- Principles of Plant Science & Greenhouse Management - 26
- Woodworking - 77

Industry Certifications

	2018-2019	2019-2020
American Welding Society	10	25
Certified Nursing Assistants	5	1

Credit Requirements for Graduation

	Total Credits	English	Math	Science	Social Studies	Art	PE/Health	Speech	Elective Credits
State of MN	21.5	4	3	3	3.5	1	0	0	7
SPHS	27	4	4	4	3.5	1	2	.5	8

ACT Average Scores, 2015-2019

Graduation Year	Total Tested	English	Math	Reading	Science	Composite
2015	90	22.1	22.7	23.5	23.5	23.0
2015 State Average		21.8	22.8	23.0	22.7	22.7
Difference		+0.3	-0.1	+0.5	+0.8	+0.3
2016	136	20.3	21.7	21.5	21.7	21.4
2016 State Average		20	21.2	21.3	21.3	21.1
Difference		+0.3	+0.5	+0.2	+0.4	+0.3
2017	109	21.6	22.3	22.3	22.2	22.2
2017 State Average		20.4	21.5	21.8	21.6	21.5
Difference		+1.2	+0.8	+0.5	+0.6	+0.7
2018	152	21.4	21.8	22.1	21.6	21.8
2018 State Average		20.2	21.4	21.7	21.4	21.3
Difference		+1.2	+0.4	+0.4	+0.2	+0.5
2019	146	19.6	20.4	20.4	20.4	20.4
2019 State Average		20.3	21.4	21.7	21.6	21.4
Difference		-0.7	-1	-1.3	-1.2	-1
2020	148	19.5	20.4	21.4	21.5	20.8
2020 State Average		20.0	21.3	21.8	21.5	21.3
Difference		-0.5	-0.9	-0.4		-0.5

5. High School Graduation

Student Achievement Goal

Saint Peter High School will increase its graduation rate from 95.3% to 95.5%.

Strategies and Initiatives

PreK-12 Curriculum & Instruction

- Professional Learning Community Model

Credit Recovery Programs

- Summer Reading Program
- Extended Day Credit recovery: 18 students participated, 7.5 credits
- Independent Study/Odysseyware: 18 students, 8 credits
- Summer School: 102 students, 54.5 credits earned

Guidance Program

- Student meetings
- Plan development and monitoring

2018 College Going

(2019 data is preliminary and will be reported)

The total number of students earning a regular high school diploma and who enrolled in any Institution of Higher Education within 16 months of graduation.

	# of students earning HS diploma	# enrolled in any IHE within 16 months	% Enrolled within 16 months
Statewide	59,858	43,282	72%
SPHS	143	111	78%

2018 College Credit Accumulation

(2019 data is preliminary and will be reported)

The total number of students who graduated from high school with a regular high school diploma and enrolled in a public institution of higher education within 16 months of graduation and who earned one year of college credit within two years of enrollment in a public institution of higher learning.

	# of students enrolling in a public IHE within 16 months	# of students earning 1 year of credit within 2 years of enrollment	% earning 1 year of credit within 2 years of enrollment
Statewide	27,477	20,681	75%
SPHS	70	56	80%

Four Year Graduation Rate

	Year	Graduated Count	Graduated %
Statewide	2013	53,865	80.4%
	2014	53,433	81.4%
	2015	54,150	82.1%
	2016	54,071	82.5%
	2017	54,843	82.7%
	2018	55,869	83.2%
	2019	57,171	83.7%
SPHS	2013	137	90.7%
	2014	122	92.4%
	2015	108	95.6%
	2016	128	94.1%
	2017	104	89.7%
	2018	142	95.3%
	2019	138	87.9%

PROFESSIONAL DEVELOPMENT PLAN

July 2019 to June 2020

District Vision Statement:	<i>Learning Matters</i> (our core purpose)
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District Mission Statement:	To inspire a passion for learning that encourages and enables all individuals to reach their highest potential.
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I. **Professional Development Goals and Objectives:**

Goal #1: Implement a guaranteed and relevant curriculum

Focus 1.1: Identifying Essential Standards

Focus 1.2: Curriculum Review Process

Focus 1.3: Common Assessments

Focus 1.4: Multi-Tiered Systems of Support (MTSS)

Goal #2: Align resource allocation to rigorous educational goals

Focus 2.1: Curriculum Alignment to Standards

Focus 2.2: Staff Development Opportunities Aligned to District and Site Goals

Goal #3: Engage in regular and ongoing data/evidence collection, use and reporting to stakeholders

Focus 3.1: Professional Learning Communities

Focus 3.2: World's Best Workforce, PLCs, Equity Framework

Goal #4: Develop critical thinkers, collaborators, communicators and problem solvers throughout the system

Focus 4.1: 21st Century Skill Development/Great Ideas Harvest

Focus 4.2: AVID

Focus 4.3: STEAM to STEM

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Professional Development Structures:

1. **Job-Embedded Support**—Traditional professional development is insufficient for sustaining quality practice and continued growth over time. Job-embedded professional development support will assist teachers' continued professional growth during the school day through strategies that include coaching and co-teaching.
 - Instructional Coaches
 - Professional Learning Communities
 - Instructional Rounds Protocol
2. **Professional Growth Opportunities**— Professional growth opportunities are vehicles to allow district employees to share their instructional expertise. While similar to the train-the-trainer model, PGOs are driven by a facilitator's ability to share skills with others that he/she has demonstrated mastery-level application with their own students for multiple years. It is a way to “showcase” and share the best instructional practices from teachers within our own district. Participants in PGOs complete 15 hours of training and are compensated with a credit (1) toward lane change OR \$300 stipend.
3. **Train the Trainer**— The Train-the-Trainer model reflects the theory that people who train others recall 90 percent of what they teach and that people learn new information through. This model will provide a core group of people with the skills and training to teach about a specific program, topic, or concept. The Train-the-Trainer model helps create a team of community-based trainers who are capable of delivering a specific program. These trainers are then equipped to train others. Benefits of the Train-the-Trainer approach for trainers include enhanced skills and knowledge, mastery of curriculum material, and knowledge transfer.
4. **PLC** — Professional Learning Communities represent an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.
5. **Curriculum Development**—School-based curriculum development relates to teachers' professional development and entails the transfer of responsibility or ownership to the teacher. School-based curriculum development and teachers' professional development are two coupled processes. Teachers who works in-group activity with the aim of improving their practice or revising their curriculum, undergo a process of professional growth.
 - Content-specific curriculum review teams

6. **Job-Specific Off-Site Workshops**—Attending workshops and seminars that are offered outside of the school district provides teachers and staff opportunities to develop skills and acquire knowledge that will benefit the school district. Workshops and seminars allow teachers to network with practitioners and experts from outside the district who provide information about best practices and education trends that offer fresh perspectives and new ideas about how to provide rigorous and meaningful learning experiences for students. Attendance at off-site workshops will support school district professional development goals and student achievement.
7. **Co-Teaching Model**—Co-Teaching is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space. Co-Teaching strategies have been used successfully at all grade levels and in every content area, from preschool to senior high, where teacher candidates and their cooperating teachers have effectively meet the individual needs of all their learners.
 - MSU, Mankato and GAC Partner Teacher Training Days
8. **Early Release**—Early release time at the end of specific school days is used for professional development for teachers and other staff members. By setting aside these days for needed professional development, we have increased the number of days that teachers are in the classroom instructing children by decreasing the amount of time out of the classroom for required workshops and other training activities. Early release professional development activities will support school district professional development goals.
 - PLC Work in Powering the Standards
 - Creation of Common Assessments
 - Student Work Sampling
 - Equity in Education
 - Site-level Initiatives
9. **Self-Directed Online Professional Development**—Self-directed online professional development provides teachers flexible, self-paced learning opportunities that focus on augmenting a teacher’s knowledge base and competency to improve their practice and professional growth.
 - Infinitech
 - FAST Online Resources

Professional Growth/Trainings 2019- 2020 Offerings

Fountas and Pinnell Benchmark Assessment Training (K-5, SPED)

This training will train teachers on how to use the F & P Benchmark Assessment Systems 1 & 2 accurately and reliably. The focus will be on identifying the instructional and independent reading levels of students and lay out the plan to document student progress through one on one formative and summative assessments. The use of this tool will provide teachers with precise tools and texts to observe and qualify specific reading behaviors, and then interpret and use that data to plan meaningful, responsive instruction.

Fountas and Pinnell Classroom Training

This training will ground teachers in the core values of Fountas and Pinnell Classroom. It will cover explicit instructional strategies for teachers to use for teaching interactive read alouds, shared reading, phonics, spelling and word study, as well as reading mini lessons. Upon completion of this training, teachers will have an understanding of how each instruction component fits with the design of responsive literacy learning and explore ways to organize a classroom to support such practices.

Leveled Literacy Intervention Training

Participants in this training will learn how to advance the literacy learning of students not meeting grade-level expectations in reading. This session will cover how to use the LLI system to deliver intervention via small group instruction. Various components of the program will increase the daily volume of student reading, engage students with books that build knowledge, & deepen and expand comprehension with close reading.

Trauma Micro-Credential

The program will focus on Instituting a Trauma-sensitive Classroom and will move professional learning from “sit and get” to application-based implementation in the classroom. In addition to earning micro-credentials, you will:

- Gain access to professional learning resources to support educators in the classroom.
- Engage in asynchronous collaborative discussion with other program participants.
- Connect with a facilitator for support as you work towards earning your micro-credential.

Upon completion, you will submit your micro-credential application and an expert reviewer will review the uploaded evidence, approve or deny the submission, and provide feedback.

Understanding The Influence of Trauma on the Brain & Behavior PGOM

This session will focus learners on trauma and the effects it has on brain development and behavior. Participants will leave with an understanding of the ACE (Adverse Childhood Events,) an awareness of sustained toxic stress, and learn about neural plasticity-brain adaptability. (1.5 hours)

CPR

Participants will learn how to respond and assist adults, children and infants during breathing and cardiac emergencies. CPR training provides the information and the skills you needed to help.

Special Education Training

This training day will cover the various components of special education mandates. It will range from effectively providing FAPE to specific IEP development tools and timelines. (3 hours)

Distance Learning Training

In preparation for COVID19 Distance learning, participants learned how to create, facilitate, & evaluate engaging instruction while online. This training also supported teachers in effectively using technology for communicating and instruction.



ADDENDUM

BOARD MEETING Monday, January 4, 2020 Virtual-Live Stream

Immediately Following Organizational Meeting

VI. ACTION ITEMS

3. AGENDA ITEM #3

Subject: Second Reading of Revisions to the Policy Manual

Action: Requires a motion

Background: There have been no questions or changes since the first reading. Upon approval they would be accepted and implemented.

a. Policy 102

Deletion of Policy 001.1: Replaced by 102

b. Policy 214

Deletion of Policy 002.5: Replaced by 214

c. Policy 401

Deletion of Policy 001.3: Replaced by Policy 401

Deletion of Policy 005.31: Replaced by Policy 401

d. Policy 402

Deletion of Policy 005.31: Replaced by Policy 402

e. Policy 406

Deletion of Policy 005.14: Replaced by Policy 406

f. Policy 410

Deletion of Policy 005.0: Replaced by Policy 410

Presentation: Policy Committee
Superintendent of Schools

Options/Recommendation: I recommend these policy changes be adopted.

Adopted: _____

MSBA/MASA Model Policy 102

Orig. 1995

Revised: _____

Rev. 2017

102 EQUAL EDUCATIONAL OPPORTUNITY

~~**[Note: School districts are required by statute to have a policy addressing these issues.]**~~

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school district also makes reasonable accommodations for disabled students.

~~**[Note: Part of the definition of "sexual orientation" within the Minnesota Human Rights Act (MHRA) is "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness," which is how gender identity and expression gain protection under the MHRA. Minn. Stat. § 363A.03, Subd. 44.]**~~

- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- D. Every school district employee shall be responsible for complying with this policy conscientiously.
- E. Any student, parent, or guardian having a question regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

Legal References: Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

Adopted: _____

MSBA/MASA Model Policy 214

Orig. 2005

Revised: _____

Rev. 2009

214 OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS

[Note: School districts are required by statute to adopt a policy addressing this issue.]

I. PURPOSE

The purpose of this policy is to control out-of-state travel by school board members as required by law.

II. GENERAL STATEMENT OF POLICY

School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state, and local laws, rules, regulations, and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the school board.

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

V. REIMBURSEMENT

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.
- B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- C. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

Legal References: Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)
Minn. Stat. § 471.661 (Out-of-State Travel)
Minn. Stat. § 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)

Cross References: MSBA/MASA Model Policy 212 (School Board Member Development)
MSBA/MASA Model Policy 412 (Expense Reimbursement)

Adopted: _____

MSBA/MASA Model Policy 401

Orig. 1995

Revised: _____

Rev. 2017

401 EQUAL EMPLOYMENT OPPORTUNITY

[Note: School districts are not required by statute to have a policy addressing these issues. However, the Equal Employment Opportunity Commission strongly encourages the adoption of a policy and will look for such a policy during accreditation visits, audits, or investigations.]

I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for school district employment and school district employees.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.

[Note: The Minnesota Human Rights Act defines "sexual orientation" to include "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness." Minn. Stat. § 363A.03, Subd. 44.]

B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's policy on harassment and violence.

C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities, or privileges of employment.

D. Every school district employee shall be responsible for following this policy.

E. Any person having a question regarding this policy should discuss it with the **Human Resources Manager**.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 2615 (Family and Medical Leave Act)
38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)
38 U.S.C. § 4301 *et seq.* (Employment and Reemployment Rights of Members of the Uniformed Services)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 405 (Veteran's Preference)
MSBA/MASA Model Policy 413 (Harassment and Violence)

Adopted: _____

MSBA/MASA Model Policy 402

Orig. 1995

Revised: _____

Rev. 2015

402 DISABILITY NONDISCRIMINATION POLICY

~~[Note: School districts are required by statute to have a policy addressing these issues.]~~

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact **Kelly Jensen, 504 Coordinator, 2121 W. Broadway, Saint Peter, MN 56082, 507-934-4212 ext. 6105, kjensen@stpeterschools.org**

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C., Ch. 126 § 12112 (Americans with Disabilities Act)
29 C.F.R. Part 32
34 C.F.R. Part 35
34 C.F.R. Part 104

Cross References: MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Adopted: _____

MSBA/MASA Model Policy 406

Orig. 1995

Revised: _____

Rev. 2014

406 PUBLIC AND PRIVATE PERSONNEL DATA

[Note: The provisions of this policy accurately reflect the Minnesota Government Data Practices Act and are not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its personnel.

II. GENERAL STATEMENT OF POLICY

- A. All data on individuals collected, created, received, maintained or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.
- B. All other data on individuals is private or confidential.

III. DEFINITIONS

- A. "Public" means that the data is available to anyone who requests it.
- B. "Private" means the data is available to the subject of the data and to school district staff who need it to conduct the business of the school district.
- C. "Confidential" means the data is not available to the subject.
- D. "Parking space leasing data" means the following government data on an application for, or lease of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.
- E. "Personnel data" means government data on individuals maintained because they are or were employees of the school district, applicants for employment, or volunteers or independent contractors for the school district, or members of or applicants for an advisory board or commission. Personnel data include data submitted to the school district by an employee as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations. An employee who is identified in a suggestion shall have access to all data in the suggestion except the identity of the employee making the suggestion.
- F. "Finalist" means an individual who is selected to be interviewed by the school board for a position.
- G. "Protected health information" means individually identifiable health information transmitted in electronic form by a school district acting as a health care provider. "Protected health information" excludes health information in education records covered by the federal Family Educational Rights and Privacy Act and employment records held by a school district in its role as employer.

- H. "Public officials" means business managers; human resource directors; athletic directors whose duties include at least 50 percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and individuals defined as superintendents and principals.

IV. PUBLIC PERSONNEL DATA

- A. The following information on employees, including volunteers and independent contractors, is public:
 - 1. name;
 - 2. employee identification number, which may not be the employee's social security number;
 - 3. actual gross salary;
 - 4. salary range;
 - 5. terms and conditions of employment relationship;
 - 6. contract fees;
 - 7. actual gross pension;
 - 8. the value and nature of employer-paid fringe benefits;
 - 9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
 - 10. job title;
 - 11. bargaining unit;
 - 12. job description;
 - 13. education and training background;
 - 14. previous work experience;
 - 15. date of first and last employment;
 - 16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
 - 17. the final disposition of any disciplinary action, as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;
 - 18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or

disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;

19. work location;
20. work telephone number;
21. badge number;
22. work-related continuing education;
23. honors and awards received; and
24. payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

B. The following information on applicants for employment is public:

1. veteran status;
2. relevant test scores;
3. rank on eligible list;
4. job history;
5. education and training; and
6. work availability.

C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when they become finalists for an employment position.

D. Applicants for appointment to a public body.

1. Data about applicants for appointment to a public body are private data on individuals except that the following are public:
 - a. name;
 - b. city of residence, except when the appointment has a residency requirement that requires the entire address to be public;
 - c. education and training;
 - d. employment history;
 - e. volunteer work;
 - f. awards and honors;
 - g. prior government service;

- h. any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to Minn. Stat. § 15.0597; and
 - i. veteran status.
 - 2. Once an individual is appointed to a public body, the following additional items of data are public:
 - a. residential address;
 - b. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;
 - c. first and last dates of service on the public body;
 - d. the existence and status of any complaints or charges against an appointee; and
 - e. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.
 - 3. Notwithstanding paragraph 2., any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.
- E. Regardless of whether there has been a final disposition as defined in Minn. Stat. § 13.43, Subd. 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minn. Stat. § 13.43, Subd. 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources.
- F. Data relating to a complaint or charge against a public official is public only if: (1) the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or (2) potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement. Data that is classified as private under another law is not made public by this provision.

V. PRIVATE PERSONNEL DATA

- A. All other personnel data are private and will only be shared with school district staff whose work requires such access. Private data will not be otherwise released unless authorized by law or by the employee's informed written consent.
- B. Data pertaining to an employee's dependents are private data on individuals.
- C. Data created, collected or maintained by the school district to administer employee assistance programs are private.
- D. Parking space leasing data are private.
- E. An individual's checking account number is private when submitted to a government entity.

- F. Personnel data may be disseminated to labor organizations to the extent the school district determines it is necessary for the labor organization to conduct its business or when ordered or authorized by the Commissioner of the Bureau of Mediation Services.
- G. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.
- H. The school district may, if the responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
 - 1. the person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
 - 2. a pre-petition screening team conducting an investigation of the employee under Minn. Stat. § 253B.07, Subd. 1; or
 - 3. a court, law enforcement agency, or prosecuting authority.
- I. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of such a crime or alleged crime.
- J. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.
- K. When allegations of sexual or other types of harassment are made against an employee, the employee shall not have access to data that would identify the complainant or other witnesses if the school district determines that the employee's access to that data would:
 - 1. threaten the personal safety of the complainant or a witness; or
 - 2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.
- L. The school district shall make any report to the Minnesota Professional Educator Licensing and Standards Board or the state board of education as required by Minn. Stat. § 122A.20, Subd. 2, and shall, upon written request from the licensing board having jurisdiction over a teacher's license, provide the licensing board with information about the teacher from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minn. Stat. § 122A.20, Subd. 2.
- M. Private personnel data shall be disclosed to the department of economic security for the purpose of administration of the unemployment insurance program under Minn. Stat. Ch. 268.

- N. When a report of alleged maltreatment of a student in a school is made to the Commissioner of Education, data that are relevant and collected by the school about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personnel data may be released for purposes of informing a parent, legal guardian, or custodian of a child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- O. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; or the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee's alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that school district or charter school and the data remain classified as provided in Minn. Stat. Ch. 13. Data that are released under this paragraph must not include data on the student.
- P. The identity of an employee making a suggestion as part of an organized self-evaluation effort by the school district to cut costs, make the school district more efficient, or to improve school district operations is private.
- Q. Health information on employees is private unless otherwise provided by law. To the extent that the school district transmits protected health information, the school district will comply with all privacy requirements.
- R. Personal home contact information for employees may be used by the school district and shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.
- S. The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.
- T. When a teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual abuse or when the Commissioner of the Minnesota Department of Education (MDE) makes a final determination of child maltreatment involving a teacher, the school principal or other person having administrative control of the school must include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minn. Stat. § 13.41, Subd. 5, and must provide the Minnesota Professional Educator Licensing and Standards Board and the licensing division at MDE with the necessary and relevant information to enable the Minnesota Professional Educator Licensing and Standards Board and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher's

license. In addition to the background check required under Minn. Stat. § 123B.03, a school board or other school hiring authority must contact the Minnesota Professional Educator Licensing and Standards Board and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for a school district must disseminate to another school district private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the requesting school district.

VI. MULTIPLE CLASSIFICATIONS

If data on individuals are classified as both private and confidential by Minn. Stat. Ch. 13, or any other state or federal law, the data are private.

VII. CHANGE IN CLASSIFICATIONS

The school district shall change the classification of data in its possession if it is required to do so to comply with other judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

VIII. RESPONSIBLE AUTHORITY

The school district has designated **the Administrative Assistant to the Superintendent** as the authority responsible for personnel data. If you have any questions, contact him/her.

IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

An employee authorization form is included as an addendum to this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 13.39 (Civil Investigation Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, Subd. 3 (Elected and Appointed Officials)
Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting)
Minn. Stat. § 122A.40, Subds. 13 and 16 (Employment; Contracts; Termination)
Minn. Stat. § 626.556, Subd. 7 (Reporting of Maltreatment of Minors)
P.L. 104-191 (HIPAA)
45 C.F.R. Parts 160 and 164 (HIPAA Regulations)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA Service Manual, Chapter 13, School Law Bulletin "I" (School Records – Privacy – Access to Data)

Consent to Release Data – Request from an Individual

~~An individual asks the government entity to release his/her private data to an outside entity or person. Because the entity does not have statutory authority to release the data, it must get the individual's written informed consent.~~

Explanation of Your Rights

If you have a question about anything on this form, or would like more explanation, please talk to the **Human Resources Coordinator** before you sign it.

I, _____, give my permission for **ISD 508**
[name of individual data subject]

to release data about me to _____ as described on this form.
[name of other entity or person]

1. The specific data I want **ISD 508** to release _____.
[explanation of data]

2. I understand that I have asked **ISD 508** to release the data.

3. I understand that although the data are classified as private at **ISD 508**, the classification/treatment of the data at _____ depends on laws or
[name of other entity or person]
policies that apply to _____.
[name of other entity or person]

This authorization to release expires _____.
[date/time of expiration]

Individual data subject's signature _____ Date _____

Parent/guardian's signature [if needed] _____ Date _____

406-10F

Adopted: _____

MSBA/MASA Model Policy 410

Orig. 1995

Revised: _____

Rev. 2015

410 FAMILY AND MEDICAL LEAVE POLICY

~~[Note: School districts are required by statute to have a policy addressing these issues.]~~

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

III. DEFINITIONS

A. "Covered active duty" means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 U.S.C. § 101(a)(13)(B).

B. "Covered servicemember" means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

- #### **C. "Eligible employee" means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the**

period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee's fulfillment of his or her USERRA-covered service obligation or a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

- D. "Military caregiver leave" means leave taken to care for a covered servicemember with a serious injury or illness.

- E. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.

- F. "Outpatient status" means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:
 - 1. a military medical treatment facility as an outpatient; or
 - 2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.

- G. "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:
 - 1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
 - 2. to attend military events and related activities of a covered military member;
 - 3. to address issues related to childcare and school activities of a covered military member's child;
 - 4. to address financial and legal arrangements for a covered military member;
 - 5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;

6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
 7. to attend post-deployment activities related to a covered military member;
 8. to address parental care needs; and
 9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.
- H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:
1. inpatient care in a hospital, hospice, or residential medical care facility; or
 2. continuing treatment by a health care provider.
- I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.
- J. "Veteran" has the meaning given in 38 U.S.C. § 101.

IV. LEAVE ENTITLEMENT

- A. Twelve-week Leave under Federal Law
1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
 - a. birth of the employee's child and to care for such child;
 - b. placement of an adopted or foster child with the employee;
 - c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;
 - d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or
 - e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
 2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.

3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.
5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
 - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and
 - b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:
 - (1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or
 - (2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
 - (3) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
 - (4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.
6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care,

or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.

7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.
8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee

contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.

13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Twelve-week Leave under State Law

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed by the employer. The employee may qualify if he or she has worked for the school district for at least 12 months and has worked an average number of hours per week equal to one-half of the full time equivalent during the 12-month period immediately preceding the leave. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the employer so that the total leave does not exceed 12 weeks, unless agreed by the employer, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the employer reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month

period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.

2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.
5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.
- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the leave period may be required to:
 1. take leave for the entire period or periods of the planned medical treatment; or
 2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.

1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
 2. If the employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.
 3. If the employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.
- D. The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.

VI. OTHER

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

- A. This policy shall be conspicuously posted in each school district building in areas accessible to employees.
- B. This policy will be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. §§ 181.940-181.944 (Parenting Leave)
 10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)
 29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)
 38 U.S.C. § 101 (Definitions)
 29 C.F.R. Part 825 (Family and Medical Leave Act)

~~**Cross References:** MSBA Service Manual, Chapter 13, School Law Bulletin "M" (Statutory Provisions Which Grant Leaves to Licensed as well as Non-Licensed School District Employees – Family and Medical Leave Act Summary)~~



ADDENDUM

BOARD MEETING Monday, January 4, 2020 Virtual-Live Stream

Immediately Following Organizational Meeting

VI. ACTION ITEMS

4. AGENDA ITEM #4

Subject: Consider Approval of MOU with SPEA

Action: Requires a motion

Background: The current MOU in place with SPEA regarding scheduling changes in response to COVID-19 for the 2020-21 school year applies while we are in a hybrid or distance learning model. Since implementation, State guidance has changed, and additional language is needed for an in-person learning model. The proposed MOU language has been developed with SPEA and is regarding teacher preparation time.

Presentation: Superintendent of Schools

Options/Recommendation: I recommend approval of the MOU.



**2020-21 School Year Adjustments in Response to
COVID-19 Memorandum of Understanding
Between
Independent School District No. 508
And
Saint Peter Education Association**

This Memorandum of Understanding is entered into between Independent School District No. 508, Saint Peter, MN (District) and the Saint Peter Education Association (SPEA) to establish and implement an adjusted schedule while in an in-person learning model for the 2020-21 school year.

The terms of this agreement are for the 2020-21 school year only and will sunset at the end of the school year.

Background:

COVID-19 preparedness and response requires staff training and preparation time. An altered schedule has been adopted for the 2020-21 school year. There is an existing MOU in place which addresses schedules in place for the hybrid and distance learning models. With changing guidance and requirements by the State of Minnesota, additional language is necessary for the “all in-person” learning model.

Agreement:

When “all in-person learning models” are in place, school will be in session Monday through Friday. To allow for additional required preparation time, there will be an early release on Fridays (with the exception of one date planned for Thursday, April 1). From the time of release through the end of the work day will be preparation time. The release time will be 1:00 for elementary, 1:40 for Middle School and 1:50 for High School.

Signed:

For Saint Peter Education Association

For ISD 508; St Peter Schools

SPEA President

Superintendent

SPEA Secretary

Board Chair

Dated _____

Dated _____



ADDENDUM

BOARD MEETING Monday, January 4, 2020 Virtual-Live Stream

Immediately Following Organizational Meeting

VII. INFORMATION ITEMS

1. AGENDA ITEM #1

Subject: Enrollment Options

Background: As a part of our annual reporting process, information is provided to the School Board on the number of students enrolling into and out of our district. COVID-19 has had an effect on this year's report as families have made decisions based on their needs and preferences.

Presentation: Superintendent of Schools

SAINT PETER PUBLIC SCHOOLS
ENROLLMENT OPTIONS/YEARLY COMPARISONS
January 2021

TOTAL LEAVING SAINT PETER	Date	Public Schools (Incl. online)	Other Options (see below)	Parochial	Home	TOTAL	TOTAL ENROLLMENT K-12	% of Total
	2009-10	119	38	134	17	308	1763	18
	2010-11	105	38	146	9	298	1786	17
	2011-12	95	28	165	8	296	1846	16
	2012-13	107	48	164	9	328	1909	17
	2013-14	131	50	157	8	346	1930	18
	2014-15	135	56	121	10	322	1954	16
	2015-16	123	59	104	12	300	2000	15
	2016-17	139	78	114	12	343	2047	16
	2017-18	153	64	107	13	337	2136	16
	2018-19	162	71	113	8	354	*2231	16
	2019-20	140	67	103	14	324	*2251	14
2020-21	136	80	153	35	404	*2180	19	

*Includes ECSE enrollments

PUBLIC TO PUBLIC	Date	Leaving Saint Peter	Coming to Saint Peter	NET EFFECT
	12-1-2009	119	93	-26
	12-1-2010	105	108	+3
	12-1-2011	95	108	+13
	12-1-2012	107	108	+1
	12-1-2013	131	109	-22
	12-1-2014	135	114	-21
	12-1-2015	123	117	-6
	12-1-2016	139	124	-15
	12-1-2017	153	142	-11
	12-1-2018	162	130	-32
	12-2-2019	140	151	+11
	12-1-2020	136	174	+38

OTHER OPTIONS	Date	ALC	Charter Schools	Online	Total	Online at Public (counted w/ Public)
	12-1-2009	5	28	5	38	--
	12-1-2010	1	26	11	38	--
	12-1-2011	5	20	3	28	--
	12-1-2012	3	34	11	48	--
	12-1-2013	2	36	12	50	--
	12-1-2014	0	47	9	56	--
	12-1-2015	0	45	14	59	--
	12-1-2016	4	57	17	78	--
	12-1-2017	2	53	17	72	--
	12-1-2018	3	57	11	71	11
	12-2-2019	3	55	9	67	4
12-1-2020	5	61	14	80	2	

	Parochial	Home School	TOTAL
2017-18	107	13	120
2018-19	113	8	121
2019-20	103	14	117
2020-21	153	35	188

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Students Coming to St Peter as of 12-1-2020

Grade	Mankato ISD 0077	Cleveland ISD 0391	Nicollet ISD 0507	New Ulm ISD 0088	Madelia ISD 0837	St. Clair ISD 0075	WEM ISD 2143	Sibley		Le Sueur ISD 2397	JWP ISD 2835	TCU ISD 2905	Central		Fairmont 2752	TOTAL
								East ISD 2310	Public ISD 0108				St. James ISD 0840			
EC	4	1	1						1							7
KG/HK	1	2	2						3						1	8
1	2	1		1				1	3				1			8
2	3	2							3			1				9
3	5	3	1						2	1			1			12
4	4							1	3			2			1	10
5	1	2					1		2				1			6
6	2	4	1					1	3	1					1	12
7	7	4			1			1	2			2				17
8	3	4	1						3			1				12
9	4	4	3		1				4						1	16
10	9	4	1					1	5			5				25
11	5	4	1			1			4							15
12	5	2				1			1							10
District Total	55	37	11	1	2	2	1	6	39	2	11	3	1	3	3	174

