



SAINT PETER SCHOOL BOARD
Study Session
Monday, July 12, 2021
Saint Peter Middle School-Media Center, 100 Lincoln
Dr. , SAINT PETER, MN 56082
5:00 PM

- I. Call Meeting to Order**
- II. Consideration and Adoption of the Agenda**
- III. Consider Requests to Speak on the Agenda**
- IV. Curriculum Review** **2**
- V. Long-Term Facilities Maintenance Plan** **49**
- VI. Consider Equity Training Through South Center Service Coop** **56**
- VII. Superintendent Evaluation Planning** **63**
- VIII. Other**
- IX. Upcoming Meetings of the School Board** Communications Committee
 - Wednesday, July 14, 2021
 - 4:00PM
 - SPCC-Traverse des Sioux
- X. Instructional Program Committee**
 - Wednesday, July 21, 2021
 - 1:00PM
 - SPMS-Conference Room A/B
- XI. Adjournment**



ADDENDUM

STUDY SESSION
Monday, July 12, 2021
SPMS-Media Center
5:00PM

IV. Curriculum Review

Subject: Curriculum Review

Background: The curriculum improvement process is a seven-phase process that covers two and one-half years. During the previous school year, this process focused on Career and Technical Education, and Physical Education. Documentation and study findings were discussed with the Instructional Program Committee. Documents related to each area are included in your packet.

Presentation: Jon Graff, Michael Reeser, Abby Moore, Superintendent Gronseth

Saint Peter Public Schools
Independent School District 508
Curriculum Review

Curriculum Improvement Plan

Family and Consumer Science

(Consumer Science, Industrial Technology, STEM, Business Education)

2020



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Section C: Action Plan	

Introduction:

Elementary Committee Staff:

Middle School Committee Staff: Michelle Brainard

High School Committee Staff: Amanda Pogatschnik

Administrator Representative: Annette Engeldinger

Section A: Strengths and Limitations

Strengths
Supportive department and administration
Solid identification of essential standards and learning targets as well as how these can build on each other throughout all MS/HS FACS courses
Strong, positive student responses about class content for FACS 7 (Cookbook assessment reflection) & FACS 8
Strong student interest for department's classes at the HS level - enrollment numbers

Limitations
Streamlining standards to create common assessments across all MS/HS FACS courses
Additional professional development to keep up to date with current best practices in FACS (ServSafe/Foodservice Manager training and certification, PBL development, Access to FACS journals)
Possible course materials/resources to maintain program relevance: <ul style="list-style-type: none">● Reality Works Infant Simulators (FACS 8 and Child Development)● ServSafe certification for students(Advanced Culinary)● ProStart curriculum (Intro/Advanced Culinary)

Section B: Recommendations for Improvement

Recommendations
Additional curriculum writing pay allowance to streamline the program.
Further research into how other districts manage their MS and HS programs to create opportunities for content mastery - Site visits
Further research into possible local business partnerships- Site visits
Survey students to receive input on what they want out of the FACS program to help guide focus areas (7-12)
Safety and Sanitation Certification for instructors to fully implement industry standards. (ServSafe and Foodservice manager certification)
Access to the Journal of Family and Consumer Sciences and the Family and Consumer Sciences Research Journal to provide information for class content as well as best-practices and current issues in our field.
Research and create a plan for access to Reality Works Infant Simulators, student ServSafe Certification, and ProStart curriculum.

Section C: Action Plan

Goal 1: Visit local businesses to create partnerships for all MS & HS courses

Action Item	Process	Cost	Person Responsible	Completion Date
Find at least 3 guest speakers for FACS 7 & FACS 8	<ol style="list-style-type: none"> 1. Meet with local businesses to assess interest. 2. Schedule speakers in coordination of with specific units 	Possible hourly wage for Brainard if extra time is needed	M. Brainard	
Find at least 3 guest speakers for Life Strategies	<ol style="list-style-type: none"> 3. Meet with local businesses to assess interest. 4. Schedule speakers in coordination of with 	Possible hourly wage for Pogatschnik if extra time is needed 5	A. Pogatschnik	

	specific units			
Find at least 3 business partnerships for quality child care programs for Child Development	<ol style="list-style-type: none"> 1. Meet with school district professionals and local businesses to assess interest. 2. Schedule student site visits or guest speakers. 	Possible hourly wage for Pogatschnik if extra time is needed	A. Pogatschnik	
Find at least 3 business partnerships for foodservice for Intro to Culinary Arts	<ol style="list-style-type: none"> 1. Reach out to local businesses to determine interest in guest speaking 2. Reach out to local businesses to determine interest in showcasing student recipes 3. Schedule guest speakers and student showcasing 	Possible hourly wage for Pogatschnik if extra time is needed	A. Pogatschnik	
Find at least 12 business partnerships for foodservice industry professionals for Advanced Culinary Arts	<ol style="list-style-type: none"> 1. Reach out to local businesses to determine interest in guest speaking 2. Reach out to local businesses to determine interest in providing opportunities for job shadowing 3. Schedule guest speakers and job shadowing placements 	Possible hourly wage for Pogatschnik if extra time is needed	A. Pogatschnik	

Goal 2: Visit 2 different schools that implement Standard based grading in the FACS Program.

Action Item	Process	Cost	Person Responsible	Completion Date
Find 2 schools that implement SBG in the FACS Program	1. Research MN schools 2. Reach out to FACS teachers & administration 3. Ask questions 4. Set up day and time for school visit	Possible hourly wage for Brainard/Pogatschnik if extra time is needed	Michelle Brainard Amanda Pogatschnik	

Goal 3: Completely align the FACS program from 7th grade through 12 grade so that all curriculum aligns

Action Item	Process	Cost	Person Responsible	Completion Date
Streamline the curriculum for 7-12 grade FACS courses	1. Align standards and learning targets 2. Create and align 4.0 scales 3. Create common assessments	Hourly wage	Michelle Brainard & Amanda Pogatschnik	August 2020

Saint Peter Public Schools
Independent School District 508
Curriculum Review

Curriculum Improvement Plan

Physical Education
June 2020



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Introduction:

Elementary Committee Staff: Christi Maloney, Madison Bergren, Jordyn Jarr

Middle School & High School Committee Staff: Kris Sandborg, Alex Weis, Bill Stuewe, Abby Whritenour, Keith Hanson, Kris Voeltz, Kris Glidden

Administrator Representative: Annette Engeldinger

Section A: Strengths and Limitations

Strengths

Certified PE & DAPE staff.

Middle school classes meet every other day, year-round, for 77-82 minutes each class.

K-4 have the Adidas IHT ZONE heart rate monitors along with the assessment software that is being used to create student fitness portfolios and communicate with parents and administration.

North Intermediate has enough bikes for a class and created Bike Universe on the stage.

Limitations

Grades 5-12 teachers have a lack of student data that is used for assessments based on the teacher's perspective of each student.

Availability of certified lifeguards to supervise 5-8 PE classes

North does not have enough safety equipment to allow us to meet the educational gymnastic standards.

North does not have enough equipment for all students to allow us to meet the Manipulative Skills in Standard 1.

We are unable to teach all MN Physical Education at North.

Middle School is able to teach all standards, however, all students are not able to meet these standards due to safety concerns with 4 classes going at the same time.

Section B: Recommendations for Improvement

Recommendations

Purchasing heart rate monitors for 5-12 would allow teachers to assess and track student data with not only heart rate information from class but also our Minnesota State Standards we want to assess. The data can be printed as needed to communicate with students, parents, physical education specialists and administration.

Explore offering lifeguard training as a class at the high school or extra curricular opportunity after school where school funds could pay the lifeguard instruction to help with the cost of students becoming certified.

South/North - Purchase Octagon Trainers, foldable Wedge Mats, Port-a-Pit for climbing ropes.

South/North - Purchase a variety of manipulative equipment for all students to use.

This is outside the scope of this study. Schedule should be reviewed annually.

Middle School - Purchase more equipment that help create small-sided lessons in order to create a safer environment.

Section C: Action Plan

Goal 1: Enhancing our ability to assess, track, and communicate data to students, teachers, and families by purchasing heart rate monitors grades K-12

Action Item	Process	Cost	Person Responsible	Completion Date
Purchase	Grant accepted, waiting to purchase	\$4,573.00	Abby Whritenour	September 1st, 2020
84 IHT ZONE Wrist Heart Rate Monitor to complete 5-8th grade set	P.E. Curriculum Money	\$22,865.00 (get new quote**) 10		September 1st, 2020

(Includes: Charging and Storage Case, Personal Charger, IHT Spirit Classroom Reader, Online Training Session)				
Collaboration/ K-12 Program Development	Continue to utilize the PLC model	Free	K-12 PE Collaborative Team	August 28, 2020

Goal 2: Equipment needs for North and South				
Action Item	Process	Cost	Person Responsible	Completion Date
Purchase		\$9,444.36	Christi Maloney	July 1, 2020
Pull Out & Clean Mats from MVED		No Cost/ Cleaning Supplies??	Marc Bachman, Christi, Madison, Jordynn	August 2020

Goal 3:				
Action Item	Process	Cost	Person Responsible	Completion Date

Section D: Budget

Budget			
Item	Cost	Person Responsible	Completion Date
28 IHT ZONE Wrist Heart Rate Monitor (Includes: Charging and Storage Case, Personal Charger, IHT Spirit Classroom Reader, Online Training Session)	\$4,573.00	Abby Whritenour/ SHIP Mini Grant	September 1st, 2020
84 IHT ZONE Wrist Heart Rate Monitor to complete 5-8th grade set (Includes: Charging and Storage Case, Personal Charger, IHT Spirit Classroom Reader, Online Training Session)	\$13,885.50	P.E. Curriculum Money	September 1st, 2020
50 IHT ZONE Wrist Heart Rate Monitor for grades 9-12.	\$8150.00	P.E. Curriculum Money	July 1, 2020
30 copies of High School Connect Core Concepts in Health Textbook	\$2756.10	P.E. Curriculum Money	September 1, 2020

North Equipment Order:

Gopher Bid			
Description	12	Cost	Quantity
Balls & Equipment:			Total Cost

Screamin Itty Coated-Foam Ball, 3.5" dia, High Bounce Rainbow Set of 12	\$59.95	4	\$239.80
Rainbow DuraCoat Bounce Coated-Foam Balls, 6.3 inch / set of 6	\$189.00	4	\$756.00
Rainbow DuraCoat Bounce Coated-Foam Balls, 7 inch / set of 6	\$249.00	4	\$996.00
Rainbow Nubz Balls, Set of 6	\$49.95	4	\$199.80
Rainbow Super-Density Fleece Balls	\$49.95	10	\$500.00
Educational Gymnastics Equipment:			
AAI Octagon Trainers, 25 W X 36 L	\$469.00	1	\$469.00
AAI Octagon Trainers, 30 W X 36 L	\$529.00	1	\$529.00
Wedges, Folding Wedge / 48 L X 24 W X 2-14 H & 25 lbs.	\$289.00	2	\$578.00
Shipping		17%	\$698.00
		Gopher Total	\$4,965.60
Sportime Bid			
Description	Cost	Quantity	Total Cost
Balls & Equipment:			
Sportime Indestructible Bean Bag Squares, Trilingual, Assorted Colors, Set of 6	\$23.24	10	\$232.40
Sportime High Bounce Foam Tennis Trainers, 2-3/4 Inches, Set of 6	\$20.69	3	\$62.07
Sportime High Bounce Foam Tennis Trainers, 3-1/2 Inches, Set of 6	\$25.79	3	\$77.37
Champion Sports 20 in Heavy-Duty Beach Ball	\$3.07	12	\$36.84
Sportime Poly-PG Gradeball Set, 7 Inches, Set of 6	\$36.97	5	\$184.85
Mikasa Soccer Ball Set, Size 4, Assorted, Set of 6	\$77.02	3	\$231.06
Sportime Large SloMo BumpBalls, 8-1/2 to 10 Inches, Assorted Colors, Set of 6	\$41.02	2	\$82.04
Champion Sports Soft Polo Set, Rhino Skin	\$129.97	2	\$259.94
Spalding TF-150 Women's 28-1/2 in Rubber Basketball	\$11.02	10	\$110.20
Fitness Equipment:			
Sportime Drum-N-Store Bucket Set, Set of 6	\$198.97	3	\$596.91
Teacher Management Equipment:			
Windsor Single Tone Electric Whistle and Wrist Lanyard, Orange	\$12.97	4	\$51.88
Shipping		15%	233.21
		Sportime Total	\$2,158.77
Palos Bid			
13			
Description	Cost	Quantity	Total Cost

Educational Gymnastics Equipment:			
PORTaPiT® Elementary High Jump Pit, 5.5'L x 11'W x 24"H	\$1,999.99	1	\$1,999.99
Shipping		16%	\$320.00
		Palos Total	\$2,319.99
		Grand Total	\$9,444.36

Saint Peter Public Schools
Independent School District 508
Curriculum Review

Implementation Manual

Michael A. Reeser

CTE Career Cluster Areas
2020-2021



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Introduction:

High School Committee Staff: Michael A. Reeser

Administrator Representative: Annette Engeldinger

This report documents the basis for decisions made for the curriculum and instruction for students at St. Peter High School in the Transportation and Manufacturing Career Cluster areas as outlined by the Minnesota Department of Education, Career Technical Education, and Agricultural Education divisions.

The articles and information utilized to organize this document, highlight a need for an increased intensity of entry level skills and knowledge for the ever changing and updating world of transportation and manufacturing careers. These career cluster areas are relying on an increased use of technically advanced equipment and software, as well as a need to interact with automated equipment (CNC), or robotic equipment.

Section A: Articles of Research and Best Practice

<https://careerschoolnow.org/careers/welding#what-is-a-welder>

<https://www.aws.org/resources/detail/another-day-another-dollar-how-welding-wages-stack-up-across-america>

<https://www.bls.gov/ooh/installation-maintenance-and-repair/automotive-service-technicians-and-mechanics.htm>

<https://www.aws.org/education/sense>

The AWS SENSE (Schools Excelling through National Skills Education), Program is a comprehensive set of minimum Standards and Guidelines for Welding Education programs.

-BEST PRACTICES

- Demonstrate instructional balance in learning.
 - The teacher announces the lesson focus and discusses when or why it is important.
 - The teacher explains the steps in using the skill or strategy.
 - The teacher models and demonstrates the skill or strategy.
 - The teacher provides guided practice.
 - The students independently apply the skill or strategy.
 - The teacher and students discuss and reflect on the use of the skill or strategy.
 - The teacher discusses transference to other curriculum areas and provides opportunities to apply the skill or strategy to other contexts.

- Provide effective scaffolding for student learning.
 - The teacher is responsible for a selected task.
 - The teacher shares responsibility for the task with students.
 - Students take responsibility for the task with teacher support.
 - Students assume responsibility for applying the task to new situations.

- Maintain effective classroom management.
 - Organize time, classroom environment, and space for literacy needs
 - Implement structure and routines for productive learning experiences
 - Conduct a daily instructional block
 - Provide a combination of whole-group and small-group instruction
 - Utilize paired activities, team projects, and independent work
 - Select appropriate materials for effective lessons
 - Collaborate with students and in-class support staff
 - Share responsibility and choice with students
 - Model mutual respect
 - Create a community of learners
 - Demonstrate positive expectations for quality student behavior
 - Plan for conflict resolution

Section B: Achievement Data

Student achievement data is currently being established as most of the transportation and manufacturing courses taught at St. Peter High School were not offered each year consistently prior to 2017-2018 or offered under the direction of the same instructor.

School Year	Principles of Metalworking I	Principles of Metalworking II	Introduction to Power Mechanics	Automotive
2017/2018	25/43 Students 58.1% 3 out 4 Proficient	2/3 Students 66.6% 3 out 4 Proficient	10/19 Students 52.6% 3 out 4 Proficient	10/15 Students 66.6% 3 out 4 Proficient
2018/2019	21/40 Students 52.5% 3 out 4 Proficient	12/19 Students 63.1% 3 out 4 Proficient	8/15 Student 53.3% 3 out 4 Proficient	No Student Data
2019/2020	25/37 Students 68% 3 Out 4 Proficient	7/14 Students 50% 3 Out 4 Proficient	18/22 Students 81% 3 Out 4 Proficient	12/15 Students 80% 3 Out 4 Proficient
2020/2021				
2021/2022				

Transportation and Manufacturing Career Cluster Grading Rubric

4.0 Exceeds	Students will be able to: Explain the steps and procedures they have utilized in a particular manufacturing process.
	Manage and negotiate all verbal communications with the proper tone, understanding, and facial expressions to facilitate a respectful exchange of ideas.
	Evaluate a set order of operations for a given manufacturing process to question the efficiency of the outcomes/product. Apply LEAN Manufacturing Principles
3.0 Proficient	Students will be able to: Interpret and describe an order of operations upon reading or hearing a specific set of directions.

	Apply practical knowledge to each manufacturing process and select the proper, safe, productive operation to produce a quality product.
	Contribute equally to all phases of the manufacturing process to ensure the project's success.
2.0 Partial	Students will be able to: Identify some steps and procedures for a given process
	Contribute to a component of a manufacturing process to ensure the project's success.
1.0 Does not meet	With help, students will be able to: Identify an order of operations upon reading or hearing a specific set of directions.
	Missing or Incomplete

Strengths

Strengths:

- 24 years of Teaching experience, including secondary and post secondary.
 - Welding
 - Automotive
 - Small Engines
 - Farm Power and Mechanics
 - Animal Science
 - Fish and Wildlife
 - Natural Resources
- Industry experience in areas of instruction.
- Industry certified, American Welding Society (AWS)
 - Certified Welding Inspector(CWI),
 - Certified Welding Educator(CWE),
 - Level I Visual Inspection Certified(ANST)
- Learning Spaces at the new St. Peter High School, allows for flexible learning areas.
- Organized, uptodate welding equipment.
- American Welding Society(AWS) SENSE Certified School offering Industry level Certifications and qualifications.
- Administrative support for purchasing and curriculum needs.
- Advisory Committee Support through the St. Peter, Le Sueur, TCU Manufacturing Advisory Board.
- Class enrollment numbers exceed current space.

Weaknesses -

1. Class enrollment numbers exceed current space.
 - Often have students 2 to 3 per welding booth.
 - Students out number engines used for Introduction to Power Mechanics.
2. Currently unable to offer industry level training for the areas of:
 - Advanced Welding Transfer methods; Spray Transfer, Pulse Transfer.
 - CNC Robotic Welding
 - CNC Machining Operations, Mill and Lathe
3. Low instructor knowledge of current computer diagnostic tools for the Automotive Industry.
4. No classroom space to offer blueprint reading and trade and industry math courses, as well as lectures for the AWS qualification test. Although some of these classes do not need a classroom everyday, there are needs for computer use, lecture, testing, viewing powerpoints, and demonstration.

Section B: Recommendations for Improvement

Recommendations

1. Add 7 additional welding booth to accommodate larger class size
 - a. Cost- Approximately \$38000.00
2. Complete Briggs & Stratton School to add engines. Summer 2021
 - a. Cost- 1200.00
3. Add GMAW aluminum welding system to offer training in aluminum mig welding used in production welding of aluminum structures and boats.
 - a. Millermatic 350P welder with XRA Aluma pro welding push pull gun.
Cost 7350.00
 - i. Compeer Grant - 3000.00
 - ii. District portion - 4350.00
4. Low instructor knowledge of current computer diagnostic tools for the automotive industry
 - a. Industry training with a local automotive repair shop.
 - i. Cost- Service technician daily wages
 1. Autotronics 500.00
5. Insufficient classroom space
 - a. Utilize classroom B132 (Business classroom) for needed times.
 - i. Cost- 0.00

Section C: Action Plan

Goal 1: Complete Briggs & Stratton School to add engines. Summer 2021

Action Item	Process	Cost	Person Responsible	Completion Date
Request Educator Training Schedule	Work with Briggs & Stratton to a registration	1200.00	Mike Reeser	Summer 2022

Goal 2: Add CNC Robotic Welding Equipment and curriculum.

Action Item	Process	Cost	Person Responsible	Completion Date
Request Quote	Work with Matheson Gas	38000.00	Michael Reeser	Summer 2021
Secure Grant Funding	Identify grants	25000.00	Michael Reeser	School year 2021/2022
Secure School matching funding	Work with Administration	13000.00	Michael Reeser Annette Engeldinger	School year 2021/2022
Receive Robotic Welding system	Purchased	38000.00	Michael Reeser	Fall 2022

Goal 3: Insufficient classroom space

Action Item	Process	Cost	Person Responsible	Completion Date
Request room	Work with	0.00	Michael Reeser	Fall 2021

scheduled for specific dates	administration to access room		Annette Engeldinger	

Saint Peter Public Schools
Independent School District 508
Curriculum Review

Curriculum Improvement Plan

Career and Technical Education

(Consumer Science, Industrial Technology, STEM, Business Education)

2020



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Introduction:

Elementary Committee Staff: Niki Zitur

Middle School Committee Staff: Pat Klubben and Jason Toupence

High School Committee Staff:

Section A: Strengths and Limitations

South Elementary/North Elementary STEAM (K-4)

Strengths
The elementary STEM/STEAM program promotes equity as all students in grades K-4 have access and opportunity with the materials, activities and resources.
Allowing all of the K-4 students an opportunity to develop their 21st Century Skills through STEM/STEAM.
There is flexibility and freedom to adjust the curriculum to align with changing technologies, needs, and real world problems that are at the core of each project.
MakerSpace and Tinker Table rooms are available to students for extension and continued STEM/STEAM learning.
STEAM/STEM creates hands-on learning experiences for the students centered around the design thinking process.
STEAM/STEM projects are student centered and open ended to structure the teacher as facilitator.

Limitations
Curriculum is created by the teacher. Resources are found online and gathered from webinars, conferences, blogs, etc.

Current events are changing, which means the curriculum is always changing.

Lack of collaboration time with general education and/or specialist teachers in order to allow for more natural interdisciplinary opportunities.

Middle School STEM (5-6)

Strengths

Hands on Learning experiences for the students

Coverage of 6 of the 7 portions of the Saint Peter Graduate Portrait

Cross-curriculum opportunities

Semester-long class with daily classes

Limitations

All teacher made curriculum

Units are limited by the available supplies

Collaboration time with general education teachers in order to allow for an integration of units from STEAM/STEM into the classroom

Current events are changing, which means the curriculum is always changing

K-4 and 7-12 are PLTW trained. 7-12 is PLTW based. 5-6 needs training to align.

Middle School STEM (7-8)

Strengths

Hands on Learning experiences for the students

PLTW trained staff using PLTW curriculum

Required course for all 7th and 8th graders

Semester-long class that meets everyday

Limitations

Not all staff are PLTW trained

Section B: Recommendations for Improvement

South Elementary/North Elementary STEAM (K-4)

Recommendations
Provide professional development time to write curriculum as the program is teacher created and also requires yearly changes to remain current and relevant.
Provide opportunities for collaboration with specialists to better integrate the A into STEAM by collaborating with the Art and Music Teachers (South).
Consistent yearly professional development attendance to specific conferences or workshops since elementary STEM/STEAM is a solo role (ex. STEM Con, Impact Education Conference, Midwest Google Summit, ISTE).

Middle School STEM (5-6)

Middle School STEM (7-8)

Section C: Action Plan

STEAM/STEM			
Action Item	Responsibility	Date	Cost
Professional development time to write curriculum as the program is teacher created and requires yearly changes to remain current and relevant.	STEAM/STEM teacher and building administrator	Spring/Summer 2021	Curriculum writing hourly cost
Provide opportunities for collaboration with specialists to better integrate the A into STEAM by collaborating with the Art and Music Teachers (South).	Building administrator	Ongoing	Cost of scheduling shared planning time beyond the current school day
Coding subscriptions to Tynker, Bloxels, Kodable	Building administrators	Yearly	Tynker - \$4400 Bloxels - \$750 Kodable - \$1250

Saint Peter Public Schools
Independent School District 508

Implementation Manual

Agriculture

2020



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Explanation of Curriculum, Assessment & Grading

Curriculum:

Grades 9-12:

Assessment:

Grading:

Materials/Curriculum Resources

Staff Development Plan

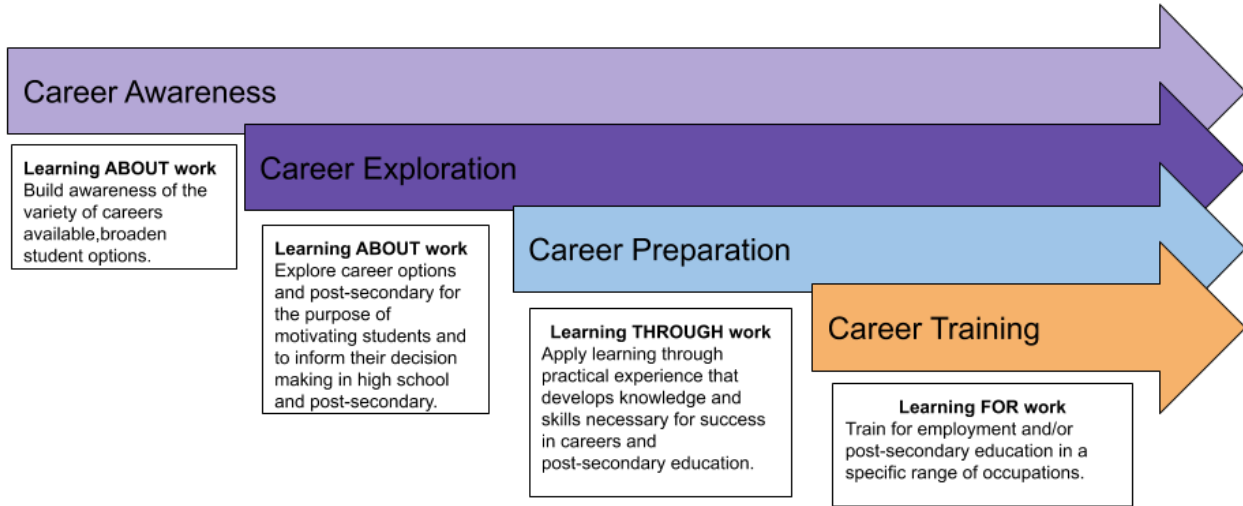
Appendix: Essential Standards and Learning Targets

Career and Technical Education Foundations

In the Saint Peter School District, we strive to ensure that all students are College and Career Ready upon their high school graduation. Career and Technical education is a critical part of accomplishing this goal regardless of a student's post-secondary pursuits.

Kindergarten

12th Grade



Introduction

The agricultural education curriculum review process began during the summer of 2018. The instructor and curriculum supervisor reviewed best practice in the area of agriculture education, analyzed current programming, cited strengths and limitations, and presented recommendations for improvement. This instructional guide outlines program alignment to the standards and identifies curricular resources used within agriculture education programming in Saint Peter Public Schools.

Elementary Committee Faculty: N/A

Middle School Committee Faculty: N/A

High School Committee Staff: Gena Lilienthal

Administrator Representative: Mrs. Annette Engeldinger

Explanation of Curriculum, Assessment & Grading

Curriculum:

Kindergarten - Grade 5: N/A

Grades 6-8: N/A

Grades 9-12: Below is a link to the syllabus for each of the courses taught within our agricultural education program. Within each syllabus you will find a course description, grading scale, and addressed standards. Many of my classes use CASE (Curriculum for Agricultural Science Education). For each CASE course I attached the CASE course outline.

1. Animals, Plants, Pizza and You (CASE Course, Intro to AFNR)
[Syllabus](#)
[Course Outline](#)
2. Principles of Plant Science and Greenhouse Management (CASE Course)
[Syllabus](#)
[Course Outline](#)
3. Principles of Animal Science (CASE Course)
[Syllabus](#)
[Course Outline](#)
4. Wildlife and Natural Resource Management (CASE Course)
[Syllabus](#)
[Course Outline](#)
5. Food Science and Safety (CASE Course)
[Syllabus](#)
[Course Outline](#)
6. U of M, College in the School, Introduction to Animal Science, ANSCI 1101
[Syllabus](#)
Topical course outline is in the syllabus

Grading:

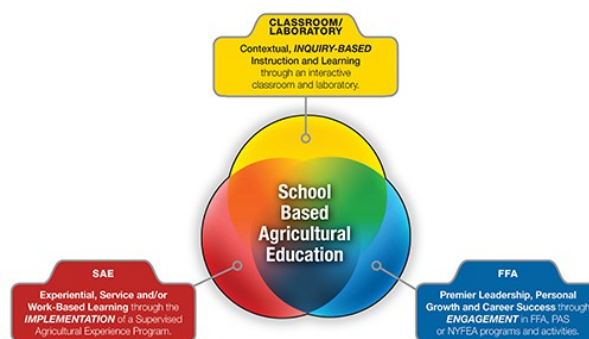
Saint Peter Public Schools commits to all stakeholders to provide equitable, accurate, specific, and timely information regarding student progress towards agreed-upon common math knowledge expectations as well as feedback for next steps and growth areas. Grades will communicate what students know and can do. Reference syllabuses for individual course grading scales. (The St. Peter High School standard grading scale is used for each class with the exception of the U of M ANSCI 1101 course.)

Equitable	The same work, completed in two different classrooms, should receive the same grade. PLC will be creating guidelines for this practice.
Accurate	Grades are based on achievement and evidence of learning as demonstrated in class. { <i>outside of class</i> }
Specific	Grading policies should be so clear that students and families should be aware of current standing throughout the grading period.
Timely	Feedback to students is so timely that students can actually use that feedback right away to improve their performance on tests and assignments.

Our Guiding Practices

1. Grading practices must be supportive of student learning.
2. Marking-period grades will be based solely on achievement of course or grade-level standards.
3. Students will have multiple opportunities to demonstrate proficiency.
4. Grades will be based on a body of evidence aligned to standards.
5. A consistent grading scale will be used to score assignments and assessments.
6. Accommodations and modifications will be provided for exceptional learners.

Throughout all courses I try to address the three circle model of agriculture education and the pathways within agriculture education.



Materials/Curriculum Resources

High School:

CASE Curriculum:

I use Curriculum for Agricultural Science Education Curriculum for the majority of our agriculture education classes. CASE is a project of the The National Council of Agriculture Educations, managed by the National Association of Agricultural Educators and an affiliation of STEM Education Coalition. All curriculum is created, scaffolded, and taught by licensed instructors. Inorder to use the curriculum, high school teachers must attend and pass a two week in-person training for each curriculum set. For more information visit <https://www.case4learning.org/>

Textbooks used within our courses:

- Principles of Food Science, 4th Edition, Janet D. Ward
- Introduction to Animal Science, 5th Edition, W. Stephen Damron
- Plant and Soil Science Fundamentals and Applications, Rick Parker
- Modern Livestock and Poultry Production, 8th Edition, James R. Gillespie and Frank B. Flanders

Minnesota FFA Career Development Event Handbooks are used for references for all courses. <https://www.mnffa.org/cde>

Staff Development Plan

Below I have listed all of the professional development meetings and courses I regularly attend for program enhancement.

Event	Purpose	Approximate Date	Cost
Minnesota Association of Agricultural Educators Region 7 Quarterly meetings	Assist our region with execution of Career Development Events, Supervised Agricultural Experiences, and Leadership Training Events for all students within Region 7	Throughout the school year	\$150
Minnesota Association of Agricultural Educators Summer Teachers Conference	Workshops, Networking and Professional Development Sessions specific to AFNR	4 days, early July	\$250
Minnesota Association of Agricultural Educators Summer Training Programs	Hands-on specific content based two-day trainings	June	Funded through grants
Minnesota Association of Agricultural Educators Agriculture Technology Conference	Workshops, Networking and Professional Development Sessions specific to AFNR	2 days, January	\$150
U of M, College in the Schools Curriculum Quarterly Workshops	Virtual online lessons on curriculum topics to enhance our lessons	Quarterly	none
U of M, College in the Schools Summer Curriculum Review	Curriculum development days and professional development tours relevant to animal science	2 days, June	none
Curriculum For Agricultural Science Education (CASE) Institutes	Required intense, hands-on training for each curriculum set.	2 weeks each summer	\$1,500 - \$2,000 per curriculum (many of my

	Training is required before the curriculum can be taught by the instructor.		trainings were funded through scholarships)
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Appendix

Essential Standards & Learning Targets

High School :

Link to document with Minnesota science standards address within each course:

[CORE Minnesota Science Standards addressed](#)

Links to National Agriculture, Food, and Natural Resources standards addressed in each course:

1. Animals, Plants, Pizza and You (CASE Course, Intro to AFNR)
[AFNR Standards Alignment](#)
2. Principles of Plant Science and Greenhouse Management (CASE Course)
[AFNR Standards Alignment](#)
3. Principles of Animal Science (CASE Course)
[AFNR Standards Alignment](#)
4. Wildlife and Natural Resource Management (CASE Course)
[AFNR Standards Alignment](#)
5. Food Science and Safety (CASE Course)
[AFNR Standards Alignment](#)
6. U of M, College in the School, Introduction to Animal Science, ANSCI 1101
-Standards supplied by the U of M on an annual basis

Saint Peter Public Schools
Independent School District 508
Implementation Manual

Business

2020



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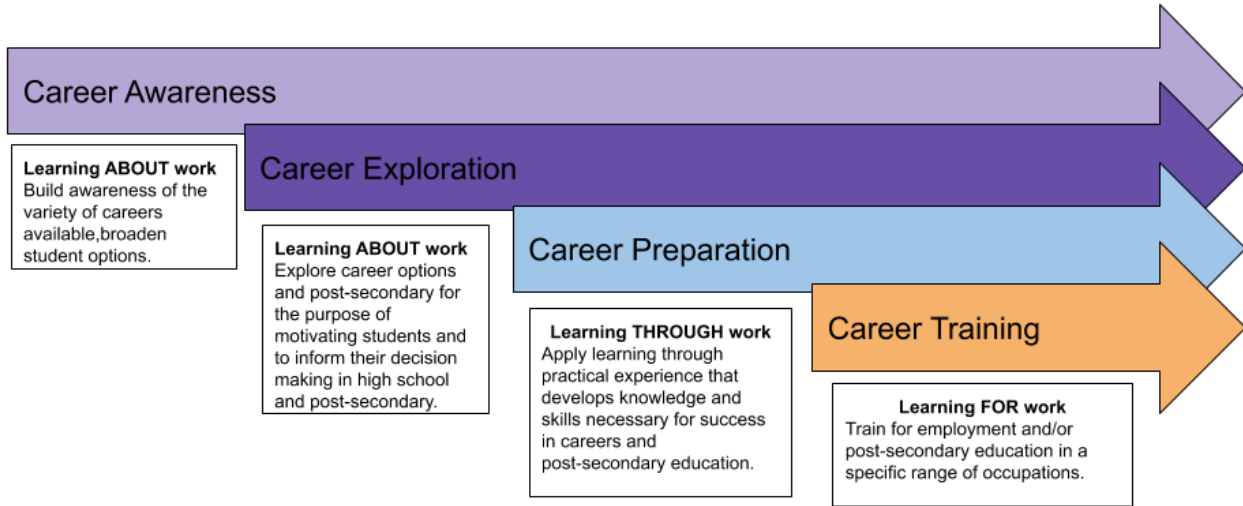
Appendix: Essential Standards and Learning Targets

Career and Technical Education Foundations

In the Saint Peter School District, we strive to ensure that all students are College and Career Ready upon their high school graduation. Career and Technical education is a critical part of accomplishing this goal regardless of a student's post-secondary pursuits.

Kindergarten

12th Grade



Introduction

The business education curriculum review process began during the summer of 2018. The instructor and curriculum supervisor reviewed best practices in the area of business education, analyzed current programming, cited strengths and limitations, and presented recommendations for improvement. This instructional guide outlines program alignment to the standards and identifies curricular resources used within business education programming in Saint Peter Public Schools.

Elementary Committee Faculty: none

Middle School Committee Faculty: none

High School Committee Staff: George Schoenborn

Explanation of Curriculum, Assessment & Grading

Curriculum:

Kindergarten - Grade 5: n/a

Grades 6-8: n/a

Grades 9-12: Below is a link to the syllabus for each of the courses taught in the Business Department. Each syllabus will have a course description, objectives, units covered, text and supplemental materials, formal evaluation/assessment, and grading scale.

1. Personal Finance
[Syllabus](#)
2. Accounting I
[Syllabus](#)
3. Accounting II
[Syllabus](#)
4. Entrepreneurship
[Syllabus](#)

Grading:

Saint Peter Public Schools commits to all stakeholders to provide equitable, accurate, specific, and timely information regarding student progress towards agreed-upon common math knowledge expectations as well as feedback for next steps and growth areas. Grades will communicate what students know and can do.

Equitable	The same work, completed in two different classrooms, should receive the same grade. PLC will be creating guidelines for this practice.
Accurate	Grades are based on achievement and evidence of learning as demonstrated in class. { <i>outside of class</i> }
Specific	Grading policies should be so clear that students and families should be aware of current standing throughout the grading period.
Timely	Feedback to students is so timely that students can actually use that feedback right away to improve their performance on tests and assignments.

Our Guiding Practices

- | |
|--|
| 1. Grading practices must be supportive of student learning. |
| 2. Marking-period grades will be based solely on achievement of course or grade-level standards. |
| 3. Students will have multiple opportunities to demonstrate proficiency. |
| 4. Grades will be based on a body of evidence aligned to standards. |
| 5. A consistent grading scale will be used to score assignments and assessments. |
| 6. Accommodations and modifications will be provided for exceptional learners. |

Materials/Curriculum Resources

High School:

Textbooks and supplemental materials used within our courses:

Personal Finance, Intro to Business, Steven Egglund, Les Dlabay, and James Burrow;
[JumpStart](#) financial literacy resources

Accounting I & II, Century 21 Accounting, First-Year Course, 6th Edition; Viking Marine Simulation, Western Rider Simulation, any automated accounting software (as of June 2020, [“Manager”](#))

Entrepreneurship, [Junior Achievement](#) (online curriculum) registration and curriculum set up through regional Junior Achievement representative (as of June 2020, Katie Mons; katie@jaum.org)

[MBITE](#), the professional organization for Marketing, Business, and Information Technology Educators in Minnesota, is a statewide professional learning community for all business educators including areas of marketing, management, entrepreneurship, general business, accounting, information technology, graphic design and college and career readiness.

PROFESSIONAL DEVELOPMENT FOR BUSINESS TEACHERS

When developing your professional learning network, remember to select options that involve making connections and building relationships with other educators. MBITE is here to provide a way of sharing ideas, resources, and voicing educational concerns.

To provide this support our organization stands on four pillars.

FOUR PILLARS

Networking

- Providing opportunities for MBITE Members to meet and discuss curriculum and instruction.

Legislative Advocacy

- Representation on MnACTE provides MBITE members a voice in legislative action relating to education legislation.

Resource/Lesson sharing

- MBITE members are given access to our curriculum database via Google Drive.

Professional Development

- MBITE will provide opportunities to its members through conferences, workshops, tours, webinars, etc.

Action	Responsibility	Date	Cost
Attend annual MBEI annual conference	Schoenborn	Fall 2020 or Spring 2021 (nothing scheduled as of June 2020)	\$350, varies; usually \$150 fee, \$200 lodging, Perkins usually covers all or part
Accounting Software training to be used for Accounting I & II software purchase summer of 2020	Schoenborn	Summer 2020	Most training comes with software purchase free of charge
Purchase curriculum for Sports Management/Marketing course <i>Sports and Entertainment Marketing 4th Edition</i> Ken Kaser/Dotty B. Oelkers	Schoenborn	Summer 2021	Hardcopy textbook, 30 copies: \$1,799.70 (\$59.99 each) Online textbook: \$689.70 (\$22.99 each/6 month subscription) \$944.70 (\$31.49 each/annual subscription)

Appendix

Essential Standards & Learning Targets

High School:

Link to document with Minnesota Business Education standards address within each course:

Minnesota Career and Technical Education Resources

Minnesota Business, Marketing, and Information Technology Frameworks

The Business, Marketing, and Information Technology Frameworks (below) provide teachers in these career fields with high-quality, rigorous indicators and benchmarks to identify what students should know and be able to do after completing a program of study in any of the included pathways. Development of local courses and programs should be informed by a combination of these rigorous academic and employability elements, and expectations of business and industry stakeholders addressing current and future workforce needs. MDE Specialist Dean Breuer is the key contact for accessing information and training on the use of these new framework tools.

Personal Finance: Minnesota Department of Education: [Finance and Accounting Cluster Frameworks](#)

Accounting I & II: Minnesota Department of Education: [Finance and Accounting Cluster Frameworks](#)

Entrepreneurship: [Junior Achievement](#): [Company Program](#)



ADDENDUM

STUDY SESSION
Monday, July 12, 2021
SPMS-Media Center
5:00PM

V. Long-Term Facilities Maintenance Plan

Subject: Long-Term Facilities Maintenance Plan

Background: Each year the school district is required to update its ten-year plan for Long-Term Facilities Maintenance. This is an estimated timeline of projects and may be adjusted as needs arise.

Presentation: Business Manager, Tim Regner, and Superintendent Gronseth



Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes, section 123B.595, subdivision 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.		Enter Information		District Info.		Enter Information						
District Name:		St Peter Public School		Date:	6/30/2021							
District Number:		0508-01		Email:	tregner@stpeterschools.org							
District Contact Name:		Tim Regner										
Contact Phone #		507-934-5703 ext 1011										
Fiscal Year (FY) Ending June 30												
Expenditure Categories		2021 (base year)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.												
Finance Code	Category (1)											
347	Physical Hazards	\$35,000	\$35,225	\$36,986	\$38,836	\$40,777	\$42,816	\$43,672	\$44,546	\$45,437	\$46,345	\$47,272
349	Other Hazardous Materials	\$2,000	\$9,444	\$9,916	\$10,412	\$19,233	\$11,480	\$11,710	\$11,944	\$12,183	\$12,426	\$12,675
352	Environmental Health and Safety Management	\$42,404	\$42,404	\$42,404	\$42,404	\$42,404	\$42,404	\$43,252	\$44,117	\$44,999	\$45,899	\$46,817
358	Asbestos Removal and Encapsulation	\$2,500	\$10,939	\$11,486	\$12,060	\$12,664	\$13,297	\$13,563	\$13,834	\$14,111	\$14,393	\$14,681
363	Fire Safety	\$30,000	\$29,050	\$36,503	\$32,028	\$33,629	\$36,111	\$36,833	\$37,570	\$38,321	\$39,088	\$39,869
366	Indoor Air Quality	\$600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects		\$112,504	\$127,062	\$137,295	\$135,740	\$148,707	\$146,108	\$149,030	\$152,011	\$155,051	\$158,151	\$161,314
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year												
Finance Code	Category (2)											
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151												
Finance Code	Category (3)											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility												
Finance Code	Category (4)											
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Accessibility Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects												
Finance Code	Category (5)											
368	Building Envelope	\$100,000	\$118,000	\$82,400	\$137,400	\$28,000	\$42,500	\$62,500	\$66,000	\$55,500	\$41,500	\$56,000
369	Building Hardware and Equipment	\$35,000	\$18,300	\$18,300	\$98,600	\$19,800	\$18,600	\$18,800	\$18,800	\$20,200	\$56,800	\$56,800
370	Electrical	\$2,000	\$74,000	\$122,000	\$102,000	\$54,800	\$10,800	\$11,000	\$12,000	\$12,000	\$12,000	\$12,000
379	Interior Surfaces	\$30,000	\$121,150	\$99,650	\$74,550	\$53,300	\$65,000	\$46,450	\$52,300	\$50,800	\$53,550	\$48,325
380	Mechanical Systems	\$10,000	\$55,700	\$56,700	\$72,200	\$77,200	\$72,000	\$57,900	\$57,900	\$57,900	\$57,900	\$57,900
381	Plumbing	\$80,000	\$94,000	\$81,500	\$81,700	\$82,200	\$67,200	\$67,200	\$95,300	\$95,300	\$82,800	\$82,800
382	Professional Services and Salary	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
383	Roof Systems	\$10,000	\$9,900	\$157,496	\$158,296	\$67,615	\$68,415	\$53,080	\$53,280	\$425,200	\$425,200	\$11,700
384	Site Projects	\$65,000	\$313,450	\$266,350	\$128,650	\$273,250	\$163,300	\$54,600	\$56,100	\$126,000	\$56,950	\$56,950
Total Deferred Capital Expense and Maintenance		\$382,000	\$854,500	\$934,396	\$908,396	\$701,165	\$558,515	\$421,530	\$461,680	\$892,900	\$836,700	\$432,475
Total Annual 10-Year Plan Expenditures		\$494,504	\$981,562	\$1,071,691	\$1,044,136	\$849,872	\$704,623	\$570,560	\$613,691	\$1,047,951	\$994,851	\$593,789
Fund Balance Section												
Fund 01												
Beginning Fund Balance 01-467-XX		-\$717,327	-\$193,251	-\$246,408	-\$405,036	-\$536,110	-\$472,919	-\$264,479	\$78,024	\$377,396	\$242,508	\$160,719
LTFM Fiscal Year Revenue - Levy		\$503,653	\$482,369	\$497,604	\$501,979	\$499,555	\$492,595	\$492,602	\$492,595	\$492,585	\$492,582	\$492,594
LTFM Fiscal Year Revenue - AID if Applicable		\$474,927	\$446,036	\$415,459	\$411,083	\$413,508	\$420,468	\$420,461	\$420,468	\$420,478	\$420,480	\$420,469
LTFM Fiscal Year Revenue Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Transfer OUT if applicable - Special Legislation FY 20 and FY 21		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Estimated Fiscal Year Expenditures		\$454,504	\$981,562	\$1,071,691	\$1,044,136	\$849,872	\$704,623	\$570,560	\$613,691	\$1,047,951	\$994,851	\$593,789
Ending Fiscal Year Fund Balance 01-467-XX		-\$193,251	-\$246,408	-\$405,036	-\$536,110	-\$472,919	-\$264,479	\$78,024	\$377,396	\$242,508	\$160,719	\$479,993
Fund 06												
Beginning Fund Balance 06-467-XX		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Fiscal Year Bonded Revenue		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

①

MDE / School Finance	LTFM Fiscal Year Revenue Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Other Transfers	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Estimated Fiscal Year Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Ending Fiscal Year Fund Balance 06-467-XX	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
End of worksheet													



FY 23 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection

Revised 5/12/2021

7/1/2015

508 <= Type in School District Number		Change only if requiring levy adjustments	Payable 2021 LLC Certification	Current Estimate	FY 2021	FY 2022	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
ST. PETER PUBLIC SCHOOL DISTRICT																
Calculations for Ten Year Projection		Pay 21 LLC #														
1	Type your district number in cell A2 (Minneapolis = 1.2)															
2	Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b to 18, 20, 21, 26, 27 and 50b															
3	Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33															
4	Look-up data from following tabs															
5	Initial Formula Revenue															
6	Current year APU	57		2,419.20	2,443.17	2,402.80	2,402.80	2,402.80	2,402.80	2,402.80	2,402.80	2,402.80	2,402.80	2,402.80	2,402.80	2,402.80
6a	Additional Pre-K Pupil Units (line 19 of Pre-K application)															
6b	Total Adjusted Pupil Units = (6) + (6a)				2,443.17	2,402.80	2,402.80	2,402.80	2,402.80	2,402.80	2,402.80	2,402.80	2,402.80	2,402.80	2,402.80	2,402.80
7	District average building age (uncapped)	451		35.34	35.34	36.34	37.34	38.34	39.34	40.34	41.34	42.34	43.34	44.34		
8	Formula allowance		\$	380.00	\$	380.00	\$	380.00	\$	380.00	\$	380.00	\$	380.00	\$	380.00
9	Building age ratio = (Lesser of 1 or (7) / 35)	452			1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000
10	Initial revenue = (6) * (8) * (9)	453		919,296	928,405	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063
11	Added revenue for Eligible H&S Projects > \$100,000 / site															
12	Debt service for existing Alt facilities H&S bonds (1B) - gross before debt excess	702			-	-	-	-	-	-	-	-	-	-	-	-
13	Debt Excess related to Debt service for existing Alt facilities H&S bonds (1B)	756			-	-	-	-	-	-	-	-	-	-	-	-
14	Debt service for portion of existing Alt facilities bonds from line (22) attributable to eligible H&S Projects > \$100,000 per site (1A)	701			-	-	-	-	-	-	-	-	-	-	-	-
15	Debt Excess related to Debt service for portion of existing Alt facilities bonds attributable to eligible H&S Projects > \$100,000 per site (1A)	755			-	-	-	-	-	-	-	-	-	-	-	-
16a	Existing Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue from "IAQFAA Bonds" tab				-	-	-	-	-	-	-	-	-	-	-	-
16b	New debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue				-	-	-	-	-	-	-	-	-	-	-	-
17	Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue = (16a) + (16b)	767			-	-	-	-	-	-	-	-	-	-	-	-
18	Pay as you go revenue for eligible new H&S projects > \$100,000 / site	455			-	-	-	-	-	-	-	-	-	-	-	-
19	Total additional revenue for eligible H&S projects > \$100,000 / site (12) - (13) + (14) - (15) + (17) + (18)	456			-	-	-	-	-	-	-	-	-	-	-	-
Added revenue for Pre-K remodeling (for VPK approvals only)																
20a	Net debt service for bonds approved for Pre-K remodeling	768			-	-	-	-	-	-	-	-	-	-	-	-
20b	Pay as you go for projects approved for Pre-K remodeling	457			-	-	-	-	-	-	-	-	-	-	-	-
20c	Total Pre-K revenue				-	-	-	-	-	-	-	-	-	-	-	-
20d	Total New Law Revenue (10) + (19) + (20c)	458			928,405	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063

FY 23 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection

Revised 5/12/2021

7/1/2015

508 <= Type in School District Number															
ST. PETER PUBLIC SCHOOL DISTRICT															
Calculations for Ten Year Projection		Pay 21	Change only if requiring levy adjustments	Payable 2021 LLC Certification	Current Estimate										
	LLC #	FY 2021	FY 2022	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031		
Old Formula revenue															
21	Old formula Health & Safety revenue (these should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2023)	459	-	-	-	-	-	-	-	-	-	-	-		
22	Old formula alt facilities debt revenue (1A) - gross before debt excess	701	-	-	-	-	-	-	-	-	-	-	-		
23	Debt Excess allocated to line 22		-	-	-	-	-	-	-	-	-	-	-		
24	Old formula alt facilities debt revenue (1A) - debt excess	765	-	-	-	-	-	-	-	-	-	-	-		
25	Old formula alt facilities net debt revenue (1B) = (12) - (13)	766	-	-	-	-	-	-	-	-	-	-	-		
26	Old formula alt facilities pay as you go revenue (1A)	460	-	-	-	-	-	-	-	-	-	-	-		
27	Old formula alt facilities pay as you go revenue (1B) > \$500,000 (these should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2023)	463	-	-	-	-	-	-	-	-	-	-	-		
27a	LTFM "H&S >100K per site" bonds	767	-	-	-	-	-	-	-	-	-	-	-		
27b	LTFM "other" bonds for 1A hold harmless	769	-	-	-	-	-	-	-	-	-	-	-		
28	Old formula deferred maintenance revenue = (if (22) + (26) = 0, (10) * (\$64 / formula allowance))	466		156,363	153,779	153,779	153,779	153,779	153,779	153,779	153,779	153,779	153,779		
29	Total old formula revenue = (21)+(24)+(25)+(26)+(27)+(27a)+(27b)+(28)	467	154,829	156,363	153,779	153,779	153,779	153,779	153,779	153,779	153,779	153,779	153,779		
30	Total LTFM Revenue for Individual District Projects = Greater of (20d) or [(29) + (20c)]	468	919,296	928,405	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063		
31	District Requested Reduction from Maximum LTFM Revenue (to levy less than the maximum). Also enter this amount in the Levy Information System. Stated as positive number	469	-	-	-	-	-	-	-	-	-	-	-		
32	District LTFM Revenue (30) - (31)	470	919,296	928,405	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063		
33	LTFM Revenue for District Share of Eligible Cooperative / Intermediate Projects (Unequalized)	471	-	-	-	-	-	-	-	-	-	-	-		
34	Grand Total LTFM Revenue (32) + (33)	472	919,296	928,405	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063		
Aid and Levy Shares of Total Revenue															
35	For ANTC & APU, three year prior date		2019	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028		
36	Three year prior Ag Modified ANTC	33	13,077,554	13,077,554	13,151,771	13,677,842	14,224,955	14,793,954	15,385,712	16,001,140	16,641,186	17,306,833	17,999,107		
37	Three year prior Adjusted PU (New Weights)	54	2,430.32	2,430.32	2,459.09	2,432.58	2,443.17	2,402.80	2,402.80	2,402.80	2,402.80	2,402.80	2,402.80		
38	ANTC / APU = (36) / (37)	474	5,381.00	5,381.00	5,348.22	5,622.78	5,822.33	6,156.97	6,403.25	6,659.38	6,925.76	7,202.79	7,490.90		
39	State average ANTC / APU with ag value adjustment	475	9,105.95	9,105.95	9,556.02	10,153.52	10,452.22	10,870.00	11,305.00	11,757.00	12,227.00	12,716.00	13,225.00		
40	Equalizing Factor = 123% of (39)	476	11,200.32	11,200.32	11,753.90	12,488.83	12,856.23	13,370.10	13,905.15	14,461.11	15,039.21	15,640.68	16,266.75		
41	Local (levy) share of Equalized Revenue (lesser of 1 or (38) / (40))	477	48.04%	48.04%	45.50%	45.02%	45.29%	46.05%	46.05%	46.05%	46.05%	46.05%	46.05%		
42	State (aid) share of Equalized Revenue (1 - (41))	478	51.96%	51.96%	54.50%	54.98%	54.71%	53.95%	53.95%	53.95%	53.95%	53.95%	53.95%		
43	Equalized Revenue (lesser of (34) or (6) * (8))	473	919,296	928,405	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063		
44	Initial LTFM State Aid (42) * (43)	479	477,636	482,369	497,604	501,979	499,555	492,595	492,602	492,595	492,585	492,582	492,594		
45	Old formula Grandfathered Alternative Facilities Aid	481	-	-	-	-	-	-	-	-	-	-	-		
46	Total LTFM State Aid (Greater of (44) or (45))	482	477,636	482,369	497,604	501,979	499,555	492,595	492,602	492,595	492,585	492,582	492,594		
47	Total LTFM Levy (34) - (46) (including coop/intermediate)	485	441,660	446,036	415,459	411,083	413,508	420,468	420,461	420,468	420,478	420,480	420,469		
53															
48	Debt Service Portion of Revenue (non-grandfather districts)														
49	Subtotal Debt Service Revenue from above = (12) - (13) + (17) + (20a) + (24)	765+766+767+768	-	-	-	-	-	-	-	-	-	-	-		

FY 23 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection

Revised 5/12/2021

7/1/2015

WIDE / School Finance Division

508 <= Type in School District Number

ST. PETER PUBLIC SCHOOL DISTRICT

Change only

if requiring levy
adjustments

Payable 2021

LLC Certification Current Estimate

Calculations for Ten Year Projection

	Pay 21	LLC #	FY 2021	FY 2022	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
50 Existing LTFM bonds excluding bonds on line 17 (principal + interest)*1.05 from "FM Other Bonds" tab	769													
50b New LTFM bonds excluding bonds on line 17 (principal + interest)*1.05														
51 Total Debt Service Revenue = (49) + (50) + (50b)	770													
52 Equalized debt Service Revenue (lesser of (43) or (51))	486													
53 Debt Service Aid = (52) * (42)	488													
54 Equalized Debt Service Levy = (52) - (53)	489													
55 Unequalized Debt Service Revenue and Levy = (Greater of zero or (51) - (50))	490													
56 General Fund Portion of Revenue (non-grandfather districts)														
57 Total General Fund Revenue = (34) - (51)	491			928,405	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063
58 General Fund Equalized Revenue = (43) - (52)	492			928,405	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063	913,063
59 Total General Fund Aid = (46) - (53)	493			482,369	497,604	501,979	499,555	492,595	492,602	492,595	492,585	492,582	492,594	
60 General Fund Equalized Levy = (58) * (41)	494			446,036	415,459	411,083	413,508	420,468	420,461	420,468	420,478	420,480	420,469	
61 General Fund Unequalized levy = (57) - (58)	495			-	0	0	0	0	0	0	0	0	0	
62 Total General Fund Levy = (60) + (61)	496			446,036	415,459	411,083	413,508	420,468	420,461	420,468	420,478	420,480	420,469	
Notes:														
1. Underlevy on general fund equalized levy results in proportionate reduction in associated aid.														
2. Total Debt Service revenue on line 49 must not exceed total LTFM revenue for individual district projects (line 30) for any of the 10 years in the plan.														
3. For 1A districts with old Alt Facilities bonding, the amount on line 22 will reduce initial revenue on line 10, less the H & S portion entered on line 14.														
End of Worksheet														

5



Division of School Finance
1500 Highway 36 West
Roseville, MN 55113-4266

Fiscal Year (FY) 2023 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

ED-02477-07
Due: July 31, 2021

General Information: Minnesota school districts, intermediate school districts, cooperative districts, applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2021. Submit to Sarah C. Miller (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

Identification Information

Name of District or Cooperative: St Peter Public School	District Number and Type: 0508-01	Date Submitted: 6/13/2021
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Statement of Assurances

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes, section 123B.595, subdivision 10, paragraph (a), clause (3), Minnesota Statutes, section 123B.57, subdivision 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and ~~an~~ Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes, section 123B.595, subdivision 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2023 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes, section 123B.595, subdivision 10, paragraph (a), clause (3), Minnesota Statutes, section 123B.57, subdivision 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
4. All actual expenditures to be reported in UFARS for FY 2023 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes, section 123B.595, subdivision 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. § 127A.411, subd. 3).
6. The district's plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. § 121A.335). ***The district's ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.***

Certification of Statement of Assurances

Signature – <i>Must be signed</i> by Superintendent or Cooperative Director:	Name – Superintendent or Cooperative Director (Please print) William Gronseth	Date:
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6



ADDENDUM

STUDY SESSION Monday, July 12, 2021 SPMS-Media Center 5:00PM

VI. Consider Equity Training Through South Center Service Coop

Subject: Consider Equity Training Through South Center Service Coop

Background: The South Central Service Cooperative (SCSC) has received a grant to collaborate with Longview Education to provide professional development in the area of education equity for School Boards and school leaders. The Saint Peter School Board has been invited to engage in this training. SCSC will contribute \$6,500, the school district would be responsible for \$1,500. The desired outcomes of the training would be decided by the School Board. See attached proposal for more details.

Presentation: Superintendent of Schools

Creating Equitable Outcomes

Learning Experience for System and School Leaders

Brigid Moriarty-Guerrero, Partner

Longview Education

brigid@longvieweducation.org

(303) 875-3122

Longview Education

Longview Education was founded in 2021 by a core group of individuals who believe deeply in the power of education to support a more equitable world.

- We support schools in designing and implementing equitable and student-centered learning environments.
- We are an educator driven organization, bringing years of experience teaching to our work.

Our Approach to Understanding Inequity

- Our work starts with providing participants enough historical information to understand what systemic bias and inequity is, all the way down to the local level.
- Research has shown that focusing equity work at the personal level is not effective and can leave people feeling disappointed, defensive, and overwhelmed. We support participants in making this work collaborative and actionable.
- Core to making the work actionable is being able to take into account the perspective of others. We seek to help each person appreciate and better understand other people's perspectives on bias and inequity.
- We then support the creation of meaningful steps that will be taken to create an equitable educational model and outcomes.

Sessions and Activities

1.) Leadership Strategies for Creating Equitable Outcomes

One 60 minute session - Introduction and Coalition Building Among the Group

This session is focused on bringing the group together under a shared purpose and vision. Using a research based approach, we help the participants create a rationale for the need to create clarity in the organization around equity.

2.) History of Inequity

Three 90 minute video reviews with a 45 minute debrief conversation for each video.

Session One: Structural Bias and Racism Today

This presentation addresses the questions:

- What is structural racism?
- How does structural racism affect the racial wealth gap?
- What is the role of individuals in biased systems?

- How do we know structural racism exists today?

Session Two: Most Pertinent Regional History

This presentation addresses the questions:

- What is the history of your region?
- How does this history show up in the present day?
- What connections exist between this history and achievement data?

Session Three: The Historical Reproduction of Racism

This presentation addresses the questions:

- Why has there been so little progress in racial economic equity since passage of the Civil Rights Act?
- Why do most Americans overestimate racial economic progress?
- What historical policy decisions impact this lack of progress?

4.) Understanding Current Challenges through Perspectives Taking

One 60 minute session: Using Perspectives to Understand Complex Problems

This session shares strategies for using perspectives-taking to understand complex challenges. We share processes that support participants in uncovering unheard voices to understand community perspectives around equity.

5.) Leadership Strategies for Creating Equitable Outcomes

Two 90 minute sessions: Taking Action: Creating Clarity and Accountability to Equity

- Session One: Review community data gathered through perspectives-taking work to create a draft definition of equity for the school or system.
- Session Two: Based on the definition of equity, we then support the creation of meaningful steps that will be taken to create an equitable educational model.

Partnership Overview

Objective: Ensure that Saint Peter Public Schools are consistently creating equitable outcomes.

Outcomes: TBD

Driving Principles:

- A collaborative commitment to creating equitable outcomes is possible.
- To create equitable outcomes today we must understand the history and conditions of inequity.
- We can use brain and behavioral science to support actionable work on the system.

Process:

- Evidence-based study of history and conditions of inequity in order to move forward without replicating those things.
- Stakeholder engagement through a “perspectives-taking” approach.
- Clarity and measures for monitoring the system for equitable outcomes.

Schedule:

TBD	Introduction to Creating Equitable Outcomes Partnership
TBD	Structural Bias and Racism
TBD	Pertinent Regional History
TBD	Historical Reproduction of Inequity
TBD	Using Perspectives to Understand Current Challenges
TBD	Creating Clarity and Accountability to Equitable Outcomes Part 1
TBD	Creating Clarity and Accountability to Equitable Outcomes Part 2

Additional Optional Sessions and Activities

***Optional* Transferring Learnings to Instructional Core**

Two 90 minute sessions:

- Session One: In this session we look at what and how we teach and assess learning. We use data and research-based approaches to consider:
 - How can we ensure our instruction and assessment practices are increasing equitable outcomes?

- Session Two: We look at classroom or (school-wide) routines, practices, and behaviors support equitable outcomes by considering:
 - What does equity mean for classroom culture and routines?
 - How do we create inclusion through routines, practices, and behaviors?

***Optional* On-going Support**

Equitable Outcomes Community of Practice

90 min monthly meetings to continue to learn new information and skills, share progress in application of equitable practices, and consistently monitor for equitable outcomes.

Team

Ayo Magwood: is an educational consultant specializing in evidence-based training that deepens our understanding of racism and social justice issues through the disciplines of history, economics, sociology, and cognitive psychology. She also equips institutions with the tools and strategies to foster more productive conversations about racism using her “perspectives consciousness approach.” She has over 10 years of classroom experience in both majority low-income Black/Latino charter schools and majority high-income White private schools. Ayo has a B.A. in economics and international relations from Brown University and a M.Sc. in applied economics from Cornell University.

Brigid Moriarty-Guerrero: Brigid is a career educator and former Senior Consultant at 2Revolutions where she supported educators in defining and implementing shifts to more student-centered learning models. Before her work at 2Revolutions, she taught for more than a decade as a bilingual early childhood education teacher. She was a founding teacher in establishing a Reggio Emilia Pre-K program in DCPS in Washington, D.C. and a bilingual arts-integrated Kindergarten program in Denver, Colorado. She is a teacher-researcher who has spent years honing the practice and art of education. She believes deeply in students rights and providing meaningful learning experiences for all learners.

Brigid holds a Master’s Degree in Educational Psychology and a Bachelor's Degree in Biochemistry and Environmental Biology both from the University of Colorado. During her years in the classroom, Brigid was honored with highest distinctions and the SW Denver Excellence in Education Award.



ADDENDUM

STUDY SESSION
Monday, July 12, 2021
SPMS-Media Center
5:00PM

VI. Superintendent Evaluation Planning

Subject: Consider Equity Training Through South Center Service Coop

Background: The Superintendent receives an annual review by the School Board. This includes reviewing identified Superintendent goals and general performance. A process to do this needs to be developed.

Presentation: School Board Chair Ben Leonard