



SAINT PETER SCHOOL BOARD
Regular Board Meeting
Monday, July 12, 2021
Saint Peter Middle School-Media Center, 100 Lincoln
Dr. , SAINT PETER, MN 56082
6:30 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	2
V. Action Items	
1. Superintendent to be Identified Officials with Authority (IOwA) for MDE Access	23
2. Membership in the Minnesota School Boards Association (MSBA) for 2021-2022	25
3. Membership in the Minnesota State High School League (MSHSL) for 2021-2022	27
4. Curriculum Review	30
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VI. Information Items	
1. First reading of policies	111
VII. Reports	
1. Building Principals	
2. Superintendent of Schools	
3. Board Members	
a. Around the Table	
VIII. Upcoming Meetings of the School Board Communications Committee	
Wednesday, July 14, 2021	
4:00PM	
SPCC-Traverse des Sioux	
IX. Instructional Program Committee	
Wednesday, July 21, 2021	
1:00PM	
SPMS-Conference Room A/B	
X. Adjournment	



ADDENDUM

BOARD MEETING July 12, 2021 SPMS-Media Center 6:30PM

IV. CONSENT AGENDA

1. Approval of the Regular Board Meeting Minutes of June 21, 2021.
2. Approval of Bills (\$1,946,005.39) and wire transfers (\$2,793,446.11) for June 2021.
3. Grants & Donations
 - a. The acceptance of a \$2,500 American Library Association Innovative Reading Grant to support "the planning and implementation of a unique and innovative program for children which motivates and encourages reading, especially with struggling readers."
4. Personnel
 - a. The acceptance of the retirement of a kindergarten teacher (Tarilyn Rushing) at South Elementary effective June 30, 2021.
 - b. The acceptance of the transfer of a reading intervention teacher at Saint Peter Middle School (Emily Onken) to an instructional coach for grades 2-6. This is a new position.
 - c. The approval of the hiring of a Secretary to the Principal (Heather Kusler) at North Elementary. This is a replacement position.
 - d. The approval of the hiring of a 1.0 FTE reading intervention teacher (Ashley Pope) at Saint Peter Middle School. This is a replacement position.
 - e. The approval of a Family Medical Leave for a science teacher (Dani Roehrkasse) at Saint Peter High School. Her leave planned to begin on August 23, 2021 and end on October 31, 2021.

- f. The approval of a teaching assignment reduction (Kyle Hilding) from 1.0 to .67 due to student registration numbers and course offerings for the 2021-2022 school year.
- g. The residence of a resignation for a School Information Coordinator (Kurt Hildebrandt) for the 2021-2022 school year.
- h. . The approval of a Family Medical Leave for an art teacher (Kelly Nyhammer) at North and South Elementary Schools. Her leave will begin on August 23, 2021 and she will return on September 16, 2021.
- i. The approval of a membership in the Minnesota Rural Education Association (MREA) for the 2021-2022 school year.

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, Tracy Stuewe & Bill Soderlund.

Absent: Vickie Hager

Others present: Superintendent Bill Gronseth, Principals: Annette Engeldinger, Jon Graff, Doreen Oelke, Ytve Prafke, Administrative Team members: Tim Regner, Tami Skinner, Heather Deshayes and community member Marty Dunkin.

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A Regular Board Meeting of the School Board of Saint Peter Public Schools was held Monday, June 21, 2021, beginning at 6:30 PM in the Saint Peter Community Center-Governors' Room.

I. Call Meeting to Order-6:30 PM, Leonard

II. Pledge of Allegiance

III. Consideration and Adoption of the Agenda (Lokensgard/Stuewe, unanimous)

IV. Consider Requests to Speak on the Agenda-Dr. Marty Dunkin presented a request to the school board to establish a study group to consider the issue of longer school years.

V. Approval of Consent Agenda Items-(Stuewe/Lokensgard, unanimous)

1. Approval of the Study Session Minutes of May 13, 2021.

2. Approval of the Regular Board Meeting Minutes of May 17, 2021

3. Approval of Bills (\$1,524,508.75) and wire transfers (\$2,864,830.58) for May 2021.

4. Grants & Donations

a. The acceptance of a \$1,694 SHIP Grant donation to South Elementary School. This gift was facilitated by Nicollet County and used to purchase Spanish books to promote family reading for South Elementary Spanish speaking English language learners.

b. The acceptance of a Prairie Lakes Regional Arts Council grant for \$4,000.00. Funds from this grant will support the sPARK Mobile Art Studio.

5. Personnel

a. The acceptance of the retirement of a technology education teacher (Warren Peterson) at Saint Peter High school effective May 28, 2021.

b. The acceptance of the retirement of a vocal voice teacher (Scott Hermanson) at Saint Peter Middle and High School effective May 28, 2021.

- c. The approval of the hiring of a 1.0 FTE counselor (Andrew Vander Linden) at Saint Peter High School. This is a replacement position.
- d. The approval of a Family Medical Leave request of a first-grade teacher (Mariah Eyler) at South Elementary. Her leave will begin on August 23, 2021 and end on October 20, 2021.
- e. The approval of the hiring of a Speech Clinician (Elayna Howton) at Saint Peter Early Childhood for the 2021-2022 school year. This is a contract transfer from MVED to Saint Peter Schools.
- f. The approval of the hiring of a .25 ECSE Adaptive Physical Education teacher (Lauren Satrom) with Saint Peter Early Childhood Special Education for the 2021-2022 school year.
- g. The approval of the hiring of an ECSE supplemental teacher (Kellie Satrom) for the 2021-2022 school year.
- h. The approval of the hiring of school social worker (Mandy Kennedy) at North Elementary and Early Childhood. This is a new position.
- i. The approval of the hiring of a Technology Department Intern (Kelson Lund) with Saint Peter Public Schools for the summer of 2021. 5
- j. The approval of the hiring of an Industrial Technology Teacher (Scott Robinson) at Saint Peter High School for the 2021-2022 school year. This is a replacement position.
- k. The approval of the hiring of a summer school world history teacher (Jaylen Heller) at Saint Peter High School starting June 2, 2021.
- l. The approval of the hiring of a Saints Overtime Assistant (Katie Engeldinger) with Saint Peter Community & Family Education for the 2021 summer. This is a replacement position
- m. The approval of the hiring of an Occupational Therapist (Hannah Kleschult) at South & North Elementary. This is a contract transfer from MVED to Saint Peter Schools.
- n. The approval of the hiring of a 1.0 FTE physical education teacher (Jordan Rudenick) at North Elementary. This is a replacement position.
- o. The acceptance of the resignation of an IT Specialist (Nathan Koster) effective June 30, 2021.
- p. The approval of the hiring of a 1.0 vocal music teacher (Bri Bergstrom) at Saint Peter Middle School/High School. This is a replacement position.
- q. The approval of the hiring of a 4th grade teaching fellow (Emma Fladager) at North Elementary for the 2021-22 school year.
- r. The declaring of Middle School Physical Education equipment as obsolete and no longer needed.

VI. Action Items

1. Accept Graduates-(Carlson/Dixon, unanimous)
2. Remove Return to School Committee-(Lokensgard/Carlson, unanimous)
3. Approval of Tenure Action for Probationary Teachers-(Carlson/Soderlund, unanimous)

4. Approval of Memorandum of Understanding between the City of Saint Peter Recreation and Leisure and Saint Peter Community and Family Education-(Lkendgard/Dixon, unanimous)
5. Resolution of Yearly Governmental Lease-(Carlson/Soderlund) AYE: Stuewe, Lokensgard, Carlson, Soderlund, Dixon, Leonard NAY: None, Motion Passed
6. Approval of Individual Contracts-(Lokensgard/Dixon, unanimous)
7. 2021/22 Budget Plan-(Dixon/Carlson, unanimous)
8. Resolution for an Operating Referendum-(Lokensgard/Dixon) AYE: Stuewe, Lokensgard, Carlson, Soderlund, Dixon, Leonard NAY: None, Motion Passed
9. Second/Final Reading of Revisions to the Policy Manual-(Stuewe/Soderlund, unanimous)
10. Consider Approval of a Resolution to approve Landowner Petition for Detachment and Annexation From One School District to Another-(Lokensgard/Carlson) AYE: Stuewe, Lokensgard, Carlson, Soderlund, Dixon, Leonard NAY: None, Motion Passed

VII. Information Items

1. School Board Election Filing Dates- There are three School Board Members with terms expiring in 2021. The period for filing affidavits of candidacy for the office of school board member of Independent School District No. 508 shall begin July 27, 2021 at 8:00 AM and shall close at 5:00 PM on August 10, 2021.
2. First Reading of Revisions to the Policy Manual-Supt. Gronseth brought a required policy regarding Curriculum Development for a first reading. The policy was presented as suggested by MSBA.

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VIII. Reports

1. Building Principals
 - Mrs. Oelke discussed what the principals have been doing since school let out including; annual curriculum review process, MEP Summer Institute, 133 registered Kindergartners.
 - Ytive Prafke gave an update on summer programming including; credit recovery, ECSE ESY, targeted services and summer food distribution.
2. Superintendent of Schools-Mr. Gronseth discussed the current legislative session and summer programming
3. Board Members
 - a. Around the Table
 - Carlson-Thanks staff for their dedication to helping students in the summer
 - Dixon-Thanks Scott Hermanson for his service to the district

IX. Upcoming Meetings of the School Board

Shared Programs Committee
 June 23, 2021
 4:00PM
 DO

Negotiations Committee
 June 25, 2021
 9:00

SPHS-Band Room

Policy Review Committee
Wednesday, July 7, 2021
2:00
DO

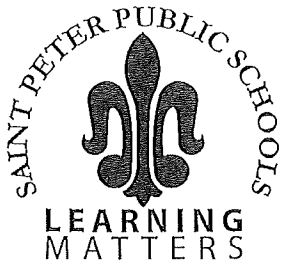
Study Session
Monday, July 12, 2021
6:30PM
SPMS-Media Center

Shared Programs Committee
July 14, 2021
5:00PM
SPCC-Governor's Room
X. **Adjournment**-7:45PM (Stuewe/Carlson, unanimous)

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Dated: July 12, 2021

Drew Dixon, Board Clerk



DISTRICT OFFICE
100 Lincoln Drive, Suite 229
Saint Peter, MN 56082-1351
507-934-5703 (Office)
507-934-2805 (Fax)
www.stpeterschools.org

Date: July 6, 2021
To: Dr. Bill Gronseth - Superintendent
From: Bee Ong - Finance Accountant
Re: **Monthly Construction Bills, Board Bills,
Payroll & Student Activity Amounts:**

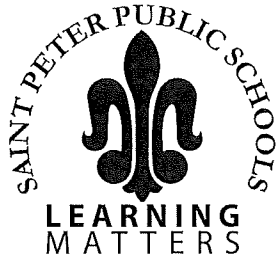
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June 2021 - Construction Account	\$0.00
June 2021 - Board Bills	\$896,771.60
June 2021 - Payroll Account	\$1,049,233.79
June 2021 - Student Activity	\$0.00
	<hr/> <hr/>
	\$1,946,005.39

St. Peter Public Schools
 Independent School District 0508
 Wire Transfer Report
 June-21

Folder: DO Staff Share
 File: WIRE TRANSFER REPORT

MSDLAF to USBank		
MSDLAF to FNB payroll account ACH	6/15/2021	510,000.00
MSDLAF to FNB payroll account ACH	6/15/2021	100,000.00
MSDLAF to FNB payroll account ACH	6/30/2021	475,000.00
MSDLAF-Max to FNB BO	6/11/2021	500,000.00
MSDLAF Max to CCF - self insurance	6/29/2021	200,000.00
MSDLAF to USB - BCBS - health/life	06/01/21	296,879.00
FNB-BO to BCBS - medicare health	06/23/21	14,302.00
Wire of federal payroll taxes	6/1/2021	154,010.42
Wire of federal payroll taxes	6/16/2021	213,265.11
Wire of state payroll taxes	6/2/2021	25,803.13
Wire of state payroll taxes	6/17/2021	37,629.10
PERA payments	6/1/2021	20,439.60
PERA payments	6/16/2021	21,276.59
TRA payments	6/1/2021	81,342.51
TRA payments	6/16/2021	108,366.85
Further	6/1/2021	1,247.01
Further	6/2/2021	2,182.22
Further	6/8/2021	1,393.99
Further	6/15/2021	1,766.82
Further	6/17/2021	1,247.01
Further	6/22/2021	58.54
Further	6/23/2021	734.50
Further	6/29/2021	5,545.48
Horace Mann	6/8/2021	2,339.00
Horace Mann	6/21/2021	2,339.00
Ameriprise/NBSGroup Bill	6/1/2021	1,475.00
Ameriprise/NBSGroup Bill	6/17/2021	1,475.00
Pioneer - Dental direct debits	6/1/2021	1,174.46
Pioneer - Dental direct debits	6/7/2021	1,656.81
Pioneer - Dental direct debits	6/14/2021	2,292.80
Pioneer - Dental direct debits	6/22/2021	1,413.50
Pioneer - Dental direct debits	6/22/2021	4,211.81
Pioneer - Dental direct debits	6/28/2021	2,518.90
Electronic Deposit Fees - Gateway	6/3/2021	20.00
Electronic Deposit Fees - Merch Billing	6/8/2021	39.95
Total Wires		2,793,446.11



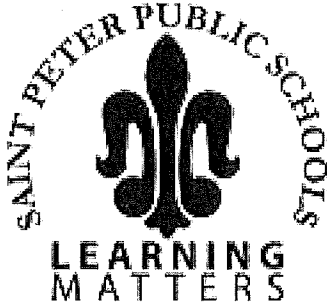
TO: St. Peter School Board

FROM: Karen Snay

DATE: July 6, 2021

RE: AASL Innovative Reading Grant

This is a request to approve the American Association of School Librarians (AASL) Innovative Reading Grant that I applied for and received for the 2021-2022 school year. The intent of the \$2500 award is to support “the planning and implementation of a unique and innovative program for children which motivates and encourages reading, especially with struggling readers.”



MEMO TO: Bill Gronseth
St. Peter School Board

FROM: Doreen Oelke

DATE: June 29, 2019

SUBJECT: Teacher Retirement

I would like to recommend that you accept the retirement of Tarilyn Rushing as a kindergarten teacher at South Elementary at the end of the 2020-2021 school year.

Ms. Rushing has played an integral role in supporting South students and their families. Her passion for helping others and commitment to education will be greatly missed. We wish her the best in her retirement.

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CC: grp_hire_certified
Tarilyn Rushing

June 25, 2021

Dear Mrs. Oelke,

After much thought and consideration, I have decided to retire from my position as kindergarten teacher at South Elementary effective June 30, 2021.

I have appreciated my years at South Elementary. During this time, I have experienced many changes. These changes have been both challenging and rewarding. I am grateful for this experience, as it has allowed me to grow professionally as well as personally.

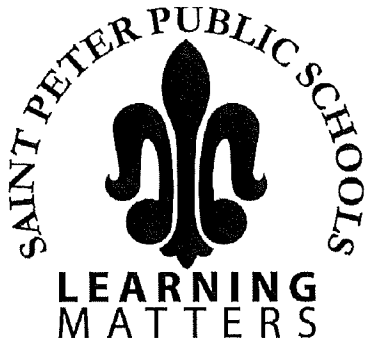
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I consider myself fortunate to have served in the role of educator these past years. The word teacher holds great meaning for me as it is not just a title, it is who I am. The children, families and staff that I have had the privilege to work with have enriched my life in countless ways. Therefore, it is with heavy heart that I submit this letter. I will treasure the memories of my time at South Elementary.

Sincerely,

A handwritten signature in cursive script that reads "Tarilyn Rushing". The signature is written in black ink and is positioned above the printed name.

Tarilyn Rushing



MEMO TO: Bill Gronseth, Superintendent

FROM: Jon Graff

DATE: June 18, 2021

SUBJECT: Teacher Transfer

I am pleased to recommend the transfer of positions for Emily Onken. Emily will be transferring from her role as a reading intervention teacher at the middle school to an instructional coach for grades 2-6. This is a new position.

We are excited to welcome Emily to her new role.

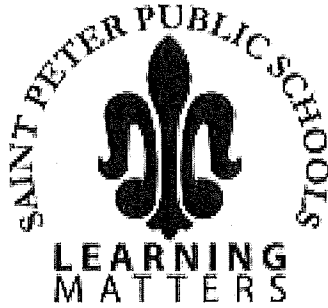
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Please feel free to contact me if you have any questions regarding this recommendation.

cc:

Emily Onken

grp_hire_certified



MEMO TO: Mr. Bill Gronseth
District 508 School Board

FROM: Darin Doherty, Principal
North Elementary School

DATE: June 21, 2021

SUBJECT: Replacement Office Support
(Secretary to the Principal)

Applications were received and interviews took place for our office support position (Secretary to the Principal) at North Elementary. This is a replacement position. I am recommending the following candidate:

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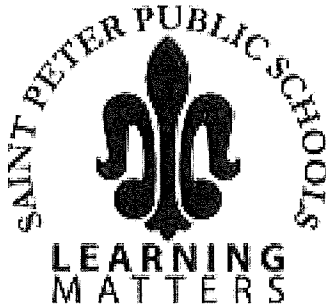
- **Heather Kusler** - Level IV Office Support starting at \$15.13/hour with 225 contract days. \$27,234 per contract year based on the current contract.

Ms. Kusler will start her contract on July 1, 2021. Heather has experience working in a variety of office settings and HR units. She most recently worked/lived in Ireland and recently returned to the States. She is looking forward to working in a school setting.

We are very excited to have Heather join the North staff!

If you have any questions, please contact me.

CC: hkusler@yahoo.com
grp_hire_office@stpeterschools.org



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Jon Graff

DATE: June 18, 2021

SUBJECT: Reading Intervention Teacher
Hire

Applications were received and interviews took place for a Saint Peter Middle School Reading interventionist.

I am pleased to recommend Ashley Pope for the position. Ashley comes to us with nine years of experience at Nicollet Public Schools. We are excited to welcome her to the team.

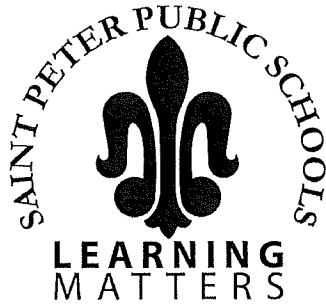
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This is a replacement position created by Emily Onken's move to an instructional coach.

EMPLOYEE SUMMARY

- Ashley Pope
- Rate of Pay: Step10/MA = \$64,087
- Start date: 2021-2022 School Year
- 1.0 FTE

CC: Ashley Pope
grp_hire_certified



TO: Members of the School Board
Mr. Gronseth

FROM: Annette Engeldinger

DATE: June 29, 2021

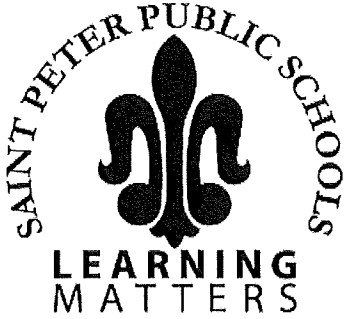
RE: Maternity Leave Recommendation

Dani Roehrkasse, a science teacher at Saint Peter High School, has submitted a request for maternity leave. I am recommending that her maternity leave request, beginning from August 23, 2021, be granted. Her baby is due in July, but she plans to return to teaching on November 1, 2021.

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Please let me know if you have any questions.

cc: Ytve Prafke



MEMO TO: Members of the School Board
Mr. Bill Gronseth, Superintendent

FROM: Annette Engeldinger

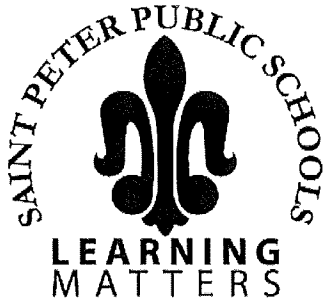
DATE: July 7, 2021

SUBJECT: Course reduction

Due to student registration numbers and course offerings for the 2021-2022 school year, Kyle Hilding's teaching assignment will be reduced from 1.0 to .67. He will be teaching social studies at both Saint Peter High School and the Hoffman Learning Center.

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If you have any questions or concerns, please let me know.



TO: Saint Peter School Board
FROM: Bill Gronseth
DATE: 07.07.21
RE: Resignation Rescinded

Members of the School Board,

The School Board previously acted on a resignation from Kurt Hildebrant from his position as School Information Coordinator. After more consideration, he has decided he would like to continue in his position and would like to rescind his resignation.

Attached is his letter of request. We are pleased to have him continue his work with the Saint Peter Public Schools. 18

July 7, 2021

Bill Gronseth
Superintendent
Saint Peter Public Schools
St. Peter, MN 56082

Dear Bill:

After some time to think and some discussions with some of our administrators and my family members, I have had a change of heart and I'm asking to rescind my resignation as Communications Coordinator, which was approved earlier this year by the Board.

I am grateful for the opportunity to continue to work with the outstanding students and staff that we have here at Saint Peter Public Schools and I eagerly look forward to the start of the 2021-22 school year.

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Respectfully submitted,

Kurt Hildebrandt



MEMO TO: Mr. Bill Gronseth
District 508 School Board

FROM: Darin Doherty, Principal
North Elementary School

DATE: July 8, 2021

SUBJECT: Family Medical Leave

I am recommending the approval of a family medical leave of absence for Kelly Nyhammer at North and South Elementary Schools. Kelly's daughter is undergoing a medical procedure on August 4, 2021. Kelly will need to be absent for 4-6 weeks while her daughter recovers. Her leave would begin August 23, 2021. She is planning to return to school on September 16, 2021.

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

If you have questions, please contact me.

CC: Kelly Nyhammer <knyhammer@stpetersschools.org>
grp_hire_certified <grp_hire_certified@stpetersschools.org>

MREA

Voice For Greater Minnesota Education

**INTRODUCTORY
MEMBERSHIP OFFER FOR
SCHOOL YEAR 2021-2022**

**SAINT PETER
PUBLIC SCHOOLS**



Why Join MREA?



RURAL EDUCATION ADVOCACY

MREA is the only advocacy organization that fights for rural schools on a broad platform of issues. We work with other statewide organizations to make positive change, but we are the only organization that truly focuses on funding and opportunity gaps impacting rural schools.



COMMUNICATIONS

Cut through the clutter with up-to-date news on MN education and the legislative session. You'll receive weekly MREA Insider Briefs (bi-weekly outside of session) and up-to-the-minute eblasts and social media posts on changes that affect your district.



EDUCATIONAL OPPORTUNITIES

MREA's Annual Conference provides valuable educational opportunities that highlight Greater Minnesota education, focus on best practices in serving Greater Minnesota students, and provide CEU credits for your whole district with the optional online access conference package.

MREA'S Legislative Accomplishments



Your farmers saw a reduction in their school debt taxes because of the Ag2School bond credit making it easier for districts to pass bond referendum. This credit is permanent law, with sufficient annual appropriations and is scheduled to increase from 55% this year to 60% next and finally to 70% by 2023.



Your Board can continue to access additional Long Term Facility Maintenance funding. This was an MREA advocacy priority.



Your Board can access funding for educating your students or lower taxes for your taxpayers through the highly equalized \$724 in Local Optional Revenue, an MREA priority.

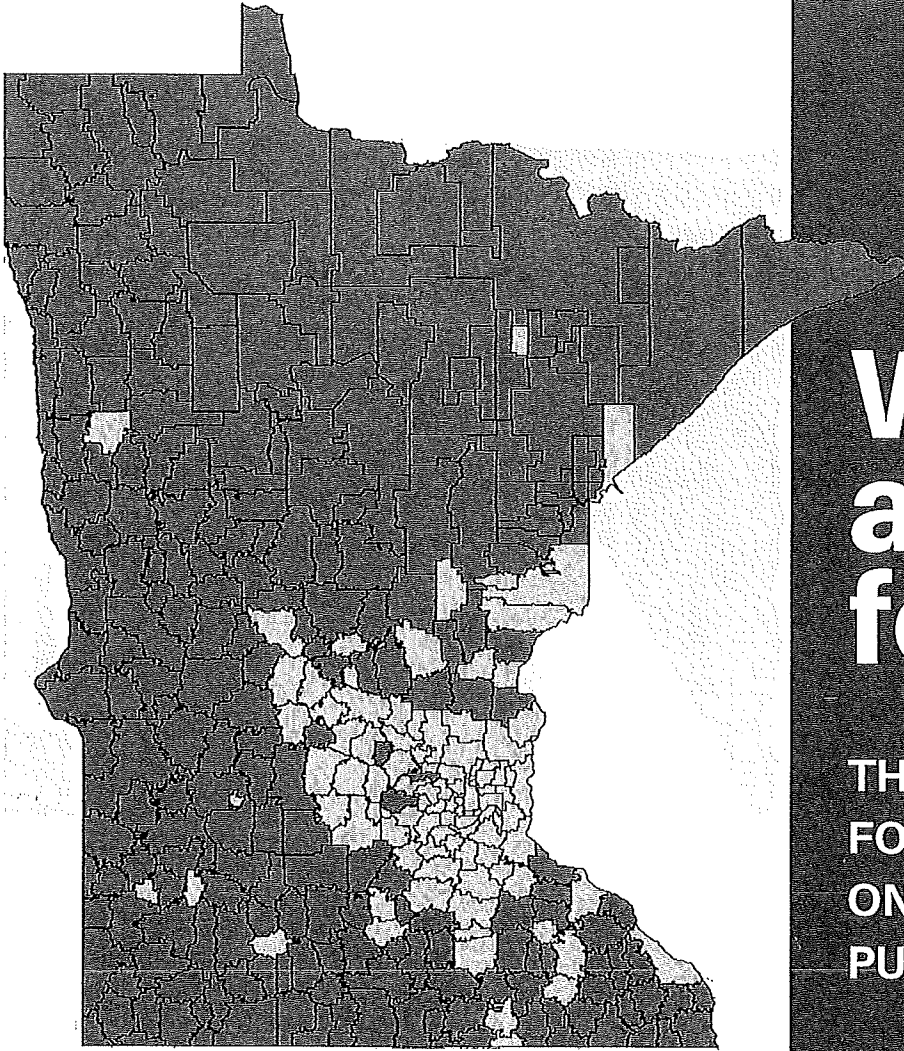


Annual funding to support the education of American Indian students. MREA actively supported the stabilization and increase in funding for AMI students.



Small School Revenue (SSR). MREA was the only education organization to testify in favor of SSR.

JOIN US IN FIGHTING FOR GREATER MINNESOTA EDUCATION



We'll advocate for YOU.

THE ONLY ORGANIZATION FOCUSED SPECIFICALLY ON GREATER MINNESOTA PUBLIC EDUCATION

Introductory 2021-2022 Membership Dues:

\$1,250

Estimated 2022-2023 Membership Dues:

\$2,500

Join MREA

There's never been a better time to join MREA.

We accept this Introductory Membership to MREA for \$1,250.

MREA dues are estimated based on current APUs. The maximum 2021-22 MREA dues are \$2,500 annually regardless of district enrollment.

ACCEPTED BY

Name: Bill Gronseth

Title: Supt/ Saint Peter Schools

Date: 07/01/21

Email completed form to info@mreavoice.org



Voice For Greater Minnesota Education



ADDENDUM

REGULAR BOARD MEETING Monday, July 12, 2021 SPMS-Media Center 6:30PM

V. ACTION ITEMS

1. AGENDA ITEM #1

Subject: Superintendent to be Identified Officials with Authority (IOWA) for MDE Access

Action: Requires a resolution

Background: The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOWA) for each local education agency that uses the Education Identity Access Management (EDIAM) system. The IOWA is responsible for authorizing, reviewing, and recertifying user access for their local education agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOWA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties. The Director recommends the Board authorize **Bill Gronseth** to act as the Identified Official with Authority (IOWA) for **St. Peter Public School District 0508-01.**"

Presentation: Superintendent of Schools

Options/Recommendation: I recommend naming the Superintendent as Identified Official with Authority for MDE Access per the wording of the resolution



NOTE: Please complete the following board resolution language using your organization's letterhead.

Education Identity & Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local education agency that uses the Education Identity Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local education agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOwA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

It is strongly recommended that only one person at the local education agency or organization (the Superintendent or Director) is designated as the IOwA. The IOwA will grant the IOwA Proxy role(s).

Designation of the Identified Official with Authority for Education Identity Access Management

Organization Name: _____

6-Digit or 9-Digit Organization Number (e.g. 1234-01 or 1234-01-000): _____

The Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOwA) for this organization:

Print Name: _____

Title: _____

Board Member Signature:

Name: _____

Date: _____

Once the EDIAM Board Resolution is completed, scan and send it to: useraccess.mde@state.mn.us



ADDENDUM

REGULAR BOARD MEETING Monday, July 12, 2021 SPMS-Media Center 6:30PM

V. ACTION ITEMS

2. AGENDA ITEM #2

Subject: Membership in the Minnesota School Boards Association (MSBA) for 2021-2022

Action: Requires a Motion

Background: This item is in regard to our membership in the Minnesota School Boards Association (MSBA). The MSBA provides policy referral, legal advice, in-service training for board members, BoardBook, financial services, and lobbying efforts on behalf of member schools. Virtually every school district in the state of Minnesota belongs to MSBA. The cost for membership is \$9,947.00 per year.

Presentation: Superintendent of Schools

Options/Recommendation: I recommend that you approve our membership in MSBA.



Minnesota School Boards Association
1900 West Jefferson Ave
St. Peter, MN 56082-3015
507-934-2450 or 800-324-4459

INVOICE

ATTN: Superintendent
I.S.D. 508
100 LINCOLN DR STE 229
SAINT PETER, MN 56082-1339

Invoice No: 27664S8K2M9
Invoice Date: 5/25/2021
Acct No: 398
Due Date: **8/15/2021**
PO Number:

Invoice Item	Qty	Unit Price	Extended
Association Dues (FY 7/1/21 to 6/30/22)	1	\$7,117.00	\$7,117.00
BoardBook Subscription Tier I	1	\$2,100.00	\$2,100.00 ²⁶
Policy Services Renewal (FY 7/1/21 to 6/30/22)	1	\$730.00	\$730.00
		Subtotal:	\$9,947.00
		Amount Paid:	\$0.00
		Balance Due:	\$9,947.00

Dues for **ISD #508** are based on 2243.79 "Average Daily Membership of Students Served" for the fiscal year ended June 30, 2020, as provided by the Minnesota Department of Education.

MSBA is not able to accept Credit, Debit, or Procurement Cards as a method of payment of your 2021-22 Dues Invoice. Please remit payment of this invoice to MSBA by CHECK. Thank you for your cooperation.

In accordance with IRS Code Sec. 6113, contributions or gifts (including membership dues) to MSBA are not deductible as charitable contributions for Federal income tax purposes.



ADDENDUM

REGULAR BOARD MEETING Monday, July 12, 2021 SPMS-Media Center 6:30PM

V. ACTION ITEMS

3. AGENDA ITEM #3

Subject: Membership in the Minnesota State High School League (MSHSL) for 2021-2022

Action: Requires a Resolution

Background: This item is concerning our membership in the Minnesota State High School League. The MSHSL provides guidance and structure for all of our athletic, fine arts, speech, and drama activities. In addition, membership extends catastrophic insurance coverage to our students participating in interscholastic activities. The fee structure has changed. The 2021-2022 membership fee is \$100, the registration fee for athletics and activities is \$225 (per activity) and the cost per student is \$6.35.

The application requires that the School Board views the *Why We Play* training video which defines the purpose and value of education-based athletic and activity programs. The training must be completed before approving the MSHSL's membership resolution. This training video and the code of conduct has been shared with the School Board prior to this meeting. A resolution is required for the MSHSL 2021-2022 application due by August 31, 2021.

Presentation: Superintendent of Schools
Activities Director

Options/Recommendation: I recommend that you pass this resolution.



**2021-2022 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE**

RESOLVED, that the Governing Board of School District Number 508, County of Nicollet, State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the high school(s) listed below (name all high schools in the district):

Saint Peter High School _____

(If more than four high schools, attach an additional list)

is/are authorized by this, the Governing Board of said school district or school to:

1. _____ Make new application for membership in the Minnesota State High School League; 28 School Enrollment (9-12): _____
- OR;
 Renew its membership in the Minnesota State High School League; and,
2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representatives identified by this Governing Board.

Signing the Resolution for Membership affirms that this Governing Board has viewed the WHY WE PLAY training video which defines the purpose and value of education-based athletic and activity programs and assists school communities in communicating a shared common language.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Code of Student Conduct violations for students participating in activity programs by member schools.

The above Resolution was adopted by the Governing Board of this school district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

Signed: _____
(Clerk/Secretary - Local Governing Board)

Signed: _____
(Superintendent or Head of School)

Date: _____

Date: _____

District Office Address, City, Zip: _____

School Superintendent's Phone: _____

School Superintendent's Email: _____

**This form must be completed and submitted to MSHSL NOT LATER THAN AUGUST 31, 2021
Retain one copy for the school files.**

2020-2021 RESOLUTION FOR MEMBERSHIP

This page must be completed once for each school in the district.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Please complete and return this form with your school's 2021-2022 Resolution for Membership. If the school board is responsible for more than one (1) high school, please complete a form for EACH high school.

29

Saint Peter High School

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Jon Carlson

(Designated School Board Member – please print)

Shea Roehrkasse

(Designated School Representative – please print)

jcarlson@stpeterschools.org

Email Address

sroehrkasse@stpeterschools.org

Email Address

208.02 ACTIVITY REPRESENTATIVES

Shea Roehrkasse

(Boys' Sports – please print)

Shea Roehrkasse

(Girls' Sports – please print)

Erika Gustafson

(Speech – please print)

David Haugh

(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Tracy Stuewe

(Board Member—please print)

Shea Hildebrandt

(Student—please print)

Brian Odland

(Parent—please print)

Amanda Blue

(Faculty Member—please print)

Shea Roehrkasse

(Mailing Representative—please print)

The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.



ADDENDUM

REGULAR BOARD MEETING Monday, July 12, 2021 SPMS-Media Center 6:30PM

V. ACTION ITEMS

4. AGENDA ITEM #4

Subject: Curriculum Review

Action: Requires a motion

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: Superintendent of Schools
Jon Graff
Annette Engeldinger

Options/Recommendation: I recommend you approve the recommended changes.

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 B: Recommendations for Improvement	pg.
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	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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Section D: Budget	

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**) 38		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	40	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:			\$0.00
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			
41			
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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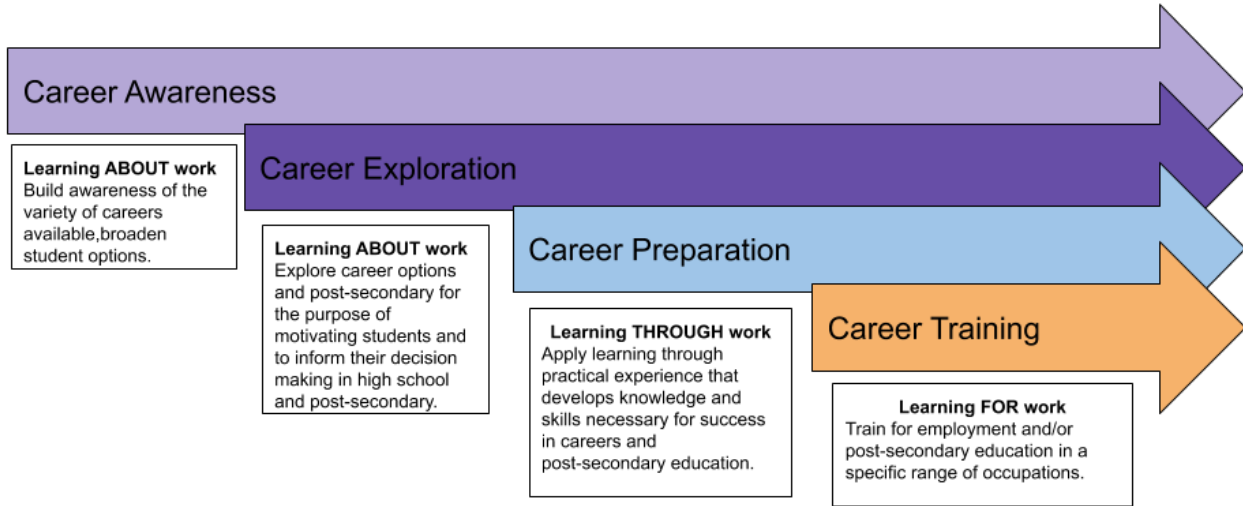
Appendix: Essential Standards and Learning Targets

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:

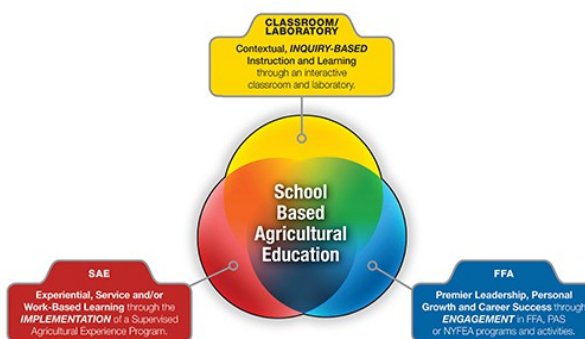
Saint Peter Public Schools commits to all stakeholders to provide equitable, accurate, specific, and timely information regarding student progress towards agreed-upon common math knowledge expectations as well as feedback for next steps and growth areas. Grades will communicate what students know and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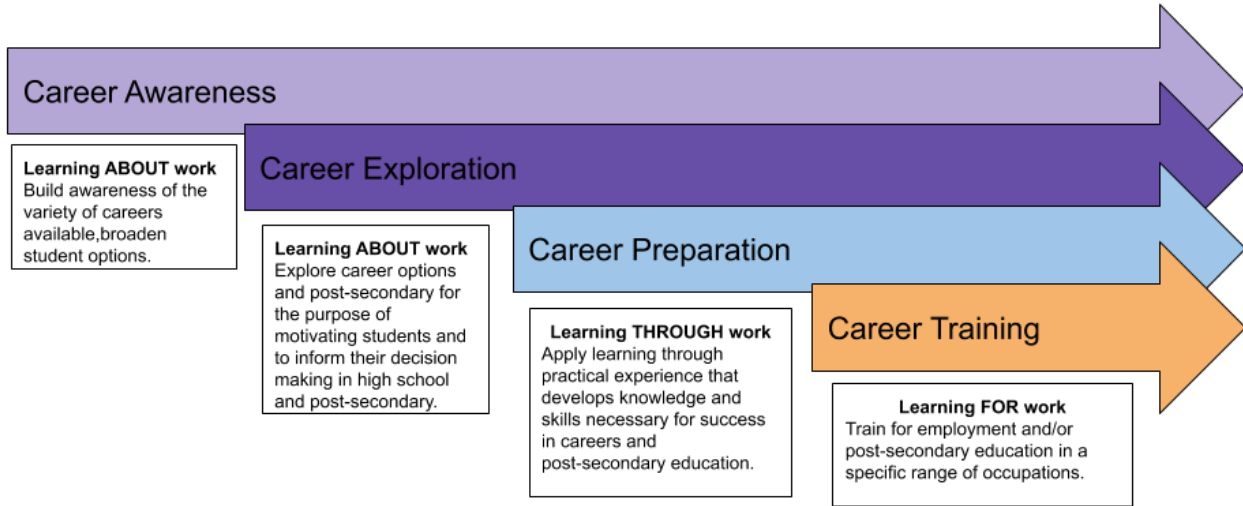
Appendix: Essential Standards and Learning Targets

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

REGULAR BOARD MEETING Monday, July 12, 2021 SPMS-Media Center 6:30PM

V. ACTION ITEMS

5. AGENDA ITEM #5

Subject: Referendum Resolution

Action: Requires a Resolution

Background: This resolution sets the amount for the upcoming operating referendum and directs administration to complete tasks required by the State of Minnesota for the operating referendum process.

Presentation: Superintendent of Schools

Options/Recommendation: I recommend that you pass this resolution.

EXTRACT OF MINUTES OF A MEETING
OF THE SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 508
(ST. PETER PUBLIC SCHOOLS)
STATE OF MINNESOTA

HELD: JULY 12, 2021

Pursuant to due call and notice thereof, a meeting of the School Board of Independent School District No. 508 (St. Peter Public Schools), State of Minnesota, was duly held in said school district on July 12, 2021, at ____:00 o'clock p.m.

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The following members were present:

and the following were absent:

Member _____ moved the adoption of the following Resolution:

**RESOLUTION RELATING TO INCREASING
THE GENERAL EDUCATION REVENUE OF THE SCHOOL DISTRICT BY
APPROVING A NEW REFERENDUM REVENUE AUTHORIZATION
AND CALLING AN ELECTION THEREON**

BE IT RESOLVED by the School Board of Independent School District No. 508, State of Minnesota, as follows:

1. The Board hereby determines and declares that it is necessary and expedient for the school district to increase its general education revenue by \$410 per adjusted pupil unit. As provided by law, the ballot question must abbreviate the term "per adjusted pupil unit" as "per pupil." The additional revenue will be used to finance school operations and the property tax portion thereof will require an estimated referendum tax rate of approximately 0.07194% of the referendum market value of the school district for taxes payable in 2022, the first year it is to be levied. The proposed referendum revenue authorization would be applicable for ten (10) years unless otherwise revoked or reduced as provided by law. The question on the approval of this referendum revenue authorization shall be School District Question 1 on the school district ballot at the special election held to approve said authorization.

2. The ballot question specified above shall be submitted to the qualified voters of the school district at a special election, which is hereby called and directed to be held on Tuesday, November 2, 2021, between the hours of 7:00 o'clock a.m and 8:00 o'clock p.m. **This date is a uniform election date specified in Minnesota Statutes, Section 205A.05.**

3. Pursuant to Minnesota Statutes, Section 205A.11, the school district polling places and combined polling places and the precincts served by the polling places and combined polling places, as previously established and designated by school board resolution adopted November 16, 2020, for elections held in 2021 is hereby designated for this special election.

4. The clerk is hereby authorized and directed to cause written notice of said special election to be given to the county auditor of each county in which the school district is located, in whole or in part, and to the Commissioner of Education, at least seventy-four (74) days prior to the date of said election. The notice shall specify the date of said special election and the title and language for each ballot question to be voted on at said special election. The notice shall specify the date of said special election and the title and language for each ballot question to be voted on at said special election. Any notice given prior to the date of the adoption of this resolution is ratified and confirmed in all respects.

5. The clerk is hereby authorized and directed to cause notice of said special election to be posted at the administrative offices of the school district at least ten (10) days before the date of said special election.

6. The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said special election and to cause two sample ballots to be posted in the polling places and combined polling places on election day. The sample ballots shall not be printed on the same color paper as the official ballot.

7. The clerk is hereby authorized and directed to cause notice of said special election to be published in the official newspaper of the school district, for two (2) consecutive weeks with the last publication being at least one (1) week before the date of said election.

8. The notice of election so posted and published shall state each question to be submitted to the voters as set forth in the form of ballot below, and shall include information concerning each established precinct, polling place and combined polling place.

The clerk is hereby authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in the polling places and combined polling places on election day.

9. The clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this special election.

10. The clerk is further authorized and directed to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system:

[Form of Ballot on the Following Page]

Special Election Ballot

Independent School District No. 508
(St. Peter Public Schools)

November 2, 2021

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this:

To vote for a question, fill in the oval next to the word "Yes" on that question.
To vote against a question, fill in the oval next to the word "No" on that question.

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School District Question 1 Approval of School District Referendum Revenue Authorization

The board of Independent School District No. 508 (St. Peter Public Schools) has proposed to increase its general education revenue by \$410 per pupil. The proposed referendum revenue authorization would be applicable for ten years unless otherwise revoked or reduced as provided by law.

- Yes** Shall the increase in the revenue proposed by the board of Independent School District No. 508 be approved?
- No**

**BY VOTING "YES" ON THIS BALLOT QUESTION,
YOU ARE VOTING FOR A PROPERTY TAX INCREASE**

Optical scan ballots must be printed in black ink on white material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

11. If the school district will be contracting to print the ballots for this special election, the clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer, at the request of the election official, shall furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

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12. The clerk is hereby authorized and directed to provide for testing of the optical scan voting system within fourteen (14) days prior to the election date. The clerk shall cause notice of the time and place of the test to be given at least two (2) days in advance by publishing the Notice of Testing once in the official newspaper and by causing the notice to be posted in the office of the County Auditor, the administrative offices of the school district, and the office of any other local election official conducting the test.

13. The clerk is hereby authorized and directed to cause notice of the location of the counting center or the place where the ballots will be counted to be published in the official newspaper at least once during the week preceding the week of the election and in the newspaper of widest circulation once on the day preceding the election, or once the week preceding the election if the newspaper is a weekly.

14. As required by Minnesota Statutes, Section 203B.121, the Board hereby establishes a ballot board to process, accept and reject absentee ballots at school district elections not held in conjunction with the state primary or state special election or that are conducted by a municipality on behalf of the school district and generally to carry out the duties of a ballot board as provided by Section 203B.121 and other applicable laws. The ballot board must consist of a sufficient number of election judges trained in the handling of absentee ballots. The ballot board may include deputy county auditors and deputy city clerks who have received training in the processing and counting of absentee ballots. The clerk or

the clerk's designee is hereby authorized and directed to appoint the members of the ballot board. The clerk or the clerk's designee shall establish, maintain and update a roster of members appointed to and currently serving on the ballot board and shall report to the Board from time to time as to its status. Each member of the ballot board shall be paid reasonable compensation for services rendered during an election at the same rate as other election judges; provided, however, if a staff member is already being compensated for regular duties, additional compensation shall not be paid for ballot board duties performed during that staff member's duty day.

15. The clerk is hereby authorized and directed to begin assembling names of trained election judges to serve at the polling places and combined polling places during the special election. The election judges shall act as clerks of election, count the ballots cast and submit the results to the school board for canvass in the manner provided for other school district elections. The election must be canvassed between the third and the tenth day following the election.

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16. The School District clerk shall make all Campaign Financial Reports required to be filed with the school district under Minnesota Statutes, Section 211A.02 available on the school district's website. The clerk must post the report on the school district's website as soon as possible, but no later than thirty (30) days after the date of the receipt of the report. The school district must make a report available on the school district's website for four years from the date the report was posted to the website. The clerk must also provide the Campaign Finance and Public Disclosure Board with a link to the section of the website where reports are made available.

The motion for the adoption of the foregoing resolution was duly seconded by

_____. On a roll call vote, the following voted in favor:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

Dated: July 12, 2021

Drew Dixon, Board Clerk



ADDENDUM

REGULAR BOARD MEETING Monday, July 12, 2021 SPMS-Media Center 6:30PM

V. ACTION ITEMS

6. AGENDA ITEM #6

Subject: 10-Year Long-Term Facilities Maintenance Revenue Plan

Action: Requires a Resolution

Background: The Long-term Facilities Maintenance (LTFM) Revenue Program provides funding for ongoing maintenance replacement or refurbishing needs. On an annual basis, school districts are required to pass and submit a 10-year Facilities Maintenance Plan to the Minnesota Department of Education. The plan was reviewed during the study session prior to this meeting.

Presentation: Superintendent of Schools

Options/Recommendation: I recommend that you pass this resolution.

Independent School District No. 0508

Saint Peter Public Schools

Pursuant to due call and notice thereof, a School Board meeting of Independent School District No. , State of Minnesota, was held on July 12, 2021 at 6:30PM for the purpose in part, of approving the District’s Fiscal Year (FY) 23 Long-Term Facility Maintenance Ten-Year Plan as established in Minnesota Statutes, section 123B.595.

School Board Member _____ introduced the following resolution and _____ moved its adoption.

Resolution Adopting Independent School District No. FY 23 long-term facilities maintenance ten-year plan

Be it resolved that the School Board of Independent School District No. 0508, State of Minnesota, approves the attached FY 23 Long-Term Facilities Maintenance Ten-Year Plan.

The motion for the adoption of the foregoing resolution was duly seconded by School Board Member _____ and, upon vote being thereon, the following voted in favor of the motion: _____

And the following voted against: _____

Whereupon the resolution was declared duly passed and adopted the ____ day of ____ 2021.

Date: July 21, 2021

School Board Clerk Signature



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		

Expenditure Categories		Fiscal Year (FY) Ending June 30										
		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		Pay 21 LLC #	Change only if requiring levy adjustments	Payable 2021 LLC Certification	Current Estimate	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															
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
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
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
8	Formula allowance		\$		\$	380.00	380.00	380.00	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
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
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

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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		
89															
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														



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 91 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

REGULAR BOARD MEETING Monday, July 12, 2021 SPMS-Media Center 6:30PM

V. ACTION ITEMS

7. AGENDA ITEM #7

Subject: Second/Final Reading of Revisions to the Policy Manual

Action: Requires a motion

Background: There has been one minor change since the first reading. Strike paragraph D & paragraph E as they are repeated in Policy 601. Upon approval it would be accepted and implemented.

Policy 603 Curriculum Development
(No existing corresponding policy)

Presentation: Policy Review Committee
Superintendent

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

Adopted: _____

MSBA/MASA Model Policy 603

Orig. 1995

Revised: _____

Rev. 2019

603 CURRICULUM DEVELOPMENT

~~**[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]**~~

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

- A. The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.
- B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.
- C. Within the ongoing process of curriculum development, the following needs shall be addressed:
 - 1. Provide for articulation of courses of study from kindergarten through grade twelve.
 - 2. Identify minimum objectives for each course and at each elementary grade level.
 - 3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
 - 4. Provide a program for ongoing monitoring of student progress.
 - 5. Provide for specific, particular, and special needs of all members of the student

community.

6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.
7. Integrate required and elective course standards in the scope and sequence of the district curriculum.
8. Meet all applicable requirements of the Minnesota Department of Education and federal law.

~~D. — Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minn. Stat. § 120B.12, Subd. 2.~~

~~E. — Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minn. Stat. § 120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.~~

F. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.

G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: ~~MSBA/MASA Model~~ Policy 604 (Instructional Curriculum)
~~MSBA/MASA Model~~ Policy 605 (Alternative Programs)
~~MSBA/MASA Model~~ Policy 613 (Graduation Requirements)
~~MSBA/MASA Model~~ Policy 614 (School District Testing Plan and Procedure)
~~MSBA/MASA Model~~ Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
~~MSBA/MASA Model~~ Policy 616 (School District System Accountability)
~~MSBA/MASA Model~~ Policy 617 (School District Ensurance of Preparatory and High School Standards)
~~MSBA/MASA Model~~ Policy 618 (Assessment of Student Achievement)
~~MSBA/MASA Model~~ Policy 619 (Staff Development for Standards)
~~MSBA/MASA Model~~ Policy 620 (Credit for Learning)
~~MSBA/MASA Model~~ Policy 623 (Mandatory Summer School Instruction)



ADDENDUM

REGULAR BOARD MEETING Monday, July 12, 2021 SPMS-Media Center 6:30PM

V. ACTION ITEMS

<i>8. AGENDA ITEM #8</i>

Subject: Changes to the 2020-2021 Mobile Device Handbook

Action: Requires a Motion

Background: Technology Director Chris Ovrebo reviewed and updated the mobile device handbook for the 2021-2022 school year in order to prepare for student device distribution beginning in August. The dates have been updated but no substantial changes have been made.

Presentation: Superintendent of Schools
Technology Director

Options/Recommendation: I recommend approval of the recommended changes to the 2021-2022 Mobile Device Handbook.



TO: Bill Gronseth
FROM: Chris Ovrebo
DATE: 08-JLY-2021
RE: 21-22 Mobile Device Handbook
CC: SPPS School Board

We have reviewed and updated the mobile device handbook for the 21-22 school year in order to prepare for student device distribution beginning in August. We have updated the dates but made no substantial changes.

We clarified that students with take home privileges need to agree to the device loan agreement and can opt-in to the annual device maintenance plan. We anticipate that more students will have take home privileges in 21-22 than before the pandemic, but each building is currently deciding which students they would like to have take home privileges and which ones would be kept in the classrooms.

The Mobile Device Maintenance plan will continue to be offered to families and will be provided to families that qualify for free and reduced lunch at no cost. The cost is \$25 and it lowers the cost of repairs for the first incident of damage for each device annually.



ISD 508

Saint Peter Public Schools

1:1 Device Handbook

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[Student Responsibilities](#)

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[SPPS Mobile Device Maintenance Plan](#)

[1-to-1 Guidelines and Agreement](#)

Overview

Through the Saints Digital Learning Initiative, Saint Peter Public Schools continues its commitment to offering students and teachers access to best-practice strategies and modern equipment to improve the classroom experience. The Saints Digital Learning Initiative will provide students and teachers modern technology tools to enhance teaching and engage students in the skills necessary for them to achieve success in the 21st Century.

The Saints Digital Learning Initiative will provide modern tools to assist teachers to enhance our high-quality instruction and rigorous learning experiences for students in ways that cannot be achieved using traditional tools and materials. By utilizing mobile devices, such as iPads and Chromebooks, teachers are enabled to more effectively engage different types of students, because the resources for learning are in the hands of the learner. Face-to-face learning experiences will be enhanced by mobile devices through increased student engagement and new opportunities that empower students to become self-motivated learners and develop positive digital citizenship skills.

All students will be issued a mobile device through a 1-to-1 digital learning program that will provide each student a personal learning tool that can be adapted to various courses and learning experiences. Our 1-to-1 digital learning program will provide students new opportunities for authentic experiences to develop the skills and strategies for using emerging digital tools that they will need to be prepared to achieve success in college and careers after high school.

This is an exciting time for our school, and we look forward to working with our students and families to further enhance the educational experience at Saint Peter Schools. Please contact us if you have any questions. We are here to help.

Bill Gronseth
Superintendent
Saint Peter Public Schools

Chris Ovrebo
Director of Technology
Saint Peter Public Schools

Student Responsibilities

- A. Students are expected to use the mobile device appropriately for educational purposes and follow all classroom procedures set by their individual teachers.
- B. Students are expected to have their mobile device in school each day with a fully charged battery. Forgetting the mobile device or having a dead battery are not acceptable reasons for failing to complete work or turn in assignments. Charging stations are available in the media center or and some classrooms for students who need a recharge during the school day or for students who do not bring their mobile device home. Repeated failure to bring the mobile device to school or failing to charge the battery may result in the loss of home privileges.
- C. Students are responsible to download to the mobile device any necessary documents, assignments, apps, and/or materials from their teachers. If a family does not have wireless access at home, students must do this before school, during the school day, or after school.
- D. Students may load photos and videos on their mobile device as long as all content complies with the District's Internet Acceptable Use and Safety Policy. The use of music on the mobile device during instructional time is at the discretion of the classroom teacher. The presence of inappropriate music, photos, or videos may result in the loss of the mobile device and/or other disciplinary actions.
- E. If non-conforming apps or software are discovered on the mobile device, the mobile device will be restored to the school set of software and disciplinary actions may be enacted. Technology staff is not responsible for saving, restoring, or backing up documents, music, videos, or photos that students store on the mobile device.
- F. Students are encouraged to store documents, worksheets, notes and other files on their mobile device, and are responsible for backing up or saving all work. Students are encouraged to either email documents to themselves as a backup or using their school Google Drive account.
- G. Students attempting to hack or jailbreak the mobile device will be subject to disciplinary action.
- H. Students are not allowed to personalize the case provided by the school. If students wish to provide their own case and personalize it, the case must be approved by technology staff and the case provided by the school must be returned.
- I. Student mobile devices are not configured to print. Students are encouraged to use email and cloud-storage solutions to transfer documents to their instructors.
- J. Students will use their Saint Peter Schools managed AppleID and school issued Google account on district owned devices.

Receiving Your Mobile Device

Mobile devices that are taken home will be distributed to students once their families have reviewed the Mobile Device Loan Agreement and have accepted the terms of the Mobile Device Loan Agreement available through the District website. In addition to accepting the Mobile Device Loan Agreement, families will determine if they will opt for the District Mobile Device Maintenance Plan or take full responsibility for the repair/replacement of the mobile device if damaged, requires non-warranty repair, is lost, or stolen.

Under normal school conditions, students in grades EC - 12 may have take home privileges and their devices will be stored at the school (determined by each building).

If devices are kept at school: The families will not be responsible for device maintenance or repairs, unless the student intentionally damages the mobile device.

If devices are sent home with students: Students with take home privileges will need to sign the Mobile Device Loan Agreement and decide if they will opt in to the Device Maintenance Plan. Students will receive their devices during the first week of classes.

Under distance or hybrid learning conditions, all students will have take home privileges. All families will have to agree to the Device Loan Agreement and decide if they will opt in to the Mobile Device Maintenance Plan before the device is issued to the family. Each building or program will communicate with families how and when devices will be distributed.

Mobile Device Returns / Fines

Individual school mobile devices and accessories must be returned to the designated location within your child's school at time of collection. Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment with Saint Peter Public Schools for any other reason must return on the date of withdrawal their individually issued school mobile device, district provided case (if applicable), cord, and charger in damage-free, working condition.

If a student fails to return the mobile device and accessories (case, cable, power adapter charging brick, etc.) at the end of the school year or upon termination of enrollment within Saint Peter Public Schools, the student's Infinite Campus account will be charged the replacement cost of the mobile device and any related accessories. District mobile device serial numbers have been registered with Apple's Device Enrollment Program servers or Google Management Console and may only be activated with a valid Saint Peter username and password.

Furthermore, students will be responsible for any damage to the mobile device, consistent with the District's Mobile Device Maintenance Plan and must return the mobile device and accessories to the designated location within your child's school in satisfactory condition upon the end of the school year.

Using Your Mobile Device at School

Mobile Devices Left at Home

If students leave their mobile device at home, they are responsible for getting the coursework completed as if they had their mobile device present.

Mobile Device Undergoing Repair

When a mobile device is damaged and returned to the school for repair, following the payment of any damage repair or replacement fees, during the regular school year a replacement mobile device will be issued in its place. Mobile Devices that are fully functional but may have cosmetic damage such as bends, dents and scratches may not be immediately repaired.

Charging Your Mobile Device's Battery

Mobile devices must be brought to school each day adequately charged to work throughout the school day. Students need to charge their mobile device each evening by plugging them into an electrical wall outlet only. Lay the mobile device flat while charging and avoid locations that may create trip hazards. Do not charge the mobile devices from a computer port.

Sound, Music, Games, or Programs

Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. Apps installed on mobile devices must be approved and installed by a member of the Saint Peter Public Schools Technology Department or building designee.

Home Internet Access

Students are allowed to set up wireless networks on their mobile device. This will assist them with mobile device use while at home. However, the District Acceptable Use Policy (ISD 508 Policy 005.83) must be followed while at home, using a district owned device.

Saving to the iPad/Home Directory/Submitting Work

Email and Productivity apps: Most mobile device productivity apps support the ability to open and edit email, word processing, documents, presentations, spreadsheets, PDFs, images, or other common file types. Students and teachers can exchange course-related files through their district- provided email and our learning management system accounts.

Cloud-Based Services: Students also have a school provided Google Drive account to store files and back up work.

Network Connectivity

Saint Peter Public Schools makes no guarantee that their network will be up and running 100% of the time. In the rare case that the network is down, the District will not be responsible for lost or missing data.

Settings and Operation

Circumvention of Managed Settings

All student mobile devices are provisioned by the Technology Department for the purposes of initializing and managing all mobile devices in a secure and organized fashion. Any attempts by students to circumvent any district management settings through software restoration, Chrome or iOS setting manipulation, remote proxy settings or jailbreaking will result in the confiscation of the mobile device and/or disciplinary action.

Inspection

Students may be selected at random, at any time, to provide their mobile device for inspection.

Procedure for Re-Loading Software

If technical difficulties occur, the mobile device will be restored to factory settings. This approach minimizes the “down time” for use of the device during the instructional day. The school does not accept responsibility for the loss of any software or documents deleted due to a re-format and re-image. It is recommended to have all data backed up to Google Drive at all times. iCloud backup may be used for students with their managed Apple IDs. Students should be able to recover files they have saved to these cloud storage services. Apps remain associated with the student’s profile and may be downloaded from the Mosyle Manager app on the iPad or Chrome Web Store on Chromebooks. In addition, depending upon the nature of the issues, potential consequences for issues caused intentionally to one’s own or another’s issued iPad may result in confiscation of the iPad with usage allowed only during the school day.

Acceptable Use

The use of Saint Peter Public Schools technology resources is a privilege, not a right. The privilege of using the technology resources provided by the district is not transferrable or extendable by students to people or groups outside the district and terminates when a student is no longer enrolled in Saint Peter Public Schools. This Mobile Device Handbook and ISD 508 Policy 005.83 are provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the User Terms and Conditions named in this document or the Acceptable Use of District Technology (ISD 508 Policy 005.83), privileges may be terminated, access to the school district technology resources may be denied, and the appropriate disciplinary action shall be applied. The Saint Peter Public Schools’ Student Discipline policy (ISD 508 Policy 007.2) shall be applied to all student infractions. Violations may result in disciplinary action up to and including

suspension/expulsion for students. When applicable, law enforcement agencies may be involved.

Parent Expectations

- A. Parents are required to sign the Saint Peter Public Schools 1:1 Guidelines and Agreement Form found at the end of this handbook or agree to terms through an online approval form. Parent signatures allow students to take mobile devices off campus. Parents are not required to sign for a student issued a mobile device that does not leave school.
- B. Parents are asked to support the acceptable use of mobile devices by communicating with their student about the standards of appropriate content and helping to monitor the use of the mobile device at home.
- C. Parents are asked to assist their student in communicating report theft or damage.
- D. Parents are encouraged to become familiar with the mobile device and use it to track their student's progress. The mobile device allows parents and students to view class assignments, calendars, homework and monitor progress in classes.
- E. Parents are asked to ensure that only the student and parents use the school-assigned mobile device.

Additional things to review with your child:

- Anything they do or post online creates a digital record, often called a "Digital Footprint." Nothing online is totally private, even if it is intended to be. Once digitized, it can be saved, sent and reposted elsewhere, even without permission or knowledge.
- A good rule of thumb: If you don't want a parent, teacher, principal, future employer or college admissions office to know something, don't post it online. Set up some sort of test question to frequently ask your child, such as "Would Grandma approve?"
- "Friends" aren't always who they say they are. Encourage your child to only be friends online with friends they know in person. Never give access to personal information to people met online.
- Never post personally identifiable information online. This includes: full name, address, phone number, email, where you are meeting friends or where you hang out. Discuss with your child how easy it is for someone to find you based on what you post online.
- Regularly check your child's privacy settings on all commonly used sites and networks. Ignoring privacy settings on social networking sites such as Facebook or Twitter means your child's photos, contact information, interests, and possibly even cell phone GPS location could be shared with more than a half-billion people.
- Cyberbullying (threatening or harassing another individual through technology) is a growing concern. It takes many forms, such as forwarding a private email, photo, or text message for others to see, starting a rumor, or sending a threatening or aggressive message, often anonymously. Talk with your child about not partaking in this behavior and encourage her/him to report incidents of cyberbullying to an adult.

F.

Terms and Conditions

- A. Mobile devices are distributed once the 1:1 Guidelines and Agreement Form has been signed and received by Saint Peter Public Schools.
- B. Legal ownership of the mobile device remains with the District. The use of the mobile device is a privilege extended to students and is conditioned upon compliance with the requirements of this handbook, the District's Internet Acceptable Use and Safety Policy, and all other District policies.
- C. Mobile devices and accessories are checked in at the end of each school year. Students who graduate early, transfer, withdraw or are expelled are required to return the mobile device and accessories at the time of withdrawal. Students returning to school the following year are issued the same mobile device that was previously assigned to them.
- D. The District reserves the right to repossess the mobile device and accessories at any time if the student does not fully comply with the terms of this handbook. The District may also choose to limit and/or withdraw home use privileges for failure to comply.
- E. Failure to return the property in a timely fashion may result in the involvement of law enforcement.
- F. Due to the need to comply with licensing agreements, all software and apps are managed by the school district.
- G. Mobile devices are subject to routine monitoring by teacher, administrators, and/or technology staff. Users have no expectation of privacy when using District equipment or technology systems.
- H. If technical difficulties arise with a mobile device, or non-conforming content is discovered, the mobile device will be restored by technology staff. If the school is required to restore an mobile device, the school is not responsible for the loss of any content added to the mobile device by the student.
- I. Each mobile device has identifying labels, which must not be removed or altered. Students are not allowed to permanently mark the mobile device or case.
- J. The use of the mobile device during instructional times is governed by classroom teachers. Failure to follow the instructions of the teacher may result in disciplinary action.
- K. The mobile device may ONLY be used by the student to whom it is assigned or by the parents of the student. Students are not allowed to loan the mobile device to another student.
- L. Students are responsible for the security of the mobile device at all times. The mobile device should never be left unsecured. When not with the student, the mobile device should be secured or stored in a locked location out of view. During after-school activities and/or away events, students are still responsible for securing the mobile device.

- M. Students should keep personal information about themselves and others off of the mobile device. Password security for network systems should be maintained, as should the privacy of locker combinations. It is the responsibility of the student to keep his or her information secure.

General Care Instructions

- A. iPad screens are to be cleaned with a soft, clean cloth. Chemical cleaners or liquids, including water, should not be used on the iPads.
- B. Charging cables/cords are to be inserted and removed carefully to prevent damage. This is done by grasping the plugs rather than the cord. The charging cord should be plugged into the wall outlet before connection to the iPad. When disconnecting, remove the cable from the iPad before pulling the plug from the wall outlet.
- C. iPads must be kept in the protective cases at all times.
- D. iPads are not designed to have weight placed on top of it. Students should never stack items on top of iPad or wedge the device tightly into a backpack or case. The iPad cases should not be used as a folder to carry other items, including any sharp or pointed items such as pens or pencils.
- E. iPads are easily damaged by liquids, food and other debris. iPads should be closed in cases and put away during meal and snack times.
- F. iPads are not to be exposed to extreme temperatures. iPads are not to be left in any location where the temperature falls below freezing or exceeds 95 degrees Fahrenheit. If the iPad is cold, it must be warmed up to room temperature before use. iPads exposed to direct sunlight or high temperatures must cool down before use.
- G. Battery life is shortened by using Wi-Fi, Bluetooth, a high screen brightness, and video. Students will learn management settings and apps to improve battery performance.

Where can students and parents learn more about the iPad?

- The Apple.com website is a great starting place to learn about the features and operation of an iPad.
 - Overview: <https://www.apple.com/education/>
 - User guide: <https://support.apple.com/guide/ipad/welcome/ios>
- Student use many Google tools to collaborate and produce work
 - Google Education: <https://edu.google.com/>
- Guide to digital safety/citizenship
 - Common Sense Media: <https://www.commonsensemedia.org>
- Frequently asked questions can be found on the school website.

Damage, Theft, Repair

- A. Damage or hardware issues must be reported immediately to school personnel. For cases of hardware failure or accidental damage, a loaner will be provided for the student throughout the repair/replacement process.
- B. Students/parents are responsible for the full cost of any willful, negligent or intentional damage to the mobile device. Failure to pay for willful, negligent or intentional damage will be turned over to law enforcement.
- C. Students who leave Saint Peter Public Schools during the school year must return the mobile device, along with any other accessories, at the time they leave. The mobile device and all accessories should be returned to the Technology Department Staff.
- D. Theft must be reported immediately. Parents and/or students are required to complete a theft report through the local police department.
- E. Tracking software may be used to locate and recover missing iPads.

SPPS Mobile Device Maintenance Plan

Saint Peter Public Schools recognizes that with the implementation of our digital learning initiatives there is a need to protect the investment by both the District and the Family. The participation cost for those opting to enroll in the Mobile Device Maintenance Plan is \$25.00 per student. The family must opt in to the maintenance plan before a student is issued a mobile device to get coverage. Enrollment in the Mobile Device Maintenance Plan coverage will be provided by the school district for families that qualify for free and reduced priced lunch.

The Mobile Device Maintenance Plan provides coverage for non-warranty repair, accidental damage (drops), cracked screens, power surges, theft (with filed police report), vandalism by others, fire, flood and other natural disasters. The \$25.00 school year fee payment is nonrefundable. Students that enroll after 2nd semester will be charged \$12.50 This annual coverage begins upon receipt of the payment and ends at the conclusion of the regular school year. The Mobile Device Protection Plan does not cover lost iPads, intentional damage –OR– stolen, lost or damaged charging cables, power adapter charging “bricks,” or cases.

INTENTIONAL DAMAGE

Students/parents are responsible for full payment of intentional damages to their mobile device or accessories, or intentional damage to the mobile device or accessories of others. The School District Mobile Device Maintenance Plan DOES NOT cover intentional damage to the mobile device or accessories. This includes any damage to the mobile device while the case is not appropriately on the mobile device, or while in a case that itself is damaged and not offering full protection to the device.

Comparison of Costs (estimated - damage fees are assessed on a case by case basis)

Damage Type	Maintenance Plan	No Maintenance Plan
Cracked screen	\$0 - First occurrence \$40 - Additional occurrences	\$40
Broken Digitizer (iPad)	\$25 - First occurrence \$80 - Additional occurrences	\$80
Charging Cord	\$5 - First replacement \$10 - Additional replacements	\$10
Charging Block	\$5 First replacement \$10 Additional replacements	\$10
Keyboard Damage (Chromebook)	\$10 First occurrence \$40 Additional occurrences	\$40
Lost Keyboard Case (iPad)	\$50 - One-time	\$100
Lost Device	\$300 - iPad \$250 - Chromebook	\$300 - iPad \$250 - Chromebook
Complete replacement due to accidental damage	\$200 - iPad \$175 - Chromebook One-time	\$300 - iPad \$250 - Chromebook
Intentional damage	Full repair/replacement cost	Full repair/replacement cost

**Please sign and return this page to Saint Peter Public Schools
There is also an online agreement form on the school website**

Saint Peter Public Schools 1-to-1 Guidelines and Agreement

Access to the technology in the Saint Peter Public School District has been established for educational purposes. The use of the Saint Peter Public School District's electronic technologies is a valued resource to our community. All electronic technologies must be used in support of the educational program of the District. This access may be revoked at any time for abusive or inappropriate conduct related to the use of electronic technologies.

Failure to comply with the District's Bullying Policy, Acceptable Use and Internet Policy (005.83), and the guidelines stated in the Saint Peter 1:1 Learning Handbook for care and use of the mobile device may result in the loss of privilege to take the mobile device home or use the mobile device in general.

The mobile device is the property of Saint Peter Public Schools and as a result may be seized and reviewed at any time. The student should have NO expectation of privacy of materials found on an iPad.

- Please opt my student in to the Mobile Device Protection Plan. A \$25 fee will be placed in your Infinite Campus account and can be paid online or submitted at the school office.

STUDENT

I have read all the policies and guidelines in the Saint Peter Public Schools 1-to-1 Guidelines and Agreement document and understand my responsibilities as a student:

Student name:

Student signature:

Date:

PARENT

I/we have read all the policies and guidelines in the Saint Peter Public Schools 1-to-1 Guidelines and Agreement document and understand my/our responsibilities as a parent:

Parent name:

Parent signature:

Date:



ADDENDUM

REGULAR BOARD MEETING Monday, July 12, 2021 SPMS-Media Center 6:30PM

VI. INFORMATION ITEMS

1. AGENDA ITEM #1

Subject: First Reading of Revisions to the Policy Manual

Background:

Policy 601 School District Curriculum and Instructional Goal
Strike notation after opening

A.1: Strike "MSBA/MASA Model" from notation and leave the rest

A.2 Strike "MSBA/MASA Model" from notation and leave the rest

A.3 Strike "MSBA/MASA Model" from notation and leave the rest

A.4 Strike "MSBA/MASA Model" from notation and leave the rest

B.1. Leave notation in place

B.5.e Strike notation following

C.2 Strike notation following

C.8 Strike paragraph and preceding notation

Cross References: strike "MSBA/MASA Model" from each

Deletion of 006.10 School District Curriculum and Instructional Materials

Policy 604 Instructional Curriculum

A.4: strike notation following

A.7: Strike notation following

G: Strike "beginning in the 2014-15 school year and later"

G.4: Strike notation following

H.9. last strike paragraph as it is repeated in Policy 601 "students who do not meet....shall continue while a student is enrolled"

I.6: strike notation following

Cross References: strike "MSBA/MASA Model" from each

Policy 618 Assessment of Student Achievement

IV.A: "Superintendent or designee"

V.A. strike notation following

V.B.5: Strike "in the 2021-13 school year and later"

V.B.6: Strike paragraph as it is repeated in Policy 601

Cross References: strike "MSBA/MASA Model" from each

Presentation: Superintendent of Schools
Policy Committee

Adopted: _____

MSBA/MASA Model Policy 601

Orig. 1995

Revised: _____

Rev. 2020

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

~~*[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]*~~

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
 - 1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 - 2. student performance on the Minnesota Comprehensive Assessments;
 - 3. high school graduation rates; and
 - 4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.

- F. "World's best workforce" means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- G. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes the following:

- 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;

[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]

- 2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

[Note: MSBA/MASA Model Policy 618 addresses this requirement.]

- 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

- 4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

- 5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
- 6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
- 7. an annual budget for continuing to implement the school district plan.

- B. School district site and school site goals shall include the following:
1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:

[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]
 - a. reading, writing, speaking, listening, and viewing in the English language;
 - b. mathematical and scientific concepts;
 - c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);
 - d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
 2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
 - a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
 3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
 4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
 - a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;

- d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.
5. Students will be given the opportunity to acquire human relations skills necessary to:
- a. appreciate, understand, and accept human diversity and interdependence;
 - b. address human problems through team effort;
 - c. resolve conflicts with and among others;
 - d. function constructively within a family unit;
 - e. promote a multicultural, gender-fair, disability-sensitive society.

[Note: School district and site goals example courtesy of the Winona School District.]

- C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.
- 1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
 - 2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.

[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]

- 3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.
- 4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who

demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph

- a. the report must include:
 - i. a summary of the district's efforts to screen for dyslexia;
 - ii. the number of students screened for that reporting year; and
 - iii. the number of students demonstrating characteristics of dyslexia for that year.
5. A student identified as having a reading difficulty must be provided with alternate instruction under Minn. Stat. § 125A.56, Subd. 1.
6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - a. the student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student and the student's progress; and
 - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

This provision may not be used to deny a student's right to a special education evaluation.

7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph 8.]

8. ~~The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal~~

~~learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.~~

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

~~MSBA/MASA Model~~ Policy 104 (School District Mission Statement)
~~MSBA/MASA Model~~ Policy 613 (Graduation Requirements)
~~MSBA/MASA Model~~ Policy 614 (School District Testing Plan and Procedure)
~~MSBA/MASA Model~~ Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
~~MSBA/MASA Model~~ Policy 616 (School District System Accountability)
~~MSBA/MASA Model~~ Policy 618 (Assessment of Student Achievement)

Adopted: _____

MSBA/MASA Model Policy 604

Orig. 1995

Revised: _____

Rev. 2017

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
2. Mathematics and science;
3. Social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. Health and physical education;

[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. The arts;
6. Career and technical education; and
7. World languages.

[Note: World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages.—Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures.—School districts may award Minnesota World Language Proficiency Certificates or Minnesota World Language High Achievement Certificates consistent with Minn. Stat. § 120B.022, Subd. 1.]

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.

D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.

- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade ~~beginning in the 2014-2015 school year and later.~~
 - 1. In the school district's discretion, training and instruction may result in CPR certification.
 - 2. CPR and AED instruction must include CPR and AED training that have been developed:
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
 - 3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
 - 4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

~~[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]~~

- H. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
 - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
 - 2. emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 - 3. help students identify interests, aptitudes, aspirations, and personal learning

styles that may affect their career and college-ready goals and postsecondary education and employment choices;

4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
5. help students access education and career options;
6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

~~Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.~~

[Note: Minn. Stat. § 120B.125 requires school districts to provide the services set forth in Section II.H. beginning in the 2013-2014 school year.]

- I. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.
1. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.
 2. A school or district may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.
 3. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.
 4. Schools and districts may administer civics test questions as part of the social studies curriculum.
 5. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.
 6. The school district cannot charge a fee related to this requirement.

[Note: This requirement is effective for students enrolling in grade 9 in the 2017-2018 school year and later.]

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: ~~MSBA/MASA Model~~ Policy 603 (Curriculum Development)
~~MSBA/MASA Model~~ Policy 605 (Alternative Programs)

Adopted: _____

MSBA/MASA Model Policy 618

Orig. 1998

Revised: _____

Rev. 2019

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

- A. "Above-grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- B. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- C. "Below-grade level" test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- D. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- E. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- F. "Computer-adaptive assessments" means fully adaptive assessments.

- G. "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- H. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.
- I. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- J. "Fully adaptive assessments" include on-grade level test items and items that may be above or below a student's grade level. ***[Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]***
- K. "On-grade level" test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.
- L. "Required standard" means a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The ~~**[school board/superintendent or designee/director of instruction]**~~ shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

~~***[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]***~~

B. Statewide Academic Standards Testing

- 1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become

available to evaluate student progress toward career and college readiness in the context of the state's academic standards.

2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. For students in grade 8 ~~in the 2012-2013 school year and later~~, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
- ~~6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.~~

C. Student Participation

1. The Commissioner of Education must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;
 - b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;

- d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in Minn. Stat. § 120B.301(a) and (c); and
 - f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

VI. RIGOROUS COURSE OF STUDY WAIVER

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
- 1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 - 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
 - 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the

students and students have the modifications and supports they need to sufficiently understand the assessments.

- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. All students, except those eligible for alternative assessments, will be encouraged to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.
- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: ~~MSBA/MASA Model~~ Policy 104 (School District Mission Statement)
~~MSBA/MASA Model~~ Policy 601 (School District Curriculum and Instruction Goals)
~~MSBA/MASA Model~~ Policy 613 (Graduation Requirements)
~~MSBA/MASA Model~~ Policy 614 (School District Testing Plan and Procedure)
~~MSBA/MASA Model~~ Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
~~MSBA/MASA Model~~ Policy 616 (School District System Accountability)