

Regular Board Meeting  
Monday, November 15, 2021 6:30 PM

SPCC-Governor's Room  
600 S. 5th St.  
Saint Peter, MN 56082

## **Agenda**

- I. **Call Meeting to Order**
- II. **Pledge of Allegiance**
- III. **Consideration and Adoption of the Agenda**
- IV. **Consider Requests to Speak on the Agenda**
- V. **Representative Akland Legislative Update**
- VI. **Approval of Consent Agenda Items**
- VII. **Student Spotlight-** Ella Moeller and Jackson Hulke (South Elementary)
- VIII. **Action Items**
  - VIII.1. Consider Approval of a Resolution Supporting the District's Application for a Grant From the Minnesota State High School League (MSHSL) Foundation
  - VIII.2. Consider Approval of Compulsory Attendance Report
  - VIII.3. Consider Approval of the World's Best Workforce Report for the 2020-2021 school year
  - VIII.4. Consider Approval of Master Agreement with Paraprofessional Educators for 2021-2023
- IX. **Information Items**
  - IX.1. Report on Student Enrollment
- X. **Reports**
  - X.1. Building Principals
  - X.2. Superintendent of Schools
  - X.3. Board Members
    - X.3.a. Around the Table
- XI. **Upcoming Meetings of the School Board** Communications Committee  
Monday, November 22, 2021  
4:00 PM  
SPMS-Conference Room A/B
- XII. Negotiations (SPEA)  
Tuesday, November 23, 2021  
6:00 PM  
SPMS-Conference Room A/B
- XIII. Study Session  
Monday, December 6, 2021  
6:30 PM  
SPMS-Media Center  
  
Finance Committee  
Wednesday, December 15, 2021

2:00PM

SPMS-Conference Room A/B

XIV. **Adjournment**



## **ADDENDUM**

### **REGULAR BOARD MEETING November 15, 2021 SPCC-Governor's Room 6:30PM**

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#### **VI. CONSENT AGENDA**

1. Approval of Regular Board Meeting Minutes of October 18, 2021.
2. The approval of the Special Board Meeting Minutes of November 8, 2021.
3. Approval of Bills (\$1,906,648.03) and wire transfers (\$3,453,006.09) for October 2021.
4. Gifts & Donations
  - a. The acceptance of a \$465 donation in memory of Tom Witty.
5. Personnel
  - a. The approval of the hiring of a nurse (Mary Powers) at South Elementary. This position is due to the high number of students requiring nursing services while at school.
  - b. The approval of the hiring of a nurse (Sandi Minter) at South Elementary. This position is due to the high number of students requiring nursing services while at school.
  - c. The acceptance of the resignation of a special education paraprofessional (Brenda Victor) at Saint Peter Middle School effective October 27, 2021.
  - d. The acceptance of the return to a regular work schedule for a special education paraprofessional (Denise Blaschko) at North Elementary effective October 25, 2021.
  - e. The approval of the hiring of an office support staff (Brigette Boyer) at Saint Peter Community & Family Education and Early Childhood Center beginning November 9, 2021.

- f. The approval of the hiring of a Payroll Supervisor-Accountant (Lisa Pierson) for Saint Peter Public Schools effective December 1, 2021.
- g. The approval of the hiring of a Saints Overtime Assistant (Jenna Frazier) at Saint Peter Community & Family Education. This is a replacement position.
- h. The acceptance of the retirement of a Special Education teacher (Deb Bastian) at Saint Peter Middle School effective January 31, 2022.

# **THE MINUTES OF THE MEETING HAVE NOT BEEN APPROVED**

## **Minutes of Regular Board Meeting**

### **The School Board**

### **Saint Peter Public Schools**

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Members Present: Drew Dixon, Tim Lokensgard, Ben Leonard, Jon Carlson, and Tracy Stuewe

Others present: Superintendent Bill Gronseth, Administrative Assistant, Sarah Janovsky  
Principals: Annette Engeldinger, Jon Graff, Darin Doherty, Doreen Oelke, Ytive Prafke, and Jana Sykora, Administrative Team members: Chris Ovrebo, Tim Regner and Tami Skinner and community members.

A Regular Board Meeting of the School Board of Saint Peter Public Schools was held Monday, October 18, 2021, beginning at 6:30 PM in the SPCC-Governor's Room.

**I. Call Meeting to Order**-6:32 PM, Leonard

**II. Pledge of Allegiance**

**III. Consideration and Adoption of the Agenda**-(Lokensgard/Carlson, unanimous)

**IV. Consider Requests to Speak on the Agenda**

**V. Approval of Consent Agenda Items**-(Carlson/Lokesngard, unanimous)

1. Approval of the following minutes:

Regular Board Meeting-September 20, 2021

Study Session-September 30, 2021

Special Board Meeting-October 4, 2021

Study Session-October 4, 2021

Study Session-October 14, 2021

2. Approval of Bills (\$1,738,306.35) and wire transfers (\$3,413,026.40) for September 2021.

3. Personnel

a. The approval of the hiring of a School Readiness Classroom Assistant (Charlotte Chouanard Harguth) at Saint Peter Early Childhood effective September 20, 2021. This is a replacement position.

b. The acceptance to rescind hire recommendations for two special education and traffic support paraprofessionals (Chelsie Short and Paige Bryant) at South Elementary.

- c. The approval of the hiring of a part-time/as needed School Nurse (Mary Powers) with Saint Peter Public Schools effective September 27, 2021.
- d. The approval of the hiring of a special education and traffic support paraprofessionals (Samantha Deyo) at South Elementary effective September 29, 2021.
- e. The acceptance of the resignation of the secretary (Jessica Schrupf) for Community & Family Education and the Early Childhood Center effective October 13, 2021.
- f. The approval of a reduction from 6.75 to 4 hours per student contact day for a special education paraprofessional (Denise Blashcko) at North Elementary.
- g. The approval of an intermittent Family Medical Leave for the Business Office/Human Resources Administrative Assistant (Erica Walter) from October 11, 2021 through January 21, 2022.
- h. The approval of the hiring of a paraprofessional (Cristian Collazo) at Saint Peter Middle school beginning October 25, 2021. This is a replacement position.
- i. The approval of the hiring of a paraprofessional (Madison Reyes) at Saint Peter Middle school beginning October 25, 2021. This is a replacement position.
- j. The approval of Saint Peter High School Diplomas for Dominick Wills and Olivia Melton.

VI. **Student Spotlight-** Amy Paz Diaz and Brogan Spector (North Elementary) Amy and Brogan are both exemplary second grade students. Amy is the daughter of Jackie and Melvin. Brogan is the son of Adam and Becky.

VII. **Action Items**

1. Consideration of School Board Member Appointment-(Lokesngard/Dixon, unanimous) to add William Kautt's name to the resolution appointing a board member. Motion to move the resolution by member Lokensgard seconded by Dixon Roll Call vote, YAY: Lokensgard, Stuewe, Leonard, Carlson, Dixon NAY: None, Motion passes

**RESOLUTION APPOINTING A BOARD MEMBER**

WHEREAS, a vacancy in the School Board within the meaning of Minnesota Statutes, section 123B.09, subdivision 5b, presently exists; and

WHEREAS, the four-year term for the presently vacant seat began on the first Monday of January 2020, pursuant to Minnesota Statutes, section 123B.09, subdivision 1; and

WHEREAS, Minnesota Statutes, section 123B.09, subdivision 5b, requires the Board to fill this vacancy by appointment, which will continue until an individual is elected under Minnesota Statutes, section 205A.10, subdivision 3, as the successful candidate in a special election conducted for the purpose of electing an individual to serve the unexpired portion of the term of the current vacancy; and

WHEREAS, this appointment will be effective 30 days after the date of the adoption of this resolution, unless a petition to reject the appointee is filed with the School District clerk as provided in Minnesota Statutes, section 123B.09, subdivision 5b(b), within 30 days.

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 508, Saint Peter Public Schools, State of Minnesota, as follows:

1. Effective 30 days after the date of this resolution, William Kautt is appointed to fill the current vacancy until an individual is qualified under Minnesota Statutes, section 205A.10, subdivision 3, as the successful candidate in a special election conducted for the purpose of electing an individual to serve the unexpired portion of the term of the current vacancy.

2. If a petition to reject the appointment of William Kautt is filed with the School District Clerk within 30 days after the date of this resolution, and meets the requirements of Minnesota Statutes, section 123B.09, subdivision 5b(b), the appointment is ineffective.

2. Consider Second/Final Reading of Revisions to the Policy Manual-(Stuewe/Dixon, unanimous)

3. Consider Approval of Tentative Contract Agreements for Individual Contracts and Employment Agreements-(Carlson/Lokensgard, unanimous)

#### **VIII. Information Items**

1. Report on Student Enrollment-Business Manager Tim Regner presented current enrollment numbers for the district.
2. First Reading of Revisions to the Policy Manual-Superintendent Gronseth reviewed changes to the policies the committee is recommending related to vending machines and data requests.

#### **IX. Reports**

##### 1. Building Principals

###### Early Childhood

- Focus on safety
- Completed first Early Childhood Screening
- Influx of 3 year old preschool requests

###### South Elementary

- Focus on top 20 programming-"The Line" (Above or below the line)
- Safety drills

###### North Elementary

- Focus on top 20 programming-"The Frame" (perspective based)
- New K-4 report card

- Bike to school day
- Plastic recycling
- Yearbook cover design
- Passion project day-October 29<sup>th</sup> (last day of first quarter)

#### Middle School

- AAA awards (Arts, Academics, Athletics)
- Saints All-Stars
- Science and Nature Conference October 26-605<sup>th</sup> and 6<sup>th</sup> graders participating
- October 29<sup>th</sup> Celenration day

#### OLA at HLC/Rockbend

- HLC has been approved as a psychiatric residential treatment facility, teachers are excelling
- HLC-McGowan Farms and SCC visit
- HS credit recovery staring mid-November
- Elective credit recovery focusing on meaningful and interesting experiences

#### High School

- Eva Kracht and Sky Gassman are Lions Club students of the month
- Musical Momma Mia will be the weekend before Thanksgiving
- SPSHS football game at Gustavus was a success
- Fall activites are wrapping up
- Marching band indoor concert-October 23rd
- Project for Teens-Amanda Rodning is taking over the project with 40 students participating
- FFA is heading to the national conference in Indianapolis
- 4 additional conference nights at the high school this year

#### 2. Superintendent of Schools

- MEA week-relax and enjoy the break
- Staff are excelling at enagaing and forming relationships with students
- November 2<sup>nd</sup> -School Board elections and Referendum
- Election related information is on our website including a tax calculator

#### 3. Board Members

##### a. Around the Table

- Stuewe
  - Happy to see daily Covid updates on the website
  - Would like a streaming option for school board meetings
  - Would like audio recording of school board study sessions
- Lokensgard
  - Proud of FFA-great organization

#### **X. Upcoming Meetings of the School Board**

Negotiations

Monday, October 25, 2021

4:30 PM  
SPMS-Conference Room A/B

Special Board Meeting  
Monday, November 8, 2021  
6:30 PM  
SPMS-Media Center

Regular Board Meeting  
Monday, November 15, 2021  
6:30 PM  
SPCC-Governor's Room

XI. **Adjournment**-7:39 PM (Stuewe/Dixon, unanimous)

Dated: November 15, 2021

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Drew Dixon, Board Clerk

# **THE MINUTES OF THE MEETING HAVE NOT BEEN APPROVED**

## **Minutes of Special Board Meeting**

### **The School Board**

#### **Saint Peter Public Schools**

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Members Present: Drew Dixon, Ben Leonard, Jon Carlson and Tracy Stuewe  
Others present: Superintendent Bill Gronseth, Sarah Janovsky and Bill Kautt.

A Special Board Meeting of the School Board of Saint Peter Public Schools was held Monday, November 8, 2021, beginning at 6:30 PM in the Saint Peter Middle School-Media Center.

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

**II. Consideration and Adoption of the Agenda**-(Dixon/Carlson, unanimous)

**III. Action Items**

1. Consider Resolution Canvassing Referendum Results-(Stuewe/Dixon)

Role Call:

Yay: Stuewe, Carlson, Leonard, Dixon

Nay: None

Resolution Passes

2. Consider Resolution Canvassing General Election Results-(Carlson/Stuewe)

Role Call:

Yay: Stuewe, Carlson, Leonard, Dixon

Nay: None

Resolution Passes

3. Consider Resolution Authorizing the Issuance of Certificates of Election and Directing School District Clerk to Perform Other Election-Related Duties-(Carlson/Stuewe)

Role Call:

Yay: Stuewe, Carlson, Leonard, Dixon

Nay: None

Resolution Passes

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

Co-curricular Committee

Tuesday, November 9, 2021

12:00 PM  
SPMS-Conference Room A/B

Negotiations Committee-SPEA  
Thursday, November 11, 2021  
6:30 PM  
SPMS-Conference Room A/B

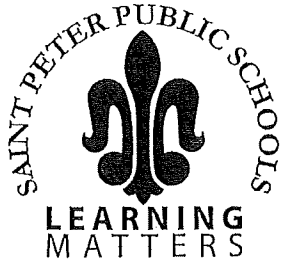
Regular Board Meeting  
Monday, November 15, 2021  
6:30 PM  
SPCC-Governor's Room

**V. Adjournment**

Dated: November 15, 2021

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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: 11/9/2021  
To: Dr. Bill Gronseth - Superintendent  
From: Bee Ong - Finance Accountant  
Re: **Monthly Construction Bills, Board Bills,  
Payroll & Student Activity Amounts:**

October 2021 - Construction Account	\$0.00
October 2021 - Board Bills	\$891,561.96
October 2021 - Payroll Account	\$1,007,602.07
October 2021 - Student Activity	\$7,484.00
	<hr/>
	<u>\$1,906,648.03</u>

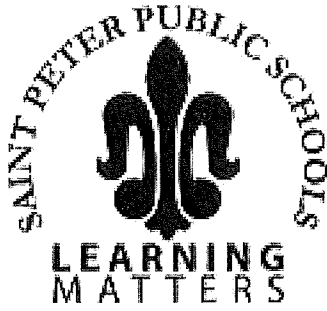
St. Peter Public Schools  
 Independent School District 0508  
 Wire Transfer Report  
 October-21

Folder: DO Staff Share  
 File: WIRE TRANSFER REPORT

MSDLAF to USBank		(Feb/Aug bond pymt)
MSDLAF to FNB payroll account ACH	10/15/2021	475,000.00
MSDLAF to FNB payroll account ACH	10/29/2021	500,000.00
MSDLAF-Max to FNB BO	10/1/2000	500,000.00
MSDLAF-Max to FNB BO	10/29/2021	505,000.00
MSDLAF-LA to CCF	10/28/2021	400,000.00
FNB-BO to BCBS - medicare health	10/21/21	15,265.00
Wire of federal payroll taxes	10/15/2021	164,802.28
Wire of federal payroll taxes	10/29/2021	159,411.81
Wire of state payroll taxes	10/1/2021	27,016.28
Wire of state payroll taxes	10/18/2021	28,232.92
PERA payments	10/20/2021	22,063.53
PERA payments	10/29/2021	21,082.11
TRA payments	10/15/2021	86,167.12
TRA payments	10/29/2021	85,018.53
Further	10/1/2021	2,308.08
Further	10/4/2021	6,936.00
Further	10/4/2021	8,813.08
Further	10/5/2021	1,398.00
Further	10/13/2021	192.29
Further	10/19/2021	1,543.21
Further	10/29/2021	5,063.08
Further	10/22/2021	957.20
Further	10/25/2021	37,200.00
Further	10/26/2021	1,041.70
Horace Mann	10/7/2021	2,089.00
Horace Mann	10/21/2021	2,089.00
Ameriprise/NBSGroup Bill	10/18/2021	1,550.00
Ameriprise/NBSGroup Bill	10/29/2021	1,550.00
Pioneer - Dental direct debits	10/4/2021	2,841.03
Pioneer - Dental direct debits	10/12/2021	2,863.43
Pioneer - Dental direct debits	10/18/2021	3,755.53
Pioneer - Dental direct debits	10/21/2021	1,501.50
Pioneer - Dental direct debits	10/25/2021	3,269.03
CCF - BCBS debits	10/1/2021	137,460.09
CCF - BCBS debits	10/7/2021	41,154.52
CCF - BCBS debits	10/14/2021	121,804.67
CCF - BCBS debits	10/21/2021	35,546.27
CCF - BCBS debits	10/28/2021	40,924.85
Electronic Deposit Fees - Gateway	10/8/2021	20.00
Electronic Deposit Fees - Merch Billing	10/5/2021	74.95
	<b>Total Wires</b>	<b>3,453,006.09</b>

P.S. We will  
have a ~~great~~ <sup>great</sup>  
schedule of ~~events~~ <sup>events</sup>!

Annette -  
Thank you  
so much for  
your support in  
organizing this!  
for Tom's things!  
He was/is still  
such a presence!  
for many of us!  
All together



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

**FROM:** Doreen Oelke, Principal

**DATE:** October 26, 2021

**SUBJECT:** South Elementary Nurse

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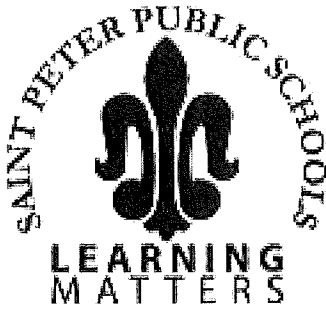
I am pleased to recommend Mary Powers for the position of South Elementary nurse. This new position is due to the high number of students requiring nursing services while at school. During the 2021-2022 school year this position will be in place for approximately 11 hours per week.

**NEW EMPLOYEE SUMMARY**

- **Mary Powers**
  - \$40.93 per hour
  - South Elementary Nurse
  - Timesheets will be submitted
  - Start Date: October 25, 2021

Thank you for your consideration and please let me know if you have any questions regarding this recommendation.

CC: grp\_hire\_certified



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

**FROM:** Doreen Oelke, Principal

**DATE:** October 26, 2021

**SUBJECT:** South Elementary Nurse

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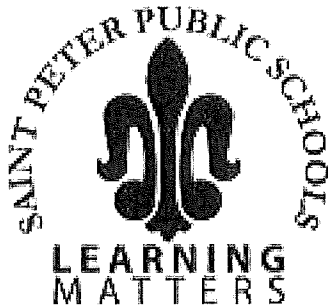
I am pleased to recommend Sandi Minter for the position of South Elementary nurse. This new position is due to the high number of students requiring nursing services while at school. During the 2021-2022 school year this position will be in place for approximately 11 hours per week.

**NEW EMPLOYEE SUMMARY**

- **Sandi Minter**
  - \$40.93 per hour
  - South Elementary Nurse
  - Timesheets will be submitted
  - Start Date: November 2, 2021

Thank you for your consideration and please let me know if you have any questions regarding this recommendation.

CC: grp\_hire\_certified



**MEMO TO:** Bill Gronseth, Superintendent  
School Board

**FROM:** Jon Graff

**DATE:** October 28, 2021

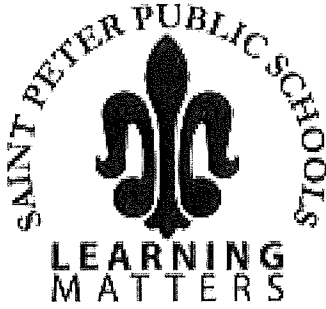
**SUBJECT:** Paraprofessional Resignation

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Please accept the resignation of Brenda Victor, special education paraprofessional at Saint Peter Middle School effective October 27, 2021.

We thank Brenda for her years of service to Saint Peter students and wish her the best of luck in her future endeavors.

CC: Brenda Victor  
grp\_hire\_para



**MEMO TO:** Bill Gronseth, Superintendent  
Saint Peter School Board

**FROM:** Darin Doherty, Principal

**DATE:** October 28, 2021

**SUBJECT:** Return to Regular Hours

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Denise Blaschko is a special education paraprofessional at North Elementary. She is regularly scheduled to work 6.75 hours per day during instructional days. She was injured at school on September 16, 2021, at approximately 9:30 AM and taken by ambulance to the emergency room. She was on personal injury leave from September 17 through September 26, 2021.

Her doctor approved her return to work on a half-day schedule until she could return to a regular school day. I have now received her doctor's permission to return to her regular work schedule. She will continue to leave for approximately an hour per week to receive physical therapy until that course of treatment is complete.

- **Denise Blaschko**
  - Starting October 25, 2021, Denise will return to her regular 6.75 hour/student contact day.

Please let me know if you have any questions.

CC: Denise Blaschko <dblaschko@stpeterschools.org>  
grp\_hire\_para <grp\_hire\_para@stpeterschools.org>  
Lisa Pierson <lisap@regionv.k12.mn.us>



**TO:** Bill Gronseth, Superintendent,  
School Board Members

**FROM:** Ytive Prafke, Special Programs  
Administrator and  
Tami Skinner, Community & Family  
Education Director

**SUBJECT:** Office Support Staff Hire

**DATE:** November 8, 2021

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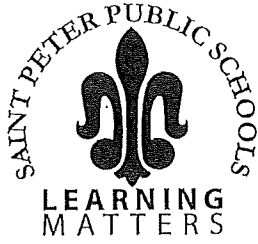
We are pleased to recommend the hiring of Brigette Boyer for the Community & Family Education and Early Childhood Center office support position. This is a replacement position for Jessica Schrumpf.

#### **NEW EMPLOYEE SUMMARY**

- **Brigette Boyer**
  - Clerical Level 3, step 1
  - Start Date: November 9, 2021
  - From November to mid-December, Brigette is completing a college semester and will work part-time. She will submit a timesheet for hours worked during that time. After the semester ends, she will transition to full-time.

*CC: Brigette Boyer*

[grp\\_hire\\_office@stpeterschools.org](mailto:grp_hire_office@stpeterschools.org)



**TO:** Bill Gronseth  
**FROM:** Tim Regner  
**SUBJECT:** Payroll Supervisor-Accountant  
**DATE:** November 7, 2021

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Interviews were conducted and I am pleased to report that Lisa Pierson has accepted the position of Payroll Supervisor-Accountant. Lisa currently works for Region V who is our software provider and has been providing us emergency services for the past weeks that we have had not had a payroll supervisor. Before working for Region V she worked in a school district in the payroll department.

This position is on an individual contract and is a replacement position.

#### **EMPLOYEE SUMMARY**

- **Lisa Pierson**
- Rate of pay - \$63,000 annually
- Full-time
- Start date: 12/1/2021

CC: Lisa Pierson

Ytive Prafke  
Grp\_district\_office



**TO:** Bill Gronseth, Superintendent,  
School Board Members

**FROM:** Tami Skinner, Community & Family  
Education Director

**SUBJECT:** Saints Overtime Staff

**DATE:** November 20, 2021

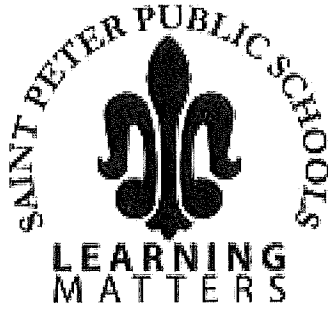
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Interviews were conducted, and I am pleased to recommend the hiring of Jenna Frazier as a Saints Overtime Assistant. Jenna's previous work experiences make her an ideal candidate for this position.

This is a replacement position.

**EMPLOYEE SUMMARY**

- **Jenna Frazier**
- Rate of pay - \$13/hr.
- Part-time hours to be submitted on a timesheet
- 2021-22 School Year



**MEMO TO:** Bill Gronseth, Superintendent  
School Board

**FROM:** Jon Graff

**DATE:** November 11, 2021

**SUBJECT:** Special Education Teacher  
Retirement

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Please accept the retirement of Mrs. Deb Bastian, special education teacher at Saint Peter Middle School effective January 31, 2022.

We want to thank Deb for her 30 years of service to the students and families of Saint Peter. We will miss her and wish her the best of luck in retirement.

CC: Deb Bastian  
grp\_hire\_certified

Deborah H. Bastian  
218 N State St.  
New Ulm, MN 56073

November 11, 2021

Mr. Bill Gronseth, Superintendent  
Independent School District No. 508 School Board Members  
St. Peter Public Schools (SPPS)  
100 Lincoln Drive, Suite 229  
St. Peter, MN 56082

Dear Mr. Gronseth, and SPPS School Board Members:

I am writing to take this opportunity to inform you and the SPPS School Board Members of my intended retirement. I would like to retire from my position as a Special Education Teacher, with my last day being January 31, 2022. Would you please discuss my request at the next school board meeting?

It has truly been an honor to serve the students and families of this district during the last 30 years. I also want to thank the students, families, and colleagues who supported me, past and present. It has genuinely been rewarding as I was assisted in my growth personally and professionally.

Although I will always cherish my times being a part of SPPS, now I would like additional time to spend with my husband, Jim, and family. I am very grateful for your consideration of my request to retire at the end of January. Please let me know any ways I can assist in making this transition. As I close, I hope for best regards to you and all my SPPS family.

Respectfully submitted,



Deborah H. Bastian

Special Education Teacher



## ADDENDUM

### REGULAR BOARD MEETING Monday, November 15, 2021 SPCC-Governor's Room 6:30PM

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#### VIII. ACTION ITEMS

##### **1. AGENDA ITEM #1**

**Subject:** Consider Approval of a Resolution Supporting the District's Application for a Grant from the Minnesota State High School League (MSHSL) Foundation

**Action:** Requires a Resolution

**Background:** The Minnesota State High School League Foundation awards grants to school districts to help in lowering the cost for students whose family income may be limited to participate in athletic and fine arts programs. The application has been submitted but will not be finalized until a formal resolution is adopted by the School Board.

**Presentation:** Superintendent of Schools

**Options/Recommendation:** I recommend you pass the resolution supporting the district's application to the MSHSL Foundation.

# FORM A

## RESOLUTION OF GOVERNING BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of St. Peter High School recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of St. Peter High School supports the school's application to the Minnesota State High School League Foundation for a **FORM A** grant to offset student activity fees.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chair/Head of School

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Clerk – Treasurer/ Finance Director

# FORM A WORKSHEET

## ASSISTING WITH FILLING OUT **FORM A** APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

*This is for your assistance only and does not need to be submitted with the Application Form*

### STEP 1

List the number of free and reduced lunch students identified in the October 1, 2020 report submitted by your school to the Minnesota Department of Education. Enter these numbers on FORM A

Grade 9: \_\_\_\_\_

Grade 10: \_\_\_\_\_

Grade 11: \_\_\_\_\_

Grade 12: \_\_\_\_\_

TOTAL:

Enter these numbers on FORM A

### STEP 2

Identify the **UNDUPLICATED** number of free or reduced lunch students who participated in your activities program during the 2020-2021 school year.

- Only count each student participant one time.
- This should be an unduplicated number. In other words, you should only count a student once regardless of the number of activities in which the student might participate. The total unduplicated count below should not be more than the total number in Step 1.

Example: Sally Smith: Fall-volleyball; Winter-dance; Spring-golf.

Sally counts as one student regardless of the number of activities in which she participates.

Bill Johnson: Winter-wrestling.

Bill counts as one student even though he was only in one activity.

**TOTAL UNDUPLICATED COUNT**  
of free/reduced lunch students

Enter this number on FORM A

### STEP 3: NOT LATER THAN NOVEMBER 30, 2021

Complete the online Form A application at [mshslfoundation.org](https://mshslfoundation.org)

Contact your school administrator and have the MSHSL Foundation Form A Resolution approved by the Governing Board of your school.

Once approved, have the Governing Board Chair and Governing Board Clerk/Treasurer sign the Resolution.

Email MSHSL Foundation Resolution to [mshslfoundation@gmail.com](mailto:mshslfoundation@gmail.com).



## ADDENDUM

### REGULAR BOARD MEETING Monday, November 15, 2021 SPCC-Governor's Room 6:30PM

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#### VIII. ACTION ITEMS

##### **2. AGENDA ITEM #2**

**Subject:** Consider Approval of Compulsory Attendance Report

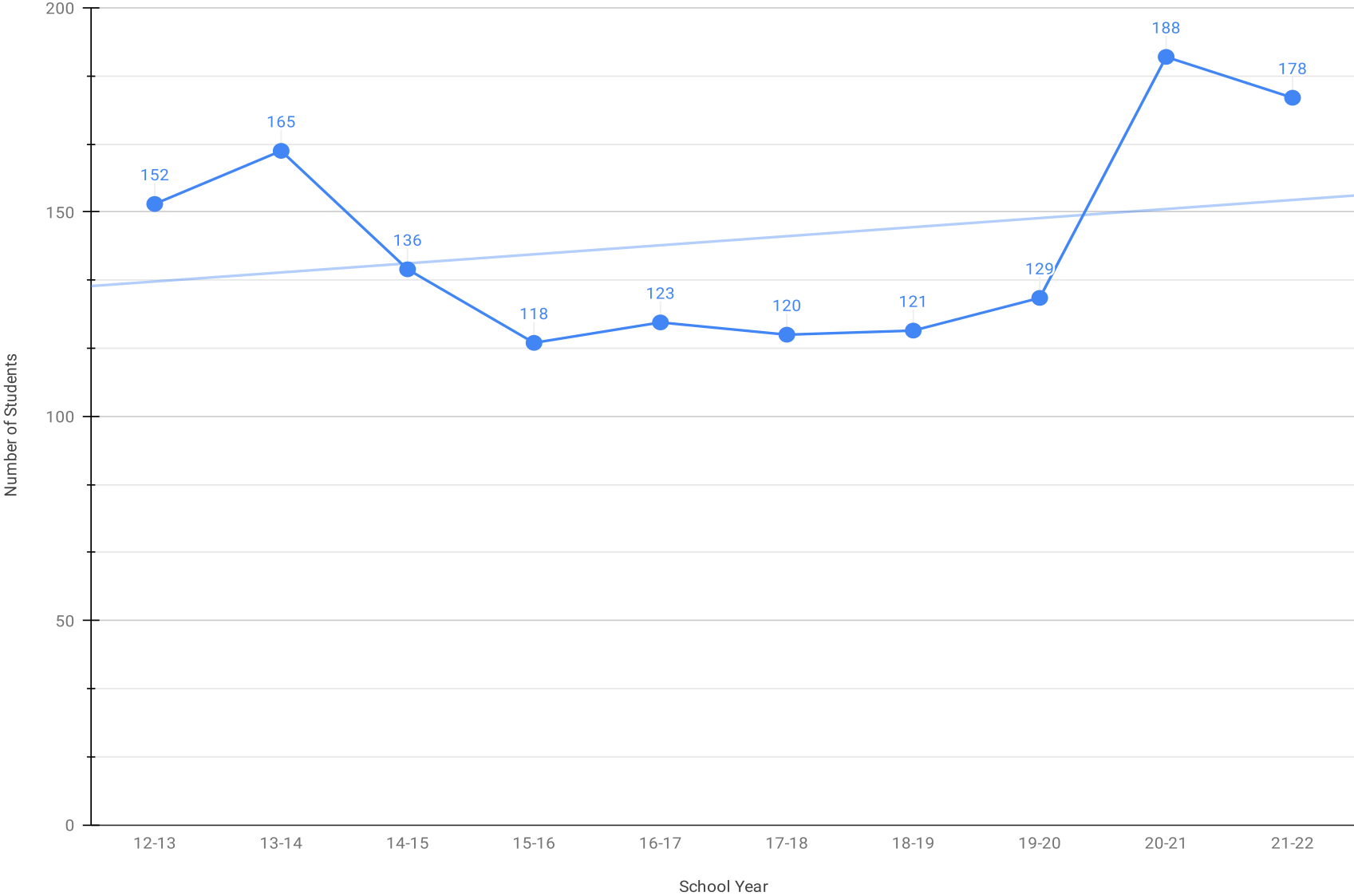
**Action:** Requires a Motion

**Background:** The Compulsory Attendance Report is presented on an annual basis. The report indicates the number of students in our district who are homeschooled or who attend a parochial school. A ten-year history of the report is included in your packet.

**Presentation:** Superintendent of Schools

**Recommendation:** I recommend approval of the report.

10 Year Trend of Resident Students Attending Unaccredited/Home Schools



	6yrs -K	7yrs -1st	8yrs-2nd	9yrs-3rd	10yrs-4th	11yrs-5th	12yrs-6th	13yrs-7th	14yrs-8th	15yrs-9th	16yrs-10th	17yrs-11th	18yrs-12th	TOTAL
<b>Home School</b>														
12-13		2			1		1		1		1	2	1	9
13-14				1	2					2	1		2	8
14-15			1	2	1	2	1				2	1		10
15-16	1	1	1	3	1	1	2	2				2	1	15
16-17		1	1	1	3	0	1	1	2				2	12
17-18		1	2	1	2	3		1	2	1				13
18-19		1				1		1	2	1		1	1	8
19-20		1	2	2	1	1		3	2	3	3		1	17
20-21	1	4	5	4	1	4	1	3	3	2	6	1		35
21-22	2	1	6	2	0	3	2	2	2	2	3	2	0	27
<b>John Ireland</b>														
12-13	12	9	16	7	22	15	13							94
13-14	9	11	9	16	6	19	14							84
14-15	9	7	10	8	8	4	17							63
15-16	5	9	9	7	8	9	4							51
16-17	7	5	9	9	8	7	7							52
17-18	9	5	5	8	10	8	5							50
18-19	6	8	6	5	8	9	6							48
19-20	10	5	8	5	5	8	7							48
20-21	11	12	8	9	6	6	9							61
21-22	15	8	15	6	11	5	5	0	0	0	0	0	0	65
<b>Imm. Lutheran Mankato</b>														
12-13											2			2
13-14												2		2
14-15													2	2
15-16	1					1								2
16-17		1					1							2
17-18		1	1					1						3
18-19			1	1					1					3
19-20				1	1					2				4
20-21					1	1					2			4
21-22	0	0	0	0	0	0	0	0	0	0	0	1	0	1
<b>MN Valley Lutheran</b>														
12-13										1	1	2	1	5
13-14											1	1	2	4
14-15											2	1	1	4
15-16										1		1	1	3
16-17										2				2
17-18											2			2
18-19										1		3	1	5
19-20										2			2	4
20-21										3	2	1		6
21-22	0	0	0	0	0	0	0	0	0	4	3	1	1	9
<b>Loyola Catholic Schools</b>														
12-13	0	2	1	0	0	0	2	2	3	1	1	2	1	15
13-14			1					1	2	2	1	1	2	10
14-15									1	2	2	1	1	7
15-16		1	1							1	2	1	1	7
16-17				1							1	2	1	6
17-18					1				1		1		2	5
18-19		1	1							1		1	1	5
19-20													1	1
20-21	1	1				1		1	2	1		1		8
21-22	2	1	0	1	0	0	1	0	0	3	0	2	1	11
<b>St Peter Lutheran</b>														
12-13	7	7	5	4	3	6	2	7	3					37
13-14	5	7	6	5	3	3	5	2	5					36
14-15	3	5	7	4	5	2	3	4	2					32
15-16	4	3	5	10	4	5	2	1	3					33
16-17	10	4	6	5	10	4	5	2	2					38
17-18	4	11	4	3	4	6	4	4	2					38
18-19	7	4	11	4	5	3	6	4	5					42
19-20	7	7	4	9	4	5	6	5	4					44
20-21	16	7	9	5	8	5	6	9	5					70
21-22	8	10	5	7	7	6	3	9	8	0	0	0	0	63
<b>Trinity Lutheran - Nicollet</b>														
12-13	1			1										1
13-14		1	1	1										3
14-15	1	1	1	1										3
15-16		1		1	1	1								4
16-17					1	1		1						4
17-18	1			1		1	1	1						4
18-19		1			1		1							3
19-20				1		1								2
20-21	2	1		1										4
21-22	0	1	0	0	1	0	0	0	0	0	0	0	0	2
<b>10 YEAR TOTALS</b>														
12-13	14	19	17	23	11	22	19	3	7	4	3	4	6	152
13-14	15	20	18	23	12	22	20	5	7	8	5	4	6	165
14-15	14	15	22	16	15	8	21	5	3	3	6	4	4	136
15-16	11	15	16	21	14	17	8	2	3	2	2	4	3	118
16-17	17	18	12	13	17	18	10	7	5	1	3	0	2	123
17-18	14	18	12	13	17	18	10	7	5	1	3		2	120
18-19	13	15	19	10	14	13	13	5	8	3		5	3	121
19-20	17	13	15	17	11	15	13	8	6	7	3		4	129
20-21	31	25	22	19	16	17	16	13	10	6	10	3	0	188
21-22	27	21	26	16	19	14	11	11	10	9	6	6	2	178



## ADDENDUM

### REGULAR BOARD MEETING Monday November 15, 2021 SPCC-Governor's Room 6:30 PM

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#### VIII. ACTION ITEMS

##### **3. AGENDA ITEM #3**

**Subject:** Consider Approval of the World's Best Workforce Report for the 2020-2021 school year

**Action:** Requires a Motion

**Background:** During the 2020-2021 school year, Saint Peter Public Schools was required to develop and implement all elements of Minnesota Statute 120B.11, more commonly referred to as the "World's Best Workforce". The 2013 statute requires school districts to develop and present an annual report that addresses progress on the plans in five key areas: school readiness, 3<sup>rd</sup> grade literacy, closing the achievement gap, career and college readiness, and high school 4 year graduation. The District Advisory Committee recently met, reviewed the report, and provided input for the development of this year's goals. This report is required by state statute and a summary of the district's progress will be submitted to the Minnesota Department of Education by December 15.

**Presentation:** Superintendent of Schools

**Options/Recommendation:** I recommend approval of the report.

SAINT PETER PUBLIC SCHOOLS



# **WORLD'S BEST WORKFORCE PLAN**

## **ANNUAL REPORT**

**2020-2021 School Year**

Saint Peter Early Childhood, South Elementary, North Elementary,  
Saint Peter Middle School, Saint Peter High School, Rock Bend Area Learning Center

## About this report

The 2020-2021 World's Best Workforce (WBWF) Report documents student achievement and the strategies and initiatives that the district engaged in to meet that level of achievement.

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

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

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

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

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

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

That all students graduate from Saint Peter High School career and college ready, prepared to enter the next phase of learning and life, is the focus of **College and Career Readiness for All**. Rigorous and relevant courses are at the heart of career and college readiness. Students can take college-level, credit-generating courses in core subjects such as English, science, math, world language, and social studies. Saint Peter High School is preparing for growth in Career and Technical Education areas, as well. Key initiatives are the Culinary Arts program, Health Science and Agri-Science Academies, and

our Metals and Manufacturing offerings. Individualized career guidance planning involved career inventory tests, college readiness exams, and additional career exploration opportunities. ACT scores, senior exit surveys, concurrent course enrollment and credits earned, and Minnesota Department of Education data regarding graduates and their college acceptance and performance, show the success of these efforts.

In Saint Peter Public Schools, the **High School Graduation** rate goal is always that 100% of our students earn a high school diploma. Saint Peter High School's graduation rate is 7.4% above the state average, but at Saint Peter High School, we continue to work toward a 100% graduation rate. This report includes a closer look at the student success rates with our varied credit recovery programs.

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

#### **Native American Parent Advisory Committee:**

Minnesota Statutes, section 124D.78, subdivision 1, states that a school district in which there are 10 or more Native American students enrolled and each Native American school must establish a Native American education parent advisory committee. Commonly referred to as American Indian Parent Advisory Committees (AIPACs), these committees serve in an advisory role and help ensure that Native American students are receiving culturally relevant and equitable educational opportunities. These committees are critical to the achievement and success of Native American students statewide, and offer a valuable opportunity to strengthen district and parent partnerships.

The intent of American Indian Education Aid is to enable districts and schools to scale up and enhance American Indian education programs and initiatives, or, in the case of those newly eligible to receive aid, to build sustainable programs that are culturally and academically tailored to American Indian students. Students counts are based on the previous year's October 1 enrollment numbers. In 2019-2020, Saint Peter School District had 21 Native American Students and received a grant for up to \$20,000. Goals for the aid included the following:

#### **Closing the Achievement Gap:**

- Saint Peter Schools will offer at minimum, one professional development opportunity during the 2020-2021 school year for each of the identified categories:
  - Native Culture/History
  - Culturally Responsive Teaching strategies
  - A post professional development survey will show at least 75% of teachers increasing a minimum of two points on the scale.
- Each of the four Saint Peter Public School buildings (South, North, Middle/Early Childhood, and High School) will incorporate at least 2 new materials into their current or new curricula by the end of the 2020-2021 school year.
  - 80% of students who identify as Native American will report that they see themselves positively reflected in the curriculum as measured by end of the year student exit survey.
- Saint Peter High School will develop a student group that focuses on issues of racial equity by the end of the 2020-2021 school year.
  - Goal 2: The Saint Peter student group will develop an event or media that allows students to share their lived experience in Saint Peter. Lived experiences will be shared at or before teacher workshop week 2021-2022.
  - At least 25% of students High School students who identify as Native will attend at least one meeting.
  - At the end of the 2020-2021 school year, those who attend the group will identify at least one thing that they wish to maintain in their school community and/or one thing that

they wish to change that will promote racial equity.

Do we need something here for NAPAC and A & I?

## **Advisory Committee**

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

### **WBWF Advisory Committee Members:**

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

## **1. School Readiness**

### **Student Achievement Goal**

80% of children who enter kindergarten in the fall of the 2020-2021 school year with word skills, number skills, fine motor, and social and emotional skills that are at or above level on the Kindergarten Entrance Checklist.

### **Strategies and Initiatives**

#### **Curriculum and Programming**

- Alignment of Early Childhood programming with K-12
  - Early Childhood teachers meet on a regular basis to ensure that their instruction aligns with the Early Childhood Indicators of Progress and the Kindergarten Entrance Checklist.
- Implementation of the Creative Curriculum
  - Creative Curriculum is an Early Childhood curriculum approved by the Department of Education that is implemented in the Early Childhood Programs throughout the district. The curriculum includes learning-center based activities and developmentally appropriate play experiences.
- K Ready Program
  - K Ready programming provides an option for students who are age-eligible for Kindergarten but could benefit from an additional year of readiness. This program is a 5-day per week morning school readiness option focused on kindergarten entrance skills
- Parental involvement opportunities
  - Opportunities for parents to visit and participate in classroom activities are encouraged throughout the preschool program. Parents are invited to attend conferences three times per year and open communication is encouraged

through email, phone calls, and shared virtual spaces such as Homeroom.

### **Professional Learning Communities**

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

### **Community Outreach**

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

### **Assessment Results: Kindergarten Entrance Checklist**

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

**Due to COVID-Distance Learning this data was not collected during the Fall 2020**

Number of Students in the Data Collection: 129

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

**81%** of all incoming kindergarten students in the 19-20 school year were at or above level in  
**SOCIAL EMOTIONAL SKILLS.**

**82%** of all incoming kindergarten students in the 19-20 school year were at or above level in  
**WORD SKILLS.**

**76%** of all incoming kindergarten students in the 19-20 school year were at or above level in  
**NUMBER SKILLS.**

**96%** of all incoming kindergarten students in the 19-20 school year were at or above level in  
**FINE MOTOR SKILLS.**

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

## **2. 3rd Grade Literacy**

### **Student Achievement Goal**

The percentage of all students enrolled in grade 3 at North Elementary before December 15, 2020 who are proficient on the state accountability test (READING MCA & MTAS ) will increase from 69.6.% in \*2019 to 71.6.% in 2021. (\*No MCA scores in 2020) Actual 2021 was 46.7%)

## Strategies and Initiatives

### Curriculum and Programming

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

### Interventions

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

### Professional Learning Communities

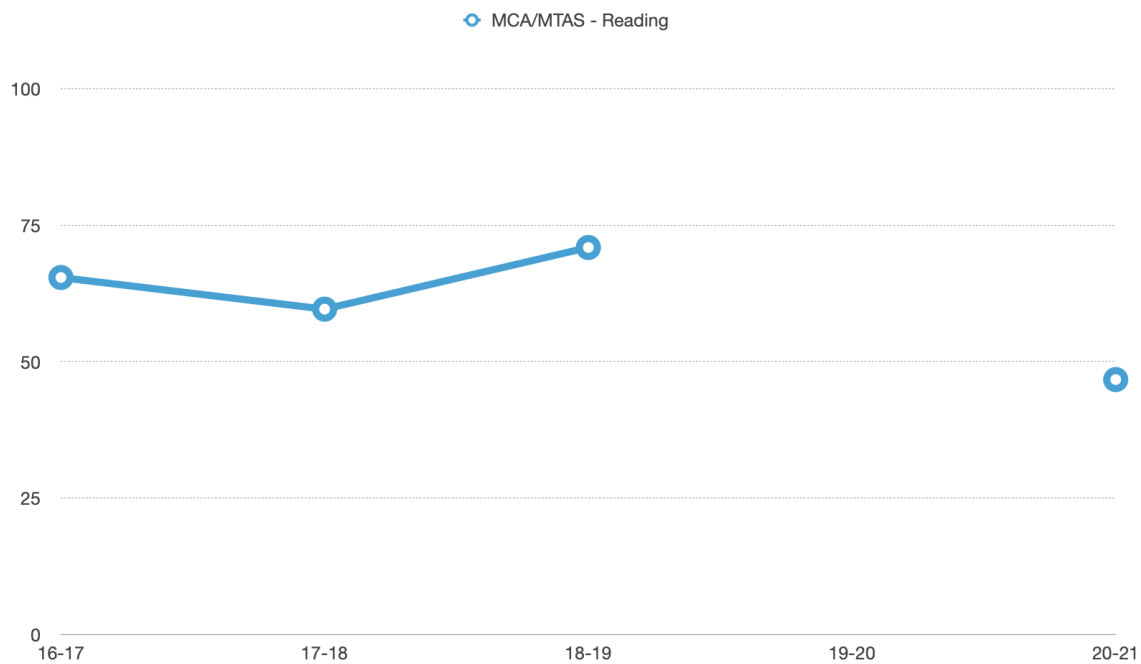
- SMART goals, examination of student work, interventions, common formative and summative assessments.

## 3rd Grade MCA Reading Results - 2017-2021

% of students that met or exceeded in READING

ASSESSMENT	16-17	17-18	18-19	19-20	20-21	AVE
MCA/MTAS - Reading	65.4	59.6	70.9		46.7	60.7

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



### **3. Closing the Achievement Gap**

**20-21 Goal:** Saint Peter School District will decrease the \*2019 math proficiency gap of 46.4% between English Learners and non-English Learners to 37% in the 2020 math accountability assessments. (MCA III and MTAS)

**Results:** Gap was smaller, but did not meet goal of 37%

Students receiving EL services who took math accountability assessments in 2019: 16.7%

Students who do not receive EL services and took math accountability assessments in 2019: 63.1%  
46.4% gap

Students receiving EL services who took math accountability assessments in 2021: 2.6%

Students who do not receive EL services and took math accountability assessments in 2021: 46.9%  
44.3% gap

#### **Strategies and Initiatives**

##### Interventions

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

##### Professional Learning Communities

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

##### District Equity Initiatives

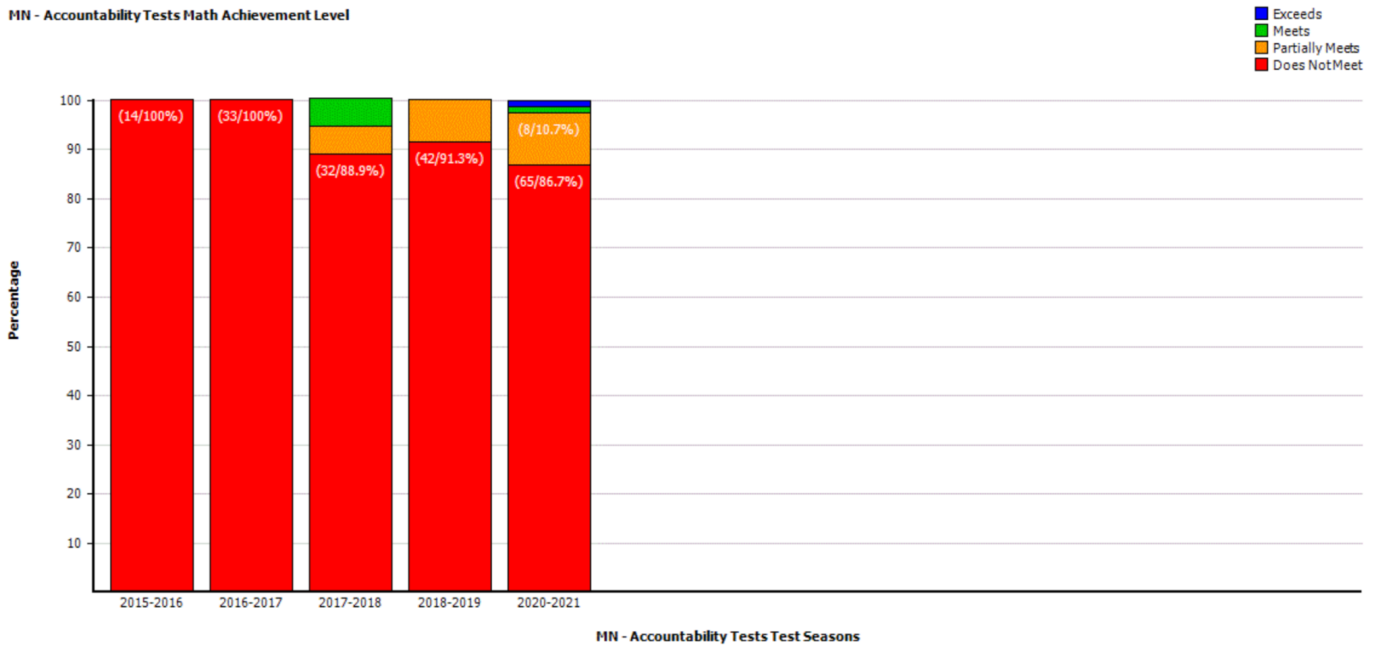
- 5-12 AVID
- Focus on Core (tier 1) Instruction
- English Language Services
- Sheltered Instruction Observation Protocol (SIOP)
- Pre-K-12 District Equity Framework
- Disaggregation of achievement data at all sites
- Read and Feed Summer Program
- Children's Weekend Food Program

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

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

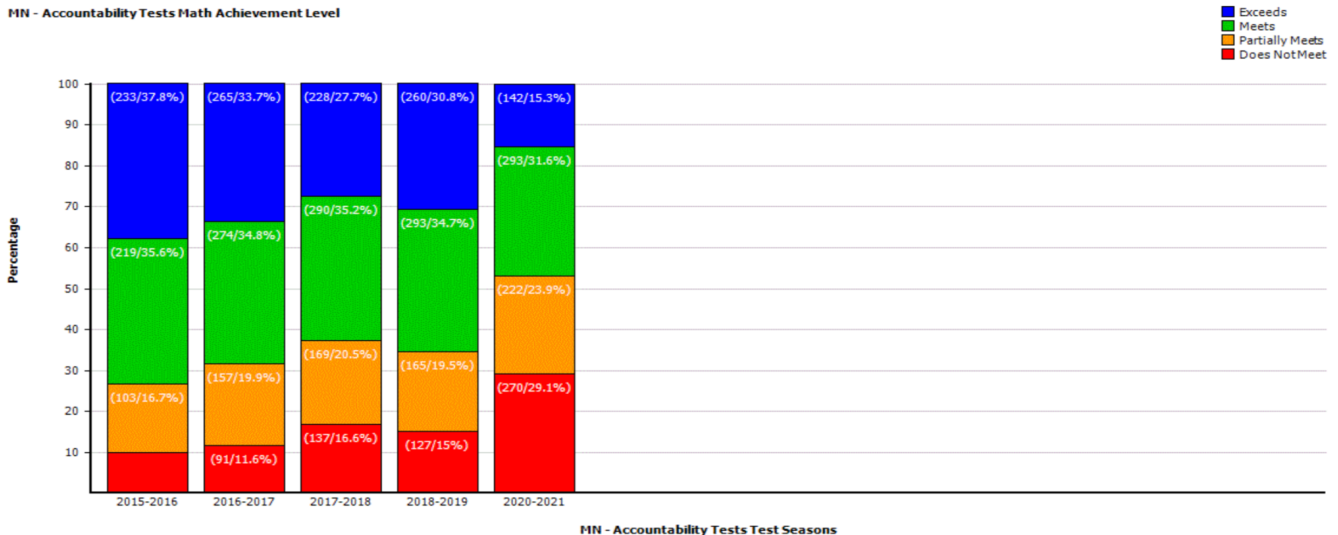
### Students Receiving EL Services

MN - Accountability Tests Math Achievement Level



### Students Not Receiving EL Services

MN - Accountability Tests Math Achievement Level



## Indian Education Grant Goals and Progress

<u>Goal</u>	<u>Measurement</u>	<u>Outcome</u>
#1 Increase Native representation in curricular resources	80% of students who identify as Native American will report that they see themselves in the curriculum as measured by end of the year student exit surveys.	Purchased books and resources at all buildings to aid in our ability to teach Native American content standards and diversity text resources  All buildings purchased books and or other resources, but due to supply issues, the majority of books did not arrive until after the school year. Exit surveys were not administered.
#2 Increase staff capacity to meet the needs of Native American students through professional development	All teachers will complete a survey at the beginning of the session and identify their level of efficacy regarding native pedagogy on a 10 point scale (novice/not confident, some training/some confidence, expert/completely confident). After professional development.	SPPS partnered with MSU, Mankato to deliver Native 101 professional development to all district paraprofessionals and teaching staff Average teacher self-reported competency with Native Pedagogy moved from 4.07 to 5.05 on a 10 point scale
#3 Increase Native student voice through the development of a high school student group to focus on issues of Native social justice	At least 25% of high school students who identify as Native will attend at least one meeting.	The district formed the racial justice club.

## 4. Career and College Readiness

### **Student Achievement Goal**

The average composite score of those students graduating in 2021 who take the ACT will increase from 20.4 to 21.

### **Strategies and Initiatives**

- Curriculum & Instruction
  - AVID (Advancement Via Individual Determination)
  - PSEO (Post-Secondary Enrollment Options)
  - Concurrent Enrollment
  - Advanced Placement Courses
  - Academy opportunities
  - Additional CTE course offerings
  - Articulated course offerings
  
- Programs
  - Career Navigator - 9th grade
  - Sophomore Career Expo
  - Junior Regional College Fair (did not occur due to COVID)
  - Junior/Senior National College Fair (did not occur due to COVID)
  - Junior/Senior meetings for Individual Learning Plans
  - FAFSA Information night
  - Opportunity Day
    - Freshman college/career tours
    - Sophomore Pre-ACT (Career Inventories)
    - Junior ACT, Accuplacer, ASVAB
    - Senior job shadowing/Nepris
  - PSAT for Sophomores & Juniors
  - Naviance career and college
  - College and Career Center at SPHS
  - Junior Career Day (did not occur due to COVID)
  - National Career Day (did not occur due to COVID)
  - Construct Tomorrow (did not occur due to COVID)
  - Tour of Manufacturing (did not occur due to COVID)
  - PICE (Partnership in Career Exploration) intern
  - Student Leadership Development (Co-Curricular Program, Student Council, National Honor Society, Captain's Council, )
  - Farm to School
  - CRAVE Culinary Challenge (did not occur due to COVID)
  - Scrubs Camp

**Progress Made in 2020-2021**

**AVID Organization Embedded in 5th and 6th:**

**AVID 7: 25 Students**

**AVID 8: 24 Students**

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

AVID 10: 15 Students

AVID 11: 12 Students

AVID 12: 11 Students

**Concurrent Enrollment**

Courses offered 2021-2022:

Information Technology

- Discover IT - 5 students, 20 credits
- Web for business - 4 students, 16 credits
- Javascript Rocks - 2 students, 8 credits

Health Care

- Health Care Core Foundations - 40 students, 160 credits
- Medical Terminology - 23 students, 69 credits

## Education

- Exploring Careers in Education - 11 students, 44 credits

## General Education

- Biology - 20 students, 80 credits
- English Lit - 65 students, 260 credits
- English Comp - 65 st, 260 credits
- Poli Sci - 57 students, 228 credits
- Psych - 25 students, 100 credits
- Comm - 42 students, 126 credits
- Spanish - 30 students, 120 credits
- Art: Intro to Visual Culture - 7 students, 21 credits
- Health and the Environment - 27 students, 81 credits
- Music Appreciation - 11 students, 33 credits

College credits earned 2019-2020: 1263

College credits earned 2020-2021: 1593

Saving students/families approximately: \$375,000 in tuition dollars in 2019-2020

Saving students/families approximately: \$473,121 in tuition dollars in 2020-2021

## High School student enrollment in courses with articulation agreements:

- Building Trades - 12 students
- Child Development & Parenting - 13 students
- Introduction to Power Mechanics - 14
- PLTW Intro to Engineering - (did not run)
- Principles of Metalworking II - 10
- Principles of Plant Science & Greenhouse Management - 21
- Woodworking - 67

## Industry Certifications

	2018-2019	2019-2020	2020-2021
American Welding Society	10	25	
Certified Nursing Assistants	5	1	7

## Credit Requirements for Graduation

	Total Credits	English	Math	Science	Social Studies	Art	PE/Health	Speech	Elective Credits
--	---------------	---------	------	---------	----------------	-----	-----------	--------	------------------

State of MN	21.5	4	3	3	3.5	1	0	0	7
SPHS	27	4	4	4	3.5	1	2	.5	8

**ACT Average Scores, 2015-2019**

Graduation Year	Total Tested	English	Math	Reading	Science	Composite
2016	136	20.3	21.7	21.5	21.7	21.4
2016 State Average		20	21.2	21.3	21.3	21.1
Difference		+0.3	+0.5	+0.2	+0.4	+0.3
2017	109	21.6	22.3	22.3	22.2	22.2
2017 State Average		20.4	21.5	21.8	21.6	21.5
Difference		+1.2	+0.8	+0.5	+0.6	+0.7
2018	152	21.4	21.8	22.1	21.6	21.8
2018 State Average		20.2	21.4	21.7	21.4	21.3
Difference		+1.2	+0.4	+0.4	+0.2	+0.5
2019	146	19.6	20.4	20.4	20.4	20.4
2019 State Average		20.3	21.4	21.7	21.6	21.4
Difference		-0.7	-1	-1.3	-1.2	-1
2020	148	19.5	20.4	21.4	21.5	20.8
2020 State Average		20.0	21.3	21.8	21.5	21.3
Difference		-0.5	-0.9	-0.4		-0.5
2021		20.2	20.8	22.4	20.8	21.2

						21.6
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**2019 College Going**

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

	# of students earning HS diploma	# enrolled in any IHE within 16 months	% Enrolled within 16 months
Statewide	61,239	43,599	71%
SPHS	132	110	83%

**2019 College Credit Accumulation**

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

	# of students enrolling in a public IHE within 16 months	# of students earning 1 year of credit within 2 years of enrollment	% earning 1 year of credit within 2 years of enrollment
Statewide	27,188	19,367	71%
SPHS	70	53	76%

## 5. High School Graduation

### Student Achievement Goal

Saint Peter High School will increase its graduation rate from 87.8% to 90%.

### Strategies and Initiatives

#### PreK-12 Curriculum & Instruction

- Professional Learning Community Model

#### Credit Recovery Programs

- Summer Reading Program
- Extended Day Credit recovery: 50 students participated, 36.25 credits
- Independent Study/Odysseyware: 4 students, 3 credits
- Summer School: 146 students, 128.5 credits earned

#### School Counseling Program

- Student meetings
- Plan development and monitoring

### Graduation Rate Trend

<u>Class of...</u>	2016	2017	2018	2019	2020
Statewide - 4 yr	82.5%	82.7	83.2	83.7	83.8
SPHS - 4 yr	94.1	89.7	95.3	87.8	91.2
SPHS - 5 yr	94.1	89.7	97.3	90.3	NA
SPHS - 6 yr	94.1	90.6	97.3	NA	NA
SPHS - 7 yr	94.1	91.4	NA	NA	NA

### Four Year Graduation Rate

<u>Year</u>	<u>State Grad Count</u>	<u>State Grad %</u>	<u>SPHS Grad Count</u>	<u>SPHS grad %</u>
2013	53,865	80.4%	137	90.7%
2014	53,433	81.4%	122	92.4%
2015	54,150	82.1%	108	95.6%
2016	54,071	82.5%	128	94.1%
2017	54,843	82.7%	104	89.7%
2018	55,869	83.2%	142	95.3%
2019	57,171	83.7%	138	87.9%
2020	56,684	83.8%	156	91.2%

# PROFESSIONAL DEVELOPMENT PLAN

July 2020 to June 2021

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

**Goal #1:** Implement a guaranteed and relevant curriculum

Focus 1.1: Identifying Essential Standards

Focus 1.2: Curriculum Review Process

Focus 1.3: Common Assessments

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

**Goal #2:** Align resource allocation to rigorous educational goals

Focus 2.1: Curriculum Alignment to Standards

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

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

Focus 3.1: Professional Learning Communities

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

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

Focus 4.1: 21<sup>st</sup> Century Skill Development

Focus 4.2: AVID

Focus 4.3: STEAM to STEM

## **Professional Development Structures:**

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

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

## **Professional Growth/Trainings 2019- 2020 Offerings**

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

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

### **Fountas and Pinnell Classroom Training : Focus Area of Guided Reading**

This training will ground teachers in the core values of Fountas and Pinnell Classroom. It will cover explicit instructional strategies for teachers to use for guided reading. Upon completion of this training, teachers will have an understanding of how each instructional component fits with the design of responsive literacy learning and explore ways to organize a classroom to support such practices.

### **Micro-Credential: Focus Area of Personalized Learning**

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

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

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

### **CPR**

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

### **Special Education Training**

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

### **Distance Learning Training**

In preparation for COVID19 Distance learning, participants learned how to create, facilitate, & evaluate engaging instruction while online. This training also supported teachers in effectively using technology for communicating and instruction. 2019-2020 Focus was on Hybrid Instruction.

### **Life's Journey**

This year-long embedded professional development opportunity guides participants to a better understanding of their own implicit biases and examines how each person's lens impacts their thoughts, actions and life.

### **The Power of You**

Facilitated by Bukata Hayes, director of the Mankato Area Diversity Council, this 1 hour session outlined the primary and secondary dimensions of diversity as well as outlining how an implicit or unconscious bias are manifested and reinforced.



## ADDENDUM

### REGULAR BOARD MEETING Monday November 15, 2021 SPCC-Governor's Room 6:30 PM

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#### VIII. ACTION ITEMS

##### ***4. AGENDA ITEM #4***

**Subject:** Consider Approval of Master Agreement with Paraprofessional Educators for 2021-2023

**Action:** Requires a Motion

**Background:** The School Board Negotiations Committee reached a tentative agreement with the Paraprofessionals. The agreement reflects a market rate adjustment in hourly wages. A summary of the agreement is attached for your review.

**Presentation:** School Board Negotiations Committee  
Superintendent

**Options/Recommendation:** I recommend your approval of the 2021-2023 Master Agreement with the Paraprofessional Educators of Saint Peter.

**PARAPROFESSIONAL EDUCATORS' AGREEMENT  
2021-2022 and 2022-2023**

**ARTICLE I  
PURPOSE OF AGREEMENT**

This agreement is entered into between the School Board of Independent School District 508, Saint Peter, Minnesota, hereinafter referred to as the board, and the Paraprofessional Educators of Saint Peter, hereinafter referred to as the association, pursuant to and in compliance with the Public Employment Labor Relations Act, hereinafter referred to as the PELRA, to provide the terms and conditions of employment for the duration of this agreement.

**ARTICLE II  
DEFINITIONS**

The words defined in this article shall have the meaning indicated herein for purpose of this agreement, unless the context clearly indicates otherwise.

SECTION 1: BOARD: Saint Peter School District 508 elected members

SECTION 2: EMPLOYEE: For the purposes of this agreement, "Employee" shall mean Paraprofessionals and Health Assistants in the appropriate unit employed by the school district excluding the following: confidential employees, essential employees, part-time employees whose service does not exceed 14 hours per week or individuals who hold positions of a temporary or seasonal character for a period of not in excess of 67 working days in any calendar year.

SECTION 3: EMPLOYER: Saint Peter School District 508

SECTION 4: ASSOCIATION: Paraprofessional Educators of Saint Peter

SECTION 5: PELRA: Public Employment Labor Relations Act

SECTION 6: SUPERVISORS: Building Principals responsible for the evaluation of paraprofessionals.

**ARTICLE III  
RECOGNITION**

SECTION 1: In accordance with all provisions of the Public Employment Labor Relations Act the school district recognizes *Paraprofessional Educators of St. Peter*, the exclusive representative for the paraprofessionals of Independent School District 508, which exclusive representative shall have those rights and duties as described by PELRA and as described in the provisions of this agreement.

SECTION 2: The exclusive representative shall represent all such employees of the district contained in the appropriate unit.

#### **ARTICLE IV SCHOOL DISTRICT RIGHTS**

SECTION 1: Inherent Managerial Rights: The Association recognizes that the School District is not required to meet and negotiate on matters of inherent managerial policy which include, but are not limited to, such areas of discretion or policy as the functions and programs of the School District, its overall budget, utilization of technology, the organizational structure, and selection and direction, and number of personnel.

SECTION 2: Management Responsibilities: The Association recognizes the right and obligation of the School District to efficiently manage and conduct the operation of the School District within its legal limitations and with its primary obligation to provide educational opportunity for the students of the School District.

#### **ARTICLE V EMPLOYEE RIGHTS**

SECTION 1: Members of this bargaining unit shall be notified whenever any statement, which is critical of them, is made a matter of record and placed in their personnel file. No derogatory information shall be placed in a member's file without that person's knowledge.

SECTION 2: If a member wishes to review this district personnel file, request shall be made to the immediate supervisor who will schedule the review of the file. The member shall have the right to reproduce any contents of the file at the member's expense and to submit for inclusion in the file written information in response to any material contained therein. The school district may destroy such files as provided by law.

SECTION 3: Right to Views: Nothing contained in this agreement shall be construed to limit, impair, or affect the right of any employee or his/her representative to the expression or communication of a view, grievance, complaint, or opinion on any matter related to the conditions or compensation of public employment or circumvent the rights of the exclusive representative if there be one; nor shall it be construed to require any employee to perform labor or services against his/her will.

#### **ARTICLE VI ASSOCIATION PROVISIONS**

SECTION 1: Transaction of Association Business: Duly authorized representatives of the Association and their respective affiliates shall be permitted to transact official Association business on School District property at all reasonable times, provided that

this shall not interfere with or interrupt normal School District operations. The Association shall have the right to use school facilities and equipment. The Association shall also have the right to have copies made from the School District's copying machine(s) during regular business hours provided the Association shall reimburse the School District for the cost of all photocopy supplies. The Association shall not remove any equipment from the school premises without the written permission of the building principal or his or her designee. The Association shall have the right to post notices of activities and matters of Association concern on staff workroom bulletin boards, at least one of which shall be provided in each school building. The Association may use the School District inter-school mail service, the School District e-mail service, and mailboxes for communications purposes.

SECTION 2: Association/Union Leave: DAILY LEAVE PROVISIONS: At the beginning of every school year, the Association shall be credited with five (5) paid, non-accumulative days to be used by a maximum of three (3) paraprofessionals at one time who are officers or agents of the Association, such use to be at the discretion of the Association. The Association agrees to notify the school district, in writing, at least forty-eight (48) hours prior to the date for the intended use of said leave. The Association agrees to reimburse the school district for the cost of substitute paraprofessionals hired by the school district to replace the paraprofessionals who take the leave herein provided.

## **ARTICLE VII DISSEMINATION OF POLICIES**

SECTION 1: District 508 will be responsible for providing each new employee with a copy of this agreement, a seniority list updated annually, and a paraprofessional employee handbook upon the school board's approval of employment. It shall be the new employee's responsibility to contact the building steward to review this contract.

## **ARTICLE VIII JOB CLASSIFICATIONS**

SECTION 1: Job classifications shall be as follows:  
**SPECIAL EDUCATION** (Elementary and Secondary)  
**TITLE** (Elementary)  
**PROGRAM** (Elementary and Secondary)

## **ARTICLE IX SALARY PAYMENT**

SECTION 1: Employees transferring to a new classification will receive the salary step in the new classification which coincides most closely to their previous salary without taking a decrease.

SECTION 2: Paraprofessionals shall be paid twice monthly and all paychecks shall be deposited directly in the employee's personal account. (The 15th or the last banking day prior to the 15th and the last banking day of the month.) Beginning in the 2020-2021 contract year, paraprofessionals who were being paid in twenty-four (24) payments during the 2019-2021 contract year, may elect to continue being paid in twenty-four (24) payments. Paraprofessionals who are on eighteen (18) payments, and paraprofessionals new to the district, shall be paid on timesheets signed by their supervisor and submitted to the district office by the 15th day of each month and the last day of each month.

SECTION 3: Paraprofessionals that hold a four-year degree from an accredited college or university shall be placed in Lane B of the salary schedule.

## **ARTICLE X GENERAL EMPLOYMENT PROVISIONS**

SECTION 1: Full-time school year paraprofessionals shall be defined as employees holding a position which is at least 7 hours per day for at least **the number of student days** per school year exclusive of holidays.

SECTION 2: Part-time employees are those employees who work less than **7 hours per day**.

SECTION 3: The hours of work for paraprofessionals shall be established by the building principals in charge of the program and paraprofessionals should be given adequate notice of any change in the established hours.

SECTION 4: In accordance with federal law (Affordable Care Act), the school district makes health insurance available to all employees who work 30 hours per week. For employees who work 35 hours per week, a health insurance contribution is made. (See Article XII, Section 2)

### **REQUIRED WORK OUTSIDE OF REGULARLY SCHEDULED HOURS**

SECTION 5: Paraprofessionals may be required to attend staff meetings and/or engage in staff development activities. Required work time that does not fall within regularly scheduled hours will be paid at the employee's regular rate of pay.

### **OVERTIME**

SECTION 6: Overtime shall be defined as more than eight (8) hours per day. Employees shall not be requested or required to take time off for overtime worked or to be worked; however, employees may request and receive at the discretion of their supervisor, time off as a method of paying for overtime hours to a maximum of 80 hours. Compensation time shall be at the appropriate overtime rate at which it was earned. Compensation time off may be taken anytime during the contract period with approval of the immediate supervisor, with a maximum carryover of twenty (20) hours to the next fiscal year. Employees may request and receive time and a half pay for any

overtime they are required to work.

### **MILEAGE**

SECTION 7: Employees required to use their own automobiles in the performance of their duties shall be reimbursed at the rate established by the Internal Revenue Service, except for travel to and from work. All mileage claims are required to have the pre-approval of the principal.

### **EMERGENCY CLOSING/LATE START**

SECTION 8: In the event of an emergency, or other cause of school closing, the paraprofessional shall not report to work. In the event of a late start, the paraprofessional shall work the extra duties and student-contact hours applicable to the "late-start" school day. In the event of an early dismissal, the paraprofessional shall work the extra duties and student-contact hours applicable to the "early dismissal". On late-start and early-dismissal days the paraprofessional will be paid for their regular number of contracted hours. In the case of school being closed for the entire day, and the district using flex days for the entire day, the paraprofessional will not be required to make up the first two days of emergency closing provided that the day(s) are not rescheduled. In the event of any additional entire day emergency closings or flex days, the paraprofessional will have three options:

1. Not making up the day, resulting in loss of pay;
2. Making up the day at a time that is mutually agreeable to the paraprofessional and the paraprofessional's immediate supervisor. Documentation that the day has been make up must be provided to the District Office by June 15 of each year;
3. Using "banked time" earned by attending pre-approved professional development outside of the regular work schedule. Pre-approval requires the approval of the paraprofessionals immediate supervisor. The maximum amount of allowable banked time is equal to two days of work time. In the event that there are no more than two days of emergency closing, and the paraprofessional has accumulated pre-approved banked time, there will not be any form of compensation payment, or carry-over of time provided to the paraprofessional.

### **WORK CONCERNS**

SECTION 9: The Superintendent or his/her designee(s) shall meet with and confer with paraprofessional employees on non-contractual, non-individual concerns in order to keep an open line of communication. Meetings shall be held when either party feels it is necessary. Every effort shall be made to address individual work concerns with an individual's supervisor and this article is meant to address building or district concerns which are impacting the bargaining unit.

### **PROBATIONARY PERIOD**

SECTION 10: The first nine (9) months of employment shall be considered a probationary period. During such probationary period an employee shall have no recourse if discharged by the district and cannot bid on any job posting. Upon satisfactory completion of the probationary period, the employee shall be entitled to seniority standing from most recent date of hire by the district.

### **SENIORITY**

SECTION 11: Seniority in a primary classification shall be defined as follows: Continuous service in District 508 as a paraprofessional in the primary classification with the date of record being the first date of employment for District 508. When an employee moves into a new classification, that employee will retain his/her seniority in his/her primary classification while earning seniority in the new classification.

SECTION 12: Seniority shall terminate when an employee retires, resigns, or is discharged.

### **NOTICE OF OPENINGS**

SECTION 13: Vacancies within the bargaining unit will be posted internally and externally for five (5) days, with current unit members given first consideration. Persons within the association shall be notified and shall be given an opportunity to apply for said position. The school district will select the most qualified candidate. Notification shall be given to the building steward of each building and shall be given prior to posting the opening through any other means. Should the opening occur during the period when school is not in session, notification will be sent to the stewards at their home address. The association shall notify each building principal and the district office of the designated **president**.

SECTION 14: Vacancies shall be defined as an additional position, a position with a new job description or a position that is vacated by resignation.

### **INVOLUNTARY TRANSFERS AND JOB TRANSFERS**

SECTION 15: Involuntary and Job Transfers are any transfers that are initiated by the administration for the convenience of the district, be it at the same work site or a different work site, in which the position and hours remain the same. Transfers would be to existing positions and not to newly created positions. Job classification may not change except by mutual consent.

### **LAYOFF**

SECTION 16: In the event of a layoff or the elimination of a position, the person with the least amount of seniority shall be laid off. Employees shall be rehired according to

seniority in the reverse order of layoff. An employee shall be entitled to recall rights for two (2) years. If an employee declines a recall notice to a position of twenty (20) or more hours per week, they shall forfeit any further recall rights. However, an employee may decline a recall notice without forfeiture or recall rights if the position is less than (20) hours per week. Yearly written notification of availability must be received by the school district central office no later than March 1. If the school district is not notified by March 1, the employee will forfeit their recall rights.

SECTION 17: In the event of a layoff, if two or more employees at the bottom of the seniority list have the same date of employment, **attendance**, job performance and qualifications will be the deciding factor.

### **REHIRE**

SECTION 18: Under no circumstances shall the employer hire from the open market while employees are on the recall list, qualified to perform the duties of a vacant position and are ready, willing, and able to have notified the district that they are available to be re-employed with comparable position and working hours if available. Upon returning to the district position, the employee shall be placed on the same step on the salary schedule as occupied at the time of layoff and shall be given credit for any seniority earned prior to layoff.

### **BUMPING RIGHTS**

SECTION 19: In the event of the elimination of a position, the person with the least amount of seniority would be required to be laid off. The person in the position that is being eliminated may exercise the employee's seniority to bump a less senior employee with the most comparable hours in any classification provided that the school district determines the employee is capable of performing the job responsibilities. If the person elects not to accept the position with the most comparable hours, the person will bump into the position that was vacated by the person with the least amount of seniority

SECTION 20: Within a classification, if hours in a position are increased, that will constitute a change in position, and therefore, the employee with the most seniority in that classification may fill that position, provided the move does not create a full-time position.

SECTION 21: Should no one within the classification wish to move into the position, it shall be made available to the open market after persons from within the association are notified and given an opportunity to apply for said position.

### **TIMECLOCK AND THE AFFORDABLE CARE ACT**

SECTION 22: The use of a timeclock or timesheets is limited to providing the federal government information on employee hours with regards to health insurance. Time sheets and time-clock shall not be used for disciplinary purposes.

### **COLLABORATION TIME**

SECTION 23: Paraprofessionals will have up to 15 minutes per week of paid time to coordinate with their case managers/supervisors/ classroom teachers, before or after the student contact day to discuss student information. Paraprofessionals are responsible for recording this time on a timesheet and submitting it to the district office by June 15 of each year. This practice will sunset on July 1, 2021.

## **Article XI LEAVES OF ABSENCE**

### **SICK LEAVE**

SECTION 1: Sick leave, with pay, shall be allowed by the school district whenever a paraprofessional employee's absence is due to any type of illness, including illness or disability caused or contributed to by pregnancy or childbirth, which has prevented the attendance at school and performance of duties on that day or days. A paraprofessional may use personal sick leave benefits provided by the school district for absences due to an illness of or injury to the employee's child, adult child, spouse, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent, for reasonable periods of time as the paraprofessional's attendance may be necessary, on the same terms upon which the paraprofessional is able to use sick leave benefits for the paraprofessional's own use of sick leave.

SECTION 2: School year paraprofessionals shall receive one day of sick leave for each month of employment in the school district. Part-time employees receive sick leave on a prorated basis.

SECTION 3: Sick leave benefits shall accumulate to 1400 hours.

SECTION 4: The superintendent or designee may require an employee to furnish a medical certificate from the school health officer or from a qualified physician as evidence of illness, indicating such absence was due to illness, in order to qualify for sick leave pay. However, the final determination as to the eligibility of an employee for sick leave is reserved to the school board.

SECTION 5: In the event that a medical certificate will be required, the employee will be so advised.

SECTION 6: Sick leave allowed shall be deducted from the accrued sick leave days earned by the employee.

SECTION 7: Paraprofessional may use sick leave to cover absences necessitated by the illness or disability of the employee's family member including their adult child, spouse, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent or stepparent. Sick leave for family members can be used on the same terms for which an employee is able to use sick leave for their own needs.

SECTION 8: Sick leave pay shall be approved only upon submission of signed request upon the authorized sick leave form available at the principals' offices and the district office.

SECTION 9: Any personnel unable to perform duties of employment because of pregnancy or any medical complications of pregnancy, childbirth, or recovery therefrom, may begin leave upon certification from the attending physician that the person is unable to perform such duties, or upon agreement by said personnel and the building principal that leave should be commenced, and the personnel shall be entitled to sick leave without loss of pay to the extent provided by the above. Leave in excess of unused sick leave credit of such personnel shall be treated as a leave of absence without pay during the period such personnel is unable to work due to the pregnancy or any medical complication of pregnancy, childbirth, or recovery therefrom.

### **SICK LEAVE BANK**

SECTION 10: Within thirty (30) days of the beginning of each school year, a paraprofessional may contribute up to one (1) or more of their accumulated sick leave days to the sick leave bank. Forms to contribute days will be made available to paraprofessionals at the beginning of each school year. Contributed days will be subtracted from the paraprofessional's accrued sick leave time.

1. A paraprofessional may use days from the sick leave bank if the following conditions have been met:
  - a. The paraprofessional has contributed to the sick leave bank annually for four (4) years or a total of four (4) days, after which contributions are voluntary.
  - b. The paraprofessional has exhausted his/her sick leave.
  - c. The situation which has caused the paraprofessional to exhaust his/her sick leave is a situation that is covered under the definition of a serious illness in Article XI, Section 11.12-Serious Illness or Death Leave.
  - d. The paraprofessional has accumulated, on the average, a minimum of four (4) days per year for each year of employment in the School District prior to the situation that caused the need to use the sick leave bank. Days used to cover a disability will lower the qualifying requirement by the number of days used for the disability. Days contributed to the sick leave bank will count as accumulated days.
2. The School District may extend this provision to a paraprofessional who does not meet the guidelines under extenuating circumstances.
3. A member may use up to ten (10) days per year.
4. A paraprofessional may not use days from the sick leave bank to substitute for extended maternity leave.
5. A request to draw sick days must be presented in writing to the Superintendent of Schools or his/her designee.

### **SERIOUS ILLNESS OR BEREAVEMENT LEAVE**

SECTION 11: A paraprofessional may be granted up to six (6) days of non-accumulative serious illness or death leave annually which may be used for serious illness or death in the immediate family. Serious illness shall be defined as life threatening in nature and immediate family shall be defined as spouse, father, mother, siblings, children, grandparents, grandparents-in-law, grandchildren, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-law and son-in-law and any relative or non-relative living in the household with the employee. Three (3) of the six (6) days may be used for extended family or special friend. In the event of a second or any additional deaths to the following members of the immediate family--spouse, children, father, mother, brother, sister, father-in-law, mother-in-law, daughter-law and son-in-law, grandchildren, or anyone residing in the household at the time of their death--additional leave will be granted not to exceed five (5) days per death. Any additional days taken will be taken at a full deduction in pay.

#### **CHILD CARE LEAVE**

SECTION 12: Child care leave shall be granted by the district upon request delivered at least one (1) month prior to the time such leave is to be taken. Such leave may be for periods extending beyond a period of time the employee is unable to work due to pregnancy, childbirth, or recovery therefrom, but shall be for no longer than one full year from the date of the commencement of such leave. The leave shall be granted only in cases where the employee requests such leave for the purposes of attending to a newborn or newly adopted child.

SECTION 13: Employees on childcare leave, for the period not covered under sick leave, shall continue the insurance programs of the district by paying the full premiums regularly.

SECTION 14: Upon returning from approved child care leave the employee will assume the same position the employee had upon leave.

#### **PERSONAL LEAVE**

SECTION 15: Employees who begin employment with the district prior to January 15 shall be granted personal days as follows: employees in years 1-4 shall receive one personal day, employees in years 5-10 shall receive two personal days and employees with more than 10 years shall receive three personal days. Unused days are able to be carried over to a maximum of five (5) days. Employees who have accumulated 15 or more sick days are eligible to exchange five (5) sick days for a personal day. In order to exchange sick days for a personal day the employee must submit a request, in writing, to the payroll department by October 1 or February 1 in the school year in which the additional personal day is to be used. Personal days are to be used at the discretion of the employee for situations that arise requiring the employee's attention and which cannot be attended to when school is not in session and which are not covered under provisions of this contract. A limit of two (2) employees per building per day may be

absent on a personal leave day.

SECTION 16: Requests for personal leave must be **submitted through AESOP** at least two (2) days in advance, except in the event of emergencies.

### **JURY DUTY**

SECTION 17: All paraprofessionals of School District 508 shall continue to receive their regular compensation when called for jury duty. The employee shall submit a copy of their jury duty check to the district and that compensation, except for mileage reimbursement and any meal allowance shall be deducted from their check.

SECTION 18: Any paraprofessional summoned or subpoenaed to provide testimony or information to any agency, commission, board, legislative committee, arbitrator, or court, during the regular workday, shall be provided leave with pay for each day or part thereof which the paraprofessional is required to be absent. The paraprofessional employee shall provide the district with a copy of the compensation. Except for mileage reimbursement and meal allowance, this amount shall be deducted from their check.

### **LEAVE OF ABSENCE**

SECTION 19: An unpaid leave of absence may be granted for health reasons if recommended by the attending physician in writing and approved by the administration and school board. Time period may be renewable, upon review, up to one year.

SECTION 20: An unpaid leave of absence may be granted for other reasons, such as higher education, if approved by the school board, and provided the employee is working for the district at least three and one-half hours per day at the time of the request. When an employee returns from leave of absence, that employee shall return at the same level of pay and retain seniority, but does not gain seniority while on leave.

SECTION 21: Should an unpaid leave of absence be granted to an employee, upon returning from the leave, the employee shall be placed on the same step and will retain the original seniority date as when they left.

### **PROFESSIONAL DEVELOPMENT**

SECTION 22: Professional Meetings: Paraprofessionals shall be permitted to attend professional meetings and/or classroom visitations as approved by the superintendent or his/her designee.

SECTION 23: Reimbursement: The School district shall pay for all reimbursable expenses incurred during the professional leave, if the school district requested the paraprofessional to attend the meeting.

### **PAID HOLIDAYS**

SECTION 24: Holidays: The following days are recognized as holidays with regular pay for full-time paraprofessionals working during the period the holiday occurs:

Thanksgiving Day  
Christmas Day  
Good Friday  
Memorial Day

If a major holiday falls on a Saturday, Friday would be considered the holiday and if the major holiday falls on Sunday, Monday would be considered the holiday.

SECTION 25: Less than full-time employees shall receive holiday pay on a prorated basis.

## **ARTICLE XII GROUP INSURANCE**

### **SELECTION OF CARRIER**

SECTION 1: The selection of the insurance carrier and policy shall be made by the School Board.

### **HEALTH AND HOSPITALIZATION INSURANCE**

SECTION 2: Effective July 1, 2021, and through June 30, 2023, contract, the school district shall pay the entire premium for individual coverage and 50 percent of the premium for family coverage, not to exceed \$2,617, for each full-time educational assistant employee who qualifies. Paraprofessionals who work full time for the school year shall receive full benefits during the months they work, but will be responsible to pay their own premiums in advance, during the non-school months.

**The above represents the total agreement for health and hospitalization insurance and no monetary rebate shall be made to any employee should premiums be less than the amount the school district agrees to contribute.** It is understood that the school district's only obligation is to purchase an insurance policy and pay such amounts as agreed to herein and no claim shall be made against the school district as a result of a denial of insurance benefits by an insurance carrier.

### **WORKERS' COMPENSATION**

SECTION 3: Upon request of an employee who is absent from work as a result of a compensable injury, while working for the school district, the school district will pay the difference between the compensation received pursuant to the Workers' Compensation Act by the employee and the employee's regular rate of pay to the extension of the employee's earned accrual of sick leave and/or vacation pay. This paragraph may be effectuated on the delivery of the school district to the employee of a paycheck for said employee's regular rate of pay during the affected period when and after the employee endorses to the district the employee's workers' compensation check or has said amount of workers' compensation check deducted from gross wages on paycheck.

SECTION 4: Workers' compensation benefits shall not be granted to persons for injuries

received while employed by any individual or firm other than the school district.

### **INCOME PROTECTION INSURANCE**

SECTION 5: The school district shall contribute a sum necessary to pay the premium of income protection insurance for all employees. Such insurance shall begin 60 calendar days after the injury or illness and extend to age 65.

### **LIFE INSURANCE**

SECTION 6: The school district shall contribute a sum equal to the premium for a \$50,000 group life insurance policy for each school-year paraprofessional employee of the school district for the term of this contract.

### **DURATION OF INSURANCE CONTRIBUTION**

SECTION 7: An employee is eligible for school district contributions, as provided by this article, as long as the employee is employed by the school district and meets the qualifications as outlined in this article. Upon termination of employment, and effective on the last working day, all school district participation and contribution shall cease unless the employee is entitled to the benefits as provided in No. 1 under Retirement.

### **REDUCTION OF HOURS**

SECTION 8: Whenever a full-time employee's hours are reduced to the point where the number of hours falls below the minimum necessary to qualify for group insurance coverage, the district will try to continue health insurance with the group carrier at the employee's own expense, if so requested. The employer will allow premiums to be paid by payroll deduction so long as the employee pays the entire premium.

## **ARTICLE XIII RETIREMENT**

SECTION 1: Any full-time paraprofessional employee who has been employed ten (10) consecutive years by the school district may retire at the end of the school year in which he or she reaches the age of fifty-six (56) years. Upon retirement at the age of fifty-six (56) or thereafter, and with ten (10) years of full-time employment, the district will set aside \$7,800 that may be applied towards the purchase of any of the district's medical insurance plans. This amount is for continuing coverage of medical insurance. In the event of the death of the employee, the benefit ceases.

SECTION 2: Upon retirement at the age of fifty-five (55) or thereafter, and with ten (10) years of continuous employment in District 508, all paraprofessionals shall be paid \$4.375 per hour, up to 1400 hours, or \$6,125, for accumulated sick leave. The employee must request, in writing, payment of these funds, which will be paid within thirty (30) days of receiving the request.

SECTION 3: Employees can participate in authorized 403(b) retirement plans available through the school district. Participation is at the employee's expense.

## **ARTICLE XIV GRIEVANCE PROCEDURE**

### **DEFINITION OF TERMS AND INTERPRETATIONS**

**SECTION 1: GRIEVANCE:** A "grievance" shall mean a dispute or disagreement as to the interpretation or application of any term or terms of any contract required by the PELRA between Independent School District 508 and the authorized representative. A "grievance" relating to a policy of the school district will be carried through level three of this procedure.**AGGRIEVED:** Any person or group of persons within the appropriate unit having a grievance.

**ADMINISTRATIVE SUPERVISOR:** The immediate supervisor to whom the aggrieved is responsible.

**GRIEVANCE COMMITTEE:** The committee appointed by the exclusive representative.

**DISPOSED:** A settlement of a grievance to the satisfaction of both parties, which has been reduced to writing.

**EXTENSION:** Time limits specified in this procedure may be extended by mutual agreement.

**DAYS:** Reference to days regarding time periods in this procedure shall refer to working days. A working day is defined as all weekdays not designated as holidays by state law.

**COMPUTATION OF TIME:** In computing any period of time prescribed or allowed by procedures herein, the date of the act, event, or default for which the designated period of time begins to run shall not be included. The last day of the period so computed shall be counted, unless it is a Saturday, a Sunday, or a legal holiday, in which event the period runs until the end of the next day which is not a Saturday, a Sunday, or a legal holiday.

**FILING AND POSTMARK:** The filing of services of any notice or document herein shall be timely if it bears a postmark of the United States Mail within the time period.

### **REPRESENTATIVE**

**SECTION 2:** The aggrieved, administrator or special board may be represented during any step of the procedure by any person or agent designated by such party to act in their behalf.

### **TIME LIMITATIONS AND WAIVER**

**SECTION 3:** Grievances shall not be valid for consideration unless the grievance is submitted in writing in the form herein prescribed to the administrative supervisor, setting forth the facts and the specific provision of the agreement allegedly violated and

the particular relief sought within twenty (20) days of the knowledge of the event giving rise to the grievance. Failure to file any grievance within such period shall be deemed a waiver thereof. Failure to appeal a grievance from one level to another within the time periods hereafter provided shall constitute a waiver of the grievance.

### **INFORMAL DISCUSSION**

SECTION 4: In the event that an individual or group of individuals believes that there is a basis for a grievance, he/she or they may first discuss the alleged grievance with his/her or their administrative supervisor either privately or accompanied by a representative of the grievance committee without having reduced the grievance to writing.

### **ADJUSTMENT OF GREIVANCE**

SECTION 5: The school board and the aggrieved shall attempt to adjust all grievances, which may arise during the course of employment of any member of the exclusive representative in the following manner.

LEVEL I. The aggrieved shall file grievance, in the form herein provided, with his/her administrative supervisor within twenty (20) days of knowledge of the event giving rise to the grievance. If the grievance is not disposed of, the administrative supervisor shall give a written decision on the grievance to the parties involved within ten (10) days after receipt of the written grievance.

LEVEL II: In the event the grievance is not disposed of in Level I, the decision rendered maybe appealed to the superintendent of schools, provided such appeal is made in writing, in the form herein provided, within five (5) days after receipt of the decision in Level I. If a grievance is so appealed to the superintendent, the superintendent shall set a time to meet regarding the grievance within fifteen (15) days after receipt of the appeal. Within the ten (10) days after the meeting, the superintendent shall issue a decision in writing to the parties involved.

LEVEL III: In the event the grievance is not disposed of in Level II, the decision rendered may be appealed to the school board, provided such appeal is made in writing, in the form herein provided within five (5) days after receipt of the decision in Level II. If a grievance is so appealed to the clerk of the school board, the school board shall set a time to hear the grievance within twenty (20) days after receipt of the appeal. Within twenty (20) days after the meeting, the school board shall issue its decision, in writing, to the parties involved. At the option of the school board, a committee of the board may be designated by the board to hear the appeal at this level, and report its findings and recommendations to the school board. The school board shall then render its decision.

### **SCHOOL BOARD REVIEW**

SECTION 6: The school board reserves the right to review any decision issued under Level I or Level II of this procedure provided the school board or its representative notify the parties of its intention within ten (10) days after the decision has been rendered. In the event the school board reviews a grievance under this Section, the school board reserves the right to reserve or notify such decision. Such notification by the board automatically advances the grievance to Level III.

### **DENIAL OF GRIEVANCE**

SECTION 7: Failure by the school board or its representative to issue a decision within the time periods provided herein shall constitute a denial of the grievance and the aggrieved may appeal it to the next level.

### **LEVEL II INITIATION**

SECTION 8: A grievance that affects a group of members of the exclusive representative involving more than one administrative supervisor and all salary determination grievances shall be initiated at Level II.

### **ARBITRATION PROCEDURES**

SECTION 9: In the event the aggrieved and the school board are unable to resolve any grievance, any grievance may be submitted to arbitration as defined herein.

REQUEST: A request to submit a grievance to arbitration must be in writing, in the form provided herein, signed by the aggrieved, and such request must be filed in the office of the superintendent within ten (10) days following the decision in Level III of the grievance procedure.

SELECTION OF ARBITRATORS: Upon the proper submission of grievance under the terms of this procedure, the parties shall, within ten (10) days after the request to arbitrate, attempt to select an arbitrator. The grievance shall be heard by a single arbitrator if such arbitrator can be selected. In the event no agreement between the parties can be reached within the ten (10) day period, either party may request to proceed according to the rules and regulations of the Public Employees Labor Relations Board of the State of Minnesota (PELRA). The parties shall request that the appointment pursuant to the PELRA shall be made within thirty (30) days following the receipt of such request.

HEARING: Either party may be represented by such person or persons as they may choose at the arbitration hearing, and each party shall have the opportunity to submit evidence, offer testimony and to make oral and written arguments pursuant to the rules of the Public Employees Labor Relations Act (PELRA). Neither party shall be permitted to assert any ground or to rely on evidence not previously disclosed to the other party at the time of the arbitration procedure.

DECISION: The decision by the arbitrator shall be rendered after the close of the hearing. Decisions by the arbitrator in cases properly before his/her shall be final and

binding upon the parties, subject however, to the limitations of arbitration decisions as provided in PELRA.

EXPENSES: Each party shall bear its own expenses in connection with arbitration including expenses relating to the party's representatives, witnesses, and any other expenses which the party incurs in connection with presenting its case in arbitration. A transcript or recording of the hearing shall be made at the request of either party. The parties shall equally share fees and expenses of the arbitrator, the cost of the transcript or recording if requested by either or both parties, and any other expenses, which the parties mutually agree are necessary for the conduct of arbitration.

IN WITNESS WHEREOF, the parties have executed this agreement as follows:

\_\_\_\_\_  
Association's Negotiator

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Association's Negotiator

\_\_\_\_\_  
Board Clerk

Dated:\_\_\_\_\_

Dated:\_\_\_\_\_

**PARAPROFESSIONAL EDUCATOR SALARY SCHEDULE**

**2021-2022**

Step	A	B	Health Asst.	A	B	Longevity
1	15.00	15.30	16.80	18.80	19.10	
2	15.40	15.70	17.10	18.80	19.10	1 .50
3	15.80	16.10	17.40	18.80	19.10	2 .50
4	16.20	16.50	17.70	18.80	19.10	3 .50
5	16.60	16.90	18.00	18.80	19.10	*amounts are cumulative
6	17.00	17.30	18.30	18.80	19.10	
				Hired before 2001-2002		

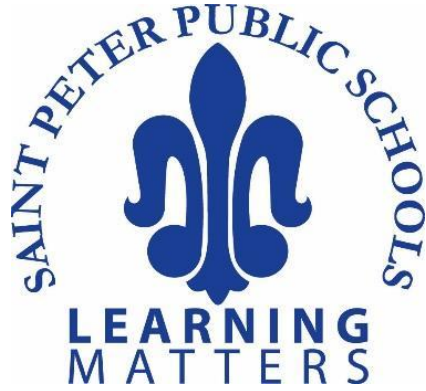
**2022-2023**

Step	A	B	Health Asst.	A	B	Longevity
1	15.25	15.55	17.05	19.05	19.35	
2	15.65	15.95	17.35	19.05	19.35	1 .60
3	16.05	16.35	17.65	19.05	19.35	2 .60
4	16.45	16.75	17.95	19.05	19.35	3 .60
5	16.85	17.15	18.25	19.05	19.35	*amounts are cumulative
6	17.25	17.55	18.55	19.05	19.35	
				Hired before 2001-2002		

\*Career Increment for those hired after 2001-2002:

- After 10 years-Longevity 1
- After 15 years-Longevity 1 and 2
- After 20 years-Longevity 1, 2, and 3

Supplementary Teacher Rate of Pay-When a licensed paraprofessional is assigned to be a supplementary teacher, the licensed paraprofessional will receive an additional amount per hour equal to the difference between their current hourly salary and the hourly salary of a BA, step 1 teacher.



**SAINT PETER PUBLIC SCHOOLS**  
**Agreement with**  
**Paraprofessional Educators**

**2021-2022**  
**and**  
**2022-2023**

**PARAPROFESSIONAL EDUCATORS' AGREEMENT  
2019-2020 and 2020-2021**

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SAINT PETER PUBLIC SCHOOLS



**WORLD'S BEST  
WORKFORCE PLAN**

**ANNUAL REPORT**

**2020-2021 School Year**

Saint Peter Early Childhood, South Elementary, North Elementary,  
Saint Peter Middle School, Saint Peter High School, Rock Bend Area Learning Center

## About this report

The 2020-2021 World's Best Workforce (WBWF) Report documents student achievement and the strategies and initiatives that the district engaged in to meet that level of achievement.

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

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

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

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

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

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

That all students graduate from Saint Peter High School career and college ready, prepared to enter the next phase of learning and life, is the focus of **College and Career Readiness for All**. Rigorous and relevant courses are at the heart of career and college readiness. Students can take college-level, credit-generating courses in core subjects such as English, science, math, world language, and social studies. Saint Peter High School is preparing for growth in Career and Technical Education areas, as well. Key initiatives are the Culinary Arts program, Health Science and Agri-Science Academies, and

our Metals and Manufacturing offerings. Individualized career guidance planning involved career inventory tests, college readiness exams, and additional career exploration opportunities. ACT scores, senior exit surveys, concurrent course enrollment and credits earned, and Minnesota Department of Education data regarding graduates and their college acceptance and performance, show the success of these efforts.

In Saint Peter Public Schools, the **High School Graduation** rate goal is always that 100% of our students earn a high school diploma. Saint Peter High School's graduation rate is 7.4% above the state average, but at Saint Peter High School, we continue to work toward a 100% graduation rate. This report includes a closer look at the student success rates with our varied credit recovery programs.

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

#### **Native American Parent Advisory Committee:**

Minnesota Statutes, section 124D.78, subdivision 1, states that a school district in which there are 10 or more Native American students enrolled and each Native American school must establish a Native American education parent advisory committee. Commonly referred to as American Indian Parent Advisory Committees (AIPACs), these committees serve in an advisory role and help ensure that Native American students are receiving culturally relevant and equitable educational opportunities. These committees are critical to the achievement and success of Native American students statewide, and offer a valuable opportunity to strengthen district and parent partnerships.

The intent of American Indian Education Aid is to enable districts and schools to scale up and enhance American Indian education programs and initiatives, or, in the case of those newly eligible to receive aid, to build sustainable programs that are culturally and academically tailored to American Indian students. Students counts are based on the previous year's October 1 enrollment numbers. In 2019-2020, Saint Peter School District had 21 Native American Students and received a grant for up to \$20,000. Goals for the aid included the following:

#### **Closing the Achievement Gap:**

- Saint Peter Schools will offer at minimum, one professional development opportunity during the 2020-2021 school year for each of the identified categories:
  - Native Culture/History
  - Culturally Responsive Teaching strategies
  - A post professional development survey will show at least 75% of teachers increasing a minimum of two points on the scale.
- Each of the four Saint Peter Public School buildings (South, North, Middle/Early Childhood, and High School) will incorporate at least 2 new materials into their current or new curricula by the end of the 2020-2021 school year.
  - 80% of students who identify as Native American will report that they see themselves positively reflected in the curriculum as measured by end of the year student exit survey.
- Saint Peter High School will develop a student group that focuses on issues of racial equity by the end of the 2020-2021 school year.
  - Goal 2: The Saint Peter student group will develop an event or media that allows students to share their lived experience in Saint Peter. Lived experiences will be shared at or before teacher workshop week 2021-2022.
  - At least 25% of students High School students who identify as Native will attend at least one meeting.
  - At the end of the 2020-2021 school year, those who attend the group will identify at least one thing that they wish to maintain in their school community and/or one thing that

they wish to change that will promote racial equity.

Do we need something here for NAPAC and A & I?

## **Advisory Committee**

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

### **WBWF Advisory Committee Members:**

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

## **1. School Readiness**

### **Student Achievement Goal**

80% of children who enter kindergarten in the fall of the 2020-2021 school year with word skills, number skills, fine motor, and social and emotional skills that are at or above level on the Kindergarten Entrance Checklist.

### **Strategies and Initiatives**

#### **Curriculum and Programming**

- Alignment of Early Childhood programming with K-12
  - Early Childhood teachers meet on a regular basis to ensure that their instruction aligns with the Early Childhood Indicators of Progress and the Kindergarten Entrance Checklist.
- Implementation of the Creative Curriculum
  - Creative Curriculum is an Early Childhood curriculum approved by the Department of Education that is implemented in the Early Childhood Programs throughout the district. The curriculum includes learning-center based activities and developmentally appropriate play experiences.
- K Ready Program
  - K Ready programming provides an option for students who are age-eligible for Kindergarten but could benefit from an additional year of readiness. This program is a 5-day per week morning school readiness option focused on kindergarten entrance skills
- Parental involvement opportunities
  - Opportunities for parents to visit and participate in classroom activities are encouraged throughout the preschool program. Parents are invited to attend conferences three times per year and open communication is encouraged

through email, phone calls, and shared virtual spaces such as Homeroom.

### **Professional Learning Communities**

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

### **Community Outreach**

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

### **Assessment Results: Kindergarten Entrance Checklist**

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

**Due to COVID-Distance Learning this data was not collected during the Fall 2020**

Number of Students in the Data Collection: 129

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

**81%** of all incoming kindergarten students in the 19-20 school year were at or above level in  
**SOCIAL EMOTIONAL SKILLS.**

**82%** of all incoming kindergarten students in the 19-20 school year were at or above level in  
**WORD SKILLS.**

**76%** of all incoming kindergarten students in the 19-20 school year were at or above level in  
**NUMBER SKILLS.**

**96%** of all incoming kindergarten students in the 19-20 school year were at or above level in  
**FINE MOTOR SKILLS.**

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

## **2. 3rd Grade Literacy**

### **Student Achievement Goal**

The percentage of all students enrolled in grade 3 at North Elementary before December 15, 2020 who are proficient on the state accountability test (READING MCA & MTAS ) will increase from 69.6.% in \*2019 to 71.6.% in 2021. (\*No MCA scores in 2020) Actual 2021 was 46.7%)

## Strategies and Initiatives

### Curriculum and Programming

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

### Interventions

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

### Professional Learning Communities

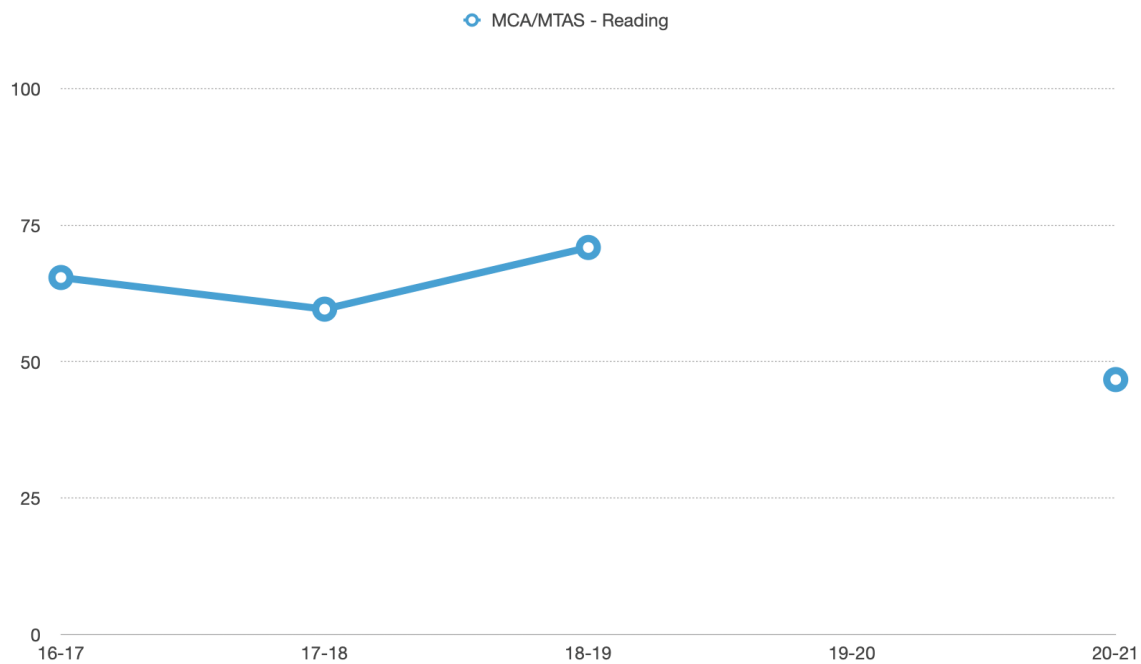
- SMART goals, examination of student work, interventions, common formative and summative assessments.

## 3rd Grade MCA Reading Results - 2017-2021

% of students that met or exceeded in READING

ASSESSMENT	16-17	17-18	18-19	19-20	20-21	AVE
MCA/MTAS - Reading	65.4	59.6	70.9		46.7	60.7

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



### **3. Closing the Achievement Gap**

**20-21 Goal:** Saint Peter School District will decrease the \*2019 math proficiency gap of 46.4% between English Learners and non-English Learners to 37% in the 2020 math accountability assessments. (MCA III and MTAS)

**Results:** Gap was smaller, but did not meet goal of 37%

Students receiving EL services who took math accountability assessments in 2019: 16.7%  
Students who do not receive EL services and took math accountability assessments in 2019: 63.1%  
46.4% gap

Students receiving EL services who took math accountability assessments in 2021: 2.6%  
Students who do not receive EL services and took math accountability assessments in 2021: 46.9%  
44.3% gap

#### **Strategies and Initiatives**

##### Interventions

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

##### Professional Learning Communities

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

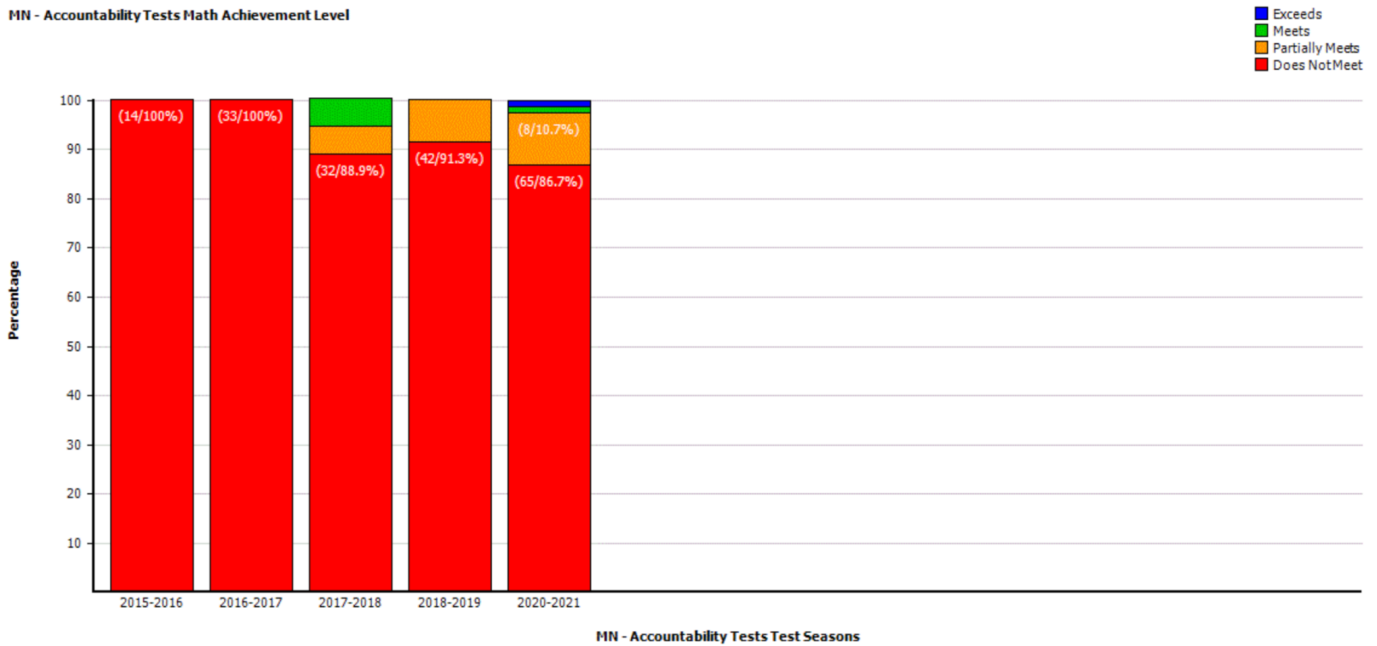
##### District Equity Initiatives

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

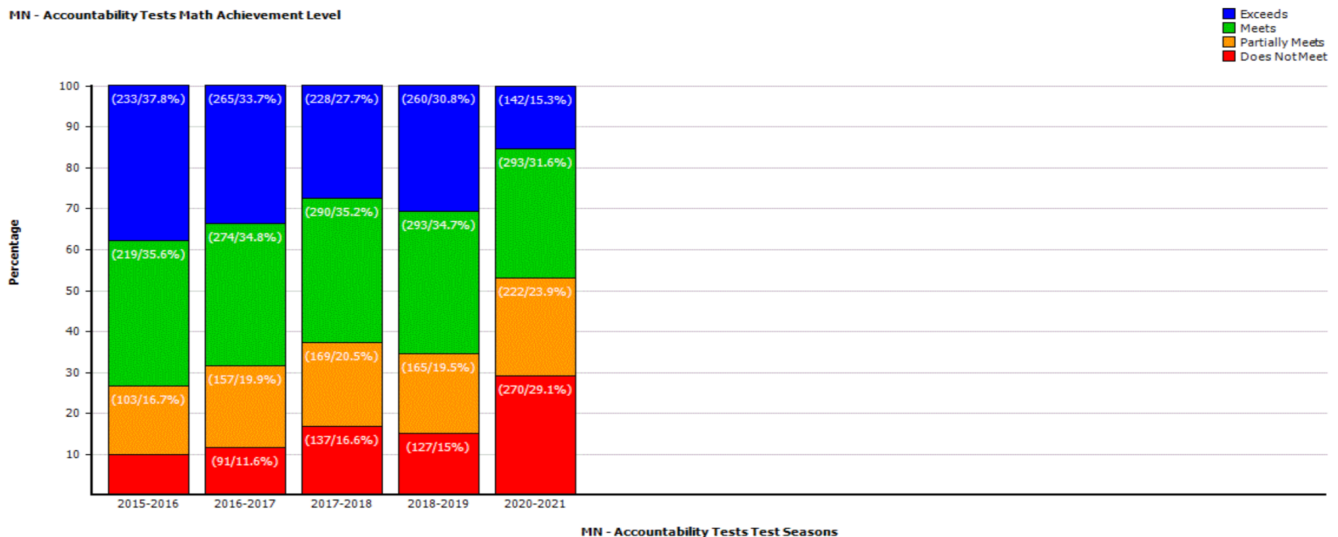
The graphic below provides proficiency rate trends and achievement level distribution trends for mathematics for all accountability tests. The data allows for analysis of student achievement trends for the district over the last five years. Comparison of trends allows analysis of the systems strength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

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

### Students Receiving EL Services



### Students Not Receiving EL Services



## Indian Education Grant Goals and Progress

<u>Goal</u>	<u>Measurement</u>	<u>Outcome</u>
#1 Increase Native representation in curricular resources	80% of students who identify as Native American will report that they see themselves in the curriculum as measured by end of the year student exit surveys.	Purchased books and resources at all buildings to aid in our ability to teach Native American content standards and diversity text resources  All buildings purchased books and or other resources, but due to supply issues, the majority of books did not arrive until after the school year. Exit surveys were not administered.
#2 Increase staff capacity to meet the needs of Native American students through professional development	All teachers will complete a survey at the beginning of the session and identify their level of efficacy regarding native pedagogy on a 10 point scale (novice/not confident, some training/some confidence, expert/completely confident). After professional development.	SPPS partnered with MSU, Mankato to deliver Native 101 professional development to all district paraprofessionals and teaching staff Average teacher self-reported competency with Native Pedagogy moved from 4.07 to 5.05 on a 10 point scale
#3 Increase Native student voice through the development of a high school student group to focus on issues of Native social justice	At least 25% of high school students who identify as Native will attend at least one meeting.	The district formed the racial justice club.

## 4. Career and College Readiness

### **Student Achievement Goal**

The average composite score of those students graduating in 2021 who take the ACT will increase from 20.4 to 21.

### **Strategies and Initiatives**

- Curriculum & Instruction
  - AVID (Advancement Via Individual Determination)
  - PSEO (Post-Secondary Enrollment Options)
  - Concurrent Enrollment
  - Advanced Placement Courses
  - Academy opportunities
  - Additional CTE course offerings
  - Articulated course offerings
  
- Programs
  - Career Navigator - 9th grade
  - Sophomore Career Expo
  - Junior Regional College Fair (did not occur due to COVID)
  - Junior/Senior National College Fair (did not occur due to COVID)
  - Junior/Senior meetings for Individual Learning Plans
  - FAFSA Information night
  - Opportunity Day
    - Freshman college/career tours
    - Sophomore Pre-ACT (Career Inventories)
    - Junior ACT, Accuplacer, ASVAB
    - Senior job shadowing/Nepris
  - PSAT for Sophomores & Juniors
  - Naviance career and college
  - College and Career Center at SPHS
  - Junior Career Day (did not occur due to COVID)
  - National Career Day (did not occur due to COVID)
  - Construct Tomorrow (did not occur due to COVID)
  - Tour of Manufacturing (did not occur due to COVID)
  - PICE (Partnership in Career Exploration) intern
  - Student Leadership Development (Co-Curricular Program, Student Council, National Honor Society, Captain's Council, )
  - Farm to School
  - CRAVE Culinary Challenge (did not occur due to COVID)
  - Scrubs Camp

**Progress Made in 2020-2021**

**AVID Organization Embedded in 5th and 6th:**

**AVID 7: 25 Students**

**AVID 8: 24 Students**

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

AVID 10: 15 Students

AVID 11: 12 Students

AVID 12: 11 Students

**Concurrent Enrollment**

Courses offered 2021-2022:

Information Technology

- Discover IT - 5 students, 20 credits
- Web for business - 4 students, 16 credits
- Javascript Rocks - 2 students, 8 credits

Health Care

- Health Care Core Foundations - 40 students, 160 credits
- Medical Terminology - 23 students, 69 credits

## Education

- Exploring Careers in Education - 11 students, 44 credits

## General Education

- Biology - 20 students, 80 credits
- English Lit - 65 students, 260 credits
- English Comp - 65 st, 260 credits
- Poli Sci - 57 students, 228 credits
- Psych - 25 students, 100 credits
- Comm - 42 students, 126 credits
- Spanish - 30 students, 120 credits
- Art: Intro to Visual Culture - 7 students, 21 credits
- Health and the Environment - 27 students, 81 credits
- Music Appreciation - 11 students, 33 credits

College credits earned 2019-2020: 1263

College credits earned 2020-2021: 1593

Saving students/families approximately: \$375,000 in tuition dollars in 2019-2020

Saving students/families approximately: \$473,121 in tuition dollars in 2020-2021

## High School student enrollment in courses with articulation agreements:

- Building Trades - 12 students
- Child Development & Parenting - 13 students
- Introduction to Power Mechanics - 14
- PLTW Intro to Engineering - (did not run)
- Principles of Metalworking II - 10
- Principles of Plant Science & Greenhouse Management - 21
- Woodworking - 67

## Industry Certifications

	2018-2019	2019-2020	2020-2021
American Welding Society	10	25	
Certified Nursing Assistants	5	1	7

## Credit Requirements for Graduation

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

**ACT Average Scores, 2015-2019**

Graduation Year	Total Tested	English	Math	Reading	Science	Composite
2016	136	20.3	21.7	21.5	21.7	21.4
2016 State Average		20	21.2	21.3	21.3	21.1
Difference		+0.3	+0.5	+0.2	+0.4	+0.3
2017	109	21.6	22.3	22.3	22.2	22.2
2017 State Average		20.4	21.5	21.8	21.6	21.5
Difference		+1.2	+0.8	+0.5	+0.6	+0.7
2018	152	21.4	21.8	22.1	21.6	21.8
2018 State Average		20.2	21.4	21.7	21.4	21.3
Difference		+1.2	+0.4	+0.4	+0.2	+0.5
2019	146	19.6	20.4	20.4	20.4	20.4
2019 State Average		20.3	21.4	21.7	21.6	21.4
Difference		-0.7	-1	-1.3	-1.2	-1
2020	148	19.5	20.4	21.4	21.5	20.8
2020 State Average		20.0	21.3	21.8	21.5	21.3
Difference		-0.5	-0.9	-0.4		-0.5
2021		20.2	20.8	22.4	20.8	21.2

						21.6
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**2019 College Going**

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

	# of students earning HS diploma	# enrolled in any IHE within 16 months	% Enrolled within 16 months
Statewide	61,239	43,599	71%
SPHS	132	110	83%

**2019 College Credit Accumulation**

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

	# of students enrolling in a public IHE within 16 months	# of students earning 1 year of credit within 2 years of enrollment	% earning 1 year of credit within 2 years of enrollment
Statewide	27,188	19,367	71%
SPHS	70	53	76%

## 5. High School Graduation

### Student Achievement Goal

Saint Peter High School will increase its graduation rate from 87.8% to 90%.

### Strategies and Initiatives

#### PreK-12 Curriculum & Instruction

- Professional Learning Community Model

#### Credit Recovery Programs

- Summer Reading Program
- Extended Day Credit recovery: 50 students participated, 36.25 credits
- Independent Study/Odysseyware: 4 students, 3 credits
- Summer School: 146 students, 128.5 credits earned

#### School Counseling Program

- Student meetings
- Plan development and monitoring

### Graduation Rate Trend

<u>Class of...</u>	2016	2017	2018	2019	2020
Statewide - 4 yr	82.5%	82.7	83.2	83.7	83.8
SPHS - 4 yr	94.1	89.7	95.3	87.8	91.2
SPHS - 5 yr	94.1	89.7	97.3	90.3	NA
SPHS - 6 yr	94.1	90.6	97.3	NA	NA
SPHS - 7 yr	94.1	91.4	NA	NA	NA

### Four Year Graduation Rate

<u>Year</u>	<u>State Grad Count</u>	<u>State Grad %</u>	<u>SPHS Grad Count</u>	<u>SPHS grad %</u>
2013	53,865	80.4%	137	90.7%
2014	53,433	81.4%	122	92.4%
2015	54,150	82.1%	108	95.6%
2016	54,071	82.5%	128	94.1%
2017	54,843	82.7%	104	89.7%
2018	55,869	83.2%	142	95.3%
2019	57,171	83.7%	138	87.9%
2020	56,684	83.8%	156	91.2%

# PROFESSIONAL DEVELOPMENT PLAN

July 2020 to June 2021

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

**Goal #1:** Implement a guaranteed and relevant curriculum

Focus 1.1: Identifying Essential Standards

Focus 1.2: Curriculum Review Process

Focus 1.3: Common Assessments

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

**Goal #2:** Align resource allocation to rigorous educational goals

Focus 2.1: Curriculum Alignment to Standards

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

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

Focus 3.1: Professional Learning Communities

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

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

Focus 4.1: 21<sup>st</sup> Century Skill Development

Focus 4.2: AVID

Focus 4.3: STEAM to STEM

## **Professional Development Structures:**

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

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

## **Professional Growth/Trainings 2019- 2020 Offerings**

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

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

### **Fountas and Pinnell Classroom Training : Focus Area of Guided Reading**

This training will ground teachers in the core values of Fountas and Pinnell Classroom. It will cover explicit instructional strategies for teachers to use for guided reading. Upon completion of this training, teachers will have an understanding of how each instructional component fits with the design of responsive literacy learning and explore ways to organize a classroom to support such practices.

### **Micro-Credential: Focus Area of Personalized Learning**

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

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

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

### **CPR**

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

### **Special Education Training**

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

### **Distance Learning Training**

In preparation for COVID19 Distance learning, participants learned how to create, facilitate, & evaluate engaging instruction while online. This training also supported teachers in effectively using technology for communicating and instruction. 2019-2020 Focus was on Hybrid Instruction.

### **Life's Journey**

This year-long embedded professional development opportunity guides participants to a better understanding of their own implicit biases and examines how each person's lens impacts their thoughts, actions and life.

### **The Power of You**

Facilitated by Bukata Hayes, director of the Mankato Area Diversity Council, this 1 hour session outlined the primary and secondary dimensions of diversity as well as outlining how an implicit or unconscious bias are manifested and reinforced.



## ADDENDUM

### REGULAR BOARD MEETING November 15, 2021 SPCC-Governor's Room 6:30PM

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#### IX. INFORMATION ITEMS

<b>1. AGENDA ITEM #1</b>
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**Subject:** Report on Student Enrollment

**Background:** At tonight's meeting, I will present you with the enrollment numbers as of Monday, November 8, 2021. Enrollment numbers are important for us to monitor on an ongoing basis. This is a monthly report.

**Presentation:** Business Manager  
Superintendent of Schools

