

Regular Board Meeting  
Monday, November 21, 2022 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. **Approval of Consent Agenda Items**
- VI. **Student Spotlight**
  - VI.1. Ben Borslien & Bergen Carter-South Elementary 1st Graders
- VII. **Action Items**
  - VII.1. Consider Approval of Second/Final Reading of Revisions to the Policy Manual
  - VII.2. Consider Approval of World's Best Workforce Report for 2021-2022
- VIII. **Information Items**
  - VIII.1. Native American Parent Advisory Committee Update
  - VIII.2. First Reading of Revisions to Policy Manual
  - VIII.3. Facility Use Fees
  - VIII.4. Community and Family Education Report and Profile
- IX. **Reports**
  - IX.1. Building Principals
  - IX.2. Superintendent of Schools
  - IX.3. Board Members
    - IX.3.a. Around the Table
- X. **Upcoming Meetings of the School Board** Policy Committee  
Wednesday, November 30, 2022  
4:00PM  
DO
- XI. Study Session  
Monday, December 5, 2022  
6:30PM  
SPMS-Media Center
- XII. Education Committee  
Tuesday, December 13, 2022  
1:00PM  
DO
- XIII. Business Committee  
Wednesday, December 14, 2022  
4:00PM  
DO
- XIV. **Adjournment**





## **ADDENDUM**

### **REGULAR BOARD MEETING Monday, November 21, 2022 SPCC-Governor's Room 6:30PM**

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#### **V. CONSENT AGENDA**

1. Approval of the Regular Board Meeting minutes of October 17, 2022.
2. Approval of the Study Session minutes of October 24, 2022.
3. Approval of the Special Board Meeting minutes of November 15, 2022.
4. Approval of Bills (\$1,958,028.12) and Wire Transfers (\$3,508,498.05) for October 2022.
5. Gifts and Donations
  - a. The acceptance of a \$100 donation from Kennard and Patsy Rossow to go toward the North Elementary Snack Cart program.
  - b. The acceptance of a \$650 donation raised by Tavish and Maggie Satrom to go toward the Darren Johnson Memorial Project at North Elementary.
6. Personnel
  - a. The acceptance of reassignment of a .50 FTE Title 1 math intervention teacher (Ethan Sindelir) to a second-grade home room teacher for the remainder of the 2022-2023 school year.
  - b. The approval of the hiring of a paraprofessional (Beverly Pillers) at Saint Peter Middle School beginning October 26, 2022.
  - c. The approval of a FMLA request for a first-grade teacher (Karissa Minks) from January 2, 2023 until March 21, 2023.
  - d. The approval of the hiring of a paraprofessional (Hal Overgaard) at North Elementary beginning November 1, 2022.
  - e. The approval of the hiring of a Saints Overtime Assistant (Kaelyn LoBalbo) with Saint Peter Community & Family Education.

- f. The approval of the hiring of a Saints Overtime Assistant (Marina Hinz) with Saint Peter Community & Family Education.
- g. The approval of the hiring of a Saints Overtime Assistant (Amira Mallet) with Saint Peter Community & Family Education.
- h. The acceptance of the resignation of a food service employee (Debra Hiniker) at Saint Peter Public Schools effective November 1, 2022.
- i. The acceptance of the resignation of a food service employee (Dianne Todnem) at Saint Peter Public Schools effective November 1, 2022.
- j. The acceptance of the resignation of a part-time paraprofessional (Tasha Timmerman) at Saint Peter Middle School effective October 28, 2022.
- k. The acceptance of the resignation of a Saints Overtime Assistant (Heidi Christensen) at Saint Peter Community & Family Education effective October 25, 2022.
- l. The approval of the hiring of a .50 FTE math intervention teacher (Marilyn Steffen) at North Elementary beginning November 15, 2022.
- m. The acceptance of the resignation of a part-time housekeeper (Carl Gessner) at North Elementary effective October 31, 2022.
- n. The approval of the hiring of a special education intervener paraprofessional (Jessica Shane) at South Elementary beginning November 1, 2022.
- o. The approval of a maternity leave request for a SPMS special education teacher (Annemarie Clemenson) from February 17, 2023, through April 17, 2023.
- p. The approval of the hiring of a Cook/Dishwasher (Aaron Cassidy) at Saint Peter Middle School beginning November 14, 2022.
- q. The approval to designate information/technology equipment obsolete in order to remove it from district inventory and properly recycle or dispose of it.

# **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: Tim Lokensgard, Ben Leonard, Kate Martens, Charlie Potts, Tracy Stuewe & Bill Kautt

Members Absent: Drew Dixon

Principals: Annette Engeldinger, Jon Graff, Darin Doherty, Doreen Oelke, Ytive Prafke & Jana Sykora

Administrative Team members: Sharon Petersen, Heather Deshayes & Shea Roehrkasse

Others present: Superintendent Bill Gronseth, Administrative Assistant Sarah Janovsky

A Regular Board Meeting of the School Board of Saint Peter Public Schools was held Monday, October 17, 2022, beginning at 6:30 PM in the SPCC-Governor's Room.

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

#### **II. Pledge of Allegiance**

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

Director Stuewe motion to approve the agenda with the addition of Action Item #1-Consider Approval of a Resolution Supporting the District's Application for a Grant from the Minnesota State High School League (MSHSL) Foundation.

Seconded by Director Lokensgard

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

#### **V. Approval of Consent Agenda Items**

1. Approval of the Regular Board Meeting minutes of September 19, 2022.
2. Approval of the Study Session minutes of October 3, 2022.
3. Approval of Bills (\$1,940,926.29) and Wire Transfers (\$3,751,039.13) for September 2022.
4. Gifts and Donations
  - a. The approval of a \$250 donation for a student assembly presentation at North Elementary provided by Jill Grill and Family.
5. Personnel
  - a. The approval of the hiring of a Community & Family Education and Early Childhood Secretary (Jennifer Warren) beginning September 21, 2022. This is a replacement position.

- b. The approval of the hiring of an ECSE Paraprofessional (Rachel Rehnelt) at Saint Peter Early Childhood Special Education. This is a replacement position.
- c. The approval of the hiring of an ECSE Paraprofessional (Kenna West) at Saint Peter Early Childhood Special Education. This is a replacement position.
- d. The acceptance of the resignation of a paraprofessional (Teresa Saum) at Saint Peter Middle School effective September 22, 2022.
- e. The approval of a stipend for the Aquatics Coordinator with Saint Peter Community & Family Education for 2022-2023 & 2023-2024.
- f. The approval of paternity leave request for a middle school teacher (Jake Malz) from December 20, 2022 thru January 12, 2023.
- g. The approval of the hiring of a paraprofessional (Courtney Leonard) at Saint Peter Middle School beginning October 4, 2022.
- h. The acceptance of the recession of a hire memo for a Saints Overtime Assistant (Jessica Logue) with Saint Peter Community & Family Education.
- i. The acceptance of the reassignment of special education and district media paraprofessional (Tara Johnson) to a Title 1 and district paraprofessional at South Elementary.
- j. The approval of the hiring of a Cook/Dishwasher (Debra Hinkier) at Saint Peter Middle School.
- k. The approval of the hiring of a paraprofessional (Mya Stantelman) at Saint Peter Middle School beginning October 13, 2022.
- l. The approval of a reassignment of a Custodial Engineer (Nathan Hughes) to an inside maintenance worker beginning October 19, 2022.
- m. The approval of the hiring of an unassigned inside maintenance position (Allan Humphrey) beginning October 24, 2022.
- n. The acceptance of the retirement of a paraprofessional (Debra Niederriter) at North Elementary effective October 14, 2022.
- o. The approval of the hiring of a Saints Overtime Assistant (Leah Nelson) with Saint Peter Community & Family Education.

**VI. Student Spotlight**-North Elementary-Teagan Guentzel and Blake Hinton  
 Teagan and Blake are both leaders in Mr. Lewis' 4<sup>th</sup> grade class. Both students anchored the first *Saints Center* for the 22-23 school year and are members of the North Kindness Crew. Teagan and Blake are both enjoying special projects in their classes.

**VII. Action Items**

1. Consider Approval of a Resolution Supporting the District's Application for a Grant from the Minnesota State High School League (MSHSL) Foundation-(Lokensgard/Kautt) YAY: Kautt, Martens, Leonard, Stuewe, Lokensgard, Potts; NAY: None; Resolution Passes
2. Consider Second Reading of Revisions to the Policy Manual-(Martens/Stuewe, unanimous)
3. Consider Approval of Compulsory Attendance Report-(Kautt/Potts, unanimous)

## **VIII. Information Items**

1. Report on Student Enrollment-Superintendent reviewed October 1, 2022 enrollment numbers. Which are in line with projections as well as a sizable increase in free and reduced price lunch rate of 43.5%.
2. First Reading of Revisions to the Policy Manual-If board members have any additions or changes they would like to see in Policy 902-Use of School District Facilities and Equipment please let a Policy Committee Member know.

## **IX. Reports**

1. Building Principals

### **Early Childhood:**

- We have finished Fire and Bus Safety
- Two new programs have been introduced: Literacy & Learning with Mrs. Mandy and I See Myself in Books with Ms. Nancy
- We had our first Early Childhood Screening, the next one will be in February

### **South Elementary**

- We have finished Fire and Bus Safety
- Grass & Roots
- Held our second Parent Council meeting
- MEA break is this week and first quarter will finish on October 28th
- Staff professional development will occur during the afternoon of the early release on October 19th.

### **North Elementary**

- Members of our Kindness crew will be visiting classrooms to share strategies for inclusiveness.
- Makerspace
- Fourth grade will be traveling to Target Field tomorrow to learn how the stadium recycles rainwater and other renewable resources found in the stadium.
- Our first passion project day of the school year will be coming up on October 28. Staff members sign up to teach kids about some of their own hobbies, crafts, and interests.

### **St. Peter Middle School:**

- Wear orange on Wednesday for Unity Day-Kindness Unity Tree
- 101 5th & 6th graders are attending the Science & Nature Conference at Gustavus
- November 22nd-Biz Town
- Native American Parent Advisory Council Update
  - First Indigenous Day Walk on October 10th
  - November is Native American History Month
  - State aid application has been submitted

### **St. Peter High School:**

- We have a short but exciting week this week!
- Boys Soccer will play Thursday night in the section championship in Austin at 730!
- Girls Tennis has 3 players playing for a chance to go to state on Tuesday at Gustavus.
- Cross Country competes in the Big South Conference Meet in Fairmont on Tuesday.
- Volleyball will play in Marshall for the Big South Conference Championship Tuesday night.
- Moon dust - plant the moon
- Chili cookoff
- Cheer team thank you - Jenny Curtis, Angie Fogal, Tasha Timmerman
- Wellness room

### **Alternative Programs:**

- Session 1 of night school is wrapping up next week, and invitation letters for session two will go to families right after MEA. We will be offering a wider variety of courses for session two including English courses, geography, world history, physics, chemistry and math.
- Hoffmann Learning Center will be taking on additional clients over the next month which means we anticipate growing enrollment. They are reopening their third and fourth units so we are expecting growth of about eight students.
- We are anticipating a few more enrollments at Rock Bend ALC as well for second quarter. Students that have been struggling to generate credit so far in their traditional program this year have been reaching out with questions. Rock Bend students have been busy with college/career activities this month. Some attended the tour of manufacturing, we had admissions visitors from SCC last week, and our students recently took the ASVAB and will go over results as they relate to career interests on Wednesday.

### **2. Superintendent of Schools**

Superintendent Gronseth noted that on Wednesday's (10/19/22) early release, staff would be completing professional development. Mr. Gronseth has enjoyed attending many Fall activities and will continue to follow post-season play. Mr. Gronseth offered his condolences to Darren Johnson's family and friends and thanked staff members that developed plans to support our students and families during this difficult time.

### **3. Board Members**

#### **a. Around the Table**

Treasurer Lokensgard: Dollar for Scholars Comedy Night on October 29th

Chair Leonard: Condolences to Darren Johnson's family  
Member Martens: Appreciates the support of district members during the Indigenous Day Walk  
Member Kautt: Appreciative for building tours given to board members by Superintendent Gronseth

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

Study Session-Longview Ed  
Monday, October 24, 2022  
6:30PM  
SPMS-Media Center

Policy Committee  
Wednesday, October 26, 2022  
4:00PM  
DO

Education Committee  
Tuesday, November 8, 2022  
1:00PM  
DO

Business Committee  
Wednesday, November 9, 2022  
4:00PM  
DO

**XI. Adjournment**-7:27PM (Stuewe/Martens, unanimous)

Dated: November 21, 2022

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Charlie Potts, Board Clerk

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

## **Minutes of Study Session**

### **The School Board**

### **Saint Peter Public Schools**

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Members Present: Drew Dixon, Tim Lokensgard, Ben Leonard, Kate Martens, Charlie Potts & Bill Kautt.

Members Absent: Tracy Stuewe

Others present: Superintendent Bill Gronseth

A Study Session of the School Board of Saint Peter Public Schools was held Monday, October 24, 2022, beginning at 6:30 PM in the Saint Peter Middle School-Media Center.

#### **I. Call Meeting to Order**

**II. Equity Workshop with Longview Education**-Longview Education is providing educational equity training to the Saint Peter School Board. The school board began working on a equity statement for District 508.

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

Policy Committee  
Wednesday, October 26, 2022  
4:00PM  
DO

Education Committee  
Tuesday, November 8, 2022  
1:00PM  
DO

#### **IV. Adjournment**

Dated: November 21, 2022

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Charlie Potts, 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, Tim Lokensgard, Ben Leonard, Kate Martens, Charlie Potts, Tracy Stuewe & Bill Kautt.

Others present: Superintendent Bill Gronseth, Administrative Assistant Sarah Janovsky

A Special Board Meeting of the School Board of Saint Peter Public Schools was held Tuesday, November 15, 2022, beginning at 5:30 PM in the Saint Peter Middle School-Media Center.

**I. Call Meeting to Order**-5:29PM (Dixon/Stuewe, unanimous)

**II. Consideration and Adoption of the Agenda**

**III. Action Items**

1. Consider Resolution Canvassing General Election Results-(Lokensgard/Martens)

Yay: Kautt, Stuewe, Potts, Martens, Dixon, Lokensgard, Leonard

Nay: None

Resolution Passes

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

Yay: Kautt, Stuewe, Potts, Martens, Dixon, Lokensgard, Leonard

Nay:None

Resolution Passes

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

Special Board Meeting-Closed

Monday, November 21, 2022

4:30PM

SPCC-Traverse des Sioux Room

Regular Board Meeting

Monday, November 21, 2022

6:30PM

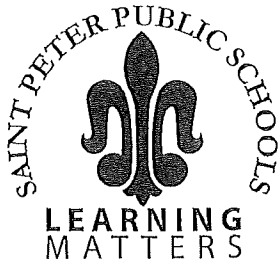
SPCC-Governor's Room

**V. Adjournment**-5:33PM (Kautt/Stuewe, unanimous)

Dated: 11.21.22

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Charlie Potts, 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](http://www.stpeterschools.org)

Date: 11/10/2022

To: Dr. Bill Gronseth - Superintendent

From: Bee Ong - Finance Accountant

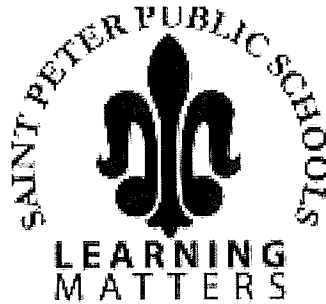
Re: **Monthly Construction Bills, Board Bills,  
Payroll & Student Activity Amounts:**

October 2022 - Board Bills	\$844,778.94
October 2022 - Payroll Account	\$1,097,966.35
October 2022 - Student Activity	\$15,282.83
	<hr/>
	<u>\$1,958,028.12</u>

St. Peter Public Schools  
Wire Transfer Report

Oct-22

MSDLAF to USBank		0.00 (Feb/Aug bond pymt)
MSDLAF to FNB payroll account ACH	10/14/2022	515,000.00
MSDLAF to FNB payroll account ACH	10/31/2022	600,000.00
MSDLAF-Max to FNB BO	10/3/2022	250,000.00
MSDLAF-Max to FNB BO	10/11/2022	510,000.00
MSDLAF-Max to FNB BO	10/26/2022	305,000.00
MSDLAF to CCF	10/12/2022	400,000.00
FNB-BO to BCBS - medicare health	10/24/22	17,355.00
Wire of federal payroll taxes	10/6/2022	325.89
Wire of federal payroll taxes	10/14/2022	174,278.93
Wire of federal payroll taxes	10/24/2022	14.14
Wire of federal payroll taxes	10/27/2022	147.89
Wire of federal payroll taxes	10/31/2022	178,164.93
Wire of state payroll taxes	10/3/2022	29,544.08
Wire of state payroll taxes	10/6/2022	57.72
Wire of state payroll taxes	10/17/2022	29,635.61
Wire of state payroll taxes	10/18/2022	505.30
Wire of state payroll taxes	10/28/2022	22.29
PERA payments	10/3/2022	56.17
PERA payments	10/3/2022	25,110.31
PERA payments	10/6/2022	228.50
PERA payments	10/19/2022	25,098.17
TRA payments	10/3/2022	20.76
TRA payments	10/3/2022	90,440.13
TRA payments	10/19/2022	91,285.35
Horace Mann	10/6/2022	2,064.00
Horace Mann	10/27/2022	2,134.00
Ameriprise/NBSGroup Bill	10/14/2022	1,600.00
Medsurety	October	11,510.32
Colonial Life	10/12/2022	268.42
Colonial Life	10/12/2022	7,456.41
Pioneer - Dental direct debits	10/3/2022	2,610.40
Pioneer - Dental direct debits	10/11/2022	3,864.65
Pioneer - Dental direct debits	10/17/2022	3,413.51
Pioneer - Dental direct debits	10/21/2022	1,677.50
Pioneer - Dental direct debits	10/24/2022	4,507.49
Pioneer - Dental direct debits	10/31/2022	5,282.60
CCF - BCBS debits	10/6/2022	81,422.44
CCF - BCBS debits	10/13/2022	48,193.81
CCF - BCBS debits	10/20/2022	36,817.28
CCF - BCBS debits	10/27/2022	53,336.10
Electronic Deposit Fees - Gateway	10/5/2022	8.00
Electronic Deposit Fees - Merch Billing	10/5/2022	39.95
Total Wires		3,508,498.05



**MEMO TO:** Mr. Bill Gronseth  
School Board

**FROM:** Darin Doherty

**DATE:** October 26, 2022

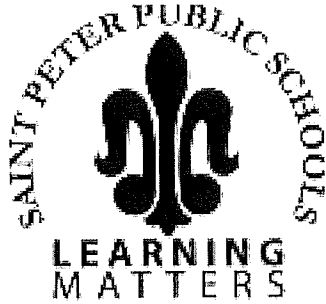
**RE:** North Donation - Darren Johnson Memorial

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Tavish and Maggie Satrom raised money for the Darren Johnson Memorial Project, in the form of a check for \$650.00. The intention of this donation is to go towards the Darren Johnson Memorial Project, which will be used to purchase a "hammock kit" for North, in honor of Darren. We thank the Satrom family for working with the community and for the generous donation.

I recommend the acceptance of this donation.

If you have any questions, please feel free to contact me.



**MEMO TO:** Mr. Bill Gronseth  
School Board

**FROM:** Darin Doherty

**DATE:** October 26, 2022

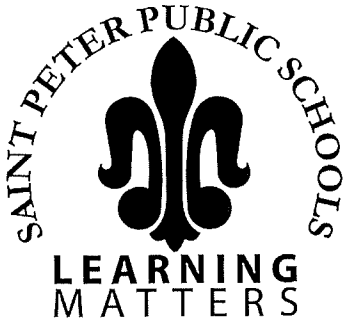
**RE:** North Donation

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Kennard and Patsy Rossow have presented North with a donation of \$100. The intention of this donation is to go towards our Snack Cart program, which provides healthy snacks to all students. We thank the Rossow family for their generous donation!

I recommend the acceptance of this donation.

If you have any questions, please feel free to contact me.



Date: October 20, 2022

To: Mr. Bill Gronseth, Superintendent  
Saint Peter School Board

From: Darin Doherty, Principal

Re: Reassignment of Title I Math  
Intervention Teacher to Grade 2

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I recommend reassigning the following individual to a 2nd-grade homeroom teacher at North Elementary. Mr. Sindelir's previous role was a 0.5 FTE Title 1 math intervention teacher at North. This will fill the vacancy created by the passing of Mr. Darren Johnson.

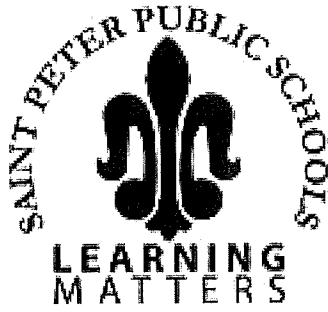
- Ethan Sindelir– A licensed K-6 Elementary Education teacher to be placed at **Lane BA, Step 1, 1.0 FTE** of the current teacher's contract. Ethan's first day in his reassigned position will be October 24, 2022.

Ethan received his undergraduate degree from Gustavus Adolphus College last spring and taught summer school at the Saint Peter Middle School. Mr. Sindelir has informed me of a prior commitment that will not allow him to work on Monday and Wednesday mornings for approximately four weeks. He will enter those mornings as absences in Frontline, and North will coordinate a consistent substitute for his second-grade students.

We look forward to a continued great year with Mr. Sindelir working with 2nd-grade students at North Elementary School!

If you have questions, please contact me.

CC: Ethan Sindelir <esindelir@stpeterschools.org>  
grp\_hire\_certified@stpeterschools.org



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

**FROM:** Jon Graff

**DATE:** October 24, 2022

**SUBJECT:** Para Hire

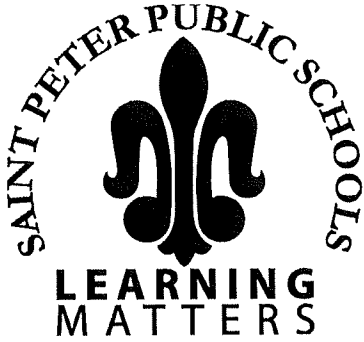
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Applications were received and interviews took place for a paraprofessional position at Saint Peter Middle School. I am pleased to recommend Beverly Pillers.

**EMPLOYEE SUMMARY**

- **Beverly Pillers**
  - Step 1 at a rate of \$15.55/hour.
  - Start date: October 26, 2022
  - 6.75 hours/student contact day

CC: Beverly Pillers  
grp\_hire\_para



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

**FROM:** Doreen Oelke, Principal

**DATE:** October 25, 2022

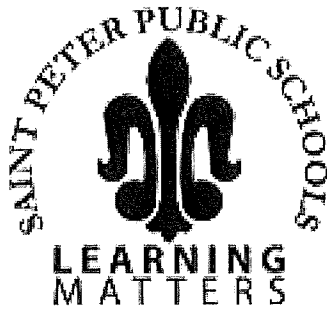
**SUBJECT:** Minks FMLA Request

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I recommend that you accept the FMLA request of Karissa Minks, first grade teacher at South Elementary. Ms. Mink's due date is January 4, 2023. Her leave will begin on January 4, 2023 and end on March 21, 2023. She will return full time to her teaching position on March 22, 2023.

Her written request, along with the FMLA paperwork, has been submitted to the district office. Please feel free to contact me with any questions.

Cc: Karissa Minks  
Grp\_hire\_certified



**MEMO TO:** Mr. Bill Gronseth  
District 508 School Board

**FROM:** Darin Doherty, Principal  
North Elementary School

**DATE:** October 28, 2022

**SUBJECT:** Special Education Paraprofessional  
Hire

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Applications were received, and interviews took place for the following special education paraprofessional position at North Elementary School. This position is a replacement position. I am recommending the following candidate:

- **Hal Overgaard (Frontline AppNo: 9590)** - will be paid a rate of \$15.25/hour (Step 1/Lane A). Hal's first day will be Tuesday, November 1, 2022, and he will complete a timesheet for all work completed, minus an unpaid lunch.

We are very excited to welcome Hal to North!

If you have any questions, please contact me.

CC: Hal Overgaard <hovergaard2010@gmail.com>  
grp\_hire\_para@stpetersschools.org



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

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

**SUBJECT:** Saints Overtime Staff

**DATE:** November 2, 2022

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Interviews were conducted, and I am pleased to recommend hiring Kaelyn LoBalbo as a Saints Overtime Assistant.

This is a replacement position.

**EMPLOYEE SUMMARY**

- **Kaelyn LoBalbo**
- Rate of pay - \$15.25/hr.
- Part-time hours to be submitted on a timesheet
- 2022-23 School Year



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

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

**SUBJECT:** Saints Overtime Staff

**DATE:** November 4, 2022

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Interviews were conducted, and I am pleased to recommend hiring Marena Hinz as a Saints Overtime Assistant.

This is a replacement position.

**EMPLOYEE SUMMARY**

- **Marina Hinz**
- Rate of pay - \$15.25/hr.
- Part-time hours to be submitted on a timesheet
- 2022-23 School Year



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

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

**SUBJECT: Saints Overtime Staff**

**DATE: November 4, 2022**

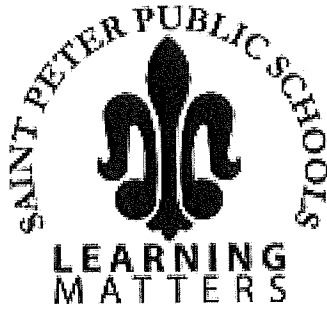
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Interviews were conducted, and I am pleased to recommend hiring Amira Mallet as a Saints Overtime Assistant.

This is a replacement position.

**EMPLOYEE SUMMARY**

- **Amira Mallet**
- Rate of pay - \$15.25/hr.
- Part-time hours to be submitted on a timesheet
- 2022-23 School Year



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

**FROM:** Emily Craig

**DATE:** 11/01/2022

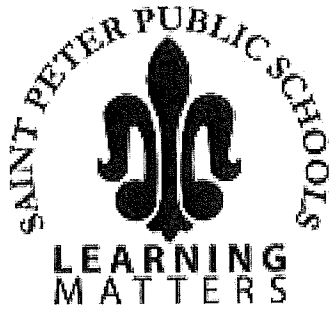
**SUBJECT:** Food Service resignation

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Debra Hiniker is resigning from the school effective immediately. 11/01/2022

- Debra worked 6 hours. She did not complete her onboarding and has decided to volunteer those hours. No compensation required.

CC: Debra Hiniker



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

**FROM:** Emily Craig

**DATE:** 11/01/2022

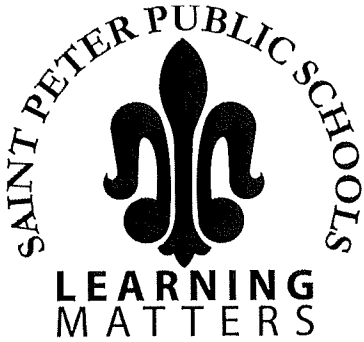
**SUBJECT:** Food Service resignation

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Dianne Todem is resigning from the school effective immediately. 11/01/2022

- Dianne will be resigning from the food service due to ongoing health issues. We thank her for her service and wish her well

CC: Dianne Todem



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

**FROM: Jon Graff, Principal, SPMS**

**DATE: October 31, 2022**

**SUBJECT: Paraprofessional Resignation**

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Please accept the resignation of Tasha Timmerman in her role as part-time paraprofessional at SPMS. Tasha's last day with SPMS was October 28, 2022.

We thank Tasha for her service and wish her the best of luck in her future endeavors.

Please let me know if you have any questions.

Cc: Tasha Timmerman  
grp\_hire\_para



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

**FROM:** Tami Skinner

**DATE:** November 1, 2022

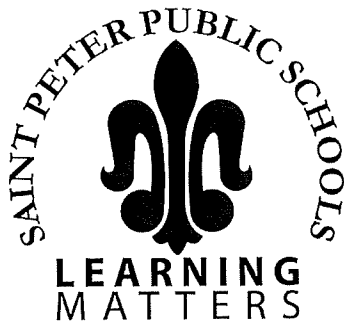
**SUBJECT:** Saints Overtime Assistant  
Resignation

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Please accept the resignation of Heidi Christensen as a Saints Overtime Assistant. Her last day of employment was October 25, 2022.

We thank Heidi for her work with the children and wish her the best. She will remain on staff with the food service department.

Feel free to contact me if you have any questions regarding this resignation.



Date: November 1, 2022  
To: Mr. Bill Gronseth, Superintendent  
Saint Peter School Board  
From: Darin Doherty, Principal  
Re: Title I Math Intervention Teacher

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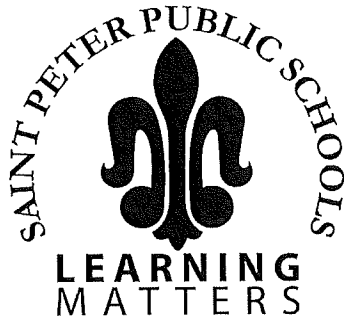
I recommend hiring the following individual as a 0.5 FTE math intervention teacher at North Elementary. This is a replacement position.

- Marilyn Steffen– A licensed K-6 Elementary Education teacher to be placed at **Lane MA +30, 0.5 FTE** of the current teacher’s contract. Marilyn will be paid a pro-rated salary of \$28,482 based on the starting date of November 15, 2022.

Marilyn is a retired teacher from Saint Peter Public Schools. She has also been subbing at North regularly since her retirement. She is highly qualified for the position, and we are excited about her working with our students in the math intervention classroom.

If you have questions, please get in touch with me.

CC: marilyn.j.steffen@gmail.com  
grp\_hire\_certified@stpeterschools.org



November 7, 2022

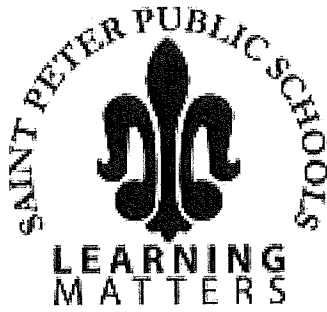
To: Bill Gronseth

From: Sharon Petersen  
Operations and Maintenance Supervisor

RE: Resignation of Carl Gessner

Carl Gessner has resigned his 1.5hr Housekeeping position at North Elementary.  
His resignation is effective as of October 31, 2022.

Cc: Darrin Dougherty  
Mike Keller



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

**FROM:** Doreen Oelke, Principal

**DATE:** November 8, 2022

**SUBJECT:** Position Transfer

---

I am pleased to recommend Ms. Jessica Shane for a 6.75 hours per day special education intervener para position at South Elementary. This new position is designed to address the specific needs of a deaf blind student. Ms. Shane will attend monthly weekend training sessions to prepare her for this new role. Ms. Shane previously served as a special education paraprofessional at South Elementary.

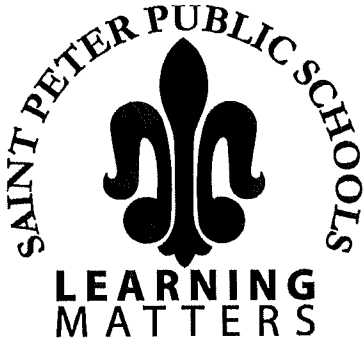
**NEW EMPLOYEE SUMMARY**

- **Jessica Shane**
  - Start date: November 1, 2022
  - \$17.05 per hour, 6.75 hours per day Intervener Para

We are excited to have Ms. Shane serve as our intervener. Please let me know if you have any questions.

CC:

Grp\_hire\_para  
Tara Johnson (Para Mentor)



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

**FROM:** Jon Graff

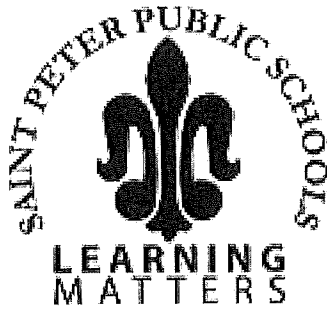
**DATE:** November 8, 2022

**SUBJECT:** Maternity Leave Request

---

I recommend that you accept the maternity leave request of Mrs. Annemarie Clemenson, special education teacher at SPMS. This leave will begin on or near February 17, 2023 and run through April 17, 2023.

Cc: Annemarie Clemenson  
Grp\_hire\_certified



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

**FROM:** Emily Craig

**DATE:** Nov 14th 2022

**SUBJECT:** Food Service Hire

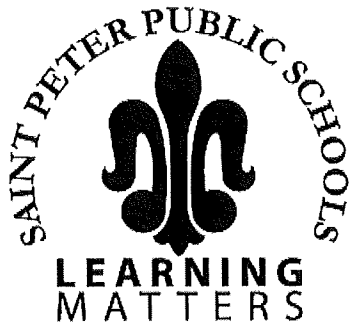
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I am pleased to recommend Aaron Cassidy for the position of Cook/Dishwasher in the Food Service Department.

**NEW EMPLOYEE SUMMARY**

- **Aaron Cassidy**
  - Cook/Dishwasher St. Peter middle School
  - Lane-Unassigned
  - 2022-2023 Rate-\$14.48 per hour
  - Aaron will be contracted 5.5 hours daily for 177 days.
  - Start Date: Nov. 14 th, 2022

CC: Aaron Cassidy



**TO:** Saint Peter Public Schools School Board  
**FROM:** Technology Department  
**DATE:** 16-NOV-2022  
**RE:** Designate Equipment Obsolete  
**CC:** Bill Gronseth, Tim Regner

---

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

Equipment:	<u>Quantity</u>	<u>Description</u>
	1	iPads
	14	Desktop or All-In-One PC's
	57	Laptop(s)
	5	Chromebook(s)
	11	Computer monitor(s)
	11	Network switch(es)
	7	VGA Projectors
	10	Smart Boards
	5	Printers
	3	3D Printer
	5	DVD or VCR Players
	1	Television
	7	Server
	5	Wireless Access Points
	Multiple	Peripherals (mice, keyboards, document cameras, etc.)

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

Tag	SN	Device	Model	Make
NA	GP0214476057	12 port switch	EX2200-C	Juniper
NA	1DX16B33000E8	24 port ethernet switch	JGS524	Netgear
NA	BY0001637	24 Port PoE	S2500-24P-US	ARUBA
NA	BY0001624	24 Port PoE	S2500-24P-US	ARUBA
NA	CN44FP70J5	24 Port Switch	2530-24G	HP
NA	SG048IP0KW	24 Port Switch	Procurve 2910al-24G	HP
NA	SG048IP0LF	24 Port Switch	Procurve 2910al-24G	HP
NA	CKR2526L04P	24 Port Switch	CES-2024F-4X	Borcade NetIron
NA	R1004573	3D Printer	Replicator 2X	MakerBot
NA	3F1J0PUS5TH61B0136	3D Printer	3D Printer	XYZ Printing
NA	60010123111201	3D Printer	Cube	3D Systems
NA	CN43FP65KQ	48 Port Switch	2530-48G	HP
NA	CN44FP60XV	48 Port Switch	2530-48G	HP
NA	CNBDHMJ5BH	Access Point	APIN0205	ARUBA
NA	CNBDHMJ5CF	Access Point	APIN0205	ARUBA
NA	CNBDHMJ5BJ	Access Point	APIN0205	ARUBA
NA	CNBDHMJ4N6	Access Point	APIN0205	ARUBA
NA	2GY2245C00090	Access Point	WNAP320	Netgear
150483	MXL6201WD9	AIO	Pro 400 G2	HP
NA	MXL3400CZV	AIO Desktop	Pro 4300	HP
NA	MXL2071RT8	All In One	HP Pro3420	HP
NA	FZSZ24082171U	All In One		568 MAG
150820	LR05BHRJ	Chomebook	N22	Lenovo
170073	LR089R0D	Chomebook	N23	Lenovo
170854	72502309330	Chromebase	CA241-CN	acer
NA	NA	Chromebook Keyboards	Various	Lenovo
NA	NA	Chromebook Keyboards	Various	Lenovo
NA	BF11LM1	Desktop	Optiplex 960	Dell
NA	NA	Desktop	GX620	Dell
150487	USH621L0FX	Desktop	EliteDesk 800 G2	HP
150493	USH621L0HN	Desktop	EliteDesk 800 G2	HP
150489	USH621L0H3	Desktop	EliteDesk 800 G2	HP
150488	USH621L084	Desktop	EliteDesk 800 G2	HP
150486	USH621L0J8	Desktop	EliteDesk 800 G2	HP
		Desktop	EliteDesk 800 G2	HP
NA	NA	Desktop Case	NA	NA
NA	5CG629XMHR	Docking Station	HP2013	
NA	NA	DVD player	JAD-5131	APEX
NA	NA	DVD player	DRC108	RCA
NA	NA047E161N8R80	DVD player	DRC105	RCA
NA	612048826	DVD/tuner AVR	200W DVD HTIB	Insignia
NA	01C10C18174744	Ethernet switch	Linksys E4200	Cisco
NA	C02G519TDKL9	IMAC 21.5	A1311	APPLE
NA	C02G3CJMDKL9	IMAC 21.5	A1311	APPLE
NA	CN68AGT3560675	Inkjet Printer	SNPRC-1601-01	HP

Notes

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EOL

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EOA

EOA

Box of

Box of

170347	DMQTVY8MHLF9	iPad	A1822 Gen 5	Apple
140689/508151	5CG422FNGD	Laptop	650G1	HP
150481	5CG62104Y0	Laptop	650G2	HP
150945/508146	5CG60323GJ	Laptop	650G2	HP
150163	5CG62104W6	Laptop	650G2	HP
no tag	5CG6353P9Q	Laptop	650G2	HP
150160	5CG6210625	Laptop	650G2	HP
No tag	5CG6210505	Laptop	650G2	HP
140685	5CG422FP5C	Laptop	650G1	HP
150148	5CG5231G6G	Laptop	650G1	HP
150144	5CG52124FM	Laptop	650G1	HP
150141	5CG52123RB	Laptop	650G1	HP
150463	5CG621051N	Laptop	650G2	HP
150466	5CG621068G	Laptop	650G2	HP
150479	5CG6210631	Laptop	650G2	HP
150476	5CG62104CC	Laptop	650G2	HP
10373	5CG6190TN1	Laptop	650G2	HP
150473	5CG62104WJ	Laptop	650G2	HP
150474	5CG62106VW	Laptop	650G2	HP
150462	5CG62104MH	Laptop	650G2	HP
150202	5CG52123JF	Laptop	650G1	HP
150460	5CG62104X1	Laptop	650G2	HP
150465	5CG62106TL	Laptop	650G2	HP
150457	5CG62104M6	Laptop	650G1	HP
150492	5CG6292Y6X	Laptop	650G2	HP
150162	5CG6210669	Laptop	650G2	HP
150453	5CG62106G0	Laptop	650G2	HP
140688	5CG422FKK9	Laptop	650G1	HP
150124	5CG52123GT	Laptop	650G1	HP
150472	5CG62105T2	Laptop	650G2	HP
NA	5cg6493nvv	Laptop	HP Envy 15t	HP
NA	NA	Laptop	Thinkpad 560	IBM
508130	5CG74943GS	Laptop	Elitebook 840G4	HP
140036	CNU415CHDW	Laptop	9470M	HP
180367	5CG71932VS	Laptop	Probook 650G3	HP
508136	5CG71932Z1	Laptop	Probook 650G3	HP
508139	5CG71639SL	Laptop	Probook 650G3	HP
508128	5CG71932XN	Laptop	Probook 650G3	HP
508129	5CG71932VM	Laptop	Probook 650G3	HP
508121	5CG71932YQ	Laptop	Probook 650G3	HP
508122	5CG71932YN	Laptop	Probook 650G3	HP
170912	5CG7163B3B	Laptop	Probook 650G3	HP
508124	5CG71639HT	Laptop	Probook 650G3	HP
508140	5CG8034741	Laptop	Probook 650G3	HP
190836	5CG924C7PS	Laptop	Elitebook 830G5	HP
170748	5CG713489V	Laptop	Probook 650G3	HP

Not fixable

End of life

End of life

End of life

End of life

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End of life

End of life

End of life

End of life

End of life

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End of life

End of life

End of life

End of life

MNVED device (Megan Gracia OK'd)

End of life

End of life

End of life

End of life

End of life

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End of life

End of life

End of life

508103	5CG71639RL	Laptop	Probook 650G3	HP
180392	5CG71639QQ	Laptop	Probook 650G3	HP
180365	5CG827236R	Laptop	Probook 650G4	HP
180381	5CG82723JZ	Laptop	Probook 650G4	HP
150458	5CG62106H4	Laptop	Probook 650G2	HP
140717	5CG422FMHD	Laptop	Probook 650G1	HP
140718	5CG422FKT9	Laptop	Probook 650G1	HP
140715	5CG422FP72	Laptop	Probook 650G1	HP
150134	5CG52123ZW	Laptop	Probook 650G1	HP
190844	FVFXELZLYWH	Laptop	MacBook Air Retina	APPLE
NA	C02ml3cwg085	Laptop	A1466	APPLE
NA	c02hvpp0dty3	Laptop	A1278	APPLE
NA	CNK972N66	Monitor	P240va	HP
NA	MJ19HVEY918423V	Monitor	913T	Samsung
NA	3CQ015Q815	Monitor	LE1901w	HP
NA	006NDMTDR307	Monitor	W2053TQV	LG
200601	CNK0360ML1	Monitor	E243	HP
200755	CNK0360MPL	Monitor	E243	HP
200688	CNK0361G20	Monitor	E243	HP
NA	CNC716PBPT	Monitor	L1940T	HP
NA	CNC716PC33	Monitor	L1940T	HP
NA	3CQ015Q7XT	Monitor	LE1901w	HP
NA	CN47100R6N	Monitor	EliteDisplay E232	HP
NA	NA	Multifunction printer	MX300	Canon
NA	VNB3S18983	Printer	Laserjet pro 400	HP
NA	NA	Printer	Laserjet 4200	HP
NA	CNCC51809J	PRINTER	Laserjet 1320n	HP
NA	QDDF410216L	Projector	Powerlite 430	Epson
NA	LTHF9Y0355L	Projector	Powerlite 410w	Epson
NA	QDDF410172L	Projector	Powerlite 430	Epson
NA	km3f84d871l	Projector	83H	Epson
NA	km3f948915l	Projector	83H	Epson
NA	km3f848952l	Projector	83H	Epson
NA	NTAPFXM-11280D9745	SAN	NetAppFAS2040	HP
NA	CN44MCB0F105T7	Scanner	Scanjet G4050	HP
NA	CNCY78L0TL	Scanner/Printer	Laserjet M2727	HP
NA	M21260076	Server	ProLiant DL380 G7	HP
NA	2M221604TG	Server	ProLiant DL380 G7	HP
NA	USE517A01K	Server	ProLiant ML370	HP
NA	USM519028Z	Server	ProLiant ML350	HP
NA	USM519028Z	Server	ProLiant ML350	HP
NA	USE648NCV0	Server	ProLiant ML350	HP
NA	M2-E28707	Smart Board	SB680	
NA	M2-D07261	Smart Board	SB680	
NA	R2-776634	Smart Board	SB680	
NA	M2-E28662	Smart Board	SB680	

Center line

Broken LCD

EOL

EOL

EOL

EOL

EOL

EOL

EOL

NA	M2-E28699	Smart Board	SB680	
NA	R2-913192	Smart Board	SB680	
NA	R2-776476	Smart Board	SB680	
NA	R2-776459	Smart Board	SB680	
NA	NA	Smart Board	SB680	
NA	NA	Smart Board	SB680	
NA	021-36020624	TV	B27A24Z	Zenith
NA	85185901	VCR	MVR430MG21	Philips

EOA



## ADDENDUM

### REGULAR BOARD MEETING November 21, 2022 SPCC-Governor's Room 6:30PM

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#### VII. ACTION ITEMS

<b>1. AGENDA ITEM #1</b>
--------------------------

**Subject:** Consider Second Reading of Revisions to the Policy Manual

**Action:** Requires a Motion

**Background:** The Policy Committee reviewed the following policies and have brought them forward for a second reading.

902-Facilities Use

**Presentation:** Superintendent of Schools  
Policy Committee

**Options/Recommendation:** I recommend approving this policy.

Adopted:

Policy 902

Revised: \_\_\_\_\_

## **902 USE OF SCHOOL DISTRICT FACILITIES AND EQUIPMENT**

### **I. PURPOSE**

The purpose of this policy is to provide guidelines for community use of school facilities and equipment.

### **II. GENERAL STATEMENT OF POLICY**

The school board encourages maximum use of school facilities and equipment for community purposes if, in its judgment, that use will not interfere with use for school purposes.

### **III. SCHEDULED COMMUNITY EDUCATION CLASSES AND ACTIVITIES**

- A. The school district administration shall be charged with the process of scheduling rooms and special areas for community education classes and activities planned to be offered during each session.
- B. Procedures for providing publicity, registration, and collection of fees shall be the responsibility of the school district administration.
- C. Registration fees may be structured to include a pro-rata portion of costs for custodial services that may be needed.

### **IV. GENERAL COMMUNITY USE OF SCHOOL FACILITIES**

~~A. The school board may authorize the use of school facilities by community groups or individuals. It may impose reasonable regulations and conditions upon the use of school facilities as it deems appropriate.~~

~~B. Requests for use of school facilities by community groups or individuals shall be made through the district administrative office. The administration will present recommended procedures for the processing and review of requests to the school board. Upon approval by the school board, such procedures shall be an addendum to this policy.~~

~~C. The school board may require a rental fee for the use of school facilities. Such fee may include the cost of custodial and supervisory service if deemed necessary. It may also require a deposit or surety bond for the proper use and repair of damage to school facilities. A rental fee schedule, deposit or surety bond schedule, and payment procedure shall be presented for review and approval by the school board.~~

~~D. When emergencies or unusual circumstances arise that necessitate rescheduling the use of school facilities, every effort will be made to find an acceptable alternative meeting space.~~

### **V. USE OF SCHOOL EQUIPMENT**

~~The administration will present a procedure to the school board for review and approval regarding the type of equipment that is available for community use, the extent to which it may be utilized, and the manner by which it may be scheduled for use and any charges to be made relating thereto. Upon approval of the school board, such procedure shall be an addendum to this policy.~~

## **VI. RULES FOR USE OF FACILITIES AND EQUIPMENT**

~~The school board expects members of the community who use facilities and equipment to do so with respect for school district property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment. A certificate of insurance may be required by the school district to ensure payment for these damages and any liability for injuries.~~

## **VII. IV. PRIORITY FOR USE OF FACILITIES**

### **1. Tier 1**

School district-sponsored activities

Saint Peter Civic Organizations (Community organizations that serve Saint Peter District Students)

Non-Profit Community Groups (Community organizations that support youth activities District students)

*Tier 1 status is only granted for non-fundraising purposes.*

### **2. Tier 2**

Saint Peter Civic Organizations (Community organizations that serve Saint Peter Students)

Non-Profit Community Groups (Community organizations that support youth activities)

*Tier 2 status is used when admission is charged and/or when used for fundraising activities.*

### **3. Tier 3**

Commercial Use

## **VIII. V. FACILITY USE PROCEDURES**

1. User group reviews the Facility Use Policy
2. User group completes the online Facilities Use request form found at [www.stpetersschools.org](http://www.stpetersschools.org)
3. Large events may require a scheduled walk-through
4. A Facility Use Permit will be sent to confirm each reservation and identify cost.
5. A post-event final invoice will be sent to user group after all charges are known, including emergency calls.

\*The exception to this is the use of the community pool. The swimming pool can be rented for events by contacting Saint Peter Community and Family Education.

## **IX. VI. FACILITY, PERSONNEL, AND EQUIPMENT FEES**

1. Annually, the superintendent will recommend and receive school board approval for the school district facility and equipment use fees and personnel fees.

2. Tier 2 and tier 3 groups using school district facilities may be assessed a facility use charge, staffing charges, and/or equipment use charges. Potential user groups not falling into one of the categories listed above will be assessed fees as determined by the administration.
3. A Saint Peter Schools employee or other approved community supervisor must be on duty whenever facilities are in use. Community supervisors will be approved by the building administration or designee.
  - a. Additional personnel is required in the following areas:
    - i. Kitchen - A food service employee must be on duty whenever cafeteria kitchen facilities are used.
    - ii. Performing Arts - The high school's Performing Arts Center requires school district event supervisors. For large events, school district administration may be required. In these cases, additional supervisor fees will be included in the rental agreement.
    - iii. Concessions/Food - The school district follows all food service and concessions regulations set by the MN Department of Health and Nicollet County Public Health. Groups interested in selling and/or serving food are required to obtain the necessary permit(s) from Nicollet County and provide a copy to ISD 508.
  - b. A certificate of insurance may will be required by the school district to ensure payment for these damages and any liability for injuries.
  - c. Organizations and individuals shall assume the cost of custodial service, when necessary, for the use of the school beyond regular custodial duty hours.
  - d. Any facility user may be assessed a custodial service fee if the use of a facility requires significant cleanup. Organizations and individuals are expected to return the facility to its original state before leaving.
  - e. The superintendent or designee has the authority to alter the fees for the use of the school district facilities and equipment.

**X. VII. RULES FOR SCHOOL DISTRICT FACILITIES AND EQUIPMENT USE**

The following rules must be observed in the use of school district facilities, and the groups, organizations, and individuals will be held responsible for compliance.

- a. The school district is not responsible for lost or stolen items.
- b. Possession and use of tobacco products and alcoholic beverages are not permitted on district property at any time. A violation of this policy does not occur when an ~~Indian~~ Native American adult lights tobacco on school district property as a part of a traditional ~~Indian~~ Native American spiritual or cultural ceremony. It shall not be a violation of this policy for an ~~Indian~~ Native American adult or student to carry loose tobacco in a tobacco pouch intended for spiritual or cultural ceremonial support with the permission of the student's parent or guardian and the written or verbal notice to the site administrator.
- c. No firearms shall be brought onto district property for any reason other than an authorized firearms safety program or marksmanship courses.

- d. Fire and safety regulations of the state, district, county, and city must be observed at all times. All legal ordinances pertaining to public assemblies must be adhered to and will be enforced.
- e. The building administrator or designee is authorized to act in any case not covered by the rules and regulations or to make exceptions to the rules and regulations as deemed necessary.

**XI. VIII. CANCELLATION OF FACILITY USE PERMITS**

- a. Permit holders are asked to provide 48 hours' notice of any cancellation. If notice is not provided, ISD 508 may charge to cover the preparation and/or set-up of the facilities.
- b. ~~An approved permit shall not be considered by the applicant as a lease, and the building administrator or designee reserves the right to cancel or revoke any permit at any time. Reasons that the school district may cancel a facility permit include, but are not limited to:~~
  - i. ~~Inadequate group supervision as determined by the building administrator or designee.~~
  - ii. ~~Misuse of equipment or facilities.~~
  - iii. ~~Group conduct of an inappropriate or unacceptable nature as determined by the building administrator or designee.~~
  - iv. ~~Emergency situations, including weather conditions or school building site limitations (e.g., water, heat, electrical).~~
  - v. ~~Violation of district policies.~~
- c. In the event of the cancellation or revocation of a permit, there shall be no claim or right to damages or compensation on account of any loss, damage, or expenses whatsoever.



## ADDENDUM

### REGULAR BOARD MEETING November 21, 2022 SPCC-Governor's Room 6:30PM

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#### VII. ACTION ITEMS

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

**Subject:** Consider Approval of the World's Best Workforce Report for the 2021-2022 school year

**Action:** Requires a Motion

**Background:** Each year the district is required to submit a World's Best Workforce (WBWF) report to the Minnesota Department of Education. 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.

This report will be submitted to the Minnesota Department of Education by December 16, 2022.

**Presentation:** Superintendent of Schools

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

SAINT PETER PUBLIC SCHOOLS



# **WORLD'S BEST WORKFORCE PLAN**

## **ANNUAL REPORT**

**2021 - 2022 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 2021-2022 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

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 Early Childhood programming with the K-12 curriculum, the development of a PLC model, and continued training for preschool 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 8.2% above the state average, but at Saint Peter High School, we continue to work toward a 100% graduation rate. This report includes a closer look at the student success rates with our varied credit recovery programs.

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

#### **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. Student counts are based on the previous year's October 1 enrollment numbers. In 2020-2021, 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.

## **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 reviewing 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)	Eva Kracht (Student)
Darin Doherty (Principal)	Corrie Odland (Parent)
Ceceli Polzin (Community Member)	Shelley Lee (Parent)
Jackie Kimmert (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 2021**

**Data Collection to resume- Fall 2022**

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, 2021 who are proficient on the state accountability test (READING MCA & MTAS ) will increase from 45.9% in \*2021 to 47.9.% in 2022. (Actual 2022 was 55.4%)

### **Strategies and Initiatives**

#### **Curriculum and Programming**

- Standards-Based Core Instruction
- Lexia
- Fountas and Pinnell Benchmarking
- Fountas and Pinnell Classroom
- Leveled Literacy Instruction (LLI)
- Press Materials
- Heggerty-Phonemic Awareness Program

## Interventions

- Multi-tiered Systems of Support Including:
  - Schoolwide Screening
  - Classwide Interventions
  - Diagnostic Assessment
  - Guided Reading (Leveled Instruction)
  - Reading Interventionist
  - Progress Monitoring
- Title One
- Reading Corps
- Targeted Service Program
- Extended School Year

## Professional Learning Communities

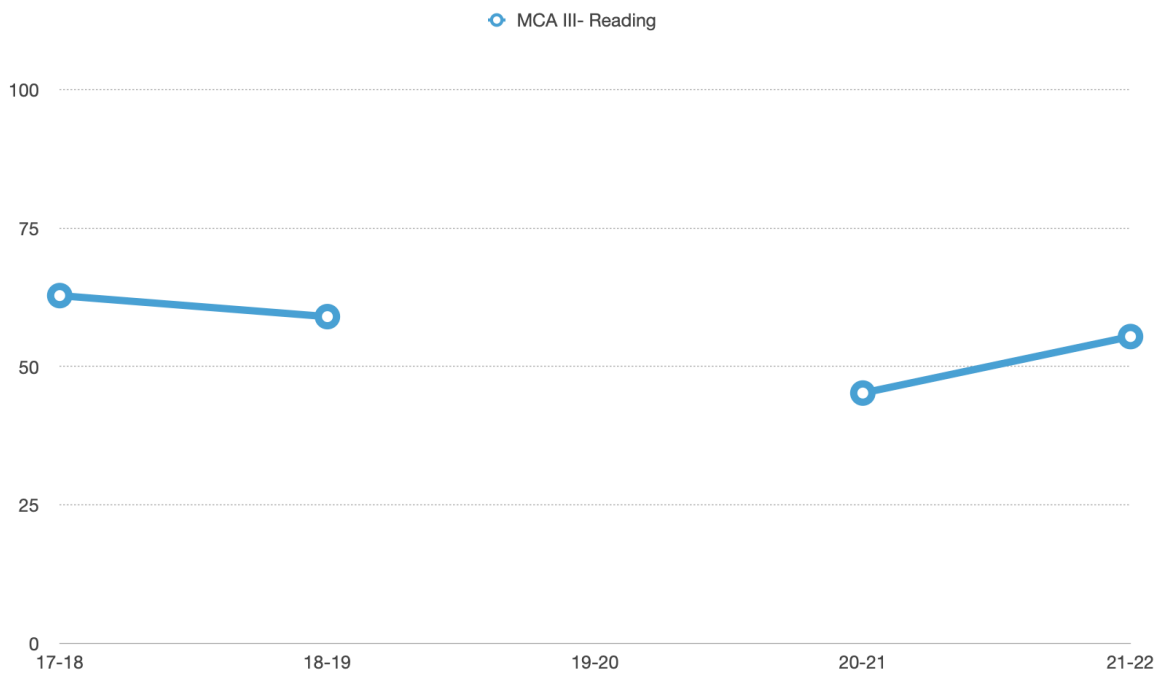
- SMART goals, examination of student work, interventions, common formative and summative assessments.

## 3rd Grade MCA Reading Results - 2018-2022

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

% of students that met or exceeded in READING

ASSESSMENT	17-18	18-19	19-20	20-21	21-22	AVE
MCA/MTAS - Reading	62.8	59.0		45.2	55.4	55.6



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

**21-22 Goal:** Saint Peter School District will decrease the \*2021 math proficiency gap of 44.8% between English Learners and non-English Learners to 42.8% in the 2022 math accountability assessments. (MCA III)

**Results:** Gap was bigger and did not meet goal of 42.8%

Students receiving EL services who took math accountability assessments in 2022: 8.5%  
Students who do not receive EL services and took math accountability assessments in 2022: 55.1%  
46.4% gap - This was an increase in the gap by 1.6%

Students receiving EL services who took math accountability assessments in 2021: 1.4%  
Students who do not receive EL services and took math accountability assessments in 2021: 46.2%  
44.8% 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.

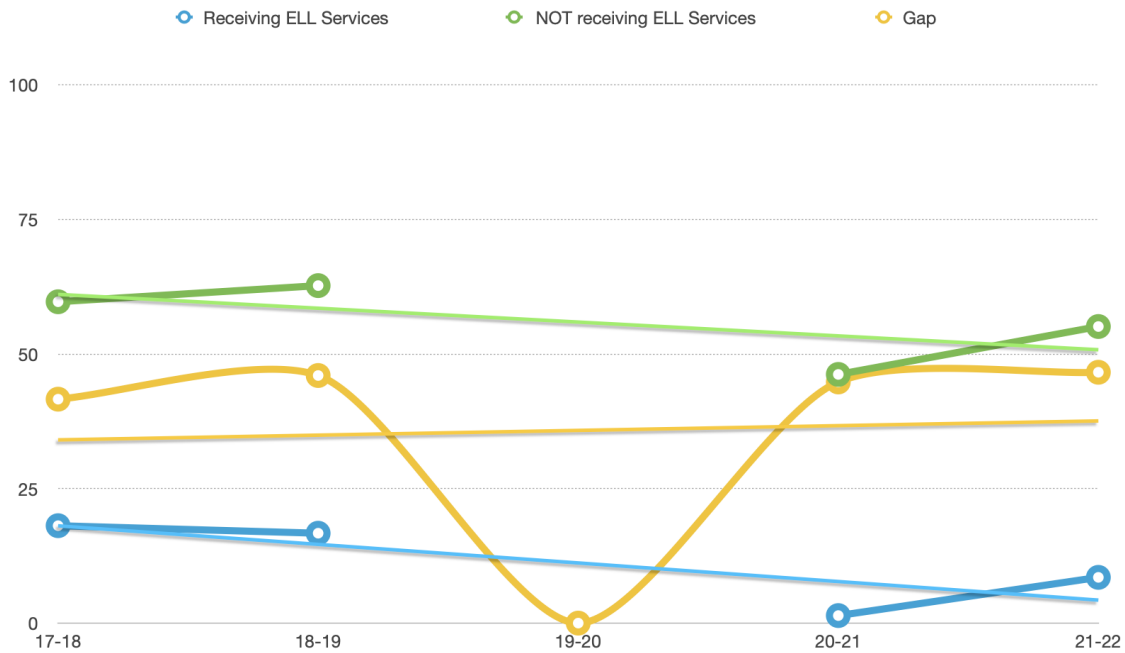
English Learners vs. Non-English Learners (goal set in this area)  
 Special Education vs. Non-special Education  
 Free/Reduced Priced Lunch vs. Non-Free/Reduced Price Lunch  
 Migrant vs. Non-Migrant  
 Enrolled Oct. 1 vs. Not Enrolled Oct. 1  
 Contrasting Race  
 Contrasting Ethnicities

### Opportunity Gap in Math - MCA III Students Receiving EL Services vs. Students Not Receiving EL Services

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

% of students proficient in MATH

	17-18	18-19	19-20	20-21	21-22	AVERAGE
Receiving ELL Services	18.1	16.7		1.4	8.5	11.2
NOT receiving ELL Services	59.7	62.7		46.2	55.1	55.9
Gap	41.6	46.0	0.0	44.8	46.6	35.8



## **Indian Education Grant Goals and Progress**

<b><u>Goal</u></b>	<b><u>Measurement</u></b>	<b><u>Outcome</u></b>
#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.	<p>Purchased books and resources at all buildings to aid in our ability to teach Native American content standards and diversity text resources</p> <p>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.</p>
#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.	<p>SPPS partnered with MSU, Mankato to deliver Native 101 professional development to all district paraprofessionals and teaching staff</p> <p>Average teacher self-reported competency with Native Pedagogy moved from 4.07 to 5.05 on a 10 point scale</p>
#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 as a separate initiative. As a result, the district did not pursue the Native social justice club.

## **4. Career and College Readiness**

## **Student Achievement Goal**

The average composite score of those students graduating in 2022 who take the ACT will increase from 20.4 to 20.6.

The number of students earning Industry certifications will increase by 5%

## **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
  - National Career Day
  - Construct Tomorrow
  - Tour of Manufacturing
  - PICE (Partnership in Career Exploration) intern
  - Student Leadership Development (Co-Curricular Program, Student Council, National Honor Society, Captain's Council, )
  - Farm to School
  - Scrubs Camp

## **Progress Made in 2021-2022**

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

AVID 7: 21 Students

AVID 8: 9 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	2021-2022
American Welding Society	10	25	30	45
Certified Nursing Assistants	5	1	7	12

### 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, 2018-2022

Minnesota students in the class of 2021 earned an average composite score of 21.6 on the ACT college readiness exam. This score is 0.3 percentage points higher than the class of 2020. While Minnesota typically sees a participation rate of at least 90% on the ACT, just 60% of students in the graduating class of 2021 completed the exam. This is largely because the COVID-19 pandemic severely impacted the class of 2021's junior and senior years, the time when many students take the ACT. Nationally, 35% of 2021 high school graduates took the ACT, compared to 49% of the class of 2020. The average composite score nationwide was 20.3, a 0.3 percentage point drop from the class of 2020.

Based on the data from the last five years, Saint Peter students achieved the highest scores in all areas during the 2022 ACT testing window.

Testing Year	Number of Students Tested	English	Math	Reading	Science	SPHS Composite
2018	142	19.4	20.3	20.3	20.2	20.2
2019	142	18.9	20	21.1	21	20.3
2020	148	18	20.1	20.9	20	19.9
2021	86	19	20	21.3	19.9	20.2
2022*	140	19.5	20.3	22.4	21.1	20.9

\*The scores in the above chart indicate the initial scores from students in grade 11. Many students at SPHS retake the ACT, and our average (mean) scores increase for graduating students.

### **2020 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	60,687	38,967	64%
SPHS	155	108	70%

### **2020 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	23,172	13,522	58%
SPHS	65	45	69%

## 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: 57 (up from 50) students participated, 30.5 credits (down from 36.25)
- Summer School: 99 students (down from 146), 78.5 credits (down from 128.5) credits earned

#### School Counseling Program

- Student meetings
- Plan development and monitoring

### Graduation Rate Trend

<u>Class of...</u>	2017	2018	2019	2020	2021
Statewide - 4 yr	82.7	83.2	83.7	83.8	83.3
SPHS - 4 yr	89.7	95.3	87.8	91.2	91.5
SPHS - 5 yr	89.7	97.3	90.3	NA	
SPHS - 6 yr	90.6	97.3	NA	NA	
SPHS - 7 yr	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>
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%
2021	57,137	83.3%	162	91.5%

# 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 21, 2022 SPCC-Governor's Room 6:30PM

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#### VIII. INFORMATION ITEMS

<b>1. AGENDA ITEM #1</b>
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**Subject:** Native American Parent Advisory Committee Update

**Background:** The Native American Parent Advisory was established in 2017 in response to a requirement by the State of Minnesota that all schools and districts with 10 or more Native American students have a Native American Parent Advisory Committee (NAPAC). The committee serves in an advisory role to help ensure that Native American students are receiving culturally relevant and equitable opportunities.

Our NAPAC group has played an active role in our schools and our community. November is Native American heritage month and members of NAPAC will be sharing information regarding their recent activities and plans for the future.

**Presentation:** Superintendent Gronseth  
Policy Committee



## ADDENDUM

### REGULAR BOARD MEETING November 21, 2022 SPCC-Governor's Room 6:30PM

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#### VIII. INFORMATION ITEMS

<b>2. AGENDA ITEM #2</b>
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**Subject:** First Reading of Revisions to Policy Manual

**Background:** The following policies were reviewed by the Policy Committee and brought forward for a first reading:

Deletion of Policy 5.6 Other Working Conditions (Old Numbering System)  
Deletion of Policy 6.14 Inclusive Education Program (Old Numbering System)  
Policy 624 Online Learning Options

**Presentation:** Superintendent Gronseth  
Policy Committee

## **005. PERSONNEL**

### **005.6 Other Working Conditions**

#### **I. GENERAL STATEMENT OF POLICY**

##### **A. Department Chairpersons/Grade Level Leaders**

It is the policy of Independent School District 508 that the School Board may exercise its sole discretion in determining whether or not department chairpersons and/or grade-level leaders shall be employed to strengthen the instructional program of the School District.

When department chairs and/or grade-level teachers are employed, the group that they represent will recommend to the building level principal the individuals that wish to serve as department chairperson and/or grade level leaders. If approved by the building level principal, the list will be presented to the Superintendent for final approval.

##### **B. Recognition for Employee Service**

It shall be the policy of the School Board of Independent School District 508 to recognize, upon retirement or resignation, the service of employees who have served the district for a minimum of ten (10) consecutive years. Such recognition shall include an appropriate message inscribed on a brass hand bell and shall be presented to the employee by an officer of the School Board.

In addition, the School Board will recognize all employees for twenty-five (25) years of service by the issuance of a plaque.

The Customer Care Committee, made up of representation of various employee groups, may put in place other employee recognition awards with approval of the superintendent of schools.

##### **C. School District Imposed Changes to Working Conditions**

It may become necessary from time to time to unilaterally impose rules and regulations that may change the working conditions of teachers. Prior to adopting any policy, that may materially change the working conditions of teachers, the School Board or a designee of the School Board will meet and confer with members of the

teachers bargaining unit.

**D. Substitute Teachers**

Compensation for substitute teachers shall be reviewed annually by the Superintendent of Schools. Any changes in the substitute teacher rate will be approved by the School Board. Teachers who substitute for the same classroom teacher for a period of thirty (30) consecutive working days or longer shall be placed on the salary schedule retroactively at the beginning step of the appropriate lane.

**E. Teacher Strikes**

The School Board has determined that in the event of a work stoppage by the Teacher's Association of the School District, the following policy provisions shall be in effect:

1. A decision regarding the operation of the school district will be made by the School Board as soon as is practical;
2. All School District activities shall cease, all activity programs shall be cancelled and there shall be no rescheduling or make-up of any game, meet, or other activity;
3. Teachers shall not be permitted to enter the School District buildings;
4. All non-striking personnel whose services are not required during the strike shall be temporarily laid off;
5. The Superintendent is directed to implement these policies and to secure the School District buildings and facilities; and
6. The following shall serve, as designated:

Board Spokesperson -----	Board Chairperson
Public Information Person -----	Superintendent
Strike Control Committee -----	Superintendent
	All Principals
	Board Chairperson, Board Negotiator
	Building and Grounds Supervisor

**F. Staff Members Transporting Students**

Employees possessing a valid driver’s license may transport students in school vehicles or school vans provided that proper training in such transportation has occurred and is documented on an annual basis.

**G. Swimming Instructors**

It is the policy of the School District that the instructor of swimming for physical education classes shall have a proof of certification in water safety instruction in the appropriate principal’s office.

**H. Automatic Payroll Deposit**

All regular employees will be paid through the automatic payroll deposit program.

Net payroll amounts will be deposited each payroll period in an employee's checking and/or savings account. The following procedures are to be followed in the automatic payroll deposit program:

1. Each employee must provide an original institution voided check for the account(s) they are requesting the monies to be deposited in;
2. Employees will be allowed changes on a monthly basis for the amounts deposited to each account or the location of the account. The School District payroll department must receive proper notification by the 25th of the month to allow changes for the following month; and
3. Each employee will receive an explanation of the gross salary, the various payroll deductions, and the net deposit at least two days prior to the designated payroll date each month.

**I. Resale of Goods and Materials to School District Employees**

The School District will not resell goods and materials to School District employees except as set forth under applicable state law.

This policy is not intended to restrict the purchase of goods and materials sold by students as money-raising projects.

Reviewed: December 1999  
June 2004  
November 2012  
August 2016

## **006. INSTRUCTION**

### **006.1 Selection of Instructional Materials**

#### **006.14 Inclusive Education Program**

## **I. PURPOSE**

The purpose of this policy is to inform students, teachers, and parents of the district's commitment to provide equal educational opportunities to all students attending district schools regardless of their cultural or socioeconomic background, gender, or disability.

## **II. GENERAL STATEMENT OF POLICY**

The School Board is committed to delivering an inclusive educational program which encourages understanding and nondiscriminatory treatment of people of all cultures, socioeconomic background, gender, and disabilities.

## **III. DEFINITIONS**

A. Inclusive educational program: A curriculum that is developed and delivered so that students and staff gain an understanding and appreciation of:

1. the cultural diversity of the United States;
2. the historical and contemporary contributions of women and men to society; and
3. the historical and contemporary contributions to society by people with disabilities.

B. Instruction: a teacher-led process, which delivers well-planned curriculum into student learning. Instruction is teaching with the purpose of providing meaningful learning experiences that enable all students to meet intended learner outcomes.

C. Curriculum: a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught.

## **IV. REGULATIONS**

- A. The district's Inclusive Educational Program must be in compliance with Minnesota's Multicultural, Gender-fair Curriculum Rule 3500.0550, adopted by the state in December 1988 and printed in the State Register May 30, 1989. Renamed Inclusive Educational Program, 1995.

**V. REQUIREMENTS**

- A. Development of the district's Inclusive Educational Program will occur as part of the district curriculum review process.

First Reading: January 6, 2011

Adopted: February 10, 2011

Reviewed: March, 2013  
November, 2016

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 624

Orig. 2003

Revised: \_\_\_\_\_

Rev. 2019

## 624 ONLINE LEARNING OPTIONS

~~***[Note: The provisions of this policy substantially reflect the statutory requirements of Minn. Stat. § 124D.095, the Online Learning Option Act.]***~~

### I. PURPOSE

The purpose of this policy is to recognize and govern online learning options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online learning provider for supplemental or full-time online learning.

### II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online learning.
- B. The school district shall grant academic credit for completing the requirements of an online learning course or program.
- C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.
- D. The school district shall continue to provide non-academic services to online learning students.
- E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

~~***[Note: The school district may itself offer digital learning to its enrolled students. Such digital learning does not generate online learning funds. To the extent digital learning is offered by the school district only to its enrolled students, it is not subject to the Minnesota Department of Education (MDE) reporting or review requirements unless the school district is a full-time online learning provider. See Minn. Stat. § 124D.095, Subd. 4(d) and (e).]***~~

~~***To the extent the school district provides to resident students curriculum that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the home-schooled student or student's parent or guardian, provided that the school district does not incur more than an incidental cost as a result of providing access electronically. See Minn. Stat. § 123B.42.]***~~

### III. DEFINITIONS

- A. "Blended learning" is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- B. "Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.

- C. "Enrolling district" means the school district or charter school in which a student is enrolled under Minn. Stat. § 120A.22, Subd. 4, for purposes of compulsory education.
- D. "Full-time online learning provider" means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.
- E. "Online learning course syllabus" is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.
- F. "Online learning" is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.
- G. "Online learning student" is a student enrolled in an online learning course or program delivered by an authorized online learning provider.
- H. "Online learning provider" is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. "Student" is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minn. Stat. §§ 120A.22 and 120A.24.
- J. "Supplemental online learning" means an online learning course taken in place of a course period at a local district school.

#### **IV. PROCEDURES**

- A. Dissemination and Receipt of Information
  - 1. The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.
  - 2. The school district will receive and maintain information provided to it by online learning providers.
  - 3. The online learning provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.
  - 4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.
- B. Student Enrollment
  - 1. A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.

2. The student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.
3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online learning provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.
4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online learning course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.
5. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.
6. An online learning student may complete course work at a grade level that is different from the student's current grade level.
7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.
2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.
3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.
4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minn. Stat. § 124D.095, Subd. 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.
2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.
4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.
5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.
6. Weighted grades will also be applicable if the school district has adopted a policy to offer weighted grades.

**Legal References:** Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120A.24 (Reporting)  
Minn. Stat. § 123B.42, Subd. 1a (Curriculum; Electronic Components)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)  
Minn. Stat. § 124D.095 (Online Learning Option Act)

**Cross References:** [MSBA/MASA Model Policy 509](#) (Enrollment of Nonresident Students)  
[MSBA/MASA Model Policy 605](#) (Alternative Programs)

~~MSBA/MASA Model~~ Policy 608 (Instructional Services – Special Education)  
~~MSBA/MASA Model~~ Policy 613 (Graduation Requirements)  
~~MSBA/MASA Model~~ Policy 620 (Credit for Learning)



## ADDENDUM

### REGULAR BOARD MEETING November 21, 2022 SPCC-Governor's Room 6:30PM

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#### VIII. INFORMATION ITEMS

<b><i>3. AGENDA ITEM #3</i></b>
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**Subject:** Facilities Use Fees

**Background:** Policy 902 Facilities Use is on the agenda for a second reading. This document provides supporting information and procedures following the updated policy language.

**Presentation:** Superintendent Gronseth  
Policy Committee

## **Classifications**

When determining fee rates, the following classification system is used. The Superintendent or his/her designee(s) will determine a group's classification. At his/her discretion, the Superintendent may waive any and all fees.

### **Tier 1**

School district-sponsored activities  
Saint Peter Civic Organizations (Community organizations that serve District Students)  
Non-Profit Community Groups (Community organizations that support District students)

*\*Tier 1 status is only granted for non-fundraising purposes.*

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### **Tier 2**

Saint Peter Civic Organizations (Community organizations that serve Saint Peter Students)  
Non-Profit Community Groups (Community organizations that support youth activities)  
*District Resident, Non-commercial*

*\*Tier 2 status is used when admission is charged and/or when used for fundraising activities.*

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### **Tier 3**

Commercial Use  
Non-resident, non-commercial



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# Community Use of School Facilities

	Tier 1	Tier 2	Tier 3
Classroom	No charge	\$15	\$100
HS Media Center	No charge	\$20	\$100
HS Gym Court (3 hours)	No charge	\$20	
HS Gym Court (full day)	No charge	\$50	
HS Gym (3 hours)	No charge	\$40	\$500
HS Gym (full day)	No charge	\$100	\$1000
HS Multi-Purpose Athletic Center	No charge	\$30	\$250
HS Perf. Arts Center	No charge	\$30	\$1000
Culinary Arts Kitchen	No charge	\$20	\$500
HS Community Room	No charge	\$20	\$100
HS Commons	No charge	\$20	\$100
MS Gym	No charge	\$20	\$100
MS Theater	No charge	\$20	\$100
Track	No charge	\$20	\$100
North Gym	No charge	\$20	\$100
South Gym	No charge	\$20	\$100

**Equipment Rates:**

Classroom A/V	\$10
Theater Shell and Risers	\$100
Piano	\$50

**\*Personnel Rates:**

Custodial	\$30 /hr
Event Supervisor	\$30/hr
HS Theater/Sound	\$30/hr
Food Service	\$30/hr
Lifeguard	\$20/hr

\*more than one employee may be needed dependant on number of participants

\* Over-time may apply

**Facility Use Application forms are available on our website at: [www.saintpetersschools.org](http://www.saintpetersschools.org)**

The Middle School Pool can be reserved through Community Education:

<https://www.stpetersschools.org/o/cfe>

Community Spirit Park fields can be reserved through the City of Saint Peter website

[:https://www.saintpetermn.gov/](https://www.saintpetermn.gov/)



## ADDENDUM

### REGULAR BOARD MEETING November 21, 2022 SPCC-Governor's Room 6:30PM

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#### VIII. INFORMATION ITEMS

<b>4. AGENDA ITEM #4</b>
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**Subject:** Community and Family Education Report and Profile

**Background:** On an annual basis Community Education Director, Tami Skinner, provides an overview of the various components of the Community and Family Education program of the school district.

**Presentation:** Community Education Director




**LEARNING MATTERS** **That's Community Ed!**  
Saint Peter Public Schools – ISD 508





*Community Education is uniquely designed to meet the needs of the community. Programs and services are driven by community needs and the interests of people of all ages. Studies show that adults who participate in Community Education programs have more connections to the schools which leads to community support of the school district.*


# Strengthening the community. Strengthening the schools.

 *Provided safe, accessible learning environments and opportunities for all ages.* Our programs and services are held at South Elementary, North Elementary, Middle School, High School, and the Community Center.




 *Connected families to school and community resources.* Family and parental support was provided through Early Childhood Family Education (ECFE) classes and the School Readiness Preschool programs. We partnered with the St. Peter Food Shelf to offer the Children's Weekend Food Program and the Teen Pantry. We also collaborated with the Senior Center and the Recreation Department.


 *Helped prepare children for kindergarten.* Whether it was early childhood screening to support children's learning and promote health and development, or preschool classes at the Early Learning Center, we helped children enter kindergarten ready for their school experience. This is an important way that Community & Family Education helps the district meet one of the state's World's Best Workforce goals.


 *Supported working families.* Saints Overtime programs offered parents the option of safe, quality experiences for their children through after school care programs held at South Elementary and North Elementary schools and summer care provided at the North Elementary. During the 2021/22 school year, 177 children participated in our programs.




 *Expand Learning Beyond the school day.* After school enrichment programs help support social, emotional, and academic needs of students. They also assist in reducing the achievement gap for some participants. We provided students with the opportunities to explore interests and develop skills beyond the school curriculum. Students who enroll in art, music, and STEM classes learn critical thinking and problem-solving skills, which carry over into the school day. Engaging students in leadership and service activities builds strengths and helps mitigate risk-taking behaviors.



 *Building a qualified workforce.* Adult Basic Education programs helped adults acquire the skills and qualifications to become fully employed, self-sufficient and equipped to participate fully in the community. In addition to helping adults earn a high school diploma or GED, we also offer English language and citizenship test preparation classes. All ABE classes are free. Last year, adults from El Salvador, Ethiopia, Ghana, Guatemala, Mexico, Samoa, Somalia, and Thailand attended classes. Four adults earned GED diplomas and two adults became citizens after participating in the Citizenship test prep class. The Bridge to Work Readiness: Job Skills program assisted adults with learning resume writing, interviewing skills, situational judgment on the job, and digital literacy.

 *Improve the quality of life.* Life-long learning has many advantages including relieving stress, fostering creativity, providing a sense of accomplishment, and improved mental clarity. Enrolling in an art class, learning to speak Spanish, gaining a new skill like scuba diving, acquiring tips in a Driver's Safety course, or attending a Starwatch class, are ways we engage people.



 *Create a sense of community and belonging.* Providing opportunities for people to get to know each other through classes and events is a catalyst for building community. Whether it's attending the annual Women Celebrating Women event, participating in a cross-cultural learning experience, watching a documentary, sharing a meal, or gathering to talk about issues, we connect people.

# Saint Peter Community & Family Education

*Engaging, Inspiring, and Growing!*



25

Organization and business partnerships helped provide classes & events



11,049

Participants served



86%

Growth from 2020/21!

## Lifelong learner? *We're here for you.*

Supporting community education for all.

