



SAINT PETER SCHOOL BOARD
Regular Board Meeting
Monday, May 20, 2024
SPCC-Governor's Room, 600 S. 5th St., Saint Peter, MN
56082
6:30 PM

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	
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Graduation
Friday, May 31, 2024
8:00 PM
SPHS

Business Committee Meeting
Wednesday, June 12, 2024
10:00 AM
DO

Policy Committee Meeting
Wednesday, June 12, 2024
4:00 PM
DO

Education Committee Meeting
Thursday, June 13, 2024
1:00 PM
DO

Regular Board Meeting
Monday, June 17, 2024
6:30 PM
SPCC-Governor's Room

XI. Adjournment



ADDENDUM

REGULAR BOARD MEETING Monday, May 20, 2024 SPCC-Governor's Room 6:30PM

V. CONSENT AGENDA

1. Approval of the Study Session Board Meeting minutes of April 3, 2024.
2. Approval of the Regular Board Meeting minutes of April 15, 2024.
3. Approval of the Study Session Board Meeting minutes of April 18, 2024
4. Approval of the Study Session Board Meeting minutes of April 25, 2024.
5. Approval of the Special Board Meeting minutes of April 29, 2024.
6. Approval of Bills (\$1,738,344.24) and Wire Transfers (\$1,921,283.41) for April 2024.
7. Personnel
 - a. The approval of the retirement of Lauren Studt-Shoemaker, Band Director at Saint Peter Middle School, effective May 31, 2024.
 - b. The approval of an FMLA leave request for Mariah Eyler, first grade teacher at South Elementary, from August 19, 2024, through November 10, 2024.
 - c. The acceptance of the resignation of Emilie Kaus, a seventh grade math teacher from Saint Peter Middle School, effective at the end of the 2023-2024 school year.
 - d. The approval of the assignment of Interim Principal at South Elementary for Jana Sykora during the 2024-2025 school year. Jana will remain the Principal of Oshawa Learning Academy during this time as well.
 - e. The approval of the hiring of an Unassigned Custodial Engineer Maintenance/Mechanical, Dmytro (Dima) Gupalo, for the school district.

- f. The acceptance of the resignation of Megan Gebur, a sixth grade science teacher from Saint Peter Middle School, effective at the end of the 2023-2024 school year.
- g. The acceptance of the resignation of Ryan Drazan, a special education teacher from South Elementary, effective at the end of the 2023-2024 school year.
- h. The approval of the transfer of Olivia Mikkelson from her SLD teaching position at South Elementary to the EBD teacher position at South Elementary at the start of the 2024-2025 school year.
- i. The approval of the hiring of Summer Saints Overtime Assistant, Heidi Johnson, with Saint Peter Community & Family Education, for the last two weeks of the 2023-2024 school year and the summer of 2024.
- j. The approval of the hiring of a summer school English credit recovery teacher, Cayrl Bunkowske, for the dates of June 1, 2024, through June 30, 2024.

Minutes of Study Session

The School Board Saint Peter Public Schools

Members Present: Tracy Stuewe, Drew Dixon, Charlie Potts, Rita Rassbach, Ken Rossow, Kate Martens & Bill Kautt

Principals: Annette Engeldinger, Jon Graff, Darin Doherty, Doreen Oelke & Ytve Prafke

Administrative Team Members: Superintendent Bill Gronseth, Megan Gracia, Tami Skinner & Gus Sorbo

Others present: Administrative Assistant Kimberley Deming

A Study Session of the School Board of Saint Peter Public Schools was held Wednesday, April 3, 2024, beginning at 6:30 PM in the Saint Peter Middle School Media Center.

I. Call Meeting to Order – 6:33PM (Potts)

II. Adoption of the Agenda – (Stuewe/Rassbach, unanimous)

Mr. Gronseth began the meeting by stating that there are a number of contributing factors that impact the current deficit including the high rate of inflation, State funding not keeping pace with inflation, declining enrollment, and moderate increases to all contracts. While we continue to advocate for increased funding from the State, a plan must be put into place to keep expenses balanced to revenues.

The purpose of this Study Session was to begin the discussion regarding a proposed three year plan that will address the deficit over FY24, FY25, FY26. This proposal will minimize the use of reserve funds as we seek to create sustainability for the future.

Assumptions regarding FY25 and FY26 are included in the calculations of this plan. While we will not know if the assumptions are accurate until a later date, conservative estimates have been used for items including but not limited to state funding increases, insurance cost increases, inflationary rates, and negotiated salaries. The three year plan discussed fully addresses the deficit for FY24, and partially for FY25 and FY26. The District will continue to refine and revise these plans.

Mr. Gronseth reminded the Board that our priorities are focused on direct services to students and our strategic direction plan. Throughout the process, information will be shared with and input sought from the School Board, staff, and others.

III. Discussion regarding Draft FY24, FY25 and FY26 Budget Plans –

FY24 Budget Adjustment Plan -

A planned shift from assigned funds has not yet been made for FY24. Along with that, making adjustments in the areas identified below will assist with creating a balanced budget in the District's unassigned general fund for FY24.

- Shifting Early Release funding to Qcomp from the General Fund
- Making an adjustment to Oshawa's operating costs by shifting the expense from other buildings to more closely align with where Jana spends her time.
- Shifting the Interventionist funding source to literacy aid
- Making reductions in site budgets for the buildings
- There has been a cost savings due to the mild winter and expenses related to energy, fuel, plowing, etc... were lower than anticipated
- The District is anticipating higher than estimated activities revenue due to an increase in the number of students participating in sports.

FY25 Budget Adjustment Plan -

Adjustments will be necessary to minimize the use of reserve funds for the FY25 school year. The Administrative Team will continue to develop and refine plans, identifying further reductions, reorganization, and revenue sources. We will continue conversations with SPEA leadership and others as we continue to finalize our budget plan. While we are prioritizing direct services to students, staff reductions will be unavoidable.

Reductions, reorganization, and increased revenue in the following areas was discussed:

- Combining multiple Administrative positions in lieu of replacing the Principal at South Elementary
- Shifting funding sources in areas such as Qcomp, literacy aid, achievement and integration
- Lowering the % increase of insurance premiums
- Making reductions in site general budgets
- Restructuring transportation services offered by the District specific to early childhood programs
- Reorganizing Office Support positions

- Combining office spaces to eliminate leases for offices located outside of district buildings
- Restructuring the Concession Stand Sharing Agreement (i.e. net profit vs. gross profit for the Booster Club)
- Reducing the number of days identified in the extended day contracts for employees who currently have to work above and beyond their contract days in the summer
- Reductions within departments located throughout the District at the High School and Middle School levels
- Shifting funds from the water mitigation Hwy 361 project, as the costs were lower than anticipated
- Continued increase in activities revenue due to the cost of student participation fees increasing, which still puts our District well below the participation costs in comparison to other districts.
- Charging for student activity passes and increasing the cost of public activity passes

FY26 Budget Adjustment Plan -

Without increased revenues from the State or other sources, further adjustments would be necessary for FY26. Based on assumptions for the FY26 budget, there will be an estimated \$1M additional deficit for FY26. Some of the adjustments below require a longer implementation time. Work will begin to prepare for these adjustments, and additional adjustments planned during the 2024-2025 school year. Areas of where adjustments may be made include:

- Shifting funding sources in areas such as Qcomp, literacy aid, achievement and integration
- Making reductions in general building budgets (supplies, materials, etc.)
- Reducing extended day contracts
- Delaying the purchase of technology (i.e. computers and iPads)
- Increasing the transportation radius within the District from one mile to two miles
- Reducing a class section at both South and North Elementary – this is based on demographic studies indicating that the number of incoming students will be smaller
- Reductions within the Student Services Area (i.e. Social Worker and/or Counselor)
- Shifting to a traditional High School schedule vs. the current block schedule which would require reducing the number of credits required to graduate as there would be less course options
- Continued revenue from increased activities fees, charging for student activity passes, as well as increasing the fee for public activity passes

Discussion of the plan by the school board indicated they would like to see further reductions planned to get closer to a balanced budget for the future. Including some options would be preferred. The importance of operating within our budget to create sustainability was discussed.

IV. Upcoming Meetings of the School Board –

The following meeting timeline will continue to be followed to allow for discussions regarding the FY25 Budget:

March 19 Principal Meeting- initial discussion, setting parameters, values, and priorities

March 20 Cost out ideas generated

March 21 Administrative Team Meeting- Develop further possible adjustments
Cost out ideas generated

Gathering input/Sharing possible reductions with BLTs

March 26 SPEA meeting- gather input/share possibilities

March 27 Administrative Team Meeting- review plan, further discussion regarding possible adjustments

April 2 Administrative Team Meeting- Identify further adjustments

April 3 School Board Study Session- review plan in progress, gather feedback and school board recommendations for further developing the plan

April 5 SPEA Meeting- Review Current plan and discuss implications

April 15 Administrative Team Meeting- Continued refining of recommendations, determining staff adjustments

April 15 SPEA Meeting- determine staff adjustments

April 15 School Board Meeting- Budget actions are not on the agenda

April 18 School Board Study Session- Review finalized budget plan

April 23 Administrative Team Meeting- Further refining based on school board discussion and finalizing actions to be taken at the special school board meeting

April 24 SPEA Meeting- Final review of the plan and actions to be taken at the special school board meeting

April 29 Special Board Meeting- Budget plan considered for approval, Non-renewals presented, proposals for unrequested leaves of absence (ULA) if any

April 30 Formal notification of proposed employees for non-renewals/ULAs if any

May 20 School Board Meeting- action presented for ULAs if any

May 21 Formal Notification of ULA if any

V. Adjournment – 8:07PM (Martens/Rassbach, unanimous)

Dated: May 20, 2024

Kate Martens, Board Clerk

Minutes of Regular Board Meeting

The School Board Saint Peter Public Schools

Members Present: Rita Rassbach, Ken Rossow, Tracy Stuewe, Charlie Potts, Bill Kautt, Kate Martens and Drew Dixon

Members Absent: None

Principals: Doreen Oelke, Jon Graff, Annette Engeldinger, Jana Sykora and Ytive Prafke

Administrative Team Members: Superintendent Bill Gronseth, Seth Putz & Tami Skinner

Others Present: Administrative Assistant Kimberley Deming, Student Council Reps Keira Dunn & Molly Leonard and members of the public.

A Regular Board Meeting of the School Board of Saint Peter Public Schools was held Monday, April 15, 2024, beginning at 6:30 PM in the SPCC-Governor's Room.

- I. **Call Meeting to Order** - 6:30PM, Potts
- II. **Pledge of Allegiance**
- III. **Consideration and Adoption of the Agenda** - (Martens/Stuewe, unanimous)
- IV. **Consider Requests to Speak on the Agenda**- none
- V. **Approval of Consent Agenda Items** - (Rossow/Dixon, unanimous)
 - 1. Approval of the Regular Board Meeting minutes of March 18, 2024.
 - 2. Approval of the Special Board Meeting minutes of March 12, 2024.
 - 3. Approval of Bills (\$2,048,973.24) and Wire Transfers (\$3,612,908.93) for February 2024.
 - 4. Personnel
 - a. The approval of Coaches and Sports Officials for the 2024 Spring Sports Season

- b. The approval of an FMLA leave for a teacher (Bridget Schmidtke) at North Elementary from approximately March 4, 2024, until May 27, 2024. Miranda Ankrum will be the Long-Term Substitute during her absence.
- c. The approval of the hiring of a paraprofessional (Miranda Provo) at Early Childhood Special Education effective March 4, 2024.
- d. The approval of the hiring of a Somali Interpreter (Afafa Mohamed) for Saint Peter Public Schools effective March 8, 2024.
- e. The approval of the hiring of a paraprofessional (Tessa Becker) at Oshawa Learning Academy effective March 18, 2024.
- f. The approval of the hiring of a Principal's Secretary (Kaylen Haack) at Saint Peter Middle School effective April 2, 2024.
- g. The approval of an FMLA leave for a paraprofessional (Amy Raebel) at Saint Peter Middle School effective March 19, 2024, until May 3, 2024.
- h. The acceptance of the resignation of a paraprofessional (Kia Maas) from South Elementary effective March 15, 2024.
- i. The acceptance of the resignation of a paraprofessional (Joy Zimmerman) from the High School effective March 15, 2024.
- j. The approval of an FMLA leave for a Social Worker (Dave Ribar) at North Elementary effective March 25, until May 31, 2024. Andrew Elofson will be the Long-Term Substitute during his absence.
- k. The acceptance of the resignation of a Reading Intervention teacher (Kelly Hagen) from North Elementary effective March 27, 2024.
- l. The approval of a Saint Peter High School Diploma for a student (Hunter Prins) who has completed all required courses.
- m. The approval of a Long-Term Substitute Teacher (Carri Borchert) who will be covering for a Grade 1 Teacher (Karissa Minks) at South Elementary, from approximately April 17, 2024, to May 30, 2024, during her FMLA leave.
- n. The approval of a Long-Term Substitute Teacher (Sidney Schafer) who will be covering for a SPED Teacher (Abby Ramirez) at North Elementary, from approximately May 10, 2024, to May 30, 2024, during her FMLA leave.

VI. Student Spotlight –

1. *Layne Lyons, Iris Sharstrom, Lauren Christenson & Maddi Rolfing* – spoke about their History Day project, including the process of presenting their project at the local level (for class at SPMS), then being selected to move on to Regionals and the State Competition. The year's theme for 7th grade Social Studies classes was a Turning Point in History. The girls indicated that they chose their topic of Title IX because once it was enacted, there was a turning point in the opportunity for girls to play sports. If schools received federal funding, they had to provide the option for girls to participate in sporting activities through school.
2. *Student Council Report* – Keira Dunn and Molly Leonard – talked about the pop-up thrift store that will be taking place in the High School Commons, or outside depending on the weather, on Earth Day. Donations collected and money raised from the sale of items at the event will go to a local environmental cause. They indicated that the National Honor Society will be helping with a highway clean up and that students at the High School are busy participating in events such as Spanish Camp, the Spring Play and preparing for upcoming ACT's.

VII. Action Items

1. Canvassing 04.09.24 Bond Referendum Election Results – (Kautt/Dixon)
YAY: Rassbach, Rossow, Stuewe, Potts, Kautt, Dixon & Martens
NAY: None
PASSED
2. Accept legislative changes to Policy 602 – (Dixon/Martens, unanimous)
3. Identifying IOwa Proxy – (Dixon/Martens, unanimous)
4. Acceptance of ABE Consortium Agreement – (Rossow, Stuewe)
YAY: Rassbach, Rossow, Stuewe, Potts, Kautt, Dixon & Martens
NAY: None
PASSED

VIII. Information Items

1. Policy 601: School District Curriculum and Instructional Goals - Superintendent Gronseth stated that the changes made were significant in nature but were all due to legislative updates.
2. Summer Programming –
 - a. Ytve Prafke talked about Summer Stars Academy which is a Kindergarten through 8th grade optional summer school program for students who are eligible. The program takes place 4 days a week for 4 hours a day. Transportation is available for students located in St. Peter and Kasota. This

is a self-supporting program that receives funding based on enrollment. There is an Extended School Year program for Special Education students, pre-K through 12th grade, as well.

- b. Ms. Prafke discussed the possibility of the School District being able to participate in the Read and Feed Program again this summer. A Census Block Eligibility Form was submitted to MDE and Ytive is waiting to see if our district qualifies for the program.
 - c. Principal Sykora spoke about the summer credit recovery program that takes place for High School students who need to earn class credit. Three different sections of classes will be offered to students depending on staffing. No busing will be provided.
3. Native American Parent Advisory Council (NAPAC) Annual Compliance Update -
- a. Charmayne Klah (NAPAC Facilitator & Native American Liaison) and Skyanne Walker (Vice Chairman) stated that on an annual basis, the NAPAC has a duty to pass a resolution of concurrence or non-concurrence. This resolution is based on the school district's support of Native American students and families, and progress toward goals set by the committee. NAPAC has passed a resolution of concurrence, stating that the district has had a positive impact on all students. NAPAC asks for continued support from the school district and board members. Superintendent Gronseth thanked NAPAC for all that they have done and continue to do with keeping the Native American culture alive in our district.

IX. Reports

1. Building Principals

Early Childhood

Special Programs Administrator, Ytive Prafke mentioned that it's the time of the year when classes are taking nature walks, field trips and going to the local parks. The Children's Museum in Mankato has been a big hit! The Early Childhood Special Education students will make a visit to South Elementary as part of their transition process to the new school. May 2, 2024, the Vehicle Fair will be held in the Middle School Football Field parking lot from 5:00pm - 6:30pm. There will be fire trucks, police cars, utility vehicles from the city, motorcycles, etc. This is a free event and typically over 225 kids attend!

South Elementary

Principal Oelke stated that the beautiful weather has made spring super exciting at South Elementary! She discussed some of the language changes identified in the Read

Act and said that the Admin Team is putting together a plan for upcoming training. CORE, now OL&LA (Online Language and Literacy Academy), is a completely virtual training that covers all requirements. There are 67 staff members who must go through the first phase of completing 49.5 hours of training. To be compliant with The READ Act, all staff must complete training no later than July 1, 2025. The Admin Team is still searching for a solution for Early Childhood staff as OL&LA does not cover preschool requirements. Ms. Oelke stated that South has a concert on May 16, 2024, at 6:15pm.

Middle School

Principal Graff gave a shout out to the eight history day kiddos going to the State Competition. He mentioned that the spring sports season is in full swing. He noted that students are starting their MCA testing schedule and testing will take place in their regularly scheduled science, math and reading classes. Dr. Graff stated that quarterly student surveys revealed that 94% of Middle School students are feeling cared for by adults in the building. He thanked the community for their support with the Mend the Middle referendum and is excited for what is to come for the Middle School.

High School

Principal Engeldinger mentioned that the Building Trades class is currently working on the production of their 30th Habitat for Humanity house. She gave recognition to Maya Winsell for qualifying for the State Speech Tournament with her third-place finish in Poetry. She noted that the top three winners in each of the 13 categories earned state trips. She stated that Hayli Glass was close to advancing with a fifth-place finish. Annette indicated that students involved in the Robotics Team are going to Nationals in Houston, Texas. Ms. Engeldinger said that the High School is excited to welcome the incoming 9th graders who will be coming for a visit on May 1st to check things out before their transition next year!

Alternative Programs - Rockbend/Oshawa

Principal Sykora stated that students are also starting MCA testing. Rockbend will be doing a park clean up at Hallett's Park which is a location they adopted a few years ago. She mentioned that Rockbend students are also excited for the upcoming Work and Employment Competition held at South Central College.

2. Superintendent of Schools

Superintendent Gronseth stated that Principal Doherty is heading the Capitol with MSBA. Mr. Gronseth thanked the St. Peter Community for the support they gave to the referendum. He thanked all those who participated in getting the information out to the community. Design work and planning is under way and construction on the project will start in spring of 2025. He spoke briefly about the Legislative Session; he

stated that the Read Act changes are ongoing and final information has not been provided. Funding is part of the conversation and could change our training options. Mr. Gronseth mentioned that the House has passed their omnibus bills and members of the committee will be named this week and we will be able to reach out to these people for support. The Administrative Team has been discussing the budget and further communication will take place at the upcoming Study Session on Thursday, April 18, 2024.

3. Board Members – Around the Table

Rita Rassbach – gave thanks to the community for supporting our students and staff.
Ken Rossow – gave thanks to the community for their support as well and mentioned that it's great to hear all the success stories shared by the Admin Team.

Tracy Stuewe - clarified the reason for asking her questions at the last School Board meeting regarding the teacher contract. Tracy stated that in the future, School Board members should abstain from being judges during elections.

Bill Kautt – gave thanks to the community on Mend the Middle vote, he mentioned that the minutes from the Business Committee have been provided and the Business Committee is attempting to provide the board with more feedback on the budget & keep everyone informed regularly.

Drew Dixon - thanked the community for their support on the Mend the Middle referendum.

Kate Martens - thanked the community on Mend the Middle results and reassured Board Member Stuewe that Board Member Kautt and Martens did contact MSBA prior to serving as Election Judges during the referendum.

X. Upcoming Meetings of the School Board

School Board Study Session
Thursday, April 18, 2024
6:30 PM
SPMS Media Center

Special School Board Meeting
Monday, April 29, 2024
6:30 PM
SPMS Media Center

HR Committee Meeting
Wednesday, May 1, 2024
5:00 PM
SPMS Conference Room A/B

Policy Committee Meeting
Wednesday, May 8, 2024
4:00 PM

DO
Education Committee Meeting
Thursday, May 9, 2024
1:00 PM
DO

Business Committee Meeting
Thursday, May 16, 2024
10:00 AM
DO

Regular Board Meeting
Monday, May 20, 2024
6:30 PM
SPCC-Governor's Room

XI. **Adjournment** – 7:30 pm (Stuewe/Martens, unanimous)

Dated: May 20, 2024

Kate Martens, Board Clerk

Minutes of Study Session

The School Board Saint Peter Public Schools

Members Present: Ken Rossow, Drew Dixon, Charlie Potts, Bill Kautt, Tracy Stuewe, Kate Martens and Rita Rassbach

Principals: Annette Engeldinger, Jon Graff, Darin Doherty, Doreen Oelke, Jana Sykora and Ytve Prafke

Administrative Team Members: Superintendent Bill Gronseth, Megan Gracia, Seth Putz and Tami Skinner

Others Present: Administrative Assistant Kimberley Deming, SPEA members Jake Malz and Jodi Nixon and other SPMS teachers.

A Study Session of the School Board of Saint Peter Public Schools was held Thursday, April 18, 2024, beginning at 6:30 PM in the Saint Peter Middle School-Media Center.

I. Call Meeting to Order – 6:33PM (Potts)

II. Adoption of the Agenda – (Dixon/Rassbach, unanimous)

The purpose of this Study Session was to continue the discussion regarding the proposed three-year plan that will address the deficit over FY24, FY25 and FY26.

The plan includes a FY24 unassigned general fund budget that adds to the general fund reserve. Two options are included for FY25. Option A is nearly balanced with a requirement to use some general fund reserves. Option B would require the use of a larger amount of fund reserves. Based on assumptions for the FY26 budget, it is estimated that there will be a deficit for the year, however the size of the deficit will depend on decisions made regarding adjustments for the FY25 school year.

III. Discussion regarding Draft FY24, FY25 and FY26 Budget Plans –

FY24 Budget Adjustment Plan -

A planned shift from assigned funds to unassigned funds has not yet been made for FY24. Mr. Gronseth stated that he recommends moving forward with this as originally intended.

Adjustments in the following areas will create a balanced budget in the unassigned general fund for FY24 and add \$80,786 to the general fund reserves. The amount in reserves will be \$3.4M or 45.1 days.

- Professional Development shifting to Qcomp funding
- Adjustments to Oshawa's Principal costs
- Shifting the Interventionist funding source to literacy aid
- Cost savings due to the mild winter
- MS AVID budget savings
- Higher than estimated activities revenue
- Payroll Supervisor funding shift to health insurance fund
- Tech position funding shift to operating capital

FY25 Budget Adjustment Plan -

Adjustments will be necessary for the FY25 school year. The Administrative Team continues to develop and refine plans, identifying further reductions, reorganization, and revenue sources. While prioritizing direct services to students, staff reductions will be unavoidable. The following adjustments were discussed:

- DO Office Support staff reduction to 3 days a week
- Interventionist funding shift
- Payroll Supervisor funding shift
- Back to School Kick Off being held onsite
- CSP enhancement not made for FY25
- The delay of some areas of curriculum studies
- Site Budget Reductions
- Reduction of Site Coordinator at MVED
- Tech Specialist staff reduction - shifting of Tech Specialist funding source
- Discontinue use of Blackboard Connect and Lexia software
- Decreased need for contracted maintenance contracts
- Combine Interim South Principal with Oshawa Principal position
- South shifting to 6 iPads per room vs. 1:1, using on a rotational basis
- Music Program rehearsals being held onsite and comp time for support staff vs. paid time for performance assistance
- K-4 shared Reading Intervention position
- No replacement of the 5 & 6 Band vacancy
- High School staff reductions (3.3 FTE)
- Moving to digital format only for the Highlights publication
- Relocating Community Education offices to a District Building location

The items mentioned above would be reductions if FY25 Option B was followed. Option B requires using \$425,633 from the reserve; retains \$2.94M in unassigned general fund reserves (39.7 days of funding).

FY25 Option A includes additional reductions as identified below. It would require using \$17,588 from the reserve; retains \$3.35M in unassigned general fund reserves (45.9 days of funding).

- The elimination of field trip funding
- The elimination of DO Office Support staff position
- Reduce English Language (EL) position based on lower caseloads
- No replacement of the North Health Para position
- Move Rockbend program to North or South
- Additional High School staff reductions (.5 FTE)
- Discontinue Middle School Math Intervention position
- Reduce 1 FTE Social Work position w/in the district

FY26 Budget Adjustment Plan -

Work will begin to prepare for FY26 adjustments. Please see the attached document for areas where budget adjustments may be made during FY26.

Discussion among the school board provided guidance for further development of the proposed budget plan. An additional study session was scheduled for April 25, 2024.

IV. Upcoming Meetings of the School Board –

The following meeting timeline will continue to be followed to allow for discussions regarding the FY25 Budget:

April 18 School Board Study Session - Review finalized budget plan

April 23 Administrative Team Meeting - Further refining based on school board discussion and finalizing actions to be taken at the special school board meeting

April 24 SPEA Meeting - Final review of the plan and actions to be taken at the special school board meeting

April 29 Special Board Meeting - Budget plan considered for approval, Non-renewals presented, proposals for unrequested leaves of absence (ULA) if any

April 30 Formal notification of proposed employees for non-renewals/ULAs if any

May 20 School Board Meeting - action presented for ULAs if any

May 21 Formal Notification of ULA if any

V. Adjournment – 9:08PM (Kautt/Martens, unanimous)

Dated: May 20, 2024

Kate Martens, Board Clerk

Minutes of Study Session

The School Board Saint Peter Public Schools

Members Present: Ken Rossow, Tracy Stuewe, Charlie Potts, Bill Kautt, Drew Dixon and Kate Martens

Members Absent: Rita Rassbach

Principals: Darin Doherty, Jana Sykora, Doreen Oelke, Annete Engeldinger and Jon Graff

Administrative Team Members: Superintendent Bill Gronseth, Tami Skinner and Gus Sorbo

Others Present: SPEA Representatives

A Study Session of the School Board of Saint Peter Public Schools was held Thursday, April 25, 2024, beginning at 6:30 PM in the Saint Peter Middle School-Media Center.

- I. **Call Meeting to Order** – 6:31PM (Potts)
- II. **Adoption of the Agenda** – (Stuewe/Dixon, unanimous)
- III. **FY24, FY25 & FY26 Budget Discussion**

In addition to the budget adjustments for FY24 and FY25, we recommend the consideration of pursuing an operational referendum in November of 2025. This would provide additional revenues for FY27 and create a more sustainable budget for the future.

FY24/FY25 Budget Adjustment Plan -

As requested by the School Board during the April 18, 2024 Study Session, further discussions were had by the Administrative Team regarding adjustments recommendations.

- Reducing Rockbend to one section as more students are taking credit recovery classes
- Shifting to Hybrid learning may be possible to accommodate two groups of students.

- Activity passes being given to students that have completed Free and Reduced Lunch applications. A maximum per family cost with the increase in activity pass fees
- Shifting staff assignments will reduce non-renewals
- Maintaining Middle School Math Intervention
- Maintaining staffing level for EL/ML
- Maintaining social work staffing level

A discussion took place regarding the number of days the school district will strive to maintain in the unassigned general fund balance. It was identified that some clerical items were inadvertently missed during the last update of Policy 714. These items will be corrected. Further conversations were had about the following budget line items:

- The reliability of the insurance estimates
- The 30% reduction in extended contracts
- Monitoring MVED costs
- Decreased need for contracted maintenance contracts
- The shifting of interventionist positions within the district
- The possibility of maintaining 6th grade band
- High School staffing changes
- Relocating Community Education offices to a District Building location
- A&I funding and staffing

The School Board requested to receive quarterly updates on the budget, as well as notification of any unusual budget circumstances that arise.

School Board members shared support of the recommended budget adjustments.

FY26 Budget Adjustment Plan -

Adjustments will be necessary for FY26. While tentative plans have been developed, these plans will be further refined before formal adoption next spring.

IV. Upcoming Meetings of the School Board –

April 29 - Special Board Meeting - Budget plan considered for approval, non-renewals and terminations presented.

April 30 - Formal notification of employees for non-renewals

V. Adjournment – 7:40PM (Kautt/Stuewe, unanimous)

Dated: May 20, 2024

Minutes of Special Board Meeting

The School Board Saint Peter Public Schools

Members Present: Charlie Potts, Ken Rossow, Kate Martens, Drew Dixon, Tracy Stuewe and Bill Kautt

Members Absent: Rita Rassbach

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

Administrative Team Members: Superintendent Bill Gronseth, Megan Gracia, Seth Putz, Tami Skinner, Gus Sorbo and Shea Roehrkasse

Others Present: Administrative Assistant Kimberley Deming, SPEA Representative Keith Hanson and other SPMS teachers.

A Special Board Meeting of the School Board of Saint Peter Public Schools was held Monday, April 29, 2024, beginning at 6:30 PM in the Saint Peter Middle School Media Center.

I. Call Meeting to Order - 6:30PM (Potts)

II. Pledge of Allegiance

III. Consideration and Adoption of the Agenda - (Kautt/Dixon, unanimous)

IV. Consider Requests to Speak on the Agenda

V. Action Items

1. Consider Approval of FY24 & FY25 Budget Adjustments – (Rossow/Kautt, unanimous)
 - a. Motion to amend the motion language to read Approval of FY24 Budget Adjustments and FY25 Budget Development Recommendations – (Kautt/Dixon, unanimous)
2. Consider Acceptance of the Non-Renewal of Non-Tenured Staff –
 - a. Due to budget adjustments for FY25 there is a reduction in the 1.00 FTE teaching position of Maggie Anderson. (Kautt/Stuewe)

YAY: Martens, Rossow, Kautt, Potts, Stuewe and Dixon

NAY: None

PASSED

21

- b. Due to budget adjustments for FY25 there is a reduction in the .33 FTE teaching position of Heidi Neimeyer. (Rossow/Kautt)

YAY: Martens, Rossow, Kautt, Potts, Stuewe and Dixon
NAY: None
PASSED

3. Consider Approval of the Termination of Non-Instructional Staff Positions –

- a. Due to budget adjustments for FY25 there is a reduction in staff. The reductions include the elimination of the District Office, Office Support position, Amy Brown, effective June 30, 2024. (Martens/Dixon)

YAY: Martens, Rossow, Kautt, Potts, Stuewe and Dixon
NAY: None
PASSED

- b. Due to budget adjustments for FY25 there is a reduction in staff. The reductions include the elimination of the District-Wide Technology Specialist position, Kelson Lund, effective June 30, 2024. (Kautt/Rossow)

YAY: Martens, Rossow, Kautt, Potts, Stuewe and Dixon
NAY: None
PASSED

VI. Upcoming Meetings of the School Board

HR Committee Meeting
Wednesday, May 1, 2024
5:00 PM
SPMS Conference Room A/B

Policy Committee Meeting
Wednesday, May 8, 2024
4:00 PM
DO

Education Committee Meeting
Thursday, May 9, 2024
1:00 PM
DO

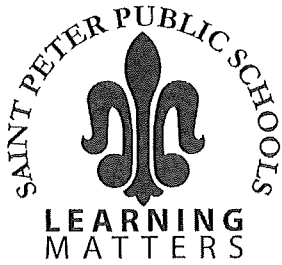
Business Committee Meeting
Thursday, May 16, 2024
10:00 AM
DO

Regular Board Meeting
Monday, May 20, 2024
6:30 PM
SPCC-Governor's Room

VII. **Adjournment**-6:57PM (Rossow/Dixon, unanimous)

Dated: May 20, 2024

Kate Martens, Board Clerk



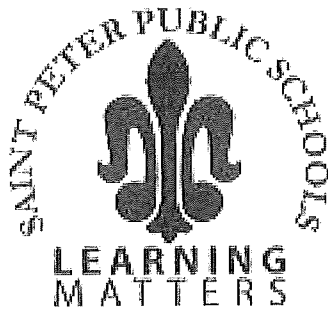
DISTRICT OFFICE
100 Lincoln Drive, Suite 229
Saint Peter, MN 56082-1351
507-934-5703 (Office)
507-934-2805 (Fax)
www.stpetersschools.org

Date: 5/6/2024
To: Dr. Bill Gronseth - Superintendent
From: Bee Ong - Finance Accountant
Re: **Monthly Board Bills, Payroll &
Student Activity Amounts:**

April 2024 - Board Bills	\$653,509.39
April 2024 - Payroll	\$1,062,549.36
April 2024 - Student Activity	\$22,285.49
	<hr/> <hr/>
	\$1,738,344.24

St. Peter Public Schools
 Independent School District 0508
 Wire Transfer Report
 December 2017

HomeTown Bank-Food Service to FNB-BO	12/15/17	120,000.00
MSDLAF to FNB payroll account	12/15/2017	391,346.68
MSDLAF to FNB payroll account	12/29/2017	400,000.00
MSDLAF to Wells Fargo - BCBS - health/life	12/6/2017	271,287.00
MSDLAF to Wells Fargo - BCBS - health/life	12/29/2017	242,943.00
FNB-BO to Wells Fargo - BCBS - medicare health	12/21/2017	10,902.50
Wire of federal payroll taxes	12/1/2017	129,591.26
Wire of federal payroll taxes	12/6/2017	168.08
Wire of state payroll taxes	12/4/2017	20,169.02
Wire of state payroll taxes	12/7/2018	28.38
PERA payments	12/1/2017	18,552.66
TRA payments	12/1/2017	61,701.86
TRA payments	12/6/2017	47.40
Wire of federal payroll taxes	12/18/2017	132,804.07
Wire of federal payroll taxes	12/20/2017	26.16
Wire of state payroll taxes	12/19/2017	20,875.37
PERA payments	12/18/2017	18,633.30
TRA payments	12/18/2017	62,878.96
Select Accounts	12/5/2017	558.34
Select Accounts	12/12/2017	985.93
Select Accounts	12/18/2017	312.67
Select Accounts	12/19/2017	1,173.34
Select Accounts	12/22/2017	576.81
Select Accounts	12/27/2017	45.17
Ameriprise/NBS Group Bill	12/18/2017	910.00
Ameriprise/NBS Group Bill	12/29/2017	910.00
NCB - Dental Claims	12/4/2017	1,895.19
NCB - Dental Claims	12/11/2017	2,637.29
NCB - Dental Claims	12/18/2017	3,658.21
NCB - Dental Claims	12/26/2017	2,811.75
NCB - Dental Premium - March	12/29/2017	1,390.75
Electronic Deposit Fees	12/29/2017	1,462.26
	Total Wires	1,921,283.41



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Jon Graff

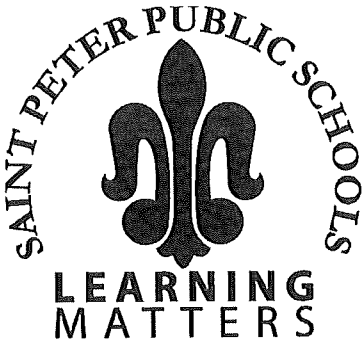
DATE: April 14, 2024

SUBJECT: SPMS Band Director Retirement

Please accept the retirement of Mrs. Lauren Studt-Shoemaker, band director at Saint Peter Middle School, effective May 31, 2024.

Lauren has taught music in Minnesota for a total of 39 years, of which, the last 21 have been with Saint Peter Public Schools. We want to thank Lauren for her incredible service to the district and wish her the very best of luck in retirement.

CC: Lauren Studt-Shoemaker
grp_hire_certified



MEMO TO: Bill Gronseth, Superintendent
Saint Peter School Board

FROM: Doreen Oelke, Principal

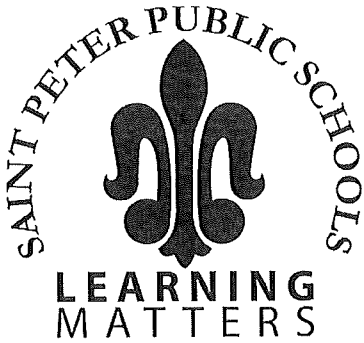
DATE: April 18, 2024

SUBJECT: Eyler FMLA Request

I recommend that you accept the FMLA request of Mariah Eyler, first grade teacher at South Elementary. Ms. Eyler's due date is July 5, 2024. Her leave will begin on August 19, 2024 and end on November 10, 2024. She will use intermittent FMLA leave on August 22, 26 & 27, 2024 to plan with her substitute teacher and attend back to school conferences. She will return full time to her first grade position on November 11, 2024.

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: Mariah Eyler
Grp_hire_certified



MEMO TO: Bill Gronseth, Superintendent
Saint Peter School Board

FROM: Jon Graff, Principal, SPMS

DATE: April 30, 2024

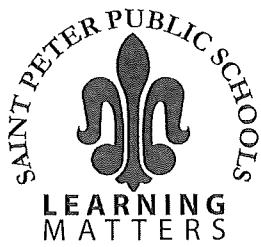
SUBJECT: Teacher Resignation Memo

Please accept the resignation of Emilie Kaus, 7th grade math teacher at SPMS, effective at the end of the 2023-2024 school year.

We thank Emilie for all that she has done for the students, staff, and community of Saint Peter. We wish her the best of luck in her future endeavors.

Please let me know if you have any questions.

Cc: Emilie Kaus
grp_hire_certified



TO: Business Office
Members of the Administrative Team

FROM: Bill Gronseth

SUBJECT: South Interim Principal Assignment 2024-2025

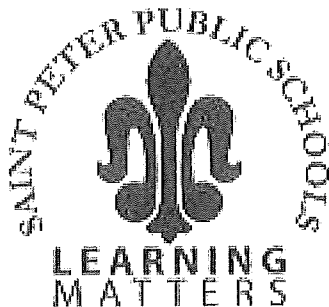
DATE: 04/30/24

We are pleased to announce that Ms. Jana Sykora has been assigned the Interim Principal of South Elementary and Principal of Oshawa Learning Academy for the 2024-2025 school year.

Jana's pay, benefits and applicable assignment stipends will be based on the South Elementary Principal Position per the Principal Employment Agreement

Please let me know if you have any questions.

CC: Jana Sykora
Grp_hire_misc



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Seth Putz

DATE: May 8, 2024

SUBJECT: Recommendation for hire

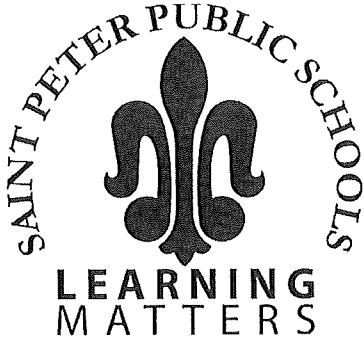
The Operations and Maintenance Department has a Unassigned Custodial Engineer Maintenance/Mechanical position open for the school district. The position has been posted internally and via the district website.

I recommend the hiring of Dmytro (Dima) Gupalo to serve as Unassigned Custodial Engineer Maintenance/Mechanical for the district. Dmytro is bringing maintenance skills he developed in Ukraine to the school district. He has a great can-do attitude. He will be a positive addition to the Maintenance/Custodial team.

EMPLOYMENT HIRING SUMMARY

- **Dmytro Gupalo**
 - Custodian: \$24.54/hour (based on the 2023-2025 contract)
 - Unassigned Differential: \$1.38/hour (1566 hours/year)
 - Start Date: May 13, 2024
 - 9 month probationary period ending February 12, 2025
 - A special boiler's license is required to have been obtained by this date.

Cc: Dave Eiyneck
Mike Keller
Dmytro Gupalo



MEMO TO: Bill Gronseth, Superintendent
Saint Peter School Board

FROM: Jon Graff, Principal, SPMS

DATE: May 15, 2024

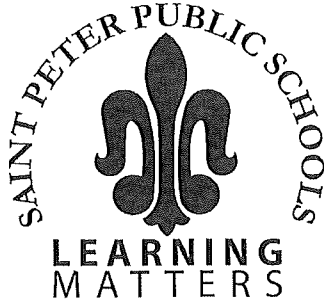
SUBJECT: Teacher Resignation Memo

Please accept the resignation of Megan Gebur, 6th grade science teacher at SPMS, effective at the end of the 2023-2024 school year.

We thank Megan for all that she has done for the students, staff, and community of Saint Peter. We wish her the best of luck in her future endeavors.

Please let me know if you have any questions.

Cc: Megan Gebur
grp_hire_certified



TO: Saint Peter School Board
Mr. Gronseth, Superintendent

FROM: Doreen Oelke, Principal

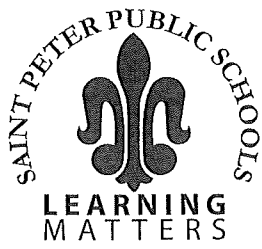
DATE: May 17, 2024

RE: Teacher Resignation

I recommend that you accept the resignation of Ryan Drazan as a South Elementary special education teacher, effective at the end of the 2023-2024 school year. Mr. Drazan has accepted a position in the New Prague Public School District.

We sincerely thank him for his years of service and wish him the best in his new endeavor.

Please let me know if you have any questions.



TO: Saint Peter School Board
Bill Gronseth, Superintendent

FROM: Doreen Oelke, South Principal

SUBJECT: Change of assignment

DATE: 5/17/24

I am pleased to announce that Olivia Mikkelson will be transitioning from her current SLD teaching position at South Elementary to the EBD teacher position at South Elementary for the 2024-2025 school year. I am confident that Oliva will find continued success in her new position.

Please let me know if you have any questions.

CC: Olivia Mikkelson



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

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

**SUBJECT: Returning Summer Saints
Overtime Staff**

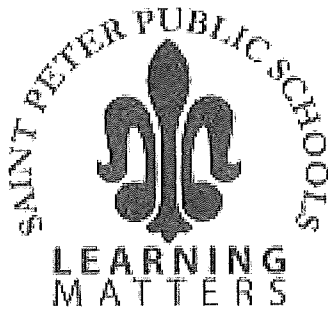
DATE: May 17, 2024

Heidi Johnson will resume her role as Summer Saints Overtime Assistant. She has agreed to be a substitute for the last two weeks of the school year.

Starting in June, Heidi will work for the summer program daily from 7:15 a.m. to 12:15 p.m. She will submit her hours on a time sheet.

EMPLOYEE SUMMARY

- **Heidi Johnson**
- Rate of pay - \$15.25/hr.
- Part-time hours submitted on a timesheet
- 2023-24 School Year and Summer 2024



MEMO TO: Members of the School Board
Bill Gronseth

FROM: Jana Sykora

DATE: May 20, 2024

SUBJECT: Credit Recovery English
Teacher (Summer School)

Applications were received and interviews took place for a summer school English credit recovery teacher.

I am pleased to recommend Cayrl Bunkowske for the position.

NEW EMPLOYEE SUMMARY

- **Cayrl Bunkowske**
 - Credit recovery English teacher (summer school)
 - Employment dates: June 1-30, 2024
 - Hourly compensation based on Step13/MA of teacher contract

Cayrl will need a district issued laptop, printing access on the HS printers, key card access to the HS, key access for classrooms and media center, and her email address reactivated from last summer.

CC: Cayrl Bunkowske
grp_hire_certified



ADDENDUM

REGULAR BOARD MEETING Monday, May 20, 2024 SPCC-Governor's Room 6:30PM

VII. ACTION ITEMS

1. AGENDA ITEM #1

Subject: Acceptance of Gifts, Donations and Grants

Action: Requires a Motion

Background: The following gifts, donations and grants have been generously offered to the Saint Peter Public Schools:

1. A \$4000 grant from Prairie Lakes Regional Arts Council. Funds from this grant will help support the sPARK Mobile Art Studio program. This grant, which will span from June 2024 to January 2025, will play a crucial role in supporting and enhancing art education initiatives.
2. The donation of 130 Take-Home Art Kits for K-4 students who attend afterschool programs or are eligible for free and reduced lunches. This donation is given by the MSU Mankato Art Education Program, along with the support of the Andreas Family Foundation, and is valued at \$5000.
3. A \$2,000 grant from the Shakopee Mdewakanton Sioux Community to be used to support the continuation of Saint Peter High School's Indigenous Joy Day.

Presentation: Business Manager, Megan Gracia

Options/Recommendation: I recommend accepting these gifts, donations and grants.



ADDENDUM

REGULAR BOARD MEETING Monday, May 20, 2024 SPCC-Governor's Room 6:30PM

VII. ACTION ITEMS

2. AGENDA ITEM #2

Subject: Consider Approval of Policy Manual Revisions with no changes

Action: Requires a Motion

Background: The following policies were reviewed by the Policy Committee and are brought forward with no changes.

- 101 Legal Status of the School District
- 101.1 Name of the School District
- 102 Equal Educational Opportunity
- 103 Complaints - Students, employees, parents, other persons
- 104 School District Mission & Equity Statements

Presentation: Policy Committee

Options/Recommendation: I recommend approving these policies.



ADDENDUM

REGULAR BOARD MEETING Monday, May 20, 2024 SPCC-Governor's Room 6:30PM

VII. ACTION ITEMS

<i>3. AGENDA ITEM #3</i>

Subject: Consider Approval of Policy Manual Revisions – Second Reading

Action: Requires a Motion

Background: The following policy was reviewed by the Policy Committee and brought forward for a second reading:

601 School District Curriculum and Instructional Goals

Presentation: Policy Committee

Options/Recommendation: I recommend approving these changes.

Adopted: _____

MSBA/MASA Model Policy 601

Orig. 1995

Revised: _____

Rev. 202~~32~~

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color.
- E. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- F. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- G. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- H. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous,

and People of Color.

- I. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- J. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
 - 1. the size of the academic achievement gap; ~~and~~ rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 - 2. student performance on the Minnesota Comprehensive Assessments;
 - 3. high school graduation rates; and
 - 4. career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.
- K. "World's best workforce" means striving to: meet school readiness goals; ~~have all third-grade students achieve grade-level literacy;~~ close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

[Note: Definitions B, D, F, and H are added to Minnesota Statutes 120B.11—the World's Best Workforce law—effective August 1, 2023. The definitions apply to revisions to the World's Best Workforce law regarding strategic plans; these revisions are effective "for all strategic plans reviewed and updated after June 30, 2024.

Because school districts may choose to implement the new definitions and the strategic plan revisions before June 30, 2024, MSBA includes the new definitions and revisions in Articles III and IV. A school district could choose to wait to adopt the new definitions and revisions with the understanding that they will be effective for all strategic plans reviewed and updated after June 30, 2024.]

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, ~~shall~~must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes the following:
 - 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2).state and federal law;

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

2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 ~~for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups,~~ and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;

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

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

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

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

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

5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income and minority children families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

6. education effectiveness practices that

- a. integrate high-quality instruction, ~~rigorous curriculum,~~ technology, and curriculum that is rigorous, accurate, and culturally sustaining;

- b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;

- c. provide a collaborative professional culture that ~~develops and supports~~ seeks to attract and retain qualified, diverse staff (including but not limited to racially and ethnically diversity) e staff who are effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and

7. an annual budget for continuing to implement the school district plan; ~~and.~~

8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.

B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.

~~_____ School district site and school site goals shall include the following:~~

~~1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:~~

~~**[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]**~~

~~a. reading, writing, speaking, listening, and viewing in the English language;~~

~~b. mathematical and scientific concepts;~~

~~c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);~~

~~d. creative and critical thinking, decision making, and study skills;~~

~~e. work readiness skills;~~

~~f. global and cultural understanding.~~

~~2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:~~

~~a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;~~

~~b. bring many perspectives, including historical, to contemporary issues;~~

~~c. develop an appreciation and respect for democratic institutions;~~

~~d. communicate and relate effectively in languages and with cultures other than the student's own;~~

~~e. practice stewardship of the land, natural resources, and environment;~~

~~f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.~~

~~3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.~~

~~4. School practices and instruction will be directed toward developing within each~~

~~student a positive self-image and a sense of personal responsibility for:~~

- ~~a. — establishing and achieving personal and career goals;~~
- ~~b. — adapting to change;~~
- ~~c. — leading a healthy and fulfilling life, both physically and mentally;~~
- ~~d. — living a life that will contribute to the well-being of society;~~
- ~~e. — becoming a self-directed learner;~~
- ~~f. — exercising ethical behavior.~~

~~5. — Students will be given the opportunity to acquire human relations skills necessary to:~~

- ~~a. — appreciate, understand, and accept human diversity and interdependence;~~
- ~~b. — address human problems through team effort;~~
- ~~c. — resolve conflicts with and among others;~~
- ~~d. — function constructively within a family unit;~~
- ~~e. — promote a multicultural, gender fair, disability-sensitive society.~~

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

~~C. [Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy XXX \(Reading and the Read Act\)](#)~~

~~Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.~~

- ~~1. — The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~
- ~~2. — Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~

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

- ~~3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.~~
- ~~4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:
 - ~~a. a summary of the district's efforts to screen for dyslexia;~~
 - ~~b. the number of students screened for that reporting year; and~~
 - ~~c. the number of students demonstrating characteristics of dyslexia for that year.~~~~
- ~~5. A student identified as having a reading difficulty must be provided with alternate instruction under Minnesota Statutes section 125A.56, subdivision 1.~~
- ~~6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - ~~a. the student's reading proficiency as measured by a locally adopted assessment;~~
 - ~~b. reading-related services currently being provided to the student and the student's progress; and~~
 - ~~c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.~~~~

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

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

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

- ~~8. The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment~~

~~in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.~~

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.12 (~~Reading Proficiently no Later than the End of Grade 3~~ **Read Act Goal and Interventions**)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, *et seq.* (National Education Goals)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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



ADDENDUM

REGULAR BOARD MEETING Monday, May 20, 2024 SPCC-Governor's Room 6:30PM

VII. ACTION ITEMS

4. AGENDA ITEM #4

Subject: Consideration of rescinding a previously passed Non-Renewal Resolution

Action: Requires a Motion

Background: Due to budget reductions a Resolution of Non-Renewal was passed as part of the April 29, 2024, Special School Board Meeting regarding Maggie Anderson, a 1.0 FTE Middle School Science Teacher. Since that time, we have received the resignation of a 1.0 FTE Middle School Science teacher. The previously passed resolution can be rescinded and Ms. Anderson will continue as a Middle School Science teacher.

Presentation: Ytive Prafke

Options/Recommendation: I recommend that the previously passed Non-Renewal Resolution for probationary teacher, Maggie Anderson, be rescinded.



ADDENDUM

REGULAR BOARD MEETING Monday, May 20, 2024 SPCC-Governor's Room 6:30PM

VIII. INFORMATION ITEMS

1. AGENDA ITEM A

Subject: Review of Policy Manual Revisions - First Reading

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

603 Curriculum Development
616 School District System Accountability
620 Credit for Learning

Presentation: Policy Committee

Adopted: _____

MSBA/MASA Model Policy 603

Orig. 1995

Revised: _____

Rev. 2023

603 CURRICULUM DEVELOPMENT

[Note: Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 618-620 provide procedures to further implement the requirements of Minnesota Statutes section 120B.11.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

IV. DISTRICT ADVISORY COMMITTEE

- A. The school board ~~shall~~must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- B. The District Advisory Committee, to the extent possible, ~~shall~~must reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents ~~shall~~must comprise at least two-thirds of ~~advisory~~ committee members.
- C. The District Advisory Committee ~~shall~~must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.
- D. The school district may establish site teams as subcommittees of the District Advisory Committee.
- E. The District Advisory Committee ~~shall~~must recommend to the school board

1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a, ~~section 120B.022 subdivisions 1a and 1b, and section 120B.35~~
 2. district assessments;
 3. means to improve students' equitable access to effective and more diverse teachers; ~~and~~
 4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
 5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
 6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

V. SCHOOL SITE TEAM

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

VI. CURRICULUM DEVELOPMENT PROCESS

[Note: In light of changes in Minnesota law regarding curriculum, MSBA encourages school districts to consider deleting Article VI, Section A or revising it to reflect local curriculum development processes. Literacy planning is now addressed in new model policy 621: Literacy and the READ Act.]

- ~~A. Within the ongoing process of curriculum development, the following needs shall be addressed:~~
- ~~1. Provide for articulation of courses of study from kindergarten through grade twelve.~~
 - ~~2. Identify minimum objectives for each course and at each elementary grade level.~~
 - ~~3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.~~
 - ~~4. Provide a program for ongoing monitoring of student progress.~~
 - ~~5. Provide for specific, particular, and special needs of all members of the student community.~~

- ~~6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.~~
 - ~~7. Integrate required and elective course standards in the scope and sequence of the district curriculum.~~
 - ~~8. Meet all applicable requirements of the Minnesota Department of Education and federal law.~~
- ~~B. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minnesota Statutes section 120B.12, Subd. 2.~~
- A. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes, section 120A.20, [subdivision](#) 1(c). A student's plan under this section shall continue while the student is enrolled.
 - B. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
 - C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § [120A.20 \(Admission to Public School\)](#)
[Minn. Stat. § 120B.10 \(Findings; Improving Instruction and Curriculum\)](#)
Minn. Stat. § 120B.11 (School District Process [for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce](#))
Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; [Personal Learning Plans](#))
[Minn. Stat. § 124D.59 \(Definitions\)](#)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

Adopted: _____

MSBA/MASA Model Policy 616

Orig. 1997

Revised: _____

Rev. 2023

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

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

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota K-12 Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- ~~B. "Graduation Standards" means the credit requirements and locally adopted content standards or Minnesota K-12 Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.~~
- BC. "World's best workforce" means striving to: meet school readiness goals; ~~have all third grade students achieve grade-level literacy~~; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

- A. School District Goals
 - 1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by

the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.

2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40 or 122A.41.

[Insert Local Cycle in this space]

- C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement ~~growth~~ that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By ~~[]~~ November 30 of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The District Advisory Committee, working in cooperation with other committees of the school district [~~such as the Building Site Teams, Curriculum Committee, etc. Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.~~], will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
 - d. Advising the school board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:
 - a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
- ~~4. The Advisory Committee shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers, parents, support staff, students, and other community residents. Included in its membership should be:~~

- a. ~~The Director of Curriculum (or similar educational leader)~~
- b. ~~Principal~~
- c. ~~School Board Member~~
- d. ~~Student Representative~~
- e. ~~One teacher from each building or instructional level~~
- f. ~~Two parents from each building or instructional level~~
- g. ~~Two residents without school-aged children, non-representative of local business or industry~~
- h. ~~Two residents representative of local business or industry~~
- i. ~~District Assessment Coordinator (if different from "a." above)~~

[Note: This Advisory Committee composition is a model only.]

- 5. Translation services should be provided to the extent appropriate and practicable.
- 6. The District Advisory Committee shall completemeet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school board for its input and approval.

- E. Evaluation of Student Progress Committee. ~~A committee of P~~professional staff shall develop a plan for assessment of student progress ~~toward Literacy by Grade 3~~, the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

F. Reporting

- 1. Consistent with Minnesota Statutes, section 120B.36, subdivision~~Subd.~~ 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and

revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: _____

MSBA/MASA Model Policy 620

Orig. 1998

Revised: _____

Rev. 2023 (Oct)

620 CREDIT FOR LEARNING

~~*[Note: School districts statutorily are required to provide students with credit for approved postsecondary courses, as set forth in Section V.; and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII). Optional provisions related to awarding credit to students transferring from out-of-state, private, or home schools and the issuance of student grades for purposes of awarding certain honors, as set forth in Section IV., are not required by statute. Therefore, the language contained in Section IV. is suggested language, and a school district may or may not include this section or may modify this section at its discretion.]*~~

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment option and other advanced enrichment programs. This policy also recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. "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.
- C. "Commissioner" means the Commissioner of MDE.
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under Minnesota Statutes, section 124D.09, subdivision 5 or 5b, enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.

- D. "Course" means a course or program.
- E. "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.
- D. "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- F. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. "Online learning" is a form of digital learning delivered by an approved online learning provider.
- F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
 - 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
 - 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least **[insert number]** credits from the school district.
- B. Transfer of Academic Requirements from Other Schools
 - 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least **three (3)** credits from the school district.
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

- d. **If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.**
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
 - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.
3. **A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.**

V. POSTSECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.
 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the

commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11.

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. CREDIT FROM ONLINE LEARNING COURSES

- A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward 620-4 the graduation and credit requirements of a student completing the Minnesota Academic Standards.
- B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school

district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

[Note: School districts must identify in policy whether they offer courses with weighted grades. Therefore, school districts must include one of the following options in their policies.]

~~A. The school district does not offer weighted grades.~~

[or]

~~A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:~~

[List the types of courses that will be awarded weighted grades and the multiplier, similar to the following examples.]

- ~~1. A grade awarded in an Advanced Placement course will be multiplied by a factor of _____ (i.e., 1.07).~~
- ~~2. A grade awarded in an Honors course will be multiplied by a factor of _____.~~
- ~~3. A grade awarded in a College In the Schools course will be multiplied by a factor of _____.~~
- ~~4. A grade awarded in a course taken through a Postsecondary Enrollment Options program will be multiplied by a factor of _____.~~
- ~~5. A grade awarded in a course in a dual enrollment course will be multiplied by a factor of _____.~~

- ~~C. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.~~
- D. Saint Peter High School awards grade points based on the 4.0 credit scale. In addition, Advanced Placement (AP) and concurrent enrollment courses taken at Saint Peter High School, and PSEO courses will have bonus grade points.
- i. Grade points are awarded and calculated into the cumulative grade point average when credits are entered on the transcript.
 - ii. ~~Bonus points are not awarded for courses taken at other institutions.~~

Earned Grade	Grade Points Awarded	Bonus Points (AP & concurrent)
A	4.0	.03
A-	3.7	.0267
B+	3.3	.0233
B	3.0	.02
B-	2.7	.0167
C+	2.3	.0133
C	2.0	.01
C-	1.7	
D+	1.3	
D	1.0	
D-	.7	
F	0	

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Instruction)



ADDENDUM

REGULAR BOARD MEETING Monday, May 20, 2024 SPCC-Governor's Room 6:30PM

VIII. INFORMATION ITEMS

2. AGENDA ITEM B

Subject: Review of FY25 Budget Presentation

Background: The annual budget must be approved by June 30th of each year. In preparation for approval, Business Manager Megan Gracia will present a preliminary FY25 budget proposal. A three-year outlook will also be presented. The final FY25 Budget will be considered for adoption at the June 17, 2024, Regular School Board Meeting.

Presentation: Business Manager, Megan Gracia

FY25 Preliminary, Adopted Budget

	<u>FB 7/1/24</u>	<u>Revenue</u>	<u>Expenses</u>	<u>Man. Adj.</u>	<u>FB 6/30/25</u>	<u>Diff \$</u>	<u>Diff %</u>
General Fund							
General Fund Unassigned							
General Fund, Transportation, OLC	3,504,664.79	27,114,141.84	27,131,084.14	(176,923.26)	3,310,799.23	(193,865.56)	-6%
Concessions	(75,977.70)	15,000.00	14,270.00		(75,247.70)	730.00	-1%
General Fund Unassigned Total	3,428,687.09	27,129,141.84	27,145,354.14	(176,923.26)	3,235,551.53	(193,135.56)	-6%
Prepays/Nonspendable	29,246.88				29,246.88	-	0%
General Fund Restricted							
Achievement & Integration	-	246,469.47	246,469.47		-	-	NA
Area Learning Center (ALC)	-	220,075.00	231,358.00	11,283.00	-	-	NA
Basic Skills/Compensatory	-	1,732,382.64	1,732,382.64		-	-	NA
English Learner	-	201,365.71	491,743.00	290,377.29	-	-	NA
Gifted and Talented	-	28,876.95	28,876.95		-	-	NA
Learning and Development	-	424,604.42	424,604.42		-	-	NA
Literacy Incentive Aid	-	81,737.06	81,737.06		-	-	NA
Medical Assistance	38,597.97	35,000.00	33,780.00		39,817.97	1,220.00	3%
Safe Schools	-	73,684.08	73,684.08		-	-	NA
Scholarships	152,999.43	19,200.00	19,750.00		152,449.43	(550.00)	0%
School Library Aid	-	39,832.61	39,832.61		-	-	NA
Staff Development	-	323,335.23	323,335.23		-	-	NA
Student Activities (S, N, MS, HS)	170,136.95	183,675.00	185,675.00		168,136.95	(2,000.00)	-1%
General Fund Restricted Total	361,734.35	3,610,238.17	3,913,228.46	301,660.29	360,404.35	(1,330.00)	0.02
General Fund Assigned							
AAA	52,528.38	4,100.00	-		56,628.38	4,100.00	8%
Fund the Depreciation	192,955.57	-	-		192,955.57	-	0%
Q Comp	96,950.00	533,174.05	514,702.40		115,421.65	18,471.65	19%
Severance	364,171.00	-	-		364,171.00	-	0%
VEBA Trust	412,000.00	-	-		412,000.00	-	0%
Water Mitigation	124,737.03	-	-	(124,737.03)	-	(124,737.03)	-100%
General Fund Assigned Total	1,243,341.98	537,274.05	514,702.40	(124,737.03)	1,141,176.60	(102,165.38)	(0.73)
Operating Capital Unassigned							
Operating Capital	(64,180.12)	-	-		(64,180.12)	-	0%
Operating Capital Restricted							
Deferred Maintenance/LTFM	49,608.41	853,103.77	893,907.00		8,805.18	(40,803.23)	-82%
Operating Capital	309,140.24	532,386.57	591,862.00		249,664.81	(59,475.43)	-19%
Operating Capital Total	294,568.53	1,385,490.34	1,485,769.00	-	194,289.87	(100,278.66)	(1.01)
General Fund Total	5,357,578.83	32,662,144.40	33,059,054.00	-	4,960,669.23	(396,909.60)	(1.79)
Unassigned General Fund Expenditures	27,145,354.1						
Unassigned General Fund Expenses/Day	74,370.8						
Unassigned General Fund Balance	3,235,551.5						
60 Day Expenditure Target	4,462,249.8						
Estimated Days of Operation	43.5						

FY25 Preliminary, Adopted Budget

Food Service	FB 7/1/24	Revenue	Expenses	Man. Adj.	FB 6/30/25	Diff \$	Diff %
Food Service (Restricted)	886,741.41	1,773,511.00	2,069,024.00		591,228.41	(295,513.00)	-33%
Food Service Total	886,741.41	1,773,511.00	2,069,024.00	-	591,228.41	(295,513.00)	-33%
Community Service							
Community Service Unassigned							
Community Service	(12,735.58)	-	-		(12,735.58)	-	0%
Community Service Restricted							
Community Education	336,978.24	342,903.65	433,572.00		246,309.89	(90,668.35)	-27%
Early Childhood Family Education	(24,132.36)	131,344.51	144,895.00		(37,682.85)	(13,550.49)	56%
School Readiness	(1,091,255.04)	346,675.25	489,149.00		(1,233,728.79)	(142,473.75)	13%
Non-Public	(8,765.98)	38,399.24	49,511.00		(19,877.74)	(11,111.76)	127%
Community Service Total	(799,910.72)	859,322.65	1,117,127.00	-	(1,057,715.07)	(257,804.35)	32%
Debt Redemption							
Debt Redemption	688,379.92	3,452,027.39	3,444,100.00		696,307.31	7,927.39	1%
Bond Refunding	-	-	-		-	- NA	
Debt Redemption Total	688,379.92	3,452,027.39	3,444,100.00	-	696,307.31	7,927.39	1%
Trust Fund/Scholarships							
Scholarships	733,376.72	20,100.00	22,000.00		731,476.72	(1,900.00)	0%
Trust Fund/Scholarships Total	733,376.72	20,100.00	22,000.00	-	731,476.72	(1,900.00)	0%
Insurance Fund							
Dental Reserve	51,417.37	252,025.00	369,600.00		(66,157.63)	(117,575.00)	-229%
Health Reserve	1,219,605.17	4,274,208.00	3,766,931.11		1,726,882.06	507,276.89	42%
Insurance Fund Total	1,271,022.54	4,526,233.00	4,136,531.11		1,660,724.43	389,701.89	31%
District Totals	8,137,188.72	43,293,338.44	43,847,836.11	-	7,582,691.05	(554,497.67)	-7%
Bond Refunding	47,694,982.22	1,000,000.00	1,292,186.00		47,402,796.22		
w/ Bond Refunding	55,832,170.94	44,293,338.44	45,140,022.11	-	54,985,487.27	(846,683.67)	

FY25 Preliminary, Adopted Budget - Summary

General Fund

	<u>FY25 Preliminary, Adopted Budget</u>					<u>Increase/(Decrease)</u>		
	<u>Fund Bal. 7/1/24</u>	<u>Revenue</u>	<u>Expenses</u>	<u>Man. Adj.</u>	<u>Fund Bal. 6/30/25</u>	<u>Inc/(Dec)</u>	<u>% Change</u>	
<u>General Fund</u>								
General Fund Unassigned	3,428,687.09	27,129,141.84	27,145,354.14	(176,923.26)	3,235,551.53	(193,135.56)	-5.6%	
Prepays/Nonspendable	29,246.88	-	-	-	29,246.88	-	0.0%	
General Fund Restricted	361,734.35	3,610,238.17	3,913,228.46	301,660.29	360,404.35	(1,330.00)	-0.4%	
General Fund Assigned	1,243,341.98	537,274.05	514,702.40	(124,737.03)	1,141,176.60	(102,165.38)	-8.2%	
Operating Capital/LTFM	294,568.53	1,385,490.34	1,485,769.00	-	194,289.87	(100,278.66)	-34.0%	
General Fund Total	5,357,578.83	32,662,144.40	33,059,054.00	-	4,960,669.23	0.00	(396,909.60)	-7.4%

Food Service, Comm. Ed., Debt Service, Scholarships, Insurance

	<u>FY25 Preliminary, Adopted Budget</u>					<u>Increase/(Decrease)</u>		68	
	<u>Fund Bal. 7/1/24</u>	<u>Revenue</u>	<u>Expenses</u>	<u>Man. Adj.</u>	<u>Fund Bal. 6/30/25</u>	<u>Inc/(Dec)</u>	<u>% Change</u>		
<u>Food Service</u>	886,741.41	1,773,511.00	2,069,024.00	-	591,228.41	(295,513.00)	-33.3%		
<u>Community Service</u>	(799,910.72)	859,322.65	1,117,127.00	-	(1,057,715.07)	(257,804.35)	32.2%		
<u>Debt Redemption</u>	688,379.92	3,452,027.39	3,444,100.00	-	696,307.31	7,927.39	1.2%		
<u>Trust Fund/Scholarships</u>	733,376.72	20,100.00	22,000.00	-	731,476.72	(1,900.00)	-0.3%		
<u>Insurance Fund</u>	1,271,022.54	4,526,233.00	4,136,531.11	-	1,660,724.43	389,701.89	30.7%		
District Totals	8,137,188.72	43,293,338.44	43,847,836.11	-	7,582,691.05	(0.00)	(554,497.67)	-6.8%	
	-	-	-	-	-	-	-		
Bond Refunding	47,694,982.22	1,000,000.00	1,292,186.00	-	47,402,796.22	-	(292,186.00)	-0.6%	
Total w/ Bond Refunding	55,832,170.94	44,293,338.44	45,140,022.11	-	54,985,487.27	-	(846,683.67)	-1.5%	

FY25 (2024-2025) Estimates

Revenue	FY24 Estimated Revenue (General Fund, Unassigned)	26,771,624
	FY25 Estimated Changes to Revenue (General Fund, Unassigned)	
	Levy - General, OPEB, CTE, Lease	362,520
	Local Tuition Billing - OLA Summer, MVED	(9,274)
	Activities Increase to Fees from Patrons	30,000
	Admission to Student Activities/Passes	52,500
	Interest Earnings	(30,000)
	Donations/Gifts	(19,225)
	Miscellaneous Revenue	(42,477)
	General Education Revenue	(27,795)
	Special Education Aid / Oshawa Reimbursement	396,951
	Concessions	15,000
	Unemployment Revenue	46,731
	Federal COVID Funds - Extended Day, ESSER III, Homeless	(161,512)
	Sale of Equipment (iPads)	25,000
	Sale of Land	(184,260)
	Solar & Safety Grant Revenue	(96,640)
FY25 Estimated Revenue (General Fund, Unassigned)	<u>27,129,142</u>	

Expenses	FY24 Estimated Expenses (General Fund, Unassigned)	27,875,289
	FY25 Estimated Changes to Expenses (General Fund, Unassigned)	
	Federal COVID Funds - Extended Day, ESSER III, Homeless	(156,004)
	Staff Salary/Fringe Expense Increases, Decreases, Shifts	(108,817)
	Consulting Fees/Contracted Services	(44,348)
	MVED Expense Estimates	(60,408)
	Rock Bend Classroom Reduction	(153,442)
	Travel/Staff Development	(10,000)
	Miscellaneous Increases	169
	Districtwide Supplies and Materials	(90,668)
	Electricity, Water, Sewer, Garbage, Fuels	19,914
	Maintenance & Repairs Costs	(20,750)
	Transportation Costs	41,742
	Technology Devices, Subscriptions	(19,993)
	Equipment Purchases (PY - Solar Project, Safety Grant, etc.)	(113,630)
	Dues, Fees, Memberships	(13,700)
	FY25 Estimated Expenses (General Fund, Unassigned)	<u>27,145,354</u>

FY25 Beginning General Fund, Unassigned Balance	3,428,687
FY25 Estimated Revenue	27,129,142
FY25 Estimated Expenses	27,145,354
FY25 Estimated Transfers to Cover Negative Restricted Fund Balances	(176,923)
FY25 Ending General Fund, Unassigned Balance	<u>3,235,552</u>
Unassigned General Fund Expenditures	27,145,354.1
Unassigned General Fund Expenses/Day	74,370.8
Unassigned General Fund Balance	3,235,551.7
60 Day Expenditure Target	4,462,250.0
Estimated Days of Operation	43.5

FY26 (2025-2026) Estimates

Without Planned FY26 Adjustments

Revenue	FY25 Estimated Revenue (General Fund, Unassigned)	27,129,142
	FY26 Estimated Changes to Revenue (General Fund, Unassigned)	
	Basic Aid Adjustment Adjustment (2.5% Basic Formula x 2,195 APU)	399,490
	Less Aid for 25 Students	(250,000)
	SPED Aid	178,641
	Student Support Personnel Aid (\$40,000 to \$48.73 x APU)	66,962
	<hr/>	
	FY26 Estimated Revenue (General Fund, Unassigned)	27,524,235

Including Planned FY26 Adjustments

Revenue	FY25 Estimated Revenue (General Fund, Unassigned)	27,129,142
	FY26 Estimated Changes to Revenue (General Fund, Unassigned)	
	Basic Aid Adjustment Adjustment (2.5% Basic Formula x 2,195 APU)	399,490
	Less Aid for 25 Students	(250,000)
	SPED Aid	178,641
	Student Support Personnel Aid (\$40,000 to \$48.73 x APU)	66,962
	<hr/>	
	FY26 Estimated Revenue (General Fund, Unassigned)	27,524,235

Expenses	FY25 Estimated Expenses (General Fund, Unassigned)	27,145,354
	FY26 Estimated Changes to Expenses (General Fund, Unassigned)	
	Staff Salary/Fringe Expense Increases, Decreases, Shifts	1,198,654
	New FMLA Tax (estimated 0.35% for employer)	55,125
	Consulting Fees/Contracted Services/Miscellaneous	2,711
	MVED Expense Estimates	51,086
	Electricity, Water, Sewer, Garbage, Fuels	20,161
	Transportation Costs	34,091
	<hr/>	
	FY26 Estimated Expenses (General Fund, Unassigned)	28,507,182

Expenses	FY25 Estimated Expenses (General Fund, Unassigned)	27,145,354
	FY26 Estimated Changes to Expenses (General Fund, Unassigned)	
	Staff Salary/Fringe Expense Increases, Decreases, Shifts	1,198,654
	New FMLA Tax (estimated 0.35% for employer)	55,125
	Consulting Fees/Contracted Services	2,711
	MVED Expense Estimates	51,086
	Electricity, Water, Sewer, Garbage, Fuels	20,161
	Transportation Costs	34,091
	<hr/>	
	Tentative FY26 Budget Adjustment Plans (less Funding Shifts)	70 (807,545)
	<hr/>	
	FY26 Estimated Expenses (General Fund, Unassigned)	27,699,637

FY26 Beginning General Fund, Unassigned Balance	3,235,552
FY26 Estimated Revenue	27,524,235
FY26 Estimated Expenses	28,507,182
FY26 Estimated Transfers to Cover Negative Restricted Fund Balances	(200,024)
FY26 Ending General Fund, Unassigned Balance	<u>2,052,581</u>
Unassigned General Fund Expenditures	28,507,182.1
Unassigned General Fund Expenses/Day	78,101.9
Unassigned General Fund Balance	2,052,580.7
60 Day Expenditure Target	4,686,112.1
Estimated Days of Operation	26.3

FY26 Beginning General Fund, Unassigned Balance	3,235,552
FY26 Estimated Revenue	27,524,235
FY26 Estimated Expenses	27,699,637
FY26 Estimated Transfers to Cover Negative Restricted Fund Balances	(200,024)
FY26 Ending General Fund, Unassigned Balance	<u>2,860,126</u>
Unassigned General Fund Expenditures	27,699,637.1
Unassigned General Fund Expenses/Day	75,889.4
Unassigned General Fund Balance	2,860,125.7
60 Day Expenditure Target	4,553,365.0
Estimated Days of Operation	37.7

FY27 (2026-2027) Estimates

Without Planned PY FY26 Adjustments

Revenue	FY26 Estimated Revenue (General Fund, Unassigned)	27,524,235
	FY27 Estimated Changes to Revenue (General Fund, Unassigned)	
	Basic Aid Adjustment Adjustment (2.0% Basic Formula x 2,151 APU)	320,499
	Less Aid for 25 Students	(250,000)
	SPED Aid	166,384
	EL Cross Subsidy (25%)	73,000
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	FY27 Estimated Revenue (General Fund, Unassigned)	27,834,118

Including Planned PY FY26 Adjustments

Revenue	FY26 Estimated Revenue (General Fund, Unassigned)	27,524,235
	FY27 Estimated Changes to Revenue (General Fund, Unassigned)	
	Basic Aid Adjustment Adjustment (2.0% Basic Formula x 2,151 APU)	320,499
	Less Aid for 25 Students	(250,000)
	SPED Aid	166,384
	EL Cross Subsidy (25%)	73,000
	<hr/>	
	FY27 Estimated Revenue (General Fund, Unassigned)	27,834,118

Expenses	FY26 Estimated Expenses (General Fund, Unassigned)	28,507,182
	FY27 Estimated Changes to Expenses (General Fund, Unassigned)	
	Staff Salary/Fringe Expense Increases, Decreases, Shifts	1,006,498
	Consulting Fees/Contracted Services	2,819
	MVED Expense Estimates	21,929
	Electricity, Water, Sewer, Garbage, Fuels	20,767
	Transportation Costs	34,773
	<hr/>	
	FY27 Estimated Expenses (General Fund, Unassigned)	29,593,968

Expenses	FY26 Estimated Expenses (General Fund, Unassigned)	27,699,637
	FY27 Estimated Changes to Expenses (General Fund, Unassigned)	
	Staff Salary/Fringe Expense Increases, Decreases, Shifts	982,272
	Consulting Fees/Contracted Services	2,819
	MVED Expense Estimates	21,929
	Electricity, Water, Sewer, Garbage, Fuels	20,767
	Transportation Costs	34,773
	<hr/>	
	FY27 Estimated Expenses (General Fund, Unassigned)	28,762,197

FY27 Beginning General Fund, Unassigned Balance	2,052,581
FY27 Estimated Revenue	27,834,118
FY27 Estimated Expenses	29,593,968
FY27 Estimated Transfers to Cover Negative Restricted Fund Balances	(200,024)
FY27 Ending General Fund, Unassigned Balance	<u>92,706</u>
Unassigned General Fund Expenditures	29,593,968.4
Unassigned General Fund Expenses/Day	81,079.4
Unassigned General Fund Balance	92,706.4
60 Day Expenditure Target	4,864,761.9
Estimated Days of Operation	1.1

FY27 Beginning General Fund, Unassigned Balance	2,860,126
FY27 Estimated Revenue	27,834,118
FY27 Estimated Expenses	28,762,197
FY27 Estimated Transfers to Cover Negative Restricted Fund Balances	(200,024)
FY27 Ending General Fund, Unassigned Balance	<u>1,732,023</u>
Unassigned General Fund Expenditures	28,762,197.0
Unassigned General Fund Expenses/Day	78,800.5
Unassigned General Fund Balance	1,732,022.7
60 Day Expenditure Target	4,728,032.4
Estimated Days of Operation	22.0

FY25 Preliminary, Adopted Budget
Grade Progression Ratio Model

Grade	Pupil Unit Weight	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28
		Total Students	Total Students	Total Students	Total Students	Total Students	Total Students	Total Students	Total Students	Total Students	Total Students	Total Students	Total Students
EC	1	45.06	50.89	48.48	49.23	45.32	39.75	42.33	38.00	38.00	38.00	38.00	38.00
HK	1	30.24	36.07	30.55	37.80	31.16	28.47	30.83	-	-	-	-	-
KG	1	129.13	118.12	109.05	113.29	82.77	115.07	101.54	136.86	130.00	130.00	130.00	130.00
1	1	139.78	159.35	153.93	143.65	144.13	119.84	141.22	135.60	137.67	130.77	130.77	130.77
2	1	165.55	144.17	165.56	160.44	134.74	137.62	124.50	148.23	137.42	139.52	132.52	132.52
3	1	157.53	169.62	141.22	166.87	161.65	124.61	138.88	128.49	147.93	137.14	139.23	132.25
4	1	157.41	165.66	178.21	142.69	169.65	149.47	132.27	145.83	131.53	151.42	140.38	142.52
5	1	165.49	157.59	165.27	180.77	140.93	158.69	156.96	138.72	146.56	132.19	152.18	141.08
6	1	170.06	173.94	165.81	172.53	178.24	133.53	153.30	154.10	139.28	147.16	132.72	152.80
7	1.2	162.00	182.37	184.43	175.08	176.61	175.73	149.41	158.88	161.88	146.32	154.59	139.43
8	1.2	181.36	169.48	182.77	176.19	174.37	177.76	164.85	147.80	157.37	160.34	144.93	153.12
9	1.2	178.91	195.39	167.73	188.71	188.22	177.95	191.03	181.42	155.48	165.54	168.67	152.45
10	1.2	154.70	181.76	196.08	166.11	189.14	190.59	174.26	185.15	180.72	154.88	164.91	168.02
11	1.2	151.91	156.35	179.37	191.67	158.75	183.23	188.99	173.38	182.14	177.78	152.36	162.22
12	1.2	122.19	160.64	149.82	178.76	186.69	155.69	181.31	195.71	173.18	181.93	177.58	152.19
													72
EC		45.06	50.89	48.48	49.23	45.32	39.75	42.33	38.00	38.00	38.00	38.00	38.00
HK		30.24	36.07	30.55	37.80	31.16	28.47	30.83	-	-	-	-	-
KG		129.13	118.12	109.05	113.29	82.77	115.07	101.54	136.86	130.00	130.00	130.00	130.00
GR 1-3		462.86	473.14	460.71	470.96	440.52	382.07	404.60	412.32	423.01	407.42	402.52	395.54
GR 4-6		492.96	497.19	509.29	495.99	488.82	441.69	442.53	438.65	417.37	430.77	425.29	436.40
GR 7-8		343.36	351.85	367.20	351.27	350.98	353.49	314.26	306.68	319.25	306.66	299.51	292.55
GR 9-12		607.71	694.14	693.00	725.25	722.80	707.46	735.59	735.66	691.52	680.13	663.52	634.88
Total ADM		2,111.32	2,221.40	2,218.28	2,243.79	2,162.37	2,068.00	2,071.68	2,068.17	2,019.16	1,992.98	1,958.83	1,927.37
Total WADM		2,301.53	2,430.60	2,430.32	2,459.09	2,377.13	2,280.19	2,281.65	2,276.64	2,221.31	2,190.34	2,151.44	2,112.86
		-	-	-	-	-	-	-	-	-	-	-	-

Adjusted ADM (less EC & Tuition)	2,001.35	2,002.17	1,953.16	1,926.98	1,892.83	1,861.37
Demographic Study (K-12)	1,996.00	1,979.00	1,939.00	1,921.00	1,896.00	1,887.00
Difference	5.35	23.17	14.16	5.98	(3.17)	(25.63)



ADDENDUM

REGULAR BOARD MEETING Monday, May 20, 2024 SPCC-Governor's Room 6:30PM

VIII. INFORMATION ITEMS

3. AGENDA ITEM C

Subject: 2023-2024 Superintendent Evaluation

Background: The superintendent's annual evaluation includes a self-assessment, the collection of evidence, a School Board member survey and discussion. School Board Chair, Charlie Potts, will facilitate the process.

Presentation: Board Chair, Charlie Potts

The Superintendent's goals for 2023-2024 were:

1. Complete the action steps outlined in the strategic plan.
 - a. Provide documentation of completed action steps.
2. Enrollment growth
 - a. Enhance enrollment campaign to include social media, online, and printed marketing materials.
3. Implementation of Legislative Actions
 - a. Implement applicable legislative changes following required timelines.
 - b. Develop an effective communication system for all stakeholders regarding changes to policies and procedures.
4. Buildings and Operations
 - a. Develop a plan to address the HVAC and other needs of the Middle School.
 - b. Provide the School Board with information needed to make informed decisions regarding facilities.