

Regular School Board Meeting

Monday, March 18, 2024 5:45 PM

School District Media Center, 131 Hickory Street North, Lester Prairie, MN 55354

I. Call to Order

II. Pledge of Allegiance

III. Approval of Agenda

III.A. Action to approve agenda

IV. Recognition of Communications Since Last Meeting

V. Open Dialogue

VI. Approval of Consent Agenda

VII. Reports

VIII. New Business

VIII.A. Action to approve the Resolution to dissolve the Boys and Girls Golf Co-Op between Mayer Lutheran High School and Lester Prairie High School.

VIII.B. Action to approve the Resolution to dissolve the Boys and Girls Cross Country Co-Op between Mayer Lutheran High School and Lester Prairie High School.

VIII.C. Action to approve the 2024-2025 School Calendar establishing 171.5 student days for grades 7-12; 169.5 student days for K-6; and 181 teacher duty days.

VIII.D. Action to designate the Identified Official with Authority for ISD #424.

Designation of Identified Official with Authority (IOwa) for the MDE External User Access Recertification System

The MN Department of Education (MDE) requires that school districts annually designate an Identified Official with Authority to comply with the MHIT Enterprise Identity and Access Management Standard which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The Identified Official with Authority will assign job duties and authorize external user's access to MDE secure systems for their local education agency (LEA).

The Board recommends to authorize Superintendent Melissa Radeke to act as the Identified Official with Authority (IOwa) for Lester Prairie Public School District 0424-01.

IX. Old Business

X. School Finance

x.A. Action to approve the FY 25-27 Achievement and Integration Plan and budget.

XI. Policy Administration

XII. Personnel

XII.A. Action to approve contract for Mary Wenisch as Special Education teacher for the 2024-25 school year.

XII.B. Action to approve the following contracts:

- A. **Callie Nelson** - JH Softball Coach
- B. **Anthony Frank** - Assistant Varsity Baseball Coach
- C. **Angela Christen** - Assistant Varsity Softball Coach

XII.C. Action to approve the following resignations effective June 30, 2024:

- D. **Katie Carmine** - Elementary Teacher
- E. **Anna Soupier** - Elementary Teacher

XIII. Other Items for the Board

XIV. Adjourn the Regular Board Meeting



Lester Prairie Schools

District Office
131 Hickory St. N
Lester Prairie, MN 55354

Phone: 320-395-2521
Fax: 320-395-4202
Website: www.lp.k12.mn.us/

REGULAR BOARD MEETING AGENDA
DATE: Monday, March 18, 2024
LOCATION: School Media Center
TIME: 5:45 PM

I. Call to Order

- A. Board Chair Hentges to open the Lester Prairie School District Regular Board meeting at 5:45 pm.
- B. Welcome to public and guests

II. Pledge of Allegiance

III. Approval of Agenda

Motion by _____ and seconded by _____ to approve agenda.

Voting was _____ for and _____ against.

IV. Recognition of Communications Since the Last Meeting

- A. Communications received by Board Members
 - o Good News Section:
 - 1. _____
- B. Open Dialogue. (Each person in the audience will be given three (3) minutes - total time - 15 minutes.)

V. Approval of Consent Agenda

- A. **Approve Previous Minutes**
 - o Regular Board Meeting: February 12, 2024
- B. **Approve Bills** - Bills reviewed by R.Heimerl and Christen
 - o Board Bills: \$172,590.61
 - o Student Activity Bills: \$2,517.29

Motion by _____ and seconded by _____ to approve consent agenda, board minutes, & payment of bills presented.

Voting was _____ for and _____ against.

VI. Administrative Reports

- A. **Principal - Mike Lee**
- B. **AD/DoS - Ross Scheevel**
- C. **Superintendent - Melissa Radeke**

VII. School Board Committee Reports

- A. Community Ed - Hentges, R.Heimerl

- B. PTO - Stifter-Knoll, R. Heimerl
- C. Facilities/Maintenance - Engen, Christen, B.Heimerl
- D. Tech/Media - Christen, Stifter-Knoll
- E. Activities - Hentges, Engen, B.Heimerl
- F. Negotiations:
 - Certified -Hentges, B.Heimerl, Christen
 - Non-Certified - R.Heimerl, B.Heimerl, Engen
 - Administration - R.Heimerl, Stifter-Knoll, Christen
- G. Meet and Confer - Stifter-Knoll, R.Heimerl
- H. Policy - Stifter-Knoll, Hentges
- I. Legislative - B.Heimerl
- J. City Council - B.Heimerl, Christen

VIII. New Business

- A. Action to approve the Resolution to dissolve the Boys and Girls Golf Co-Op between Mayer Lutheran High School and Lester Prairie High School.

Motion by _____ and seconded by _____ to approve golf co-op dissolution as presented.

Voting was _____ for and _____ against.

- B. Action to approve the Resolution to dissolve the Boys and Girls Cross Country Co-Op between Mayer Lutheran High School and Lester Prairie High School.

Motion by _____ and seconded by _____ to approve cross country co-op dissolution as presented.

Voting was _____ for and _____ against.

- C. Action to approve the 2024-2025 School Calendar establishing 171.5 student days for grades 7-12; 169.5 student days for K-6; and 181 teacher duty days.

Motion by _____ and seconded by _____ to approve 2024-2025 School Calendar as presented.

Voting was _____ for and _____ against.

- D. Action to designate the Identified Official with Authority for ISD #424.

Designation of Identified Official with Authority (IOWA) for the MDE External User Access Recertification System

The MN Department of Education (MDE) requires that school districts annually designate an Identified Official with Authority to comply with the MHIT Enterprise Identity and Access Management Standard which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The

Identified Official with Authority will assign job duties and authorize external user's access to MDE secure systems for their local education agency (LEA).

The Board recommends to authorize Superintendent Melissa Radeke to act as the Identified Official with Authority (IOwA) for Lester Prairie Public School District 0424-01.

Motion by _____ and seconded by _____ to designate Superintendent Melissa Radeke to act as the Identified Official with Authority (IOwA) for Lester Prairie Public School District 0424-01.

Voting was _____ for and _____ against.

IX. Old Business

A. none

X. School Finance

A. Action to approve the FY 25-27 Achievement and Integration Plan and budget.

Motion by _____ and seconded by _____ to approve plan and budget as presented.

Voting was _____ for and _____ against.

XI. Policy Administration

A. none

XII. Personnel

A. Action to approve contract for Mary Wenisch as Special Education teacher for the 2024-25 school year.

Motion by _____ and seconded by _____ to approve contract as presented.

Voting was _____ for and _____ against.

B. Action to approve the following resignations effective June 30, 2024:

- o **Katie Carmine** - Elementary Teacher
- o **Anna Soupir** - Elementary Teacher

Motion by _____ and seconded by _____ to approve resignations as presented.

Voting was _____ for and _____ against.

C. Action to approve the following contracts:

- o **Callie Nelson** - JH Softball Coach
- o **Anthony Frank** - Assistant Varsity Baseball Coach
- o **Angela Christen** - Assistant Varsity Softball Coach

Motion by _____ and seconded by _____ to approve contracts as presented.

Voting was _____ for and _____ against.

XIII. Other Items for the Board

XIV. Adjourn the Regular Board meeting at _____

UPCOMING DATES and NOTES:

- A. March 22: End of 3rd Quarter - 11:30 early dismissal
- B. March 29 and April 1: Spring Break - no school
- C. April 15: Regular School Board Meeting 5:45pm

RESOLUTION OF GOVERNING BOARD

BE IT RESOLVED, that the Governing Board of Lester Prairie Schools supports the dissolution of the Boys and Girls Golf CO-OP between Mayer Lutheran High School and Lester Prairie High School.

3/6/24

Date

Board Chair/Head of School

3/6/24

Date

Board Clerk – Treasurer/ Finance Director

RESOLUTION OF GOVERNING BOARD

BE IT RESOLVED, that the Governing Board of Lester Prairie Schools supports the dissolution of the Boys and Girls Cross Country CO-OP between Mayer Lutheran High School and Lester Prairie High School.

3/6/24

Date

Board Chair/Head of School

3/6/24

Date

Board Clerk – Treasurer/ Finance Director

Lester Prairie School District #424

2024-2025 Calendar

Board
DRAFT

August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Aug. 14 Paraprofessional Conference
Aug. 26 New Teacher Workshop Day

Aug 27-29 Staff Development Teacher Days
Aug. 28 OPEN HOUSE 4-7pm
Sept. 2 Labor Day—No School
Sept. 3 First Day of School—Grades 1-12
Sept. 3 & 4 Kindergarten Listening Conferences
Sept. 6 First Day of School—Kindergarten

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Oct. 4 K-6 Early Dismissal 11:30 (READ Act)
Oct. 10 & 14 Parent Teacher Conf. 3:30-7:30
Oct. 17-18 MEA Break—No School

Nov. 1 End of 1st Quarter
11:30 Dismissal—half day Staff Development
Nov. 27 K-6 Early Dismissal 11:30 (READ Act)
Nov. 28-29 Thanksgiving Break—No School

October 2024						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Dec. 20 K-6 Early Dismissal 11:30 (READ Act)
Dec. 23-Jan. 1 Winter Break—No School

Jan. 2 First Day back from Break
Jan. 17 Last day 2nd Quarter—End of Semester
11:30 Dismissal—half day Staff Development

Feb. 14 Staff Development—No School
Feb. 17 President's Day—No School
Feb. 20 Parent Teacher Conf. 3:30-7:30
Feb. 24 Parent Teacher Conf. 3:30-7:30

March 21 End of 3rd Quarter
11:30 Dismissal—half day Staff Development

November 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30










April 17 K-6 Early Dismissal 11:30 (READ Act)
April 18-21 Spring Break -No School

May 16 Graduation
May 23 Last Day for Students
May 26 Memorial Day
May 27 No School—Staff Development Teacher Day

December 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Student Days	
QTR 1	41.5 (K-6: 41)
QTR 2	44.5 (K-6: 43.5)
QTR 3	42.5 (K-6: 42.5)
QTR 4	43.0 (K-6: 42.5)
TOTAL:	171.5 (K-6: 169.5)

Staff Days Total: 181 Days	
Aug. 26	New Teacher WS (0)
Aug. 27	Staff Dev. (1)
Aug. 28	Staff Dev. (1.5)
Aug. 29	Staff Dev. (0.5)
Oct. 10 & 14	Conferences (1)
Nov. 1	Staff Dev. (0.5)
Jan. 17	Staff Dev. (0.5)
Feb. 14	Staff Dev. (1)
Feb. 20 & 24	Conferences (1)
March 21	Staff Dev. (0.5)
May 27 & 28	Staff Dev. (2)

-  New Teacher Workshop
-  NO School/Prof Development Day
-  First Day of Classes
-  Regular School Day—Evening Conferences 3:30 –7:30
-  Graduation
-  Holiday/No School Days
-  End of Quarter
-  K-6 Early Dismissal 11:30
-  Paraprofessional Conference

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

READ Act
Staff Training:

Oct. 4
Nov. 1
Nov. 27
Dec. 20
Jan. 17
Feb. 14
March 21
April 17

February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



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Education Identity and Access Management Board Resolution

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

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

**It is strongly recommended that only one person at the local educational agency or organization (the superintendent or exec. director) is designated as the IOwA. The IOwA will grant the IOwA Proxy role(s).
Designation of the Identified Official with Authority for Education Identity and Access Management**

Organization Name: **LESTER PRAIRIE SCHOOL DISTRICT**

6-Digit or 9-Digit Organization Number (e.g. 1234-01 or 1234-01-000): **0424-01**

Superintendent or Exec. Director Name: **SUPT. MELISSA RADEKE**

Will act as the IOwA? Yes No

If no, identify below the individual who will act as the IOwA for your organization.

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

Print Name: **MELISSA RADEKE**

Title: **SUPERINTENDENT OF SCHOOLS**

Board Member Signature:

Name: _____

Date: _____

Achievement and Integration Plan

July 1, 2024 to June 30, 2027

Submissions due by March 15th, 2024

District ISD# and Name: Lester Prairie Schools #424

District Integration Status: Racially Isolated District (RI)

Superintendent: Dr. Melissa Radeke

Phone: 320-395-2521

Email: radeke@lp.k12.mn.us

Plan submitted by: Dr. Melissa Radeke

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Type name of integration collaborative here, if applicable

1. **Howard Lake Waverly Winsted ISD #2687** A - Adjoining

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan ([Minn. Stat. § 124D.861, subd. 4](#)).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by [Minnesota Rules 3535.0160, subpart 2](#), and [Minnesota Rules 3535.0170, subparts 2-5](#).

Superintendent:

Signature:

Date Signed:

School Board Chair:

Signature:

Date Signed:

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

AIPAC Member Signature (if applicable): __ NA _____ Date Signed: _____

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: Superintendent Nate Walbruch, Principal Stephanie Kuehn, Art Teacher Kristi Main
Community Collaboration Council for Racially Identifiable School(s): Superintendent Dr. Melissa Radeke, Principal Mike Lee, AD/Dean Ross Scheevel, Community Member Kelli Machemehl, EL Teacher Anne Chapman, Title Teacher Jessica Flies, Elementary Teacher Kelly Kramer, Art Teacher Angelica Biondo, Liaison Jannina Wall, Spanish Teacher Amanda Wood

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: The STAR Reading Percentile Rank proficiency gap between White and Hispanic/Latino students enrolled October 1 in grades K-8 at Lester Prairie Schools will decrease from the STAR Reading baseline gap of 34% in school year 2023-24 to:

- 31% in 2024-25
- 28% in 2025-26
- 25% in 2026-27

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Goal #2: The STAR Math Percentile Rank proficiency gap between White and Hispanic/Latino students enrolled October 1 in grades K-8 at Lester Prairie Schools will decrease from the STAR Math baseline gap of 24% in school year 2023-24 to:

- 21% in 2024-25
- 18% in 2025-26
- 15% in 2026-27

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Goal #3: Students from Howard Lake Waverly Winsted District #2687 and Lester Prairie School District #424 will participate in activities (ex. Cultural Arts Fair, Diversity Fair, or Kindness/Courage Retreat) designed to increase cultural and racial interactions and celebrate cultural and racial diversity. The School Districts will create a survey to assess the activity and measure progress toward meeting the goals. Because the survey will assess the activity and culturally responsive teaching leading up to the activity, we will use zero as our baseline data.

Aligns with WBWF area: All students are reading for career and college

Goal type: Integration

Goal #4: Staff responsible for reading instruction from Lester Prairie Schools will be trained in the Science of Reading by June 30, 2027. Lester Prairie School staff responsible for reading instruction that are trained in the Science of Reading will increase from 0% in 2024 to 100% in 2027.

Aligns with WBWF area: All students are reading for career and college

Goal type: Teacher Equity

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy #1: Cross District Cultural, Racial, and Ethnic Awareness and Acceptance

Type of Strategy: Innovative and integrated PreK-12 learning environments.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

- Lester Prairie Schools will partner with Howard Lake Waverly Winsted School District at a common site for a cultural, racial and ethnic awareness and acceptance activity such as a Cultural Art Fair, Diversity Fair, or Kindness/Courage Retreat.
- Activity leaders will create learning experiences with outcomes for students that will include increasing cultural and racial interaction and celebrating cultural, ethnic, and racial diversity.
- Selected students will include middle school students.
- Assessment of the experience for students will be a survey of attitudes, interest, and overall effectiveness of the experience. On a 5-point Likert Scale, students will agree (4) or strongly agree (5) on the positive experience, increased understanding, and knowledge of ways to promote and celebrate cultural and racial diversity.

Location of services: Common site selected by the participating districts.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2025	Target 2026	Target 2027
Survey results will show that students who participate in the inter district integration activity will have an overall positive experience, increased understanding of racial and cultural diversity, and knowledge of ways to promote and celebrate cultural and racial acceptance among their peers. (Baseline data = 0%)	75%	80%	85%
Participation will be tracked and data will be disaggregated by race and FRP subgroups.	90% for each subgroup	90% for each subgroup	90% for each subgroup

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy #2: Student Success Intervention Program

Type of Strategy: Innovative and integrated PreK-12 learning environments.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

The Intervention Program will serve the learning needs of individual students with targeted interventions provided in and outside of the general education classroom using an MTSS data-decision driven model. The Instructional Interventionist will collaborate with teachers to help develop targeted interventions that can be delivered in the general education classroom and identify and serve students who need supports but do not have access to additional services such as SPED and/or EL.

Intended outcomes include closing the achievement gap between white and Hispanic/Latino student groups supported by implementing best-practice evidence-based instructional strategies to serve all students. Instructional practices will include the science of reading and teaching foundational math skills.

Location of services: Lester Prairie School District

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2025	Target 2026	Target 2027
The STAR Reading baseline gap of 34% in the school year 2023-24 will be reduced to 25% by school year 2026-27.	31%	28%	25%
The STAR Math baseline gap of 24% in the school year 2023-24 will be reduced to 15% by school year 2026-27.	21%	18%	15%
The 2023 MCA Reading baseline gap of 17% will be reduced to 11% by school year 2026-27.	15%	13%	11%
The 2023 MCA Math baseline gap of 30% will be reduced to 21% by school year 2026-27.	27%	24%	21%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy #3: Science of Reading Training Program

Type of Strategy: Equitable access to Effective and More Diverse Teachers

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

- Lester Prairie Schools will collaborate with Southwest West Central Service Cooperative to train staff in the science of reading using an MDE-approved training program. There are 18 teachers at the elementary level and 19 teachers at the Middle High School level. We have 13 paraprofessionals. Phase One will include 19 teachers. Phase Two will include the rest of the teachers who will need the training, including new to district staff.
- A Curriculum and Assessment team will support implementation and monitor the outcomes of the science of reading.
- Achievement and Integration funds will not be used to attain this goal. Other revenue sources will be used to support this goal.

Location of services: Lester Prairie School District

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2025	Target 2026	Target 2027
Lester Prairie School District staff will complete the science of reading training.	Complete Year 1 of 2 training	Complete Year 2 of 2 training	Complete training for new staff.

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy #4: Staff Development for Teachers and Paraprofessionals

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

- Lester Prairie Schools will partner with five other districts (ACGC, BOLD, BLHS, KMS, & MACCRAY) and the Southwest Service Cooperative (SWWC) to provide onsite and virtual professional development twice monthly using the Shared Services North Collaborative model for both teachers and paraprofessionals. The shared services model will include a Data Mine in early August.
- Targeted professional development will be delivered by SWWC trained instructors and include best-practice evidenced-based instructional strategies that include topics such as the science of reading and foundational math, standards and assessment alignment, data literacy and utilization, MTSS, curriculum mapping, and culturally responsive instruction. Professional Development will also be embedded in staff meetings and PLCs and delivered by local teachers to increase effective teaching strategies for all students including SPED, EL, and FRP student groups to increase student achievement for all students and reduce the achievement gap between White and Hispanic/Latino student groups.
- The Curriculum and Instruction team, Staff Development team, and administration will prioritize and schedule the professional development activities to increase achievement for all students, increase the effectiveness of

instruction for all students, and reduce the achievement gap between White and Hispanic/Latino student groups.

Location of services: Lester Prairie School District, ACGC, BOLD, BLHS, KMS, MACCRAY, and SWWC

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2025	Target 2026	Target 2027
100% of the teachers and paraprofessionals will participate in the professional development activities provided by the SWWC Shared Services North Collaborative.	100%	100%	100%
100% of the teachers and paraprofessionals will implement best-practice evidence-based teaching strategies that will increase instructional effectiveness, student achievement, and student success.	100%	100%	100%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

Creating efficiencies:

- This Achievement and Integration Plan creates efficiencies in multiple ways. It strengthens the Professional Development for our teachers and paraprofessionals, bolstering their skills around best-practice and evidence-based instruction. The Plan will augment the MTSS process for serving the individual needs of students and enhance service offerings to support student needs. We anticipate efficiencies will be created around increased student belonging for all student groups along with an established focus on high-expectations for the achievement of and the development of healthy relationships of all students.

Eliminating Duplicative Programs:

- This Achievement and Integration Plan eliminates duplicative programs by knitting together district goals and initiatives. This plan interweaves student success and achievement with the MTSS process for all instruction and assessment along with new legislative Read Act requirements. This Achievement and Integration plan brings together the work of our Literacy Plan, World's Best Workforce, and Staff Development Plan to focus on the student achievement, student belonging, and student success of all students.

Achievement and Integration FY 2024 Budget Workbook

Use these instructions to create your district's annual Achievement and Integration (A&I) A&I budget. Please refer to the *Achievement Integration Budget Guide* on the A&I webpage for more information on A&I revenue and for the list of budget review criteria.

Do not delete pages from this workbook. That will disable the formulas on the *Expenditure Summary* page which calculates the percentage of expenditures (direct student service, prof development, admin) and also sums total expenditures by FIN code. You need to track of both as you create your budget.

- Program and fiscal staff should work together to create this budget, drawing on your respective knowledge of the strategies in your district's A&I plan, costs that aren't detailed in the plan but are necessary to implement those strategies, and school finance practices.
- **Proposed expenditures can be approved only for strategies included in a district's current MDE-approved A&I plan.**
- Expenditures to fund strategies included in a racially identifiable school (RIS) plan must be listed in the RIS tabs of this excel workbook.
- **Use the separate tabs for direct student services, PD, and Admin costs as explained in the A&I Budget Guide. The requirement for districts to use a certain percentage of revenue for each expenditure type is in A&I legislation and explained in the tabs of this budget workbook.**
- **Add lines to a worksheet by inserting rows *before* a revenue total line.** The revenue total lines are linked to a formula in the Expenditure Summary page. If you insert rows after them, your Expenditure Summary totals will be inaccurate.
- Add a **budget narrative** for each line item to document how proposed expenditures will fund activities in your district's MDE-approved A&I plan. **Do not copy your plan description into the budget.** Instead, describe what each expenditure will purchase. Then identify by name and number the activity in your plan that an expenditure will help fund. This info will provide expenditure detail not included in your A&I plan.
- List proposed FIN 313 (initial revenue) and FIN 318 (incentive revenue) expenditures on the separate tabs marked in the budget workbook. These are two different types of A&I aid and must be tracked separately.
- Find your district's aid entitlement estimate for A&I revenue in the Minnesota Funding Reports (MFR) section of MDE's Data Analytics webpage. Steps for finding that report are listed on the MDE A&I webpage.
- **Admin costs include salary and benefits for support staff and administrators that do not provide direct instruction to students in A&I activities. Admin costs also include things such as postage, rent, dues, memberships, printing charges.**
- Payments to other districts or to vendors should be listed as line items in the corresponding Direct Student Services, PD, or Admin tabs. **Use OBJ code 390 for payments to other districts.**
- **The budget narratives for proposed salary expenditures should include the following: percentage FTE and the name and number of the strategy in your district's A&I plan that the FTE is supposed to help implement.**
- Fringe benefits for positions that are part of the same plan strategy may be bundled by OBJ code. For example, if three staff are providing instruction for an A&I summer program, benefits for their hours working on that program may be listed in the same line item.
- Resubmit this workbook listing proposed and *actual* FY 2024 expenditures by December 1, 2024.

▪ Expenditure changes that increase total FIN code amounts and changes to the types of expenditures approved in the initial budget must be sent to MDE for review and approval by April 1, 2024.

▪ **Budgets are due to MDE by March 15, 2023. Board approval is optional. This means your board does not need to approve this budget before you submit it on March 15.**

How to Submit Your Budget

1) Submit your district's proposed FY24 budget by March 15, 2023 to mde.integration@state.mn.us.

2) Submit your district's budget as an excel file. No PDF's please.

3) Please save your budget using the file name *FY24 [District Name] A&I budget*.

Questions about submitting your budget? Contact one of MDE's A&I staff or email mde.integration@state.mn.us.



Achievement and Integration Revenue FY 2024 Budget Worksheet

Use this workbook to list proposed expenditures of FY 2024 Achievement Integration (A&I) revenue. All expenditures must support strategies in your district's MDE-approved A&I plan. Each worksheet has a column where you will explain how each line item is intended to fund a strategy. **Please use the instructions in the prior tab of this workbook.** For details on budget requirements, see the A&I Budget Guide on the A&I webpage.

District Name: Lester Prairie Public Schools

District ISD Number: 424

Superintendent: Dr. Melissa Radeke

Partnering Districts:

Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for the budget to be approved.

Program Staff: Dr. Melissa Radeke

Phone: 320-395-3001

E-mail: radeke@lp.k12.mn.us

Fiscal Staff: Alice Daak

Phone: 320-395-3221

Email: daak@lp.k12.mn.us

If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please list those schools here:

Find the amount of Achievement and Integration (A&I) revenue your district may be eligible to receive in FY 2024 and enter it below. See lines 12 and 13 in your district's Integration Revenue Reports listed online in the Minnesota Funding Reports. These are estimates based on enrollment projections and A&I funding formulas. These estimates will be adjusted to reflect actual FY24 enrollment. Directions for finding Integration Revenue reports online are posted to the A&I website.

Total Initial Revenue (FIN 313)	\$ 51,215.85
Total Incentive Revenue (FIN 318)	\$ 5,164.00
TOTAL A&I REVENUE	\$ 56,379.85

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2024 Achievement & Integration budget as approved by the school board.

Board Approval Date _____

School Board Chair _____

Date _____

Superintendent _____

Date _____

This certification statement is not required in legislation or by the Minnesota Department of Education.

FOR MDE USE ONLY

Approved Initial Revenue: _____

Approved Incentive Revenue: _____

MDE Approval: _____

Date: _____



FY 2024 Achievement and Integration Budget Expenditure Summary

District Number: **424**

District Name: **Lester Prairie Public Schools**

Proposed Budget			Actual Expenditures		
		Proposed Budget Ratios		Actual Budget Ratios	
Direct Services to Students must equal at least 80% of total revenue	\$52,369.28	96.72%	DSS At least 80% of total expenditures	\$0.00	#DIV/0!
Professional Development may equal no more than 20% of total revenue	\$1,774.20	3.28%	Professional Development No more than 20% of total expenditures	\$0.00	#DIV/0!
Administrative/Indirect may equal no more than 10% of total revenue	\$0.00	0.00%	Admin/Indirect No more than 10% of total expenditures	\$0.00	#DIV/0!
Total Proposed Revenue:	\$54,143.48		Total Revenue Expended:	\$0.00	
Total Amount Proposed FIN 313	\$50,769.28		Improvement Planning Expenditures	0%	#DIV/0!
Total Amount Proposed FIN 318	\$3,374.20		Districts must use up to 20% of integration revenue to implement an improvement plan (Minn. Stat. 124D.862 subd. 8 (c) 2).		

Amending Line Items To amend line items in this budget after it's been approved by MDE, strike the approved dollar amt and related budget narrative. Insert a row below the line you want to change (make sure the new row is above the total revenue line). Add a new dollar amt and narrative to the row you just added. Then highlight both lines with the color highlight function. Explain the change in the comments box at the bottom of the tab.

UFARS Corrections You do not need to submit an amended budget to MDE in order correct UFARS codes. Instead, make UFARS corrections when you submit your Actual Expenditure report. Add a note to explain the correction. See the A&I Gudget Guide for more details on when to amend your MDE-approved budget.

Comments:

Improvement Funding Directions	Only districts that did not meet the goals in their last plan after three years should complete this tab. If you didn't meet your goals, you must use up to 20% of your annual integration revenue to fund improvement strategies.
---------------------------------------	--

Step 1) Complete the DSS, PD and Admin tabs for FIN 313 and 318. Step 2) Copy and paste line items that will fund improvement strategies into one of the sections below.

- Copy line items totaling up to 20% of your total proposed revenue. That percentage will be calculated for you on the Expenditures Summary tab.
- The line items you copy may be either FIN 313 or FIN 318 depending upon how you're funding your improvement strategies.

What is an improvement strategy? Strategies that were 1) not in your prior plan, or 2) strategies that you've adjusted and kept in your current A&I plan, and 3) strategies developed using an equity-centered improvement process like the one described in the A&I Improvement Planning Guide. The strategies should be different from the ones in your prior plan because they are either new to your A&I work or have been changed in some way that increases the likelihood of meeting the goals in your district's current plan.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amount	Budget Narrative - Which strategy in you're A&I plan does each line item support and how?		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit this workbook with actual FY24 expenditures by 12/1/24.	Describe what will be purchased, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will help implement a strategy. Do not copy the strategy description from your plan.	Goal #	Strategy # and Name

Direct Student Services									
--------------------------------	--	--	--	--	--	--	--	--	--

N/A									
-----	--	--	--	--	--	--	--	--	--

Professional Development									
---------------------------------	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

Administrative Costs									
-----------------------------	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

					\$0.00		\$0.00		
--	--	--	--	--	--------	--	--------	--	--

Comments:



District Number: 424

District Name: Lester Prairie Public Schools

80% Direct Services to Students

List proposed **FIN 313** expenditures for Direct Student Services below. **At least 80% of a district's proposed expenditures must be used for strategies in a district's MDE-approved A&I plan that provide direct services to students.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amt	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
	ORG	PROG	FIN	OBJ			Use this column to describe what will be purchased to implement your A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will help implement the strategy. <i>Do not copy the strategy description from your plan.</i>	Goal #	Strategy # and Name
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					List the total amount budgeted for this line item.	Resubmit this budget with actual FY24 expenditures by 12/1/24.			
Licensed Classroom Teacher	100	203	313	140	\$19,192.32		.64 FTE Student Support - 5 hrs/day	1	2 - Student Success
Employee Benefits	100	203	313	200	\$6,192.32		Benefits	2	2 - Student Success Intervention Program
Licensed Classroom Teacher	300	211	313	140	\$19,192.32		.64 FTE Student Support - 5 hrs/day		4 - Staff Development for Teachers and Paraprofessionals
Employee Benefits	300	211	313	200	\$6,192.32		Benefits		
			313						
			313						
			313						
			313						
			313						
			313						
			313						
			313						
			313						
			313						
FIN 313 TOTAL					\$50,769.28				\$0.00

Insert lines **above** the **FIN 313 TOTAL** line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:



FY 2024 Achievement and Integration Budget
 Direct Student Service Costs to Reduce Enrollment Disparities

District Number:

District Name:

80% Direct Services to Students

List proposed **FIN 318** expenditures for Direct Student Services below. At least 80% of a district's proposed expenditures must be used for strategies included in the district's MDE-approved A&I plan which provide direct services to students. **Incentive revenue may be used to fund strategies that decrease racial and economic enrollment disparities in classes, schools, some programs, or between districts.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
	ORG	PROG	FIN	OBJ				Goal #	Strategy # and Name
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					List the total amount budgeted for this line item.	Resubmit form with actual FY24 expenditures by 12/1/24.			
Transportation Contract - Private Carriers	005	760	318	360	\$100.00			3	1 - Cross District Cultural, Racial, and Ethnic Awareness and
Supplies & Materials - Non Ind Instructional	300	212	318	430	\$1,500.00				
			318						
			318						
			318						
FIN 318 TOTAL					\$1,600.00				\$0.00

Insert lines **above** the **FIN 318 TOTAL** line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:



FY 2024 Achievement and Integration Budget
Professional Development Costs

District Number: 424

District Name: Lester Prairie Public Schools

20% Professional Development

List all proposed **FIN 313** expenditures for professional development below. **No more than 20% of this budget's total revenue may be proposed or used for these costs.** All training funded through this budget must directly support strategies in a district's MDE-approved A&I plan. Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?	
	ORG	PROG	FIN	OBJ			Goal #	Strategy # and Name
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					List the total amount budgeted for this line item.	Resubmit form with actual FY24 expenditures by 12/1/24.	Use this column to describe what will be purchased to implement your A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. <i>Do not copy the strategy description from your plan.</i>	
			313					
			313					
			313					
N/A			313					
			313					
			313					
FIN 313 TOTAL					\$0.00	\$0.00		

Add lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Professional Development section of the Improvement Planning tab.

Comments:



FY 2024 Achievement and Integration Budget
Professional Development Costs to Reduce Enrollment Disparities

District Number:

District Name:

20% Professional Development

List proposed **FIN 318** expenditures for professional development below. No more than 20% of this budget's total revenue may be proposed or used for these costs. **Incentive revenue may be used to fund strategies that decrease racial and economic enrollment disparities in classes, schools, some programs, or between districts.** Read the A&I Budget Guide on the MDE website for more details.

UFARS Title	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
	ORG	PROG	FIN	OBJ			Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. <i>Do not copy the strategy description from your plan.</i>	Goal #	Strategy # and Name
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					List the total amount budgeted for this line item.	Resubmit form with actual FY24 expenditures by 12/1/24.			
Licensed Instructional Support Personnel	005	640	318	143	\$1,225.00				
Employee Benefits	005	640	318	200	\$200.00				
Support Staff Stipend	005	640	318	185	\$300.00		10 hours @ \$30.00 per hour Prep time	3	1 - Cross District Cultural, Racial, and Ehtnic Awareness and Acceptance
Staff Benefits	005	640	318	200	\$49.20				
			318						
FIN 318 TOTAL					\$1,774.20	\$0.00			

Add lines **above** the **FIN 318 TOTAL** line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Professional Development section of the Improvement Planning tab.

Comments:



FY 2024 Achievement and Integration Budget
Administrative/Indirect Costs

District Number:

District Name:

10% Admin/Indirect Costs
 List proposed Administrative/Indirect **FIN 313** expenditures below. **No more than 10% of this budget's total revenue may be proposed or used for administrative or indirect costs.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?	
	ORG	PROG	FIN	OBJ			Goal #	Strategy # and Name
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					List the total amount budgeted for this line item.	Resubmit form with actual FY24 expenditures by 12/1/24.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. <i>Do not copy the strategy description from your plan.</i>	
			313					
			313					
N/A			313					
			313					
			313					
FIN 313 Total					\$0.00	\$0.00		

Add lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Admin/Indirect section of the Improvement Planning tab.

Comments:



FY 2024 Achievement and Integration Budget
Administrative/Indirect Costs to Reduce Enrollment Disparities

District Number:

District Name:

10% Admin/Indirect Costs
 List proposed **FIN 318** Administrative/Indirect expenditures below. **No more than 10% of this budget's total revenue may be proposed or used for administrative or indirect costs.**
Incentive revenue may be used to fund strategies that decrease racial and economic enrollment disparities in classes, schools, some programs, or between districts. Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
	ORG	PROG	FIN	OBJ				Goal#	Strategy # and Name
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					List the total amount budgeted for this line item.	Resubmit form with actual FY24 expenditures by 12/1/24.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. <i>Do not copy the strategy description from your plan.</i>		
			318						
			318						
			318						
N/A			318						
			318						
			318						
FIN 318 Total					\$0.00	\$0.00			

Add lines **above** the **FIN 318 TOTAL** line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Admin/Indirect section of the Improvement Planning tab.

Comments:



FY 2024 Achievement and Integration Budget
Racially Identifiable Schools: Direct Student Services Costs

District Number:

District Name:

80% Direct Services to Students
 List proposed **FIN 313** expenditures for Direct Student Services for your district's Racially Identifiable School(s) below. **At least 80% of a district's proposed expenditures must be used for strategies in a district's MDE-approved A&I plan that provide direct services to students.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
	ORG	PROG	FIN	OBJ				Goal #	Strategy # and Name
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					List the total amount budgeted for this line item.	Resubmit form with actual FY24 expenditures by 12/1/24.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. <i>Do not copy the strategy description from your plan.</i>		
			313			\$0.00			
			313						
			313						
N/A			313						
			313						
			313						
			313						
			313						
			313						
FIN 313 TOTAL					\$0.00	\$0.00			

Add lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.
 Comments:



FY 2024 Achievement and Integration Budget

Racially Identifiable Schools: Direct Student Service Costs to Reduce Enrollment Disparities

District Number:

District Name:

80% Direct Services to Students

List proposed FIN 318 expenditures for Direct Student Services for your Racially Identifiable School(s) below. **At least 80% of a district's proposed expenditures must be used for strategies that provide direct services to students. Incentive revenue may be used to fund strategies that decrease racial and economic enrollment disparities** in classes, schools, some programs, or between districts.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
	ORG	PROG	FIN	OBJ				Goal #	Strategy # and Name
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					List the total amount budgeted for this line item.	Resubmit form with actual FY24 expenditures by 12/1/24.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. <i>Do not copy the strategy description from your plan.</i>		
			318			\$0.00			
			318						
N/A			318						
			318						
			318						
FIN 318 TOTAL					\$0.00	\$0.00			

Add lines **above** the FIN 318 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:



FY 2024 Achievement and Integration Budget
Racially Identifiable Schools: Professional Development Costs

District Number:

District Name:

20% Professional Development
 On this worksheet list proposed FIN 313 expenditures for professional development for your district's Racially Identifiable School(s). **No more than 20% of a district's proposed expenditures may be used for PD costs that are part of a district's MDE-approved A&I plan.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY24 expenditures by 12/1/24.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. <i>Do not copy the strategy description from your plan.</i>	Goal #	Strategy # and Name
			313			\$0.00			
			313						
			313						
N/A			313						
			313						
			313						
			313						
			313						
FIN 313 TOTAL					\$0.00	\$0.00			

Add lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:



FY 2024 Achievement and Integration Budget
Racially Identifiable Schools: Professional Development Costs to Reduce Enrollment Disparities

District Number:

District Name:

20% Professional Development

List proposed **FIN 318** expenditures for professional development for your district's Racially Identifiable School(s) below. No more than 20% of a district's total proposed expenditures may be used for PD costs that are part of a district's MDE-approved A&I plan. **Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
	ORG	PROG	FIN	OBJ				Goal #	Strategy # and Name
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					List the total amount budgeted for this line item.	Resubmit form with actual FY24 expenditures by 12/1/24.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. <i>Do not copy the strategy description from your plan.</i>		
			318			\$0.00			
			318						
N/A			318						
			318						
			318						
FIN 318 TOTAL					\$0.00	\$0.00			

Add lines **above** the FIN 318 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:



FY 2024 Achievement and Integration Budget
Racially Identifiable Schools: Administrative/Indirect Costs

District Number:

District Name:

10% Admin/Indirect Costs

List proposed Administrative/Indirect **FIN 313** expenditures for your district's Racially Identifiable School(s) below. **No more than 10% of your total revenue may be budgeted or used for administrative or indirect costs.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
	ORG	PROG	FIN	OBJ				Goal #	Strategy # and Name
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					List the total amount budgeted for this line item.	Resubmit form with actual FY24 expenditures by 12/1/24.	Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. <i>Do not copy the strategy description from your plan.</i>		
			313						
			313						
N/A			313						
			313						
			313						
FIN 313 Total					\$0.00	\$0.00			

Add lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:



FY 2024 Achievement and Integration Budget
Racially Identifiable Schools: Administrative/Indirect Costs

District Number: 424 **District Name:** Lester Prairie Public Schools

10% Admin/Indirect Costs

List proposed **FIN 318** Administrative/Indirect expenditures for your district's Racially Identifiable School(s) below. No more than 10% of your total revenue may be budgeted or used for administrative or indirect costs. **Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities.** Read the A&I Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount	Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and how?		
	ORG	PROG	FIN	OBJ			Use this column to describe what will be purchased to implement A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will implement the strategy. <i>Do not copy the strategy description from your plan.</i>	Goal #	Strategy # and Name
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.			318		List the total amount budgeted for this line item.	Resubmit form with actual FY24 expenditures by 12/1/24.			
			318						
			318						
N/A			318						
			318						
			318						
			318						
FIN 318 Total					\$0.00	\$0.00			

Add lines **above** the FIN 318 TOTAL line to include those dollar amounts in proposed and approved revenue totals.

Improvement Funding Copy line items for improvement strategies and paste them into the Direct Student Services section of the Improvement Planning tab.

Comments:

**TEACHER CONTRACT FOR MINNESOTA
PUBLIC SCHOOL DISTRICTS**

The School Board of Independent School District No. 424 of the State of Minnesota, Lester Prairie, Minnesota, enters into this contract, pursuant to M.S. 125.12 as amended, with Mary Wenisch a legally qualified and licensed teacher who agrees to teach in the public school of said district as a Special Education Teacher with assigned duties for the school year 2024 to 2025.

The following provisions shall apply and are a part of this contract:

1. **Basic Services:** Said teacher shall faithfully perform the services prescribed by the school board or its designated representative, whether or not such services are specifically described in this contract, abide by the rules and regulations as established by the school board and State Board of Education, and any additions or amendments thereto, for the annual salary indicated below, and agrees to teach for the school district as assigned in such grades or subjects for which the teacher has the necessary license.
2. **Duration:** This contract is subject to the provisions of M.S. 125.12 as amended and to all laws, rules and regulations of the State of Minnesota relevant to qualification, licensure, employment, termination and discharge for cause of teachers. Thereafter this contract shall remain in full force and effect except if modified by mutual consent of the school board and the teacher or unless terminated as provided by law, or by written resignation pursuant to M.S. 125.12.
3. **Duty Year:** The teacher's duty year and vacation days shall be as adopted by the school board, and the teacher agrees to teach on those legal holidays on which the school board is authorized to conduct school if the school board so determines. In the event a duty day is lost due to any emergency, the teacher agrees to perform duties on such other day in lieu thereof as determined by the school board.
4. **Additional Services;** The school board, or its designated representative, may assign the teacher to extracurricular, co-curricular, or other assignments, subject to established compensation for such services which exceed the services authorized in paragraph one. Said extracurricular, co-curricular or other assignments may be described in paragraph six of this contract or by letter of assignment, together with a recitation of the compensation, if any, to be paid for said assignment. The school board, or its designated representative, may make any additions or amendments during the duty year as shall be necessary. Said extracurricular, co-curricular, or other assignments and compensation, if any, for such assignment shall not become a part of the teacher's Continuing Contract rights unless the words "continuing contract" are recorded immediately following the assignment.
5. **Reference:** This contract shall be subject to the agreement between the school district and the exclusive representative if any, and the provisions of the Public Employment Labor Relations Act as amended.
6. **Special Provisions:**

In addition, said teacher agrees to perform the following additional services for the additional salary indicated.

Additional Service	Additional Compensation
1. _____	\$ _____
2. _____	\$ _____
3. _____	\$ _____

7. In consideration thereof, the school board agrees to pay said teacher the following annual salary:

\$ _____ \$45,824.00 _____	For Basic Services (BA+20 Level-2)
\$ _____	For additional services as set forth in paragraph six.
\$ _____ \$45,824.00 _____	Total salary, exclusive of fringe benefits.

Such salary shall be paid as authorized and in such installments during the term of the year as may be determined by appropriate school board regulation. This contract shall be effective only after it has been authorized by the school board in appropriate action, recorded in its minutes, and executed by the parties. In those years when negotiations have not been completed, salary amounts will be adjusted to reflect changes governed by the Master Agreement, if any.

THIS FORM IS TO BE RETURNED TO THE SUPERINTENDENT WITHIN TEN (10) DAYS OF RECEIPT.

IN WITNESS THEREOF I have subscribed my signature this 29 day of February, 2024.

Mary Wenisch
Teacher

IN WITNESS THEREOF we I have subscribed our signatures this _____ day of _____, 20 ____.
INDEPENDENT SCHOOL DISTRICT NO. 424

Chairman

Clerk

WHITE – School Board's Copy
GREEN – Teacher's Copy (to be returned after school board approval)

LESTER PRAIRIE PUBLIC SCHOOL
SCHOOL DISTRICT 424
131 North Hickory Street
Lester Prairie, MN 55354-0158
(320)395-2521 FAX (320)395-4204

EXTRA CURRICULAR CONTRACT
LESTER PRAIRIE ISD #424
2023-2024

DATE: 2/20/2024

The School Board of Independent School District No. 424 of the State of Minnesota, Lester Prairie, Minnesota, at a meeting on the _____ day of _____, 2024, enters into this agreement with **Angela Christen** for the following extra curricular assignment:

Assistant Varsity Softball Coach BA-1 (7% @ \$41,866.00)

For this assignment you will be paid a total of \$2,512.00. ***In those years when negotiations have not been completed, salary amounts will be adjusted to reflect changes governed by the Master Agreement, if any.**

This amount will be paid as follows: To be paid at the end of the season after all equipment and student fees have been collected and the attached sheet has been signed and turned in to payroll by the Activities Director.

I hereby accept the assignment as indicated:

Angela Christen
Coach's Signature

Feb. 23, 2024
Date

AFTER VERIFYING THAT YOUR PLACEMENT, PERCENTAGE, AND SALARY ARE CORRECT, THIS FORM IS TO BE RETURNED TO THE SUPERINTENDENT WITHIN TEN (10) DAYS OF RECEIPT.

In Witness thereof, on behalf of the school district, we have subscribed our signatures this _____ day of _____, 2024. Ind. District No. 424

Chairperson's Signature

Clerk's Signature

WHITE – School Board's Copy

GREEN – Teacher's Copy (to be returned after school board approval)

LESTER PRAIRIE PUBLIC SCHOOL
SCHOOL DISTRICT 424
131 North Hickory Street
Lester Prairie, MN 55354-0158
(320)395-2521 FAX (320)395-4204

EXTRA CURRICULAR CONTRACT
LESTER PRAIRIE ISD #424
2023-2024

DATE: 2/15/24

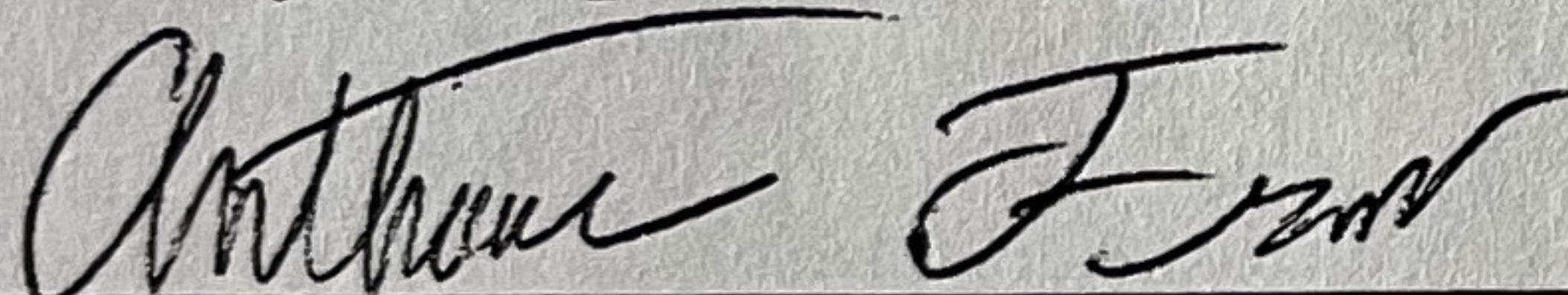
The School Board of Independent School District No. 424 of the State of Minnesota, Lester Prairie, Minnesota, at a meeting on the _____ day of _____, 2024, enters into this agreement with **Anthony Frank** for the following extra curricular assignment:

Assistant Varsity Baseball Coach BA-6 (6% @ \$46,486.00)

For this assignment you will be paid a total of \$2,789.00 *In those years when negotiations have not been completed, salary amounts will be adjusted to reflect changes governed by the Master Agreement, if any.

This amount will be paid as follows: To be paid at the end of the season after all equipment and student fees have been collected and the attached sheet has been signed and turned in to payroll by the Activities Director.

I hereby accept the assignment as indicated:



Coach's Signature

2-28-24

Date

AFTER VERIFYING THAT YOUR PLACEMENT, PERCENTAGE, AND SALARY ARE CORRECT, THIS FORM IS TO BE RETURNED TO THE SUPERINTENDENT WITHIN TEN (10) DAYS OF RECEIPT.

In Witness thereof, on behalf of the school district, we have subscribed our signatures this _____ day _____, 2024. Ind. District No. 424

Chairperson's Signature

Clerk's Signature

WHITE – School Board's Copy

GREEN – Teacher's Copy (to be returned after school board approval)

LESTER PRAIRIE PUBLIC SCHOOL
SCHOOL DISTRICT 424
131 North Hickory Street
Lester Prairie, MN 55354-0158
(320)395-2521 FAX (320)395-4204

EXTRA CURRICULAR CONTRACT
LESTER PRAIRIE ISD #424
2023-2024

DATE: 2/23/24

The School Board of Independent School District No. 424 of the State of Minnesota, Lester Prairie, Minnesota, at a meeting on the _____ day of _____, 2024, enters into this agreement with **Callie Nelson** for the following extra curricular assignment:

JH Softball Coach BA-0 (5% @ \$40,941.00)

For this assignment you will be paid a total of \$2,047.00. ***In those years when negotiations have not been completed, salary amounts will be adjusted to reflect changes governed by the Master Agreement, if any.**

This amount will be paid as follows: To be paid at the end of the season after all equipment and student fees have been collected and the attached sheet has been signed and turned in to payroll by the Activities Director.

I hereby accept the assignment as indicated:

Callie Nelson
Coach's Signature

02/28/2024
Date

AFTER VERIFYING THAT YOUR PLACEMENT, PERCENTAGE, AND SALARY ARE CORRECT, THIS FORM IS TO BE RETURNED TO THE SUPERINTENDENT WITHIN TEN (10) DAYS OF RECEIPT.

In Witness thereof, on behalf of the school district, we have subscribed our signatures this _____ day of _____, 2024. Ind. District No. 424

Chairperson's Signature

Clerk's Signature

WHITE – School Board's Copy
GREEN – Teacher's Copy (to be returned after school board approval)

March 18, 2024

131 Hickory Street N
Lester Prairie, MN 55354

Dear Admin and School Board,,

Please accept this letter as my formal resignation as 5th grade teacher at Lester Prairie Schools at the end of the 2023-2024 school year.

Thank you for the opportunity to grow as an educator in this position that I have held the past three years. I am eternally grateful for the time spent at Lester Prairie Schools and all I have learned while working here. I am thankful for the supportive staff, welcoming community, and wonderful students. However, I have decided to look for professional growth opportunities elsewhere.

Sincerely,

Anna Soupir

March 17th, 2024

Dear Administration and School Board Members,

Please accept this resignation letter for my teaching position here at Lester Prairie Schools. I will be stepping down from teaching and as Knowledge Bowl coach at the conclusion of the 23-24 school year.

I have appreciated the many opportunities to do so much of what I love here. The memories of coaching Future Problem Solvers to the International Conference, sharing my passion for math and social studies, meeting so many of the wonderful and dedicated staff members, connecting with students, and being embraced by many community members are just a few of the things I will truly miss.

I wish students and staff at Lester Prairie nothing but the best in the future. Thank you for the support and experiences over the past 9 years. Please let me know if you need any additional information.

Sincerely,

A handwritten signature in cursive script, appearing to read "Katie Carmine". The signature is written in dark ink and is positioned above the printed name.

Katie Carmine